**Continuous Improvement Plan**

**Date:** 2/29/2024 **Name of Program/Unit:** New Student Orientation

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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.) |
| Increase post online orientation opportunities to engage FTIC students with resources designed to increase student success through implementation of reworking of in-person orientation and Student transition event (CAT Camp)  | 1.1. Year to Year registration rates for FTIC1.2. Orientation pre/post surveys (all 3 events)* 1. FTIC Retention rates by orientation type
 | * 1. Increased registration rates for FTIC students.
	2. FTIC student survey results will indicate steady or increased satisfaction, knowledge base, and effectiveness with orientation and its components.
	3. FTIC students who complete online orientation and attend the student testing, advising, registration, and transition event will be retained at the same or higher rate than peers attending only online orientation.
	4. FTIC students who complete online orientation, the student testing, advising, registration, and transition event, and CAT Camp will be retained at the same or higher rate than peers attending one or both of the other orientation events.
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| 2.1. Assessment: Utilize multiple assessment modalities to ascertain the impact of participation in orientation activities on student success and completion. | 2.1. Pre & Post Orientation Surveys (all 3 events)2.2. Sign-in sheets2.3. Focus Groups2.4. Analysis of FTIC retention rates2.5. Analysis of FTIC academic performance | 2.1. Students who participate in orientation will perform better academically than transfer students entering at the same semester.2.2. FTIC students participating in in-person orientation and CAT Camp will perform better academically than transfer students and FTIC peers who only participate in online orientation.2.3. Increase overall student satisfaction by 4% to total 95%. 2.4. Increase overall new gained knowledge by 8% to total 90%. |
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**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**

Increase post online orientation opportunities to engage FTIC students with resources designed to increase student success through the implementation of the following:* Student testing, advising, registration, and transition event designed to fast track registration for FTIC students (reworking of in-person orientation)
* Student transition event (C.A.T Camp) hosted for registered FTIC students who completed orientation that focuses on easing the transition to college by acclimating students to college life at Collin.
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| 1. **Measure (Outcome #1)**

1.1. Year to Year registration rates for FTIC1.2. Orientation pre/post surveys (all three events)1.3. FTIC Retention rates by orientation type | 1. **Target (Outcome #1)**
	1. Increased registration rates for FTIC students.
	2. FTIC student survey results will indicate steady or increased satisfaction, knowledge base, and effectiveness with orientation and its components.
	3. FTIC students who complete online orientation and attend the student testing, advising, registration, and transition event will be retained at the same or higher rate than peers attending only online orientation.
	4. FTIC students who complete the online orientation, the student testing, advising, registration, transition event, and CAT Camp will be retained at the same or higher rate than peers attending one or both of the other orientation events.
 |
| 1. **Action Plan (Outcome #1)**
	1. Establish desired outcomes of post online orientation program
	2. Convene stakeholders and review current orientation plan
	3. Research and design post online orientation plan
	4. Determine appropriate assessments
	5. Implement post online orientation program
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| 1. **Results Summary (Outcome #1)**

Several surveys were developed and administered. Some of the pre/post test surveys were given to all student participants without survey indicators to separate out FTIC students. Results related to Target outcomes are as follows:* 1. For 2022-2023 First Time in College Students that participated in the Academic Planning Coaching initiative completed an annual average of 19.41 credit hours compared to 16.97 for the general population
	2. Baseline data for cohort was established but survey administered is capturing risk assessment for retention and not program satisfaction
	3. FTIC students have been identified but data has not been parsed for retention comparison
	4. Will be re-evaluated as identifying student cohorts is a challenge since they must self-identify after application to the college.
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| 1. **Findings (Outcome #1)**

A couple of departments within the division were administering separate surveys capturing different data points. The surveys, student cohorts, and targets are being re-evaluated as a result of the findings for the Year 2 CIP. The orientation event titled student testing, advising, registration, and retention was only hosted for one year in the summer of 2022. The event faced challenges with coordinating across several departments specifically related to pre-event student coordination and staffing the various roles necessary to successfully host the event as planned. As a result, in 2023 the orientation event was reworked under the title Advising & Registration Days to address the challenges with staffing. In 2024, the event is being further refined to continue to place emphasis on advising and registration days.  |
| 1. **Implementation of Findings**

The FTIC students who are participating in the Academic Planning Coach program are retaining and completing at higher rates than their general population peers. |

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| 1. **Outcome #2**

2.1. Assessment: Utilize multiple assessment modalities to ascertain the impact of participation in orientation activities on student success and completion. |
| 1. **Measure (Outcome #2)**

2.1. Pre & Post Orientation Surveys (all 3 events)2.2. Sign in sheets2.3. Focus Groups2.4. Analysis of FTIC retention rates2.5. Analysis of FTIC academic performance | 1. **Target (Outcome #2)**

