

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. Department of Family & Consumer Sciences Master of Science in FACS</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 primary purpose of the Master of Science in Family & Consumer Sciences is to prepare graduates to have the knowledge and skills for careers or for entering doctoral programs in FACS or related discipline.</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. The Family & Consumer Sciences graduate will be able to research and write effectively.</p>
	<p>Goal 2: The Family & Consumer Sciences graduate will have participated in discipline related professional activities outside the classroom.</p>
	<p>Goal 3:</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. Faculty will collect data and provide digital copy to Department Assessment Chair.
		Timeline: Indicate when the data will be collected. Compiled data will be presented to department Assessment Chair one week following final exams for the semester.
	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. The Department Assessment Committee Chair
		Timeline: Indicate when the data will be analyzed. By June 1 each year
	Data Dissemination	Who & How: Indicate who will share data will relevant faculty and how data will be shared. The Department Chair will review and share results with faculty each year by July 1 and will charge appropriate departmental committees to discuss possible curricular and/or pedagogical changes with faculty.
		Timeline: Indicate when the data will be shared. By July 15 each academic year
	Resulting Actions	How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority The Department Assessment Committee chair collates faculty and committee responses related to curricular and/or pedagogical changes and considers them at following meeting. Recommended changes will be forwarded by Department Chair to the faculty for approval and implementation.
		Timeline: Indicate when the data and faculty feedback will be shared. By November 1 each academic year.
	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. Impact of recommended changes will be reviewed the first semester following implementation. The data related to the changes will then be disseminated and analyzed according to the procedures outlined above.
		Timeline: Indicate when the data will be collected following these changes. The following academic year after the data has been collected and analyzed.

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

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). The Family & Consumer Sciences graduate student will be able to research and write effectively.
	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
	Assessment Activity/Artifact/Output	State the activity that will be directly assessed for the above Student Learning Outcome. The FACS graduate student will demonstrate the ability research and to prepare a scholarly paper for the FACS 6300 Current Issues class and present to the faculty.
	Assessment Method	Explain how the quality of the above activity will be assessed. Scholarly research paper scoring rubric.
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. The graduate student will be required to score 80% or above on the scholarly paper. If student does not score the minimum score required then the student will be required to improve quality and re-submit paper.
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. All graduate students enrolled in FACS 6300 Current Issues in Family & Consumer Sciences
	Frequency	State when AND how frequently the above activity will be assessed. Each fall and spring semesters when FACS 6300 is offered.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. <u>No data at this time. The assessment will be implemented December 2013.</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. The Department Chair Date of Presentation: Provide the date on which presentation to faculty was conducted. By July 15 each academic year Comments: Provide comments about the data from the relevant faculty The data has not been collected.
	Conclusion	X <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. The changes will be made prior to the fall semester.
	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: _____

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). The Family & Consumer Sciences graduate will have participated in discipline related professional activities outside the classroom.
	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
	Assessment Activity/Artifact/ Output	State the activity that will be directly assessed for the above Student Learning Outcome. FACS 6300 Current Issues professional activity and/or professional conference approved by the instructor during the semester.
	Assessment Method	Explain how the quality of the above activity will be assessed. The graduate student will prepare a written summary of the professional activity and submit to the instructor within two weeks following the activity.
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. The student must score a minimum of 80% on the written summary or he/she will be required to repeat the assignment.
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. All graduate students enrolled in FACS 6300 Current Issues
	Frequency	State when AND how frequently the above activity will be assessed. FACS 6300 Current Issues class is offered both fall and spring semesters during the academic year.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. No Data available at this time. This activity will be accessed beginning in fall 2013.
	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. The Department Assessment Committee Chair Date of Analysis: Provide the date on which Responsible Authority reviewed data Each fall and spring semesters when FACS 6300 is offered Comments: Provide comments about data from Responsible Authority No Data available at this time.
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. The Department Chair Date of Presentation: Provide the date on which presentation to faculty was conducted. By July 15 each academic year Comments: Provide comments about the data from the relevant faculty The data has not been collected
	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. The changes will be implemented by the beginning of the fall semester.
	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: _____

Goal One (1) Rubric

**Master of Science in Family & Consumer Sciences
Rubric – Research Paper**

Name _____ Date _____

Rating Standards:

- 4 Excellent - Could not be improved upon 2 Fair - considerable room for improvement
- 3 Commendable –slight room for improvement 1 Poor – Marginally acceptable
- 0 Not Acceptable

CHECKLIST	4	3	2	1	0	Comments
RESEARCH PAPER Proposal (12 pts) <ul style="list-style-type: none"> • Student Resume' presented to instructor • Proposal form submitted on time • Research Topic approved by Instructor 						
PLAGIARISM REVIEW / CERTIFICATE: (8 pts) <ul style="list-style-type: none"> • Score of 100% on quiz • Certificate included in portfolio 						
REVIEW of LITERATURE (36 pts) <ul style="list-style-type: none"> • Reliable sources/articles used • Topic Relevant to the profession 						
<ul style="list-style-type: none"> • Significance of topic clearly communicated • Paper content organized in logical manner 						
<ul style="list-style-type: none"> • Paper thorough and includes all relevant information • Correct grammar • Correct spelling • Punctuation used correctly 						
<ul style="list-style-type: none"> • Research Paper Summary well written to support topic 						
APA FORMAT & POWERPOINT: (32 pts) <ul style="list-style-type: none"> • Correct citation format within the paper • Paper typed using correct font and margins as stated in guidelines • Reference pages correct format following APA guidelines; • Proper headings used to guide the reader (See APA publication manual) • Copies of each cited article included in the notebook • POWER POINT Well prepared presentation based on paper content • Printed AND Disk copy of Power Point included in notebook/portfolio • only works cited within paper are included in the reference section 						
GENERAL (12 pts) <ul style="list-style-type: none"> • Copy of approved research proposal included in portfolio • Assignments completed on time and in organized /portfolio with Table Contents • Research Paper submitted on flash drive and included in portfolio 						
<p>_____ / 100 pts = _____ %</p> <p>Total Points Total Points Possible Percentage</p>						

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