Remapping Advising as Academic and Career Planning

Quality Enhancement Plan for Collin College

On-site review:
October 28-30, 2014
## CONTENTS

I. Executive Summary ....................................................................................................... 1

II. Identification of the Topic ............................................................................................... 2
   Institutional Self-Assessment Process for QEP Topic Identification ........................... 2
      Self-Assessment ........................................................................................................... 2
      Survey ......................................................................................................................... 3

III. Process Used to Develop the QEP ............................................................................ 7
   QEP Development Team ............................................................................................... 7
   QEP Implementation Team .............................................................................................. 8

IV. Desired Student Learning Outcomes ....................................................................... 10
   Repositioning Academic Advising as Academic and Career Planning within the Larger Context of Student Development and Learning ................................................. 10

V. Literature Review ....................................................................................................... 11
   Focus on Student Learning Outcomes ........................................................................... 11
   Focus on Student Success ............................................................................................. 13
   Redesign of Professional Development ....................................................................... 14
   Redesign of Spaces ....................................................................................................... 14
   Best Practices .............................................................................................................. 15

VI. Actions to be Implemented .......................................................................................... 17
   Retooling Processes to Focus on Student Learning and Success ..................................... 17
      Institute College-Wide Academic Planning Syllabus ................................................. 17
      Implement Academic Plan Coaching Teams .......................................................... 17
      Implement Student-Friendly Degree Audit and Degree Planning Software .............. 20

   Redesigning Academic Planning Professional Development to Support Student Learning and Success ............................................................... 21
      Education for the General College Population ......................................................... 21
      Create Professional Development for Faculty Volunteers to Join Academic Plan Coaching Teams ................................................................. 21
      Provide Professional Development to Support Consultants and Interventionists .... 22
   Redesigning Spaces to Support Student Learning and Success ..................................... 22
      Changes to Website ................................................................................................... 22
      Changes to Planning Locations .................................................................................. 24
      Changes to Physical Space in Student Development .................................................. 24

VII. Timeline ....................................................................................................................... 26
   Project Plan .................................................................................................................. 26

VIII. Organizational Structure .......................................................................................... 35
I. EXECUTIVE SUMMARY

The goal of the Collin College Quality Enhancement Plan (QEP) is to improve student completion rates through its mission to create an environment that supports student learning by engaging students in developing a plan for the successful completion of their academic and career goals. Assessment of the QEP will focus on the Texas community college success point milestones. These success points are completion of developmental work, completion of a first college credit course, completion of 15 semester credit hours, completion of a degree or certificate and transfer to a university after completion of 15/30 semester credit hours. To achieve this goal, the QEP Team has developed a plan that outlines changes in four directions. Ultimately, these changes redirect disparate college systems to focus on student completion.

The first and most sweeping change calls for repositioning the academic advising experience within the larger context of student development and a paradigm shift focusing on student learning outcomes. Advising will focus on student learning outcomes instead of focusing on the role of advising as one of the departments within student development. Professional Advisors, or Academic Planning Consultants, and Academic Planning Coaches will work as a team to help students develop and complete academic and career plans instead of focusing on scheduling. Instead of focusing on technology resources that are cumbersome and not designed with the student user in mind, student-friendly degree audit and degree planning software will be implemented to facilitate students exercising their academic and career planning skills developed as a result of the new student learning outcomes for academic and career planning.

The second change calls for retooling processes to focus on student success. The student learning outcomes will be incorporated into an advising syllabus for use by all Academic Planning Consultants and Academic Planning Coaches, placing emphasis district-wide on the skills students need to develop in order to successfully achieve their academic and career goals. Academic Plan Coaching Teams, supported by professional advising Interventionists and Consultants, will be formed to provide students with ongoing support for developing these skills. Student intake and registration needs will be addressed holistically by Admissions, Records and Advising rather than piecemeal by various Student Services departments. And finally, courses will be scheduled according to the needs of aggregated student completion plans.

Supporting these two changes is a redesign of professional development and a redesign of spaces. The focus of professional development will become the growth and training needed by faculty and staff regarding the student learning outcomes for academic and career planning. Academic Plan Coaching Teams, Consultants and Interventionists will need to understand both the outcomes and their new responsibilities for teaching those outcomes. Changes to physical and virtual spaces will also be needed in order to provide students and college employees the resources they need to effect the important changes called for by this QEP.

The following pages outline these changes in more detail and provide information regarding necessary resources and timelines.
II. IDENTIFICATION OF THE TOPIC

INSTITUTIONAL SELF-ASSessment Process FOR QEP Topic IDENTIFICATION

From the outset, Collin College has designed the Quality Enhancement Plan to be a significant, institution-wide initiative. As a result of integrating QEP topic discovery with the college-wide strategic plan development process, faculty and staff from across the district participated in identifying the topic for the Collin College QEP.

Between February of 2011 and May of 2012, Collin College conducted a series of workshops, roundtable focus groups and planning sessions for the purpose of developing the strategic plan, Vision 2016, and identifying a topic for the QEP. The activities that made up this self-assessment are summarized below.

Self-Assessment

February 2011  Confronting Challenges/Establishing Priorities
Round table discussions planned and facilitated by Human Resources to identify challenges and needs at Collin College. Participants included faculty, staff and administrators.

Spring 2011  Strategic Planning Development
Members of the college met to determine the appropriate process for planning the focus and methods to address issues identified in Confronting Challenges/Establishing Priorities and to solicit additional input.

Fall 2011  Board of Trustees Workshop
Board identified a philosophical foundation and identified four primary factors to be included in future strategic planning.

Fall 2011  Leadership Strategic Planning Sessions
College Leadership Team developed a vision statement and three broad-based goals to guide planning for Collin College.

Fall 2011  Focus Groups
- 4 student groups - Members volunteered to participate through Student Life who publicized the opportunity.
- 2 faculty only groups
- 2 combination faculty/staff groups-Members were recruited by VP/Ps and deans.

January 2012  All College Planning Day
All full-time college employees participated in planning meetings that solicited college-wide input regarding the needs of the college and the direction it should go in the future.
Spring 2012  Goal Teams
Teams of faculty and staff were created to begin identifying targeted actions and associated results for each of the four major goals resulting from the previous planning activity. (The fourth goal had been added as a result of the Fall 2011 Focus Group results and the January 2012 All College Planning Day response.)

April 2012  Completion and Core Values: Where Do We Go From Here
Round table discussions planned and facilitated by Faculty Council. Participants included faculty and administrators.

In May of 2012, two products were initiated for the purpose of giving direction to the future of Collin College – the next strategic plan, Vision 2016, and a series of white papers addressing potential QEP topics. These products were based on input and recommendations gathered over the previous year through the workshops, round table discussions, departmental meetings, focus groups and Goal Teams listed above, as well as information about the college that was derived from Noel Levitz surveys, the National Community College Benchmark Project and the locally designed student surveys.

The series of white papers addressed the four primary topics identified throughout the self-assessment process as being the most needed in order to support student learning and accomplish the mission of Collin College. The white papers were analyzed and a comparison of the data developed. This data was produced in table form. The table was vetted by the college research office for use in a survey to be conducted during the upcoming fall.

The four topics that had been identified from the self-assessment process were:

1. Develop and implement a student success program
2. Develop and implement a first-year student success experience program
3. Improve academic advising
4. Improve matriculation from Developmental Education Mathematics (DE Math) into College-level Math

Survey

In September, 2012, the Collin College Research Office conducted a survey polling all full- and part-time faculty and staff. The purpose of the survey was to elicit feedback regarding the potential QEP topics that had been identified during the previous 18 months of self-assessment. Participants were provided with the table comparing the four potential topics and asked to rank those topics by the potential topics’ greatest benefit to student learning at Collin College and the topics’ greatest overall benefit to Collin students. The survey also provided space for open ended responses that addressed the QEP. The survey went out to 2,236 Collin employees and responses were received by 548, approximately 25%. Almost one half of the respondents chose to add comments.
Based on the survey results, topic #4 (DE Math to College Math) was not considered to be of most benefit at this time. This result is supported by the extensive work already being done both at the local and state level to improve student success in all developmental education courses. While Collin College is not immune from the national need to improve the academic success rates for all developmental students, the college already has in place an innovative Developmental Education Department that is pursuing a variety of programs.

Response to the other three topics was very evenly distributed and the differences were not significant. Implementing a first-year experience program did receive the highest mean rating as the greatest benefit to student learning and improving Academic Advising did receive the highest mean rating as offering the greatest overall benefit to Collin students. However, there was no meaningful difference between developing and implementing a student success program, implementing a first-year experience program and improving academic advising. For the open ended question, the responses were predominantly positive, including constructive suggestions and support for implementation or augmentation of the potential topics.

Table 1: Please rank the QEP proposals based on your perceptions about their greatest benefit to student learning at Collin

<table>
<thead>
<tr>
<th>QEP Proposals</th>
<th>RANKING CHOICE</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>Topic 1: Develop and Implement a Student Success Program</td>
<td>Count</td>
<td>147</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>27.2</td>
</tr>
<tr>
<td>Topic 2: Develop and Implement a First Year Student Success Experience Program</td>
<td>Count</td>
<td>171</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>31.9</td>
</tr>
<tr>
<td>Topic 3: Improve Academic Advising</td>
<td>Count</td>
<td>164</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>30.8</td>
</tr>
<tr>
<td>Topic 4: Improve Matriculation from DE Math into College-Level Math</td>
<td>Count</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>11.6</td>
</tr>
</tbody>
</table>

*The numbers do not add to 548 because those people who did not respond were excluded.
Figure 1: Total points assigned to QEP topic based on respondents’ perceptions about greatest benefit to student learning at Collin

Table 2: Please rank the QEP proposals based on your perceptions about their overall benefit to Collin students

<table>
<thead>
<tr>
<th>QEP Proposals</th>
<th>RANKING CHOICE</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>Topic 1: Develop and Implement a Student Success Program</td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td></td>
<td>161</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>30.9</td>
</tr>
<tr>
<td>Topic 2: Develop and Implement a First Year Student Success Experience Program</td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td></td>
<td>129</td>
<td>174</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>25.0</td>
</tr>
<tr>
<td>Topic 3: Improve Academic Advising</td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td></td>
<td>191</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>37.2</td>
</tr>
<tr>
<td>Topic 4: Improve Matriculation from DE Math into College-Level Math</td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td></td>
<td>42</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>8.1</td>
</tr>
</tbody>
</table>

*The numbers do not add to 548 because those people who did not respond were excluded.
Based on these survey results, the data collected and the priorities established in the strategic plan, Vision 2016, the Collin College Leadership Team approved Improve Academic Advising as the topic for the Quality Enhancement Plan.
III. PROCESS USED TO DEVELOP THE QEP

QEP DEVELOPMENT TEAM

As soon as the topic for the Collin College QEP was chosen, all college employees were issued an invitation to apply for membership on the QEP Development Team. Interested parties were asked to send in a paragraph explaining why they wanted to be a member of the QEP Team. Team members were selected from the applicants whose submissions demonstrated a commitment to student success. The make-up of the team was carefully balanced between faculty and staff and between the various campuses. The Development Team included three professional advisors, twelve faculty members (representing history, theater, developmental education, political science, mathematics, communication, music, psychology, culinary arts and biology), two Deans of Academic Affairs, one librarian, five Student Development staff members, one Special Admissions Coordinator (working with dual credit), the Assistant Director of Institutional Research, the Associate Dean of Institutional Effectiveness, a Program Director from Continuing Education and the Academic Outreach Coordinator for the Collin Higher Education Center.

The Collin College QEP Development Team met monthly, beginning in February of 2013, to determine the goal, the mission and the outcomes of the QEP. The members of the team divided themselves into four groups. Each group focused on research into some aspect of advising at Collin College. One group researched literature pertaining to advising and best practices in advising. Another group investigated advising practices and advising QEPs at other higher education institutions. A third group explored the kinds of software that were available to support college-level advising. And the fourth group accumulated relevant data about Collin College and its students, including information from students through survey results and conversations.

Each month, the team met to share the results of the ongoing research, providing the larger committee with updates describing what had been completed that month by each sub-committee. One item of discussion that arose at each of these meetings was the need for students to take an active part in the advising process. Members of the committee noted that students planning to transfer from Collin College to a four-year institution, who make up over half (64%) of all credit students, would need academic planning skills after they left Collin College. Continuing Education representatives on the team pointed out that futurists projected today’s college students would change careers seven times, necessitating academic planning skills to support re-training. By a unanimous vote, the QEP Development Team determined to incorporate academic planning skill development into the QEP.

As the group research continued and information was collected, it became obvious that the concept of advising could be broad enough to encompass a bewildering quantity of goals and action items. The team decided that a well-defined goal, mission statement and objectives were necessary in order to focus the project. Tentative goal and mission statements were developed, and team members were asked to take the statements back to their respective constituencies for comment and suggestions. Those responses were brought back to monthly team meetings, discussed and
incorporated as consensus prescribed. Ultimately, the College Leadership Team approved the following goal and mission statements:

**Goal:** Improve student completion rates.

**Mission:** Create an environment that supports student learning by engaging our students in developing a plan for the successful completion of their academic and career goals.

With a mission and goal in mind, the team was able to identify two objectives against which to measure potential practices:

- Create an environment to support students in learning how to develop academic and career plans.
- Engage students in developing plans for the successful completion of their academic and career goals.

Based on the above objectives, the QEP Development Team began re-evaluating the current Collin College advising system and measuring it against the best practices identified by the research that had been presented to the Development Team throughout the spring of 2013. At this point, the comments as well as the quantitative results from student satisfaction surveys became especially important. The result of this evaluation indicated that fulfilling the QEP mission would necessitate a repositioning of advising within the culture of the institution in order to focus the disparate college systems on student completion and success.

The significant changes envisioned by the QEP Development Team could not be effected by minor tweaking of the current system. As the Development Team began to identify the potential actions essential for meeting the identified objectives, the Team recognized that additional expertise and input would be required. The QEP Development Team concluded their work in August of 2013, having identified the mission, goal and objectives of the QEP, as well as a short list of actions recommended for fulfilling the objectives and bringing Collin College in line with best practices for advising.

**QEP Implementation Team**

During the summer of 2013, the QEP Development Team members were given the opportunity to join the QEP Implementation Team or to move on to other projects within their departments and disciplines. The majority of the members stayed on and additional team members were added from a variety of departments within the college and included the District Director of Financial Aid, four advisors, three additional faculty and the Dean of Developmental Education.

During the fall of 2013, the QEP Implementation Team (see Appendix A) began working in five sub-teams to investigate the efficacy, implementation requirements and cost of each of the potential action items recommended by the QEP Development Team. Each sub-team studied the literature specific to the action item it was investigating and contacted other institutions to see how they
incorporated that process. They also identified other Collin College employees who might have expertise or concerns related to the topic and contacted vendors, as appropriate. Presentations from these additional resources were scheduled during the monthly Implementation Team meetings as recommended by each sub-team.

In addition to research and contributions from faculty and staff, Implementation Team members from the offices of Institutional Effectiveness and Institutional Research scheduled focus groups with students from each of the three largest campuses. The goal of these focus groups was to solicit open-ended student concerns about academic planning in order to identify any new themes not yet addressed and/or to determine whether issues identified by the QEP Committee were validated by student comments. The focus group findings validated the QEP Teams’ analysis of student survey information, confirming all themes addressed by the QEP. No new issues were identified. A summary of the focus group findings can be found in Appendix B.

By December of 2013, the Implementation Team had identified a plan for recommendation to the Collin College Leadership Team. The plan included four major changes in the college approach to advising and five specific action items that, when implemented, would result in those changes. The Collin College Leadership Team accepted the recommendation to reposition the advising experience within the larger context of student development, retool processes to focus on student success and redesign professional development and advising spaces in support of these changes. During the spring of 2014, the Implementation Team worked to refine the language, identify the costs and develop a timetable for implementing the various segments of the QEP
IV. DESIRED STUDENT LEARNING OUTCOMES

REPOSITIONING ACADEMIC ADVISING AS ACADEMIC AND CAREER PLANNING WITHIN THE LARGER CONTEXT OF STUDENT DEVELOPMENT AND LEARNING

Previously, academic advising at Collin College had been primarily the purview of the Advising and Testing Department. But, to incorporate the best practices, both the students and a wide range of other college departments would need to be recognized and included as members of the team that supports student learning through academic and career planning. In order to broaden participation as necessary and, at the same time, retain a focus on the objectives of the QEP (page 8), student learning outcomes were developed. All of the actions to be implemented as a part of the QEP contribute to students’ successful completion of these learning outcomes.

