Undergrad Program Annual Assessment Report

Omar Safie, Ph.D.

Director of Evaluation and Assessment

omar.safie@ucr.edu

Agenda

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

Purpose of Annual Assessment

1. Systematically assess outcomes over multiple years to decrease load at program review time.

2. Allow programs to regularly reflect on how students are doing in the program and make necessary adjustments.

3. Build capacity of programs to conduct quality assessment of their own programs.

4. Document all of the above to meet accreditation requirements.

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.

- Two parts:

  - Annual Assessment Main Report: Due June 30, 2023

    - *Annual Assessment Report Submission Link*

  - Discussion and Recommendations: Due October 31, 2023

    - *Link Sent Upon Completion of Main Report*

General Information

(required)(June 30 and October 31)

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

Reflection on Changes
(required)(June 30)

- **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 the results of the implemented changes, if any.

  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.

Student Outcomes

(optional)(June 30)

- 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_

Alignment between Outcomes and Opportunities
(optional)(June 30)

- 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.
  - Have you included the core competencies in your map?

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

	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 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:Ketency	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		Inroduced - 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	
ESNC 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	

Evidence of Student Learning
(required)(June 30)

▶ How did you assess achievement of the outcome?

- ▶ Course Assignments
- ▶ Theses/Projects
- ▶ Capstone Presentations
- ▶ Exams
- ▶ Exhibits
- ▶ Performances

▶ 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

Analysis of Evidence
(required)(June 30)

- 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

Multi-year Plans
(required)(June 30)

- 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

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

Sharing Results

(required)(October 31)

▶ 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

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Recommendations/Next Steps
(required)(October 31)

- 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

Modified Assessment Process

▶ Our current assessment process has a few goals:

1. Systematically assess outcomes over multiple years to decrease load at program review time.

2. Allow programs to regularly reflect on how students are doing in the program and make necessary adjustments.

3. Build capacity of programs to conduct quality assessment of their own programs.

4. Document all of the above to meet accreditation requirements.

Modified Assessment Process

- New Process
  - Year 1 – Full Report (starting this year)
  - Year 2 – Reduced Report (starting next year)
    - Reflecting/Closing the Loop on recommendations from the previous year
    - Findings from current year's outcomes assessment
    - Recommendations
  - Year 3 – Reduced Report
    - Reflecting/Closing the Loop on recommendations from the previous year
    - Findings from current year's outcomes assessment
    - Recommendations
  - Year 4 – Full Report

	Emergent (1)	Developed (2)	Highly Developed (3)	Unknown (0)
Reflection and Closing the Loop	Report only lists suggestions that were made for addressing assessment findings from the previous year.	Report indicates the recommendations that were made and the steps that were taken to address the recommendations from the previous year's assessment.	Report indicates the recommendations that were made and the steps that were taken to address the recommendations from the previous year's assessment. In addition, the report indicates the potential impact the implementation of the recommendations have had on achievement of the specific outcome.	
Student Outcomes	Student outcomes are vague or overly broad; outcomes do not suggest what students might be able to do to show mastery.	Most outcomes are reasonably clear and specific; some outcomes suggest what students might be able to do to show mastery.	Outcomes have unambiguous content; outcomes suggest what students would be able to do to show mastery.	
Alignment Between Outcomes and Learning Opportunities (Map)	Alignment between outcomes and learning opportunities is incomplete. Some outcomes not addressed in coursework and/or some coursework addresses no outcomes.	Alignment between outcomes and learning opportunities are articulated. Each outcome is addressed in at least one course and each course addresses at least one outcome.	Alignment between outcomes and learning opportunities is well articulated, and clearly shows where outcomes will be introduced, developed and practiced.	
Evidence of Learning (Assessment Methodology)	Quality of evidence is of questionable reliability or validity; limited amount of student evidence is used; only one type of evidence is used.	Quality of evidence is adequate or limited by practical concerns; amount of evidence used seems reasonable; more than one type of evidence was used.	Evidence is of good quality and/or steps were taken to overcome limitations; there is explicit justification for the quantity of evidence collected; more than one kind of evidence is used to add value to the overall process.	
Analysis of Evidence	Analysis is limited to totals or overall averages and/or analysis simply reports statistics with no reflection; analysis does not examine various dimensions of learning or performance across subgroups of students.	Analysis conveys a relatively complete picture of the evidence by making connections between various features of the assessment process; analysis looks at more obvious dimensions of learning or subgroups of students.	Analysis is insightful and makes connections between issues and higher level (e.g.: campus/disciplinary) trends; analysis examines various dimensions of learning in ways that are sophisticated.	
Use of Assessment Results (Recommendations)	Recommendations are not evident or are disconnected from the analysis; there is no discussion of prior assessment work or follow up on previous recommendations.	Recommendations are clearly connected to the outcomes assessed or issues uncovered; there is some discussion of how assessment links to other issues or developments in the department; there is follow up or discussion of earlier cycles of assessment.	Recommendations are clearly connected to the outcomes assessed or issues uncovered; there is meaningful discussion of how assessment links to issues in the department; recommendations from previous cycles of assessment clearly support improvement.	
Multi-year Assessment Plans	There is no convincing discussion of plans for future assessment.	Outcomes to be assessed in the future are named; there is some understanding of when and where evidence will need to be collected.	Outcomes to be assessed in the future are linked to a multi-year plan for assessment; plans or discussions guide assessment efforts, including when and where to collect evidence.	

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_1IjJLUv3Is9aLl4

- UCR Annual Assessment Report Exemplars (must request access from Omar Safie at omar.safie@ucr.edu)

- Omar Safie, Director of Evaluation and Assessment omar.safie@ucr.edu