

Printouts & Resources

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- **Shared San Jac ImprovE content available at**
<https://www.sanjac.edu/sanjacimprove>



Improve: A New Social Collaborative Approach to Institutional Effectiveness

 SAN JACINTOSM
COLLEGE

An Equal Opportunity Institution

Chris Duke
Rashmi Chhetri
Michelle Selk*
Kennedy Washington

Agenda

1. From unit plans to innovation . . . San Jac ImprovE
2. Collaboration
3. Accreditation and ImprovE
4. Transferability and Scalability



San Jac ImprovE team



Dr. Chris Duke

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**Associate Vice
Chancellor**



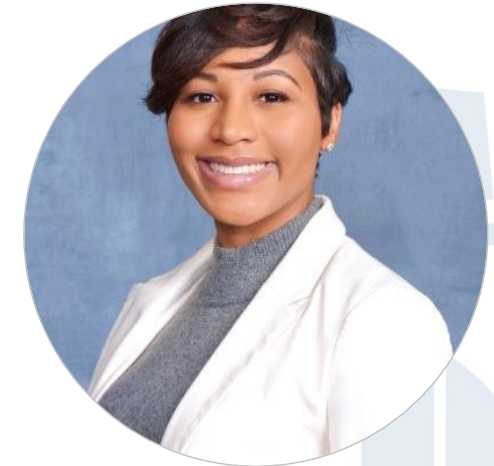
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Ms. Kennedy Washington

kennedy.Washington@sjcd.edu

Managers, Program Effectiveness

SM

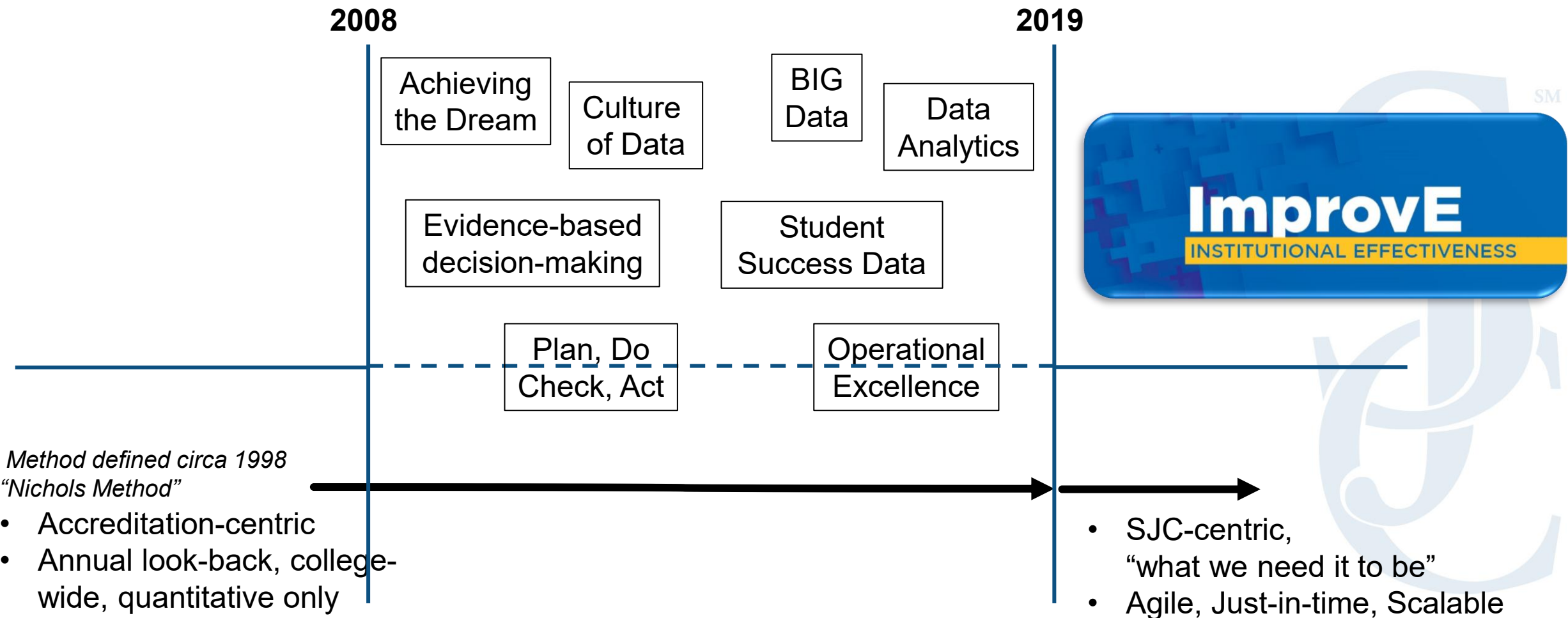
CMD

From “unit plans” to innovation San Jac Improve

 SAN JACINTOSM
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From “back in the day” to now...



Method-to-Culture Alignment

Effectiveness Methods

circa 1998

- Annual or semester cycle
- Program-level accountability
- College/program-wide
- Quantitative data
- SACSCOC-centered

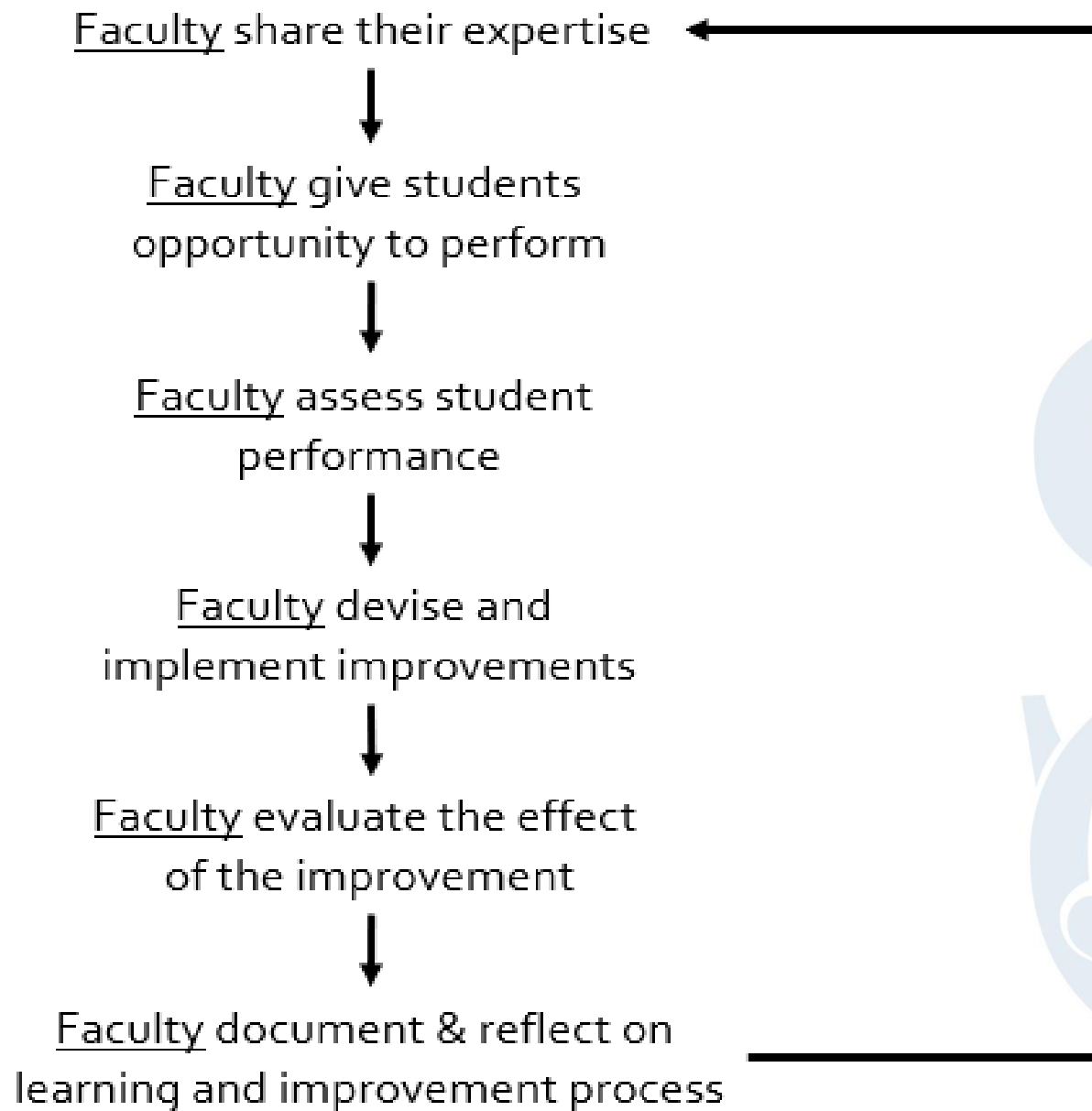
Institutional Culture

2022 following 15+ years of influences

- Continuous, day-to-day, just-in-time
- Individual accountability
- Varying scope/scale
- Mixed methods
- Faculty/innovation-centered
- Plan-Do-Check-Act



