

**UNIVERSITY OF CALIFORNIA, RIVERSIDE**  
**ANNUAL UNDERGRADUATE PROGRAM-LEVEL STUDENT OUTCOMES ASSESSMENT REPORT**  
**AY 2019-20**

All undergraduate majors are required to a) have learning outcomes, b) gather evidence to assess if students are meeting those outcomes, c) reflect and make recommendations pertinent to the program based on assessment findings, and d) formally report on the assessment process and their findings. The Annual Assessment Report is designed to facilitate the reflective aspect of teaching and learning, and to support academic assessment and the program review process at UCR.

The following questions/prompts will guide you through the submission of the Annual Assessment Report, which is focused on the direct assessment of **at least one student learning outcome in each major**. Please type or paste your answers into the response boxes. For more information on what each section is asking, please refer to the [UCR Assessment Website](#). The resources on the website are meant to provide general information about assessment, it is not intended to dictate how assessment should be carried out in every situation. The minor sections are meant to guide reporting; they may be helpful but it is not required to directly reply to each one.

There are multiple steps to completing the Annual Report:

1. Questions 1 through 5 must be completed by the department/program and submitted to [assess@ucr.edu](mailto:assess@ucr.edu) by May 1, 2020.
2. Questions 6 through 9 must be completed by the department/program and submitted to [assess@ucr.edu](mailto:assess@ucr.edu) by June 15, 2020.
  - a. Do not create a separate report. Simply update the one submitted on May1, 2020.
3. Deans will review findings from annual assessment reports and discuss the following with the Provost beginning Mid-July, 2021:
  - a. Report findings and recommendations/next steps
  - b. Assessment process implementation
  - c. How to support identified recommendations/next steps

Please remove any information that could identify individual students (such as names or student identification numbers). Also please include as many appendices and related material as practical in the main document rather than submitting multiple documents.

The Office of Evaluation and Assessment will provide assessment support to departments/programs to perform direct assessment of student work. If you have questions or would like some support, please contact the Office of Evaluation and Assessment at [assess@ucr.edu](mailto:assess@ucr.edu). Workshops will also be provided throughout the year to support campus-wide assessment efforts including program-level completion of this report. For more information, please refer to the [UCR Assessment Website](#), and be on the lookout for workshop announcements in your email.

**Major(s) being assessed with this report:**

Insert response here.

**Responsible department/program:**

Insert response here.

**Responsible college/school:**

Insert response here.

**Department chair/program director (name and email address):**

Insert response here.

**Report authors (names and email addresses):**

Insert response here.

**Assessment Report Sections**

**1. Reflection on any changes resulting from last year's assessment.**

- Please share any decisions that were made and/or implemented as a result of last year's assessment findings. You should also share how those changes have impacted student learning or faculty teaching or both. This is meant to be a qualitative reflection on the application of assessment findings.

Insert response here.

**2. Student Learning Outcomes** (See STEP 1: Identify Outcome(s) to be Assessed in the [Assessment Handbook](#))

- Please list all of the student learning outcomes for each major.
  - If any of the outcomes have changed since last year, please note this. What was the reason for the change? What was the process for changing the outcomes?
- Name the outcome that was, or the outcomes that were, assessed this year. (Reminder: You must assess at least one student learning outcome each year in each major.)

Insert response here.

**3. Alignment between outcomes and learning opportunities** (See STEP 2: Providing Aligned Student Experiences to Outcomes in the [Assessment Handbook](#))

- If there have been any changes to your program’s curriculum (addition or removal of a course, significant changes to a course that impact its alignment to program learning outcomes, etc.) please provide a revised curriculum map indicating the change. An example can be found in the STEP 2: Providing Aligned Student Experiences to Outcomes section of the [Assessment Handbook](#)
- Please provide an explanation for the changes in the box below.

Insert response here.

**4. Method for Assessing Student Learning** (See STEP 3: Gathering Evidence of Student Achievement of Outcomes in the [Assessment Handbook](#))

- For each student learning outcome being assessed this year, please describe the form of direct assessment completed, (e.g., assignment or thesis, embedded test questions, oral or written exam, project, etc.), the process, and why this method was chosen.
  - Please provide any directions and/or templates provided to the students for the assignment and the criteria used to evaluate the student work as an appendix.
- Be sure to mention the numbers of courses, instructors or students involved.
- If you only used a sample of student work, please describe how you chose the sample.

Insert response here.

**5. Analysis of Evidence** (See STEP 4: Analyzing Evidence in the [Assessment Handbook](#))

- Please summarize in written, tabular, or graphical form the results of the assessment. If relevant, include any performance expectations or benchmarks. Additional details to consider might be:
  - Patterns across major dimensions of learning analyzed
  - Variation between groups or subgroups of students
  - If benchmarks were set before looking at student work
- Details of who was involved in the analysis and in what ways would be very helpful.
- Please include relevant rubrics, assignments, or exams as an appendix.

Insert response here.

**6. Sharing Results** (See [STEP 5: Documenting and Sharing Results](#) in the [Assessment Handbook](#))

- How have the results been shared? When, and with whom, were the results shared? Was a version of this report circulated within the department? Was assessment discussed at a faculty meeting?

Insert response here.

**7. Recommendations/Next Steps** (See [STEP 6: Using What You Have Learned](#) in the [Assessment Handbook](#))

- How will you use what you have learned? Actions may include changes to individual courses or assignments, changes in course sequencing, increased cooperation among instructors, seeking co-curricular support for student learning, and/or communicating expectations better to students, among other possibilities.

Insert response here.

**8. Multi-year plans** (See information about [Program Assessment Timelines](#))

- What outcome(s) will be assessed next year? Is there a multi-year plan that will allow all outcomes to be assessed before the next undergraduate program review?
  - What steps might need to be taken to be sure the right kinds of student evidence can be obtained for the next cycle of assessment? This may mean working with instructors to ensure assignments are aligned, that student work is collected and archived and/or that proper analytic tools (i.e.: rubrics, software, etc.) are in place when the time for their use comes.

Insert response here.

**9. Expanding Assessment Efforts**

- In what ways have faculty in your department supported assessment efforts at UCR for the current academic year? Please check all that apply:
  - Participated in an On-Campus Assessment Workshop
  - Submitted Student Work for Assessment of Core Competency
  - Participated on the Meta-Assessment Committee
  - Participated on the Assessment Advisory Committee
  - Participated in an Assessment Professional Development or Conference Off Campus

**10. Appendices**

Please make use of appendices to include other documents that seem relevant. You might include rubrics, assignments, examples of student work (with names removed), and documentation of discussion of assessment within the department or other documentation as it seems relevant.