

## PACE4Equity Program Stages

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The Program-level Assessment Capacity Enrichment for Equity (PACE4Equity) program guides faculty-led teams through the six stages of the assessment cycle (described below) to build capacity to participate in and lead future program-level assessment efforts with confidence.

### Stage 1: Articulate and Communicate Expectations (2 months)

Teams learn the importance of articulating and communicating expectations for student learning. We explore the challenge experts face when articulating the characteristics of mastery in their fields and introduce tools for defining and describing these characteristics.

**Threshold concepts:** Program learning outcomes (PLOs), performance indicators (PIs), performance levels (PLs), performance level descriptions (PLDs) for each performance indicator.

**Deliverable:** Analytic rubric for one PLO that assembles all threshold concepts into a single, usable instrument for assessment of student learning.

### Stage 2: Analyze Curriculum (1 month)

Teams explore the extent to which current courses in their programs provide opportunities for students to learn and demonstrate the performance indicators that constitute program learning outcomes. We address the iterative relationship between course-level instructional practices and program-level student outcomes.

**Threshold concepts:** Curriculum alignment, levels of engagement, curriculum mapping, standards, and targets.

**Deliverables:** Working draft of a curriculum map for the program; and articulated standards and targets for one PLO.

### Stage 3: Design Inquiry (3 months)

Teams develop, design, and plan an in-depth inquiry project to assess student learning. The deliverables of Stage 1 and 2 serve as critical guidelines for this inquiry: the rubric developed in Stage 1 is operationalized in Stage 3, while the curriculum map developed in Stage 2 shows teams which courses/instructors need to be brought into the inquiry in order to observe performance indicators and, as a result, assess student learning in one PLO.

**Threshold concepts:** Validity and reliability, direct and indirect evidence of student learning, aligning evidence to course-level assignments and learning experiences.

**Deliverables:** Operationalized analytic rubric, integrated into Canvas, that will be used for assessing student performance on (part of) a course assignment.  
*in collaboration with course instructors*

### Stage 4: Collect Evidence (3 months / 1 quarter)

Teams continue working with their collaborative partners (course instructors and program leadership) to finalize a data generation strategy. Some teams will train instructors, including

teaching assistants, in how to use the rubric to assess students' course work; others will convene a small group of faculty to use the rubric to assess (a sample of) student work from course(s). In this stage, teams finalize the preparations and “press play” on their data collection.

**Threshold concepts:** Data collection versus data generation, data collection plans.

**Deliverables:**

*in collaboration with  
course instructors*

A body of course-level evidence of student learning, assessed with the rubric that was developed in Stage 1 and deployed in Canvas in Stage 3.

*Between Stages 4 & 5, the A-Team works with teams and Academic Technology Services (ATS) to export course-level data from Canvas to a Tableau dashboard that can be used to disaggregate data and identify trends pertaining to equity and inclusion.*

### Stage 5: Analyze & Interrogate Results (2 months)

Teams work with various partners to dig into the data collected in Stage 4 and synthesized prior to Stage 5. Teams will learn to ask questions of their data (and themselves) including: How do we engage in equity-centered data analysis? How does our interpretation of data reinforce or disrupt existing barriers to equity? How many PIs must students demonstrate mastery of in order to confidently say that they have mastered the PLO? What do these results suggest for the continuous improvement of our program?

**Threshold concepts:** Data disaggregation and analysis, drawing inferences, thematic analysis.

**Deliverables:**

A set of findings drawn from careful analysis of the evidence drawn from Stage 4.

### Stage 6: Act (1 month)

This is the culminating and most important stage of the PACE4Equity program. During this stage, teams will reflect on the totality of their PACE4Equity learning experience and develop evidence-informed action plans that support the continuous improvement of student learning in their programs. Action plans can be put to use by department leadership, become part of program review narratives, and indicate future program-level assessment needs.

**Threshold concepts:** Interpreting results, evidence-based decisions, action plans versus assessment narratives.

**Deliverables:**

A written document that recounts your assessment narrative and articulates evidence-informed recommendations for action.

For information about participating in an upcoming PACE4Equity cohort, email [assessment@ucdavis.edu](mailto:assessment@ucdavis.edu) OR, scan QR code at right with your smart phone.

