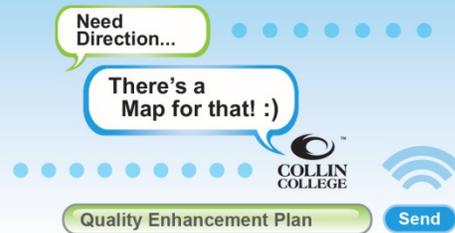


Response to the Visiting Committee Report

RE: QEP



- I. Introduction
- II. QEP Brief Summary
- III. Excerpt from the Visiting Committee Report-page 59
- IV. Responses to the Visiting Committee Report
- V. Attachments

I. Introduction

The Quality Enhancement Plan Implementation Committee at Collin College is grateful for the opportunity to gain insights from the onsite review process as well as receive pointed direction via the comments and recommendations for strengthening our QEP in the Onsite Report. We have taken this opportunity to make significant shifts in our assessment plan, clarifying our target and refining our initiatives to ensure a logical connection throughout the plan. We have also done an extensive review of our budgetary needs to ensure that the budget will support the scope of our plan. Following a brief summary of the QEP and the recommendations from the Visiting Committee, a detailed response to those recommendations is provided herein.

II. QEP Brief Summary

The Quality Enhancement Plan for Collin College seeks to shift the entire culture of Academic Planning at Collin College. We believe that achieving a culture shift at such a large institution with a diversity of students and programs will require a multi-pronged approach. Rather than focus on one initiative that might improve a single aspect of academic planning and advising for some students, we are focusing on how to change the experience for all students. Five strategic initiatives were identified in the original QEP and continue to be our focus: Advising Syllabus, Academic Planning Coach Program, Clear Pathways Website, Degree-Audit/Planning Software and Advising Space Re-design. These initiatives are each expected to impact some students at Collin, and we expect that all of them working as a whole will have a synergistic affect that will impact the entire academic planning and advising culture at Collin College. Undergirding all of these initiatives is a commitment to Professional Development as a mechanism that will support change by equipping staff and faculty involved in academic planning and advising.

III. Excerpt from the *Visiting Committee Report (page 59)*

C. Analysis and comments for Strengthening the QEP

1. Overview of the QEP's Strengths:

All College constituencies are enthusiastic about implementing initiatives that support student progress and improve advisement processes. It is clear that the Collin College community is committed to work collaboratively to support students' successful academic and career planning.

2. Challenges and Opportunities in Implementing the Plan:

- Although there is a broadly shared excitement and agreement across the College about the value of QEP initiatives, there is a lack of clarity about the QEP goal and objectives. Additionally, the committee is concerned about whether the high level of enthusiasm and support for the QEP will be sustained, particularly among faculty, as the project expands. The committee is of the opinion that the budget outlined may not be sufficient to cover the costs associated with extensive professional development needed to prepare faculty to engage in ongoing advisement of students or for the personnel needed to advise a growing cohort of students.

(see response in [Section A](#) below)

- The College has not set clear targets to allow the efficacy of initiatives to be determined, and the assessment plan needs to be better focused to allow for the measurement of key data. The college may want to consider a more targeted intervention. Many outcomes of the QEP have been defined in recognition of input, process, and output/outcomes stages. It is advised that, to the extent possible, these outcomes be distilled and reduced to provide College focus, clarity, and a sustainable assessment of achievement to succinctly and clearly provide evidence of improvement.

(see response in [Section B](#) below)

- The QEP stated goal is to improve student completion rates. To achieve this goal it will be important to clearly define the completion rate; present multi-year historical baseline completion rate data; intentionally define a desired level in which to improve the rate to monitor and allow a determination of goal achievement; and to reexamine QEP interventions such that they will target those students who are assessed by the completion rate.

(see response in [Section C](#) below)

3. Comments on Future Direction:

As the College expands the cohort of students who will benefit from academic coaching, it will need to consider how to streamline data collection and automate tracking. Further investment in programming and/or software will likely be warranted to enable the project to be adequately managed and brought to scale.

(see response in [Section D](#) below)

In summary, the committee finds, in regard to Core Requirement 2.12, that Collin College developed and acceptable QEP. The committee notes as particular strong the level of enthusiasm expressed by all College constituencies about implementing initiatives that support student progress and improve advisement processes. It is clear that the Collin College community is committed to work collaboratively to support students' successful academic and career planning.

IV. Responses to the Visiting Committee Report

Section A

1. Clarity of Goals and Objectives

SACSCOC: "there is a lack of clarity about the QEP goals and objectives"

Collin's Response:

Collin's goal for the QEP is to improve the completion rates for first-time in college, degree-seeking (FT FTIC degree seeking) students. The goal is well aligned with the college's strategic goal #1 in Vision 2016; "to improve academic success by implementing strategies for completion".

The QEP seeks to reach this goal by shifting the entire culture of academic planning and advising at Collin College. We believe that achieving a culture shift at such a large institution will require a multi-pronged approach via five distinct initiatives; Advising Syllabus, Academic Planning Coach Program, Clear Pathways Website, Degree-Audit/Planning Software, and Advising Space Re-design. By implementing all of these together, advising will be re-branded and re-tooled to become a holistic academic planning experience. In our original report and discussion with the SACSCOC Visiting Team, there was more focus placed on the Academic Coaching Program than any other initiative. However, it bares clarifying that no one initiative is meant to be more powerful than another. And rather than focus on one initiative that might improve a single aspect of academic planning for some students, we are focusing on how to collectively change the experience for all students. This particular response process has prompted us to revisit each of the initiatives to better define how it relates to impacting the target group, as well as ensure that there is a sufficient budget to support the needs of each initiative.

2. *Sustaining Faculty Involvement*

SACSCOC: *"the committee is concerned about whether the high level of enthusiasm and support for the QEP will be sustained, particularly among faculty, as the project expands"*

Collin's Response:

Our reasoning for believing that so many of our full-time Collin College faculty will be involved in advising students was not made clear in our original report. While other institutions may struggle to maintain support from faculty in an advising-centered plan, faculty at Collin College are already expected to participate in advising, and are informed of that duty via their job description (see Appendix A). Up until now, most departments at Collin College have not formalized how faculty could fulfill that duty; but the QEP finally brings structure to the long-standing expectation for faculty to be involved in advising students. Additionally, it is important to keep in mind that there is no tenure process for faculty at Collin College. Rather, full-time faculty undergo a contract renewal process every three years, in which all aspects of their job duties are reviewed. This provides a built-in motivator for faculty to intentionally remain active in their advising capacity. While we are currently running a pilot program with 60 faculty participating for the first year of implementation, we expect more and more faculty will want to join the program, as it allows for formal confirmation that they are in fact fulfilling that aspect of their job duties. Collin College currently employs approximately 379 Full-Time faculty, all of whom have advising duties in their role. With our administration strongly supporting the QEP, we expect that many of these faculty will join the Academic Coaching Program as it is scaled to grow each year.

