**Continuous Improvement Plan**

**Date:** **Name of Program/Unit:**

**Contact name:** **Contact email:** **Contact phone:**

**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 demonstrate attainment of core learning objectives at a level consistent with college goals on the core curriculum assessment process implemented by COAT. | Learning activities designed by departments or individual faculty members to measure student attainment of core objectives within their core courses using rubrics for Communication, Critical Thinking, Empirical & Quantitative, Personal responsibility, Social responsibility, and Teamwork designed by COAT. | Institutionally, students with 30+ SCH’s of core curriculum credits will demonstrate an average artifact score of 3 (on a 4-point scale) in the core learning objectives of Communication Skills, Critical Thinking Skills, Empirical & Quantitative Skills, Personal Responsibility Skills, Social Responsibility Skills, and Teamwork Skills. |
| Implement faculty initiatives within the Biology, Chemistry and Math departments to consider removing courses from the core curriculum that have prerequisites that meet foundational component area requirements to simplify the core curriculum. | Committees within each of the three departments will be called together to discuss the idea of removing courses meeting the condition outlined in “expected Outcomes” (i.e. BIOL 2421, MATH 2305, 2414, 2415, 2318, 2320, and CHEM 2423, 2425) from the core curriculum. | A recommendation from each of these three departments (BIOL, CHEM, and MATH) will be developed supporting either: a) keeping each of the selected courses in the core curriculum with a justification or b) removing each of the selected courses from the core curriculum with a justification. |
| Implement a faculty initiative that includes representatives from BIOL, CHEM, MATH, ENVR, GEOL, PHYS, COSC, ENGR, and related disciplines to examine the graduation requirements for the Associate of Science degree. | A committee with representatives from each of the impacted academic departments will be convened to study the degree requirements for Collin College’s AS degree. | A recommendation from this committee will be developed to either a) leave the current AS degree requirements in place or b) recommend changes to the AS degree requirements. |
| Departments with courses having five-year average success rates of less than 70% will examine the sources of these success rates within their departments to generate ideas to share amongst full-time and part-time faculty on how to address the curricular challenges these courses present for students. | Departmental faculty committees will study the indicated outcomes and the associated curricula to generate ideas for addressing the curricular challenges impacting students. | Recommendations to be shared among faculty within each department about how to best to address the curricular challenges that exist for students within each discipline will be developed and shared with full-time and part-time faculty members. |

