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Section III. Continuous Improvement Plan (CIP)

**9. How have past Program Reviews contributed to success?**

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

**Please describe how you have used your continuous improvement plan (CIP) to make the following improvements to your program over the past 4 years (your last program review can be found on the Program Review Portal):**

* **Student Learning Outcomes**
* **Overall improvements to your program**

Our CIP plan in 2015 was to increase contact hours by 5% annually (Appendix M)

However, with the rolling out of the Collin College Master Plan which spells out the priorities for Collin College from 2016 – 2021 under Vision 2020, these priorities have shifted to better align with the college’s key performance indicators (KPIs).

As discussed in the earlier section (Section 1.2, p.9) our contact hours have not consistently increased. Based on KPI, total CE areas have seen declines in 2014, 2015, 2017, and 2018, but increases in 2016.

CE (excluding CE Healthcare, Law and Fire Science) had performed better in 2018. While the overall CE contact hours have dropped from 2017 to 2018 as shown on Appendix D, CE had shown an improvement of about 26,000 contact hours (see section 1.2) This improvement are due in part to changes in organizational structure and budgetary responsibilities assigned to Director and Assistant Directors. Revenues and expenses are now directly applied to the responsible Director/Assistant Director’s organization code, while previously, this information was not available to them. As a result, there is a clearer understanding of programs that are strong, those that we can grow, and ones that we will need to reduce in terms of number of sections or eliminate altogether. They are also able to track revenues and expenses related to their responsible areas.

There were several factors we believe contributed to the dip in enrollment including a strong economy, a change in registration system from flexible registration to Banner, and increasing competition such as providers offering similar products. Our area libraries for example, provide same online Ed2Go courses as we do but theirs are offered for free.

**\*Please attach previous CIP Tables in the appendix**

**10. How will we evaluate our success?**

**NOTE: The CIP has been revised as of August 2018. Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year program review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented in your Program Review submission to this point, please summarize the strengths and weaknesses of this program or unit. This response should be based on information from prior sections of this document. Please describe how the continuous improvement plans you propose below will capitalize on the strengths, mitigate the weaknesses, and improve student success.**

Strengths:

Great and varied selection of course offerings

Reputable institution

Population growth in the area

Support of leadership

Support of departments including Student Enrollment Services

Experienced team

Flexibility in offering courses

Ability to offer new courses relatively quickly

Weakness:

Lack of understanding of CE in other departments

Many in our community are not familiar with our course offerings

Registration terms (201X71-74) not in line with the rest of the district causing confusion in locating classes during registration.

Weak website (new website launches Jan 14, 2019)

Limited support staff to handle workload

Limited classrooms and parking to support enrollment

Technology in classrooms not keeping up to current needs such as need for computer software and hardware upgrades

**11. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, and focus on these priorities to formulate your CIP. This may include short-term administrative, technological, assessment, resource or professional development outcomes as needed.

**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. surveys, focus groups, etc.) | **C. Target(s)**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Increase number of linked classes | Number of different types of credit classes offering seats to CE students. | Add 15 different types of courses by Year 5. |
| Creation of clearly identified, recognized, and launched PLA pathways for additional programs | Number of Collin-wide approved PLA pathways achieved. | 3 approved PLA programs |
| Track completers in CE courses | Completion rate reporting | Tracking completion rates for 3 certificates: Project Management, Fiber Optics and Certified Wedding Planner |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose up to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome(s)** -Results expected in this program (from column A on Table 1 above--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. surveys, test results, focus groups, etc.).

**C. Target(s)** -Degree of success expected (e.g. 80% approval rating, 10 day faster request turn-around time, etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. 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 unit success.

