Undergrad Program Annual Assessment Report

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Agenda

- Purpose of the Annual Program-Level Assessment Report
- Overview of Annual Program-Level Assessment Report
- Q and A

Links to Help

- UCR Assessment Website: https://assess.ucr.edu/

- UCR Assessment Resources: https://assess.ucr.edu/resources

- UCR Assessment Handbook:
https://assess.ucr.edu/resources#assessment_handbook

- UCR Assessment Report Tool:
https://ucriverside.az1.qualtrics.com/jfe/form/SV_3I8RZzXsIz4rlXf

- Example Report 1

- Example Report 2

Purpose of Annual Assessment

- Assessing student success in meeting program outcomes/expectations.
- Documenting the program planning process.
- Making assessment for program review incremental and manageable.

Key Things to Remember

▶ It does not need to be long.

▶ Try to follow the template as close as possible.

▶ You should make it collaborative.

▶ It does not need to be a separate activity from what happens in the courses.

▶ Use the examples under Assessment Resources at the UCR Assessment Website as general guides.

Annual Assessment Report Submission

- All assessment reports will be submitted using the online submission tool.

    https://ucriverside.az1.qualtrics.com/jfe/form/SV_3I8RZzXsIz4rIXf

Program-Level Annual Assessment Report

All programs are required to a) have student outcomes, b) gather evidence to assess if students are meeting those outcomes, c) reflect and make recommendations pertinent to the unit based on assessment findings, and d) formally report on the process and their findings. The Annual Assessment Report is designed to facilitate the reflective aspect of teaching and learning, and to be supportive of 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 your department. The sections below align with major expectations and the blue underlined text provides links to relevant sections of an online Assessment Handbook. The resources in the handbook are meant to provide general information about assessment, it is not intended to dictate how assessment should be carried out in every situation.

The Annual Assessment Report is due May 3, 2021.

Report Completion Options

- Option 1: Submit responses using this online tool.
- Option 2: Submit responses at one time using a fillable Word Document.

General Information

- College
- Undergraduate/Graduate
- Program/Department
- Major(s) Being Assessed
- Person(s) Writing/Submitting Report
- Additional Faculty/Personnel Involved

1. Reflection on Changes ***

- Reflection on any changes resulting from last year's assessment.
  - Briefly reiterate what was recommended from last year.
  - Briefly share why the recommendation was made.
  - Briefly state if you implemented the recommendations.
  - Briefly state what the result of the implemented change has been.

2. Student Learning Outcomes

- Have you made any changes to your outcomes?
  - If yes:
    - List all outcomes
    - Highlight the changes
    - Describe the why, what, and how of the changes.
- Indicate what outcome is being assessed.
  - Only one outcome per year is needed unless you have a lot of them.

https://assess.ucr.edu/program-level-annual-assessment-steps#_step_1_identify_outcomes_to_be_assessed_

3. Alignment between Outcomes and Learning Opportunities

- Have there been any changes to your outcomes/curriculum/map?
  - If yes:
    - Submit a new map.
    - Describe the what, why, and how of the changes.
- Keep the following in mind:
  - When are outcomes introduced?
  - Where are outcomes practiced?
  - Where can they demonstrate mastery?
  - Think about required versus elective courses.
  - Think about other required experiences.

https://assess.ucr.edu/program-level-annual-assessment-steps#step_2_providing_aligned_student_experiences_to_outcomes

	Student Experience	SO1: Candidates will be able to create a differentiated lesson plan that will address a core objective.	SO2: Candidates will be able to utilize technology to facilitate the implementation of a lesson plan.	SO3: Candidates will be able to deepen student understanding by utilizing effective engagement strategies.	SO4: Candidates will be able to identify effective student engagement practices that utilize restorative justice practices.	SO5: Candidates will be able to develop their own area of research for peer-reviewed journal publication.
Curriculum	EDUC 500	Introduced (lesson plan)				
	EDUC 543	Practiced (lesson plan)	Introduced (lesson plan)			
	EDUC 556		Practiced (lesson plan)	Introduced (engagement presentation)		
	EDUC 612			Practiced (engagement presentation)	Introduced (engagement presentation)	
	EDUC 624					Introduced (capstone paper)
Fieldwork	40 Hours Classroom Observation/Teaching in Gate/Advanced Classroom	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom observations of mentors)	
	40 Hours Classroom Observation/Teaching in Regular Classroom	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom observations of mentors)	
	40 Hours Classroom Observation/Teaching in Special Needs Classroom	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom observations of mentors)	

