**UNIVERSITY OF CALIFORNIA, RIVERSIDE**

**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT**

**AY 2018-19**

All undergraduate programs are required to a) have learning outcomes, b) gather evidence to assess if students are meeting at least one of those outcomes, and c) formally report on the process and their findings. Reports are due on **June 30, 2019.**

Please use this template to report an assessment of student learning in your department. The (numbered) major sections align with major expectations and the blue underlined text provides links to relevant sections of an online [Assessment Handbook](http://ueeval.ucr.edu/assessment_handbook.html). 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 (bulleted) minor sections are meant to guide reporting; they may be helpful but it is not required to directly reply to each one.

Reports should be emailed to assess@ucr.edu. Please include as many appendices and related material as practical in the main document. Remove any information that could identify individual students (such as names or student identification numbers).

Program/Department and Major(s):

Chair Name and Email Address:

College:

Author Name and Email Address:

**1. Student Learning Outcomes** (See [Identifying Outcomes](http://ueeval.ucr.edu/assessment_handbook/outcomes.html) in the [Assessment Handbook](http://ueeval.ucr.edu/assessment_handbook.html))

* Please list all of the student learning outcomes for the major.
  + If any of the outcomes have changed since last year, please note this. What was the reason for the change? What was the process for changing the outcomes?
* Name the outcome that was, or the outcomes that were, assessed this year.

**2. Alignment between outcomes and learning opportunities** (See [Providing Learning Opportunities](http://ueeval.ucr.edu/assessment_handbook/alignment.html) in the [Assessment Handbook](http://ueeval.ucr.edu/assessment_handbook.html))

* Please provide a copy of your program or department’s curriculum map in an appendix. An example can be found in the [Providing Learning Opportunities](http://ueeval.ucr.edu/assessment_handbook/alignment.html) section of the [Assessment Handbook](http://ueeval.ucr.edu/assessment_handbook.html)

**3. Gather Evidence of Student Learning** (See [Gathering Evidence](http://ueeval.ucr.edu/assessment_handbook/gather.html) in the [Assessment Handbook](http://ueeval.ucr.edu/assessment_handbook.html))

* Please describe the method of analysis used to assess learning outcome(s) (e.g., descriptive analysis, rubric). You may wish to discuss choices of particular methods in terms of quality of evidence likely to be gathered (i.e.: reliability and validity) or in terms of practical limitations on the process.
* Be sure to mention the numbers of courses, instructors or students involved.
* If a sampling methodology was used, be sure to provide details.

**4. Analysis of Evidence** (See Identifying Outcomes in the [Assessment Handbook](http://ueeval.ucr.edu/assessment_handbook.html))

* Please summarize in written, tabular, or graphical form the results of assessment analyses. If relevant, include any performance expectations or benchmarks. Additional details to consider might be:
  + Patterns across major dimensions of learning analyzed
  + Variation between groups or subgroups of students
  + If benchmarks were set before looking at student work
* Details of who was involved in the analysis and in what ways would be very helpful.
* Please include relevant rubrics, assignments, or exams in the appendix. (See Section 7.)

**5. Share Results** (See [Sharing Results](http://ueeval.ucr.edu/assessment_handbook/share.html) in the [Assessment Handbook](http://ueeval.ucr.edu/assessment_handbook.html))

* How have the results been shared? When, and with whom, were the results shared? Was a version of this report circulated within the department? Was assessment discussed at a faculty meeting?

**6. Use what you have learned** (See [Using What You Have Learned](http://ueeval.ucr.edu/assessment_handbook/use.html) in the [Assessment Handbook](http://ueeval.ucr.edu/assessment_handbook.html))

* How will you use what you have learned? Actions may include changes to individual courses or assignments, changes in course sequencing, increased cooperation among instructors, seeking co-curricular support for student learning, and/or better communicating expectations to students, among other possibilities.
* How is the department following up on what was learned from past assessment activities?

**7. Multi-year plans** (See information about [Assessment Planning](http://ueeval.ucr.edu/assessment/assessment%20planning%20handout.docx) online.)

* What outcomes will be assessed next year? Is there a multi-year plan that will allow all outcomes to be assessed before the next undergraduate program review?
  + What steps might need to be taken to be sure the right kinds of student evidence can be obtained for the next cycle of assessment? This may mean working with instructors to ensure assignments are aligned, that student work is collected and archived and/or that proper analytic tools (i.e.: rubrics, software, etc.) are in place when the time for their use comes.

**8. WASC Core Competency: Quantitative Reasoning** (See information on [Core Competencies](http://ueeval.ucr.edu/assessment/core_competencies_2.html) online)

* What are the expectations, if any, for majors in the department to develop skills in quantitative reasoning? Here, quantitative reasoning can be taken to mean: “the ability to apply mathematical concepts to interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimension as the ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods” (WASC Handbook 2013, p 55).
* In what ways do students acquire the experience needed to develop skills in quantitative reasoning prior to graduation? Please list any required courses with a significant quantitative reasoning component, whether they are offered by your department or another. (Again, if your department has no such expectations, please explain.)
* Are there any program-level student learning outcome(s) linked to the development of quantitative reasoning? Please list the relevant student learning outcome(s).
* If the department has learning outcome(s) linked to quantitative reasoning, have they been assessed recently? What were the results? Please comment briefly here or provide documentation from previous year’s assessment report(s). If your department or program has not yet assessed quantitative reasoning, is there a plan to do so?

**9. Appendices**

Please make use of appendices to include other documents that seem relevant. You might include rubrics, assignments, examples of student work (with names removed), and documentation of discussion of assessment within the department or other documentation as it seems relevant.