



# 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](https://assess.ucr.edu/resources#assessment_handbook)
- ▶ UCR Assessment Report Tool:  
[https://ucriverside.az1.qualtrics.com/jfe/form/SV\\_11jJLUv3Is9aLL4](https://ucriverside.az1.qualtrics.com/jfe/form/SV_11jJLUv3Is9aLL4)

## 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 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\\_1ljJLUv3Is9aLL4](https://ucriverside.az1.qualtrics.com/jfe/form/SV_1ljJLUv3Is9aLL4)



## 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](mailto:assess@ucr.edu).



## Key Changes for 2021-2022

- ▶ All reports must be submitted through the online tool. There is no submission through email with a word document.
  - ▶ You can upload supporting documents after each section
- ▶ Greater integration into Program Review
- ▶ Required inclusion of Core Competencies in map
- ▶ The report is split into two parts
  1. Submitted by person (Assessment Liaison) completing the Annual Assessment Report (May 2)
  2. Submitted by chair (June 27)

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

## General Information

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



## 1. Reflection on Changes \*

- ▶ Reflect 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. While it is okay to indicate how you made changes based on the feedback you received from myself and the MAC, you should also try to focus on your own recommendations. So stay focused on the outcome assessed last year and the recommendations you made.
- 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](https://assess.ucr.edu/program-level-annual-assessment-steps/#_step_1_identify_outcomes_to_be_assessed)

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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 Learning Opportunities

- ▶ All programs will be submitting a new map this year because of the inclusion of Core Competencies in the map
- ▶ In terms of your own outcomes, 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.

*This should be created collaboratively within the program this year.*

[https://assess.ucr.edu/program-level-annual-assessment-steps#step\\_2\\_providing\\_aligned\\_student\\_experiences\\_to\\_outcomes](https://assess.ucr.edu/program-level-annual-assessment-steps#step_2_providing_aligned_student_experiences_to_outcomes)

For your own outcomes, things stay the same. So, if you have no significant changes to your outcomes or curriculum, the map for your outcomes doesn't change.

## 3a. Core Competencies in Map

- ▶ Based on the memo from October 8, 2021, we are implementing one of the recommendations from the WSCUC Core Competency Assessment of Information Literacy and creating a better map.
  - ▶ All programs will need to submit a new map this year
  - ▶ This will help us create a better picture
  - ▶ This is being integrated with the Annual Assessment Report because mapping and discussion is not new here

Best that we make it a part of something that we already do instead of making it a separate endeavor.

## 3a. Core Competencies in Map

▶ Here are the steps to creating the revised map:

1. Share the [Core Competency definitions](#), [AAC&U VALUE Rubrics](#), and your program's existing map with faculty.
2. Have faculty reflect on the following for each of the core competencies:
  - ❑ Step 2a: In which courses listed in the map are each of the core competencies represented?
  - ❑ Step 2b: Is the core competency a key/important part of the course?
  - ❑ Step 2c: In what way is the core competency addressed?
3. Come together as a group and discuss.
4. Create and submit the final map. You can find the template [here](#)

▶ Make sure to start early so that there is time for faculty to discuss before it is due.

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- The definitions and rubrics are intended to provide the information needed to understand each core competency.
- The map is intended to provide faculty with a starting point.

Step 2a: You really want to just account for the courses where the core competency might exist. This is just the first pass and shouldn't really take too long.

Step 2b: Now we start to dig deeper. Is the core competency an important part of the course? In other words, is the core competency either introduced, practiced, or is the student demonstrating their ability in relation to the core competency in the course? Please keep in mind that this is within the context of the field, but it should be related to the definitions first and the rubric second.

- A course does not have to cover any specific core competency
- A course may address more than one core competency.
- Both lower division and upper division courses can be listed.
- This is where you start to narrow down where the core competencies actually exist.

Step 2c: Now that we have a more refined list of courses from Step 2a and 2b, we need to dig even deeper. The goal in this step is to determine how the core competency

exists. Is it actually being taught in the course? Is there evidence of this in the content of the course? How is it being supported/addressed through the instruction? The goal here is to be more specific about whether it truly exists or not. And if it does exist, where can it be observed? As can be seen in the example map, you should indicate whether the core competency is introduced, practiced/reinforced, or demonstrated. The exact wording used is not as important as indicating that there is a progression and the identification of the student work that is evidence of it.