**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 demonstrate attainment of core learning objectives at a level consistent with college goals on the core curriculum assessment process implemented by COAT. | |
| **Measure (Outcome #1)**  Learning activities designed by departments or individual faculty members to measure student attainment of core objectives within their core courses using rubrics for Communication, Critical Thinking, Empirical & Quantitative, Personal responsibility, Social responsibility, and Teamwork designed by COAT. | 1. **Target (Outcome #1)**   Institutionally, students with 30+ SCH’s of core curriculum credits will demonstrate an average artifact score of 3 (on a 4-point scale) in the core learning objectives of Communication Skills, Critical Thinking Skills, Empirical & Quantitative Skills, Personal Responsibility Skills, Social Responsibility Skills, and Teamwork Skills. |
| 1. **Action Plan (Outcome #1)**   Design a year of events for faculty (and potentially students) focusing upon three aspects of improving the teaching and assessment of core objectives:   a) Continue offering COAT training sessions for faculty in all core curriculum disciplines on how to align learning activities to the rubrics used to assess core objectives. Work with the Center for Teaching and Learning to generalize this training to provide professional development to full-time and part-time faculty on how to put these same principles in use to create examinations/learning activities within their courses that assess learning outcomes (i.e. both core objectives and course level learning objectives) through the effective use of backward design principles and curriculum mapping for course development.   b) Invite outside speakers from the local business community (or the academic community beyond Collin College) to speak to students and faculty at Collin College campuses about the role that core objectives play in the post graduate employment environment.  c) Undertake a survey of current students with 30+ SCH of completed core curriculum coursework to determine how well they perceive instruction at Collin College has helped them to learn the core objectives (and associated knowledge, skills and abilities) and how well those experiences have helped the students to learn how to apply them to their activities within and outside of the classroom. The goal is for 70% of students to indicate that instruction at Collin College has positively impacted their knowledge/skills of the core objectives and their ability to apply that knowledge toward their own lives. | |
| 1. **Results Summary (Outcome #1)**   For 2022-23 the college’s Core Objective Assessment Team (COAT) assessed Communication Skills and Teamwork Skills for two groups of students, those with 12-15 SCH’s of core curriculum coursework completed and those with 30+ core curriculum coursework completed. The Communication Core Objective is assessed on three criteria as shown in the table below: Development, Expression, and Interpretation. Each criterion is evaluated on a 4 point scale relative to a rubric approved for communication skills defined by the COAT committee. The stated institutional goal for core objectives is for 70% of students to score a 3 or higher on the 4-point scale.  **COAT Assessment Results for Communication Core Objective for 2022-23**.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Communication Core Objective** | **Core Hours Completed** | **1** | **2** | **3** | **4** | **Met Standard** | **Mean Rating** | | Development | 12-15 SCH | 5.9% | 34.1% | 44.1% | 15.9% | 60.0% | 2.7 | | 30+ SCH | 5.6% | 32.0% | 46.5% | 15.9% | 62.4% | 2.7 | | Expression | 12-15 SCH | 4.1% | 34.8% | 47.1% | 14.0% | 61.1% | 2.7 | | 30+ SCH | 3.9% | 32.7% | 47.9% | 15.5% | 63.4% | 2.8 | | Interpretation | 12-15 SCH | 4.5% | 29.5% | 47.8% | 18.2% | 66.0% | 2.8 | | 30+ SCH | 4.9% | 26.8% | 49.7% | 18.5% | 68.2% | 2.8 |   For 2022-23 the Teamwork assessment results are shown in the table below for the same two groups of students. The Teamwork rubric has five criteria and Collin College’s approach to assessment of this core objective is based upon student’s assessing one another in group assignments. As a result, the assessment generally shows quite high levels of attainment of the college standard.  **COAT Assessment Results for Teamwork Core Objective for 2022-23**.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Communication Core Objective** | **Core Hours Completed** | **1** | **2** | **3** | **4** | **Met Standard** | **Mean Rating** | | Contributes to Meetings | 12-15 SCH | 12.1% | 5.6% | 13.0% | 69.4% | 82.4% | 3.4 | | 30+ SCH | 11.7% | 4.1% | 14.2% | 70.0% | 84.2% | 3.4 | | Facilitates Completion of Assignment | 12-15 SCH | 11.2% | 6.4% | 14.8% | 67.6% | 82.4% | 3.4 | | 30+ SCH | 11.6% | 4.6% | 12.6% | 71.2% | 83.8% | 3.4 | | Individual Contributions Outside of Meetings | 12-15 SCH | 13.0% | 4.8% | 11.0% | 71.2% | 82.2% | 3.4 | | 30+ SCH | 13.8% | 2.6% | 8.7% | 74.9% | 83.6% | 3.4 | | Fosters Constructive Team Climate | 12-15 SCH | 10.4% | 2.5% | 4.1% | 82.9% | 87.0% | 3.6 | | 30+ SCH | 12.7% | 0.9% | 5.9% | 80.4% | 86.3% | 3.5 | | Responds to Conflict | 12-15 SCH | 14.5% | 3.2% | 7.9% | 74.4% | 82.3% | 3.4 | | 30+ SCH | 12.7% | 0.9% | 5.9% | 80.4% | 86.3% | 3.5 |   Once again 80% or more of all student artifacts demonstrate a score meeting or exceeding the college standard of scoring a 3 or 4 on the four-point scale of the rubric. Interestingly, the results for 22-23 indicate a significant reduction relative to the prior assessment of the Teamwork rubric. More will be said about this topic in section F below.  The action plan items to invite outside speakers to hold panel discussions about the importance of core curriculum skills and to undertake surveys of students to determine how they perceive their instruction for core objectives and about how effectively they have been able to utilize these skills outside of the classroom or in other areas of their academic lives was not conducted. This is largely attributed to the shift to prepare for reaffirmation of accreditation and the implementation of a new ERP system at Collin College. Both of these initiatives should be considered for continuation in the next continuous improvement plan. | |
| 1. **Findings (Outcome #1)**   For the Communication objective the assessment data in section E represents modest reductions in the proportion of assessed artifacts meeting the college standard for students with 12-15 SCH’s of core curriculum coursework completed and flat-to-modest improvement in the proportion of scored artifacts that met standards for students with 30+ SCH of core curriculum coursework completed relative to the prior results for the Communication Objective from 2019-2020 as shown in the table below.  **Longitudinal COAT Assessment Results for Communication Core Objective**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Proportion Meeting Standard** | | | | | **12-15 SCHs** | **2014-2015** | **2016-2017** | **2019-2020** | **2022-23** | | Development | NA | 53% | 64% | 60% | | Expression | NA | 51% | 65% | 61% | | Interpretation | NA | 60% | 61% | 66% | |  |  |  |  |  | |  | **Proportion Meeting Standard** | | | | | **30+ SCHs** | **2014-2015** | **2016-2017** | **2019-2020** | **2022-23** | | Development | 66% | 46% | 58% | 62% | | Expression | 66% | 44% | 63% | 63% | | Interpretation | 67% | 46% | 69% | 68% |   For 22-23, communication artifacts from students with 12-15 SCH of core curriculum course completion saw reductions in the proportion of artifacts meeting the college standard for development (60% from 64%) and for expression (61% from 65%). In the case of interpretation, the proportion of scored artifacts meeting college standard increased five percentage points (66% from 61%) relative to the prior communication core objective assessment in 2019-2020. In the case of students with 30+ SCH of core curriculum course completion the proportion of scored artifacts meeting college standard for development increased from 58 to 62% relative to the 2019-2020 assessment, the proportion of scored artifacts meeting college standard for expression was flat relative to 2019-2020 results at 63%, and the proportion of artifacts meeting college standard for interpretation dropped slightly from 69% to 68% relative to 2019-2020.  **Longitudinal COAT Assessment Results for Teamwork Core Objective**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Proportion Meeting Standard** | | | | | **12-15 SCHs** | **2015-2016** | **2017-2018** | **2019-2020** | **2022-2023** | | Contributes to Meetings | 94% | 99% | 92% | 82% | | Facilitates Completion of Assignment | 95% | 99% | 91% | 82% | | Individual Contributions Outside of Meetings | 96% | 98% | 93% | 82% | | Fosters Constructive Team Climate | 97% | 100% | 97% | 87% | | Responds to Conflict | 94% | 98% | 93% | 82% | |  |  |  |  |  | |  | **Proportion Meeting Standard** | | | | | **30+ SCHs** | **2015-2016** | **2017-2018** | **2019-2020** | **2022-2023** | | Contributes to Meetings | 96% | 98% | 97% | 84% | | Facilitates Completion of Assignment | 96% | 97% | 96% | 84% | | Individual Contributions Outside of Meetings | 96% | 97% | 97% | 84% | | Fosters Constructive Team Climate | 98% | 99% | 98% | 86% | | Responds to Conflict | 97% | 97% | 96% | 86% |   While it is clear that the results of the assessment of the Teamwork core objective is deeply connected with the process of allowing students to evaluate one another in group projects assigned in their core courses (resulting in very high attainment of core objectives), that was strongly shifted in 2022-23 with reductions of approximately 10% across the board in the proportion of students that rated their colleagues with scores of 3 or 4 on the four-point scale of the assessment instrument. The data collected in 2022-23 is the first set of data collected following the COVID-19 pandemic, and it appears that the societal impacts of that event have altered how students perceive the ability of their colleagues to constructively participate in group work. Whether this is an appropriate rationale for why such a dramatic change was seen in this assessment is not entirely clear, but it is the only element that we can find to attribute to the change in scores that students assigned to their colleagues on this assessment instrument. It will be very interesting to see if this scoring level persists in future cycles of the Teamwork assessment. For now it may be a good argument to emphasize for instructional effect on this core objective by faculty in future semesters.  Overall, the efforts that the COAT team is making to continue offering advice and guidance to faculty members about appropriately aligning core assessments to the COAT rubrics is maintaining the proportion of artifacts meeting college standard in the 60-69% range for the communication objective. | |
| 1. **Implementation of Findings**   Fundamentally, we find modest changes to the attainment of the criteria comprising the Communication core objective in 22-23. COAT will continue to offer its guidance and advice to faculty members to ensure that they are creating assessment activities that are aligned to the core objective scoring rubrics. In the case of the Teamwork Core Objective, there clearly has been some sort of significant shift in how students perceive the contributions of others in group work in 22-23 relative to the prior assessments of this core objective, and it will be interesting to see if this anomaly persists in future assessments or whether it might truly be an artifact of the impact of the COVID-19 pandemic on our students population. | |

