

CONTINUOUS IMPROVEMENT PLAN WORKSHOP

Institutional Effectiveness, a division of the Institutional Research
Office

Collin College

Hosts: Beenah Moshay and David Liska

CIP WORKSHOP GOALS

- Provide rationale for the importance of assessing outcomes and documenting program improvement
- Identify what constitutes 'good' outcomes for academic/workforce programs and service units
- Identify where you are in the CIP process

SACSCOC EXPECTATIONS

SECTION 8: STUDENT ACHIEVEMENT

8.2 “The institution identifies expected outcomes, assesses, the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. Student **learning** outcomes for each of its educational programs.
- b. Student **learning** outcomes for... general education competencies.
- c. Academic and student services that support student success.

IMPORTANCE OF CONTINUOUSLY IMPROVING

Industries involved with safety and manufacturing have long known the benefits of using continuous improvement models to increase efficiency, safety, and productivity.

When applied consistently and appropriately, continuous improvement cycles improve quality.

Case studies showcase the power of continuous improvement at both the classroom level and the institutional level.

Use data to inform decision making and fuel improvements!



DID YOU KNOW?

Each program should have an *active* Continuous Improvement Plan (CIP) that the discipline lead or director is responsible for overseeing!

All staff and faculty in your area should be involved in the process.

Improvements at both the program and institution level are expected!

ABOUT THE CIP:

- The CIP should be kept in a folder that is accessible to your entire department, so that if one person leaves, the CIP is still accessible.
- The CIP status should be discussed **minimally** with the entire department at least twice per year-at the beginning of the year where progress is reviewed and documented (and changes can be made based on the results of the CIP). And again during the beginning of Spring Semester to review status of data collection, action plan or analysis of data.
- Every 5 years, you are scheduled to undergo Program Review. That process currently involves reviewing your last 4 years of CIP. What does the data show? What are the strengths/weaknesses of your program/unit?

COLLIN COLLEGE CIP CYCLE:

- Year 1: Implement Plan & Collect Data - No report
- Year 2: Analyze Results from 1st Continuous Improvement Plan Summarize Collected Data & Analyze the Results to Establish Findings- Revise Original Plan or Draft 2nd Continuous Improvement
- Plan Year 3: Implement Plan & Collect Data - No report
- Year 4: Summarize Collected Data & Analyze the Results to Establish Findings
- Year 5: Submit Program Review Report with 1st and 2nd CIPs attached

COLLIN CIP, PAGE 1:

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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)

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.)

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.

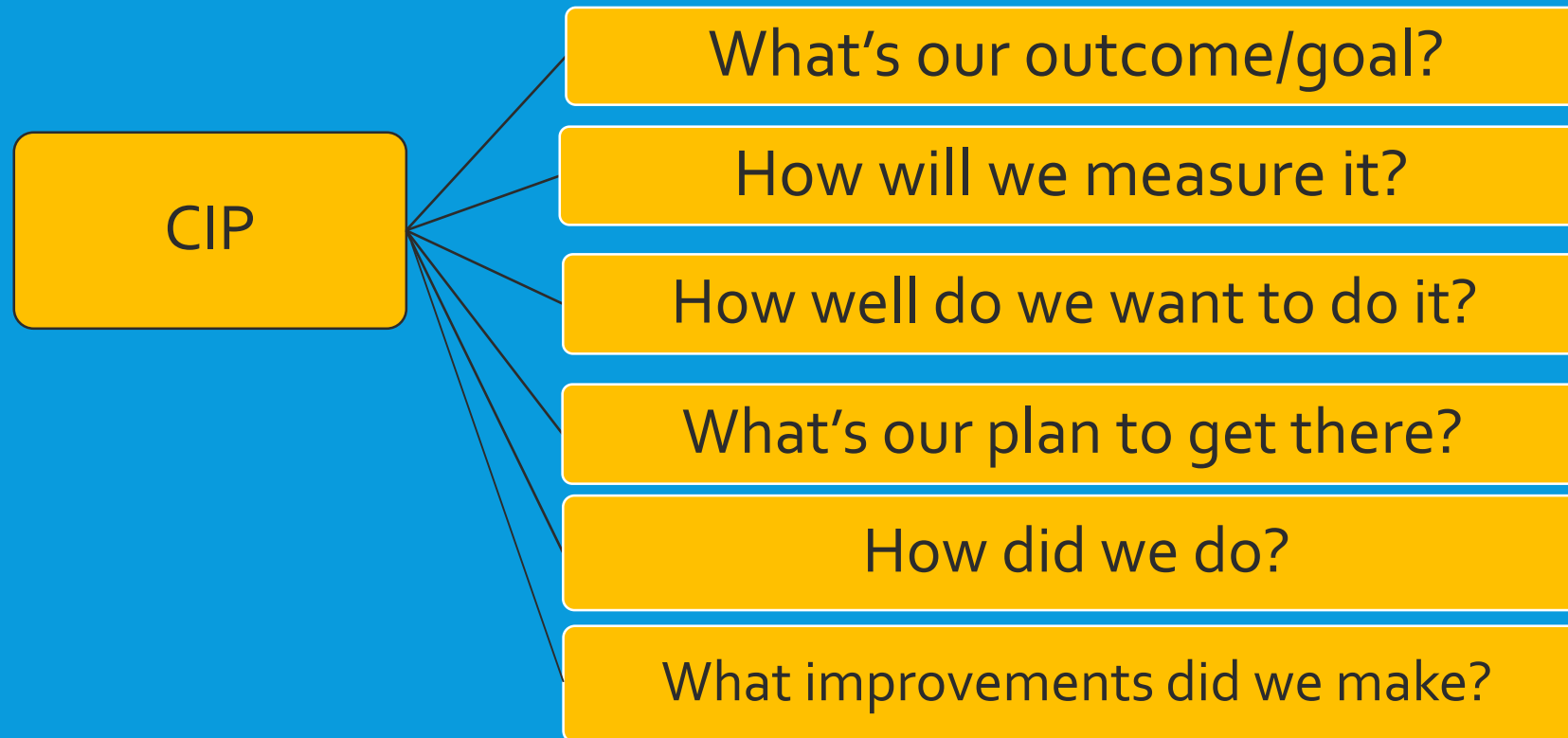
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Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)

