**Continuous Improvement Plan**

**Date:** **January 16, 2024** **Name of Program/Unit: Department of Sociology**

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**Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

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| **A. Expected Outcome(s)**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measure(s)**  Instrument(s)/process(es) used to measure results  (e.g. survey results, exam questions, etc.)  Include Course Information and Semester in which assessment will occur | **C. Target(s)**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| **Students will be able to demonstrate understanding of basic theoretical perspectives and the relationship between theory and research methods used in Sociology** | **Video Analysis:** Students will read Chapter 1 in the textbook and view the video, “The Dominican Pipline.” They will then submit and essay discussing how each of the three major theoretical perspectives in Sociology would explain the events in the video. They will then choose one which they feel best explains the events. (Soci 1301 – Spring 2023)  **Video Analysis**: Analysis of the video, “The Story behind this Iconic Olympics Protest.” Students will conduct a critical analysis of the film from a Structural Functionalist, Social Conflict Theory and Symbolic Interactionist perspective. They will then choose one which they feel best explains the protests. [Soci 1301 – Spring 2023]  **Discussion Board**: After reading a chapter in the textbook on Media and Technology, students will choose a topic and read articles from each of the three major theoretical perspectives in Sociology. They then respond to the discussion prompt, “what did you learn about the impact of social media from the website and the book chapter?” Students are instructed to respond to at least one other student on the discussion board. [Soci 1301 – Spring 2023] | 80% of students will score a 70% or higher on the assessment measures |
| **Students will be able to empirically evaluate and explain the diversity and complexity of human groups and social institutions.** | **Income and Poverty Analysis**: In Soci 1306 (Spring 2023), students will complete a power point presentation analyzing income inequality and poverty in the United States. Students will analyze how different theoretical perspectives can interpret the same data in different ways.  **Discussion Board: Racial Wealth Discrepancies**: Students in Soci 2319 (Spring 2023) will complete the following assignment: After reading about the historical and social impact of slavery in **Chapters 4 -5** and the impact of institutional discrimination on African Americans in **Chapter 6,** review the following media presentations. Respond to the questions listed below in narrative format. **Content to review before responding to the following questions:** 1) Bryan Stevenson, There's a direct line from lynching to George Floyd2) A Black-White Housing Gap Persists, But One D.C. Woman Persevered and Won3) Wealth gaps between White, Black and Hispanic Families in 2019  **Discussion Questions:**  1. How is the history of slavery and lynching relevant to today, according to your textbook and the video presented by Bryan Stevenson  2. How does racial wealth discrepancies relate to institutional discrimination, according to the Federal Reserve Bank article and your textbook? 3. Relate the information presented in documentary,  **The Story of Contract Buyers League  and the**PDF article**, Wealth gaps..."**to historical and current institutional barriers impacting minorities. | 80% of students will score a 70% or higher on the assessment measures |
| **Students will be able to identify and analyze multidimensional factors that impact life outcomes, including global, political, economic, cultural and demographic characteristics.** | **Poverty and Social Problems simulation**: Students will complete an online simulation game called “Spent” and watch a video. They will them write an essay analyzing structural factors impacting those living in poverty, link poverty to other social problems and link individual choices to social structure. [Soci 1306 – Spring 2023]  **Household Labor Analysis:** In Soci 2301, students will complete a 3-5 page essay on Parenting Practices and Life Outcomes. Students will discuss a minimum of eight different parenting practices found globally. They will then empirically assess the parenting practices they were raised with, and those they may use with their own children. The assignment requires students to identify and analyze the impact on life outcomes of the specific parenting practices with which they were raised. The students analyze varying styles of parenting and identify factors that influence parenting practices used by different groups of people (with differing cultural and demographic characteristics). [see Appendix for assignment] | 80% of students will score a 70% or higher on the assessment measures |

**Description of Fields in the Following CIP Tables:**

**A. Outcome(s)** -Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).

**B. Measure(s)** -Instrument(s)/process(es) used to measure results

(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)

**C. Target(s)** -Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make improvements.

**Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)**

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| 1. **Outcome #1**   **Students will be able to demonstrate understanding of basic theoretical perspectives and the relationship between theory and research methods used in Sociology** | |
| 1. **Measure (Outcome #1)**     Video Analysis – “Dominican Pipline” | 1. **Target (Outcome #1)**   80% of students will score a 70% or higher on the assessment measures |
| 1. **Action Plan (Outcome #1)**   Assignment described in Table 1 | |
| 1. **Results Summary (Outcome #1)**   90% of students who completed this assignment achieved a 70% or higher | |
| 1. **Findings (Outcome #1)**   Students, by completing this assignment, were able to explain the major Sociological perspective and critically apply one of them to the assigned video. | |
| 1. **Implementation of Findings**   Continued use of this assignment is planned. | |

