

Program-Level Continuous Improvement Process (CI-Process) Basics

Program Basics	<p>Program Name: State formal program name from list of ADHE- or UCA-recognized programs. BS in Economics / BA in Economics</p>
	<p>Program Purpose: State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.</p> <p>The COB’s vision is to be the leading regional public business college in Arkansas, and its mission is to provide high quality business education that promotes intellectual and professional development and encourages strong engagement with the regional and global business community. The BS-Economics supports the COB by educating students to be able to formulate approaches to current economic problems as they arise in their personal and professional lives. The BA-Economics supports the COB by educating interdisciplinary social sciences students in the specific field of economics to prepare them for positive participation in the global economy and society.</p>
Program Goals (Typically programs have 2-4 goals)	<p>Goal 1: Program goals state the faculty’s broad expectations of the knowledge, skills, or abilities held by program completers.</p> <p>Students will demonstrate a knowledge base that helps students ask more informed questions and analyze complex situations.</p>
	<p>Goal 2:</p> <p>Students will develop and present ideas logically and effectively in order to enhance communication.</p>
	<p>Goal 3:</p> <p>Students will demonstrate the capability to live and act responsibly in modern societies and economies</p>
	<p>Goal 4:</p>
	<p>Goal 5:</p>
	<p>Goal 6:</p>
	<p>Goal 7:</p>
	<p>Goal 8:</p>

Program-Level Continuous Improvement Process (CI-Process) Plan

Closing the Loop Process	Data Collection	Who & How: Indicate who will collect the data and how data will be collected. The COB Director of Assessment (DA) manages the data collections and data distribution process for all Programs within the COB.
		Timeline: Indicate when the data will be collected. Faculty perform assessment activities in the classroom. Documentation due to DA by 5 PM on the day semester grades are due.
	Data Analysis	Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved. DA collates assessment results from the previous semester; forwards to the Curriculum & Assessment Committee (CAC). CAC meets to discuss data and the effectiveness of related action plans
		Timeline: Indicate when the data will be analyzed. Documentation due to CAC 2 weeks after 1st day of class of the following semester. CAC meets within 3 weeks after 1st day of class.
	Data Dissemination	Who & How: Indicate who will share data will relevant faculty and how data will be shared. CAC departmental representatives meet with departmental faculty. CAC develops action plan for “closing the loop” based on faculty & stakeholder feedback.
		Timeline: Indicate when the data will be shared. Faculty feedback is due up to 4 weeks after initial CAC meeting. CAC meets within 2 weeks after receiving faculty/stakeholder feedback.
	Resulting Actions	How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority DA rolls out CAC plans to Dean and Department Chairs at the next ExComm meeting. Ex Comm rolls out closing the loop plans with their respective faculties.
		Timeline: Indicate when the data and faculty feedback will be shared. Next scheduled Ex Comm meeting; on-going.
	Re-assessment/ Evaluation	How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here. Faculty implements and documents changes
		Timeline: Indicate when the data will be collected following these changes. Document as changes are implemented; follow-up during next available assessment cycle.

Semester and/or academic year for which the data applies: Fall 2012

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students will be able to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A “SLO” may address a single goal or multiple goals. GOAL 1: Students will demonstrate a knowledge base that helps students ask more informed questions and analyze complex situations
	Assessment Activity/Artifact/ Output	State the activity that will be directly assessed for the above Student Learning Outcome. Students will prepare a research paper or other assignment on a discipline-specific topic
	Assessment Method	Explain how the quality of the above activity will be assessed. UCA Critical Inquiry (A) Rubric in ECON 2320, ECON 2321, & ECON 4380; UCA Critical Inquiry (B) Rubric in ECON 3302
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. The mean of students’ points will be 8 (of 12) or greater. “Legacy” assessments indicated that these criteria would be attainable without being too easy.
	Academic Course of Assessment	State who will be assessed using the above activity AND where it will occur. All students in all sections of: ECON 2320/2321/3302/4380
	Frequency	State when AND how frequently the above activity will be assessed. Every semester these courses are offered
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. <u>NEITHER ECON 3302 OR ECON 4380 OFFERED FALL 2012</u> <u>NEW ASSESSMENT IN ECON 2320/2321</u>
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. Date of Presentation: Provide the date on which presentation to faculty was conducted. Comments: Provide comments about the data from the relevant faculty
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date

