**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:** Jan 2018 to Jan 2019 (Year 1) **Name of Program/Unit:** Communications FOS

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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.) |
| 1. Improve outreach
 | Compare enrollment in the Communications FOS from Spring 2019 to Spring 2018.  | 10% increase in enrollment in the Communications FOS, beyond expected enrollment increase based on college-wide enrollment numbers.  |
| 1. Develop or formalize partnerships with community stakeholders
 | Survey faculty, identify documented partnerships with community stakeholders by the end of Fall 2018 semester. | Establish at least five documented partnerships. |
| 1. Faculty Development
 | Survey of faculty | Identify at least one item of faculty development from at least half of the 20 faculty members who have not yet reported any. |
| 1. Student Success
 | Compare success rates for Fall 2018 to success rates from Fall 2017. | 5% increase in success rates, from average of 78% to average of 83%.  |
| 1. Help students improve critical thinking skills (SLO).
 | Survey of faculty. 1.Document grades on assignments designated as COAT assessments for the Critical Thinking SLO in Spring 2018.2.Faculty identify a specific intervention designed to improve outcomes on the assignment. 3.Document grades on the assignments in Spring 2019. (Note: it is important to compare Spring semester grades to Spring semester grades, as students perform differently in Fall vs. Spring.) | 5% improvement on grades on designated assignments. (Example: if the average grade on the assignment was 70% in Spring 2018, we hope to see an average grade of 75% on the assignment in Spring 2019.) |

**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:** Improve outreach
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| 1. **Measure (Outcome #1)**

Compare enrollment in the Communications FOS from Spring 2019 to Spring 2018. | 1. **Target (Outcome #1):** 10% increase in enrollment in the Communications FOS, beyond expected enrollment increase based on college-wide enrollment numbers.
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| 1. **Action Plan (Outcome #1):** Encourage SPCH/COMM faculty to “get the word out” to students, increasing awareness of the Communications FOS.
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| 1. **Results Summary (Outcome #1):** 16% increase in enrollment in the Communications FOS. This is 7.2% more than the college-wide increase of 8.8%.
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| 1. **Findings (Outcome #1):** We were successful in increasing enrollment in the Communications FOS overall, but were 2.8% short of our goal of an increase of 10% beyond the college-wide increase.
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| 1. **Implementation of Findings:** We will continue to encourage SPCH/COMM faculty to inform students of the existence of the Communications FOS and its benefits. In addition, we will encourage SPCH/COMM faculty to get the word out to colleagues and to student advising, in order to increase awareness of the Communications FOS in different areas.
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| 1. **Outcome #2:** Develop or formalize partnerships with community stakeholders
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| 1. **Measure (Outcome #2):** Survey faculty, identify documented partnerships with community stakeholders by the end of Fall 2018 semester.
 | 1. **Target (Outcome #2):** Establish at least five documented partnerships.
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| 1. **Action Plan (Outcome #2):** Encourage faculty members to establish partnerships with community stakeholders, and to formalize partnerships that already exist.
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| 1. **Results Summary (Outcome #2):** SPCH/COMM Faculty have reported the following community partnerships: Hope's Door/New Beginnings, Mosaics, Stronger than Espresso, Texas Muslim Women's Foundation, The Turning Point, Traffick911
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| 1. **Findings (Outcome #2):** Having identified six community partnerships, we have achieved this goal. A number of community organizations are aware of the Communications program. These organizations find relationships with the program to be beneficial. This provides added benefits for students and for the Communications FOS in general, in the form of networking and recognition.
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| 1. **Implementation of Findings:** We will continue to encourage faculty to build and maintain community partnerships in the future.
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| 1. **Outcome #3:** Faculty Development
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| 1. **Measure (Outcome #3):** Survey of faculty
 | 1. **Target (Outcome #3):** Identify at least one item of faculty professional development from at least half of the 20 faculty members who have not yet reported any.
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| 1. **Action Plan (Outcome #3):** Survey faculty, identify professional development activities
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| 1. **Results Summary (Outcome #3):** We received two responses to our request for faculty professional development activities.
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| 1. **Findings (Outcome #3):** Adjunct faculty often do not report faculty professional development activities, despite being engaged in such activities. For example, a number of adjunct faculty members attended Faculty Conferences and Academies, but did not report their attendance to the Discipline Lead or CIP committee. While the most important thing is that faculty are engaging in professional development activities, our ability to document these activities is also key.
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| 1. **Implementation of Findings:** We will brainstorm ways to ensure that faculty development activities are documented.
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| 1. **Outcome #4:** Student Success
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| 1. **Measure (Outcome #4):** Compare success rates for Fall 2018 to success rates from Fall 2017.
 | 1. **Target (Outcome #4):** 5% increase in success rates, from average of 78% to average of 83%.
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| 1. **Action Plan (Outcome #4):** Encourage faculty members to experiment with new teaching methodologies in order to increase student success.
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| 1. **Results Summary (Outcome #4):** Student success decreased to 74% in Fall 2018. We will encourage faculty to evaluate the teaching methodologies they employed in Fall 2018, in order to identify which methodologies were successful, and which ones were not.
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| 1. **Findings (Outcome #4):** While asking faculty to experiment with new teaching methodologies is risky, it is a necessary part of the continuous improvement process. Staying in our comfort zone can result in stagnation and keep us from discovering new, perhaps better, ways to teach. Faculty are encouraged to try new methodologies, and to assess what worked, what didn’t work, and the possible reasons for success or the lack thereof, in an ongoing effort to improve.
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| 1. **Implementation of Findings:** Rather than simply asking faculty to experiment, we will take a more targeted approach, asking faculty to identify areas where they want to improve, and focusing specifically on those areas.
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| 1. **Outcome #5:** Help students improve critical thinking skills (SLO).
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| 1. **Measure (Outcome #5):** Survey of faculty, identifying grades on assignments designated as COAT assessments for the Critical Thinking SLO in Spring 2018, and comparing them to the grades for the same SLO in Spring 2019.
 | 1. **Target (Outcome #5):** 5% improvement on grades on designated assignments. (Example: if the average grade on the assignment was 70% in Spring 2018, we hope to see an average grade of 75% on the assignment in Spring 2019.)
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| 1. **Action Plan (Outcome #5):** 1. Faculty identify a specific intervention designed to improve outcomes on the assignment. 2. Document grades on the assignments in Spring 2018 and Spring 2019. (Note: it is important to compare Spring semester grades to Spring semester grades, as students perform differently in Fall vs. Spring.) 3. Assess the success of the interventions.
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| 1. **Results Summary (Outcome #5):** The average grade on the Critical Thinking SLO in Spring 2018 was 78.99. The average grade on the Critical Thinking SLO in Spring 2019 was 79.73.
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| 1. **Findings (Outcome #5):** We saw an improvement of .74 in the grades from 2019, compared to those from 2018. While this is not the 5% improvement we were hoping for, it does indicate a high level of rigor in the grading. If we had seen a 5% increase, that would have been an average grade of approximately 83, which could indicate a troubling relaxing of standards.
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| 1. **Implementation of Findings:** We will continue to seek ways to improve student success on specific learning outcomes while still maintaining rigor.
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