Step 3: It is important that the map is a collaborative creation. For all of the core competencies assessed thus far, it was fairly common for instructors from courses previously identified to say that they had nothing to contribute or that the core competency is not a part of their course. While this is fine, it would be good not to bug them if that is the case. A good clear map will help us collect the best data we need.

Step 4: Create the final map and submit it as part of the Annual Assessment Report.

	SO1: Students will be able to identify causes of pollution degradation in a given environment.	SO2: Students will be able to utilize a multi-faceted approach to community-centered environmental solutions.	SO3: Students will be able to describe the impact to a specific community due to isolated environmental impacts.	SO4: Students will be able to describe the financial impact due to technological innovations intended to address global climate change.	SO5: Students will be able to identify and describe environmental justice issues in marginalized communities.	Information Literacy Core CompG:Ketenacy	Written Communication Core Competency	Critical Thinking Core Competency	Quantitative Reasoning Core Competency	Oral Communication Core Competency
ENSC 001A	Introduced - Observed in student work through final exam question 34		Introduced - Observed in student work through final exam question 35			Introduced - Observed through article reflection	Introduced - Observed through article reflection	Introduced - Observed through final exam question 34 and 35		
ENSC 001B	Introduced - Observed in student work through field journal project	Introduced - Observed in student work through field journal project				Introduced - Observed in student work through field journal project	Introduced - Observed in student work through field journal project			
ENSC 001C				Introduced - Observed in student work through Tech Innovation Paper				Introduced - Observed in student work through Tech Innovation Paper	Introduced - Observed in student work through Tech Innovation Paper	
ENSC 026					Introduced - Observed in student work through Presentation (Poster or PPT)					Practiced/Demonstrated - Observed in student work through Presentation (Poster or PPT)
ENSC 034				Practiced - Observed in student work through Global Solution Project	Practiced - Observed in student work through Global Solution Project	Practiced/Demonstrated - Observed in student work through Global Solution Project	Practiced/Demonstrated - Observed in student work through Global Solution Project	Practiced/Demonstrated - Observed in student work through Global Solution Project	Practiced/Demonstrated - Observed in student work through Global Solution Project	
ENSC 100	Practiced - Observed in student work through community research project	Practiced - Observed in student work through community research project	Practiced - Observed in student work through community research project							Practiced/Demonstrated - Observed in student work through community research project
ENSC 199	Demonstrated - Capstone paper	Demonstrated - Capstone paper	Demonstrated - Capstone paper	Demonstrated - Capstone paper	Demonstrated - Capstone paper	Demonstrated - Capstone paper	Demonstrated - Capstone paper	Demonstrated - Capstone paper	Demonstrated - Capstone paper	

Orange is your program outcomes and existing map.

Blue is the core competency map

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

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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 where the work came from?
    - Averages are ok to paint a general picture, but even with an average if 80% of students scored high, that could still mean a good chunk struggled with something.
  - Did it vary based on the different aspects of what was assessed?
    - For example, when assessing student's writing ability within your field, consider that they can be strong or weak in each of the following and not just writing in general:
      - Organization
      - Syntax and grammar
      - Thesis
      - Items specific to the field
        - This is why a single grade/score as your data point

may not be the most useful. Some student may do well in some areas but struggle in other areas.

- 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. 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](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 some things 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.

## Multi-Year Plans Example

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 Example

- ▶ 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

## 7. 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

## 8. Sharing Results \*

- ▶ The process is now setup for you to share the report completed prior to this point.
  - ▶ 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](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. You can use the following questions to start:
  - In relation to the outcome assessed:
    - 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 with 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 actionable recommendations. There is not a

lot of writing here.



## 9. 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](https://assess.ucr.edu/program-level-annual-assessment-steps#step_6_using_what_you_have_learned)

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.

## 10. Appendices

- ▶ Anything you want to attach. You can also attach these as part of the report prompts.
  - ▶ 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](mailto:omar.safie@ucr.edu)