3. *Sufficient Budget for Professional Development and Personnel*

SACSCOC: *"the budget outlined may not be sufficient to cover the costs associated with extensive professional development needed to prepare faculty to engage in ongoing advisement of students or for the personnel needed to advise a growing cohort of students"*

Collin's Response:

Professional Development:

While the original Quality Enhancement Plan made it clear that Professional Development would be incorporated as we worked on these initiatives, after our experience with the SACSCOC Visiting Team we agree that there must be a more robust plan to ensure extensive professional development that will be required during implementation and beyond. This challenged us to consider how we can create a sustainable model that would prepare faculty and staff for ongoing Academic Coaching during the QEP, and beyond. As a result, we developed a plan that includes professional development for Academic Planning staff as well as faculty/staff who are serving Academic Planning Coaches.

Staff who work in the Advising department will receive initial training on their roles and how to work with students based on the QEP vision. For example, Academic Planning Consultants will need to understand that degree planning with students is the emphasis, rather than simply helping a student register for classes. Mechanisms for training and ongoing professional development in for staff in the Advising department already exist; and the QEP Director will work closely with the Director of Advising to ensure that advising staff have an ongoing understanding of how the QEP vision impacts the work they do with students.

Prior to the QEP, there was no built-in mechanism for training Academic Planning Coaches. After the SACSCOC visit, the QEP team recognized the need to formalize professional development for our coaches and developed an Academic Planning Coach Certificate. Keeping in mind that the vast majority of coaches will be full-time Faculty, we designed a professional development program that caters to their schedule limitations as well as their need to be prepared on a variety of topics. Each year, coaches will be required to attend a minimum number of on-campus workshops and “lunch-ins” that would provide training on various competency areas in academic planning and advising. In order to impact the entire culture academic planning and advising culture at Collin, these professional development opportunities will be available to any staff and faculty who would like to attend—not just those involved in the Academic Planning Coach Program. Depending on their own competency level, staff in the Advising Department would be encouraged to participate in these workshops; while others would be asked to help facilitate the workshops, using their experience with Collin students as well as materials and knowledge gained from attending advising professional conferences. (see APPENDIX B)

Personnel:

Collin College also agrees with the On-Site Committee that additional personnel will be needed to support the scope of our project. This has prompted extensive discussion about the need to hire more advising professionals as well as management staff on each campus to ensure that all staff are properly supported and services to students are consistent. We have also taken this opportunity to align our staffing plan with the strategy to re-design our advising spaces, with a shift from providing simple “advising” to comprehensive and holistic *academic planning*. As such, we have identified key roles to support that new culture of academic planning, including Academic Planning Coaches (faculty), Academic Planning Consultants (advising staff), Student Services Consultants (triage staff), and ample management on each campus (Directors & Assistant Directors). (see APPENDIX C)

When assessing the number of advising professionals needed, the College used data on national medians for advisor/student ratios to set a baseline for ratio goals (see APPENDIX D). Our current advisor to student ratio is 1:1,399, which far exceeds the national median of 1:600 for large institutions. The QEP Committee has submitted a plan to be reviewed by the Leadership Team at Collin College, which calls for 14 additional Advisors/Academic Planning Consultants, which combined with our current Advisors on staff, will bring the advisor to student ratio to 1:823. The plan also calls for 9 Student Services Specialists, who will work in a front-line/triage capacity in the Advising department to assist the workflow, aiding students with issues that do not require an advisor’s expertise. Lastly, the personnel plan recognizes the need for more robust leadership in the Advising Department, including a Director and Assistant Director on each of the three major campuses. The plan proposes that new staff be hired in phases over the next three years. Because

we have included a strategic and robust support team comprised of Student Service Specialists, Assistant Directors and Directors, we feel that the target ratio of 1:823 can be well managed by the Advisors/Academic Planning Consultants, and we will closely monitor the impact. NOTE: The Interim President has already taken immediate action to begin improving the advisor to student ratio by approving the hire of three additional Advisors/Academic Planning Consultants (one for each major campus) in January 2015. The remainder of the plan will be reviewed by the Leadership Team in conjunction with the Budget Requests for the 2015-16 Budget Year.

Sufficient Budget:

The QEP Committee has done an extensive review of the scope of our project and reassessed the budgetary needs to ensure that the project can be sustained. As a results we have submitted a newly revised QEP Budget to the Leadership Team, including significant increases for personnel/staff, professional development, and software. This also includes a request for an immediate mid-year budget adjustment, to facilitate these program expenses for the remainder of this budget year. (see APPENDIX F) The leadership team has already been briefed on these issues, and formal budgetary requests will be made during the upcoming Budget Hearings.

Section B

1. *Setting the Target & Measurement of Key Data*

SACSCOC: *“The College has not set clear targets to allow the efficacy of initiatives to be determined, and the assessment plan needs to be better focused to allow for the measurement of key data. The college may want to consider a more targeted intervention.”*

Collin’s Response:

Goal: Collin’s goal for the QEP is “to improve full-time, first-time in college, degree-seeking (FT FTIC degree seeking) students’ completion rates.” The *completion rate* is defined as *IPEDS GRS completion rate*. The goal is well aligned with college’s strategic goal #1 defined in Vision 2016 “to improve academic success by implementing strategies for completion.

Why the completion rate was selected as the QEP goal: The five-year historical data indicates that Collin’s average graduation rate is 11% whereas the graduation rate for the selected college peers from IPEDS ranges from 15.7% to 16.8 %, indicating this is an area where improvement is needed as shown in the QEP’s goal selection.

The desired level of improvement for target: Collin desires to be at par or above the mean graduation rate of its peers by the end of the QEP. The mean graduation rate in the last 5 years for IPEDS-GRS peer group is 16.3 %, a difference of 5.3 points from Collin’s 11% rate. See Table 1 below. This target of 16.3% will be used to determine the expected outcome for improvement as a result of the combined synergistic contribution of all the QEP initiatives.

2. *Distilling Outcomes & Sustainable Assessment*

SACSCOC: *“It is advised that, to the extent possible, these outcomes be distilled and reduced to provide College focus, clarity, and a sustainable assessment of achievement to succinctly and clearly provide evidence of improvement.”*

Collin’s Response:

Narrowed Assessment focus: Degree completion will be the summative focus of the QEP measure along with improved overall student satisfaction with advising. In order to address the visiting team’s concern

that “A lack of clarity in assessing the desired outcomes is clearly evident, as well as the lack of baseline data.” Baselines and targets for measures of key data have been established. See Appendix A for detailed list of the outcomes, measures, baseline data and targets for improvement.