2.1. Students who participate in orientation will perform better academically than transfer students entering at the same semester.2.2. FTIC students participating in in-person orientation and CAT Camp will perform better academically than transfer students and FTIC peers who only participate in online orientation.2.3. Increase overall student satisfaction by 4% to total 95%. 2.4. Increase overall new gained knowledge by 8% to total 90%. |
| 1. **Action Plan (Outcome #2)**

1. Development and implementation of orientation program learning outcomes.2. Realign orientation programming assessments with orientation program learning outcomes.3. Realign orientation program assessment and reporting calendar from summer, fall, and spring with the college’s defined academic year of fall, spring, and summer. |
| 1. **Results Summary (Outcome #2)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| YEAR | CAT CAMP Attendees | Enrolled Fall | Fall GPA | ENROLLED Spring | Spring GPA | Persistence Fall to Spring |
| Fall 2020 | 70 | 62 | 2.7(2.89 gen pop) | 58 | 2.74(2.94 gen pop) | 82.8 |
| Fall 2021 | 79 | 73 | 2.99(2.91 gen pop) | 65 | 2.85(2.97 gen pop) | 82.3 |
| Fall 2022 | 121 | 116 | 2.62(2.94 gen pop) | 100 | 2.85(3.01 gen pop) | 82.6 |
| Fall 2023 | 117 | 113 | 2.63(2.94 gen pop) | 100 | N/A | 85.5 |

CAT Camp Pre and Post-Satisfaction Surveys Summer 2022

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | Time Management - Pre | Percent | Time Management -Post | Percent |
| 5= Very Knowledgeable | 24 | 14% | 60 | 38% |
| 4= Knowledgeable | 60 | 36% | 70 | 44% |
| 3= Neutral | 64 | 38% | 25 | 15% |
| 2= Unknowledgeable | 17 | 11% | 0 | 0 |
| 1= Very Unknowledgeable | 4 | 0.02% | 3 | .01% |
|  |  |  |  |  |
|   | Student Engagement - Pre | Percent | Student Engagement -Post | Percent |
| 5= Very Knowledgeable | 6 | 0.04% | 74 | 47% |
| 4= Knowledgeable | 39 | 24% | 64 | 41% |
| 3= Neutral | 77 | 46% | 9 | 6% |
| 2= Unknowledgeable | 29 | 17% | 7 | 4% |
| 1= Very Unknowledgeable | 18 | 11% | 4 | 3% |
|  |  |  |  |  |
|   | Student Support - Pre | Percent | Student Support -Post | Percent |
| 5= Very Knowledgeable | 4 | 0.02% | 67 | 42% |
| 4= Knowledgeable | 23 | 14% | 68 | 43% |
| 3= Neutral | 83 | 49% | 10 | 6% |
| 2= Unknowledgeable | 46 | 27% | 7 | 4% |
| 1= Very Unknowledgeable | 13 | 0.08% | 6 | 4% |
|  |  |  |  |  |
|   | Leadership Programs - Pre | Percent | Leadership Programs -Post | Percent |
| 5= Very Knowledgeable | 5 | 0.03% | 52 | 33% |
| 4= Knowledgeable | 17 | 11% | 70 | 44% |
| 3= Neutral | 53 | 31% | 21 | 13% |
| 2= Unknowledgeable | 71 | 42% | 9 | 6% |
| 1= Very Unknowledgeable | 23 | 14% | 6 | 4% |
|  |  |  |  |  |
|   | Intramurals - Pre | Percent | Intramurals -Post | Percent |
| 5= Very Knowledgeable | 6 | 0.04% | 56 | 35% |
| 4= Knowledgeable | 26 | 15% | 56 | 35% |
| 3= Neutral | 50 | 30% | 41 | 26% |
| 2= Unknowledgeable | 55 | 33% | 3 | 2% |
| 1= Very Unknowledgeable | 32 | 19% | 2 | 1% |
|  |  |  |  |  |
|   | Bystander Intervention - Pre | Percent | Bystander Intervention -Post | Percent |
| 5= Very Knowledgeable | 19 | 11% | 91 | 58% |
| 4= Knowledgeable | 53 | 31% | 52 | 33% |
| 3= Neutral | 53 | 31% | 11 | 7% |
| 2= Unknowledgeable | 29 | 17% | 1 | 0.50% |
| 1= Very Unknowledgeable | 15 | 0.09% | 3 | 2% |
|  |  |  |  |  |
|   | Comfort Level - Pre | Percent | Comfort Level -Post | Percent |
| 5= Very Knowledgeable | 22 | 13% | 60 | 38% |
| 4= Knowledgeable | 73 | 43% | 69 | 44% |
| 3= Neutral | 65 | 38% | 26 | 16% |
| 2= Unknowledgeable | 7 | 0.04% | 1 | 0.50% |
| 1= Very Unknowledgeable | 2 | 0.01% | 2 | 1% |

