Program-Level
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
- Link to Program Review
- Q and A

Purpose of Annual Assessment

Program Improvement

1. Regularly reflect on how students are doing in their program and make necessary adjustments.
2. Use assessment findings to make adjustments in any aspect of the program.
3. Use assessment reports at program review time to reflect back and plan forward.

WSCUC Accreditation

1. Use a systematic process of program-level outcomes assessment.
2. Build capacity of programs to conduct quality assessment of their own programs.
3. Document all of the above to meet accreditation requirements.

General Information

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

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.

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 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.

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?

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.

Mapping of Student Outcomes

- 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? (Undergraduate programs only)

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

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.

	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	

Orange is your program outcomes and existing map.

Blue is the core competency map

Method of Assessment

- ▶ How did you assess achievement of the outcome?
  - ▶ Course Assignments
  - ▶ Theses/Projects
  - ▶ Capstone Presentations
  - ▶ Exams
  - ▶ Exhibits
  - ▶ Performances
  - ▶ Surveys
- ▶ 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). Anything that you can use to refer back to in future years.

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

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

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 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 week 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.

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 should be completed by the chair after sharing.

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

UCR　　　　　　　　　UNIVERSITY OF CALIFORNIA, RIVERSIDE

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.

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 should be completed by the chair after discussion.

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

UCR   UNIVERSITY OF CALIFORNIA, RIVERSIDE

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.

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

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 are 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.

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 Assessment Plan Example

- If you don't want to use a table, you can do the following instead and provide a bit more detail:
- Outcome 1:
  - October
    - Submit Annual Assessment Report
    - Identify next outcome to be assessed and where the data will come from
  - November through June
    - Collect data and begin analysis
  - June through September
    - Analyze data
    - Share results
    - Make recommendations
  - October
    - Submit Annual Assessment Report
    - Identify next outcome to be assessed

Link to Program Review

- Use the assessment section to support your needs.
- Use the self study to revise your
  - Student Outcomes
  - Curriculum Maps
  - Long Term Assessment Plan
- Use what you do with your assessments, outcomes, and maps to guide your conversation with external reviewers

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.

    ▶ Due October 31, 2025: 2025 Annual Assessment Report Submission

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: 2025 Annual Assessment Report Submission
- 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