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

**Table 2. CIP Outcomes 1, 2 & 3**

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| 1. **Outcome #1**   Increase number of linked classes | |
| 1. **Measure (Outcome #1)**   Number of credit classes offering seats to CE students | 1. **Target (Outcome #1)**   Add minimum of 5 subject areas by Year 5 |
| 1. **Action Plan (Outcome #1)**   Implement college-wide partnership and policies to promote linked courses. Includes researching and connecting with Associate Deans of programs that can potentially be offered as linked courses; speaking to credit professors for buy in; presenting at various workshops, including Faculty Development Conferences. | |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2**   We have successfully reached and exceeded our goal of 5 subject areas in this area.  We continue to build on these partnerships across all campuses offering additional options for students. | |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2**   The latest linked course offerings can be found on our webpage: <http://www.collin.edu/ce/classes/linked.html>  As a result of better collaboration efforts, understanding of CE and how it can be beneficial for all, we have made great strides in offering linked courses. Some of these include:  Subject area 1: AUTOMOTIVE   * Auto Body Repair and Repainting * Automotive Brake Systems * Automotive Electrical Systems * Automotive Plastic and Sheet Molded Compound Repair * Automotive Suspension and Steering Systems * Basic Refinishing * Introduction to Automotive Technology * Instrumentation Test Equipment * Non-Structural Metal Repair   Subject area 2: ELECTRONIC ENGINEERING TECHNOLOGY   * Digital Fundamentals * Emerging Topics in Engineering Technology * Fundamentals of Electronics   Subject area 3: Construction Technology   * Introduction to the Construction Industry * Construction Management I * Construction Methods and Materials I   Subject area 4: Heating, Ventilation, Air Conditioning)   * Basic Electricity for HVAC * EPA Recovery Certification Preparation * Gas and Electric Heating * Refrigeration Principles * Residential Air Conditioning   Subject area 5: Welding   * Introduction to Foundry Practices * Introduction to Gas Metal Arc Welding (GMAW) * Introduction to Gas Tungsten Arc Welding (GTAW) * Introduction to Shielded Metal Arc Welding (SMAW) * Introduction to Welding Using Multiple Processes * Metal Sculpture   Subject area 6: Hospitality   * Exposition and Trade Show Operations * Front Office Management * Hospitality Human Resources Management * Introduction to Convention/Meeting Management * Introduction to Hospitality Industry * Purchasing for Hospitality Operations * Sanitation and Safety * Special Events Design   Subject area 7: Music   * Songwriting I * Songwriting II * Guitar * Introductory Group Piano I * Intro. To Piano II * Keyboard Ensemble   Subject area 8: Banking & Insurance   * Analyzing Financial Statements * Bank Marketing * Consumer Lending * Financial Literacy * Investments * Money and Financial Markets * Principles of Bank Operation * Commercial Liability Risk Management and Insurance * Liability Insurance Claims Adjusting * Personal Insurance * Personal Lines Insurance Underwriting * The Legal Environment of Insurance   Subject area 9: Dance   * Beginning Ballet * Intermediate Ballet * Beginning Modern Dance * Intermediate Modern Dance * Beginning Jazz Dance * Intermediate Jazz Dance   Subject area 10: Sport & Recreation   * Legal and Ethical Issues in Sport and Recreation Management * Principles of Promoting and Selling Sport and Recreation | |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2**   See Item #F for example of the number of Linked classes we have established.  Below is a table listing contact hours and enrollment with a significant jump in unique sections, student enrollment and contact hours effective Spring 2019 when we moved on this initiative. There was a dip in Summer 2020 due to COVID-19 but has slowly recovered in subsequent semesters.   |  |  |  |  | | --- | --- | --- | --- | | Semester | Unique Sections | Students Enrolled | Contact Hours | | Spring 2018 | 5 | 33 | 1568 | | Summer 2018 | 10 | 31 | 1488 | | Fall 2018 | 10 | 43 | 2080 | | Spring 2019 | 33 | 298 | 18,133 | | Summer 2019 | 30 | 244 | 14,133 | | Fall 2019 | 58 | 435 | 25,109 | | Spring 2020 | 52 | 514 | 29,792 | | Summer 2020 | 33 | 152 | 9,216 | | Fall 2021 | 61 | 290 | 15,776 | | Spring 2021 | 78 | 319 | 18,736 | | |

**Table 2. CIP Outcomes 1, 2 & 3 (continued)**

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| --- | --- |
| 1. **Outcome #2**   Creation of clearly identified, recognized, and launched PLA pathways for additional programs | |
| 1. **Measure (Outcome #2)**   Number of Collin-wide approved PLA pathways achieved | 1. **Target (Outcome #2)**   3 approved PLA programs |
| 1. **Action Plan (Outcome #2)**   Work with PLA committee and credit departments to offer PLA pathways. Discuss advantages of PLA for CE students to Department Leads, Professors, Associate Deans and Deans. Work on internal articulation of agreement once formalized. | |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2**   Note: We are removing outcome #2 as there has been a change and driven by the credit side of the house. | |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**   Note: We are removing outcome #2 as there has been a change and driven by the credit side of the house. | |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**   Note: We are removing outcome #2 as there has been a change and driven by the credit side of the house. | |

**Table 2. CIP Outcomes 1, 2 & 3 (continued)**

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| --- | --- |
| **Outcome #3**  Track completers in CE courses | |
| 1. **Measure (Outcome #3)**   Completion rate reporting | 1. **Target (Outcome #3)**   Tracking completion rates for 3 certificates: Project Management, Fiber Optics and Certified Wedding Planner |
| 1. **Action Plan (Outcome #3)**   Work with Registrar’s Office and process so as to better track completers | |
| 1. **Results Summary (Outcome #3) TO BE FILLED OUT IN YEAR 2**   Work in progress. We hope to give a progress update for CIP Year 3. | |
| 1. **Findings (Outcome #3) TO BE FILLED OUT IN YEAR 2**   Unlike our credit counterparts who are able to track certificate course completions, there is no capability in Banner/Ellucian we can use to track CE certificate series currently. Everything has to be done manually, which is very tedious.  We performed our due diligence exploring various software programs, including XenDirect, the software created by Xenegrade as it was a relatively inexpensive option. We arranged a meeting with the Operations/IT Manager at Johnson County Community College (JCCC,) Jeff Hoyer. JCCC had implemented XenDirect and it was fully functioning around the end of 2017 and we wanted to get his feedback on the software. He spoke highly of their experience with the software.  We then arranged a conference call requesting a product demonstration of the program with Xenegrade’s Regional Sales Manager, Chuck Johnson in the Spring 2019 and again in Spring 2020. It was around Spring 2020 that we were notified that Collin College including the CE department will be using Workday. So, our research has come to an end while we await the implementation of Workday estimated to be around Fall 2022. | |
| 1. **Implementation of Findings (Outcome #3) TO BE FILLED OUT IN YEAR 2**   We understand that Workday currently does not have a CE component. They are in the design phase where we have the opportunity to provide input and field questions to Workday team and its developers. It remains to be seen how many features geared towards CE will be available when it is launched. We estimate that it will be around Fall 2022.  Specifically related to this CIP, we posed the following question to Workday in March 2021:  *we have “certificate series” that we have to manually track and upon request, provide that to students as we don’t have the capability to track those like we do on the credit side. Hopefully, Workday has that capability.*  So, we hope that Workday will take this and other unique CE requirements into consideration and enable us a way to easily monitor and generate this information as we seek to increase the number of certificate series CE offers. As we progress, we will seek the involvement of Registrar’s Office. | |