CAT Camp Pre and Post-Satisfaction Surveys Summer 2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | Time Management - Pre | Percent | Time Management -Post | Percent |
| 5= Very Knowledgeable | 15 | 11% | 50 | 36% |
| 4= Knowledgeable | 51 | 35% | 72 | 52% |
| 3= Neutral | 61 | 42% | 10 | 7.00% |
| 2= Unknowledgeable | 11 | 0.08% | 3 | 2% |
| 1= Very Unknowledgeable | 6 | 0.04% | 4 | 3.00% |
|  |  |  |  |  |
|   | Student Engagement - Pre | Percent | Student Engagement -Post | Percent |
| 5= Very Knowledgeable | 15 | 1% | 50 | 36% |
| 4= Knowledgeable | 29 | 20% | 64 | 46% |
| 3= Neutral | 51 | 35% | 19 | 14% |
| 2= Unknowledgeable | 36 | 25% | 1 | 1% |
| 1= Very Unknowledgeable | 13 | 0.09% | 4 | 3% |
|  |  |  |  |  |
|  | Student Support - Pre | Percent | Student Support -Post | Percent |
| 5= Very Knowledgeable | 8 | 0.06% | 53 | 38% |
| 4= Knowledgeable | 32 | 22% | 67 | 48% |
| 3= Neutral | 58 | 41% | 10 | 7% |
| 2= Unknowledgeable | 35 | 24% | 3 | 2% |
| 1= Very Unknowledgeable | 11 | 0.08% | 6 | 4% |
|   |  |  |  |  |
|   | Leadership Programs - Pre | Percent | Leadership Programs -Post | Percent |
| 5= Very Knowledgeable | 6 | 0.04% | 46 | 33% |
| 4= Knowledgeable | 17 | 12% | 73 | 53% |
| 3= Neutral | 48 | 33% | 12 | 9% |
| 2= Unknowledgeable | 44 | 31% | 1 | 1% |
| 1= Very Unknowledgeable | 29 | 20% | 7 | 5% |
|  |  |  |  |  |
|  | Intramurals - Pre | Percent | Intramurals -Post | Percent |
| 5= Very Knowledgeable | 8 | 0.06% | 49 | 35% |
| 4= Knowledgeable | 16 | 11% | 61 | 44% |
| 3= Neutral | 36 | 25% | 19 | 14% |
| 2= Unknowledgeable | 46 | 32% | 4 | 3% |
| 1= Very Unknowledgeable | 38 | 26% | 6 | 4% |
|   |  |  |  |  |
|   | Bystander Intervention - Pre | Percent | Bystander Intervention -Post | Percent |
| 5= Very Knowledgeable | 14 | 10% | 63 | 45% |
| 4= Knowledgeable | 42 | 30% | 56 | 40% |
| 3= Neutral | 48 | 33% | 12 | 9% |
| 2= Unknowledgeable | 21 | 15% | 1 | 1.00% |
| 1= Very Unknowledgeable | 19 | 13% | 7 | 5% |
|   |  |  |  |  |
|   | Comfort Level - Pre | Percent | Comfort Level -Post | Percent |
| 5= Very Knowledgeable | 22 | 15% | 49 | 35% |
| 4= Knowledgeable | 40 | 28% | 68 | 49% |
| 3= Neutral | 59 | 41% | 16 | 12% |
| 2= Unknowledgeable | 14 | 10% | 1 | 1.00% |
| 1= Very Unknowledgeable | 9 | 0.06% | 5 | 4% |

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| 1. **Findings (Outcome #)**

For the Year 2 CIP, students who participated in CAT Camp were averaging lower GPA’s than the general student population. With CAT Camp being a one-time event, the initial resources provided do not appear to be supporting students throughout the semester. This area will need to be revisited as part of the CIP review.The results of the CAT Camp pre and post survey assessments show marked improvement of knowledge gain. In 2022 students demonstrated between 41% and 74% gain in knowledge of services available to students. Similarly, in 2023 students demonstrated between 26% and 71% gain in knowledge; the overall target of 90% has not been reached. Overall, Students who participated in the 2022 and 2023 CAT Camp events indicated their level of satisfaction with the events as 92% and 98% satisfied or very satisfied respectively.  |
| 1. **Implementation of Findings**

One time events such as Orientation and CAT Camp demonstrate immediate knowledge gain of campus resources but are not holding for overall higher GPA compared to the general student population. Collin College will be implementing a Quality Enhancement Plan (QEP) related to the First Year Experience. CAT Camp and Orientation will be evaluated as part of that implementation strategy to aid in student success and persistence. It is anticipated that the program content and delivery will be changed in response to the QEP and the feedback from this CIP data. |