

Undergrad Program-Level Annual Assessment Report

Omar Safie

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
- ▶ 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
- ▶ UCR Assessment Report Templates and Examples:
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

	Student Experience	SO1: Candidates will be able to create a differentiated lesson plan that will address a core objective.	SO2: Candidates will be able to utilize technology to facilitate the implementation of a lesson plan.	SO3: Candidates will be able to deepen student understanding by utilizing effective engagement strategies.	SO4: Candidates will be able to identify effective student engagement practices that utilize restorative justice practices.	SO5: Candidates will be able to develop their own area of research for peer-reviewed journal publication.
Curriculum	EDUC 500	Introduced (lesson plan)				
	EDUC 543	Practiced (lesson plan)	Introduced (lesson plan)			
	EDUC 556		Practiced (lesson plan)	Introduced (engagement presentation)		
	EDUC 612			Practiced (engagement presentation)	Introduced (engagement presentation)	
	EDUC 624					Introduced (capstone paper)
Fieldwork	40 Hours Classroom Observation/Teaching in Gate/Advanced Classroom	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom observations of mentors)	
	40 Hours Classroom Observation/Teaching in Regular Classroom	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom observations of mentors)	
	40 Hours Classroom Observation/Teaching in Special Needs Classroom	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom teaching event)	Practiced/Demonstrated (classroom observations of mentors)	
Professional/Academic	Attendance at Education Conference relevant to field of interest					Practiced (AERA Attendance)
	Article Submission for Publication					Demonstrated (capstone article submission proof)

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.

Program Outcome	Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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

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