4. Evidence of Student Learning

- How did you assess achievement of the outcome?
  - Course Assignments
  - Theses/Projects
  - Capstone Presentations
  - Standardized Exams
- Make sure to include a copy of what was given to students, rubric/criteria used for assessing, and an example of the student work.

- https://assess.ucr.edu/program-level-annual-assessment-steps#step_3_gather_evidence_of_student_achievement_of_outcomes

5. Analysis of Evidence *

- This is the result of your assessment.
  - What did you see? Any patterns? Key findings?
  - How did the students do on achieving the outcomes?
- This can be presented in a narrative, table, or a chart.
- This is just the findings, not the recommendations.

- https://assess.ucr.edu/program-level-annual-assessment-steps#step_4_analyzing_evidence

6. Sharing Results **

▶ This could simply be half the report up to this section, and you can share it at a faculty meeting.

  ▶ How were the results shared?

  ▶ Who was it shared with?

  ▶ How was the sharing used to involve faculty in making recommendations?

▶ This is one of the most important aspects of the annual assessment process because it is about the discussion that happens.

▶ https://assess.ucr.edu/program-level-annual-assessment-steps#step_5_documenting_and_sharing_results

7. Recommendations/Next Steps ***

- Use what you have learned from the assessment to make recommendations
  - Keep them focused on the current outcome being assessed.
  - Make recommendations that you can do something about unless you can't.
  - Try to make this collaborative based on the sharing that occurred.

- https://assess.ucr.edu/program-level-annual-assessment-steps#step_6_using_what_you_have_learned

8. Multi-year Plans **

- This where you share your long-term assessment plans.
    - What are you going to assess over the next few years and why?
- Why is this important?
    - Make sure all outcomes are assessed in between program reviews.
    - Planning ahead to collect the necessary evidence.
        (You can start collecting evidence before you need it)
    - Start the annual assessment early

- https://assess.ucr.edu/resources#program_assessment_timelines

Program Outcome	Stage	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Program Outcome 1	Planning and Data Collection	X				X	
	Assessment and Analysis	X					X
	Reflection and Closing the Loop		X				
Program Outcome 2	Planning and Data Collection	X					
	Assessment and Analysis		X				
	Reflection and Closing the Loop		X	X			
Program Outcome 3	Planning and Data Collection		X				
	Assessment and Analysis			X			
	Reflection and Closing the Loop			X	X		
Program Outcome 4	Planning and Data Collection			X			
	Assessment and Analysis				X		
	Reflection and Closing the Loop				X	X	
Program Outcome 5	Planning and Data Collection				X		
	Assessment and Analysis					X	
	Reflection and Closing the Loop					X	X

Multi-Year Plans

- If you don't want to use a table, you can do the following instead:
- Outcome 1:
    - 2019-20
        - Collect student work from capstone course 199
        - Collect scores from TAs on the rubric used for scoring final paper
    - 2020-21
        - Analyzes scores capstone course 199
        - Share results with colleagues at February faculty meeting
        - Create recommendations/next steps
        - Write Annual Assessment report and submit to Office of Evaluation and Assessment
        - Implement next steps
    - 2021-22
        - Follow-up in Annual report and reflect on implementation of next steps

9. Expanding Assessment Efforts

- How have you or your department supported assessment efforts at UCR?
  - 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

- Anything you want to attach.
  - Curriculum Map
  - Blank assessment or prompt
    - If large test, indicate which items are specific to the outcome being assessed.
  - Samples of completed student work.
  - Rubric or criteria used in the assessment
  - Data created (charts, tables, etc.)

Thank you!

- Resources:
  - https://assess.ucr.edu/
  - Omar Safie, Director of Evaluation and Assessment
    - omar.safie@ucr.edu