Four instruments have been selected to assess the outcomes of the Advising QEP and its five initiatives.

Summative Measures

- IPEDS/GRS Graduation Rate Survey
- Noel-Levitz Student Satisfaction Inventory (SSI)

Performance Measures

- Academic Planning Survey (AP Survey)
- Noel-Levitz Student Satisfaction Inventory (Noel Levitz SSI is used for both Summative and Performance Outcomes)
- Faculty Development Training Survey (FDT Survey)

Narrowed measurement focus. For simplicity’s sake, the number of measures have been reduced. Texas Success Points have been eliminated as formal measures of the QEP although Collin and the state of Texas use these milestones to track progress toward graduation. Collin expects that the combined impact of the five QEP initiatives will positively impact the Texas Success Points.

Definition and details of cohort. Full-time, First-time in college, (FT FTIC) Degree-seeking students enrolled at Collin College in the Fall 2014 semester is the initial cohort. In line with the IPEDS-GRS definition, the graduation rates of the cohort will be reported within 150% of the normal time to completion. We anticipate including additional FT FTIC, degree-seeking cohorts each year from 2015 through 2017.

Section C

1. *Define Completion Rate*

SACSCOC: “clearly define the completion rate”

Collin’s Response:

Definition of measurement of completion rate. The IPEDS-GRS definition for graduation rate is selected for Collin’s QEP completion rate because it is a nationally recognized, time-tested definition used by all the peer institutions to measure degree completion. According to GRS, in line with the Students Right-To-Know regulations, completers are those students who received their degree/certificate within 150% of the normal time according to the institution’s catalog.

2. *Defining Completion Rate & Desired Improvement*

SACSCOC: “present multi-year historical baseline completion rate data; intentionally define a desired level in which to improve the rate to monitor and allow a determination of goal achievement”

Collin’s Response:

The desired level of improvement for target: Collin desires to be at par or above the mean graduation rate of its IPEDS GRS peers by the end of the QEP. The mean graduation rate in the last 5 years for peer group is 16.3%, a difference of 5.3 points from Collin’s 11%. See Table 1 below. This target of 16.3% will be used to determine the expected outcome for improvement as a result of the combined synergistic contribution of all the QEP initiatives.

Table 1. Five Year Baseline Data on College Graduation Rates:

Graduation and Transfer-Out Rates Collin College Vs. IPEDs Peers 2009 through 2014 Reporting Years							
Graduation and Transfer-Out Rates for Entering Student Cohorts after Three Years First-Time-in-College, Full-Time, Degree-Seeking Students							
GRS Reporting Year	Collin's Cohort					IPEDs Peers ¹	
	Cohort	Completers within 150% Normal Time		Transfer-Out (Non-Completers)		within 150% Normal Time	Transfer-Out (Non-Completers)
	(A) N	(B) n	(B/A) %	(C) n	(C/A) %	(D) %	(E) %
2009 (Fall 2005 Cohort)	2,441	250	10.2%	1,042	42.7%	15.7%	20.8%
2010 (Fall 2006 Cohort)	2,183	197	9.0%	865	39.6%	16.3%	21.0%
2011 (Fall 2007 Cohort)	2,765	370	13.4%	1,227	44.4%	16.3%	19.1%
2012 (Fall 2008 Cohort)	2,756	288	10.4%	1,083	39.3%	16.4%	18.2%
2013 (Fall 2009 Cohort)	2,971	333	11.2%	1,188	40.0%	16.8%	19.3%
2014 (Fall 2010 Cohort)	3,185	352	11.1%	1,244	39.1%	na	na

Source: Integrated Postsecondary Education Data System, Data Feedback Reports for 2014, 2013, 2012, 2011, 2010 & 2009.
GRS measures success of first-time-in-college, full-time, degree-seeking students who enter an institution in summer and fall of a year after 3 years.
¹ The peer group was revised in 2014 to pick institutions that were more comparable to Collin. The N = 12 for IPEDs peers.

In order to be responsive to the SACSCOC onsite visitors' suggestions, Collin's QEP Team has reviewed, simplified and narrowed the focus of the QEP assessment as explained in Collin's response to identified assessment concerns.

Why student satisfaction was selected as a QEP summative measure: The five-year historical data about Advising shown in Table 2 indicates a mean satisfaction score of 4.92 compared to 5.21 for the national peers. In 2014, Collin's satisfaction score on Advising was 5.03 whereas the satisfaction score for national community colleges was 5.21 indicating this area where improvement is needed; this is reflected in the QEP's goal selection. For each of the last five administrations of SSI, Collin's mean satisfaction score was lower than its peers and the differences were both negative and statistically significant (see table below). Collin plans to mitigate, or eliminate, the negative mean differences through the combined effect of its five Advising initiatives.

The desired level of improvement for target: Collin desires to be at par or above its peers' mean satisfaction score for Advising at the end of the QEP. The mean peer satisfaction scores for the last five years' administration is 5.21 on a 7-point scale. Hence Collin set the following targets. (a) The target of 5.21 will be used to determine the expected outcome for improvement. (b) Besides the overarching improvement in the Academic Advising scale, baseline data was collected in spring of 2014 on ten institutionally developed items using the Noel Levitz SSI that covered the five QEP initiatives. This data as shown in Table 3 will serve as baselines for the "additional stated outcomes." The target is to reduce the performance gap so that none of the selected items are identified by Noel-Levitz as a challenge area for Collin College.

Table 2 Five Year Baseline Data on Advising Using Noel Levitz SSI:

Noel Levitz- Satisfaction Scale and Performance Gaps for Academic Advising							
Collin College Vs. Peers							
2006 through 2014 Reporting Years							
Academic Advising/Counseling	Collin College			National Community Colleges			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
2014	6.41	5.03 / 1.51	1.38	6.24	5.32 / 1.37	0.92	-0.29***
2012	6.44	4.95 / 1.57	1.49	6.17	5.20 / 1.33	0.97	-0.25***
2010	6.12	4.85 / 1.44	1.27	6.15	5.21 / 1.31	0.94	-0.36***
2008	6.07	4.79 / 1.32	1.28	6.11	5.19 / 1.29	0.92	-0.40***
2006	6.03	4.96 / 1.25	1.07	6.10	5.15 / 1.29	0.95	-0.19***

*** Statistically significant at .001 level.

Table 3 Collin’s Institutional Items for Noel-Levitz Student Satisfaction inventory