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| 1. **Outcome #1**   **Students will be able to demonstrate understanding of basic theoretical perspectives and the relationship between theory and research methods used in Sociology** | |
| 1. **Measure (Outcome #1)**   **Video Analysis**: Analysis of the video, “The Story behind this Iconic Olympics Protest.” | 1. **Target (Outcome #1)** 2. 80% of students will score a 70% or higher on the assessment measures |
| 1. **Action Plan (Outcome #1)**   Assignment described in Table 1 | |
| 1. **Results Summary (Outcome #1)**   76% of students who completed this assignment scored a 70% or higher | |
| 1. **Findings (Outcome #1)**   There is evidence of students using AI to complete assignments but it is very difficult to confirm and/or deter at the current time. The use of AI to complete assignments decreases overall performance and comprehension of program outcomes. | |
| 1. **Implementation of Findings**   Changes are planned to the instructions for the assignment and to in-class presentation and discussion that emphasizes showing connections between individualistic explanations and social structural explanations for human behavior. | |

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| 1. **Outcome #1**   **Students will be able to demonstrate understanding of basic theoretical perspectives and the relationship between theory and research methods used in Sociology** | |
| 1. **Measure (Outcome #1)**   Discussion Board – Media and Technology | 1. **Target (Outcome #1)** 2. 80% of students will score a 70% or higher on the assessment measures |
| 1. **Action Plan (Outcome #1)**   Assignment described in Table 1 | |
| 1. **Results Summary (Outcome #1)**   60% of students who completed this assignment earned a 70% of above | |
| 1. **Findings (Outcome #1)**   Part of this grade was dependent upon student compliance with discussion guidelines (such as word count, format) and the requirement to respond to at least one of their classmate’s discussion posts. Lack of compliance (and thus completion) of the assignment lowered outcomes significantly. | |
| 1. **Implementation of Findings**   Changes to the instructions and implementation of the assignment are planned. In order to focus more directly on outcome #1, the requirement to respond to another student may be dropped. The assignment may be converted from a discussion board to a vlog or blog where students can respond to the prompt but it would be converted from the discussion board format. | |

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| 1. **Outcome #2**   **Students will be able to empirically evaluate and explain the diversity and complexity of human groups and social institutions.** | |
| 1. **Measure (Outcome #2)**   Income and Poverty Analysis | 1. **Target (Outcome #2)**   80% of students will score a 70% or higher on the assessment measures |
| 1. **Action Plan (Outcome #2)**   Students assigned an income and poverty analysis in Soci 1301, Introduction to Sociology | |
| 1. **Results Summary (Outcome #2)**   64% of students who completed this assignment scored a 70% of higher | |
| 1. **Findings (Outcome #1)**   This assignment was broken into two parts. On part one of the assignment, students scored better than part two. The key problem found in part two was that students simply did not complete the entire section. They left questions unanswered which significantly brought down their score. | |
| 1. **Implementation of Findings**   There is a plan to simplify and streamline the instructions for the assignment. A short video with the instructions for the assignment, particularly for online sections of Soci 1306, might also be helpful to improve outcome #2 using this assignment. | |

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| 1. **Outcome #2**   **Students will be able to empirically evaluate and explain the diversity and complexity of human groups and social institutions.** | |
| 1. **Measure (Outcome #2)**   Discussion Board: Racial Wealth Disparities | 1. **Target (Outcome #2)**   80% of students will score a 70% or higher on the assessment measures |
| 1. **Action Plan (Outcome #2)**   Assignment described in Table 1 | |
| 1. **Results Summary (Outcome #2)**   58% of students who completed this assignment scored a 70% of higher | |
| 1. **Findings (Outcome #1)**   Part of this grade was dependent upon student compliance with discussion guidelines (such as word count, format) and the requirement to respond to at least one of their classmate’s discussion posts. Lack of compliance (and thus completion) of the assignment lowered outcomes significantly. | |
| 1. **Implementation of Findings**   Changes to the instructions and implementation of the assignment are planned. In order to focus more directly on outcome #1, the requirement to respond to another student may be dropped. The assignment may be converted from a discussion board to a vlog or blog where students can respond to the prompt but it would be converted from the discussion board format. | |