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| 1. **Outcome #2**   Implement faculty initiatives within the Biology, Chemistry and Math departments to consider removing courses from the core curriculum that have prerequisites that meet foundational component area requirements to simplify the core curriculum. | |
| 1. **Measure (Outcome #2)**   Committees within each of the three departments will be called together to discuss the idea of removing courses meeting the condition outlined in “expected Outcomes” (i.e. BIOL 2421, MATH 2305, 2414, 2415, 2318, 2320, and CHEM 2423, 2425) from the core curriculum. | 1. **Target (Outcome #2)**   A recommendation from each of these three departments (BIOL, CHEM, and MATH) will be developed supporting either: a) keeping each of the selected courses in the core curriculum with a justification or b) removing each of the selected courses from the core curriculum with a justification. |
| 1. **Action Plan (Outcome #2)**   Convene committees within each of the Biology, Math, and Chemistry departments to discuss the possibility to removing certain courses from Collin College’s core curriculum that have prerequisites that already have students meeting foundational component area requirements of the core curriculum. (Specifically the following courses should be topic of discussions by these committees: BIOL 2421, MATH 2305, 2414, 2415, 2318, 2320, and CHEM 2423, 2425.) Recommendations to keep these courses or to remove these courses in the Collin College Core Curriculum should be developed and provided with rationales for the recommendations. | |
| 1. **Results Summary (Outcome #2)**   The Curriculum Office worked with discipline lead faculty members in Biology, Chemistry and Mathematics to prompt departmental discussions on the need for BIOL 2421, MATH 2305, 2414, 2415, 2318, 2320, and CHEM 2423, and 2425 to continue serving as core curriculum courses since these courses have prerequisites that would meet the core curriculum requirements under the Texas Core Curriculum. All three departments brought forward requests to the Curriculum Advisory Board (CAB) to remove MATH 2305 and 2318 (in 2022-2023), BIOL 2421, and CHEM 2423, and 2425 (both in 23-24) from the core curriculum. | |
| 1. **Findings (Outcome #2)**   The reduction of five courses has simplified the COAT assessment schedule and resulted in the freeing up of instructional time in these courses for faculty to cover the advanced material needed within the disciplines in each of these courses. Since very few students were earning core curriculum credit for these courses at Collin College, the institution expects no significant impact to students as a result of theses decisions. | |
| 1. **Implementation of Findings**   MATH 2305 and 2318 were removed from the core curriculum list for implementation in 23-24, and BIOL 2421 and CHEM 2423 and 2425 were removed from the core curriculum for the 24-25 academic year has been fully implemented, and the COAT team will address the impacts to its assessment schedule in future semesters. | |