Classroom Teaching & Learning



**Fundamental
to Teaching**

Faculty share their expertise



Faculty give students opportunity to perform



Faculty assess student performance



Faculty devise and implement improvements

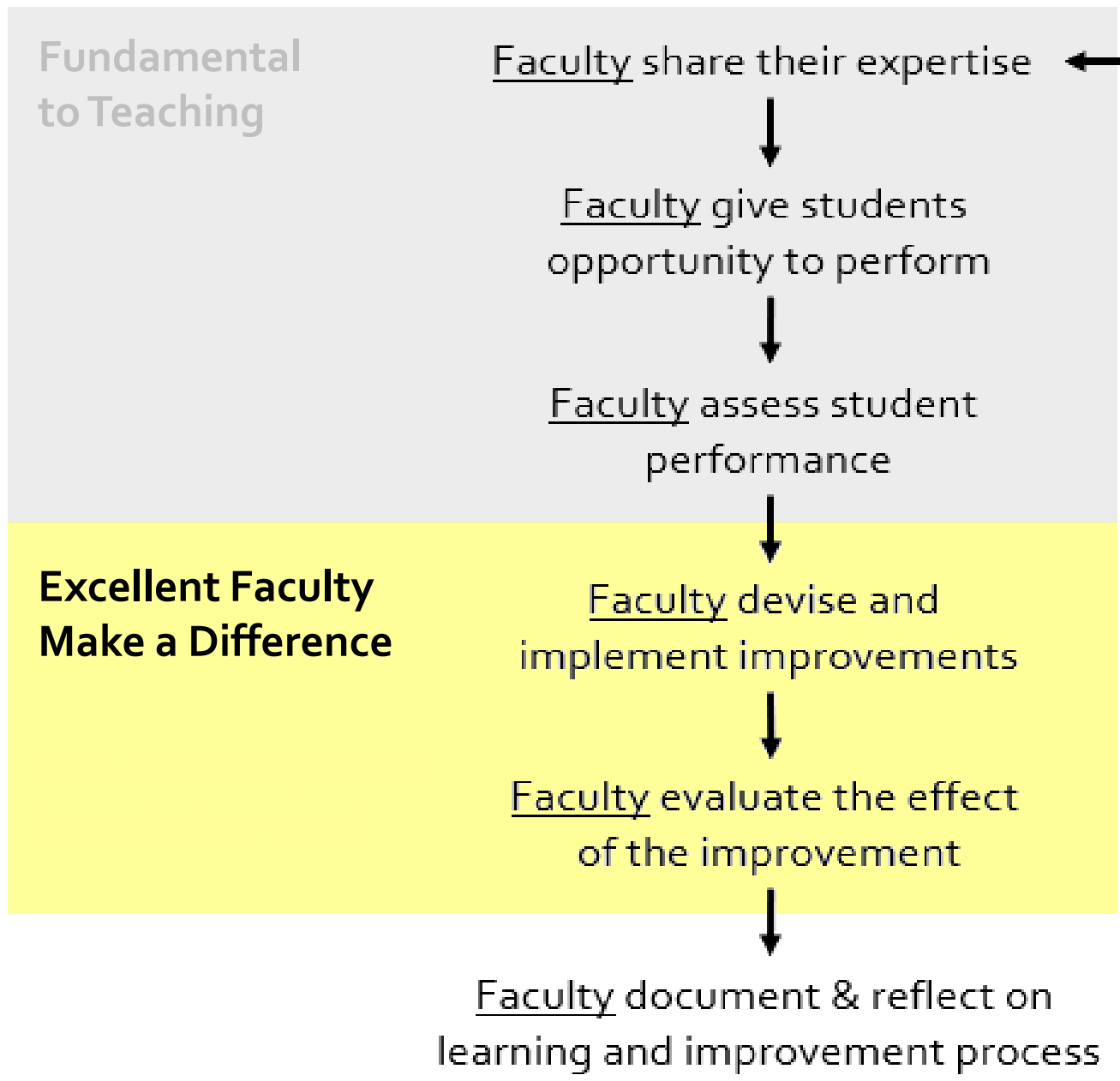


Faculty evaluate the effect of the improvement



Faculty document & reflect on learning and improvement process





Fundamental to Teaching

Faculty share their expertise

Faculty give students opportunity to perform

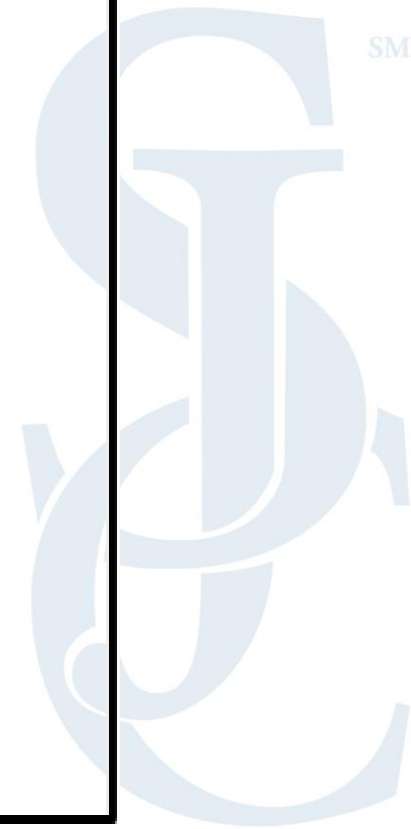
Faculty assess student performance

Excellent Faculty Make a Difference

Faculty devise and implement improvements

Faculty evaluate the effect of the improvement

Faculty document & reflect on learning and improvement process



Fundamental
to Teaching

Faculty share their expertise



Faculty give students
opportunity to perform



Faculty assess student
performance



Faculty devise and
implement improvements



Faculty evaluate the effect
of the improvement



Faculty document & reflect on
learning and improvement process

Excellent Faculty
Make a Difference

**Our most important
knowledge asset**



CMD

Improve

INSTITUTIONAL EFFECTIVENESS



Fundamental
to Teaching

Faculty share their expertise



Faculty give students
opportunity to perform



Faculty assess student
performance



Faculty devise and
implement improvements



Faculty evaluate the effect
of the improvement



Faculty document & reflect on
learning and improvement process

ImprovE Report

Outcomes

Data

Plan
Do

Check

Act

Excellent Faculty
Make a Difference

Our most important
knowledge asset



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Information	
Plan Title/Name:	Include keywords that make the report easily located through search.
Award Code:	(Instructional Only) e.g., 1COMM or 2COSCI or 3WLD, may include multiple Awards.
Discipline/ Department:	e.g., "English" or "Welding" or Business Management"; or, for support services, "Student Services: Admissions" or "Fiscal Affairs: Facilities" or "Human Resources: OTD"
Participating Faculty/Employees:	Include work email addresses for all participants, e.g., "Jane.Doe@sjcd.edu" or "John Doe <john.doe@sjcd.edu>" or "Dean Doe (jeffrey.doe@uh.edu)"

Relevant Goals, Priorities, or Measures			
<i>(Click the links and read College definitions & professional standards for each outcome before alignment)</i> <i>(Only select alignments that are applicable to the extent that this report would be a relevant artifact)</i>			
<u>College Goals:</u>			
<input type="checkbox"/> Break Barriers	<input type="checkbox"/> Optimize Systems	<input type="checkbox"/> Leverage Partnerships	<input type="checkbox"/> Demonstrate Belonging
<u>Annual Priorities:</u>			
<input type="checkbox"/> B1 Expand Access	<input type="checkbox"/> O1 Establish Pathways	<input type="checkbox"/> L1 Build Engaged Learning	<input type="checkbox"/> D1 Create Welcoming Culture
<input type="checkbox"/> B2 Connect Support	<input type="checkbox"/> O2 Student Success	<input type="checkbox"/> L2 Expand Community	<input type="checkbox"/> D2 Develop Employees

ImprovE Report

(2-page template)

Data	
Initial Observation: <i>(qualitative and/or quantitative data)</i>	List, describe, and analyze the qualitative or quantitative data that prompted the planned improvement. Include ONLY aggregated and summarized data; MUST explicitly OMIT Personally Identifiable Information (PII) per FERPA and other regulations.
Relevant Outcomes	
<i>(Click the links and read College definitions & professional standards for each outcome before alignment)</i>	
<u>Program Outcomes:</u> <i>(on-site or VPN required)</i>	Identify relevant Program Outcomes (includes general education for instructional programs).
Plan, Do, Check, Act	
Plan:	Include relationship of the plan to selected outcomes. Explain how the plan will be evaluated.
Do:	Explain any adjustments to the original Plan and the rationale for those changes. If there were no notable changes, "Plan implemented as described" is sufficient.
Check:	Compare the observed results to the original Data reviewed. Evaluate the success of the improvement based on the desired results in Plan.
Act:	Discuss potential next steps and implications of observed results. i.e., "What happens next?"
Resolution	
Nature of Result:	<input type="checkbox"/> Positive Result <input type="checkbox"/> Indifferent/Inconclusive Result <input type="checkbox"/> Negative Result
Next Steps:	<input type="checkbox"/> Do Not Repeat <input type="checkbox"/> Additional Iteration <input type="checkbox"/> Consider for Scale, Program-Specific <input type="checkbox"/> No Further Action <input type="checkbox"/> Maintain Practice <input type="checkbox"/> Consider for Scale, Program-Agnostic