Campus Items In Order of Performance Gap			
Noel Levitz May 2014 Administration			
Collin College			
Campus Items	2014		
	Importance	Satisfaction/ std dev	Performance Gap
76. Campus item: I am clear about the next steps for completing my degree/certificate requirements	6.56	5.38/1.67	1.18
74. Campus item: I know about the academic and career planning resources available on the Collin website.	6.23	5.16/1.72	1.07
73. Campus item: I can easily find information I need at the Collin College website.	6.49	5.45/1.56	1.04
80. Campus item: The space where academic advisors meet with students is adequate to meet my needs	6.25	5.37/1.63	0.88
75. Campus item: I am able to select necessary courses for my degree/certificate without assistance from an advisor.	6.44	5.58/1.56	0.86
72. Campus item: Collin College provides adequate resources to support students who face academic challenges.	6.4	5.56/1.53	0.84
77. Campus item: I would like to consult a faculty advisor as part of my academic advising process.	6.23	5.4/1.57	0.83
78. Campus item: Veteran services at Collin meet my needs.	5.97	5.51/1.53	0.46
79. Campus item: The new student orientation class I attended during my first semester was beneficial.	5.99	5.61/1.54	0.38
71. Campus item: I can easily find information about my tuition charges each semester.	6.44	6.17/1.14	0.27

Note: Item 76 was identified as a challenge by Noel Levitz.

In order to address the SACSCOC concern of “lack of clarity in assessing the devised outcomes, as well as lack of baseline data,” detailed QEP Assessment Plan is attached in APPENDIX F, and clarifies the baselines established and the targets set for each initiative and its measures.

3. Reexamine QEP Interventions

SACSCOC: “reexamine QEP interventions such that they will target those students who are assessed by the completion rate”

Collin’s Response:

Collin’s goal for the QEP is “to improve full-time, first-time in college, degree-seeking (FT FTIC degree seeking) students’ completion rates.” The *completion rate* is defined as *IPEDS GRS completion rate*. The goal is well aligned with college’s strategic goal #1 defined in Vision 2016 “to improve academic success by implementing strategies for completion.

The cohort has been changed to full-time, first-time in college, degree-seeking students' in order to address the concern about alignment of the targeted students to "the singular goal" of degree completion. The QEP is designed to improve the targeted students' progress toward degree completion through the collective impact of its five initiatives.

This is a sizeable target group (approximately 3,000 students per year) to gauge the impact of the five initiatives on degree completion and satisfaction with the advising experience. As such, various tactics and strategies need to be deployed to impact the students. Each of our five initiatives was identified to address a specific issue we had with getting students engaged with the advising and academic planning process. Each initiative is design to impact our target group as follows:

- **Academic Planning Syllabus:** This intervention addresses consistency and serves as the initial step of encouraging students to take ownership in their academic planning process, as well as clarifying the basic steps for developing an academic plan. This will also provide students with clear expectations for their advising experience.
- **Academic Planning Coach Program:** This initiative provides additional assistance to students who desire to have extra support and/or need additional mentoring from a faculty/staff coach to help articulate their goals and take tangible steps toward completing them. Special email outreaches and informational sessions will be targeted at our cohort so they can learn about the benefits of this program.
- **Clear Pathways Website:** This initiatives channels students who are first-time in college through a pathway that begins with admissions and gives a step-by-step pathway to selecting a degree. This will serve a critical purpose for our cohort, as students who come to college for the first time intending to earn a degree, often need support to determine how to get to the point where they can select a degree and begin enrolling in courses. Clear Pathways immediately greets students interested in attending Collin College and provides them with a step-by-step understanding of how to apply, enroll, and successfully choose their program of choice. Not only does this provide a student with an attainable vision from the very start, but it also communicates quality advising and academic planning information.
- **Degree Audit & Planning Software:** This initiative gives *all* students at Collin college—not just those who are able to meet with an Academic Planning Coach or an Advising Consultant—access to a user-friendly system that allows them to track their own progress. This is key in empowering and reaching students beyond the physical advising space and formal advising relationships. The software is particularly designed to cater to the cohort, as it is focused on helping students accurately visualize and plan for the courses needed to complete their degree. The information provided will be student-specific and tailored to their particular degree program, thereby making the steps needed for degree completion clearly defined and easily understood, without requiring additional assistance from staff/faculty professionals.
- **Redesign Advising Space:** This initiative allows for our historically traditional advising department to make a strategic shift to offer more holistic academic planning services to students. Students in our cohort need more than an advisor behind a counter who can answer quick questions about registration—they need an Academic Planning Consultant who is available to invite them into their office for a comprehensive conversation about their academic goals and challenges. The physical office space itself will undergo a redesign to better facilitate these conversations between staff and students. In addition, the roles/jobs in the department are also redesigned to strategically meet student needs in an efficient way. The way in which students experience the overall environment and their quality of interaction with staff in these offices is absolutely critical in making a culture shift to a positive and effective academic planning for students.

Section D

1. *Streamlining Data & Investment in Software*

SACSCOC: “consider how to streamline data collection and automate tracking. Further investment in programming and/or software will likely be warranted to enable the project to be adequately managed and brought to scale”

Collin’s Response:

Streamlining Data Collection: In Section C2, the measures have been substantially reduced and the target group has been changed.

Automating Tracking: All data identified in the assessment plan (shown in Appendix H) have electronic collection processes in place (i.e. Elucian and U.Achieve & U.Direct data for degree completion, Noel Levitz web-based data for advising satisfaction, SNAP Surveys for Academic Planning Survey and Professional Development Survey). We chose many of these methods in order to streamline the data collection by aligning with existing methods and tools the college already uses for electronic data collection.

Further Investment in Software: We are pleased to report that The Board of Trustees approved the purchase of the desired degree audit and planning software, U.Achieve & U.Direct system, in December 2014 and we have already begun a rigorous implementation and installation process (see copy of Purchase Order in APPENDIX F). After U.Achieve & U.Direct is launched, this system will provide automated degree progress assessment. The system allows for the College to quickly see how students are progressing through their degree, allowing for a more automated way to assess the percent of degree completion at the end of each year for individuals in the target group. Other benefits to students, staff and faculty include the following:

- **Student-friendly Planning Tool:**
The system provides a student-friendly platform that allows students to engage in their academic planning process via a customizable and personalized student “dashboard.” The QEP slogan, *There’s a Map for That*, becomes more applicable as students are able to clearly see which courses are appropriate and available for their desired degree/certificate. Students will be able to visualize degree plans through charts and graphs, view course descriptions and easily navigate degree requirements. The system will also allow students to look at a “what if” scenario which shows how their courses apply to an alternative degree/certificate. The “comments” feature provides communication between students and advising staff/faculty during the planning process. All of this is available to students 24/7, to enhance availability and services current planning process for students.
- **Seamless Planning & Registration Process for Students:**
The system provides seamless integration between the degree audit, course planning and course registration processes, so that students no longer need to navigate separate planning and registration processes. The system allows students to do long-term planning for degree completion by creating a “roadmap,” which segues into the registration process for each semester.
- **Course Forecasting & Reporting Capabilities:**
The system allows deans and other administrators to better predict demand for courses. As students use the system for long-term planning, the system gathers data on which courses students plan on taking as well as which courses students have remaining in their degree/certificate requirements. This data can then be used to report how many students will

likely need to take a given course in a future term. This function will allow deans and administrators to quickly run customized reports and make more efficient decisions regarding course scheduling in a given term.

