**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.**

**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.) | **C. Target(s)**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| The student will advocate appropriately for children and families by developing an advocacy project. | Advocacy letter to a current public or government official supporting the issue of the family’s concern regarding their child in TECA 1303. | Eighty percent of students meet at least 80% of the goals on the rubric for Advocacy Project. |
| The student will know and understand young children's characteristics and needs; the multiple influences on development and learning; will obtain knowledge about and use observation, documentation, and other appropriate assessment tools and approaches; will understand and practice responsible assessment; will understand assessment partnerships with families and other professionals**,** and knowabout and uphold ethical standards and other professional guidelines. | A Child Observation Project on a selected child’s developmental domains based on research, observation, parent interview, assessment tools, and learning prescription in TECA 1354. | Eighty percent of students meet at least 80% of the goals on the rubric for the Child Observation Project. |
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**Description of Fields from 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**   The student will advocate appropriately for children and families by developing an advocacy project. | |
| 1. **Measure (Outcome #1)**   Advocacy letter to a current public or government official supporting the issue of the family’s concern regarding their child in TECA 1303. | 1. **Target (Outcome #1)**   Eighty percent of students meet at least 80% of the goals on the rubric for Advocacy Project. |
| 1. **Action Plan (Outcome #1)** | |
| 1. **Results Summary (Outcome #1)**  |  |  |  | | --- | --- | --- | | Fall ‘23 TECA 1303 | F2F | Online | | N of total students | 10 | 13 | | N of stds 80% and above | 7 | 5 | | N of std that attempted | 8 | 5 | | % of students that score more than 80 | 70% | 39% | | % of stds score > 80 (take out 0) | 88% | 100% |  |  |  |  | | --- | --- | --- | | Spring ‘24 TECA 1303 | F2F | Online | | N of total students | 9 | NA | | N of stds 80% and above | 4 | NA | | N of std that attempted | 7 | NA | | % of students that score more than 80 | 44% | NA | | % of stds score > 80 (take out 0) | 57% | NA | | |
| 1. **Findings (Outcome #1)**   It was helpful to clear up the instructions. However, we noticed that many students did not turn in their assessment. They projected what grade they needed for the course and then completed as much of the project they thought was necessary to get the grade they desired.  Another factor in the lack of success with the action plan was while the assignment directions were written to be clearer, the students continued to express frustration with the format of the written directions. The instructions were very wordy, making it difficult to clearly identify the specific expectations. | |
| 1. **Implementation of Findings**   To ensure we gather reliable evidence, it is essential that students submit all components of the assessment. The assessment has already been broken up into 3 parts. We will further break it down and integrate it into the weekly instructions for greater clarity and support.  All Key Assessments will be reviewed and revised to ensure clarity without compromising rigor, using clear and straight-forward language, strategic white space, and bullet points to enhance readability. | |

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| 1. **Outcome #2**   The student will know and understand young children's characteristics and needs; the multiple influences on development and learning; will obtain knowledge about and use observation, documentation, and other appropriate assessment tools and approaches; will understand and practice responsible assessment; will understand assessment partnerships with families and other professionals and knowabout and uphold ethical standards and other professional guidelines. | |
| 1. **Measure (Outcome #2)**   A Child Observation Project on a selected child’s developmental domains based on research, observation, parent interview, assessment tools, and learning prescription in TECA 1354. | 1. **Target (Outcome #2)**   Eighty percent of students meet at least 80% of the goals on the rubric for the Child Observation Project. |
| 1. **Action Plan (Outcome #2)**   Clarified instructions for Key Assessment | |
| 1. **Results Summary (Outcome #2)**  |  |  |  | | --- | --- | --- | | Fall ‘23 TECA 1354 | F2F | Online | | N of total students | 10 | 22 | | N of stds 80% and above | 5 | 9 | | N of std that attempted | 9 | 14 | | % of students that score more than 80 | 50% | 40% | | % of stds score > 80 (take out 0) | 55% | 64% |  |  |  |  | | --- | --- | --- | | Spring ‘24 TECA 1354 | F2F | Online | | N of total students | 17 | 19 | | N of stds 80% and above | 9 | 7 | | N of std that attempted | 14 | 10 | | % of students that score more than 80 | 53% | 37% | | % of stds score > 80 (take out 0) | 64% | 70% | | |
| 1. **Findings (Outcome #1)**   It was helpful to clear up the instructions. However, we noticed that many students did not turn in their assessment. They projected what grade they needed for the course and then completed as much of the project they thought was necessary to get the grade they desired. For example, in Fall ‘23 online TECA 1354 course, a student might not turn in their key assessment because they were getting an A in the course and the assessment was only worth 10%. In Spring ‘24, the professor made the assessment 20%. More students turned in the assessment. However, they only did the parts of the assessment to get their desired score. It was hard to evaluate the students because many of the failing grades were due to them omitting parts of the assessment. Many of the TECA 1354 online students were 4-year college students that were taking the course to transfer. Since students that scored poorly usually did not turn in portions of the project it was hard to assess which standards they understood or needed help in.  Another factor in the lack of success with the action plan was while the assignment directions were written to be clearer, the students continued to express frustration with the format of the written directions. The instructions were very wordy, making it difficult to clearly identify the specific expectations. | |
| 1. **Implementation of Findings**   To ensure we gather reliable evidence, it is essential that students submit all components of the assessment. The assessment has already been broken up into 3 parts. We will further break it down and integrate it into the weekly instructions for greater clarity and support.  All Key Assessments will be reviewed and revised to ensure clarity without compromising rigor, using clear and straight-forward language, strategic white space, and bullet points to enhance readability. | |