QEP Implementation Team A, in conjunction with staff members from Student Development and from Advising, identified the following student learning outcomes for academic and career planning.

- Students will be able to articulate goals identified during advising sessions.
- Students will know the requirements for completion of their academic plan.
- Students will be able to identify challenges to the completion of their goals.
- Students will know how to register for classes, run a degree audit, produce a semester tuition and fee statement and pay their bill.

Students who achieve these outcomes will be prepared to make plans that lead to successful completion of their goals. Not only will they have determined their goals, but also they will have developed practical skills and recognized potential barriers so that they can take the steps necessary to overcome those barriers.
Student success has been identified by most stakeholders in higher education as a cornerstone of the academic experience. The measure of student success is often based on retention and completion rates (Center for Community College Student Engagement [CCCSE], 2013; Conley, 2005; McClelland and Moser, 2011; O'Banion, 2013; Tinto, 2012). Collin College, along with many other colleges and universities, has identified the importance of academic advising as an integral part of student success.

The framework for student success centers on several factors: expectations, support, assessment and feedback and involvement (Tinto, 2012). Part of meeting student expectations for their academic experience is assisting them through academic advising. The academic advising process includes five steps: 1) exploring life goals, 2) exploring vocational goals, 3) choosing a program, 4) choosing a course, and 5) scheduling a course (O'Banion, 2013). According to Tinto (2012), “Student retention and graduation is shaped by the availability of clear and consistent expectations about what is required to be successful in college [especially in the areas of] success in the institution as a whole, success in a program of study, and success in a course in which the student is enrolled.”

Many academic advising approaches begin with the third step in the process (choosing a program of study), making the incorrect assumption that students themselves have already conducted proper exploration of their own life and vocational goals before deciding to attend college (O'Banion, 2012). Many students arrive at college campuses completely undecided, or alternatively, they change their minds about their major after taking a few courses in that area. Therefore, colleges need to assist students in addressing larger, global questions. Colleges need to assist students in exploring the big questions, “Who am I? Where am I going? What difference does it make?” (O'Banion, 2013). Many institutions already have programs in place to assist students in this process through orientations, required college success courses or service learning opportunities. Academic advising can help support these efforts by engaging with students on their first visit to discuss how they have come to decisions in these areas before beginning the discussion of programs of study and course schedules (Conley, 2005; McClelland and Moser, 2011; O'Banion, 2013; Tinto, 2012).

**Focus on Student Learning Outcomes**

A 2011 National Survey performed by the National Academic Advising Association (NACADA) received a very low response in regard to questions on assessment of academic advising effectiveness (Aiken-Wisniewski, 2011). Of those who responded, only 23% had established program goals, and only 17% had articulated student learning outcomes. Most of the others based their assessments on student satisfaction. According to Aiken-Wisniewski (2011), “because they provide more than just satisfaction information, clearly communicated program and student learning outcomes are essential for understanding the effect of advising within the teaching and learning process. These tools yield data advisors can use to promote learning through an advising curriculum.”
Angela Oriano, in her discussion of effective advising, stresses the importance of understanding the diversity of the student body the college serves and designing an advising system from the student’s viewpoint. She provides these statistics from the American Association of Community Colleges to demonstrate the diversity of the community college student body:

In the United States, nearly 1,200 community colleges enroll a total of 8 million credit students, which constitute 45% of all U.S. undergraduates. Fifty-seven percent of them are women and 43% are men. Thirty-nine percent are 21 years of age or younger, 45% are between the ages of 33 and 39, and the average age is 28. Community colleges enroll disproportionately high numbers of students who exhibit certain characteristics that put them statistically at risk of not completing college – for example, those who attend part time, are first-generation college students, did not enter college directly after high school, are single parents, come from low-income families, or are students of color. (O'Banion, 2013)

Understanding the unique needs of community college students, their reasons for entering college and their life and vocational goals can help colleges design advising programs that will best meet these students’ needs and ensure that they are successful in completion of their programs. Oriano makes six specific recommendations for effective advising processes:

1. Design from the student’s point of view. What advising is needed, at what point in time, available from whom and through what medium?

2. Unpack advising into its crucial component parts. Design each of the critical advising functions as a continuing chronological process. Advising is indeed a process, not an event.

3. Apply ingenuity in designing group advising approaches.

4. Analyze the components of the advising system to match delivery mode (Online? Face to face? Both?) with content and to deploy human resources (professional advisors, faculty advisors, student peer advisors) most effectively.

5. Understand that students do not know what they do not know. Use data to help students understand why the institution mandates certain experiences.

6. Act on the axiom that “students don’t do optional”. (O'Banion, 2013)

Student success and retention goes hand-in-hand with the level of support students receive. It is not enough to simply place students in a course; they will more likely continue with college if they complete the courses in which they enroll (Conley, 2005; Tinto, 2012). Therefore the academic advising process must be carefully constructed to guide students through placement in courses that they can be expected to successfully complete.
FOCUS ON STUDENT SUCCESS

Understanding the requirements for degree completion is one of the greatest barriers to achieving academic success. Teaching students to understand these requirements will help them complete the process in a timely manner. Part of this understanding is shaped by academic advising. As stated by Tinto (2012), receiving "good advice is essential for the many students who either begin college undecided about their major or change their major during college." Tinto further explains that if students do not receive good advice during their first year of college or when changing majors or transferring that it could “undermine motivation, increase the likelihood of departure, and … lengthen the time to degree completion.”

Successful academic advising takes a team approach (O’Banion, 2013). Students are involved in decision-making throughout the process and they should be paired with those faculty and staff who possess the knowledge, skills, and attitudes to help the student through a particular step in the process (Conley, 2005; Kuh, 2003; McClelland & Moser, 2011; O’Banion, 2013; Tinto, 2012).

The Academic Mentoring Program instituted by the University of Northern Iowa targets “at-risk” students (for instance, those on academic probation, first-generation students, or those who have displayed difficulty with transitioning) to encourage educational autonomy through engaging in their own learning, personalizing the student experience, and becoming active in the campus community. According to Rhodes (2012), “By teaching the students about themselves, who they are and what their goals are, the Academic Mentoring program teaches students how to successfully navigate their journey through higher education.”

Support and involvement (engagement) are two of the tenets of the framework for student success (Tinto, 2012). A 2007 study of student engagement found that those students who had a greater number of formal connections with faculty and who had both formal and informal connections with faculty, staff and peers were more likely to have greater satisfaction in college and higher retention rates (CCSSE, 2013; Green, 2004; Kuh, 2003; Tinto, 2012).

The Center for Community College Student Engagement found in their 2013 study that structured academic goal setting and planning has been quite beneficial for students. They state that,

> Participation in academic goal setting and planning has a notably positive relationship with two CCSSE benchmarks, academic challenge and student-faculty interaction. For these two benchmarks, CCSSE respondents who say an advisor helped them develop an academic plan have higher adjusted benchmark scores, on average, than those who say an advisor did not help them develop a plan. Participation in academic goal setting and planning has a notably positive relationship with SENSE benchmarks: early connections, effective track to college readiness, engaged learning, and academic and social support network.
REDESIGN OF PROFESSIONAL DEVELOPMENT

To aid student retention, completion and success, it is essential that students connect with strong, competent, knowledgeable faculty and staff (Conley, 2005; Givans Voller, 2012; Koring, 2005; Nutt, 2003; O’Banion, 2013; Workman, Farr, Frobish and Alemeda, 2013). Training of academic advising personnel should cover three categories:

- Conceptual: What concepts like developmental advising do advisors need to know?
- Informational: What do advisors need to know about in-house programs and policies?
- Relational: What skills do advisors need to relate effectively with their advisees? (Koring, 2005)

It is important that professional advisors, faculty and staff involved in academic advising operate under a shared set of goals to effectively guide students through their college careers. In order to achieve this, an effective advising system and proper training are imperative. There are many different models for advising systems for different types of colleges and universities, but the one recommended as most effective for two-year colleges is “a centralized advising office that attends to all students who enter the institution (a total intake model)” (Tinto, 2012). Centralized advising allows for all advising to take place in one place, both physically and virtually, so that there is no confusion for the students as they seek advice during their first year, as they continue their education, or when they change their major. And, as aspects of advising or college policies change, all those involved in aspects of advising will be able to be quickly made aware of those changes and adjustments.

Ongoing training should be undertaken to keep advisors up-to-date on policies and pertinent information (Givans Voller, 2012; Koring, 2005; Rhodes, 2012; Tinto, 2012). While it is understood that there can be constraints to ongoing training, such as lack of time, money for supporting training or access/training of trainers, several suggestions can help to alleviate some of these constraints. These include in-house training utilizing faculty from different departments on campus. For instance, Communications faculty may train academic advisors in effective communication techniques, or staff may offer training on the special needs of disabled students (Koring, 2005).

Ongoing assessment of academic advising can be extremely beneficial to ensuring student success by creating a collaborative culture across the entire college (Workman, 2013). Understanding how department or program policies have changed, what the student experience and satisfaction levels are and what retention and completion rates are can all be utilized to adjust advising models and keep the advising center operating at the highest levels.

REDESIGN OF SPACES

The virtual and physical spaces in which academic advising takes place are integral to making a good first impression on students and for providing a “safe” location for both advisor and advisee (Aslam, 2013). Having a centralized location where advising takes place - both its physical location/space within the college and its virtual location on the website or intranet - that is easy for students to locate, welcoming for students to enter and easy for students to navigate is essential to
ensuring that students utilize the service and understand the importance of the service they receive from academic advising.

As technology expands and more aspects of communication and application become mobile, it is important for academic advising programs to consider how technology supports or constrains the advising process, how current or future advising technology communicates information effectively to the student community, and how advising technology supports student retention needs (Pasquini, 2013).

Laura Pasquini (2013), in her summary of a recent panel discussion at the NACADA International Conference, states that many different practices and trends with regard to technology in advising have begun to emerge. There are, however, several areas of concern where most advising programs are in agreement: cost, advising models, student demand, and resource issues. She also states that “many international advising units seem to be moving toward holistic review of technology that includes system-wide, institutional technologies to track student success, encourage mobile learning, and support streamlined administration for academic advising.”

In the physical space where advising takes place, environmental psychology may be applied to analyze the connection between physical environments and human behavior. In a situation where cost is a constraint, simply considering wall color, placement of furniture, personalization of office space, and displaying credentials can help develop a more effective rapport between students and advisors based on trust and open communication (Aslam, 2013).

**BEST PRACTICES**

Through review of the current literature on academic advising, Collin has identified several best practices that are important for consideration:

1. **Recognizing that students do not “do optional” (participate in activities that are not required)** – Oriano explains that “Continuing to rely on the traditional referral model will not work. Integrating a comprehensive, continuing, and inescapable advising experience into ‘what it means to go to college here’ is essential” (O'Banion, 2013).

2. **Recognizing that students do not know what they do not know** – Understanding the makeup of the student body that the college serves is essential in developing effective academic advising processes (CCSSE, 2013; Givans Voller 2012; O'Banion, 2013, Tinto, 2012). Because community colleges serve students who are statistically at greater risk of non-completion, the advising process can help to close the gap between student expectation of enrolling in college and wanting to do well and be successful and the knowledge of what it will take for that to happen. And while it is important for college students to explore the larger, global questions and to be curious (Conley, 2005; Tinto, 2012), the advising process can ensure that students do not waste their time and resources by taking courses that will not benefit their academic, life, and career goals.
3. **Understanding academic and career planning as a process rather than a single event** – Discussions by all constituent groups connected to current academic advising resulted in agreement that advising can no longer be approached as a singular event, but as an ongoing process that assists students throughout their academic careers (CCSSE, 2013; Nutt, 2003; O’Banion, 2013; Spight, 2013; Tinto, 2012, Workman, 2013).

4. **Understanding academic and career planning as a relationship** – Studies have shown that academic advisors perform a positive role in the lives of college students (CCSSE, 2013; Givans Voller, 2012; O’Banion, 2013). Because the academic advising process is not a singular event, but rather an ongoing process, it is important for academic advisors to foster positive relationships with the students they serve. By engaging students in a positive way, academic advising can positively affect student retention, success, and completion (CCSSE, 2013; Conley, 2005; Kuh, 2003; O’Banion, 2013; Tinto, 2012).

5. **Developing a college-wide team process** – Many advising models move beyond the college advising office to incorporate faculty advisors in specific departments or educational programs (Tinto, 2012). This team approach to advising must work under a common set of goals for student success (O’Banion, 2013).

6. **Designing systems from the student perspective for use and for learning** – Designing systems from the student viewpoint will increase success of and satisfaction with the advising process (CCSSE, 2013; O’Banion, 2013; Workman, 2013). Continued assessment of functionality of the features of the advisement process and adjustment of the process will ensure smooth and effective academic advising.
VI. ACTIONS TO BE IMPLEMENTED

Collin College recognized that adhering to the best practices for advising identified by the QEP Teams would require significant changes in the college advising processes and systems. Such changes could not come about all at once. Therefore, the specific actions identified for the QEP have been defined and scheduled in a scaffolding format. Although some necessary groundwork for all the planned actions began in Year 0 and are ongoing, the actions are scheduled to launch at different times across the first three years of the five year QEP. Each launch will both depend on and enhance the changes implemented by the previously launched actions, ultimately resulting in an advising environment that will support student learning with best practices. The timeline can be found beginning on page 25.

RETOOLING PROCESSES TO FOCUS ON STUDENT LEARNING AND SUCCESS

The current processes that focus on boundaried activities, requiring students to stand in multiple lines and dallying out only the minimum information required to complete processes performed by that department are creating barriers for our students. These processes are robbing them of self-sufficiency and the opportunity to act efficiently in their own interest. By retooling college systems for sharing information with students to focus on student learning instead of the advising process, students can become their own champions of success.

Institute College-Wide Academic Planning Syllabus

The academic planning student learning outcomes have been included in a newly developed Academic Planning Syllabus (See Appendix C). The syllabus has been prepared as a trifold brochure for dissemination across the district. This syllabus lays out the responsibilities of students and advisors, clearly identifying the importance of active participation by both the Academic Planning Consultant/Coach and the student. Use of this syllabus district-wide will help promote consistent support for and expectations of students at all Collin College locations. And it will help students understand that academic planning is an active, rather than a passive, part of their learning process.

The syllabus and its learning outcomes can be implemented by any college department working with students in the areas of academic and career planning. Since use of this syllabus does not depend on other elements of the QEP, it was deployed first. The version being used in the fall of 2014 will be updated for the fall of 2015 to reflect information gleaned from those who have used it and to integrate with additional implementations.

An overview of the ultimate design for the Academic Plan Coaching Teams can be seen in Appendix D.

Implement Academic Plan Coaching Teams

In order to be successful, students need academic and career planning assistance that goes beyond scheduling classes. Some students need general information; some students have specific
issues and need specialists. Other students simply need to know that someone is going to ask them if they completed a project or passed a class. The same student may need all of these things at different times. Academic Coaching Teams will allow students to access the assistance they need as it is needed. Redefining the roles of professional advisors and incorporating the expertise of interested faculty will be a necessary part of building the coaching teams.

Academic Planning Consultants, previously known as Professional Advisors, will collaborate with students to:

- Determine students’ academic goals,
- Understand placement and, if needed, developmental education and ESL resources and courses,
- Identify degree plans and the resources available (this will expand and change as additional resources are implemented),
- Develop familiarity with information about the various credentials that can be earned at Collin College and
- Determine which career planning resources are appropriate.

Academic Planning Coaches, faculty and staff volunteers will collaborate with students to:

- Develop degree plans,
- Plan courses to take,
- Keep students on track or help students make adjustments and
- Direct students to specialized resources as needed.

A Transfer Consultant will be able to focus on transfer information and can collaborate with students, Academic Planning Consultants and Academic Planning Coaches to:

- Identify appropriate four-year institutions,
- Understand the specific transfer requirements for those institutions and
- Recognize transfer resources available, including but not limited to partnership schools and Transfer U.

Maximizing Academic Progress Program (MAPP) Interventionists, previously MAPP advisors, will collaborate with students to develop a plan for exiting MAPP. MAPP assists students who are not in good academic standing.