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| 1. **Outcome #3**   Implement a faculty initiative that includes representatives from BIOL, CHEM, MATH, ENVR, GEOL, PHYS, COSC, ENGR, and related disciplines to examine the graduation requirements for the Associate of Science degree. | |
| 1. **Measure (Outcome #3)**   A committee with representatives from each of the impacted academic departments will be convened to study the degree requirements for Collin College’s AS degree. | 1. **Target (Outcome #3)**   A recommendation from this committee will be developed to either a) leave the current AS degree requirements in place or b) recommend changes to the AS degree requirements. |
| 1. **Action Plan (Outcome #3)**   Convene a committee composed of representatives of BIOL, CHEM, MATH, ENVR, GEOL, PHYS, COSC, ENGR, and any other impacted disciplines, to study in detail the current degree requirements for Collin College’s Associate of Science in General Studies and any required regulations in the context of current curricular practices at state supported institutions of higher education to develop a recommendation with justification to a) leave the current graduation requirements in place, or b) to change the graduation requirements. | |
| 1. **Results Summary (Outcome #3)**   This action item was not implemented and should be considered for inclusion in the next Continuous improvement plan for the core curriculum. | |
| 1. **Findings (Outcome #3)**   N/A see section L above. | |
| 1. **Implementation of Findings**   N/A see section L above. | |

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| 1. **Outcome #4**   Departments with courses having five-year average success rates of less than 70% will examine the sources of these success rates within their departments to generate ideas to share amongst full-time and part-time faculty on how to address the curricular challenges these courses present for students. | |
| 1. **Measure (Outcome #4)**   Departmental faculty committees will study the indicated outcomes and the associated curricula to generate ideas for addressing the curricular challenges impacting students. | 1. **Target (Outcome #4)**   Recommendations to be shared among faculty within each department about how to best to address the curricular challenges that exist for students within each discipline will be developed and shared with full-time and part-time faculty members. |
| 1. **Action Plan (Outcome #4)**   Departments were asked to discuss methods that could be shared amongst the faculty to improve students success in courses that demonstrated success rates of less than 70% that were identified in the Program Review for the Core Curriculum and the AA/AS degrees. | |
| 1. **Results Summary (Outcome #4)**   While faculty were asked to have these discussions within their departments, no results are available because no formal feedback mechanism was created, and the colleges efforts to undergo reaffirmation of accreditation and the implementation of a new ERP system (included a new SIS system) has limited the ability of the VPAA to implement a feedback mechanism before the time of this CIP update was due. Recommend continuation of this action item in next action plan with at least minimal feedback regarding course success rates since the date of the program review. | |
| 1. **Findings (Outcome #4)** | |
| 1. **Implementation of Findings** | |

**Program Assessment Data Report**

**Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Terms Data Collected: Fall 2021-Fall 2022**

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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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