- **Academic Advising & Coaching Tool:**
The system allows for one comprehensive record and planning tool that will aid staff and faculty who are assisting students in the academic planning process. Currently there is no central platform that gives comprehensive student record information combined with degree-planning information for advising staff to use in the planning process. Rather, the current process requires gathering student information from various sources, thereby creating inefficiency and more chance for misinformation in the advising process. This system eliminates those issues, by creating one place for advising staff/faculty to gather information about the student as well as make informed decisions regarding the student's plan. This will be especially crucial as Collin College grows the Academic Planning Coach Program, because the faculty involved rely heavily on advising tools that are easy to use and quickly provide accurate information.

While the U.Achieve & U.Direct Software is being installed, we have developed a smaller database system via the CASPIO platform (launched in January 2015) to help us collect and maintain data and academic planning records shared between Academic Planning Coaches and Advising Consultants. This system is not as complex as U.Achieve & U.Direct, but it does allow us to move away from the paper records we were keeping in the Fall, to a more streamlined data collection process—which was especially needed with the Academic Coaching Program.

In addition, because of the broad scope of our QEP and the need to ensure that all initiatives are able to move forward with coordinated efforts, we have adopted Basecamp, an online tool for project management.

V. Attachments

APPENDIX A: Full-time Faculty Position Job Description
APPENDIX B: Academic Planning Coach Professional Development Plan
APPENDIX C: Academic Planning & Advising Personnel & Budget
APPENDIX D: Advising Ratios at Collin College
APPENDIX E: QEP Initiatives
APPENDIX F: Purchase Order U.Achieve & U.Direct Software
APPENDIX G: QEP Amended Budget
APPENDIX H: QEP Assessment Plan

APPENDIX A

COLLIN COLLEGE JOB DESCRIPTION: Full-Time Faculty

Job Code:	F1999_T
Job Title:	Full-time Faculty - Transfer
Employee Type:	FT-Faculty
FLSA Status:	Exempt
IPEDS Code:	20 - Faculty
Travel:	0 - 10%
Salary Range:	F1999_T
Minimum:	\$46,478.96
Maximum:	\$53,915.76

*****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, indicating a major and/or 18 graduate hours in the discipline. PhD desired.

Community college or university teaching experience is desired.

Essential Job Functions:

Teach assigned courses in accordance with the course syllabus and college policy.

Continue to update and revise course content and teaching methodology in order to maintain currency and relevance.

Maintain familiarity with current texts, materials, teaching aids and techniques relative to courses within the discipline and recommend their adoption when appropriate.

Actively seek ways to improve instruction.

Provide advice and/or assistance to associate faculty in regard to course content and instructional materials.

Post and observe a minimum of six office hours per week for purposes of academic advising and student consultation. Hold office hours at times which will be most convenient for students. Meet with students as needed by appointment.

Advise and assist students during the ongoing registration process.

Actively participate in discipline, division and college-wide task forces and committees for an average of two hours per week.

Attend scheduled discipline, division and college-wide meetings.

Actively participate in assisting the college to maintain standards required for accreditation.

Perform registration tasks determined in consultation with the division dean.

Participate in full regalia in official graduation ceremonies.

Work with Library staff in the selection of print and non-print materials in the overall collection development of the Library.

Perform other duties as determined in consultation with the division dean.

Establish annual objectives mutually determined with the division dean, including personal and professional growth plans.

Maintain state-of-the-art knowledge and competence in the appropriate academic disciplines.

Contribute to and participate in staff development programs.

Participate in community activities and services.

Teaching assignments may be on one or more of the college's campuses or offsite locations and may include concurrent enrollment, distance education, evening and weekend programs, online instruction and other instructional modalities. Non-teaching assignments include instructional development, academic advising and assisting students, registration assignments, participating in college-wide activities and task forces, and other appropriate responsibilities. These responsibilities may be scheduled within the flexible 170-day faculty calendar.

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.*****

APPENDIX B

Academic Planning Coach Professional Development Plan

Activities	Timeline
<p>Assessment of Coaches</p> <ul style="list-style-type: none"> • Determine which needs are not being met • Determine what is working well • Determine additional training materials/resources needed 	<p>Professional Development Survey starting December 2014, then May 2015</p>
<p>Positive Promotion of Program</p> <ul style="list-style-type: none"> • Promote coaching program at New Student Orientation • Collaboration between Academic Planning Consultants and coaches to help engage student in program. • Post pictures of coaches on campus website • Acknowledge coaches at <i>All College Day</i> event • End of Year celebration for 2014-15 coach participants 	<p>Summer 2015</p>
<p>Academic Coaching Certificate Program By completing 8 activities throughout the year, faculty/staff will be eligible to earn a certificate. Eligible activities include but are not limited to:</p> <p>Activities</p> <hr/> <ul style="list-style-type: none"> ➤ Attend Training/Briefing Sessions in Fall & Spring (mandatory for all coaches) ➤ Attend choice of Professional Development Workshops throughout the year (including presentations by university partners, Academic Planning Consultants, etc.) ➤ Complete 10 hours of student coaching (mandatory for all coaches) ➤ Attend/view webinars/ short videos (about registration, student resources, etc) – (maximum 2 toward coaching certificate) ➤ Participate in coaching roundtable discussions (sharing of best practices/Critical Conversations) ➤ Attend presentations by keynote speakers and/or consultants <p>Those completing the certificate program will have demonstrated competencies in key competency areas, such as:</p> <ul style="list-style-type: none"> • Planning & Goal Setting • Motivating others • Active Listening Skills • Coaching Skills & Styles 	<p>Launch Fall 2015</p>