		<input type="checkbox"/> Average Student Debt	<input type="checkbox"/> Favorable Outcomes
<u>Program Review:</u>			
<input type="checkbox"/> Program Purpose	<input type="checkbox"/> Access, Belonging, & Excellence	<input type="checkbox"/> Financial Resources	<input type="checkbox"/> Technology & Learning Resources
<input type="checkbox"/> Learning Outcome Success	<input type="checkbox"/> HR: Personnel Needs	<input type="checkbox"/> Library Resources	<input type="checkbox"/> Facilities and Infrastructure
<input type="checkbox"/> Operational Outcome Success	<input type="checkbox"/> HR: Development and Training	<input type="checkbox"/> Communication and Collaboration (instructional only)	
<input type="checkbox"/> Assessment (Methodology)	<input type="checkbox"/> Needs Not Met	<input type="checkbox"/> Nice to Have	<input type="checkbox"/> Needs Met
Initiatives/Projects:			
e.g., Mosaic Program or Open Educational Resources (OER)			
Referenced Report(s)			
<i>(List any report(s) that was a direct precedent, relevant resource, or important inspiration to this improvement; enter either the report ID(s) or paste in direct report link(s) from ImprovE Insights)</i>			
e.g., 12345678901 or https://improve.sanjac.edu/index.html?uid=12345678901			
Unique ID (for IE Office Use Only):			
Form Version:	2.2.2		

All information required to understand the report MUST BE INCLUDED ABOVE in the body of the report.
----- END OF TEMPLATE, OPTIONAL ATTACHED/COPIED CONTENT FOLLOWS BELOW -----
----- THIS SUPPLEMENTAL CONTENT WILL NOT BE AVAILABLE FOR SEARCHING OR REPORTING. -----

ImprovE Report: Data and Outcomes

Data	
Initial Observation: <i>(qualitative and/or quantitative data)</i>	List, describe, and analyze the qualitative or quantitative data that prompted the planned improvement. Include ONLY aggregated and summarized data; MUST explicitly OMIT Personally Identifiable Information (PII) per FERPA and other regulations.
Relevant Outcomes	
<i>(Click the links and read College definitions & professional standards for each outcome before alignment)</i>	
Program Outcomes: <i>(on-site or VPN required)</i>	Identify relevant Program Outcomes (includes general education for instructional programs).
Plan, Do, Check, Act	
Plan:	Include relationship of the plan to selected outcomes.

ImprovE Report: Plan, Do, Check, Act

Plan, Do, Check, Act	
Plan:	Include relationship of the plan to selected outcomes. Explain how the plan will be evaluated.
Do:	Explain any adjustments to the original Plan and the rationale for those changes. If there were no notable changes, "Plan implemented as described" is sufficient.
Check:	Compare the observed results to the original Data reviewed. Evaluate the success of the improvement based on the desired results in Plan.
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Resolution	
Nature of Result:	<input type="checkbox"/> Positive Result <input type="checkbox"/> Indifferent/Inconclusive Result <input type="checkbox"/> Negative Result
Next Steps:	<input type="checkbox"/> Do Not Repeat <input type="checkbox"/> Additional Iteration <input type="checkbox"/> Consider for Scale, Program-Specific <input type="checkbox"/> No Further Action <input type="checkbox"/> Maintain Practice <input type="checkbox"/> Consider for Scale, Program-Agnostic

- *Check* (close the loop) is a much more natural part of the process.
- *Act* includes the nature of the result and next steps, e.g., "Consider for Scale"

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ImprovE Report Activity – Timing Metrics

Academic	Newest Activity Any Outcome	Last Activity Oldest Outcome
Business AA (1BUSINESS)	5 months	6 months
Communications AA (1COMM)	17 days	10 months
Computer Science AS (2COSCI)	2 months	18 months
Criminal Justice AA (1CRIMJUS)	7 months	
Education BAS (BAS-EDU)	22 months	
Engineering AS (2ENGINEER)	6 months	
Fine Arts AA (1FINEARTS)	2 months	
General Studies AA (1G-STUDY)	21 days	
Mathematics AS (2MATH)	5 months	
Music AA (1MUSIC)	10 months	
Natural Science AS (2NATSCI)	2 months	

SM

PROGRAM SUMMARY: Business AA (1BUSINESS)

Program Outcomes	Expand All	Time Since Last Activity
<input type="checkbox"/> 1. Communicate in the business environment using visual, written, and oral communication methods. (BUSI-1BUSINESS-PLO-01-00)		5 months
<input type="checkbox"/> 2. Evaluate data or arguments to develop conclusions and solutions. (BUSI-1BUSINESS-PLO-04-00)		5 months
<input type="checkbox"/> 3. Investigate, analyze, and explain business data and decisions. (BUSI-1BUSINESS-PLO-05-00)		5 months
<input type="checkbox"/> 4. Consider multiple viewpoints and collaborate to achieve business objectives. (BUSI-1BUSINESS-PLO-06-00)		6 months
<input type="checkbox"/> 5. Make ethical, evidence-based business decisions. (BUSI-1BUSINESS-PLO-07-00)		5 months
<input type="checkbox"/> 6. Analyze the impact of business decisions on society and the environment. (BUSI-1BUSINESS-PLO-08-00)		6 months
<input type="checkbox"/> BUSI-1BUSINESS-PRV-99-00: Other Goal Sets (e.g. Program Review, Annual Priorities, College Goals). NOT Program Outcomes.		

KW

Collaboration, Built-in

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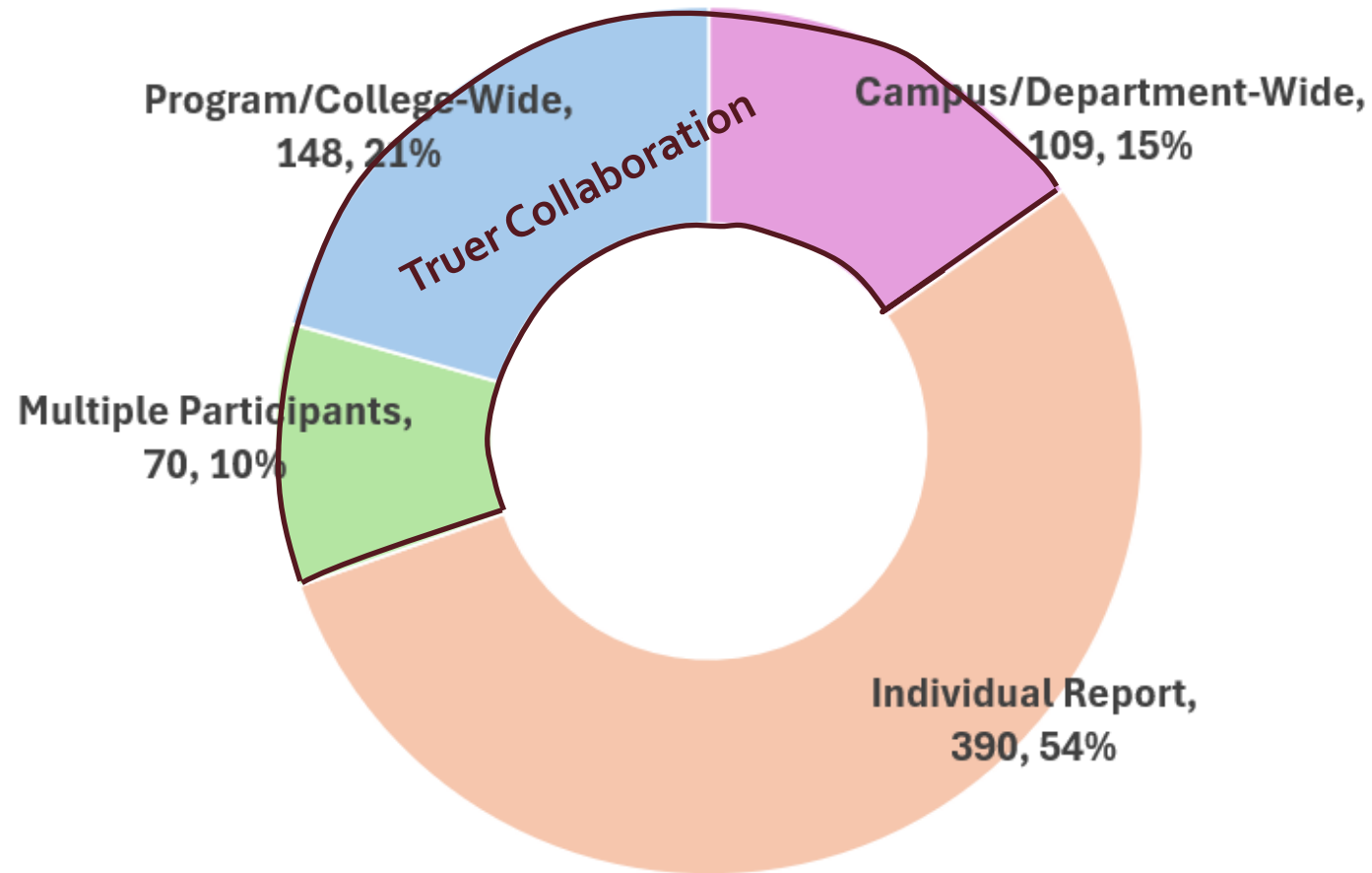
TxAHEA Proposal Reviewer

a concern regarding annual assessment plans:

“ . . . meaningful improvements made by faculty . . . throughout the year are overlooked in reports Additionally, the process is frequently treated as a last-minute task assigned to one individual, leaving little room for meaningful collaboration . . . ”



Collaboration in ImprovE Reports: Scope



ImprovE Report: Collaboration

Information	
Plan Title/Name:	Include keywords that make the report easily located through search.
Award Code:	(Instructional Only) e.g., 1COMM or 2COSCI or 3WLD, may include multiple Awards.
Discipline/ Department:	e.g., "English" or "Welding" or Business Management"; or, for support services, "Student Services: Admissions" or "Fiscal Affairs: Facilities" or "Human Resources: OTD"
Participating Faculty/Employees:	Include work email addresses for all participants, e.g., "Jane.Doe@sjcd.edu" or "John Doe <john.doe@sjcd.edu>" or "Dean Doe (jeffrey.doe@uh.edu)"
Scope:	Choose an item. Relevant Campus(es): <input type="checkbox"/>C <input type="checkbox"/>N <input type="checkbox"/>S <input type="checkbox"/>G <input type="checkbox"/>M <input type="checkbox"/>O <input type="checkbox"/>D
Executive Summary (Abstract):	<div style="border: 1px solid black; padding: 2px;"> <p>Choose an item.</p> <p>Program/College-Wide</p> <p>Campus/Department-Wide</p> <p>Multiple Participants</p> <p>Individual Report</p> </div> <p>After completing all parts of an ImprovE report (Data-Check-Act), recommended length of 100 words or less)</p>
Status	

- Collaborative, multiple participants or departments
- Scalable scope: individual classroom, multiple classrooms, program or campus-wide, college-wide.