Special Service Interventionists, including MAPP Interventionists, support personnel from various departments (Veterans Affairs (VA), Accommodations at Collin College for Equal Support Services (ACCESS), International Student Orientation (ISO)), will collaborate with students to assure they have the special services they need in order to complete their academic and career plans.

Triage Consultants will assist students with short term issues like turning in documents and identifying next steps in their admission/registration processes. They will also be trained to assist students in determining whether the student needs to see a specialist, a consultant or a coach.
During the summer of Year 0, the Student Development Division piloted an Express Student Services Station at the Spring Creek Campus. This pilot was designed to test the following postulates:

- A cross-trained Student Development staff member can assist students with routine questions in a timely manner
- Cross-trained staff will screen and escalate students to the appropriate Student Development department if the given student's question extends beyond the scope of the triage area
- The existence of a triage area will reduce students' time to service.

While the data collected from this rudimentary pilot is far from conclusive, it does suggest that a triage area staffed by competent professionals positively impacts student service.

**Academic Plan Coaching Teams**

Each Academic Plan Coaching Team will consist of one Academic Planning Consultant, five faculty Academic Planning Coaches and 20 students. Each faculty Academic Planning Coach will be assigned four students.

**Academic Plan Coaching Team Student Cohort**

QEP Implementation Team B identified two primary characteristics that the pilot cohort should exhibit. First, it should be composed of at-risk students who could be expected to benefit significantly from the experience. Second, it should be composed of students who could be required to participate, since research shows that students usually do not participate in optional opportunities. Various potential cohorts meeting these characteristics were developed by Institutional Research and Institutional Effectiveness. During several monthly meetings, these potential cohorts were considered by the QEP Implementation Team as a whole.

Students from the roster of first-time-in-college students who test into DE Math but are college ready in Reading and Writing was the final cohort chosen to be assigned to Academic Coaching Teams as the pilot cohort. The Mandatory Advising (MA) hold is already in place for these students, requiring them to meet with an advisor before being cleared to register and eliminating the need for any new Banner programming. Institutional research shows these students to be in need of academic planning support but not served by the DE advising system.

**Team Assignment Process**

Students in the pilot cohort will be assigned to a team based on their primary campus. Future cohorts will be asked to complete an intake questionnaire (see Appendix E) during their first visit with an Academic Planning Consultant. Questionnaires completed by those students identified for the cohort will be forwarded to a committee of Academic Planning Consultants to be assigned to an Academic Plan Coaching Team, based on the answers in the questionnaire.
Team Activity

Students will be required to meet with their assigned Academic Planning Coach two times per semester. Academic Planning Coaches will work with their four students to complete the student learning outcomes identified in the Academic Planning Syllabus (See Appendix C). The Academic Planning Consultant member of the team will be available to other members of the team as an expert resource. In addition, one QEP Implementation Team faculty member from each main campus will also be available as an Academic Planning Coach Liaison.

Training

Group training sessions will be held early in the summer to familiarize Academic Planning Coaches with the Collin College Advising Syllabus and with the basics of the degree audit process, transfer resources and career information. All training materials will be available online, as well, so that Academic Planning Coaches and potential coaches can review or preview the material. Academic Planning Coaches may meet with the Academic Planning Consultant on their team for individual training as requested. In addition, Academic Planning Coaches may work in partnership with their team’s Academic Planning Consultant in the advising offices to increase understanding of the academic and career planning process. As Academic Plan Coaching Teams are added for new student cohorts with specific planning needs, specialized training will be developed. Since the pilot coaching teams were not initiated until fall, an abbreviated training webinar has been developed for the pilot cohort. This group will have all the same training options as the following years’ coaches, but the material covered will be more limited.

Program Expansion

Student Cohort Expansion. As additional coaches are trained, new Academic Plan Coaching teams can become operational. The second cohort of students to be added to the program is anticipated to be those students coming to Collin College with dual credit transcripts. These students can usually be expected to attend for less time than those students who begin at Collin College with their first college-level or pre-college level courses. As a result of this shortened time frame, these students need access to accurate transfer information right away. With specialized training, this need will be met by Academic Plan Coaching Teams designated for these students.

Activity Expansion. Academic Coaching Team activity is expected to be expanded to include group advising and online advising, but these innovations are not scheduled for implementation until after the online degree audit and degree planning software becomes operational. In addition, web-based career interest software will be considered for use in Year 3 should assessment results indicate potential value. As training is completed and space is reconfigured, Triage Consultants will be established at each campus.

Implement Student-Friendly Degree Audit and Degree Planning Software

In order for students to successfully achieve the learning outcomes in the Academic Planning Syllabus, they must have access to student-friendly resources for developing and monitoring their plans. Use of the current degree audit system requires extensive training. The end users do not
have the time necessary to learn the system. And, for a student body as large as that of Collin College, the Academic Planning Consultants do not have the time necessary to train all the potential end users. Therefore, a new degree audit and degree planning system has been budgeted for the QEP. Implementation Team D is working with the Purchasing Department to develop an RFP to be issued in October of 2014.

Through research, student surveys, student focus groups and professional experience, the following criteria have been identified as necessary characteristics of the new degree audit and planning software:

- Easy to understand dashboard that gives students and Academic Planning Coaches the current status of students’ progress towards planned goals.
- Student-friendly degree audit system so students can access an audit without applying to graduate.
- A degree planning mode so that students and Academic Planning Coaches can look at a variety of potential credentials.
- Back-end analytics that report courses that need to be scheduled so that all degree plans in the system can be completed.

The full report from Team D can be found in Appendix F.

REDESIGNING ACADEMIC PLANNING PROFESSIONAL DEVELOPMENT TO SUPPORT STUDENT LEARNING AND SUCCESS

Professional development will be crucial to the successful implementation of student learning outcomes and process changes. It will be important to continue providing materials for general use that explain the student learning outcomes and the changes that are being made so that everyone interacting with students will be able to provide students with accurate information. Workshops and seminars will be needed for those who are taking on new and/or different responsibilities. And finally, consultants and coaches will need to participate in external advising conferences and institutes in order to remain current in the field of academic and career planning and to bring that information back to the college for use as appropriate.

Education for the General College Population

The Executive Summary of the QEP, the Academic Planning syllabus and Learning Outcomes business cards have been distributed and explained at various college meetings and events. Those who use the Academic Planning syllabus received more in-depth information regarding its use and its inter-relationship with other elements of the QEP. This same process of generalized information distribution and targeted instruction for users will continue throughout the first three years of the QEP as new elements are launched.

Create Professional Development for Faculty Volunteers to Join Academic Plan Coaching Teams

Professional Development Workshops for faculty volunteers who will participate as members of the Academic Plan Coaching Teams will be conducted each summer. Topics included will be the
expectations for Academic Planning Coaches, the Academic Planning Syllabus, use of the college degree audit and planning software, the role of the various consultants and interventionists and the assessment process. Academic Planning Coaches will also receive information explaining enrollment details like how to find out about registration hold codes, the number of times a student may re-take a class to improve the grade, the maximum number of times a student may drop classes, etc.

For the pilot cohort, the abridged training workshops will include expectations for Academic Planning Coaches, the Academic Planning Syllabus, the role of the various consultants and interventionists and the assessment process. Academic Planning Coaches will also receive information explaining the most common enrollment details. Students will be directed to meet with an Academic Planning Consultant to get their degree audit until the new software comes online. After that time, all Academic Planning Coaches will receive training in how to use the new system.

**Provide Professional Development to Support Consultants and Interventionists**

All members of the Admissions and Records Office and the Advising Department will receive information and preparation for working with the new model. As the roles of Consultants and Interventionists change, they will receive training in the new responsibilities. All college employees working with students to develop and complete academic plans will be encouraged to attend external workshops and conferences focusing on advising and academic planning.

This expanded and more in-depth professional development has already begun. In Year 0, Collin College sent Academic Planning Consultants, potential Academic Planning Coaches and members of the QEP Teams to the National Academic Advising Association (NACADA), the Texas Success Summit, the SACSCOC Summer Institute and the North Texas Community College Consortium/University Counselor Advisor Network Conference on Academic Advising. Funds have been designated for selected Academic Planning Consultants and Coaches to attend these events each year.

**REDESIGNING SPACES TO SUPPORT STUDENT LEARNING AND SUCCESS**

The current spaces in which students and professionals participate in academic planning, both the virtual spaces and the physical spaces, are designed around the old model of college departments. To support the changing processes, changes in the spaces need to occur.

**Changes to Website**

The current college website does provide all the information a student needs to apply and enroll at Collin College. However, student focus groups and surveys indicate that the website does not present that information in a manner which students find intuitive and easy to access. Therefore, the website needs to be reorganized to match student use parameters rather than institutional department alignments. The following website guiding principles were identified by QEP Implementation Team C in response to student input.
1. There should be a well-structured, student-centered, web-based information center for success at Collin College that
   - Lays out the admission process clearly for the different types of students coming to Collin College.
   - Provides current information for all degree-seeking, certificate-seeking and non-degree-seeking students
   - Identifies each step in the new student flow, from admission through registration.
   - Guides students along pathways through registration that are as easy to follow for special needs or special circumstances students, like dual credit students or international students, as for traditional students.
   - Empowers students by providing them with the necessary tools to navigate college entry and transfer.
   - Empowers students by providing them with access and information about resources and how to access resources.

2. It should serve the needs of anyone searching for programs and areas of study at Collin College.

3. It should transparently define new-student orientation and advising pathways based on students’ intended goals, including
   - Provide detailed educational planning from start to completion of students’ chosen goals
   - Contain information about pre-requisites, success points, work-life balance, time management
   - Generate prescriptive messages to students about the importance of degree or certificate completion
   - Make college resources available to students, especially to the undecided ones, to assist completion

4. It should present a smooth transition from admission to registration with recommended course layouts, semester by semester., easily found and identified.

5. It should participate in cohesive messaging throughout the institution about importance of degree and certificate completion.

Programs offered by the college need to be collected and presented by discipline. Students need to be able to find, for example, all the Criminal Justice/Law Enforcement opportunities at the same location, regardless of workforce credit, non-credit or transfer credentials earned by the various programs in that field. Using the sixteen federally identified career clusters as an initial basis for this reorganization would place Collin College in the midst of the more familiar discussion of higher education options that students and parents hear from secondary education sources, federal financial aid materials and other higher education organizations. For example, a student who wants to enter the Engineering field should be able to go to the college Engineering Careers page and
Collin College

click on the program in which he or she is interested, regardless of whether that program is non-credit, transfer credit or workforce credit.

Access, application, enrollment and financial aid information needs to be presented to the students based on the type of student, rather than departmental function. Students need to see a flow chart of the enrollment process and they need to be able to click on any part of the flowchart to access details for their particular needs. For example, if students click on the “Orientation” box in the flow chart, they should be taken to a page that describes the orientation requirements for Continuing Education students, Developmental Education students, English as a Second Language students, international students, veterans, credit students on campus, dual credit students, etc.

Ideally, a prospective student would log onto CougarWeb as a guest user and access a dashboard that would show the individual’s progress towards enrollment completion. In the meantime bn, static pages that present the information in formats designed for student use will alleviate the confusion and frustration students have expressed.

Team C’s full report, along with example websites for each of the guiding principles, can be found in Appendix G.

Changes to Planning Locations

As more and more Academic Plan Coaching Teams are implemented and trained, the activities related to academic and career planning will begin to take place across campus. Students and Academic Planning Coaches will be able to meet in the coach’s office, entirely avoiding the crowds in Student Development and contributing to a reduction in those crowds.

As Student Service Representatives/Triage Consultants identify student needs, students will be directed to the offices best able to meet those needs. In some cases, that office may not be located in the student development area, further distributing academic planning activity across campus.

Finally, when the student-friendly degree audit and planning software is implemented, students will be able to complete academic planning online. For those students who use online tools effectively, the process can be completed without on-site campus participation.

Changes to Physical Space in Student Development

Student input from a survey reported by NACADA in 2012 showed that:

- Students want to see documents, whether on the computer or on paper; they want to know the content of documents so they can be more involved in discussions.
- The more clutter, the less time students feel the advisor has for them.
- Students want a clear walkway from the chair when entering and exiting an advisor’s office.
- Students want a private, safe space to discuss issues of academic progress with student service professionals.
In order to create a positive and collaborative space for academic planning, the student development space needs to be redistributed. Necessary changes will need to support effective implementation of the Academic Planning triage model, FERPA regulations, QLess and collaborative learning. Results of both local and national student surveys will be considered. College professionals in architectural design will evaluate the available space in Year 1 and make recommendations in Year 2.
## VII. TIMELINE

### PROJECT PLAN

Academic Planning Consultant is used to reference all staff members whose primary role at the college is advising. Academic Planning Coach is used to reference all faculty and staff who perform advising functions.


<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Actions</th>
<th>To Do List</th>
<th>Process Monitoring Indicators/Evidence (\sqrt{\text{ = completed}})</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Fall 2013</td>
<td>Develop Plan to:</td>
<td></td>
<td></td>
<td>➢ Send 3 people to NACADA during each of 6 yrs (Year 0-5)</td>
</tr>
<tr>
<td>0</td>
<td>Spring 2014</td>
<td>A. Use college-wide advising syllabus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Implement Academic Plan Coaching Teams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Maintain a clear pathways website for student use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Implement Online Degree Planning System</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Reposition advising space for triage and professionalism</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|      |           | A1. Create initial advising syllabus | | \(\sqrt{\text{ A1 See Appendix C: Academic Planning Syllabus}}\) | A/B/C/D/E
|      |           | B1. Define roles of Academic Planning Consultant and Academic Planning Coach | | \(\sqrt{\text{ B1 See page 18 Academic Plan Coaching Team member role definitions}}\) | Market plan college-wide Evidence: Disseminated in CougarNews May 2014; college website: [https://www.collin.edu/about us/qep/index.html](https://www.collin.edu/about us/qep/index.html);
<p>|      |           | B2. Identify initial student cohort parameters | | (\sqrt{\text{ B2 See Academic Plan Coaching Team Student Cohort, pg. 19}}) | CougarVision Monitors; May 1, 2014 |
|      |           | C1. Recommend clear pathways website | | (\sqrt{\text{ C1 See Appendix G}}) | |
|      |           | D1. Identify criteria for online degree planning system | | (\sqrt{\text{ D1 See Appendix F Criteria/rubric for online degree planning system}}) | |
|      |           | E1. Develop parameters for a space feasibility study | | (\sqrt{\text{ E1 See page 24}}) | |
|      |           | A/B/C/D/E Complete Yr. 1 and projected budgeting element by March 1 for | | (\sqrt{\text{ A/B/C/D/E See FY2015 QEP Budget page 37 (Yr. 1 Projected}}) | |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Actions</th>
<th>To Do List</th>
<th>Process Monitoring Indicators/Evidence</th>
<th>Professional Development</th>
</tr>
</thead>
</table>
| 0    | Summer 2014 | A. Have advising syllabus approved by Public Relations  
B. Develop pilot training plan and materials for first cohort of Academic Plan Coaching Teams | inclusion in annual budgeting process and final LT approval | √ | 1. NACADA - Nasreen Ahmad - Albuquerque, NM  
March 2014  
2. Texas Higher Education Coordinating Board  
Summer Advising Institute- 
Kandi Hoye-Nixon and Kathleen Fenton |
|      |          | A1. Print advising syllabi for full use  
B1. Identify faculty for first Advising cohort  
B2. Develop interim tracking system  
C1. Begin working with Public Relations to develop a clear pathways website for student use  
A/B/C/D/E-Complete 5 year budget and Lit review for SACSCOC | Budget (Budget Hearing, June 11) | √ A1. Requisition Order  
√ B1 List of faculty academic coaches  
√ B2 OrgSync database will be used to track cohort student contact with advising consultants and coaches.  
C1 PR meeting dates re: Clear pathways website plan (Kandi Hoye-Nixon) | A/B Professional development for all professional advisors and all academic planning coaches in the use of the advising syllabus.  
Evidence: ALOs identified  
Training dates and rosters;  
Training manual, handout, online tutorial  
|      |          | √ A/B/C/D/E  
➢ 5-Yr Budget  
➢ Lit Review | | B Professional development for all Academic Planning Consultants in tracking system  
Evidence:  
Training dates and rosters;  
Training manual, online tutorial |
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Actions</th>
<th>To Do List</th>
<th>Process Monitoring Indicators/Evidence</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall 2014</td>
<td>A. Use college-wide advising syllabus</td>
<td>A1. Implement Advising syllabus with all advisors</td>
<td>A1 Database such as College Source or OrgSync’s e-portfolio- housing evidence of SLOs and ALO through electronic sign off on Academic Planning Syllabus form</td>
<td>A Campus visits by QEP Team members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Implement Academic Plan Coaching Teams</td>
<td>B1. Match students with Academic Planning Coach (create ongoing plan for this assignment)</td>
<td>B1 Database - meeting dates with Academic Planning Consultant; percent of cohort with 2 meetings at the end of the year</td>
<td>Evidence: Visit Dates and roster</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Issue RFP for Online Degree Planning System</td>
<td>B2. Require student cohort to meet with Academic Planning Coach 2 times each semester</td>
<td>B2 List of student assignments to Academic Coaches and Academic Planning Consultant</td>
<td>A/B/C/D/E Promote QEP to all college constituents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Reposition advising space for triage and professionalism</td>
<td>D1. Issue RFP for Online Degree Planning System</td>
<td>D1 RFP for Online Degree Planning System release date and digital address for file copy</td>
<td>1. Date of communications</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>E1. Begin space feasibility study</td>
<td>E1 Space Feasibility study final report</td>
<td>2. Content of communications</td>
</tr>
<tr>
<td>1</td>
<td>Spring 2015</td>
<td>A. Use college-wide advising syllabus</td>
<td>A1. Update Advising Syllabus</td>
<td>A1 Revise Advising Syllabus for fall(based on analysis of data obtained from Academic Planning Syllabus form and follow-up advisor and advisee surveys, if needed for revision input.)</td>
<td>D Degree planning software training for all advisors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Implement Academic Plan Coaching Teams</td>
<td></td>
<td></td>
<td>Evidence: SLOs identified</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and finalize training plans and materials for</td>
<td></td>
<td></td>
<td>Training dates and rosters;</td>
</tr>
<tr>
<td>Year</td>
<td>Semester</td>
<td>Actions</td>
<td>To Do List</td>
<td>Process Monitoring Indicators/Evidence</td>
<td>Professional Development</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>Summer 2015</td>
<td>A. Use college-wide advising syllabus</td>
<td>B1. Identify faculty and students for 2nd advising cohort</td>
<td>B1 Develop list of faculty and students in 2nd cohort. Rearrange teams if needed.</td>
<td>A: Training manual, online tutorial.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Implement Academic Plan Coaching Teams</td>
<td>C1. Launch website changes</td>
<td>C1 Clear pathways website url</td>
<td>New syllabus explanation and awareness sessions for all student services and all faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Maintain a clear pathways website for student use</td>
<td>D1. Begin degree planning software install</td>
<td>D1 Start date of online degree planning install</td>
<td>Evidence: Student Service staff LOs identified on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Implement Online Degree Planning System</td>
<td></td>
<td>E1 Space Feasibility</td>
<td>Training dates and rosters;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Presentation date to QEP Team</td>
<td>Training manual, handout, online tutorial;</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Campus visits by QEP Team members</td>
</tr>
</tbody>
</table>