A. Outcome #1	
B. Measure (Outcome #1)	C. Target (Outcome #1)
D. Action Plan (Outcome #1)	
E. Results Summary (Outcome #1)	
F. Findings (Outcome #1)	
G. Implementation of Findings	
A. Outcome #2	
B. Measure (Outcome #2)	C. Target (Outcome #2)
D. Action Plan (Outcome #2)	

CONTINUOUS IMPROVEMENT PLAN EMPHASIS



CIP EXAMPLE, PAGE 1:

Date: 1/1/25 **Name of Program/Unit:** Navigation School

Contact name: Ciella Stargazer **Contact email:** cstargazer@collin.edu **Contact phone:** 972.115.1122

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.)
Demonstrate the ability to recognize a variety of harmful or extreme flying conditions and use knowledge of defensive flying & maneuverability to protect self, others, and saucers (Critical Thinking).	Capstone Knowledge & Performance Test, Section A:Critical Thinking	Knowledge: 90% pass rate Performance:100% No loss of life or craft

CIP EXAMPLE, PAGE 2:

Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)

<p>A. Outcome #1 Demonstrate the ability to recognize a variety of harmful or extreme flying conditions and use knowledge of defensive flying & maneuverability to protect self, others, and saucers.</p>	
<p>B. Measure (Outcome #1) Capstone Knowledge & Performance Test, Section A:Critical Thinking</p>	<p>C. Target (Outcome #1) Knowledge: 90% pass rate Performance:100% No loss of life or craft</p>
<p>D. Action Plan (Outcome #1) Increase hands-on practice time by 33% through assignment of individual randomized simulation scenarios. Purchase software license for 25 personal computers in Flight Lab to allow individuals access during class. Currently limited to 5 1-hr sessions per student in Flight Simulation Test Center.</p>	
<p>E. Results Summary (Outcome #1) Knowledge: 90% pass rate Performance: 72%</p>	
<p>F. Findings (Outcome #1) Knowledge: Met Performance: Not Met Students recognized dangerous conditions but reacted too slowly and or needed to improve maneuverability.</p>	
<p>G. Implementation of Findings Since performance measure of 100% was not met (only 72%), it is believed that more hands-on practice is needed. Next term, syllabus will be modified to increase hands-on activity from 33% in the original action plan to 50%.</p>	

BEST COLLIN PRACTICES:

- Identify 3-5 Program Learning Outcomes or Unit Outcomes for the 4-year period between program reviews. Focus on **at least one** learning outcome each 2-year period if you are a workforce/academic program.
- Each CIP is in effect for **2 years**.
- Academic/Workforce CIPs should be submitted to Institutional Effectiveness each Spring Semester by the end of January (the 29th this year) . Service units have until March 31st (this deadline is more flexible).
- Why submit every year? The CIP documents your efforts. The goal is to seek improvement and the CIP is proof that we are compliant with SACSCOC and THECB. You may not see improvement but you must document your efforts and modify your CIP as needed.

CLOSING THE LOOP:

Showing improvement in learning assessment over time. That means you must demonstrate improvement at some point!



Do you have evidence that students' learning is improving over time? Service units-have your survey ratings increased over time?

