**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:** September 2019 \*\*for AY19 bmb **Name of Program/Unit:** Child Development

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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.) | **C. Target(s)**Level of success expected(e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Given a scenario or in a cooperative setting, the student will advocate appropriately for children and families by writing an advocacy letter for inclusion in their portfolio. | #1 Advocacy rubric form, max 20 points#2 Case study writing skills, max 20 points | #1 – Class average rubric score of 12/20 points#2 – Class average rubric score of 8/12 points |
| Given a case study and in a cooperative setting, the student will be able to identify and analyze appropriate developmental and learning skills in young children, including age appropriate skills, materials, and interactions. | #1 Child development case study rubric, max 90 points | #1 – Average rubric score is 60/90 |
| In a clinical or cooperative setting, the student will appropriately observe, document, and assess behavior and development in young children. | #1 Child Skills Checklist, 68 max points#2 End of semester evaluation completed by the cooperating teacher, max 164 points | #1 – 34 points#2 – 82 points |
| Given scenarios or in a cooperative setting, the student will be able to evaluate and uphold ethical standards and other professional guidelines. | Professional and Ethical Rubric: NAEYC Accreditation Standards and the Texas Minimum Standards written comparison, max 100 points | 70 points |

**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**

Given a scenario or in a cooperative setting, the student will advocate appropriately for children and families by writing an advocacy letter for inclusion in their portfolio. |
| 1. **Measure (Outcome #1)**

#1 Advocacy rubric form, max 20 points#2 Case study writing skills, max 20 points | 1. **Target (Outcome #1)**

#1 – Class average rubric score of 12/20 points at 60%#2 – Class average rubric score of 8/12 points at 66% |
| 1. **Action Plan (Outcome #1)**

The department chose to continue this project based on the success of the students and its relevance to advocating appropriately for children and families. |
| 1. **Results Summary (Outcome #1)**

We used a rubric to evaluate students for this project. The results were: Target #1, which was set at a 60 percent class average rubric score, exceeded expectations, due to the fact that the class average rubric score was actually 88 percent.Target #2, which was set at a 66 percent class average rubric score, exceeded expectations, due to the fact that the class average rubric score was actually 75 percent. |
| 1. **Findings (Outcome #1)**

Based on the success, we are encouraging students to share their letters in class with one another and further advocate for children and families by writing to government officials regarding the issues that students explored through this project. |
| 1. **Implementation of Findings**

We plan to continue this project in the future due to its ongoing success and carefully monitor this project and consider options to further enhance student success in advocating for young children and their families. |

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| 1. **Outcome #2**

Given a case study and in a cooperative setting, the student will be able to identify and analyze appropriate developmental and learning skills in young children, including age appropriate skills, materials, and interactions. |
| 1. **Measure (Outcome #2)**

#1 Child development case study rubric, max 90 points | 1. **Target (Outcome #2)**

#1 – Average rubric score is 60/90 |
| 1. **Action Plan (Outcome #2)**

Due to the comprehensive nature of the project, it has been divided into three 100-point sections, to total 300 points.  |
| 1. **Results Summary (Outcome #2)**

Target #1 which was set at a 66.6 percent class average rubric score, exceeded expectations, due to the fact that the class average rubric score was actually 78 percent. |
| 1. **Findings (Outcome #2)**

Due to The complexity of the project, we recognize the lower score was due to a student’s lack of understanding of the entire project. For rubric section 3-A, students exceeded expectations, due to the fact that the class average rubric score was actually 90 percent. For rubric section 4-A, students fell below expectations, due to the fact that the class average rubric score was actually 36 percent. Since the students fell below expectations on 4-A, we recognize the need to place a different emphasis on the activity assessment.  |
| 1. **Implementation of Findings**

It became clear that students did not fully understand the importance of the activity assessment, facilitated by the cooperating teacher. Due to this finding, course instructors will put more emphasis on the importance of the cooperative teacher activity assessment. Instructors will point out the requirement regarding the cooperative teacher activity assessment earlier in the process of the project, rather than discussing it towards the end of the project process. |

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| 1. **Outcome #3**

In a clinical or cooperative setting, the student will appropriately observe, document, and assess behavior and development in young children. |
| 1. **Measure (Outcome #3)**

#1 Child Skills Checklist, 68 max points#2 End of semester evaluation completed by the cooperating teacher, max 164 points | 1. **Target (Outcome #3)**

#1 – 34 points#2 – 82 points |
| 1. **Action Plan (Outcome #3)**

Faculty will re-examine the project rubric to provide more support and specificity regarding the project instructions. |
| 1. **Results Summary (Outcome #3)**

Students exceeded expectations, due to the fact that the class average rubric score was set at 70 percent, but the actual class average rubric score was 77 percent. |
| 1. **Findings (Outcome #3)**

Due to the low percentage on the activity assessment by the cooperating teacher, we believe that students do not understand the importance of the activity assessment done by the cooperating teacher. |
| 1. **Implementation of Findings**

The department will place more emphasis on the cooperating teacher activity assessment early in the semester and will change the wording on outcome #2 to better reflect its importance. On the rubric section 4.a., the “End-of-Semester Student Evaluation” wording will be changed for clarity, and will now read as follows: Activity Assessment will be completed by the cooperating teacher.  |

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| 1. **Outcome #4**

Given scenarios or in a cooperative setting, the student will be able to evaluate and uphold ethical standards and other professional guidelines. |
| 1. **Measure (Outcome #4)**

Professional and Ethical Rubric: NAEYC Accreditation Standards and the Texas Minimum Standards written comparison, max 100 points | 1. **Target (Outcome #4)**

70 points |
| 1. **Action Plan (Outcome #4)**

Students will compare and reflect upon the differences and similarities in the NAEYC standards and the Texas Minimum Standards. |
| 1. **Results Summary (Outcome #4)**

Students surpassed the 70% target by achieving 77% on this project. |
| 1. **Findings (Outcome #4)**

We found that students are adequately comparing ethical standards and seem to have an understanding of how to uphold professional guidelines. |
| 1. **Implementation of Findings**

In order to achieve greater outcomes, faculty will spend more time addressing the rubric and instructions in order to provide more support and specificity in instructions for the project. |