- B1. Identify faculty and students for 2nd advising cohort
- C1. Launch website changes
- D1. Begin degree planning software install

- B1. Develop list of faculty and students in 2nd cohort. Rearrange teams if needed.
- C1. Clear pathways website url and date of launch
- D1. Start date of online degree planning install
- E1. Space Feasibility Presentation date to QEP Team

- FTIC 2016 Cohort #2 list with assigned academic planning consultant
- D1. Online degree planning installation schedule
- E1. Completion date of Phase I advising space changes as documented in Space Feasibility Report (Spring 2015).

- Continue degree planning software training
- Evidence: SLOs identified
- Training dates and rosters;
- Training manual, handout, online tutorial
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Actions</th>
<th>To Do List</th>
<th>Process Monitoring Indicators/Evidence</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>D. Implement Online Degree Planning System</td>
<td>D1. Continue degree planning software install</td>
<td>D1 Online degree planning installation schedule</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Reposition advising space for triage and professionalism</td>
<td>E1. Complete advising space changes</td>
<td>E1 Completion date of all advising space changes as documented in Space Feasibility Report (Spring 2015).</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Spring 2016</td>
<td>D. Implement Online Degree Planning System</td>
<td>B1. Determine next student cohort</td>
<td>D1 Cohorts’ student degree audits on file (audit saved in OrgSync e-portfolio or in degree planning software). Student satisfaction survey with academic planning experience (plan and progress made) – autosurvey generated survey for cohort through OrgSync</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Reposition advising space for triage and professionalism</td>
<td>D1 Launch degree planning software with all implemented student cohorts</td>
<td>E1 Student satisfaction survey with academic planning experience (reorganized space, advising) – autosurvey generated through OrgSync after each advising contact</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>E1 Advising space changes</td>
<td></td>
<td>D Professional Development with all advisors for degree planning software</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Evidence: SLOs identified</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Training dates and rosters;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Training manual, handout, online tutorial</td>
</tr>
<tr>
<td>Year</td>
<td>Semester</td>
<td>Actions</td>
<td>To Do List</td>
<td>Process Monitoring Indicators/Evidence</td>
<td>Professional Development</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>---------</td>
<td>------------</td>
<td>--------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√ = completed</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | Summer 2016 | A. Use college-wide advising syllabus  
                      C. Maintain a clear pathways website for student use | A/B/C/D/E--Re-evaluate plan based on assessment results and consider adding web-based career interest testing. | E2  Reduced wait time from sign in until service (Q-less) | A/C Prof Development for all advisors in career interest testing  
B/C Professional development for Academic Planning Coaches  
Evidence: ALOs identified; Training dates and rosters; Training manual, handout, online tutorial |
| 3    | Fall 2016  | A. Use college-wide advising syllabus  
                      B. Implement Academic Plan Coaching Teams  
                      C. Maintain a clear pathways website for student use  
                      D. Implement Online Degree Planning System  
                      E. Reposition advising space for triage and professionalism | B1. Implement next student cohort  
                      C1. Launch career interest testing | B1  List of Fall 2016 cohort with assigned Academic Planning Coaches and schedule of appointments.  
C1  Career interest testing? We already have career interest testing (see Academic Planning Syllabus launched in Summer 2014). | A/B/C/D/E  
Continue Professional Development for all advisors |
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Actions</th>
<th>To Do List</th>
<th>Process Monitoring Indicators/Evidence</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Spring 2017</td>
<td>Continue A/B/C/D/E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Summer 2017</td>
<td>Continue A/B/C/D/E</td>
<td>A/B/C/D/E--Re-evaluate plan based on assessment results</td>
<td>A/B/C/D/E Revisions of QEP based on assessment results</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Fall 2017</td>
<td>Continue A/B/C/D/E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Spring 2018</td>
<td>Continue A/B/C/D/E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Summer 2018</td>
<td>Continue A/B/C/D/E</td>
<td>A/B/C/D/E--Re-evaluate plan based on assessment results</td>
<td>A/B/C/D/E Revisions of QEP based on assessment results</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Implement Academic Plan Coaching Teams</td>
<td></td>
<td>Direct Measures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Maintain a clear pathways website for student use</td>
<td></td>
<td>• Dev Ed course completion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Implement Online Degree Planning System</td>
<td></td>
<td>• 15 + SCHs successful completion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Reposition advising space for triage and professionalism</td>
<td></td>
<td>• 30+ SCHs successful completion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Transfer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Award completion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Average of less than &lt;10 credit hours over award requirement)</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Semester</td>
<td>Actions</td>
<td>To Do List</td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>---------</td>
<td>------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Process Monitoring</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Indicators/Evidence</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√ = completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Average student debt on</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>graduation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Indirect Measure</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>➢ Student satisfaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>with academic planning,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>progress and advising</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>experience (Noel-Levitz</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>advising items and custom</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>questions re: SLOs and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>perceived progress on</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>plan; web-based)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>➢ QEP Budget for 2 years?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>These key performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>indicators will be tracked</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>and reported annually and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>cumulatively for the three</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>QEP cohorts.</td>
<td></td>
</tr>
</tbody>
</table>
VIII. ORGANIZATIONAL STRUCTURE

The Director of Academic Planning/Quality Enhancement Plan (QEP Director) is assigned the responsibility for coordinating the launch and supporting the on-going operations of each element in the Collin College QEP. Because the changes envisioned by the QEP Teams include action from departments across the college, all of which have additional functions, it is necessary to have a QEP Director who can serve as a resource and a communication hub for the project. The QEP Director will be responsible for working with all the affected departments to plan and execute the launch of each QEP element. And following the launch, the QEP Director will be responsible for ensuring communication between all parties and for troubleshooting as concerns arise.

The QEP Director will report to the Vice President of Academic and Workforce Development, along with the Institutional Effectiveness office, the Center for Scholarly and Civic Engagement, Continuing Education, the Honors Institute, Faculty Development, Dual Credit, Distance Learning and University Partners. Like the QEP Director, all the employees in these departments must work with the employees from other departments within the college to fulfill their responsibilities. By placing the QEP Director in this line of report, it demonstrates that the role of the QEP Director will be one that cuts across departmental boundaries. In addition, it places the QEP Director in close contact with others who have the same cross-departmental responsibilities in order to provide support and assistance, when necessary.

The QEP Director job description (Appendix H) was created by members of the QEP Implementation Team and approved by the Collin College Human Resources Department. The Director was hired in August of 2014, in time to participate in the launch of the Academic Planning Syllabus and the Academic Plan Coaching pilot.

Because the various action items in the Collin College QEP will be launched over a three-year period, the QEP Implementation Team will continue to provide direction, serving as an advisory council to the QEP Director and to the various departments impacted by each launch. At the end of each academic year, new members may be added as needed to replace those who have rolled off the Team or to add specific expertise needed for the upcoming year’s launch.
**Organization Chart Showing Reporting Lines of QEP Director**

- **District President**
- **District Senior Vice President of Academic Affairs & Student Development**
  - **Vice Presidents/Provosts**
    - CPC, PRC, SCC
  - **Vice President of Student Development**
  - **Vice President Academic & Workforce Development**
    - **Associate Vice President Academic Outreach**
    - **Associate Vice President Continuing Education & Workforce Development**
    - **Associate Dean Institutional Effectiveness**
    - **Director Center for Scholarly & Civic Engagement**
    - **Director Academic Planning/QEP**
  - **Associate Vice President Institutional Research**

---

Collin College
## IX. RESOURCES

### BUDGET ESTIMATE

<table>
<thead>
<tr>
<th>Item</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Salaries- Full-Time</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$375,000</td>
</tr>
<tr>
<td>Regular Overtime</td>
<td>$3,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$3,000</td>
</tr>
<tr>
<td>Other Contract Services</td>
<td>$1,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$1,000</td>
</tr>
<tr>
<td>Meetings Expense</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$300</td>
<td>$300</td>
<td>$300</td>
<td>$300</td>
<td>$300</td>
<td>$1,500</td>
</tr>
<tr>
<td>Local Travel</td>
<td>$2,200</td>
<td>$2,200</td>
<td>$2,200</td>
<td>$2,200</td>
<td>$2,200</td>
<td>$11,000</td>
</tr>
<tr>
<td>Professional Development / Travel</td>
<td>$11,250</td>
<td>$11,250</td>
<td>$11,250</td>
<td>$11,250</td>
<td>$11,250</td>
<td>$56,250</td>
</tr>
<tr>
<td>In-House Professional Development</td>
<td>$2,500</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$6,500</td>
</tr>
<tr>
<td>DP - Software</td>
<td>$150,500</td>
<td>$150,000</td>
<td>$32,000</td>
<td>$32,000</td>
<td>$32,000</td>
<td>$396,500</td>
</tr>
<tr>
<td>Copier Expense</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Printing - Other</td>
<td>$4,500</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$16,500</td>
</tr>
<tr>
<td>Building Improvements</td>
<td>0</td>
<td>$30,000</td>
<td>$40,000</td>
<td>$5,000</td>
<td>$3,000</td>
<td>$80,000</td>
</tr>
<tr>
<td>Postage</td>
<td>$100</td>
<td>$100</td>
<td>$100</td>
<td>$100</td>
<td>$100</td>
<td>$500</td>
</tr>
<tr>
<td>Promotional Activities</td>
<td>$5,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$0</td>
<td>$0</td>
<td>$5,000</td>
</tr>
<tr>
<td>Other Student Activities</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$2,500</td>
</tr>
<tr>
<td>Miscellaneous Operating Expenses</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$2,500</td>
</tr>
<tr>
<td>Computer/ Media Equip</td>
<td>$1,700</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$1,700</td>
</tr>
<tr>
<td>Total</td>
<td>$260,050</td>
<td>$278,850</td>
<td>$170,850</td>
<td>$132,850</td>
<td>$132,850</td>
<td>$975,450</td>
</tr>
</tbody>
</table>
X. ASSESSMENT

STRUCTURE

The goal of the Collin College Quality Enhancement Plan (QEP) is to improve student completion rates through its mission to create an environment that supports student learning by engaging students in developing a plan for the successful completion of their academic and career goals. The assessment plan includes process monitoring, formative learning outcomes assessment for both students and planning professionals, student satisfaction assessment specific to the academic planning experience and summative performance outcome assessment. The summative performance outcomes will focus on the Texas community college success point milestones. These success points are completion of developmental work, completion of a first college credit course, completion of 15 semester credit hours, completion of 30 semester credit hours, transfer to a university after completion of 15/30 semester credit hours, and completion of a degree or certificate.

Formative Student Learning Outcomes
- From Academic Planning Syllabus (see Appendix C)

Formative Student Performance Outcomes
- Degree Plans
- Timely Progress Towards Completion

Formative Professional Learning Outcomes
- Advising Consultants & Coaches will understand Academic Planning Syllabus and be able to teach its Student

Formative Professional Performance Outcomes
- Advising Consultants and Coaches will participate in Professional Development that provides them

Summative Student Performance Outcomes
- Course Completion Rate
- Persistence Rate – Fall to Spring
- % with Degree Plan (SLO)
- % with Academic Goal (SLO)
- Reduction in hours beyond award*
- Reduction in time to degree*
- Reduction in average student indebtedness*

Summative Student Satisfaction with Academic Planning Outcomes
- Graduation + Transfer Rate
- Total Cohort Success Rate
- TSI College-ready in Math

Indicates a Texas Success Point
* Calculations
Process Monitoring

Process evidence answers the question “Are we implementing our planned actions in a timely and strategic sequence?” Process monitoring of the QEP will focus on the process and product outcomes that provide evidence of timely process implementation. (See Process Monitoring Indicators column of Project Plan, pages 25-33 of this report) These data will show the progress made in making the shift from a traditional advising model to an academic planning model that empowers students to identify career goals and develop related academic degree plans. This academic planning process will focus on student learning outcomes instead of focusing on the role of advising as one of the departments within Student Development. Student-friendly degree audit and degree planning software will be implemented to facilitate student use of the academic and career planning skills developed as a result of the new student learning outcomes for academic and career planning. Supporting these two changes is a redesign of professional development and a redesign of spaces.

Formative Assessment

Assessment evidence of formative learning and performance outcomes answer the question “Are the intentional things we are doing logically leading to the desired outcomes by empowering our students and professionals through learning?” This data demonstrates the strategy supporting and empowering students to be active participants in their academic planning.

Formative Learning Outcomes

There are four student learning outcomes in the Academic Planning Syllabus.

- Tell your academic planning coach/advisor the goals you identified during advising sessions.
- Identify challenges to completion of your goals.
- Use CougarWeb to register, run a degree audit and manage financial transactions.
- Know the degree requirements for completion.

All Academic Planning Consultants and Academic Planning Coaches will use the Academic Planning Syllabus, placing emphasis district-wide on the skills students need to develop in order to successfully achieve their academic and career goals. The focus of professional development will be the growth and training needed by faculty and staff to teach these student learning outcomes. As a result, these same student learning outcomes, slightly modified, will serve as the formative learning outcomes for the advising professionals.

- Collaborate with students to identify academic and career goals.
- Collaborate with students to identify the challenges to completion of their goals.
- Collaborate with students to register, run a degree audit and manage financial transactions.
- Collaborate with students the degree/certificate requirements for completion.

Formative Performance Outcomes

Formative Performance Outcomes show project-level attainment of student goals that directly support the mission of the college. Students who achieve the identified learning outcomes will be prepared to demonstrate formative performance outcomes. They will be able to make plans that
lead to successful completion of their goals. Not only will they have determined their goals, but also they will have developed practical skills and recognized potential barriers so that they can take the steps necessary to overcome those barriers. There are two formative Student Performance Outcomes.