<ul style="list-style-type: none"> • Knowledge of Learning Styles • Making effective referrals <ul style="list-style-type: none"> ➤ After completing the Coaching Certificate, coaches will be eligible to attend a national advising conference. Three who earn the certificate will be sent. ➤ These professional development activities will be open to other staff/faculty at Collin College, so the program will impact the culture of academic planning and advising at Collin College. ➤ Advising Consultants and other key staff will facilitate and/or participate in these activities as part of their own professional development. 	
<p>Budget</p> <p>3 Planning Consultants/Advisors: National Advising Conference attendance \$6,000*</p> <p>3 Coaches (1 from each campus): National Advising Conference attendance \$6,000*</p> <p>QEP Director: SACSCOC Summer Institute attendance \$2,000*</p> <p>QEP Director: professional advising conference attendance \$2,500*</p> <p style="text-align: right;">*Sub-Total Professional Development/Travel \$16,500</p> <p>Keynote speaker/Consultant for professional development \$5,000**◆</p> <p>Mandatory Faculty Coach Training (1 per semester) \$2,000**◆</p> <p>Critical Conversations Luncheons (six, \$500/ea.) \$3,000**◆</p> <p style="text-align: right;">**Sub-Total In-House Professional Development \$10,000</p> <p style="text-align: right;">Total Requested Adjusted Annual Budget for Professional Development \$26,500</p> <p style="text-align: right;">Total Current Budget Professional Development \$13,750</p> <p><i>*In-house professional development.</i></p>	
<p>◆ Immediate supplemental request for the current budget year</p> <p>Keynote speaker/Consultant (Spring/Summer) - \$5000 \$5,000</p> <p>Mandatory Coach Training (August) – food & supplies \$1,000</p> <p>Critical Conversations Luncheons (2 luncheons; \$500 each) \$1,000</p> <p style="text-align: right;">Total \$7,000</p> <p style="text-align: right;">Current In-House Professional Development Budget (\$2,500)</p> <p style="text-align: right;">Total supplemental request for current budget year \$4,500</p>	
<p>Long Term and sustainable Professional Development Plans</p> <ul style="list-style-type: none"> • Possible advanced faculty coaching certificate • Offer a Collin’s annual during Faculty Development Conference, open to all faculty to participate in. • Review and revise professional development plans and materials. 	

Note: The QEP Professional Development plan is largely focused on Academic Planning Coaches, as these are faculty, who would likely would not gain professional development regarding academic planning without a QEP

intervention. Other Academic Planning Professionals (Academic Planning Consultants and Student Services Specialists) are full-time staff, who will participate in existing training and ongoing professional development through the Advising Department. The QEP Director will continue to work closely with the Director(s) of Advising to ensure that QEP-related concepts are built into training and professional development opportunities for staff, as needed.

APPENDIX C

Academic Planning & Advising Personnel

Creating a team of professionals by deconstructing the existing advisor role to permit emphasizing specialized roles, which will allow more efficient use of existing and new personnel. Each campus requires a robust Academic Planning staff team, therefore management and leadership are essential to ensure consistency in vision and mission, as well as consistency in carrying out academic planning services and QEP initiatives. Therefore leadership and management positions are designed to work strategically and efficiently in delivering a quality program. The positions below go beyond the QEP and focus on building strong a strong academic planning and advising program.

Leadership

There are two proposed options for Leadership Models. Collin College is currently considering which model is best suited for the current structure and future vision for the College.

Model 1—District-level leadership: Uses direct leadership via one administrator, to establish and reinforce consistent policies and procedures across the district.

Model 2—Council leadership: Uses council process with representation from across the district to ensure consistency in district-wide in policies and procedures.

While the models are structured differently, both would ultimately provide the following functions:

1. Ensure consistent vision/mission and effective collaboration across the district on college-wide initiatives (such as those related to the QEP).
2. Ensure consistent methodology and assessment of advising processes, especially those related to the QEP.
3. Work closely with QEP Director, VP of Student Development, Dean of Student Enrollment and Student Success, Directors of Advising & Academic Planning, and other district stakeholders as needed to ensure collaborative and well-informed decisions for the Academic Planning & Advising Program.
4. Monitors advising policies and procedures, and determines any clarifications or changes that need to apply to current academic planning policies and procedures.

Advising & Academic Planning Team on Each Campus

Director of Advising & Academic Planning:

1. Work closely with QEP Director, Dean of Student Development, Dean of Student Enrollment and Student Success, and other campus/district stakeholders as needed to ensure collaborative and well-informed decisions for the Academic Planning Program.
2. Collaborate regularly with other Directors of Advising and Academic Planning at the other campuses, and work together to ensure coordination and consistency of services across the district.
3. Provide consistent process for accomplishing and assessing QEP-related procedures for assigned campus.
4. Provide leadership and vision for the Academic Planning & Advising staff team
5. Establish procedures for training, scheduling and supervision of Assistant Director, Academic Planning Consultants, Student Service Specialists (triage) and Student Assistants.
6. Assess and report on academic planning services that go beyond the QEP automated assessments.
7. Serve on campus or district committees, as needed.

Assistant Director of Advising & Academic Planning:

1. Assist the director in providing support and supervision for Advising Consultants as needed.
2. Mentor and help train new Academic Planning Consultants.
3. Manage and develop processes and training for the Student Service Specialists (triage) and Student Assistants.
4. Develop training manual and other training tools in consultation with the director.
5. Maintain website and other web tools.
6. Serve on campus or district committees, as needed.

Academic Planning Consultants:

1. Focus on advising students via one-on-one meetings, group advising, online advising, as well as the use of other academic planning strategies.
2. Use academic planning and degree audit software to educate students on degree planning processes.
3. Provide consultative support to Faculty Coaches as well as assist with training and professional development in the Coaching Program.

Student Service Specialists (Front-Line/Triage):

1. Provide direction to students seeking support-- refer to the appropriate resource (Advising & Academic Planning, Admissions, Financial Aid, etc.)
2. Provide essential "introductory" or "intake" information to better prepare students for the referral.
3. Help to reduce lines/waiting for Advising Consultants and other Student Development services, by answering initial questions and/or referring students to more appropriate office/resource.

Non-Staff Roles**Academic Planning Coaches (Faculty/Staff)**

1. Provide Academic Coaching to 4 students each academic year, meeting with each student at least twice per semester.
2. Collaborate with assigned Academic Planning Consultant to ensure thorough and accurate registration and degree-planning for each student.
3. Provide direction to students seeking support on areas outside of Advising/Academic Planning-- refer to the appropriate resource (Financial Aid, Registrar, Counseling, Tutoring, Career Services, etc.)
4. Use academic planning and degree audit software to educate students on degree planning processes.
5. Participate in professional development for coaches, with the goal of earning a Coaching Certificate.