Individual



Using student feedback from Early Course Experience Survey to modify MATH 2413 course to support learning.



Dillon.Miller

Executive Summary:

As a participant in the pilot for the early course experience survey, I was interested in gathering student feedback early in the semester to see if any adjustments could be made during the semester to impact my current students as opposed to the end of course survey that results in no impact to those students. I was hoping that looking at the early course experience survey will give me mostly unbiased opinions on the course since no grades have been gathered. The course I am studying is a 5B Math 2413 (Calculus I) Online Anytime. What I discovered are items I could improve upon in my course orientation. I sent an email to all students giving an update on those changes to better support their learning. Students gave constructive criticism on the organization of my Blackboard site. They wanted more resources to support their learning besides my lecture videos. These were items I could easily tweak to support their learning. Results from the end of course survey, I noticed responses changed for some questions. For example, the reason the student was in the class changed dramatically from "I just want the credit" to "I wanted an informative learning experience." I had more students at the end say they had no barriers whereas in the beginning there were more barriers. Overall, the changes made were well-received and supported students in their learning.

Filename: [2MATH_CP_AUG2022_EarlyCourseExperienceSurvey.pdf](#)

Progress Status: Completed

Completion Date: 8/14/22

Last Activity: 10/05/2023



Resolution: Positive Result -- Consider for Scale, Program-Agnostic



Exemplar: *This report has been indicated to be an exemplar in it's entirety.*

Award Code: 2MATH

- [2MATH](#) -- Mathematics AS
- [0ACSV-CETL](#) -- Center for Excellence in Teaching & Learning

Discipline/Department: Mathematics (MATH)

- Center for Excellence in Teaching and Learning (ACSV-CETL)
- Mathematics (MATH)

Program Outcomes: ACSV-CETL-SSO-02-00 | MATH-MATH-PRV-99-00

- ACSV-CETL-SSO-02-00:
ACSV-CETL-SSO-02-00: Faculty will be able to work compassionately with students to help them overcome obstacles to success. (ACSV-CETL-SSO-02-00)
- MATH-MATH-PRV-99-00:
MATH-MATH-PRV-99-00: Other Goal Sets (e.g. Program Review, Annual Priorities, College Goals). NOT Program Outcomes.

Scope: Individual Report

Location: Central

RC



Natural Science Program Outcome Assessment – 2022-2023 Data

Department Chairs Connie.Gomez | Sharon.Nelson | Lambrini.Nicopoulos | Tyler.Olivier | (PI) Faculty - Developed Or Review Questions In 2023. Paul.Barron | (C) JohnFranklin.Dzuryak (GP) Festus.Fajuyigbe | (GP) Paul.Goains | (N) Cecily.Haley | (S) Bennie.Jenkins | (N) Danielle.McGrath | (GP) Tyler.Olivier | (GP) Malcolm.Sadler | (C) Faculty – Assessed Program Outcomes In This Study. Chris.Allen | (GP) Paul.Barron | (C) Rama.Damarwinasis | (S) Usha.Devathosh | (GP) Ngoc.Du | (C) JohnFranklin.Dzuryak (GP) Jennifer.Gernand | (S) Paul.Goains | (N) Bennie.Jenkins | (N) Jennifer.Ludlow | (C) Lewis.Moore | (GP) Kristy.Mueck | (GP) Sheema.Nasir | (S) Robert.Nieto | (GP) Jean.Nono | (S) Jose.Nunez | (S) Tyler.Olivier | (GP) Valerie.Santillan | (S) Faryal.Shaukat | (S) Rodrigo.Vinluan | (C)

Executive Summary:

This project looked to establish a protocol and develop questions for collecting Natural Science Program Outcome data using Blackboard and the EAC Visual Data Tool. As a result of this project, the Natural Science Program can now assess outcomes and analyze data in a standardized manner across the college district. Data 1 was collected in Natural Science classes across the college district. The data analyzed in this study was from the 2022 and 2023 academic year. 1 Only the data collected using the appropriate assessment protocol was analyzed in this study (see attachment 1).

Filename: [2NATSCI_CP_DEC2023_ProgramOutcomesAssessment.docx](#)

Progress Status: Completed

Completion Date: 12/15/2023

Last Activity: 04/15/2024



Resolution: Positive Result -- Maintain Practice -- Consider for Scale, Program-Agnostic

Award Code: 2NATSCI |

- [2NATSCI](#) -- Natural Science AS

Program/College-wide

NATSCI-PLO-04-00 | NATSCI-2NATSCI-PLO-05-00 | NATSCI-2NATSCI-PLO-06-00

4-00)

- 6. Apply scientific reasoning and principles to real world situations to make informed decisions. (NATSCI-2NATSCI-PLO-06-00)
- NATSCI-2NATSCI-PLO-05-00:
 - 5. Develop investigative skills based on scientific evidence to make ethical decisions. (NATSCI-2NATSCI-PLO-05-00)
- NATSCI-2NATSCI-PLO-07-00:
 - 7. Explain, describe, or identify scientific knowledge and content. (NATSCI-2NATSCI-PLO-07-00)
- NATSCI-2NATSCI-PLO-01-00:
 - 1. Collect, organize, and evaluate relevant data from credible sources to draw logical conclusions. (NATSCI-2NATSCI-PLO-01-00)
- NATSCI-2NATSCI-PLO-03-00:
 - 3. Utilize quantitative and empirical skills to analyze and explain natural science phenomena. (NATSCI-2NATSCI-PLO-03-00)
- NATSCI-2NATSCI-PLO-02-00:
 - 2. Communicate scientific principles, experiments, or investigations in written, oral and/or visual formats. (NATSCI-2NATSCI-PLO-02-00)

Scope: Program/College-Wide

Locations: Central, North, South, and Generation Park

Multiple: Same Program



Cohort Based | Intermediate Skills Analysis

Bailey.Butler | Laura.Cole

Executive Summary:

After reviewing a previous, poorly performing semester's outcomes, quantitative data from lab assessments were reviewed with students to identify weak points and guide future lab and lecture sessions. In the previous year that prompted this change, we had only 5 of 11 total students (45%) pass the course. In this term, after the ImprovE was implemented, 15 of 16 total students (93.75%) were successful – a 300% increase from our previous term! This improvement was very successful in quantitative terms, additionally, we noted and increased confidence in the students and more willingness to attempt new challenges that we did not notice in the previous year.

Filename: [3EYE_CP_DEC2023_OPTS2441CohortBasedIntermediateSkillsAnalysis.docx](#)

Progress Status: Completed

Completion Date: 12/8/2023

Last Activity: 03/27/2024



Resolution: Positive Result -- Consider for Scale, Program-Specific -- Maintain Practice -- Consider for Scale, Program-Agnostic

Award Code: 3EYE

- [3EYE](#) -- Eye Care Technology AAS

Discipline/Department: Eye Care Technology

- Eye Care Technology (OPTS)

Program Outcomes: EYE-3EYE-PLO-09-00

- EYE-3EYE-PLO-09-00:
09. Perform intermediate skills as outlined by ICA standards as required of professional eye care technicians.
(EYE-3EYE-PLO-09-00)

Scope: Multiple Participants

Location: Central

Medication Administration: Nursing and Pharmacy Interprofessional Collaboration



Estrellita.Coronado | Laurene.Mathews | Tangula.Taylor

In-Progress Report Plan:

The plan is to simulate the experience of the LVN safely preparing and administering medications according to prescriber's orders. Before introducing this learning exercise, the students received content on functioning as a patient safety advocate and communicating and collaborating with interprofessional team members via a single channel during lecture in the classroom setting. This activity added a second means of generating learning to further the students' understanding of the expected outcomes for functioning as a patient safety advocate and communicating and collaborating within an interprofessional environment. In addition, this exercise provided the students an opportunity to do a hands-on activity in which they were able to use their critical thinking skills to identify a series of medication errors that can commonly occur in the hospital setting. In order to achieve the desired outcome, the collaborating faculty created case studies with sufficient details, including patient medical history and vital signs and prescriber's orders so that the students would discern if a medication should be given or held based on the client's assessments. If the decision is made to administer the medication, the students should accurately interpret the prescriber's order and safely administer the medication following the "Rights of Medication Administration." The plan included pairing students and rotating each through the various stages of the activity: Reading the chart Determining if the medication should be administered. Interpreting the prescriber's order Pulling the correct medication from the medication cart Reading the label and correctly calculating the dose to be administered Communicating with pharmacy and/or the prescriber for identified errors. Administering the correct dose Documenting accurately on the Medication Administration Record (MAR) Part 1 of the activity included a guest lecture from Professor Coronado from the Pharmacy Technician Department in which she explained the significant role of both pharmacy and nursing personnel during the medication dispensing and administration process. The presentation also included individually packed medications in which the students had to identify any medication errors that took place during the packaging or delivery from the pharmacy personnel. Part 2 of the activity included an exercise where the nursing instructors created four different patient profiles that included a minimum of four mock medications that were packaged and labeled by the pharmacy technician instructor. Students then had hands on practice to pull medication from the medication carts that was needed to fulfill the specific medication orders for each patient while also checking for any medication errors.

