Grad 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_1IjJLUv3ls9aLl4

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.
- Follow the prompts as close as possible.
- You should make it collaborative.
- It does not need to be a separate activity from what happens in the program already.

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Annual Assessment Report Submission

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

https://ucriverside.az1.qualtrics.com/jfe/form/SV_1IjJLUv3ls9aLl4

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**Program-Level Annual Assessment Report
Chair Participation**

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 Annual Assessment Report is due May 2, 2022.

This is the next step in the Annual Assessment Report process, where you, as the chair, must indicate that how the report was shared, what was discussed, and the program-level recommendations that were made. **This must be completed by June 27, 2022.**

The Office of Evaluation and Assessment will provide assessment support to 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.

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Key Changes for 2021-2022

- All reports must be submitted through the online tool. There is no submission through email with a word document.
- Greater integration into Program Review
- The report is split into two parts
    1. Submitted by person (Assessment Liaison) completing the Annual Assessment Report
    2. Submitted by chair

The more you do now, the less you will have to do later.

General Information

▶ **College**

▶ **Undergraduate/Graduate**

▶ **Program/Department**

▶ **Degree(s) Being Assessed**

▶ **Person(s) Writing/Submitting Report**

▶ **Additional Faculty/Personnel Involved**

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In many cases, the same outcome(s) exists in both the masters and doctorate. You can assess both at the same time. Just indicate that here.

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.

   If your program went through program review last year, you simply need to reflect on the recommendations made as part of the program review and/or the plans you have until the next program review. Try to integrate how assessment can support your plans too.

This is one of the most important sections of the report. This is where you reflect on what has happened since last year's annual assessment report or program review.
- This is a narrative.
- This is a continuation of the prior year's assessment report.
- This is about putting into action the recommendations your program made last year.

It is about keeping yourselves on the ball.
- What did we say we were going to do?
- Did we do it? Why or why not?

2. Student 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.
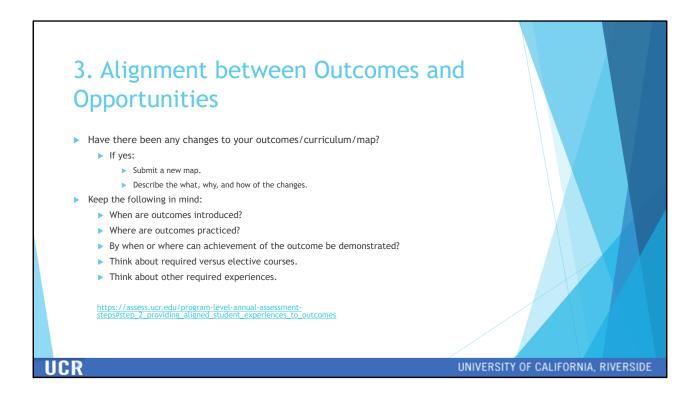   - ▶ Only one outcome per year is needed unless you have a lot of them.

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

Student outcomes are where everything start. If you don't have clear outcomes, then the assessments, analysis, discussions, and recommendations become unclear and your ability to do something with the information you gather will be limited.

If you have not made any changes, you will simply get the same feedback as the year before. This does not mean that you have to make changes, it just means that things are still the same. Not good or bad.

3. Alignment between Outcomes and 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?
  - ▶ By when or where can achievement of the outcome be demonstrated?
  - ▶ 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

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Having a good map is about seeing the bigger picture of the program. It is not about an individual course or program requirement. It is about seeing how all aspects of the program fit together to say this is how students gain mastery of the student 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	X				
	EDUC 543	X	Introduced			
	EDUC 556		Practiced	Introduced		
	EDUC 612			Practiced	Introduced (Engagement presentation)	
	EDUC 624					Introduced (Capstone paper)
Fieldwork	40 Hours Classroom Observation/Teaching in Gate/Advanced Classroom	X	Practiced/Demonstrated	Practiced/Demonstrated	Practiced/Demonstrated (Classroom observation Notes)	
	40 Hours Classroom Observation/Teaching in Regular Classroom	X	Practiced/Demonstrated	Practiced/Demonstrated	Practiced/Demonstrated (Classroom observation Notes)	
	40 Hours Classroom Observation/Teaching in Special Needs Classroom	X	Practiced/Demonstrated	Practiced/Demonstrated	Practiced/Demonstrated (Classroom observation Notes)	
Professional/Academic	Attendance at Education Conference relevant to field of interest					Practiced (AERA Attendance)
	Article Submission for Publication					Demonstrated (Capstone article submission proof)

Red is considered a beginning map. This is the start to a map because it indicates where outcomes intersect with student experiences.

Yellow is better because it indicates where outcomes intersect with student experiences and whether they are introduced, practiced, or demonstrated.

