Action Plan For a Six-Year Program Review Cycle
Years: 2018-2026

Department __Sociology & Anthropology__

Please address the applicable areas of your program improvement and arrange them according to their priority.

	A brief description of each **proposed change**	A brief rationale and evidence that support the **proposed change**	Six-year timeline for the **proposed changes** and actions	Who is in charge if known
1	Curriculum / program	(A) The Department will change its curriculum to reflect its recent decision to require an internship for all Sociology majors. (B) As articulated in Six-Yr Report, the dept's curriculum warrants re-evaluation and revision: (1) existing tracks will be re-considered and possibly updated. (2) Clearer system of core and electives will likely be adopted. (3) Status of Anthropology will be re-evaluated	(A) Proposal for curriculum changes (2018-2019) (A) Implementation (2019-2020). (B) Fact-finding (2018-2020) (B) Implementation (2020-2022)	(A) Sarah Jirek (B1 & 2) Entire dept (B3) Serah Shani & Felicia Song
2	Initiatives to improve teaching and learning	(1) Hiring of quantitatively-trained instructor to teach SOC108 as articulated in Six-Yr Report and supported by PRC Memo (2) Based on assessment of Integration of Faith and Learning, discussion will be dedicated to sharing how we address this in our classes and how we might better	(1) 2018-2019 for adjunct, and ensuring that next dept hire includes quantitative expertise (2) Dept meetings to be held throughout 2018-2020	(1) Dept chair (2) Dept chair

		integrate this through out the curriculum		
3	Possible adjustments in faculty priorities or responsibilities	Dependent on decisions made from #1		
4	Learning outcomes that the department will assess in the subsequent years	Normally, we would begin to cycle through assessing the 4 dept PLOs each year. However, we are proposing to take one year "off" from the usual PLO assessment in order to stay focused and continue the tremendous momentum gained from the Six-Year Report and invest in making major strides in the significant curriculum revision we are currently engaged in.	2018-2019: Post-Six-Yr Review Curriculum Revision 2019-2020: Oral & Written Comm 2020-2021: Faith & Learning 2021-2022: Research & Methods 2022-2023: Core Knowledge 2023-2024: Six Year Review	Entire dept
5	Reallocation or acquisition of resources that would be necessary or helpful in the pursuit of these goals	College adoption and support for nVivo to support students in SOC109 and SOC197	Fact-finding and pursuit of college-wide support (2019-2020)	Sarah Jirek
6	Other important changes			

MULTI-YEAR ASSESSMENT PLAN

Department: Sociology & Anthropology
Chair: Felicia Song

Program Learning Outcomes	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Assessment methods and tools	Benchmarks	Who is in charge?	How the loop will be closed /has been closed?
1. Modify language of existing PLO #1 to distinguish between "knowledge" and "application"	X							- Change language and make sure it gets distinguished in future assessment; - Discuss scaffolding implications (as per 6-yr report)	Felicia Song	
2. Core Knowledge Competence					X	SIX-YR REPORT	Assess SOC001 final papers using 2016 rubric		Entire dept	
3. Research and Methods Competence				X			Assess SOC197 Research Capstone papers using 2015 rubric	80% of students will score higher than the mid-range score in the research methods rubric.	Entire dept	
4. Integration of Faith and Learning			X				Assess seniors' essay on faith-learning	- Dedicate some dept meetings to discussing faith-learning in our courses -Improved articulation of majors' experience of faith-learning through the curriculum through newly dedicated SOC195	Entire dept	
5. Oral and Written Communication		X					Will be assessing for the first time, so will need to create rubric	TBD	Entire dept	
Key Questions							**Means of inquiry and evaluation**		**Who is in charge?**	**Data-guided recommendations**
1. **Internship Requirement:** Should the dept require an internship for all SOC majors? If so, how?	X						- Comparisons with other depts within Westmont and at peer institutions - Recommendations from	Implementation of new major requirement	Sarah Jirek	

									Who is in charge?	Data-guided recommendations
							American Sociological Association - Submit proposal for Academic Senate review			
2. **Curriculum Revision:** How can the existing tracks be revised to better reflect contemporary understandings of disciplinary parameters? Should we adopt a clearer system of core and electives?		X	X	X			- Comparisons with curriculum of peer institutions - Comparison and study of curriculum structure of other Westmont depts - Comparison with other non-BSW granting Human Services programs -Submit proposal for Academic Senate review	- Implement revision of curriculum structure - Implement revision of curriculum content	Entire dept	
3. **Anthropology/Cross-cultural Track:** How should anthropology relate to the college's Global Studies minor?	X	X					- Consideration of how the content and intent of the "cross-cultural" track can serve both our department and the larger college context. - Engage in fact-finding with various college depts. and offices - If options are available, submit proposal to relevant college offices	- Implement revision of how Anthropology and Cross-cultural courses are related to dept and existing college programs	Serah Shani & Felicia Song	
4. **Anthropology:** What is the status of the anthropology "major"?					X	X	- Comparisons with curriculum of peer institutions - Submit proposal to Registrar's office and/or Academic Senate review	- Implement revision of Anthropology "major" requirements	Serah Shani	
GE Projects							**Means of inquiry and evaluation**		**Who is in charge?**	**Data-guided recommendations**
1. Check and update language in all GE courses syllabi for compliance with certification requirements	X						- Identify all GE courses within curriculum - Individual instructors need to check/update GE		Entire dept	

						courses' content and language for compliance			
2. Review all courses for whether any new courses should seek GE certification because of fit and enrollment concerns.			**X**				- Audit existing GE courses and existing GE options (particularly "Thinking Globally" and "Understanding Society"		Entire dept
3.									

Discussion/Comments/Reflections:

Departmental Program Review Retreats			
Date	**Agenda**	**Decisions made**	**Participants**
5/15/18	Establish post-6-yr program review plan	(1) Dept will pursue establishing 4-credit Internship Requirement, accepting SOC190 and any Westmont-190 course, with course substitution approval required. Jirek will ask Registrar's Office about Senate approval process, will write the curriculum revision proposal, and provide relevant advising aids to the dept about the Internship requirement. (2) Taking the next 2-3 years to work through the various pieces of the curriculum revision plan sounds appropriate given the number of moving pieces. (3) Shani and Song will engage in fact-finding for possible relationships between Anthropology course offerings and Global Studies minor and Off-Campus Programs' Prep & Re-Entry courses	Jirek, Shani, Song, Whitnah (Patti Hunter as invited part-time guest)

Notes:
1. Adjust the Multi-Year Assessment Plan to your department six-year assessment cycle.
2. Align your program-level assessment with the institutional or General Education assessment whenever possible: e.g., if your department has outcome aligned with the Quantitative Literacy ILO it should be assessed in the 2016-2017 academic year, etc.