Filename: [3HSC-LVN_3HSC-PHAR_IP_MAY2024_MedicationAdministration.docx](#)

Progress Status: In-Progress

Start Date: 9/22/2023

Last Activity: 04/11/2024

★ ★ **Exemplar:** This report has been indicated to be an exemplar for the following fields: Data Reviewed and Plan

Award Code: 3HSC-LVN | 3HSC-PHAR |

- [3HSC-LVN](#) -- Hlth Sci-License Voc Nurse AAS
- [3HSC-PHAR](#) -- Hlth Sci-Pharmacy Tech AAS

Discipline/Department: Vocational Nursing (VNSG) and Pharmacy Technician

- Pharmacy Technician (PHRA)
- Nursing Vocational (VNSG)

Program Outcomes: NURS-LVN-PLO-03-00 | NURS-LVN-PLO-04-00 |

- NURS-LVN-PLO-03-00:
3. Function as a patient safety advocate when providing patient-centered care.(NURS-LVN-PLO-03-00)
- NURS-LVN-PLO-04-00:
4. Demonstrate effective communication with patients, families, and members of the health care team. (NURS-LVN-PLO-04-00)

Scope: Multiple Participants

Location: South

RC

Multiple: Multi- Program (I)

Developing PPE standards for welding Program

Susana.Gonzalez | Mary.Hind | Amber.Tyler | Michael.Frye | Salen. AlAyyadhi

In-Progress Report Plan:

Steps you took to design, develop and implement the improvement (resources, technologies, collaborative meetings with DC (standards and needs of the department for PPE), collaboration piece with the marketing department (design aesthetics and presentation) Relationship of this improvement to identified Relevant Outcomes: College Goals Operational Excellence – this improvement helps to Program Review Communication and Collaboration – this improvement helps to Evaluation Benchmark: reduction in injury (long-term spring 2022, summer 2022 and fall 2022 data) the information in the poster as helpful (faculty), finishing the poster and putting it up in the welding lab areas.

Filename: [ADSV-FASHERM_IP_DEC2022_WeldingPPE.pdf](#)

Progress Status: In-Progress

Start Date: 07/01/2021

Last Activity: 10/09/2023

Award Code: ADSV-FASHERM | ADSV-MARKETING |

- [3WLD](#) -- Welding Tech AAS
- [0ADSV-FASHERM](#) -- FA: Safety, Health, Environment, & Risk Mgmt
- [0ADSV-MARKETING](#) -- Marketing and Public Relations

Discipline/Department: ADSV-FASHERM | ADSV-MARKETING |

- Welding Technology (WLDG)
- Marketing and Public Relations (ADSV-MARKETING)
- FA: Safety, Health, Environment, and Risk Management (ADSV-FASHERM)

Program Outcomes: ADSV-FASHERM-SSO-01-00 | ADSV-FASHERM-SSO-02-00 | ADSV-FASHERM-PRV-99-00 | ADSV-MARKETING-SSO-03-00 | WLDG-3WLD-PLO-01-00 |

- ADSV-FASHERM-SSO-02-00:
ADSV-FASHERM-SSO-02-00: Employees and students will be able to access a safe learning and working environment. (ADSV-FASHERM-SSO-02-00)
- ADSV-FASHERM-PRV-99-00:
ADSV-FASHERM-PRV-99-00: Other Goal Sets (e.g. Program Review, Annual Priorities, College Goals). NOT Program Outcomes.
- ADSV-FASHERM-SSO-01-00:
ADSV-FASHERM-SSO-01-00: Employees and students will be aware of best practices and safe workplace practices to avoid potential injuries (ADSV-FASHERM-SSO-01-00)
- ADSV-MARKETING-SSO-03-00:
ADSV-MARKETING-SSO-03-00: Internal constituents will utilize the marketing department as a resource to achieve their respective communication and/or department marketing goals while adhering to the College's brand standards. (ADSV-MARKETING-SSO-03-00)
- WLDG-3WLD-PLO-01-00:
1. Follow safe work practices and procedures and work as a team member based on NCCER safety standards. (WLDG-3WLD-PLO-01-00)

Scope: College-Wide

RC

Multiple:
Multi-
Program
(I + SS)

**Collaboration,
College-wide Knowledge Base**



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ImprovE Insights: Business Intelligence for Continuous Improvement



SM

KW

Simple Text Search:

Search

ImprovE Insights



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PROGRAM DIRECTORY

| [Academic](#) | [Health Science](#) | [Technical](#) | [Institutional](#) | [Academic Support](#) | [Administrative Support](#) | [Student Support](#) |

Academic

[Business AA \(1BUSINESS\)](#)

[Communications AA \(1COMM\)](#)

[Computer Science AS \(2COSCI\)](#)

[Criminal Justice AA \(1CRIMJUS\)](#)

[Education BAS \(BAS-EDU\)](#)

[Engineering AS \(2ENGINEER\)](#)

[IT-Web Application Dev AAS \(3IT-WBDV\)](#)

[Instrumentation AAS \(3INST\)](#)

[Instrumentation Tech ESC \(EINST\)](#)

[Maritime Transportation AAS \(3MARITIME\)](#)

[Massage Therapy Cert \(4MASG-THRP\)](#)

[Music-Recording AAS \(3MUS-RCRD\)](#)

[Nondestructive Testing AAS \(3INSP-NDT\)](#)

[Paralegal AAS \(3PARA-LGL\)](#)

[Pipefitting/Fabricator OC \(6PIPEFIT\)](#)

[Plumbing Technology, OC \(6PLMB\)](#)

[Process Tech Chem Techncn ESC \(EPROT-CT\)](#)

[Process Technology AAS \(3PROT\)](#)



[Real Estate AAS \(3REAL\)](#)

[Welding Tech AAS \(3WLD\)](#)






PROGRAM SUMMARY:

Natural Science AS (2NATSCI)

Innovations

-  [Signature Assignment on Enzymes for BIOL 1306/1106](#)
David Lang, Katlynn Colquitt, Jose Rivera, Erica Taylor, Anton Solovyov, and Desiree Wilson
-  [Natural Science Program Outcome Assessment – 2022-2023 Data](#)
Department Chairs Connie Gomez, Sharon Nelson, Lambrini Nicopoulos, Tyler Olivier, (PI) Faculty - Developed Or Review Questions In 2023 Paul Barron, (C) JohnFranklin Dzuryak (GP) Festus Fajuyigbe, (GP) Paul Goains, (N) Cecily Haley, (S) Bennie Jenkins, (N) Danielle McGrath, (GP) Tyler Olivier, (GP) Malcolm Sadler, (C) Faculty – Assessed Program Outcomes In This Study Chris Allen, (GP) Paul Barron, (C) Rama Damarwinasis, (S) Usha Devathosh, (GP) Ngoc Du, (C) JohnFranklin Dzuryak (GP) Jennifer Gernand, (S) Paul Goains

Exemplars

-  [Improvement to the Physics I Free Fall Lab](#)
Andrew Whitley
-  [Implementation of Class Scribe in Online Course to Improve Note-Taking Skills](#)
Natandra Gradney
-  [Collaborative Grading for Instant Feedback from Instructors to Students](#)
Festus Fajuyigbe
-  [Improve students understanding of A&P \(BIOL2301\) concepts.](#)
Archana Kumar
-  [Free Fall Lab Experiment to Increase Student](#)

2. Communicate scientific principles, experiments, or investigations in written, oral and/or visual formats. (NATSCI-2NATSCI-PLO-02-00)

12 weeks

Completed:

- 💡 [Signature Assignment on Enzymes for BIOL 1306/1106](#)
David Lang, Katlynn Colquitt, Jose Rivera, Erica Taylor, Anton Solovyov, and Desiree Wilson
- 💡 [Natural Science Program Outcome Assessment – 2022-2023 Data](#)
Department Chairs Connie Gomez, Sharon Nelson, Lambrini Nicopoulos, Tyler Olivier, (PI) Faculty - Developed Or Review Questions In 2023 Paul Barron, (C) JohnFranklin Dzuryak (GP) Festus Fajuyigbe, (GP) Paul Goains, (N) Cecily Haley, (S) Bennie Jenkins, (N) Danielle McGrath, (GP) Tyler Olivier, (GP) Malcolm Sadler, (C) Faculty – Assessed Program Outcomes In This Study Chris Allen, (GP) Paul Barron, (C) Rama Damarwinasis, (S) Usha Devathosh, (GP) Ngoc Du, (C) JohnFranklin Dzuryak (GP) Jennifer Gernand, (S) Paul Goains, (N) Bennie Jenkins, (N) Jennifer Ludlow, (C) Lewis Moore, (GP) Kristy Mueck, (GP) Sheema Nasir, (S) Robert Nieto, (GP) Jean Nono, (S) Jose Nunez, (S) Tyler Olivier, (GP) Valerie Santillan, (S) Faryal Shaukat, (S) Rodrigo Vinluan, and (C)
- [Flexible deadlines and equitable grading in science lab classes; skill assessments](#)
Liana Boop and Doug John

