

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.</p> <p>Sociology BA/BS</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 purposes of the Sociology Program are to (1) increase student awareness and understanding of sociological theories, methods, and research, in particular as they are relevant to the structure and variance of social interaction in human societies; (2) provide students with a basic background in statistical analysis and methodological assessment of research; and (3) prepare students for advanced study and careers in sociology and sociology-related fields.</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>Sociology graduates will be able to frame questions using a sociological perspective.</p>
	<p>Goal 2:</p> <p>Sociology graduates will be able to answer empirical questions using a sociological research design.</p>
	<p>Goal 3:</p> <p>Sociology graduates will be able to present research findings effectively.</p>
	<p>Goal 4:</p> <p>Sociology graduates will have engaged in discipline-related professional or community activities outside the classroom.</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 who teach SOC 4360 Seminar, the senior-level seminar/capstone course, will employ a random sampling technique to collect at least one third of the total submitted final papers for this purpose; the sample of papers will be given to the chair of the department's Curriculum and Assessment Committee (CAC).
		Timeline: Indicate when the data will be collected. Papers will be submitted to the CAC chair no later than 48 hours after final 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. The department's CAC, or its subcommittees, will organize the papers and rubrics and perform an initial analysis of the data to determine the extent of the congruency between benchmarks and learning objectives. Committee members and the CAC chair will work together to complete further analyses, including inter-rater reliability, if determined to be appropriate. The CAC chair and the department chair will consult on the process as needed.
		Timeline: Indicate when the data will be analyzed. Analyses will be completed by June 1.
	Data Dissemination	Who & How: Indicate who will share data will relevant faculty and how data will be shared. The department's CAC chair will submit the results to the department chair by June 1. The department chair will distribute results to all full-time departmental faculty members; if needed, the department chair will charge CAC or its subcommittees to address possible curricular and/or pedagogical changes for future discussion.
		Timeline: Indicate when the data will be shared. The data will be shared at the first department meeting of the Fall semester.
	Resulting Actions	How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority After the data have been shared and discussed, the CAC will record and summarize the feedback and discuss it at a subsequent meeting. If the CAC develops any proposed curricular or assessment changes, they will forward them to all full-time faculty for approval or additional discussion.
		Timeline: Indicate when the data and faculty feedback will be shared. The CAC will forward any proposed changes to the faculty by the end of November.
	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. The CAC will assess approved changes in the first semester following their implementation. The CAC will share the results of this assessment in accordance to the procedure outlined above.

Process adopted on: 9-30-2013

Process will be revisited on: Fall 2014

		<p>Timeline: Indicate when the data will be collected following these changes.</p>
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The data for any changes will be collected and analyzed during the following year after initial assessment.

