Group 1 Cycle 2 Assessment Research Plan

Please use these questions to review and reflect on your department's curriculum map; and describe the evaluation research you'll undertake during the next three-year cycle. You should complete a separate plan for undergraduate and graduate programs.

**Assessment plans will be due via this survey on January 25, 2019**.   Your plan will be reviewed by UCSB's Council on Assessment (CoA), a group of faculty members from across campus. Please assume that CoA members are not familiar with your program and provide details necessary for us to understand the context for your question(s) and process(es). The CoA will approve your plan or will send feedback that will help you to revise the plan prior to approval.    The memo about your assessment plan will be returned to your department chair. The CoA reviews plans in February and March; memos are always returned by the end of March or beginning of April and revisions are due by June. The CoA is chaired by Linda Adler-Kassner (Undergraduate Education/Center for Innovative Teaching, Research, and Learning) and Lorraine McDonnell (Political Science).

 We encourage you to consult with Amanda Brey, Assessment Analyst (amanda.brey@ucsb.edu); Mary Hegarty, Associate Dean, Graduate Division (mhegarty@ucsb.edu); or Linda Adler-Kassner, Associate Dean/Director, Center for Innovative Teaching, Research, and Learning (adler-kassner@ltsc.ucsb.edu) on any aspect of your plan, map, or process.

 Please also remember that assessment grants are available to help you conduct your research. The application process is very expedient, especially with an approved assessment plans. Information is available assessment.ucsb.edu

1. What is your department/program?
2. Briefly summarize your work over the prior three-year cycle and describe what you have learned.

Please include:

What methods or instruments you used to conduct the assessment

What you have learned about your program?

How majors in it learn about the content, knowledge, and/or skills you intend for them to learn?

How you have shared what you have learned with others in the department?

What actions your department has taken or plans to take based on the assessment; and the timetable for these actions?

The next set of questions concern the assessment research you will undertake during the next three-year cycle (Beginning January 2019).

A reminder: what you assess and how you do so should be driven by how to best improve student learning in your department or program.

3. Please indicate whether, during the next three year cycle, your program will:

* Continue investigating initial question(s)/outcome(s) you investigated during the prior three year cycle?
* Pursue a modification of the initial question(s)/outcome(s) you started to research during the prior three year cycle?
* Investigate new question(s)/outcome(s)?
* Other (please describe)

4. Which faculty members worked on this plan? Which faculty members will be involved in undertaking the research described in it?

5. Please provide the name and email address of a faculty contact for this assessment project. The faculty assessment contact and the department chair will be included in all communication from the Council on Assessment.

6. Does this plam focus on:

* Undergraduate Program
* Graduate Program

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)

8. How many students are enrolled in the program?

Graduate Program ONLY (those reporting on Undergrad, skip to question 10)

9. Please provide a timeline of your program's graduate student milestones from entrance to graduation. The timeline should include each milestone/event (e.g., master's thesis, written and/or oral qualifying exams; annual review of graduate students; dissertation proposal; etc.) and a brief description of what it includes and who is involved.

Remember: graduate programs and milestones are different in different departments. You are writing to an audience of colleagues from across the campus who likely will not be familiar with your department's approach, so please provide necessary detail.

10. Please review and analyze your curriculum map.
Have you made changes since your initial submission? 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?

11. Think of your curriculum map as a story you are telling to students about your major - what will they learn and how will they successfully move through your major by looking at your map?

12. Please describe the most important knowledge, attributes, orientations, strategies, and/or skills that students should take from your major.

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

* Very well
* Pretty well
* Not very well

14. Would you like to 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 are guided by ABET.

* Yes
* Maybe
* No

15. What question or hypothesis about student learning will you investigate during this three year cycle (2019-2021)? How is it associated with your program learning outcomes?

16. What has motivated your department to ask this question?

17. Please describe:  The direct evidence (actual student work) you will collect to investigate the question. The procedure you will use to ensure that the sample of direct evidence is representative

18. What courses or learning processes may be affected by your findings?

19. Please describe the timeline that your department/program will use for this research. On the timeline, include:

What will take place

What faculty members will be involved

Please note that progress reports are due to the Council on Assessment at the beginning of year two (October 2021). Your project should be completed in no more than three years.

20. 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.

*Note that The Center for Innovative Teaching, Research and Learning (CITRAL) will offer workshops during Winter and Spring quarters on developing rubrics or scoring guides.*

PLEASE EMAIL BACK TO AMANDA BREY at amanda.brey@ucsb.edu

Thank you for your continued commitment to this process.

If you have questions, please contact Linda Adler-Kassner (adler-kassner@ltsc.ucsb.edu), Mary Hegarty (hegarty@ucsb.edu), Amanda Brey (amanda.brey@ucsb.edu), or Lorraine McDonnell (mcdonnell@polisci.ucsb.edu).