- Students will have a degree plan.
- Students will make timely progress towards completion.

Advising professionals will participate in a variety of professional development opportunities in order to acquire the knowledge and develop the expertise they need to achieve the formative professional learning outcomes. Two types of Formative Professional Performance Outcomes will be documented.

- In-house training
- Conference/Institute professional development.

**Summative Assessment**

The summative QEP project-level outcomes will be tracked annually and compared in years Two through Four to see how student cohort progress reflects the growing degree of project implementation.

**Summative Student Performance Outcomes**

All summative performance outcomes are aggregated from individual student records housed in the college enterprise reporting system, Banner. The performance outcomes are student success progress milestones which are collected and tracked annually. The data for two of the summative student performance outcomes arise from the QEP formative learning outcomes and will be collected for each of the QEP cohorts.

- Percent of cohort with academic goal.
- Percent of cohort with degree plan.

Course completion rate data is regularly collected by the institution and will be included as one of the summative student performance outcomes. Four of the summative performance outcomes are defined by the Texas Higher Education Coordinating Board for mandated periodic reporting purposes.

- Course success rate
  - TSI college-ready in Math
- Persistence rate – fall to spring
  - College-level Math course completion
  - 15 semester credit hours completed
- Persistence rate- fall to fall
  - 30 semester credit hours
- Total cohort success rate
  - Graduation+transfer rate
The remaining three summative performance outcomes are attributes calculated in comparison to baseline data calculated in year 0 (2013-2014 academic year) of the QEP and are based on Banner–derived student records.

- Reduction in hours beyond award
- Reduction in time to degree
- Reduction in average student indebtedness

**Summative Student Satisfaction**

Although satisfaction is not addressed in the QEP goals, it is a college priority. Therefore, student satisfaction with the academic planning experience that is expected as a result of improved performance outcomes will be assessed. This indirect measure will be captured by the Student Feedback Survey (see Appendix I), e-mailed to the cohorts at end of each academic planning meeting. Every two years, the Noel-Levitz Student Satisfaction Survey will also be used to provide a college-wide measure of student satisfaction with academic planning support. Twelve of the college-determined questions on the Noel-Levitz survey have been designed to support QEP assessment.

- My academic advisor is approachable.
- My academic advisor helps me set goals to work toward.
- My academic advisor is concerned about my success as an individual.
- My academic advisor is knowledgeable about my program requirements.
- My academic advisor is knowledgeable about the transfer requirements of other schools.
- Program requirements are clear and reasonable.
- I can easily find information I need at the Collin College website.
- I know about the academic and career planning resources available on the Collin website.
- I am able to select necessary courses for my degree/certificate without assistance from an advisor.
- I am clear about the next steps for completing my degree/certificate requirements.
- I would like to consult a faculty advisor as part of my academic advising process.
- The space where academic advisors meet with students is adequate to meet my needs.
# Assessment Specification

## Evidence of Process Monitoring

<table>
<thead>
<tr>
<th>Process Outcomes</th>
<th>Measure</th>
<th>Time Point</th>
<th>Responsible Party</th>
<th>Articulated Process for Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Milestones Monitoring – timeliness of implementation activities, and products:</td>
<td></td>
<td></td>
<td>Vice President, Academic and Workforce Development; Director Academic Planning/QEP</td>
<td>QEP Committee will review milestone evidence quarterly and make overall adjustments as required; QEP teams will monitor evidence of team project implementation as scheduled and make adjustments or bring issues and recommendations to QEP Committee</td>
</tr>
<tr>
<td>1. Academic Planning Syllabus</td>
<td>See attached Assessment Table-Proposed Project Plan with Timeline and Implementation Indicators</td>
<td>See Proposed Project Plan with Timeline specified</td>
<td>QEP Committee will review milestone evidence quarterly and make overall adjustments as required; QEP teams will monitor evidence of team project implementation as scheduled and make adjustments or bring issues and recommendations to QEP Committee</td>
<td></td>
</tr>
<tr>
<td>2. Space Redesign Feasibility Study</td>
<td></td>
<td></td>
<td>QEP Committee will review milestone evidence quarterly and make overall adjustments as required; QEP teams will monitor evidence of team project implementation as scheduled and make adjustments or bring issues and recommendations to QEP Committee</td>
<td></td>
</tr>
<tr>
<td>3. Lists of Student Cohorts (TSI)</td>
<td></td>
<td></td>
<td>QEP Committee will review milestone evidence quarterly and make overall adjustments as required; QEP teams will monitor evidence of team project implementation as scheduled and make adjustments or bring issues and recommendations to QEP Committee</td>
<td></td>
</tr>
<tr>
<td>4. QEP Coach Assignment Survey with student assignments for Academic Coaches</td>
<td></td>
<td></td>
<td>QEP Committee will review milestone evidence quarterly and make overall adjustments as required; QEP teams will monitor evidence of team project implementation as scheduled and make adjustments or bring issues and recommendations to QEP Committee</td>
<td></td>
</tr>
<tr>
<td>5. List with dates of advisor and academic planning coach meetings</td>
<td></td>
<td></td>
<td>QEP Committee will review milestone evidence quarterly and make overall adjustments as required; QEP teams will monitor evidence of team project implementation as scheduled and make adjustments or bring issues and recommendations to QEP Committee</td>
<td></td>
</tr>
<tr>
<td>6. Professional development attendees’ lists with date of training activity</td>
<td></td>
<td></td>
<td>QEP Committee will review milestone evidence quarterly and make overall adjustments as required; QEP teams will monitor evidence of team project implementation as scheduled and make adjustments or bring issues and recommendations to QEP Committee</td>
<td></td>
</tr>
<tr>
<td>7. Clear pathways website</td>
<td></td>
<td></td>
<td>QEP Committee will review milestone evidence quarterly and make overall adjustments as required; QEP teams will monitor evidence of team project implementation as scheduled and make adjustments or bring issues and recommendations to QEP Committee</td>
<td></td>
</tr>
<tr>
<td>8. Operational online degree planning software</td>
<td></td>
<td></td>
<td>QEP Committee will review milestone evidence quarterly and make overall adjustments as required; QEP teams will monitor evidence of team project implementation as scheduled and make adjustments or bring issues and recommendations to QEP Committee</td>
<td></td>
</tr>
<tr>
<td>9. Phased space repurposed for academic planning</td>
<td></td>
<td></td>
<td>QEP Committee will review milestone evidence quarterly and make overall adjustments as required; QEP teams will monitor evidence of team project implementation as scheduled and make adjustments or bring issues and recommendations to QEP Committee</td>
<td></td>
</tr>
</tbody>
</table>

## Evidence of Formative Learning Outcomes

<table>
<thead>
<tr>
<th>Formative Learning Outcomes from Academic Planning Syllabus:</th>
<th>Measure</th>
<th>Time Point</th>
<th>Responsible Party</th>
<th>Articulated Process for Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goal identification,</td>
<td>Learning Outcomes Survey (Nos.1-3) (Appendix J) &amp; Feedback Survey (Appendix I)</td>
<td>At end of initial Academic Consultant meeting /contact and at the end of Academic Coach meeting /contacts</td>
<td>Director QEP and Academic Planning; Academic Planning Consultants/Academic Coaches</td>
<td>QEP Committee will look at the percentage of attainment of each student learning outcome and adjust actions as needed. Expect increasing percent of students with each outcome over life of cohort.</td>
</tr>
<tr>
<td>2. Barriers identification,</td>
<td></td>
<td></td>
<td>QEP Committee will review milestone evidence quarterly and make overall adjustments as required; QEP teams will monitor evidence of team project implementation as scheduled and make adjustments or bring issues and recommendations to QEP Committee</td>
<td></td>
</tr>
<tr>
<td>3. CougarWeb usage to register, run degree audit, manage financial transactions, and</td>
<td></td>
<td></td>
<td>QEP Committee will review milestone evidence quarterly and make overall adjustments as required; QEP teams will monitor evidence of team project implementation as scheduled and make adjustments or bring issues and recommendations to QEP Committee</td>
<td></td>
</tr>
<tr>
<td>4. Degree Plan, progress toward degree completion</td>
<td></td>
<td></td>
<td>QEP Committee will review milestone evidence quarterly and make overall adjustments as required; QEP teams will monitor evidence of team project implementation as scheduled and make adjustments or bring issues and recommendations to QEP Committee</td>
<td></td>
</tr>
</tbody>
</table>
### Formative Learning Outcomes

<table>
<thead>
<tr>
<th>Academic Planning Consultant will:</th>
<th>Measure</th>
<th>Time Point</th>
<th>Responsible Party</th>
<th>Articulated Process for Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Help students determine academic goals,</td>
<td>Professional Development scenario-based assessment</td>
<td>Collect at the end of each training session</td>
<td>Director, Advising and Testing</td>
<td>Vice President Academic and Workforce Development; Director, QEP and Academic Planning will review Professional Development assessment results at the end of each training cycle and work with Director, Advising / Testing to develop targeted training as needed to address weaknesses.</td>
</tr>
<tr>
<td>2. Help students Identify degree plans and the resources available.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Determine and refer student to appropriate career planning resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Understand placement and, if needed, developmental education and ESL resources and courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Develop familiarity with information about the various credentials that can be earned at Collin College.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Identify appropriate four-year institutions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Understand the specific transfer requirements for those institutions. And,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Recognize transfer resources available, including but not limited to partnership schools and Transfer U.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Planning Coaches, faculty and staff volunteers, will collaborate with students to:</th>
<th>Measure</th>
<th>Time Point</th>
<th>Responsible Party</th>
<th>Articulated Process for Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop degree plans;</td>
<td>Nos. 1-4. Annually in May</td>
<td>Director, Advising and Testing; with assistance from Academic Planning Coaches</td>
<td>QEP Committee will review results June and adjust QEP implementation activities to improve attainment of desired results.</td>
<td></td>
</tr>
<tr>
<td>2. Plan courses to take;</td>
<td>Year 2 or when degree audit software is operable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Keep students on track or help students make adjustments; and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Direct students to specialized resources as needed.</td>
<td>Annually in May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Learning Outcomes</td>
<td>Measure</td>
<td>Time Point</td>
<td>Responsible Party</td>
<td>Articulated Process for Use of Results</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Transfer Consultant Learning Outcomes (from Professional Development) will focus on transfer information and will collaborate with students to support academic planning.</td>
<td>Referrals observed in Learning Outcomes Survey and reported in Student Feedback Survey</td>
<td>Annually, data from all sources will be available in June</td>
<td>Associate Vice President Academic Outreach; and Coordinator. University Partnerships</td>
<td>The QEP Committee will monitor this data and make recommendations back to the Associate Vice President, Academic Outreach for implementation</td>
</tr>
<tr>
<td>Special Service Interventionists, including MAPP Interventionists, and support personnel from various departments (VA, ACCESS, ISO), through professional development, will: 1. Focus on academic planning as a shift from traditional schedule-driven advising.</td>
<td>Transfer U website hits; Youcanbookme.com # of unique student consults; and Student Feedback Survey</td>
<td>Collect at the end of each training session</td>
<td>Director, Advising and Testing</td>
<td>VP Academic and Workforce Development; QEP Director will review training results at the end of each training cycle. Work with Director, Advising and Testing to develop additional training as needed to address weaknesses.</td>
</tr>
<tr>
<td>2. Collaborate with students to assure students have the special services they need in order to address barriers and complete their academic and career plans.</td>
<td>Referral follow-up documented in Learning Outcomes Survey; 2b. Reported in Student Feedback Survey</td>
<td>2a-b At end of initial Academic Consultant meeting/ contact and at the end of Academic Coach meeting/ contacts</td>
<td>2a. Academic Consultants/ Coaches 2b. Assistant Director, Institutional Research</td>
<td>The QEP Committee will monitor this data and make recommendations back to the VP, Student Development for implementation</td>
</tr>
<tr>
<td>3. MAPP Interventionists will also collaborate with students to develop a plan for exiting the Maximizing Academic progress Program.</td>
<td>Advising Maximizing Academic Progress Program aggregated data from Developmental Education MAPP student records</td>
<td>Annually, May</td>
<td>Director, Advising and Testing</td>
<td>The QEP Committee will monitor this data and make recommendations back to the Dean, Enroll and Student Success for implementation</td>
</tr>
</tbody>
</table>
Collin College

### Evidence of Formative Performance Outcomes

<table>
<thead>
<tr>
<th>Formative Performance Outcomes</th>
<th>Measure</th>
<th>Time Point</th>
<th>Responsible Party</th>
<th>Articulated Process for Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Degree Audits (have a plan identified, run audit at least once per semester beginning with second semester, show consultant/coach progress toward plan completion)</td>
<td>1a. Learning Outcomes Survey;</td>
<td>1a. Once per semester</td>
<td>Academic Coaches</td>
<td>The QEP Committee will monitor the percent of students who have run degree audits, and make recommendations back to the Director, Advising and Testing for implementation.</td>
</tr>
<tr>
<td></td>
<td>1b. Degree Audit data – collected for cohort from Academic Coaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course completion/ Retention rates</td>
<td>Banner course completion data for cohort and college-wide</td>
<td></td>
<td>Assistant Director, Institutional Research</td>
<td>The QEP Committee will monitor the percent of students regarding course completion, course success, and persistence in order to make recommendations to the Director Academic Planning/QEP for implementation.</td>
</tr>
<tr>
<td>3. Course success rates</td>
<td>Banner course success data for cohort and college-wide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fall to Spring persistence rate</td>
<td>Banner Fall to Spring persistence data for cohort and college-wide</td>
<td>End of each term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Fall to Fall persistence rate</td>
<td>Banner Fall to Fall persistence data for cohort and college-wide</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evidence of Summative Project Outcomes

<table>
<thead>
<tr>
<th>Summative Student Success Points</th>
<th>Measure</th>
<th>Time Point</th>
<th>Responsible Party</th>
<th>Articulated Process for Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dev Ed Math completion rate (Students meets TSI college-ready Mathematics standard)</td>
<td>THECB data</td>
<td>Report these data at the end of each of the first 4 QEP years</td>
<td>Coordinator of Reports; and Director Academic Planning/QEP</td>
<td>Year 1: Compare against benchmark data college-wide 2013-14 data Years 2-4: Compare data for prior QEP years to determine QEP effect on cohort and college-wide</td>
</tr>
<tr>
<td>2. Successful completion rate of first entry-level college Math course (MATH 1324, 1332, 1314, 1414, 1342)</td>
<td>2 - 6. Texas CBM, GRS reports of success points college-wide and for QEP cohort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 15 + SCHs successful completion rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. 30+ SCHs successful completion rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Transfer Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Award completion rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Collin College

Evidence of Summative Student Satisfaction with the Academic Planning Experience

<table>
<thead>
<tr>
<th>Summative Student Satisfaction with the Academic Planning Experience</th>
<th>Measure</th>
<th>Time Point</th>
<th>Responsible Party</th>
<th>Articulated Process for Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Planning Consultant knowledge; concern for individual</td>
<td>A. QEP Student Feedback Survey</td>
<td>Annually, end of April</td>
<td>A and B. Assistant Director, Institutional Research;</td>
<td>Consideration of student survey data by QEP Committee in May to monitor progress and make recommendations for Fall implementation</td>
</tr>
<tr>
<td>4. Advising space, privacy; and physical layout</td>
<td>A. QEP Student Feedback Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Online resources user friendly; effective</td>
<td>B. Noel Levitz Student Satisfaction Inventory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Progress to award timely; next steps were clear</td>
<td>C. Student Service Unit Satisfaction Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Transfer assistance was accurate, helpful</td>
<td>A. QEP Student Feedback Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Overall satisfaction with academic planning experience</td>
<td>B. Noel Levitz Student Satisfaction Inventory</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Calculated Summative Success Indicators

<table>
<thead>
<tr>
<th>Calculated Summative Success Indicators</th>
<th>Measure</th>
<th>Time Point</th>
<th>Responsible Party</th>
<th>Articulated Process for Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Award SCH overage: Mean SCHs beyond SCHs required for award</td>
<td>Calculated from Banner (student accumulated credit hours less SCH for awards)</td>
<td>Annually in June; In Year 1, we may have transfers but we won’t have cohort graduates. By end of Years 2-4 we may have some graduates; percent expected to grow each year.</td>
<td>Assistant Director, Institutional Research; Coordinator of Reports; Director Financial Aid</td>
<td>The QEP will evaluate the overall success of the QEP implementation in the context of these summative measures prior to college-wide implementation.</td>
</tr>
<tr>
<td>2. Average student Indebtedness at time of transfer or award completion</td>
<td>Calculated from Banner Financial Aid cohort data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Average time to degree</td>
<td>Calculated from Banner student data based on months lapsing from first enrollment to award</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
XI. APPENDICES
APPENDIX A: QEP IMPLEMENTATION TEAM AND SUB TEAMS