Semester and/or academic year for which the data applies: 2013 (fall)-2014 (spring)
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 Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Students will be able to frame research questions using a sociological perspective, including: (1) develop a clear statement of purpose; (2) contextualize the research question with matching scholarly literature; and (3) demonstrate congruency between literature and research findings.
	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	State the activity that will be directly assessed for the above Student Learning Outcome. SOC 4360: Final research paper based on statistical analysis of secondary survey data.
	Assessment Method	Explain how the quality of the above activity will be assessed. Sociological question rubric
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. _____% of students will score in the middle range ("meets expectations") of the rubric performance categories. (This is a new assessment and benchmarks have not yet been established.)
	Location	State whom will be assessed using the above activity AND where it will occur. A random sample of final papers submitted in SOC 4360.
	Frequency	State when AND how frequently the above activity will be assessed. Every semester this course is taught.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. There are no data at this time.
	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. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	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: 2013 (fall)-2014 (spring)
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 Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Sociology graduates will be able to answer empirical questions using a sociological research design, including: (1) utilize statistical procedure(s) appropriate to the research question under study; (2) utilize methodological procedure(s) appropriate to the research question under study; and (3) develop a theoretical approach appropriate to the research question under study.
	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	State the activity that will be directly assessed for the above Student Learning Outcome. SOC 4360: Final research paper based on statistical analysis of secondary survey data.
	Assessment Method	Explain how the quality of the above activity will be assessed. Empirical research rubric
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. _____% of students will score in the middle range ("meets expectations") of the rubric performance categories. (This is a new assessment and benchmarks have not yet been established.)
	Location	State whom will be assessed using the above activity AND where it will occur. A random sample of final papers submitted in SOC 4360.
	Frequency	State when AND how frequently the above activity will be assessed. Every semester this course is taught.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. There are no data at this time.
	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. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	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: 2013 (fall)-2014 (spring)
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 Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Sociology graduates will be able to present research findings effectively, including: develop a clear, well-supported empirical analysis in writing.
	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
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. SOC 4360: Final research paper based on statistical analysis of secondary survey data.
	Assessment Method	Explain how the quality of the above activity will be assessed. Writing rubric
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. _____% of students will score in the middle range ("meets expectations") of the rubric performance categories. (This is a new assessment and benchmarks have not yet been established.)
	Location	State whom will be assessed using the above activity AND where it will occur. A random sample of final papers submitted in SOC 4360.
	Frequency	State when AND how frequently the above activity will be assessed. Every semester this course is taught.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. There are no data at this time.
	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. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	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
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Semester and/or academic year for which the data applies: 2013 (fall)-2014 (spring)
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 Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Sociology graduates will have engaged in discipline-related professional or community 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 4
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Data collected from departmental student clubs, conference presentations and related activities, and internship placement.
	Assessment Method	Explain how the quality of the above activity will be assessed. Departmental records kept by appropriate coordinators or staff and an senior Exit Questionnaire.
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. _____ % of seniors will have engaged in professional or community-based activities outside the classroom.. (This is a new assessment and benchmarks have not yet been established.)
	Location	State whom will be assessed using the above activity AND where it will occur. A questionnaire containing items related to this goal will be distributed to all students completing SOC 4360, the required senior-level capstone course.
	Frequency	State when AND how frequently the above activity will be assessed. Every semester.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. There are no data at this time.
	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
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	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.
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Semester and/or academic year for which the data applies: 2013 (fall)-2014 (spring)

Goal 1: SOCIOLOGICAL QUESTION RUBRIC

Performance Characteristics

Learning Outcomes	Does not meet expectation	Meets expectations	Exceeds expectations	Notes
Clear statement of purpose				
Contextualization of research question with scholarly literature				
Congruency between literature and research findings				

Goal 2: EMPIRICAL RESEARCH RUBRIC

Performance Characteristics

Learning Outcomes	Does not meet expectation	Meets expectations	Exceeds expectations	Notes
Utilization of statistical procedures				
Utilization of methodological procedures				
Development of theoretical approach				

Goal 3: WRITING RUBRIC

Performance Characteristics

Learning Outcomes	Does not meet expectation	Meets expectations	Exceeds expectations	Notes
Text is free of grammatical and stylistic errors				
Correct citation style used throughout paper				
Text is organized by appropriate use of headings and subheadings				
Scholarly literature and empirical findings are presented in clear fashion				

Goal 4: Questionnaire of Activities outside the Classroom

1. For each item below, please mark the boxes that match your participation experience with each sociology department or sociology faculty-associated activity. Note: The frequency option refers to your entire time as a student at UCA.

	YES	NO	<i>If yes</i> , indicate frequency		
			Once	Twice	More than 2X
a. Internship for course credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Internship without course credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Independent project with SOC or ANTH faculty for course credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Independent project with SOC or ANTH faculty without course credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Presentation at research conference or professional meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Attendance at research conference or professional meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Officer in Sociology or Anthropology Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Participant in Sociology or Anthropology Club event or activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please feel free to comment on ways the sociology department can improve opportunities for students to participate in activities like those stated in the chart above.