

UCSB Institutional Assessment

Group 3 Cycle 4

Equitable Achievement of PLOs - Assessment Plan

All UCSB undergraduate and graduate programs (aka majors) are assessed on a three-year cycle. As a department whose programs are included in “Group 3,” your new assessment plan proposals will be due in January 2027. Proposals should outline assessment plans that will be undertaken between January 2027-January 2030.

What is “Equity” in Teaching and Learning?

“Equity” refers to ensuring that all students have the resources that they need to achieve their goals within fair structures and systems that provide opportunities for growth. In teaching and learning, equity involves learning about students’ knowledge, assets, and needs and ensuring that educational systems, structures, and practices exist that address those needs, promoting effective environments for student knowledge-construction. WASC Senior College and University Commission’s Equity and Inclusion Policy creates a context for UCSB’s commitment to ensuring equitable and inclusive teaching and learning practices within and across the institution.

To conduct an *equity-focused assessment*, your program will engage in a three-year cycle of **analyzing** equity associated with one or more PLOs in your program. Programs are eligible to apply for assessment grant funding to conduct these assessments.

This assessment plan has three parts:

1. Contact information for the department/program,
2. A report on your previous assessment, and
3. Plans for your new assessment.

** Please submit separate forms/plans for undergraduate and graduate assessments.*

Use **this document** for your assessment plan, deleting **blue text** and inserting your own text where appropriate. **Submit your assessment plan as an MS Word document (plus attachments) to Josh Kuntzman (kuntzman@ucsb.edu) by 22 January 2027.** Please also plan on attending the group 1 assessment workshop, **23 October 2026 11am-1pm.**

We encourage you to consult with assessment specialists as you complete your plans:

- Joshua Kuntzman, Assessment Coordinator (kuntzman@ucsb.edu) – undergraduate plans.
- Jin Sook Lee (jinsooklee@ucsb.edu) – graduate plans

Please also remember that programs can apply for **[grant funding up to \\$2,500 per quarter](#)** once a plan is approved, to support assessment activities – e.g., paying graduate students to score student work samples, offering incentives for student participation in assessment interviews or surveys, or providing training/materials for assessors.

I. CONTACT INFORMATION/DEPARTMENT/PROGRAM

The faculty assessment contact and the department chair will be included in all communication from the Council on Assessment.

1. Name/email address of a faculty contact for this assessment project:

Name - Email - Phone

Please indicate (check one):

- ☐ Undergraduate plan
- ☐ Graduate plan

2. What department/program is this plan for?

Department/Program

II. REPORT ON PREVIOUS ASSESSMENT

In this section, please describe your prior assessment work. Some Reminders:

- a. The emphasis in these assessment efforts is to improve student learning (not to display success, or stellar results). Please be honest and straightforward in discussing your previous work.
- b. Remember that you are writing to an audience of faculty from across the university. Please be sure to explain specialized language or ideas.
- c. When reporting your results, please include the number of artifacts you examined and provide a table or other visual aid summarizing your results.

1. What research question and/or PLO did you previously investigate? If the question is directly related to a PLO, please copy/paste the exact PLO. If not directly related, please summarize the connection to one or more PLOs in 2-3 sentences.

[\[Answer here.\]](#)

2. What methods did you use to conduct the assessment? Please describe specific direct and indirect methods. (For example: did you examine student work using a rubric? Score oral presentations? Something else?) Please attach these assessment instruments at the end of this report.

[\[Answer here.\]](#)

3. Report your data here. *Please be as specific as possible. Include summary tables, graphs, or other visual representations of your findings if possible.*

A) What did you learn from the data you collected on the PLO?

[\[Answer here.\]](#)

B) How will this PLO data and your conclusions contribute to departmental thinking about your program?