Proposed Budget: Academic Planning & Advising Personnel

Proposed Staff	Budget															
<p>FY 2015 Mid-Year Request</p> <ul style="list-style-type: none"> • 3 Academic Planning Consultants (1- Spring Creek, 1- Preston Ridge, 1- Central Park)* • 2 Student Service Specialists - Triage (Spring Creek) <p style="text-align: right; margin-right: 100px;">Half-Year Supplemental Request= <i>(Note: 6 months of Salary)</i></p>	\$82,000															
<p>FY 2016</p> <ul style="list-style-type: none"> • 1 Director of Advising & Academic Planning at Preston Ridge • 1 Director of Advising & Academic Planning at Central Park • 4 Academic Planning Consultants (2- Spring Creek, 1- Preston Ridge, 1- Central Park) • 1 Student Service Specialist – Triage (Spring Creek) <p style="text-align: right; margin-right: 100px;">Yearly Total=</p> <p><i>Note: There is already a Director of Advising at Spring Creek Campus</i></p>	\$283,500															
<p>FY 2017</p> <ul style="list-style-type: none"> • 3 Assistant Directors (1- Spring Creek, 1- Preston Ridge, 1- Central Park) • 1 Associate Dean** • 4 Academic Planning Consultants (2- Spring Creek, 1- Preston Ridge, 1- Central Park) • 3 Student Service Specialists – Triage (Central Park) <i>(Projected space change to Triage Model at Spring Creek)</i> <p style="text-align: right; margin-right: 100px;">Yearly Total=</p>	\$360,500															
<p>FY 2018</p> <ul style="list-style-type: none"> • 3 Academic Planning Consultants (1- Spring Creek, 1- Preston Ridge, 1- Central Park) • 3 Student Service Specialists – Triage (Preston Ridge) <i>(Projected space change to Triage Model at Preston Ridge)</i> <p style="text-align: right; margin-right: 100px;">Yearly Total=</p>	\$193,500															
<p>Salary Calculations</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 35%;">Associate Dean</td> <td style="width: 15%;">\$74,000</td> <td style="width: 50%;">(Range: \$72,376 – 105,234)</td> </tr> <tr> <td>Director of Advising & Ac. Planning</td> <td>\$57,000</td> <td>(Range: \$54,304 – 60,467)</td> </tr> <tr> <td>Asst. Director of Advising & Ac. Planning</td> <td>\$44,000</td> <td>(Range: \$41,927-\$46,685)</td> </tr> <tr> <td>Academic Planning Consultant</td> <td>\$35,000</td> <td>(Range: \$33,969-\$37,824)</td> </tr> <tr> <td>Student Service Specialist – Triage</td> <td>\$29,500</td> <td>(Range: \$28,308-\$31,521)</td> </tr> </table>	Associate Dean	\$74,000	(Range: \$72,376 – 105,234)	Director of Advising & Ac. Planning	\$57,000	(Range: \$54,304 – 60,467)	Asst. Director of Advising & Ac. Planning	\$44,000	(Range: \$41,927-\$46,685)	Academic Planning Consultant	\$35,000	(Range: \$33,969-\$37,824)	Student Service Specialist – Triage	\$29,500	(Range: \$28,308-\$31,521)	\$919,500
Associate Dean	\$74,000	(Range: \$72,376 – 105,234)														
Director of Advising & Ac. Planning	\$57,000	(Range: \$54,304 – 60,467)														
Asst. Director of Advising & Ac. Planning	\$44,000	(Range: \$41,927-\$46,685)														
Academic Planning Consultant	\$35,000	(Range: \$33,969-\$37,824)														
Student Service Specialist – Triage	\$29,500	(Range: \$28,308-\$31,521)														

* Advisors approved for hire in Jan. 2015

**Associate Dean position only used in District Leadership Model

APPENDIX D

Advising Ratios at Collin College

Advisor Student Ratios–National Median vs. Collin College

	Median for 2-Year	Median for Large Institutions*	Collin College 2014**	Collin College 2015***	Collin College Target****
Advisor: Student Ratio	1:441	1:600	1:1,399	1:1,217	1:823

This target reflects the commitment to move toward the median ratio for Large Institutions over time.

Median data taken from NACADA 2011 National Survey of Academic Advising

*Large Institution: 24,000 students or more; includes 4-year institutions.

➤ **Collin College figures above reflect the following:**

** Fall 2014 Student Headcount: 27,991. The equivalent of 20 full-time advisors (13 full-time, 17 part-time) are currently employed.

***As of Jan. 2015, leadership approved three additional full-time advising positions.

****Target calculated with current headcount. Assumes hiring 14 Full-Time Academic Planning Consultants/Advisor in addition to the 20 advisors currently employed. See proposal on previous page: *Proposed Budget for Academic Planning Staff & Personnel*.

➤ **The last time advising positions were added at Collin was in 2004. Since then, the population has increased by over 10,000 students (58%). [Fall 2004 Headcount = 17,702]**

Impact of Academic Coaching Program on Advising

- Currently 60 Academic Coaches
- Each coach works with 4 new first year students.
- Total students impacted: 240

Benefit to Advising

- Students receive the guidance and quality time they need from coaches, while professional advisors can only offer quick, supplementary advising.
- Students come to the professional Advisor more prepared to talk about more complicated advising
- A large group of faculty/staff coaches is more aware of advising services and related resources, and therefore more equipped to aid any of their students with impromptu advising referrals and general academic planning questions.

Minimal Direct Impact on Advising Ratios

- The Coaching Program currently impacts 240 students, which is less than 1% of the population of students that Advising serves.
- 240 students is 20% of the load of one full-time advisor.
- Even if the Coaching Program doubles (i.e. 480 students and 120 faculty), the impact on the advising ratio is still minimal.

QEP *Initiatives*

Need Direction...
There's a Map for that! :)

COLLIN COLLEGE

Quality Enhancement Plan [Send](#)

QEP Initiatives working synergistically to support completion of first time in college, full-time students. A commitment to providing professional development to staff and faculty involved in the initiatives is the foundation to affecting broad institutional change.