QEP IMPLEMENTATION TEAM

Ex Officio Members: Dani Day, Kathleen Fenton, Nasreen Ahmad, Judy James, Helen McCourt, Jim Barko

A Team—Use college-wide advising syllabus
- Michael Rose (Psychology Prof.-CPC), Team Coordinator
- Sofya Antonova (Mathematics Prof.-SCC)
- Carie Dippel (Assoc. Dean of Students-SCC)
- Matt Gintonio (Advisor-SCC)
- Alicia Huppe (Dean Enroll & Student Success-CHEC)
- Jyo Pai (Program Dir. CE Operations-CVC)
- Shannon Kearns-Simmons (Theatre Prof.-SCC)
- Frank Mayhew (History Prof.-CPC)
- Amy Rule (Dev. Writing Prof.-PRC)
- Torrey West (Dir. Advising/Testing-SCC)

B Team—Implement advising mentor system
- Torrey West (Dir. Advising/Testing-SCC), Team Coordinator
- Sofya Antonova (Math Prof.-SCC)
- Terrence Brennan (Dean Student Dev-SCC)
- Shannon Burkett (Geology Prof.-SCC)
- Deidra Carpenter (Spec. Adm. Coord./Advisor-SCC)
- Brenda Carter (Dean Academic Affairs-CPC)
- Tiffany Goertz (Advisor-PRC)
- Kandi Hoye-Nixon (University Partnerships-CHEC)
- Sukanya Subramanian (Biology Prof.-PRC)

C Team—Maintain a clear pathways website for student use
- Kandi Hoye-Nixon (University Partnerships-CHEC), Team Coordinator
- Lisa Gibbs (Advisor-CPC)
- Kimberly Harris (Music Prof.-CPC)
- Jyo Pai (Program Dir. CE Operations-CVC)
- Don Weasenforth (Dean for Communications and Humanities-SCC)
- Doug Willis (Dean Student Dev.-CPC)

D Team—Implement Online Degree Planning System
- Doug Willis (Dean Student Dev.-CPC), Team Coordinator
- Alicia Huppe (Dean Enroll & Student Success-CHEC)
- Brooke Ingersoll (Destination College-PRC)
- Raul Martinez, Jr. (Assoc. Dean of Health Sciences-CPC)
- Catherine Smith (Advisor-PRC)

E Team—Reposition advising space for triage and professionalism
- Terrence Brennan (Dean Student Dev.-SCC), Team Coordinator
- Alicia Huppe (Dean Enroll & Student Success-CHEC)
- Lynn Jones (Political Science Prof.-SCC)
- Nadia Khedairly (Advisor-SCC)
- Meredith Martin (History Prof.-PRC)
- Alan Pixley (District Director Financial Aid/Veteran’s Affairs-CHEC)

6/17/2014
The participants expressed a strong need for advisors to help them develop a degree plan in accordance with their long-term goals. Students gave the general sense that they want to know, “What classes I need to take to get from where I am to the degree/certificate/skill I want.” They wanted specific information about degrees and transfer requirements. Overall, both focus groups echoed the same issues. Participants gave a number of suggestions which are bolded in the comments. Policy implications largely flow from participants’ suggestions.

The major themes that emerged from the discussions are summarized below in the order of the questions (see discussion schedule in appendix):

1. At present students are seeking information from Advising mostly for changing majors, removing holds, finding information about transfer requirements and pre-admission programs. They also visit Advising for their degree plans or if they are sent by their instructor(s).

2. In the context of what information would be helpful for students when they first start college, participants expressed that from the outset, long-term planning based on students’ goals is helpful. They said to provide more specific information to stay on track, not general guidelines. There is no actual sit down “help me map this out with the advisor where you can talk about long-term goals.” Also, provide timely information about degree plan changes.

   They want a plan for the entire semester for courses that will transfer. They want more specific transfer information about classes that transfer besides assistance with transfer formalities. “Transfer information should be more specific, they [advisors] should give a little plan, telling take this course, take that course; take these classes they will transfer; not waste money.”

   In retrospect, participants wished they had clear guidance about pre-requisites and courses to take when they first started; this would have avoided costly mistakes of taking unnecessary courses. At times, students should be told to follow the laid out track, especially in case of ESL/international students. Some wished that information about College Success courses and Collin’s resources was communicated to them more effectively when they started.

3. In terms of the role of the advisors, students expect clear directions. They [advisors] should sit down with students to really “map it out” to where they want to go. Provide specific information about degree plans, about courses that transfer, course mix to take and steer students in the direction of their goals for timely completion.
In an advising session, students value lot of details such as a detailed map, chart, or highlighted list. Also, guidelines on how to balance course difficulty/load across semesters and guidelines about what mix of courses to take. This was expressed as:

“They should advise on course load. 'Don’t pack your classes so that you cannot do it', so instead of doing it in three years I can do it in two years because they have given the right mix of classes.”

As part of students’ preparation for meeting with the advisors, participants usually printed grades, schedules of classes taken, list of courses selected to be taken, list of courses, list of courses that transfer to prospective transfer institutions and list of questions to ask.

4. Engagement of students should start in the first semester.

One participant expressed this as, “To engage students it should all start in the first semester, at the first meeting with the advisor. It should be the advisor’s responsibility to start that conversation and say come back after this time and we will discuss goals and give student guidance and advice in mapping the students' success. Give students’ appointments in mid-semester. In these appointments, discuss in detail the road map. You do not only go to advising to take holds off. There needs to be some sort of relationship built. Advising is the first step in building that relation between student and Collin College as a whole.”

Advisors should review the entire degree plan with students. This “clears the road” for them and enables them to reach from point A to point B (their goals) without costly mistakes. In terms of students’ role in degree planning, they said they sought information from various sources besides advisors such as: department chairs, classmates, friends and other people who had taken the same major.

Participants believe it would be helpful to have an assigned advisor. They expect better guidance from an assigned advisor because s/he will be more familiar with their needs and they would not have to repeat things every time.

5. With regards to how they figure what courses are left, what classes/pre-requisites need to be taken, students sought information from elsewhere such as from department chairs related to their majors, people who had completed with the same major, friends, and the College Website. They expressed not getting much advisement on balancing course load, mixing courses, and transferability of courses from advisors. The later concern was also expressed under Q3.

6. They suggested an overall improvement in the organization and navigation of the Website. This includes having tabs for assessment inventories; pre-requisites; college
success; toggle button to go back and forth between course titles and course
descriptions; hyperlinks; and easy access via links to transferability information about
courses and degrees by school of interest. Difficulties in registering for needed courses,
due to Website crashes during registration period, does not help with completion. Often,
students are forced to take courses unrelated to their degree to keep their financial aid
or to maintain their status because the classes are “gone” by the time the system is
restored, especially for students with holds. There were suggestions that breaking
registration dates further would make CougerWeb more valuable.

Participants expressed that the degree planning/degree auditing software would serve
as a useful tool. They would use it, if it is user friendly. It would take away some traffic
from Advising. In the beginning, more experienced users may benefit from it more. It
would provide some answers but still would not preclude the need to see an advisor,
especially for specific questions.

7. Participants were very receptive to the idea of faculty involvement in advising; they
indicated that they already seek faculty input, particularly from department chairs in the
areas of their interests. They believe faculty are knowledgeable in their specialized areas
to provide advice to students specific to their areas of interest.

8. A need for some sort of private advising space, maybe something like a cubicle, where
students could discuss personal matters with their advisor was expressed by
participants. Private space would minimize distractions, absorb noise, maintain privacy,
and be conducive for the advisor and the advisee to hear each other better, unlike in the
open space. This was expressed by a student as:

"Have cubicles, they tend to absorb noise, they give more of privacy. I have had
advisors, who would say repeatedly, ‘what did you say’ because they cannot hear very
well due to noise. You can have one-on-one in a cubicle."

The participants suggested to facilitate the advising process by forming lines broken
down by the specific needs of students. They suggested to provide guides next to the
sign-up computer telling students what to do if they have short questions or if they want
to discuss something in detail with the advisors. The participants expressed the need for
translator availability as an option for ESL/International students so they could reap
optimal benefits of advisement.
Appendix C: Academic Planning Syllabus

Student Resources
- Registration Guide: www.collin.edu/academics/course_schedule.html
- Career Services: www.collin.edu/studentresources/careers/index.html
- Disability Services (ACCESS): www.collin.edu/studentresources/disabilityservices/index.html
- International Students: www.collin.edu/gettingstarted/international/index.html
- Financial Aid: www.collin.edu/gettingstarted/financialaid/
- Veteran Benefits: www.collin.edu/gettingstarted/veteran/index.html
- Counseling Services: www.collin.edu/studentresources/counseling/index.html
- Tutoring Services: www.cerrin.edu/studentresources/tutoring
- Student Resources: www.cerrin.edu/studentresources/

Hours and Locations
- Central Park Campus:
  1201 W. University Dr.
  Room 5-117
  McEwen, TX 75070
  972.881.6382
  Monday - Friday: 8 a.m. - 5 p.m.
  Wednesday: 8 a.m. - 6 p.m.
- Preston Ridge Campus:
  5700 Traw Blvd.
  Jacksonville, TX 75060
  972.897.1776
  Monday - Thursday: 8 a.m. - 5 p.m.
  Monday - Friday: 8 a.m. - 5 p.m.
- Spring Creek Campus:
  3801 E. Central Expressway
  Room 234
  Plano, TX 75074
  972.881.6392
  Monday - Thursday: 8 a.m. - 5 p.m.
  Friday: 8 a.m. - 5 p.m.
- Online Academic Planning:
  www.cerrin.edu/gettingstarted/online/index.html
  Monday - Thursday: 8 a.m. - 10:50 a.m., 1:30 - 5:40 p.m.

Academic Planning Syllabus

Mission Statement
The Academic Planning Department is dedicated to assisting students in defining, and achieving, their academic goals.

In addition, we provide centralized academic advising services for the Collin College community.

www.cerrin.edu/gettingstarted/online/index.html

Student Learning Outcomes

You will:
1. Tell your academic planning coach/advisor the goals you identified during advising sessions.
2. Identify challenges to completion of your goals.
3. Use CourseWeb to register, run a degree audit and manage financial transactions.
4. Know the degree requirements for completion.

When:
1. After each advising session.
2. Each semester.
3. As needed.
4. After degree or certificate has been chosen.

Online Contact:
www.cerrin.edu/academics/advising.html
Degree, Minor, and Programs:
www.cerrin.edu/academics/programs/

Communication Policies

Your Collin College email account will be your official means of communication with college officials. You must check it regularly for information necessary to maintaining your success in the advising/students relationship.

Please refrain from using cell phones during your advising sessions.

Notes:
APPENDIX D: ACADEMIC ADVISING EXPERIENCE PLAN
This short survey requests you to share some basic information about your major and transfer interests so that Collin can pair you with appropriate faculty advisor. This information will contribute to MAP your path to success. The survey will take less than 5 minutes to complete. Thank you!

Your Name: (First, Last)

Email address

Phone number

Current semester (Semester/Year, e.g. Fall 2014)

Date of visit with Advisor: (mm/dd/yyyy)

Please check the primary campus you plan to attend this semester.

- Spring Creek
- Trenton Ridge
- Central Park
- Allen Center
- Other
What is the main reason for enrolling at Collin:

- Improve skills for job
- Obtain an AAS
- Obtain an AS
- Obtain an ART
- Obtain a Certificate
- Complete core curriculum (Texas Core) to transfer to a university
- Transfer without completing core curriculum
- Complete developmental sequence of courses
- Sample a few classes but not seeking a degree (personal enrichment)
- Other

Please specify "Other" reason:

Have you selected a major?
- Yes
- No
- Undecided

Please indicate your expected major:

Are you interested in transferring to a university?
- Yes
- No
- Undecided

Please indicate where you plan to transfer:
- In-state
- Out-of-state
- Out of country

Indicate the name of the institution you intend to transfer to:
The following institutions are part of Collin College’s partnership programs. Please check the institution(s) from which you have received transfer information regarding your particular major. Check all that apply.

- Susan College
- South University
- Southern Methodist University (SMU)
- Texas A&M Commerce
- Texas Tech University
- Texas Wesleyan University
- Texas Women’s University
- University of North Texas
- University of Texas at Dallas

Do you have a copy of your degree plan?

- Yes
- No

What is the name of your degree plan:

Please list what you hope your Academic Coach will be able to help you with:

1.
2.
3.
4.
5.

Thank you for completing this questionnaire!

If you have any question related to the survey, please contact tvest@collin.edu.
If you experience any problems sending your response, please contact natmand@collin.edu.
Appendix F: Team Report on Online Degree Planning System

QEP Team: Degree Planner/Audit Software Committee

The QEP Degree Planner/Audit Software committee researched several degree planning and auditing systems on the market for college and universities. The committee researched software programs that they felt best matched the underlying mission of the Quality Enhancement Plan. The research focused on each program’s ability to actively engage students while allowing them to develop personalized action plans for the successful completion of their career and academic goals. During the research, the difference between a degree auditing and a degree planning system had to be defined. Degree auditing systems are basically a static “snapshot” of a student’s academic progress relative to their chosen degree/certificate program. A degree audit program is a tool used to assist students to stay within their chosen degree/certificate pathway. A degree planning system is a more flexible tool that gives the student the ability to “re-arrange” their course credit as it applies to different degree/certificate programs as they decide which path is right for them. These systems are commonly referred to as “What IF” scenarios. Both of these systems can encompass an “early warning” functionality, alerting students, advisors, and faculty when a student deviates from their program requirements. The research indicates that these systems are closely related and many times contained program functions common to both. An important factor also considered during the research was to find a program that allows for greater utilization and better communication between students, academic advisors and faculty. There were two primary programs presented to the entire QEP Team for consideration: Ellucian Degree Works and College Source u.Achieve Suite.

Ellucian Degree Works

Degree Works offers a comprehensive course auditing system that tracks course completion, program requirements, and institutionally defined exceptions within the established institutional curriculum. The user interface provides a detailed program and course history summary within an easily accessible “dashboard” interface. The program creates detailed educational plans which assist in guiding students toward successful academic outcomes. The system is capable of real-time data since it is fully integrated with Banner data management systems. The program allows administrators and academic advisors to aggregate data into institutional metrics used in program development and course forecasting for future semesters. The program offers an optional transfer equivalency component in order to better assess coursework from transfer institutions.

College Source u.Achieve Suite

u.Achieve Suite is a dynamic degree audit and transfer articulation system that enables institutions to build and maintain degree requirements and course equivalency information within a single solution. It offers a web-based academic planning tool that assists students, academic advisors, and faculty to define the best path toward graduation, while developing a personalized plan of action for the student. The course tracking component leverages existing degree audit data to create interactive roadmaps defining a clear path to graduation. Students can then use these roadmaps to build personal plans, helping them stay on track to meet their educational goals. The tracking program also includes a term-by-term planning tool which can be fully integrated with the
institution’s course registration system. Students can block actual work and personal time directly into the class schedule while selecting courses and then registrar for the course directly from the schedule builder. Institutions are provided with real time aggregate data needed for demand analysis and classroom scheduling. The student connects with the system using an interactive “dashboard” interface. The interface utilizes colorful graphics and hyperlinks, along with “drag and drop” functionality.

QEP Degree Planner/Audit Software Committee Recommendations

Realizing that no single program or system can be selected at this point, the committee felt that the best recommendation would be to define key points they felt need to be included in the development of a RFP document for a degree planner/auditing system for Collin College.