[\[Answer here.\]](#)

4. How have you shared what you have learned from your assessment report with others in the department?

[\[Answer here.\]](#)

5. What actions has your department taken based on the assessment, or what will they undertake? Be specific.

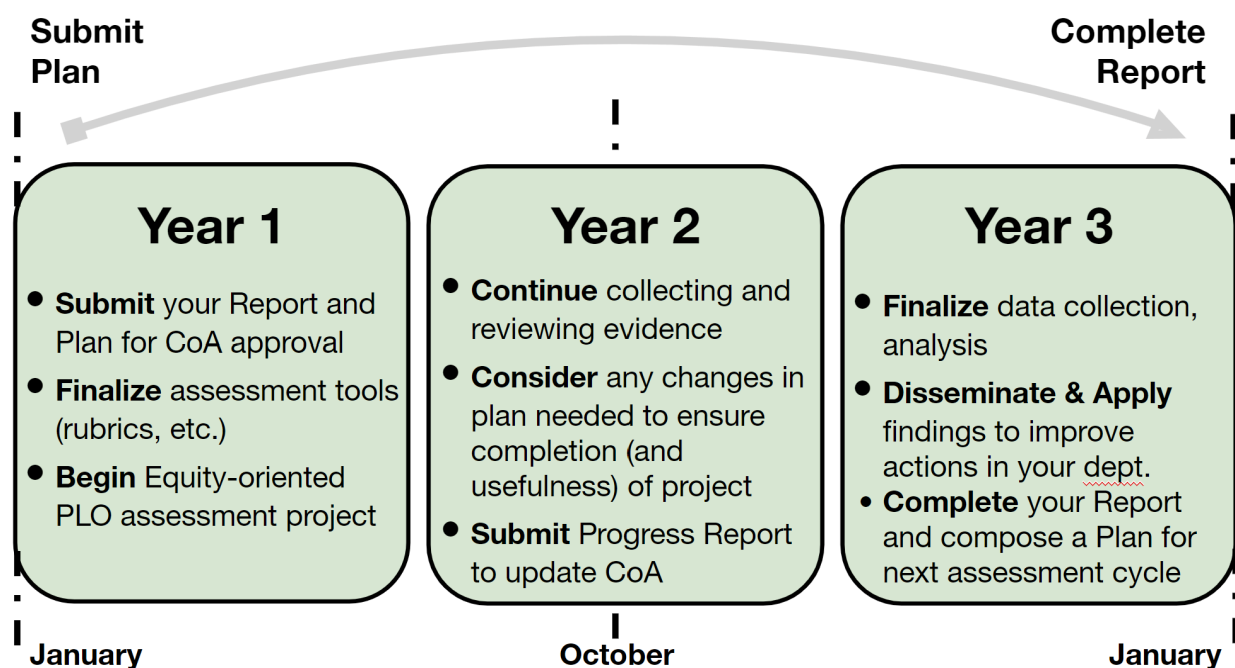
[Answer here.]

6. What is the timetable for these actions?

[Answer here.]

III. NEW ASSESSMENT PLAN

The next set of questions concern the assessment research you will undertake during the next three-year cycle (January 2027 - January 2030)



DEPARTMENTAL INFORMATION

Which faculty members worked on this plan? Which faculty members will be involved in undertaking the research for this equity-track project?

NOTE: *At least three Senate faculty must be involved in the assessment.*

Faculty's Name - Title

Faculty's Name - Title

Faculty's Name - Title

[Answer here.]

7. What is the name/degree objective of the program that you will focus on in this cycle? (e.g., B.A. in Film and Media Studies; B.S. in Biology)

[\[Answer here.\]](#)

8. How many students are enrolled in the program?

[\[Answer here.\]](#)

Curriculum Map:

Please review and analyze your curriculum map.

9. Has the curriculum for your major or graduate program changed since your last assessment plan? For instance: have you added, moved, or changed sequencing of courses? Are there new courses? How is the current map associated with your understanding of students' strengths or needed areas of growth?

[\[Answer here.\]](#)

10. Please review your existing PLOs. How well do they align with the most important attributes, orientations, strategies, and/or skills that you've outlined? (Check one)

- ☐ Very well
- ☐ Pretty well
- ☐ Not very well

11. Would you like assistance in revising your outcomes so that they include elements of the knowledge, attributes, orientations, strategies, and/or skills that you have described?

If you indicate "Yes" or "Maybe," we will be in touch with you to follow up and provide assistance. NOTE: The CoA understands that outcomes in College of Engineering majors (except Computer Science) are guided by ABET.

