

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.

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Name of Program/Unit: Associate of Arts in Teaching (AAT)

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Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)

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.)
Increase rate of students completing AAT 5-8%	IRO reporting of percent of students completing AAT	A 5-8% increase
Update and/or initiate articulation agreements with our top 4 transfer schools	Completed articulation agreements	4 articulation agreements
Increase student proficiency with accommodating for diverse learners based on the student learning outcome: Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity. (SLO for EDUC 1301)	Lesson Plan Project rubric	Increase student mastery of this outcome by 3-5%

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)

<p>A. Outcome #1 Increase rate of students completing AAT 5-8%</p>	
<p>B. Measure (Outcome #1) IRO reporting of percent of students completing AAT</p>	<p>C. Target (Outcome #1) A 5-8% increase</p>
<p>D. Action Plan (Outcome #1) Increase number of course sections offered; update articulation agreements; promote benefits of AAT completion; continue to cultivate departmental relationships with local ISDs.</p>	
<p>E. Results Summary (Outcome #1) Per data retrieved for Institutional Effectiveness, 80 students completed the AAT in 2017 and 81 completed the AAT in 2018. This is an increase of 1.25%.</p>	
<p>F. Findings (Outcome #1) Due to the limited data and time frame, we need to continue to look at our completion rate over the next several semesters. Program changes due to new campus openings, the upcoming adoption of the AAT Field of Studies by the Texas Higher Education Coordinating Board, and our own departmental efforts may all affect completion.</p>	
<p>G. Implementation of Findings Areas to continue to look at include if we are increasing the number of classes offered (and if these classes are making), and if we are increasing the sections taught by full-time faculty. In addition, purposeful scheduling is a must. We need to offer classes on days and at times that best meet the needs of our students. We should also avoid class sections competing with each other on different campuses. However, scheduling changes were made for Fall 2019 to increase offerings with a variety of formats, times, days, and campuses.</p> <p>The department does outreach in a variety of ways, including Super Saturday events, resource fairs, the annual F.I.N.E. Education/Child Development event and through local ISD outreach (serving on committees, providing professional development, inclusion of staff and faculty in class presentations, etc.) These efforts should continue. One area that is currently in progress is updating our promotional materials to ensure that the most current information is available and that we are promoting the completion of the AAT.</p> <p>The department is also more intentionally and purposefully including the benefits of AAT completion. Some of the actions are: F.I.N.E. session on completing the AAT program; reviewing the AAT program in 1301; providing a link and reference to the AAT degree via the lab manual.</p>	

<p>A. Outcome #2 Update and/or initiate articulation agreements with our top 4 transfer schools</p>	
<p>B. Measure (Outcome #2) Completed articulation agreements</p>	<p>C. Target (Outcome #2) 4 articulation agreements</p>
<p>D. Action Plan (Outcome #2) Meet with Collin articulation representative to begin process of updating. Meet with Collin representative and/or transfer institution representatives as needed.</p>	
<p>E. Results Summary (Outcome #2) Per Academic Partnerships, there are currently 3 articulation agreements involving the AAT:</p> <ul style="list-style-type: none"> - Texas Tech University (up to date) - TAMU-Commerce for Education (According to Jamie Mills in Academic Partnerships, since TAMU only requires 2 science courses, it is a general studies articulation to their interdisciplinary studies) - UNT-Frisco (Per Jamie Mills, this agreement may be updated “soon;” however, Collin faculty and UNT faculty met summer 2018 to discuss the articulation agreement.) 	
<p>F. Findings (Outcome #2) Articulation agreements fall under the purview of Academic Partnerships. We currently have 3 in place, while only one of the three is considered “up to date” (per Academic Partnerships). It is surprising that articulation agreements are not in place with TWU or UT Dallas, as we know many of our students transfer to these institutions.</p>	
<p>G. Implementation of Findings We will want to determine the top institutions to which our AAT students are transferring and advocate for the implementation of articulation agreements with any not represented (such as TWU and UT-Dallas). Additionally, we want to encourage the updating of existing but outdated articulation agreements. Finally, we need to monitor how the work being done on a Field of Study for the AAT/Interdisciplinary Studies will impact all articulation agreements. All of these steps will require meeting with departmental/division leadership, Academic Partnerships, and transfer institution representatives as needed.</p>	

<p>A. Outcome #3 Increase student proficiency with accommodating for diverse learners based on the student learning outcome: Analyze the culture of the schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.</p>	
<p>B. Measure (Outcome #3) Lesson Plan Project Rubric</p>	<p>C. Target (Outcome #3) Increase student mastery of this outcome by 3-5%</p>
<p>D. Action Plan (Outcome #3) Department faculty meet to identify barriers to success and determine appropriate strategies.</p>	
<p>E. Results Summary (Outcome #3)</p>	

The department has begun collecting data using the Lesson Plan Project Rubrics. For Fall 2018, 89.4% of students exhibited mastery of this SLO (5 of 9 faculty submitted data). In Spring 2019, 89.38% of students exhibited mastery (4 of 6 faculty submitted data). The percent demonstrating mastery between these two semesters are nearly identical.

F. Findings (Outcome #3)

It is positive that the initial data collection shows a high level of students achieving mastery, and that the percent was consistent (nearly identical) even though they are unduplicated groups of students. Of concern, however, is that the data was obtained from the same 3 instructors for both semesters which may contribute to the similarity in findings. In both semesters, not all faculty who taught EDUC 1301 entered the requisite data.

In the Program Review data, the department cited 77% mastery of the 1301 key assessment (grade of C or better). While a similar rubric was used to isolate each student learning outcome and professional standard, faculty reported overall success. The current rubric requires that faculty report on each student learning outcome and professional standard separately so that specific strengths and areas of weakness can be better identified.

G. Implementation of Findings

Further data collection is needed in order to see if we the percent of students obtaining mastery can be increased. In addition, faculty will need to discuss and implement measures towards this goal. Departmental actions that are being taken or will be taken include:

- Emphasizing the importance to all EDUC 1301 faculty to enter the data
- Following up with those instructors who have not submitted data collection
- Creating and administering a student survey to determine which areas within the SLO students feel the most/least comfortable (then using this data to determine appropriate follow-up measures)
- Complete vertical alignment between 1301 and 2301 and share information with all faculty to maintain consistency as to what is being covered in regard to the SLO.