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Unit Name: Teaching & Learning Center, Continuing Education

1.

What improvements have been planned/implemented:

- Regular meetings have been held to improve customer service and efficiency.
- Updating and assuring that syllabi used in classes (face to face and online) meets high standards.

2.

How did you decide that these improvements would benefit your unit or what weakness is the unit trying to improve:

- Being proactive, with a coordinator on FMLA for two times, the potential loss of a full-time coordinator meant that we would need to train another half-time coordinator to effectively serve teacher certification students and instructors for TC, teacher aide, and childcare training.
- Half-time coordinator. Assistant, and director began working on syllabi, to ensure that we had copies of all syllabi and to begin improving the rigor.

3.

Measures: what measures are going to be used to determine if the improvements were successful.

- Student frustration would decrease due to improved customer service (anecdotal and TC evaluations).
- Improved syllabi would lead to higher evaluations (5's)

3a. Baseline data: the data used to determine improvements were needed

- Evaluations for TC and Childcare classes

3b. Target goals: the data that shows your improvements have achieved your goals

- Student comments on evaluations would not show frustration with customer service and lack of rigor in class training.

3c. Current data: where you are currently in reaching your target

- Collecting all evaluations and discussing any improvement/changes in comments.

Narrative:

Changing the scope from Teacher Certification Department to the Teaching & Learning Center meant that we began offering at least twice as many courses, to include College and Career Readiness, Parenting, SAT Prep, Tutors with Vision Certification, and Alcohol & Drug court-ordered courses. Teacher Certification student registrations were lower due to the economy and schools not hiring as many new, uncertified teachers. Although students were frustrated with the hiring freeze, evaluations did not show too many frustrations with staff and instructors. Adding

more courses did not produce the desired results since many of the new courses did not make and had to be cancelled, and many of the always-running childcare courses were cancelled due to low student enrollment. We are in discussions now to market to different entities and take our classes to other campuses or childcare centers. However, this development does not provide the data that we anticipated, at this point.

Teacher Certification evaluations were changed, to align with the new SBEC/TEA principal and intern evaluations, mandated by the Legislature. Therefore, our evaluations were different, but we still looked for the grade and comments by students to ensure that we were teaching higher level critical thinking standards. Students then submitted evaluations about the program to TEA; no evaluation results have been shared, but we have not received any complaints from SBEC/TEA during the 9 years of Teacher Certification.

Although we are updating and improving syllabi and do not have direct data to support that the improved syllabi makes a difference in student achievement, we will continue to improve and make syllabi more rigorous anyway. Perhaps the data will be available soon as classes return to running rather than cancelled. All curriculum for online classes is currently being updated, with student comments on effectiveness in mind.

Currently, Continuing Education Administration changed the CE evaluations, mainly to include Instructor contact to students the first week of class. Since we run more one-day classes now and online classes, the "instructor contact" characteristic is not applicable or with online classes, instructor contact with students is always achieved. Teacher Certification students have always had direct relationships with Coordinator, Assistant, and Director since they apply, are interviewed, and enter a 16-month program. Evaluation results and student comments from all classes are now being shared with departments, so we will look at how our intentions have/have not changed regarding student comments about department customer service and course rigor.