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| 1. **Outcome #3**   **Students will be able to identify and analyze multidimensional factors that impact life outcomes, including global, political, economic, cultural and demographic characteristics.** | |
| 1. **Measure (Outcome #2)**   Poverty and Social Problems Simulation | 1. **Target (Outcome #2)**   80% of students will score a 70% or higher on the assessment measures |
| 1. **Action Plan (Outcome #2)**   Assignment described in Table 1 | |
| 1. **Results Summary (Outcome #2)**   82% of students who completed this assignment scored a 70% of higher | |
| 1. **Findings (Outcome #1)**   Target outcome was achieved | |
| 1. **Implementation of Findings**   Continued evaluation of instructions to improve outcomes further is planned. | |

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| 1. **Outcome #3**   **Students will be able to identify and analyze multidimensional factors that impact life outcomes, including global, political, economic, cultural and demographic characteristics.** | |
| 1. **Measure (Outcome #2)**   Household Labor Analysis | 1. **Target (Outcome #2)**   80% of students will score a 70% or higher on the assessment measures |
| 1. **Action Plan (Outcome #2)**   Assignment described in Table 1 | |
| 1. **Results Summary (Outcome #2)**   88% of students who completed this assignment scored a 70% of higher | |
| 1. **Findings (Outcome #1)**   Target outcome was achieved | |
| 1. **Implementation of Findings**   While the target outcome was achieved, streamlining the instructions for the last section of the assignment where students apply sociological theory and concepts to their quantitative analysis of household labor is planned. | |

**Program Assessment Data Report**

**Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Terms Data Collected: Wintermester 2022-Spring 2023**

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| Program-Level Learning Outcome- (From Assessment Plan) | Assessment Measure(s) and Where Implemented in Curriculum – (From Assessment Plan) | Targets- Level of Success Expected-(From Assessment Plan) | Assessment Results – (Provide Data in a form related to targeted levels of success to left. Indicate if Targeted level of success was met, partially met, or not met.) |
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| Students will be able to empirically evaluate and explain the diversity and complexity of human groups and social institutions. | **Income and Poverty Analysis**: In Soci 1306 (Spring 2023), students will complete a power point presentation analyzing income inequality and poverty in the United States. Students will analyze how different theoretical perspectives can interpret the same data in different ways.  **Discussion Board: Racial Wealth Discrepancies**: Students in Soci 2319 (Spring 2023) will complete the following assignment: After reading about the historical and social impact of slavery in **Chapters 4 -5** and the impact of institutional discrimination on African Americans in **Chapter 6,** review the following media presentations. Respond to the questions listed below in narrative format. **Content to review before responding to the following questions:** 1) Bryan Stevenson, There's a direct line from lynching to George Floyd2) A Black-White Housing Gap Persists, But One D.C. Woman Persevered and Won3) Wealth gaps between White, Black and Hispanic Families in 2019  **Discussion Questions:**  1. How is the history of slavery and lynching relevant to today, according to your textbook and the video presented by Bryan Stevenson  2. How does racial wealth discrepancies relate to institutional discrimination, according to the Federal Reserve Bank article and your textbook? 3. Relate the information presented in documentary,  **The Story of Contract Buyers League  and the**PDF article**, Wealth gaps..."**to historical and current institutional barriers impacting minorities. | 80% of students will score a 70% or higher on the assessment measures | Partially met |
| Students will be able to identify and analyze multidimensional factors that impact life outcomes, including global, political, economic, cultural and demographic characteristics. | **Poverty and Social Problems simulation**: Students will complete an online simulation game called “Spent” and watch a video. They will them write an essay analyzing structural factors impacting those living in poverty, link poverty to other social problems and link individual choices to social structure. [Soci 1306 – Spring 2023]  **Household Labor Analysis:** In Soci 2301, students will complete a 3-5 page essay on Parenting Practices and Life Outcomes. Students will discuss a minimum of eight different parenting practices found globally. They will then empirically assess the parenting practices they were raised with, and those they may use with their own children. The assignment requires students to identify and analyze the impact on life outcomes of the specific parenting practices with which they were raised. The students analyze varying styles of parenting and identify factors that influence parenting practices used by different groups of people (with differing cultural and demographic characteristics). [see Appendix for assignment] | 80% of students will score a 70% or higher on the assessment measures | Met |