Semester and/or academic year for which the data applies: Fall 2012

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students will be able to produce professional quality research documents
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. GOAL 2: Students will develop and present ideas logically and effectively in order to enhance communication
	Assessment Activity/Artifact/Output	State the activity that will be directly assessed for the above Student Learning Outcome. Students will prepare a report, paper, or case analysis on a discipline-specific topic in the writing-intensive course designated in their majors
	Assessment Method	Explain how the quality of the above activity will be assessed. UCA Communication-Written Rubric
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. Mean score of students assessed with the rubric will be eleven (11) points, or greater, out of sixteen (16) available points. "Legacy" assessments indicated that these criteria would be attainable without being too easy.
	Academic Course of Assessment	State who will be assessed using the above activity AND where it will occur. All students in all sections of ECON 3302 & ECON 4380
	Frequency	State when AND how frequently the above activity will be assessed. Every semester these courses are offered
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. <u>NEITHER ECON 3302 OR ECON 4380 OFFERED FALL 2012</u>
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/Area/Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. Date of Presentation: Provide the date on which presentation to faculty was conducted. Comments: Provide comments about the data from the relevant faculty
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Semester and/or academic year for which the data applies: Fall 2012

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students will be able to produce professional quality research presentations
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. GOAL 2: Students will develop and present ideas logically and effectively in order to enhance communication
	Assessment Activity/Artifact/ Output	State the activity that will be directly assessed for the above Student Learning Outcome. Students will present in class an analysis of a major research publication assigned by the instructor
	Assessment Method	Explain how the quality of the above activity will be assessed. UCA Communication-Oral Rubric
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. Mean score of students assessed with the rubric will be eleven (11) points, or greater, out of sixteen (16) available points. "Legacy" assessments indicated that these criteria would be attainable without being too easy.
	Academic Course of Assessment	State who will be assessed using the above activity AND where it will occur. All students in all sections of ECON 3302 & ECON 4380
	Frequency	State when AND how frequently the above activity will be assessed. Every semester these courses are offered
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. <u>NEITHER ECON 3302 OR ECON 4380 OFFERED FALL 2012</u>
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. Date of Presentation: Provide the date on which presentation to faculty was conducted. Comments: Provide comments about the data from the relevant faculty
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Semester and/or academic year for which the data applies: Fall 2012

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students will be aware of ethical issues inherent in decisions and articulate the manner in which they arrived at an ethical decision
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A “SLO” may address a single goal or multiple goals. GOAL 3: Students will demonstrate the capability to live and act responsibly in modern societies and economies
	Assessment Activity/Artifact/ Output	State the activity that will be directly assessed for the above Student Learning Outcome. On-topic assignment. Students will complete an assignment (business case or other writing assignment) dealing with ethical decision making or the social responsibility of business
	Assessment Method	Explain how the quality of the above activity will be assessed. UCA Responsible Living Rubric Goal 1(ECON 4380) and Goals 2 & 3 (ECON 3310)
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. Mean score of students assessed with the rubric will be eight (8) points, or greater, out of the available twelve (12) points. “Legacy” assessments indicated that these criteria would be attainable without being too easy.
	Academic Course of Assessment	State who will be assessed using the above activity AND where it will occur. All students in all sections of: ECON 3310 & ECON 4380
	Frequency	State when AND how frequently the above activity will be assessed. Every semester these courses are offered
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. <u>NEITHER ECON 3310 NOR ECON 4380 OFFERED FALL 2012</u>
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. Date of Presentation: Provide the date on which presentation to faculty was conducted. Comments: Provide comments about the data from the relevant faculty
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
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Please see <http://uca.edu/gened/assessment/> for the relevant rubrics