

The Continuous Improvement (CI) Framework

Mission Statement: Explicitly states purpose of department. **Context:** Lays out the department history, its current status, and the opportunity for improvement.

Continuous Improvement Report (CIR)

Continuous Improvement Plan (CIP)

Goals	Outcomes/ Objectives	Strategies/ Updates/ Activities	Assessment Methods and Target	Findings	Next Steps
Clarifies mission statement. Time period is annual. Broad, comprehensive statements that reflect the aspirations of a department or program. Answers questions like: What is the department/unit/program trying to achieve? What is the desired impact of the programming, curriculum, service, operation, or process? What is the program or department's commitment or desire? How would you define your success? Note. Departments/ Unit/ Programs can have as many goals as they deem appropriate. Even having one main goal works. Goals should comprehensively capture the scope of what is trying to be achieved. Each goal should be a separate idea/concept. It should start with a verb.	Articulates the desired impact by parsing out a goal into specific measurable and observable elements or end results. Note. Outcomes are learning oriented or affective and objectives are process/operational. Learning outcomes use action verbs written as desired impact statements that describe the intended values, behaviors, habits, attitudes, abilities, skills, and knowledge (V-BHAASKs) for learners to gain and demonstrate. Objectives are tied to operational processes and targets that are desired and intended to be achieved.	Describes the specific services, resources, events, programs, curriculum, format, tasks, or processes that are undertaken or offered to achieve the desired outcome/objective. Share the time period of when they will be conducted, for whom they will be conducted (if applicable), by whom, for the same. Note. When applicable, Strategies/Updates are informed by the Findings and Next Steps sections of the previous assessment cycle. In such cases, they describe the implemented decisions, changes and/or improvements to achieve the desired outcome/objective and articulate the need for the same.	Methods: Lists the measurement instruments or methods being used. Detail specifics of sampling if applicable. Describes and details the tools (survey question, for example) used to judge the efficacy of Strategies/Updates in achieving outcomes or measuring the progress toward the outcome. Note. The specificity and utility of the Method is key to the usefulness of any assessment. The Method is meant to elicit information about what can be improved from a programming, processes, teaching and learning, and/or curricular standpoint. Attach instruments, protocols, or other method details such as counts/tallies, survey instruments, test elements, focus group protocols, observations, etc. in the Appendix of the plan. Target: Describes the desired level and definition of success for a particular outcome. Note. Targets are usually result oriented. However, on occasion and if appropriate, it could be method oriented. Not all methods may be amenable to having a target. It could just be a date sometimes.	Describes in as much detail as needed the story of the data collected and analyzed, as well as the meaning making of the data (i.e., the inferences or conclusions drawn). Elaborate on lessons learned (which may be program related or assessment methods related). Note. The Target is referenced (if applicable) to make inferences regarding the efficacy and success of the actions or to draw conclusions regarding the achievement of the outcomes/objectives.	Identifies plans to address areas for improvement related to the Outcome or Objective(s) (such as decisions and changes in processes, curricula, pedagogy, services, activities, or operations). This is about Closing the Loop—i.e., telling the story of using the data to make changes/improvements. Answer questions: Why is the next step being planned? When is the next step being rolled out? What comprehensively and specifically is the scope of the next step? How does the program anticipate the change will support achievement of the outcome/objective? Note. Next Steps inform the Strategies/Updates section of the next assessment cycle. Next Steps can be updated as follow-up decisions are made. Not every outcome has to have an action or improvement oriented Next Step. However, every goal must have at least one strong Next Step that shows up in the Strategies/ Program Updates section in the next assessment cycle when that objective and its outcomes are being measured. Be detailed and comprehensive. Changing a target alone is not an adequate improvement-oriented Next Step.

Additional Information: Please add any additional CI efforts, reports, or assessment information as appendices here.

***Important:** Incorporate an equity lens & approach to all aspects of your CI efforts. Consider—how can students be better served &/or be partners in this work.

Office/Program/Dept Name: CI Plan Year.

Leader(s) responsible for submission, implementation, and oversight of CI Plan:

Colleagues, teams, and/or Partners consulted:

Discussed with entire team on:

Consensus/Green Light for plan confirmed on:

Mission:

Context: Please review CIP/R Checklist ([Academic](#) / [Co-curricular](#)) and add all elements for context here.

Note: In the table below, please feel free to add monetary and/or other resources needed for various strategies, assessment methods, or towards specific goals, objectives, and outcomes. Also, feel free to notate the responsible people to carry out activities and assessment. Both are not required but if it serves your needs of tracking, please add it. Please keep table content below as short and succinct as possible but clear and comprehensive for any external reader to understand what you are doing.

-----Continuous Improvement Report (CIR) due June End-----

-----Continuous Improvement Plan (CIP) due Oct End-----

Goals	Outcomes/ Objectives	Strategies/ Updates/ Activities	Assessment Methods and Target	Findings	Next Steps
1. Goal 1: All goals will have either one objective and/or one outcome at the very least. They don't have to have both if it is not applicable. You can have as many outcomes and objectives as needed to capture the important CI efforts you are engaged in that reflect the important student learning and success work you are doing and all the improvements and changes you are engaging in to support that. One is the minimum but you don't have to stop there. Please note as many as needed/applicable/possible.	Outcome 1: Assess at least ONE student learning outcome(s)	S1a: E.g.: Details of classroom activities, courses taught, student programming and activities, workshops, events, etc.	A1a: E.g. Student artifact collection for X class T1a: E.g.: X # or % of students will perform at Y level.	What did you find based on outcome/objective and what does that finding mean.	Document at least one CI effort tied to Student Learning Outcomes. It could be the same as the one being assessed or something else. Feel free to document all CI efforts in "Next Steps" column or in "Additional Information" below or as a new row within this table.
	Outcome 2: ... etc.	S2a:	A2a: T2a:		
	Objective 1: At least ONE objective.	S3a: S3b:	A3a: E.g. Track project completion T3a: E.g.: X will be done by Y date		
			A3b: Track student participation T3b: E.g.: X # of students will attend/participate, etc.		
2. Goal 2... etc.	Objective 1: ... etc.				
	Outcomes 1: ... etc.				

***Additional Information:** Please add any additional CI efforts, reports, or assessment method information as appendices here:

Important: The Office of Educational Assessment will review all plans and offer feedback by Dec beginning.

Contact assessmentoffice@scu.edu or **408-551-3298** for clarifications on this document.

The Office will review all Reports and offer feedback by End of July.

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