Collaboration: Explore & Replicate Ideas

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Simple Text Search:

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[Go to Support Services Innovations](#)

INSTRUCTIONAL INNOVATIONS INVENTORY

Program-Agnostic Instructional Innovations

- [Enhance content retention and engagement with in-class games](#)
Completed Date: 1/31/2025, Participants: Nada Alnounou
- [Integrating AI in Engineering Education for Enhanced Student Learning & Skill Development](#)
Completed Date: 12/13/2024, Participants: Orlando Taylor
- [Improve General Knowledge in History](#)
Completed Date: 5/31/2024, Participants: Paul McRee
- [Teaching with an "Exploded View" of a Programmable Logic Controller](#)
Completed Date: 5/10/2024, Participants: Jonathan Whitlock and Joseph Zwiercan
- [Natural Science Program Outcome Assessment – 2022-2023 Data](#)
Completed Date: 12/15/2023, Participants: Department Chairs Connie Gomez, Sharon

Program-Agnostic General Education Innovations

SJCGE-01-COM: Communication Skills

- [Enhance content retention and engagement with in-class games](#)
Completed Date: 1/31/2025, Participants: Nada Alnounou

SJCGE-02-CT: Critical Thinking Skills

- [Archival Literacy among Freshman in History](#)
Completed Date: 10/23/2023, Participants: Danielle Bible



REPORT DETAILS

Teaching with an “Exploded View” of a Programmable Logic Controller

Jonathan.Whitlock | Joseph.Zwiercan

Executive Summary:

Students were struggling with a critical plant operation. They were unable to explain what happened in the system. We purchased the component parts necessary to construct an “exploded view” of a PLC. Students were better able to complete the assignment going from a 5% success rate to a 100% success rate.

Filename: [EINST_IP_MAY2024_ExplodedViewOfPLC.docx](#)


Progress Status:

Completed

End Date: 5/10/2024

Last Activity:

04/15/2025

 **Resolution:** Positive Result -- Consider for Scale, Program-Specific -- Maintain Practice -- Consider for Scale, Program-Agnostic

Relevant Goals, Priorities, or Measures

Annual Priorities:

Career and Workforce Pathways

College Goals:

Student Success

Program Review:

Learning Outcome Success

QEP Outcomes:

None

Student Success Strategic Measures:

None

Instrumentation	
Jonathan.Whitlock@sjcd.edu Joseph.Zwiercan@sjcd.edu	
Individual Report	Relevant Campus(es): <input checked="" type="checkbox"/> C <input type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> G <input type="checkbox"/> M <input type="checkbox"/> D
Summary	Students were struggling with a critical plant operation. They were unable to explain what happened in the system. We purchased the component parts necessary to construct an "exploded view" of a PLC. Students were better able to complete the assignment going from a 5% success rate to a 100% success rate.
1/15/2024	
Approx.): 5/10/2024	
Status: Completed	

Students were working on the Continuous Emissions Monitoring System (CEMS). EPA regulates this at the plants, and this is of release of parts per billion (PPB) to the atmosphere. Plants must remain in compliance and not exceed the permitted value. This can result in fines &/or imprisonment. This is very critical to plant operations. Students were not grasping this concept. Working with them in the instrumentation lab, they were asked to make changes at a PLC panel and explain what happened in the system as a result. From my observations, all of the students were having difficulty explaining the inner workings of the PLC/ device/analyzer. They didn't comprehend how the readings were being gathered and recorded. More than 90% of the students struggled with the assignment.

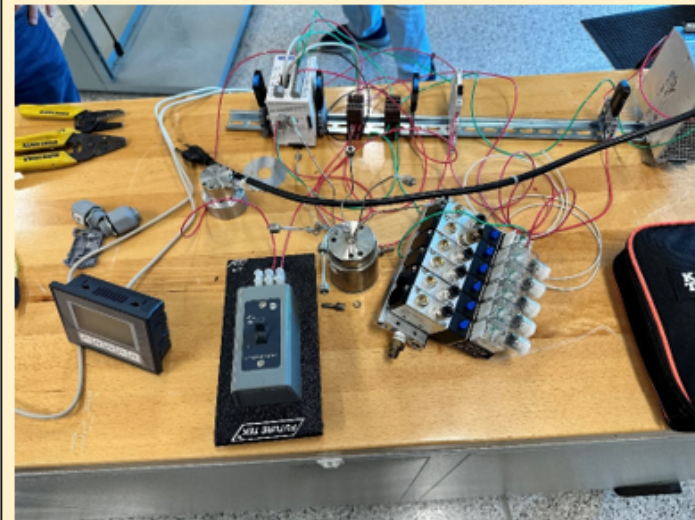


QEP Outcomes: (for instructional only)	<input type="checkbox"/> Explanation of Issues	<input type="checkbox"/> Influence of Context and Assumptions	<input type="checkbox"/> Conclusions
	<input type="checkbox"/> Evidence	<input type="checkbox"/> Perspectives and Complexities of Issues	

Plan, Do, Check, Act

Plan: The plan is to purchase the component parts necessary to construct an "exploded view" of a PLC. Students will engage program the system and then observe the effect of the programming on each component part. The intent is for students to more closely and more easily observe each component of the system.

Do: Plan implemented as described. I did discover during the process that one component had not been included very explicitly in the course. The explanation and student experience with the mod bus component greatly improved their understanding of the system.



CMD

Check: After implementing this instructional change, we repeated the original assignment. The number of students successfully explaining the changes in the system produced by changes at the panel increased from 5% to 100%.

Act: Students will build this on a smaller scale as this was a light bulb moment for them. Content regarding the mod bus is being (or has been) added to all other relevant courses. This improvement to instruction will be maintained as part of the course in the future.

Resolution

Nature of Result:	<input checked="" type="checkbox"/> Positive Result	<input type="checkbox"/> Indifferent/Inconclusive Result	<input type="checkbox"/> Negative Result
Next Steps:	<input type="checkbox"/> Do Not Repeat	<input type="checkbox"/> Additional Iteration	<input checked="" type="checkbox"/> Consider for Scale, Program-Specific
	<input type="checkbox"/> No Further Action	<input checked="" type="checkbox"/> Maintain Practice	<input checked="" type="checkbox"/> Consider for Scale, Program-Agnostic

Relevant Goals, Priorities, or Measures

10/7/2025

Collaboration: Unified College-wide Model

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PROGRAM DIRECTORY

[Academic](#) | [Health Science](#) | [Technical](#) | [Institutional](#) | [Academic Support](#) | [Administrative Support](#) | [Student Support](#) |

Academic

[Business AA \(1BUSINESS\)](#)

[Communications AA \(1COMM\)](#)

[Computer Science AS \(2CS-SC\)](#)

Technical

[Accounting AAS \(3ACNT\)](#)

[Air Conditioning Tech AAS \(3AIRCON\)](#)

[Art and Design AAS \(3ART-DSN\)](#)

[Auto Tech AAS \(3AUTO\)](#)

[Auto Tech AV Cert \(4AUTO-AV\)](#)

[Auto Tech Ford AAS \(3AUTO-F\)](#)

[Auto Tech GM AAS \(3AUTO-G\)](#)

[Auto Tech Honda AAS \(3AUTO-H\)](#)

[Auto Tech Mopar Chrysler AAS \(3AUTO-C\)](#)

[Auto Tech Toyota Trng Educ AAS \(3AUTO-TTEN\)](#)

[Biomanufacturing Tech AAS \(3BIO-MFG\)](#)

Institutional

[Councils, Committees, Teams, and Working Groups \(OICC-CCTW\)](#)

[GenEd #1 Communication Criteria \(0SJCGE-01-COM\)](#)

[GenEd #2 Critical Thinking Criteria \(0SJCGE-02-CT\)](#)

[Institutional Effectiveness \(0ADSV-EFFECTIVENESS\)](#)

[Institutional Research and Data Science \(0ADSV-IRDS\)](#)

[Marketing and Public Relations \(0ADSV-MARKETING\)](#)

Student Support

[ACT: Advising Services \(0SSSV-ACTADVISING\)](#)

[ACT: Career Services \(0SSSV-ACTCAREER\)](#)

[ACT: Transfer Services \(0SSSV-ACTTRANSFER\)](#)

[Accessibility Services \(0SSSV-ACCESSIBILITY\)](#)

[Admissions Services \(0SSSV-ADMISSIONS\)](#)

[Dual Credit \(0SSSV-DUALCREDIT\)](#)

[Financial Aid Services \(0SSSV-FINANCIALAID\)](#)



ImprovE Report: Maximize Knowledge Use

- Alignment to Goals, Priorities, Strategic Metrics, Program Review framework is simplified.
- “Initiatives/Projects” hashtags, e.g., #AlintheClassroom can be included.
- “Referenced Reports” for identifying the “reach” or “impact” of a report is possible.