GUIDING QUESTIONS FOR ASSESSMENT ACTIVITIES (CARNEGIE MELLON)

- What will this process tell me about my students' knowledge, skills, and growth?
- What will I learn about the strengths and weaknesses of our program?
- What information will this give me on how to improve my teaching or our program? (Assessment Task Force, 2008)



ELEMENTS OF A GREAT LEARNING OUTCOME (FROM LINDA SUSKIE 2019):

Good learning goals are:

- Clear (students and colleagues understand them)
- State outcomes: what students should be able to do AFTER they pass a course or graduate
- Observable (action words! If you can see it, you can assess it)

GREAT LEARNING OUTCOME, CONTINUED

- Focus on Skills (connect this to marketable skills!!)
- Relevant (meet student and employer needs 5-10 years from now)
- Rigorous but realistic
- Neither too broad nor too specific (although broad goals can be used in conjunction with an appropriate rubric)

BEST PRACTICE:

...outcomes should be “practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.”

AAC&U

Adapted from Linda Suskie



PAST ISSUES WITH CIPS:

- Many academic and workforce programs have no LEARNING outcomes.
- No Action Plan is specified (how are you going to accomplish your outcome)?
- Only 1 or 2 outcomes are specified for the program.
- Programs can not locate the current CIP because it was on someone's personal drive.
- No target is specified (what score? How many students? 80%?, 90%?)
- Outcomes are not clear or measurable.
- No improvements to program are mentioned!!****

EXAMPLES: NURSING OUTCOMES (FROM THOMAS EDISON STATE UNIVERSITY)

- Demonstrate the use of critical thinking skills in the integration of current nursing knowledge and evidence-based findings to direct clinical practice decisions.
- Apply knowledge of human diversity, ethics, and safe, client-focused care in the design, implementation, evaluation, and quality management of healthcare across the lifespan.
- Demonstrate the use of effective communication strategies to identify, manage and exchange knowledge with clients, healthcare professionals, and community members.

PURPOSE OF SERVICE UNIT OUTCOMES (FROM VENTURA COLLEGE)

- Represent the fundamental functions of a service department and align with departmental goals and the college mission.
- Enable service units to maintain focus on the importance of their role in student success.
- Provide meaningful assessments to see if expectations are met.

DATA SOURCES FOR SERVICE UNITS:

Move away from only counting students served and include measuring the quality of your services!

- Surveys of students
- NOEL Levitz college wide survey of students
- If students are 'taught' a skill within the service unit (i.e. advising, tutoring, career services), measure their learning! Develop a brief survey (pre and post survey).
- Focus groups or group interviews
- Consult with IRO-they will have suggestions for you!

RESOURCES:

- <https://www.learningoutcomesassessment.org> (NILOA)
- <http://leaptx.org/>
- <https://www.aacu.org/leap/essential-learning-outcomes>
- Individual college and program sites (simply google for example “advising program outcomes in higher education” , “architectural program learning outcomes”)
- Examples for Collin College:
http://inside.collin.edu/institutionaleffect/Program_Review_Process.html

YOUR CIP SHOULD BE ALIGNED WITH:

Collin College is a student- and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.

We have a passion for:

- Learning
- Service & Involvement
- Creativity
- Academic Excellence
- Dignity & Respect
- Integrity

YOUR CIP SHOULD BE ALIGNED WITH::

- YOUR program mission!
- Do you have one? Do you know what it is? Is it displayed on your website (along with your CIP?)
- It should be aligned with Collin College's mission and your CIP should flow from your departmental mission!

HOW'S MY CIP?

- A rubric evaluating your CIP submission will be provided to you within 2-3 weeks.
- Please review the rubric before submitting your CIP!

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Collin College
Rubric for Reviewing Quality of Continuous Improvement Plan

Program/Unit Name: _____ Date 03/03/2020

Overall Rating	<input type="checkbox"/> Accepted	<input type="checkbox"/> Accepted with Recommendations	<input type="checkbox"/> Revisit/Revise
Expected Outcomes	<input type="checkbox"/> Academic/Workforce programs include 3 program learning outcomes (best practice) <input type="checkbox"/> Are specific and measurable	<input type="checkbox"/> Academic/Workforce programs must include at least 1 program learning outcome <input type="checkbox"/> Somewhat specific and/or measurable	<input type="checkbox"/> Academic/Workforce program have no program learning outcome <input type="checkbox"/> Not specific or measurable
Measures	<input type="checkbox"/> Clearly defines the instrument or process	<input type="checkbox"/> Somewhat clearly defines the instrument	<input type="checkbox"/> Unclear what process or instrument

WHERE WE'RE HEADED: NILOA TRANSPARENCY FRAMEWORK



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