Green is the optimal map. It indicates where the outcomes intersect with the student experiences, whether they are introduced, practiced, or demonstrated, and what the evidence is from that experience that speaks to the outcomes. This will help in creating a multi-year assessment plan.

4. Evidence of Student Learning

▶ How did you assess achievement of the outcome?
  - ▶ Course Assignments
  - ▶ Theses/Projects
  - ▶ Qualifying Exam
  - ▶ Dissertation
  - ▶ Fieldwork
  - ▶ Presentations
  - ▶ Publications

▶ Make sure to include a copy of what was given to students, rubric/criteria used for assessing, and an example of the student work (only relevant if assessment happens through student work)

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

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You have a ton of flexibility here. But that flexibility must be matched with what you are assessing. Some things to think about when selecting the evidence:
- Is it reflective of the outcome being assessed?
- Is it representative of experiences that all or the majority of students in the program must go through before completing the program?
- Can you collect the data relatively easily in a format that you can analyze?
- Can you collect this evidence ahead of time? (It doesn't have to be from the same year the report is due)
- It does not need to be elaborate or extensive.
- It does not need to be something separate from what students already produce because these outcomes should already be embedded in the program.

Things that should be included are:
- Example evidence
- Rubric/criteria used to determine achievement level of outcome
- Who was involved in the process

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

This is where you dig into the data you collected. This is about looking at the information in a way that is meaningful to you and allows you to do something with it. Consider the following:

- Look for patterns in the data. When assessing student outcomes:
  - Where were students strong and where did they struggle?
  - Does it vary based on different ways of looking at the information, such as the year of the student or the type of research or the type of evidence?
  - Remember to stay focused on the outcome(s) being assessed and only talk about the evidence you collected. You can reference other things that provide context and allow for a deeper understanding but the focus should be on making meaning of the outcome being assessed.

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.

This is now completed by the chair as the second part of the assessment process.

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

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Here is where you indicate how the analysis was shared. Some suggestions to make this happen:
- Share the copy of the report broadly with faculty/staff in the department through email.
- Set a time to discuss it at a faculty meeting to discuss. You can use the following questions to start:
  - In relation to the outcomes:
    - What do the results mean?
    - What patterns did the analysis bring out?
    - What was strong or great in relation to the outcome?
    - Where is there room for growth/improvement?
  - In relation to the process:
    - What worked well the evidence and process used?
    - Where could the process be improved?
    - Was the evidence well aligned?
    - Could more people be involved in the process?

    Remember, the goal is to discuss and be reflective and to come out of the discussion with some recommendations.

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.

This is now completed by the chair as the second part of the assessment process.

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

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This should be something that comes out of the sharing and discussion process. The chair will not need to come up with this. It should come out of sharing/discussion process.

8. Multi-year Plans **

▶ This is 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

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This will help in knowing where you will stand at the next program review and if you will need to speed up or slow down. Here is somethings that you should include in plan:
- When each outcome will be assessed.
- Where the evidence will come from.
- If you can, you should also think about how you will analyze the evidence, but this can happen later.

This is important because it guides your long-term processes. By planning ahead, you will be able to collect the evidence you need ahead of time, such as the year before. Over time, this will begin to fill itself out as you complete your annual assessment reports, but I encourage you to be proactive here.

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
    - <mark>Collect student work from completed dissertations</mark>
    - Collect scores from faculty adviser
  - 2020-21
    - <mark>Analyzes scores from completed dissertations</mark>
    - <mark>Share results with colleagues at February faculty meeting</mark>
    - <mark>Create recommendations/next steps</mark>
    - <mark>Write Annual Assessment report and submit to Office of Evaluation and Assessment</mark>
    - Implement next steps
  - 2021-22
    - <mark>Follow-up in Annual report and reflect on implementation of next steps</mark>

Integration with Annual Student Reviews

▶ As part of the annual student reviews, you will be able to use that information to assess your outcomes.

1. Assess all students annually
2. Score them on achievement of each outcome using a program specific Qualtrics Tool.
   ▶ Data does not need to be quantitative.
   ▶ It will depend on program.
3. Data will be provided to you at the beginning of each academic year.
4. Program analyzes data and completes report by beginning of May. (8 months)

Ongoing to make sure all outcomes are evaluated at least once in between program reviews.

The tool has now been created. It has also been pilot tested with three different structures. I will be sharing the example with Grad Council in the next couple of months. Once I get the go ahead, I will reach out to each program to get it set up. This should start happening in either Winter or spring quarter.

9. Expanding Assessment Efforts

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

  ▶ Participated in an On-Campus Assessment Workshop

  ▶ Participated on the Meta-Assessment Committee

  ▶ Participated on the Assessment Advisory Committee

  ▶ Participated in an Assessment Professional Development or Conference Off Campus

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10. Appendices

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

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Thank you!

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

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