Relevant Goals, Priorities, or Measures
(Click the links and read College definitions & professional standards for each outcome before alignment)
(Only select alignments that are applicable to the extent that this report would be a relevant artifact)

College Goals:

Break Barriers Optimize Systems Leverage Partnerships Demonstrate Belonging

Annual Priorities:

B1 Expand Access O1 Establish Pathways L1 Build Engaged Learning D1 Create Welcoming Culture
 B2 Connect Support O2 Student Success L2 Expand Community D2 Develop Employees
 B3 Grow Financial Aid O3 Data-Driven Improve L3 Cultivate Prosperity D3 Invest in Our People

Student Success Strategic Measures:

Entering	Continuing	Completing	Achieving
<input type="checkbox"/> Admissions to Enroll Efficiency	<input type="checkbox"/> Pathways Consistency	<input type="checkbox"/> Degrees/Certs Awarded	<input type="checkbox"/> Transfer Rate
<input type="checkbox"/> Headcount (Unduplicated)	<input type="checkbox"/> Pathways Efficiency	<input type="checkbox"/> Degrees/Certs in Critical Fields	<input type="checkbox"/> Transferability
<input type="checkbox"/> Financial Aid Un/Met Need	<input type="checkbox"/> Pathways Velocity	<input type="checkbox"/> Graduation Rate: 2yr, 3yr, 4yr	<input type="checkbox"/> Completion After Transfer
<input type="checkbox"/> High School Capture Rate	<input type="checkbox"/> Student Success (A-C)	<input type="checkbox"/> Average Time to Completion	<input type="checkbox"/> Employment Rate
	<input type="checkbox"/> Retention Rate	<input type="checkbox"/> Semester Credit Hrs to Degree	<input type="checkbox"/> Earnings After Completion
	<input type="checkbox"/> Persistence	<input type="checkbox"/> Student Loan Default Rate	<input type="checkbox"/> Licensure/Cert Rate
		<input type="checkbox"/> Average Student Debt	<input type="checkbox"/> Favorable Outcomes

Program Review:

<input type="checkbox"/> Program Purpose	<input type="checkbox"/> Access, Belonging, & Excellence	<input type="checkbox"/> Financial Resources	<input type="checkbox"/> Technology & Learning Resources
<input type="checkbox"/> Learning Outcome Success	<input type="checkbox"/> HR: Personnel Needs		
<input type="checkbox"/> Operational Outcome Success	<input type="checkbox"/> HR: Development and Training	<input type="checkbox"/> Library Resources (instructional only)	<input type="checkbox"/> Facilities and Infrastructure
<input type="checkbox"/> Assessment (Methodology)	<input type="checkbox"/> Communication and Collaboration		
	<input type="checkbox"/> Needs Not Met	<input type="checkbox"/> Nice to Have	<input type="checkbox"/> Needs Met

Initiatives/Projects:
 e.g., Mosaic Program or Open Educational Resources (OER)

Referenced Report(s)
(List any report(s) that was a direct precedent, relevant resource, or important inspiration to this improvement; enter either the report ID(s) or paste in direct report link(s) from ImprovE Insights)
 e.g., 12345678901 or <https://improve.sanjac.edu/index.html?uid=12345678901>

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Improve Insights



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SEARCH RESULTS

#AIintheClassroom

- [Collaborative Textbook Development for Unit Operations \(CTEC 2445\)](#)
Completed Date: 8/1/2024, Participants: Brian Troquille, Gregory Smith, Patrick Schnell, Gc Shah, Morteza Sameei, Joseph Maire, and Shawn Dickerson
 Status: **Completed**, Award(s): ['3PROT']
text match in GPM_Initiations/Projects: #AIintheClassroom
- [Prompting an AI chatbot to be a student tutor using Blackboard Ultra AI conversations](#)
Completed Date: 2/19/2025, Participants: Yuri Horner
 Status: **Completed**, Award(s): ['1G-STUDY', '1COMM', '0SJCGE-01-COM']
text match in GPM_Initiations/Projects: #AIintheClassroom
- [AI Assignment Integration](#)
Last Activity: 08/18/2025, Participants: Danielle McGrath and Emily Kelsey
 Status: **Initiated**, Award(s): ['0ACSV-LIBRARY', '2NATSCI']
text match in GPM_Initiations/Projects: #AIintheClassroom
-  [Cells to Singularity](#)
Completed Date: 12/15/2023, Participants: Mary Schultz, Ronda Wilson, Amber Mckey, Oommen George, Rejeana Stephens, Crystal Higgs, Mindy Murray, Cecily Haley, and Jean Nono
 Status: **Completed**, Award(s): ['2NATSCI']
text match in GPM_Initiations/Projects: #AIintheClassroom
- [History online: Low stakes journaling to build toward formal writing](#)
Last Activity: 08/12/2025, Participants: Joseph Stromberg
 Status: **In-Progress**, Award(s): ['1SOC-BEHV']
text match in GPM_Initiations/Projects: #AIintheClassroom



Accreditation Takes a Backseat

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ImprovE Reports are **not** about accreditation,
but part of our accreditation is about ImprovE Reports.



ImprovE alignment to Accreditation Principles

ImprovE Report	SACSCOC 8.2.a
Program Outcomes addressed by the report.	(a) Identifies expected outcomes
Data. What data did you review that prompted this improvement?	(b) Assesses extent to which it achieves outcomes
Plan. What do you plan to do, and how does the plan address the challenge highlighted by the data?	(c) Seeks improvement based on analysis of the results
Do. What did you actually do? Describe any changes or adjustments to the original plan.	(c) Seeks improvement based on analysis of the results
Check. What results were observed after implementation? What conclusions may be drawn?	(b) Assesses extent to which it achieves outcomes
Act. What are the next steps? What are the implications of the results of your plan?	(c) Seeks improvement based on analysis of the results

Natural Science Associate of Science (2NATSCI)

Identifies expected outcomes

In addition to the program learning outcomes listed in this section, each individual Improve Report included in "Provides evidence of seeking improvement..." section below explicitly identifies, where relevant and appropriate, the specific program learning outcome addressed by the analysis and improvement.

Program Learning Outcomes

1. Collect, organize, and evaluate relevant data from credible sources to draw logical conclusions. (NATSCI-2NATSCI-PLO-01-00)
2. Communicate scientific principles, experiments, or investigations in written, oral and/or visual formats. (NATSCI-2NATSCI-PLO-02-00)
3. Utilize quantitative and empirical skills to analyze and explain natural science phenomena. (NATSCI-2NATSCI-PLO-03-00)
4. Interdependently consider scientific evidence and points of view to achieve a shared goal. (NATSCI-2NATSCI-PLO-04-00)
5. Develop investigative skills based on scientific evidence to make ethical decisions. (NATSCI-2NATSCI-PLO-05-00)
6. Apply scientific reasoning and principles to real world situations to make informed decisions. (NATSCI-2NATSCI-PLO-06-00)

Assesses student attainment of the learning outcomes

1. Improve Reports (see the "Provides evidence of seeking improvement..." section below) include assessment data at two points of the improvement process. The *Data Reviewed* section of the report describes the data that prompted the need for and planning of the improvement sought which is sufficient to document compliance with 8.2.a. In addition however, once the implementation of the improvement is completed, the *Check* section of the report includes data and observations regarding the results of the improvement which may inform future improvements and/or potential application of the improvement to other programs.
2. In addition to assessment data collected directly by faculty, the College facilitates institutional assessment processes and data collection that provide supplemental data sources. These **may** include (a) results of an institutional juried assessment of general education outcomes which are part of every associate and bachelor's degree program and (b) prior to a program's transition to EAC in Blackboard, college-wide program outcomes assessment guides.

This program of study performs program assessment using EAC in Blackboard for which program-wide reporting is completed by faculty or instructional leaders and incorporated directly into ImprovE Reports. That provides more real-time assessment data than the legacy system that produced the "Program Outcomes Assessment Guides."

- [General Education Report Written Communication](#)
- [General Education Report Critical Thinking](#)
- [General Education Report Empirical and Quantitative Reasoning](#)
- [General Education Report Social Responsibility](#)

Provides evidence of seeking improvement based on analysis of the results

1. Improve Reports (below) include evidence of seeking improvement at 2-3 points during the improvement process. The *Plan* section of the report identifies the original plan of the improvement sought which is sufficient to document compliance with 8.2.a. In addition however, additional evidence of seeking improvement may be documented (a) in the *Do* section if changes to the plan are made during implementation and (b) in the *Act* section which describes the future implications of the improvement.
2. In addition to the program specific Improve Reports listed below, all Improve Reports focused on the general education outcomes are documented in the [General Studies Associate of Arts \(AA, 1G-STUDY\)](#) program summary; each of those has potential relevance to all instructional programs given the inclusion of general education outcomes in each program.

- [Plan to improve scores in Equation Writing and Nomenclature](#)
- [Leveling up algebra skills needed in chemistry courses](#)
- [Instruction of SI \(International System\) Unit Prefixes](#)
- [Pre-Lecture Quizzes PHYSICS](#)
- [Use of animated PowerPoints as a substitute for lectures for online anytime physics courses.](#)
- [Proposal to Improve Students' Interpretation of Anatomy and Physiology Textbook Images](#)
- [Improve student success on critical thinking in the biology department BIOL1306](#)
- [Using Prelabs to Increase Equity and Student Success in Microbiology Lab \(BIOL 2120\)](#)
- [Adjustment of Exam Reviews in PHYS 1301](#)

- [Using an Exemplar and Think-Pair-Share Activity to Increase Critical Thinking Skills in BIOL 2120](#)

10/7/2025

- [Increase study guide participation](#)
- [Use of Discussion Board on Vaccines to assess ethical and informed decisions.](#)
- [BIOL 2301 5 Unit Lecture Plan](#)
- [Improvement of Student-Professor Meetings \(early semester\) in PHYS](#)
- [Collaborative Review Guides Enhance Student Success, Teamwork, and Communication](#)
- [Cells to Singularity](#)
- [Collaborate with Jennifer Gernand to use her course notebook, activities and HW for 1306](#)
- [Implementation of Class Scribe in Online Course to Improve Note-Taking Skills](#)
- [Collaborative Grading for Instant Feedback from Instructors to Students](#)
- [BIOL 1306 Chapter Outline/Activities/Review Packet](#)
- [STEM Student Volunteering at STEM Expos](#)
- [Covering the Basics to Increase Equity in Microbiology \(BIOL 2320\)](#)
- [Effectiveness of added Interactive Instructor Led Blackboard \(Bb\) Collaborate Histology Sessions or Anatomy and Physiology Revealed \(APR\) Graded Activities versus only Pre-recorded Histology sessions in Anatomy and Physiology Histology Lab](#)
- [Natural Science Program Outcome Assessment – 2022-2023 Data](#)
- [Empirical Formulas](#)
- [Dynamic Lab Schedule](#)
- [Question Formulation Technique \(QFT\) Implementation](#)

Transferability

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Why ImprovE will work . . .