- ☐ Yes
- ☐ Maybe
- ☐ No

NEW ASSESSMENT PLAN

As you formulate new questions, you **may** want to use [Equity-Focused guiding questions](#) to focus your considerations before responding to these questions. (The link will create your own, editable copy of the questions.) Please refer to your department's undergraduate and/or graduate data to formulate these questions.

Equity-focused questions ask about how (or if) all students have access to the resources that they need to be successful. These questions could ask:

- Do different populations of students achieve [an outcome or set of outcomes] in the same ways? If they do not, what resources are available to different groups of students?
- If the department indicates that a course is key to students' abilities to understand and participate in outcomes, are there differences or gaps in student performances in the course(s)?
- Do our course/department policies affect groups of students differently? How might we investigate if this is the case?
- If the data show a significant efflux or influx of students in a particular course/quarter: Are there particular courses that are common to students during this term? Does the direct evidence from the courses show any patterns of performance that suggest the department might allocate resources differently?
- Do particular aspects of course content or teaching practices affect students' abilities to understand and participate in content and strategies (related to one or more PLOs) differently? What evidence might the department gather to investigate?

12. What question(s) will your department investigate in this plan? (Refer to #7 on the equity-focused guiding questions for these questions if useful.) If your question is explicitly equity-focused, remember that equity-focused questions should also be associated with achievement of one or more PLOs.

[\[Answer here.\]](#)

- A. What do you already know about these issues in your program (what have you done; what have you learned)?

[\[Answer here.\]](#)

- B. What do you still wonder about, want to know, or feel frustrated by?

[\[Answer here.\]](#)

- C. What data did you use to formulate these questions? Please include a screenshot of relevant dashboard(s), if applicable.

[\[Answer here.\]](#)

13. Where in the program do you see opportunity/agency for change (that this three-year investigation can inform)? Please answer this question by completing this statement:

If we find ____ <data-based observation>, then ____ <people or positions associated with dept./program> will be able to do _____ <these kinds of actions> to address _____ <an equity-aware issue relative to your **objectives for student learning** in the program>.

For instance: If we find that a large percentage of students are repeating the upper division methods course, the curriculum committee will identify how the department can scaffold more practice with methods throughout the curriculum rather than loading all instruction into one course. And we will ask senior students what types of practice, guidance, or other support and adjustments would help them most, leading into that course.

- A. What courses, learning processes, or departmental policies may be affected by your findings?

[\[Answer here.\]](#)

- B. What types of changes are feasible in the short-term? In the mid-to-long-term (what are new options)? (e.g., changing when courses are offered via curriculum plan, examining changes to course policies, revising pedagogy or curriculum). Note that these need only be possibilities - you are not making firm commitments here.

[\[Answer here.\]](#)

14. What quantitative or qualitative data do you *already* have related to your question or interest, if any?

[\[Answer here.\]](#)

- A. Describe the direct evidence (actual student work) you will collect to investigate the question, and your method for evaluating this evidence. *Please ensure the sample of direct evidence is representative. Please include a rubric or scoring guide that defines levels of performance/achievement, via attributes of student work.*

[\[Answer here.\]](#)

- B. Will any indirect evidence (student perceptions of their learning) be collected? Note: use of indirect evidence is optional.

[\[Answer here.\]](#)

15. Please describe the general timeline that your department/program will use for this research. Your research should begin NO LATER than **September 2027**. On the timeline, include:

- What will take place
- What faculty members will be involved
- Data to be collected

Please note that progress reports are due to the Council on Assessment at the beginning of year two (October 2026). Your project should be completed in no more than three years.

[Answer here.]

16. When sending this word document back, please attach any instruments you created for your assessment(s), such as scoring guides or rubrics. Drafts are acceptable and encouraged.

[Thank you!]

Note that Office of Teaching and Learning will offer a workshop in Fall Quarter on developing rubrics/scoring guides.

COMPLETED PLANS SHOULD BE RETURNED TO JOSH KUNTZMAN (kuntzman@ucsb.edu) by 22 January 2027.