Undergrad Program-Level
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/](https://assess.ucr.edu/)
- UCR Assessment Resources: [https://assess.ucr.edu/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 Templates and Examples: [https://assess.ucr.edu/resources#annual_program_assessment](https://assess.ucr.edu/resources#annual_program_assessment)
Purpose of Annual Assessment

- Assessing student success in meeting program outcomes/expectations.
- Document the program planning process.
- Make assessment for program review incremental and manageable.
Key Things to Remember

- It does not need to be long.
- Try to follow the template 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.
General Information

- Major(s) being assessed with this report:
- Responsible department/program:
- Responsible college/school:
- Department chair/program director (name and email address):
- Report authors (names and email addresses):
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.
2. Student Learning Outcomes

Please list your outcomes for the program.
- The only explanation needed is if there are any changes from the previous year
  - Why the outcomes changed?
  - What were the changes?
  - What process was used to make 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/resources#student_outcomes
3. Alignment between Outcomes and Learning Opportunities

- This is your curriculum map or student experience map
  - When are outcomes introduced?
  - Where are outcomes practiced?
  - Where can they demonstrate mastery?
  - Think about required versus elective courses.
- If no changes, just attach a copy.
- If there are any changes, explain why the changes were made.

https://assess.ucr.edu/resources#student_experiencecurriculum_map
<table>
<thead>
<tr>
<th>Student Experience</th>
<th>SO1: Candidates will be able to create a differentiated lesson plan that will address a core objective.</th>
<th>SO2: Candidates will be able to utilize technology to facilitate the implementation of a lesson plan.</th>
<th>SO3: Candidates will be able to deepen student understanding by utilizing effective engagement strategies.</th>
<th>SO4: Candidates will be able to identify effective student engagement practices that utilize restorative justice practices.</th>
<th>SO5: Candidates will be able to develop their own area of research for peer-reviewed journal publication.</th>
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</thead>
<tbody>
<tr>
<td>EDUC 500</td>
<td>Introduces (lesson plan)</td>
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<tr>
<td>EDUC 543</td>
<td>Practiced (lesson plan)</td>
<td>Introduces (lesson plan)</td>
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<td>EDUC 624</td>
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<td>Introduces (capstone paper)</td>
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<td>Fieldwork</td>
<td>40 Hours Classroom Observation/Teaching in Gate/Advanced Classroom</td>
<td>Practiced/Demonstrated (classroom teaching event)</td>
<td>Practiced/Demonstrated (classroom teaching event)</td>
<td>Practiced/Demonstrated (classroom observations of mentors)</td>
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<tr>
<td></td>
<td>40 Hours Classroom Observation/Teaching in Regular Classroom</td>
<td>Practiced/Demonstrated (classroom teaching event)</td>
<td>Practiced/Demonstrated (classroom teaching event)</td>
<td>Practiced/Demonstrated (classroom observations of mentors)</td>
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<td></td>
<td>40 Hours Classroom Observation/Teaching in Special Needs Classroom</td>
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<td>Practiced/Demonstrated (classroom teaching event)</td>
<td>Practiced/Demonstrated (classroom observations of mentors)</td>
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<td>Professional/Academic</td>
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<tr>
<td>Attendance at Education Conference relevant to field of interest</td>
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<td></td>
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<td>Practiced (AERA Attendance)</td>
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<td>Article Submission for Publication</td>
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<td>Demonstrated (capstone article submission proof)</td>
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</table>


4. Method for Assessing Student Learning

- How did you assess achievement of the outcome?
  - Course Assignments
  - Theses/Projects
  - Capstone Presentations
  - Standardized Exam

- Make sure to include a copy of what was given to students, rubric/criteria used for assessing, and an example of the student work.
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.
6. Sharing Results

- This could simply be half the report, 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.
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.
8. Multi-year Plans

- This where you share your long-term assessment plans.
  - What are you going to assess over the next few years and why?
  - Planning out the assessment of all outcomes will help in collecting the necessary evidence before you need it.
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Stage</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
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9. 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
10. Appendices

- Anything you want to attach.
  - 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
    - assess@ucr.edu