Aligns method with culture

Method-to-Culture Alignment

Effectiveness Methods
circa 1998

- Annual or semester cycle
- Program-level accountability
- College/program-wide
- Quantitative data
- SACSCOC-centered

Institutional Culture
2022 following 15+ years of influences

- Continuous, day-to-day, just-in-time
- Individual accountability
- Varying scope/scale
- Mixed methods
- Faculty/innovation-centered
- Plan-Do-Check-Act

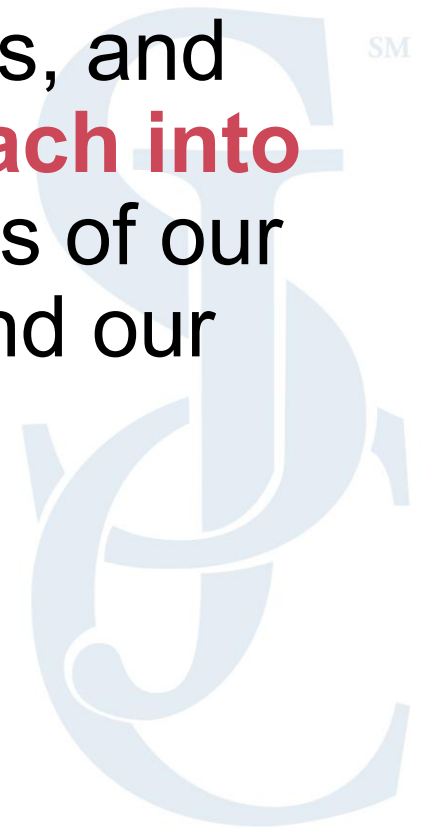
10/4/2025 An Equal Opportunity Institution CM



Why ImprovE will work . . .

ImprovE has *fundamentally reshaped assessment conversations* between faculty, staff, administrators, and our assessment team; it **brings the expertise of each into a rich, collaborative discussion** about the success of our students, our faculty, our programs, our services, and our College.

- Classroom and student-centered
- **Emphasizes** faculty as subject matter expert: qualitative observations



Why ImprovE will work . . .

- Infinitely scalable and adaptable
 - length of time required to implement & evaluate improvement
 - breadth of people and programs involved
 - scope of work : individual to college-wide
 - calendar : time of year in which improvements occur
 - academic/institutional calendars



Why ImprovE will work . . .

- Makes continuous improvement “more digestible” – unit of analysis is a single, discrete improvement.
- Resolves “Closing the Loop” challenges



Information	
Plan Title/Name:	Include keywords that make the report easily located through search.
Award Code:	(Instructional Only) e.g., 1COMM or 2COSCI or 3WLD, may include multiple Awards.
Discipline/ Department:	e.g., "English" or "Welding" or Business Management"; or, for support services, "Student Services: Admissions" or "Fiscal Affairs: Facilities" or "Human Resources: OTD"
Participating Faculty/Employees:	Include work email addresses for all participants, e.g., "Jane.Doe@sjcd.edu" or "John Doe <john.doe@sjcd.edu>" or "Dean Doe (jeffrey.doe@uh.edu)"

Relevant Goals, Priorities, or Measures			
<i>(Click the links and read College definitions & professional standards for each outcome before alignment)</i> <i>(Only select alignments that are applicable to the extent that this report would be a relevant artifact)</i>			
<u>College Goals:</u>			
<input type="checkbox"/> Break Barriers	<input type="checkbox"/> Optimize Systems	<input type="checkbox"/> Leverage Partnerships	<input type="checkbox"/> Demonstrate Belonging
<u>Annual Priorities:</u>			
<input type="checkbox"/> B1 Expand Access	<input type="checkbox"/> O1 Establish Pathways	<input type="checkbox"/> L1 Build Engaged Learning	<input type="checkbox"/> D1 Create Welcoming Culture
<input type="checkbox"/> B2 Connect Support	<input type="checkbox"/> O2 Student Success	<input type="checkbox"/> L2 Expand Community	<input type="checkbox"/> D2 Develop Employees

Limited technology learning curve. Focus shifts from technology to data-goals-improvement.

Data	
Initial Observation: <i>(qualitative and/or quantitative data)</i>	List, describe, and analyze the qualitative or quantitative data that prompted the planned improvement. Include ONLY aggregated and summarized data; MUST explicitly OMIT Personally Identifiable Information (PII) per FERPA and other regulations.
Relevant Outcomes	
<i>(Click the links and read College definitions & professional standards for each outcome before alignment)</i>	
<u>Program Outcomes:</u> <i>(on-site or VPN required)</i>	Identify relevant Program Outcomes (includes general education for instructional programs).
Plan, Do, Check, Act	
Plan:	Include relationship of the plan to selected outcomes. Explain how the plan will be evaluated.
Do:	Explain any adjustments to the original Plan and the rationale for those changes. If there were no notable changes, "Plan implemented as described" is sufficient.
Check:	Compare the observed results to the original Data reviewed. Evaluate the success of the improvement based on the desired results in Plan.
Act:	Discuss potential next steps and implications of observed results. i.e., "What happens next?"
Resolution	
Nature of Result:	<input type="checkbox"/> Positive Result <input type="checkbox"/> Indifferent/Inconclusive Result <input type="checkbox"/> Negative Result
Next Steps:	<input type="checkbox"/> Do Not Repeat <input type="checkbox"/> Additional Iteration <input type="checkbox"/> Consider for Scale, Program-Specific <input type="checkbox"/> No Further Action <input type="checkbox"/> Maintain Practice <input type="checkbox"/> Consider for Scale, Program-Agnostic

		<input type="checkbox"/> Average Student Debt	<input type="checkbox"/> Favorable Outcomes
<u>Program Review:</u>			
<input type="checkbox"/> Program Purpose	<input type="checkbox"/> Access, Belonging, & Excellence	<input type="checkbox"/> Financial Resources	<input type="checkbox"/> Technology & Learning Resources
<input type="checkbox"/> Learning Outcome Success	<input type="checkbox"/> HR: Personnel Needs	<input type="checkbox"/> Library Resources	<input type="checkbox"/> Facilities and Infrastructure
<input type="checkbox"/> Operational Outcome Success	<input type="checkbox"/> HR: Development and Training	<input type="checkbox"/> (instructional only)	
<input type="checkbox"/> Assessment (Methodology)	<input type="checkbox"/> Communication and Collaboration		
		<input type="checkbox"/> Needs Not Met	<input type="checkbox"/> Nice to Have <input type="checkbox"/> Needs Met
Initiatives/Projects:			
e.g., Mosaic Program or Open Educational Resources (OER)			
Referenced Report(s)			
<i>(List any report(s) that was a direct precedent, relevant resource, or important inspiration to this improvement; enter either the report ID(s) or paste in direct report link(s) from ImprovE Insights)</i>			
e.g., 12345678901 or https://improve.sanjac.edu/index.html?uid=12345678901			
Unique ID (for IE Office Use Only):			
Form Version:	2.2.2		

All information required to understand the report MUST BE INCLUDED ABOVE in the body of the report.
----- END OF TEMPLATE, OPTIONAL ATTACHED/COPIED CONTENT FOLLOWS BELOW -----
----- THIS SUPPLEMENTAL CONTENT WILL NOT BE AVAILABLE FOR SEARCHING OR REPORTING. -----

Scalability

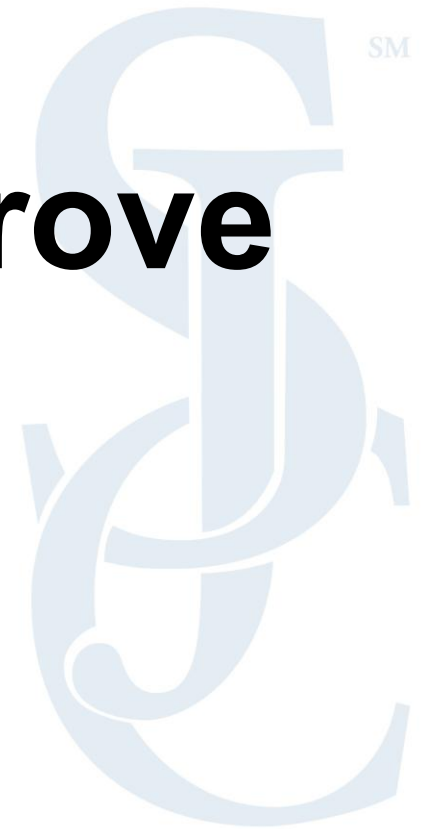
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Inter-institutional Collaboration

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AIEsop

**AUGMENTED INSTITUTIONAL
EFFECTIVENESS**



Questions?



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Managers, Program Effectiveness

SM

CMD