- **User Interface:**
  - Customizable “dashboard” configuration
  - Hyperlinks embedded into the interface
  - Use of colorful charts and graphs readily interpreted
  - Visually engaging to encourage student use
  - Ability to enter and track communication and notes between students and advisors
  - Easily accessible “what if” scenario and academic planning features

- **Course Auditing/Planner System**
  - Allows for institutional exceptions (e.g. course substitutions, transfer acceptance, course repeat rules, etc.)
  - Early Alert features to notify both students and advisors when a student strays from the degree plan
  - Real time course and grade integration along with the ability turn on and off courses “In Progress”
  - Transfer articulation function for evaluation of another institution’s coursework
  - Ability to allow students to develop personalized plans for degree/certificate completion

- **Schedule Builder**
  - Fully integrated with the institution’s course registration system
  - Include course “waitlist” functions from current system
  - Course selection based on real time data
  - Ability to compare a semester schedule plan with establish degree audit for maintaining successful completion of chosen program
  - Ability for students to build a true to life class schedule based upon their individual degree plan (i.e. incorporate job schedule, personal time, etc.)
- Ability to use course selection data for institutional course forecasting
- Robust Report and Data Analysis Component
  - Real time data
  - Standard and customizable report
  - Intuitive report building components not requiring IT and programmer development
- General Program Requests
  - Locally installed and use of single sign-on for users
  - Full integration with Blackboard in order to display real time course grades during the semester
  - FERPA and ADA compliant
  - Full integration with BANNER Student 8.5 or higher
  - Implementation and training services
- IT Department required general specifications:
  - Relational Database for storing and accessing data
  - Making database schema available to Collin College under Non-Disclosure Agreement (NDA)
  - Certified real-time or near real-time interface to Banner 8.6 and Banner XE for export/import of relevant data for degree planning and tracking a student's progress.
  - The details of the data items will be determined during a discovery workshop prior to contract signing with the vendor.
- If system is a "Hosted Only" software package offering:
  - Minimum of 5 years’ experience as a software Hosting vendor
  - Encryption of sensitive data items in the database in case there is a data security breach on the vendor system
  - Secure FTP Server for export/import of data files
  - Giving READ ONLY SQL access to Collin College PRODUCTION database so that Collin College staff can write and run new reports using a standard report writing tool (e.g. Crystal Report Writer)
APPENDIX G: TEAM REPORT ON A CLEAR PATHWAYS WEBSITE

QEP Pathways Committee Recommendations
Includes links to web pages that are noteworthy for effective messaging to students

Website Guiding Principles
1. Collin website will be a well-structured, student-centered web-based information center (welcoming front door) to improve new student flow and student knowledge of what is required of them to enter this institution as a student and to be successful at Collin College.
   - Website lays out admission process clearly for the different types of students coming to Collin:
     
     http://www.lonestar.edu/admissions.htm
     http://www.kenyon.edu/admissions-aid/how-to-apply/
     http://goforward.harpercollege.edu/start/apply/index.php
     http://goforward.harpercollege.edu/start/index.php
   
   - Degree-seeking; certificate-seeking; and non-degree seeking students
     
     http://www.lonestar.edu/programs.htm
     http://www.lonestar.edu/associate-of-artsandscience.htm
     http://www.lonestar.edu/as-requirements.htm
     http://www.lonestar.edu/aa-requirements.htm
   
   - Defines each step in the new-student flow through personalized messages, targeted check lists and simplified access to information about their “next steps” from admission through registration.
     
     http://www.blinn.edu/future.html
     http://www.blinn.edu/counseling/testing.html
   
   - Provides a clear way to inform developmental, dual credit and International Students to ensure their pathways and specialized requirements are spelled out.
     
     http://www.blinn.edu/international/admissions.html
     http://www.blinn.edu/dual_credit/index.html
     http://goforward.harpercollege.edu/start/iso/index.php
     http://goforward.harpercollege.edu/start/highschool/index.php
   
   - Empowers and educates students by giving them the tools necessary to navigate through the college entry and transfer process.
     
     http://www.blinn.edu/academics/programs.html
     http://transfer101.org/

63
• Empowers students by informing them about resources available and how to access them.

  http://new.oberlin.edu/arts-and-sciences/technology/
  http://www.kenyon.edu/academics/resources-support/

2. The pathways website should serve the needs of anyone searching for programs of study offered at Collin College. All roads lead to “Programs of Study”.

  http://www.lonestar.edu/registration.htm
  http://www.blinn.edu/academics/programs.html

3. Defines new-student orientation and advising pathways based on student’s intended goals, provides transparency, defines student expectations
   a. Detailed educational planning from start to completion of student’s chosen goals
   b. Pre-requisites, success points, work-life balance, time management
   c. Prescriptive messages to students about the importance of degree or certificate completion
   d. College resources available to students, especially to the undecided ones, to assist completion.

  http://www.lonestar.edu/orientation.htm

4. Smooth transition from Admission to Registration with courses laid out for logical progression semester by semester.

  http://www.austincc.edu/apply-and-register/enrollment-steps
  http://www.austincc.edu/apply-and-register/registration-steps
  http://www.austincc.edu/degrees-and-certificates/explore-educational-choices

5. Cohesive messaging on the website and throughout the institution about the importance of degree or certificate completion.

  http://www.austincc.edu/
  http://www.austincc.edu/catalog/a-welcome-from-our-president
## COMPLETION PATHWAYS: Progress from Admission to Degree/Certificate Completion

<table>
<thead>
<tr>
<th>NEW STUDENTS</th>
<th>Admission</th>
<th>CE</th>
<th>DE</th>
<th>ESL</th>
<th>International</th>
<th>Veterans</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>For specific courses, an information session is &quot;highly recommended&quot; but not required.</td>
<td>In-class</td>
<td>Complete online admission – Note possible delay in processing; notification; documentation of residency; see <a href="http://www.collin.edu/gettingstarted/admissions/">http://www.collin.edu/gettingstarted/admissions/</a></td>
<td>Complete online admission – Note possible delay in processing; notification; documentation of residency; see <a href="http://www.collin.edu/gettingstarted/admissions/">http://www.collin.edu/gettingstarted/admissions/</a></td>
<td>Complete International Application for admission Official TOEFL test scores or IELTS scores must be submitted. Financial information worksheet and supporting documentation needed Submit official transcripts from foreign high school or college Copy of ID page from passport Mail required documents to International Students office Student must obtain the SEVIS I-901 fee receipt and present it at the time of visa interview All above steps to be completed before arriving in the US. Upon arrival in this country, bring required documents to International Students office at SCC</td>
<td>Complete online admission and See attached packet required for Veterans Educational Benefits - Note possible delay in processing; notification; documentation of residency; see <a href="http://www.collin.edu/gettingstarted/admissions/">http://www.collin.edu/gettingstarted/admissions/</a></td>
<td>Complete online admission – Note possible delay in processing; notification; documentation of residency; see <a href="http://www.collin.edu/gettingstarted/admissions/">http://www.collin.edu/gettingstarted/admissions/</a></td>
</tr>
</tbody>
</table>

- **NEW STUDENTS**
  - **Admission**
    - **CE**
    - New Students Quick Admit - provide required basic information - First and Last name, birthdate, SSN, Address, E-mail and Telephone number to complete Quick admit process Can proceed to register for courses immediately, or later Must pay for registered course at the same time or be dropped during overnight system audit.
    - **DE**
    - Complete online admission – Note possible delay in processing; notification; documentation of residency; see [http://www.collin.edu/gettingstarted/admissions/](http://www.collin.edu/gettingstarted/admissions/)
    - **ESL**
    - Complete online admission – Note possible delay in processing; notification; documentation of residency; see [http://www.collin.edu/gettingstarted/admissions/](http://www.collin.edu/gettingstarted/admissions/)
    - **International**
    - Complete International Application for admission Official TOEFL test scores or IELTS scores must be submitted. Financial information worksheet and supporting documentation needed Submit official transcripts from foreign high school or college Copy of ID page from passport Mail required documents to International Students office Student must obtain the SEVIS I-901 fee receipt and present it at the time of visa interview All above steps to be completed before arriving in the US. Upon arrival in this country, bring required documents to International Students office at SCC
    - **Veterans**
    - Complete online admission and See attached packet required for Veterans Educational Benefits - Note possible delay in processing; notification; documentation of residency; see [http://www.collin.edu/gettingstarted/admissions/](http://www.collin.edu/gettingstarted/admissions/)
    - **Credit**
    - Complete online admission – Note possible delay in processing; notification; documentation of residency; see [http://www.collin.edu/gettingstarted/admissions/](http://www.collin.edu/gettingstarted/admissions/)
<table>
<thead>
<tr>
<th></th>
<th>CE</th>
<th>DE</th>
<th>ESL</th>
<th>International</th>
<th>Veterans</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>Self-assessment of previous skills and knowledge through work experience, previous studies. Some courses have stated pre-requisites that must be completed before</td>
<td>TSI – Note exemptions; see <a href="http://www.collin.edu/studentresources/testing/">http://www.collin.edu/studentresources/testing/</a></td>
<td>In-house assessment unless planning to take credit classes; see <a href="http://www.collin.edu/studentresources/testing/avaiabletesting/esl_assessments.html">http://www.collin.edu/studentresources/testing/avaiabletesting/esl_assessments.html</a></td>
<td>TOEFL before arriving in the country</td>
<td>TSI – Note exemptions; see <a href="http://www.collin.edu/studentresources/testing/">http://www.collin.edu/studentresources/testing/</a></td>
<td>TSI – Note exemptions; see <a href="http://www.collin.edu/studentresources/testing/">http://www.collin.edu/studentresources/testing/</a></td>
</tr>
<tr>
<td><strong>Advisement (online or with advisor)</strong></td>
<td>Face to face advisement recommended for courses with pre-admission requirements</td>
<td>Mandatory DE advisement for fully TSI incomplete/Academic Advising for partially incomplete; see <a href="http://www.collin.edu/studentresources/testing/">http://www.collin.edu/studentresources/testing/</a></td>
<td>Mandatory in-house advisement</td>
<td>Mandatory ISO advisement</td>
<td>Advisement optional; see <a href="http://www.collin.edu/studentresources/testing/">http://www.collin.edu/studentresources/testing/</a></td>
<td>Advisement optional; mandatory for some programs; see <a href="http://www.collin.edu/studentresources/testing/">http://www.collin.edu/studentresources/testing/</a></td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td>6-8 week process for CE TPEG - only aid available</td>
<td>See <a href="https://www.collin.edu/gettingstarted/financialaid/applyingforaid.html">https://www.collin.edu/gettingstarted/financialaid/applyingforaid.html</a></td>
<td>See <a href="https://www.collin.edu/gettingstarted/financialaid/applyingforaid.html">https://www.collin.edu/gettingstarted/financialaid/applyingforaid.html</a></td>
<td>International students are eligible for Collin Foundation Scholarships and may work as student assistants</td>
<td>See attached packet; requirements vary by Chapter; see <a href="https://www.collin.edu/gettingstarted/financialaid/veterans/">https://www.collin.edu/gettingstarted/financialaid/veterans/</a></td>
<td>See <a href="https://www.collin.edu/gettingstarted/financialaid/applyingforaid.html">https://www.collin.edu/gettingstarted/financialaid/applyingforaid.html</a></td>
</tr>
<tr>
<td><strong>Registration</strong></td>
<td>Online, by telephone or in person; if student has financial aid, by phone and in person only</td>
<td>DE registration for fully TSI incomplete/Academic Advising registration for partially incomplete; otherwise, may register online or in person - see <a href="http://www.collin.edu/gettingstarted/register/">http://www.collin.edu/gettingstarted/register/</a></td>
<td>Students take assessment results to Academic Advising for registration first semester; register online or in person thereafter</td>
<td>In person for first semester, self-registration thereafter unless hold prevents self-registration. Type of hold determines action required.</td>
<td>May register online or in person; see <a href="http://www.collin.edu/gettingstarted/register/">http://www.collin.edu/gettingstarted/register/</a></td>
<td>May register online or in person; see <a href="http://www.collin.edu/gettingstarted/register/">http://www.collin.edu/gettingstarted/register/</a></td>
</tr>
<tr>
<td>CE</td>
<td>DE</td>
<td>ESL</td>
<td>International</td>
<td>Veterans</td>
<td>Credit</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>-----</td>
<td>---------------</td>
<td>----------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td><strong>Tuition/fees payment</strong></td>
<td>Payment in full at the time of registration</td>
<td>Pay at Bursar’s office or online; note installment payment; see <a href="https://www.collin.edu/gettingstarted/bursar/tuition.html">https://www.collin.edu/gettingstarted/bursar/tuition.html</a></td>
<td>Pay at Bursar’s office or online; note installment payment; see <a href="https://www.collin.edu/gettingstarted/bursar/tuition.html">https://www.collin.edu/gettingstarted/bursar/tuition.html</a></td>
<td>Pay at Bursar’s office or online; note installment payment; see <a href="https://www.collin.edu/gettingstarted/bursar/tuition.html">https://www.collin.edu/gettingstarted/bursar/tuition.html</a></td>
<td>Benefits vary by Chapter. “…responsible for ALL payments of tuition and fees associated with that class or classes to the cashier IMMEDIATELY upon notification that the class or classes cannot be certified”; see <a href="https://www.collin.edu/gettingstarted/bursar/tuition.html">https://www.collin.edu/gettingstarted/bursar/tuition.html</a></td>
<td>Pay at Bursar’s office or online; note installment payment; see <a href="https://www.collin.edu/gettingstarted/bursar/tuition.html">https://www.collin.edu/gettingstarted/bursar/tuition.html</a></td>
</tr>
<tr>
<td><strong>Prepare/revise degree plan</strong></td>
<td>Certificate series of courses can be taken in any order Where pre-requisites are listed, these must be completed first</td>
<td>Degree plan identified upon admission; degree audit optional at student request; see <a href="http://www.collin.edu/gettingstarted/advising/schedule_degree_plan.html">http://www.collin.edu/gettingstarted/advising/schedule_degree_plan.html</a></td>
<td>Degree plan identified upon registration for credit classes; degree audit optional at student request; see <a href="http://www.collin.edu/gettingstarted/advising/schedule_degree_plan.html">http://www.collin.edu/gettingstarted/advising/schedule_degree_plan.html</a></td>
<td>Degree plan identified upon admission; degree audit optional at student request; see <a href="http://www.collin.edu/gettingstarted/advising/schedule_degree_plan.html">http://www.collin.edu/gettingstarted/advising/schedule_degree_plan.html</a></td>
<td>Classes cannot be certified without a degree audit. Veterans “MUST submit ALL Official Transcripts from EVERY college ever attended before a degree evaluation will be completed.”</td>
<td>Degree plan identified upon admission; degree audit optional at student request; see <a href="http://www.collin.edu/gettingstarted/advising/schedule_degree_plan.html">http://www.collin.edu/gettingstarted/advising/schedule_degree_plan.html</a></td>
</tr>
<tr>
<td><strong>Identify challenges and resources</strong></td>
<td>During advisement or any time as student progresses through courses</td>
<td>During mandatory advising session and mandatory COSU class for fully TSI incomplete; in-class per advising template; see <a href="http://www.collin.edu/studentresources/">http://www.collin.edu/studentresources/</a></td>
<td>In-class per advising template; see <a href="http://www.collin.edu/studentresources/">http://www.collin.edu/studentresources/</a></td>
<td>In-class advisement; upon student’s request; see <a href="http://www.collin.edu/studentresources/">http://www.collin.edu/studentresources/</a></td>
<td>See attachment; see <a href="http://www.collin.edu/studentresources/">http://www.collin.edu/studentresources/</a></td>
<td>In-class advisement; upon student’s request; see <a href="http://www.collin.edu/studentresources/">http://www.collin.edu/studentresources/</a></td>
</tr>
<tr>
<td><strong>Obtain student ID</strong></td>
<td>ID provided on admission</td>
<td>ID provided on admission; required card obtained in Student Life office; see <a href="http://www.collin.edu/gettingstarted/colleagueids.html">http://www.collin.edu/gettingstarted/colleagueids.html</a></td>
<td>ID provided on admission; ESL chair obtains permission for student ID cards</td>
<td>ID provided on admission; required card obtained in Student Life office; see <a href="http://www.collin.edu/gettingstarted/colleagueids.html">http://www.collin.edu/gettingstarted/colleagueids.html</a></td>
<td>ID provided on admission; required card obtained in Student Life office; see <a href="http://www.collin.edu/gettingstarted/colleagueids.html">http://www.collin.edu/gettingstarted/colleagueids.html</a></td>
<td>ID provided on admission; required card obtained in Student Life office; see <a href="http://www.collin.edu/gettingstarted/colleagueids.html">http://www.collin.edu/gettingstarted/colleagueids.html</a></td>
</tr>
<tr>
<td>CONTINUING STUDENTS</td>
<td>CE</td>
<td>DE</td>
<td>ESL</td>
<td>International</td>
<td>Veterans</td>
<td>Credit</td>
</tr>
<tr>
<td>---------------------</td>
<td>----</td>
<td>----</td>
<td>-----</td>
<td>--------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Admission - delayed return</td>
<td>&quot;Inactive&quot; students may have hold placed on their record. Readmit process is to update information in Banner. Must be done through registration - not online.</td>
<td>Reapply online after not enrolling two long semesters; see <a href="http://www.collin.edu/gettingstarted/admissions/transfer.html">http://www.collin.edu/gettingstarted/admissions/transfer.html</a> - Note confusion with transfer students!</td>
<td>Reapply online after not enrolling two long semesters</td>
<td>International Student office will hold all documents submitted for 12 months if student is delayed during the admission process. After 12 months, student needs to restart the admission process form the beginning and resubmit all new documentation.</td>
<td>Reapply online after not enrolling two long semesters; see <a href="http://www.collin.edu/gettingstarted/admissions/transfer.html">http://www.collin.edu/gettingstarted/admissions/transfer.html</a> - Note confusion with transfer students!</td>
<td>Reapply online after not enrolling two long semesters; see <a href="http://www.collin.edu/gettingstarted/admissions/transfer.html">http://www.collin.edu/gettingstarted/admissions/transfer.html</a> - Note confusion with transfer students!</td>
</tr>
<tr>
<td>Admission - transfer international students (F1 visa holders)</td>
<td></td>
<td></td>
<td>Complete International Application for admission Official TOEFL score, IELTS score, or Collin's ESL Assessment showing placement Financial information worksheet and supporting documentation needed Submit official transcripts from all colleges and universities attended in U.S. Transfer F-1 verification form to be completed by International student advisor. Copy of ID page in passport, F-1 visa, I-94, and I-20 Submit required documents to International Students office at SCC.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Collin College

<table>
<thead>
<tr>
<th>Assessment</th>
<th>CE</th>
<th>DE</th>
<th>ESL</th>
<th>International</th>
<th>Veterans</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSI reassessment optional – no limitation on validity of scores</td>
<td></td>
<td></td>
<td>ESL Reassessment required after 1-year non-enrollment</td>
<td>Official TOEFL score, IELTS score, or Collin’s ESL assessment showing placement</td>
<td>TSI reassessment optional – no limitation on validity of scores</td>
<td>TSI reassessment optional – no limitation on validity of scores</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advisement</th>
<th>Mandatory DE advisement for fully TSI incomplete until become complete in at least one area/ Academic Advising for partially incomplete</th>
<th></th>
<th>ESL advisement required after 1-year non-enrollment</th>
<th>Mandatory ISO advisement</th>
<th>Advisement optional</th>
<th>Advisement optional</th>
</tr>
</thead>
</table>

| Advisement | Mandatory DE advisement for fully TSI incomplete until become complete in at least one area/ Academic Advising for partially incomplete | | | | | |

**Notes:**
1. The pathway for CHEC students was not charted above.
2. Nor is the pathway for transfer students charted above (see [http://www.collin.edu/gettingstarted/admissions/transfer.html](http://www.collin.edu/gettingstarted/admissions/transfer.html)).

**Recommendations:**
1. Mandatory orientation is recommended for all students.
2. Most students are not required to prepare/revise a degree plan. A degree plan designation is identified in order to complete the admissions process, but it would be ideal for each and every student to prepare a degree plan and asked to revise it if the student changes.
3. Beyond information posted online and on campuses, it is not clear how students are informed about support services. Faculty provide some information, but it would be ideal to have a systematic plan for faculty members to provide this information since they are most likely to note needs for support and in a position to encourage/require seeking support. It is recommended that discipline leads work with faculty to develop advisement templates for courses.
Collin College

APPENDIX H: DIRECTOR OF ACADEMIC PLANNING/QEP JOB DESCRIPTION

Collin College / Human Resources

COLLIN COLLEGE JOB DESCRIPTION

Job Code: G1955
Job Title: Director Academic Planning/Quality Enhancement Plan (QEP)
Employee Type: FT-Staff
FLSA Status: Exempt
IPEDS Code: 30 - Professionals
Travel:
Salary Range: ACA4
Minimum: $62,297.00
1st Quarter: $69,356.00
Midpoint: $76,425.00
Maximum: $90,554.00

***Please note that the hiring salary for full-time positions is between the Minimum and the 1st Quartile of the Salary Range above, depending on the number of years of experience. The hiring range for part-time positions is the minimum hourly rate.***

Education Requirements:
Master’s degree from a regionally accredited institution AND four (4) years of related experience.
Experience working with student success initiatives
Two (2) years of supervisory experience required.

Essential Job Functions:
OPERATIONS
Lead, direct, and administer the initiatives associated with the Collin College Quality Enhancement Plan (QEP) to improve student learning, to improve the environment supporting student learning and to support the college mission.
Work closely with Student Development to integrate successful QEP initiatives into the infrastructure of Student Success programs.
Maintain a current understanding of SACS COC, THECB and Curriculum Advisory Board rules, regulations, guidelines and policies related to curriculum, academic planning, and QEP.
Work closely with the Curriculum Office to integrate curriculum changes into academic planning activities.

Chair the QEP Advisory Committee.

ASSESSMENT
Develop, implement and maintain assessment processes for all aspects of the QEP. Coordinate all such assessment with ongoing institutional effectiveness and program review activity.
Provide recommendations for procedures, pedagogy, facilities and equipment necessary to achieve success with the QEP, and coordinate implementation of changes resulting from assessment findings.
Collaborate with IT, IR and IE to support academic planning systems and data needs.

PROFESSIONAL DEVELOPMENT
Ensure up-to-date information regarding academic planning for education and career success is available to all QEP participants.
Coordinate professional development for participants in QEP activity.
Engage in professional development relevant to the performance of the essential duties of the position.

REPORTING
Create and maintain documentation for all QEP activity and results.
Prepare detailed status reports, and provide regular updates to be disseminated throughout the college.
Ensure compliance with SACCOC QEP requirements and produce a first draft of all QEP segments produced for SACCOC reporting, including decennial reaffirmation and fifth year reporting.

MARKETING
Market the QEP both internally and externally, collaborating as appropriate with the Public Relations office.
Give presentations to faculty, staff and students as needed.

OTHER
Work with the VP to formulate and recommend annual budget requests and assume responsibility for operating within the approved budget.
Serve on other committees as assigned, and work a variable schedule as needed, potentially some evenings and/or weekends.
Perform other duties as assigned.
Performs all duties and maintains all standards in accordance with college policies, procedures and Core Values.

***This is a Security Sensitive position. Therefore candidates will be subject to a criminal background check.***

Created: 09/03/2014
Last Updated: 09/03/2014
APPENDIX I: STUDENT FEEDBACK SURVEY

STUDENT FEEDBACK SURVEY

Collin College is committed to improving the academic advising environment and the academic advising experience for its students. Therefore, with today’s meeting in mind, please provide feedback about your interaction with your Faculty/Counselor/Academic Planning Consultant.

Only with your cooperation can we make the best of the time we spend together. Therefore, you will be asked to take this short survey following every meeting with your Faculty/Counselor/Academic Planning Consultant. Your individual responses will remain confidential and will be used only to improve the advising experience. This survey will take between 5-10 minutes. Thank you!

CURRENT SEMESTER

Required. Please indicate your current semester.

DATE OF VISIT

Date of visit (example: yyyy/mm/dd)

BACKGROUND INFORMATION:

Name (First, Last)
E-mail
Counselor Address

Your primary campus
- Select one choice.
  - Suburban
  - Plano Ridge
  - Central Park
  - Arlington
  - Collin Higher Education Center (CHEC)
  - Off-Campus
  - Other

WITH REFERENCE TO TODAY’S MEETING:

My academic counseling/advising session involved:

Understands the core curriculum requirements
- Select only one choice.
  - Strongly agree
  - Agree
  - Neither agree nor disagree
  - Disagree
  - Strongly disagree
  - Not applicable

Effectively communicates the core curriculum requirements to me
- Select only one choice.
  - Strongly agree
  - Agree
  - Neither agree nor disagree
  - Disagree
  - Strongly disagree
  - Not applicable

Effectively communicates the graduation requirements to me
- Select only one choice.
  - Strongly agree
  - Agree
  - Neither agree nor disagree
  - Disagree
  - Strongly disagree
  - Not applicable

Effectively communicates the requirement to me
- Select only one choice.
  - Strongly agree
  - Agree
  - Neither agree nor disagree
  - Disagree
  - Strongly disagree
  - Not applicable

Supports me in developing my educational goals
- Select only one choice.
  - Strongly agree
  - Agree
  - Neither agree nor disagree
  - Disagree
  - Strongly disagree
  - Not applicable

Guides me to develop clear realistic goals
- Select only one choice.
  - Strongly agree
  - Agree
  - Neither agree nor disagree
  - Disagree
  - Strongly disagree
  - Not applicable

Guides me to develop clear realistic educational plans
- Select only one choice.
  - Strongly agree
  - Agree
  - Neither agree nor disagree
  - Disagree
  - Strongly disagree
  - Not applicable

Guides me to develop clear realistic educational plans
- Select only one choice.
  - Strongly agree
  - Agree
  - Neither agree nor disagree
  - Disagree
  - Strongly disagree
  - Not applicable

Assists me in gaining skills (i.e., using Cougaweb, Online Career Planning tools, Online Degree Audit) that help me make decisions for my educational plans
- Select only one choice.
  - Strongly agree
  - Agree
  - Neither agree nor disagree
  - Disagree
  - Strongly disagree
  - Not applicable
Collin College

Understanding Requirements

In the context of today’s reading, I am not assuming all students are equally competent. Please indicate your level of understanding for the following items as a scaled value where: 1 = Not clear and 5 = Very clear.

Prerequisites I need to take for my degree/certificate

- Select only one choice.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
- Not applicable

Core courses I need to take for my degree/certificate

- Select only one choice.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
- Not applicable

Elective courses I need to take for my degree/certificate

- Select only one choice.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
- Not applicable

The sequence in which I need to take courses for my degree/certificate

- Select only one choice.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
- Not applicable

Next steps I need to take for the completion of my degree/certificate

- Select only one choice.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
- Not applicable

Role

To make the advising process a collaborative experience, it must be clear and consistent with my advisor/academic planning consultant.

- Select only one choice.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
- Not applicable

I respond to the emails I receive from my advisor/academic planning consultant.

- Select only one choice.

- Almost Never
- Sometimes
- Often
- Almost Always
- Not applicable

I came prepared to advising meetings with questions for discussion.

- Select only one choice.

- Almost Never
- Sometimes
- Often
- Almost Always
- Not applicable

I fully participate in my advising experience.

- Select only one choice.

- Almost Never
- Sometimes
- Often
- Almost Always
- Not applicable

I keep a personal record of my progress towards meeting my goals.

- Select only one choice.

- Almost Never
- Sometimes
- Often
- Almost Always
- Not applicable

I clarify my goals with my academic planning consultant.

- Select only one choice.

- Almost Never
- Sometimes
- Often
- Almost Always
- Not applicable

I provide accurate information to my academic coach.

- Select only one choice.

- Almost Never
- Sometimes
- Often
- Almost Always
- Not applicable

I know what Collin’s programs are.

- Select only one choice.

- Almost Never
- Sometimes
- Often
- Almost Always
- Not applicable

I am prepared for making educational decisions.

- Select only one choice.

- Almost Never
- Sometimes
- Often
- Almost Always
- Not applicable
Satisfaction

In the context of today’s meeting, please indicate your level of satisfaction with...

the wait time to see your faculty coach/academic planning consultant

very dissatisfied
completely dissatisfied
unsatisfied
satisfied
very satisfied

the privacy of the environment where you met with your faculty coach/academic planning consultant

very dissatisfied
discreet
discrete
satisfied
very satisfied

the quality of the meeting with your faculty coach/academic planning consultant

very dissatisfied
discreet
discrete
satisfied
very satisfied

your academic planning experience so far

very dissatisfied
completely dissatisfied
unsatisfied
satisfied
very satisfied

Thank you for taking the time to complete this questionnaire.
If you have any questions related to this survey, or if you experience any problems in sending your responses, please contact snehosc@collin.edu
APPENDIX J: STUDENT LEARNING OUTCOMES SURVEY

SURVEY OF STUDENT LEARNING OUTCOMES

Successful academic advising means a collaboration between the student and the advisor. Gate of entry, student advisors interact with Collin College to improve the quality of advising experience for students. This survey is part of the student advising session and will contribute to MAP the student’s path to success. Both the student and the advisor will complete this short survey after every meeting. The survey will take less than 5 minutes.

CURRENT SEMESTER

[Required] Please indicate the current semester (Semester/Year, e.g., Fall 2014)

DATE OF VISIT

[Today’s Date (mm/dd/yyyy)]

STUDENT INFORMATION

Student’s Name (First - Last)

GPA

Contact Info / Address

Student’s primary campus:

[ ] Vista Ridge

[ ] Glenn Farms

[ ] Allen Center

[ ] Collin Higher Education Center (CHS)

[ ] Distance Education

[ ] Other

Email: [ ] Participant Email

[ ] Faculty/Staff Email

[ ] stream@mycollin.edu

ACADEMIC PLANNING TEAM MEMBER INFORMATION

Name (First - Last)

Team member’s academic planning role

[ ] Select only one choice.

[ ] Academic Coach (Vista Ridge)

[ ] Academic Planning Consultant (Vista Ridge)

[ ] Academic Planning Consultant (Allen Center)

[ ] Academic Planning Consultant (CHS)

[ ] Academic Planning Consultant (Distance Education)

[ ] Other

Approximate duration of meeting:

[ ] Select only one choice.

[ ] Less than 15 minutes

[ ] Between 15 to less than 30 minutes

[ ] 30 to less than 45 minutes

[ ] 45 minutes to 1 hour

[ ] More than 1 hour

PURPOSE OF MEETING

[ ] General purpose of today’s meeting:

[ ] Other

[ ] Only if above apply

[ ] Online meeting

[ ] One-on-one meeting

[ ] Change of major

[ ] Discuss degree plan

[ ] Discuss class schedule

[ ] Accuplacer scores

[ ] Transfer credits

[ ] Personal issues

[ ] Other

OTHER PURPOSE

[ ] Please specify the “other” purpose of today’s meeting.

GOALS

Using the list below, select the goals identified during the meeting:

Valid Input:

[ ] Select only one choice.

[ ] Obtain an AA

[ ] Obtain an AS

[ ] Obtain an AAS

[ ] Obtain an AA

[ ] Obtain an AS

[ ] Complete core curriculum (Texas Core) to transfer to a university

[ ] Complete a competency core curriculum

[ ] Complete development sequence of courses

[ ] Attend or few classes, not seeking a degree, personal enrichment

[ ] Other

OTHER GOAL

[ ] Please specify the “other” goal.

CHALLENGES/BARRIERS

As of today, what challenges/barrriers does the student foresee that could impact the completion of their goal at Collin? Check all that apply.

[ ] Increase in work hours

[ ] Job offers at different career levels

[ ] Barriers to success

[ ] Personal issues

[ ] Financial issues

[ ] Other challenges/barriers

[ ] None

OTHER CHALLENGES/BARRIERS

[ ] Please specify any “Other challenges/barriers” identified by the student.

ACCTIONS/REFERRALS

Page 1 of 1: SURVEY OF STUDENT LEARNING OUTCOMES
**DEGREE PLAN**

- Does the student know how many hours are required to complete their degree/certificate?
  - Valid input:
    - Selected only one choice.
    - Yes
    - No

**USE OF RESOURCES**

- Which of the following Collin resources does the student use? Check all that apply.
  - [ ] Academic Services
  - [ ] Career Services
  - [ ] Counseling
  - [ ] Disability Services (ACCESS)
  - [ ] Health Center
  - [ ] Library
  - [ ] Math Lab
  - [ ] Tutoring
  - [ ] Veterans Resource Center
  - [ ] Writing Center

**SIGNATURES:**

- Please type your first and last name in the box below. This indicates that you understand what was discussed in today's meeting.

**STUDENT:**

**ACADEMIC TEAM MEMBER:**

The Collin CEP Committee appreciates the time you took to complete this questionnaire.
WORKS CITED


There's a Map for that! :)

COLLIN COLLEGE