**SEND INVOICE IN
DUPLICATE TO:**

Collin County Community College District
 Attn: Accounts Payable
 PO Box 8021
 McKinney, TX 75070-8021
 OR
 AcctsPay@collin.edu
 Invoice Inquiries: 972-758-3834
 Purchase Order Inquiries: 972-758-3873

Purchase Order		
Purchase Order Date	PO/Reference No.	Revision No.
Dec 18, 2014	P0026819	0
Supplier Name	CollegeSource Inc	
Address	8090 Engineer Rd San Diego, CA 92111-1906 US	
Phone	+1 (800) 854-2670	
Fax	+1 (858) 278-8960	
Requested Delivery Date	Jan 5, 2015	
Payment Terms	0, Net 30	

Ship To Information

Collin County Community College
 Attn: Mary Eldridge
 Room: B-209
 Central Receiving, E126
 2200 W University Dr
 McKinney, TX 75071
 United States
 ShipTo Address CPC
 Code

Requester Information

Contact: Mary Eldridge
 Email: mel@collin.edu
 Phone: +1 (972) 377-1595

Terms and Conditions

Header 00000055 FOB: Destination Inside Install FPP
 00000139 Carl Perkins Grant/Funding Out/EOE

FOB: Destination Inside Install Freight Prepaid

Funds are provided by the Department of Education, Federal grant CFDA #84-048, Career and Technical Education - Basic Grants to States. This contract will comply with all federal laws and regulations that pertain to this award. The Board of Trustees has approved funds for payment for purchases under this contract for the current fiscal year. The State of Texas statutes prohibit the obligation and expenditure of public funds beyond the fiscal year for which a budget has been approved; therefore, anticipated obligations that may arise past the end of the District's current fiscal year shall be subject to Board approval. Failure by the Board of Trustees to appropriate funds to the District, or withdrawal of funding from a granting agency or other appropriate governmental entity, sufficient to make such payment shall relieve the District from the obligation to make such payments during the term of the non-appropriation. The District's decisions as to whether sufficient appropriations are available shall be accepted by the supplier and shall be final and binding. Personnel relations of the Vendor's employees shall be the Vendor's responsibility, including compliance with all applicable government regulations related to the employment of personnel. The Vendor shall be an Equal Opportunity Employer and shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, or gender. The vendor shall hire only persons who may legally work in the United States, to include citizens and nationals of the United States and aliens authorized to work. It is the vendor's responsibility to verify the identity and employment eligibility of anyone hired for performance under this contract. Furthermore, all persons performing work under this contract must be an employee of the company.

00000182 Winter Break (Christmas) Closing
 The District will be closed Wednesday, December 24, 2014 through Friday, January 2, 2015. Please schedule deliveries/services accordingly.

Line No.	Product Description	Catalog No.	Size / Packaging	Unit Price	Quantity	Ext. Price
1 of 1	Degree Planner/Audit Software for QEP Initiative	N/A	EA	267,027.00 USD	1 EA	267,027.00 USD
	Commodity Code	43230000	Software			
	Terms and Conditions	Refer below				
Total						267,027.00 USD

APPENDIX G

Amended QEP Budget

	Original 2014-15	Adjusted 2014-15	Original 2015-16	Projected 2015-16	Original 2016-17	Projected 2016-17	Original 2017-18	Projected 2017-18	Original 2018-19	Adjusted 2018-19	Total	New Projected Total	
Staff Salaries-Full-Time	\$75,000	\$157,000	\$75,000	\$358,500	\$75,000	\$435,500	\$75,000	\$268,500	\$75,000	\$75,000	\$375,000	\$1,294,500	*i
Regular Overtime	\$3,000	\$3,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,000	\$3,000	
Other Contract Services	\$1,000	\$6,100	\$0	\$0	\$0	\$5,100	\$0	\$0	\$0	\$5,100	\$1,000	\$16,300	*iv
Meetings Expense	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000	\$5,000	
Office Supplies	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$1,500	\$1,500	
Local Travel	\$2,200	\$2,200	\$2,200	\$2,200	\$2,200	\$2,200	\$2,200	\$2,200	\$2,200	\$2,200	\$11,000	\$11,000	
Professional Development / Travel	\$11,250	\$11,250	\$11,250	\$20,500	\$11,250	\$20,500	\$11,250	\$20,500	\$11,250	\$20,500	\$56,250	\$93,250	*ii
In-House Professional Development	\$2,500	\$7,000	\$1,000	\$10,000	\$1,000	\$10,000	\$1,000	\$10,000	\$1,000	\$10,000	\$6,500	\$47,000	*iii
DP - Software	\$150,500	\$188,277	\$150,000	\$78,750	\$32,000	\$32,405	\$32,000	\$32,405	\$32,000	\$32,405	\$396,500	\$364,242	*v
Copier Expense	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000	\$5,000	
Printing - Other	\$4,500	\$4,500	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$16,500	\$16,500	
Building Improvements	0	\$0	\$30,000	\$30,000	\$40,000	\$40,000	\$5,000	\$5,000	\$5,000	\$5,000	\$80,000	\$80,000	
Postage	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$500	\$500	
Promotional Activities	\$5,000	\$5,000	\$3,000	\$3,000	\$3,000	\$3,000	\$0	\$0	\$0	\$0	\$22,000	\$11,000	
Other Student Activities	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$2,500	\$2,500	
Miscellaneous Operating Expenses	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$2,500	\$2,500	
Computer/ Media Equip	\$1,700	\$1,700	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,700	\$1,700	
Total	\$260,050		\$278,850		\$170,850		\$132,850		\$132,850		\$986,450	\$1,955,492	

* Notes:

- i. Assumes "Council Model" Personnel Proposal will be adopted.
- ii. Assumes Professional Development/Faculty Certificate proposal is adopted (\$20,500/yr. total Development/Travel)
- iii. Assumes Professional Development/Faculty Certificate proposal is adopted (\$10,000/yr. total In-House Prof. Development)
- iv. Assumes approval to administer Noel Levitz Survey bi-annually to FTIC Full-Time Degree Seeking Students, while IRO already administers on the off years. (approx. \$5100/yr.)
- v. U.Achieve & U.Direct Software Implementation estimated costs.

APPENDIX H

QEP Assessment Plan:

Detailed List of the Outcomes, Measures, Baseline Data and Targets for Improvement

In order to address the SACSCOC concern of “lack of clarity in assessing the devised outcomes, as well as lack of baseline data,” the following table clarifies the baselines established and the targets set for each initiative and its measures.

QEP Assessment Plan		
QEP Goal	Measure	Baseline & Ending Target
SUMMATIVE OUTCOMES		
<p>Improve graduation rate at 150% of time for Full-time, First Time in College (FT FTIC), Degree-seeking students.</p> <p>Improve Student Satisfaction with Advising Experience</p>	<p>IPEDS-GRS graduation rate at 150% of time for FT FTIC, Degree-seeking students</p> <p>Noel-Levitz Academic Advising Scale and selected institutional items</p>	<p>Baseline: Graduation rate - 11% mean for 5 years</p> <p>Target: 16.3% (Increase Collin’s IPEDS-GRS graduation rate from 11% to 16.3% beginning with AY2015 cohort)</p> <p>Baseline: Mean satisfaction on Advising Scale - 4.92% (2006-14 Noel-Levitz SSI)</p> <p>Target: 5.21 (Meet or exceed peers’ mean satisfaction on Advising Scale & eliminate negative mean satisfaction differences and identified challenges for Collin’s institutional items.)</p>
PERFORMANCE OUTCOMES		
<p>Initiative: ADVISING SYLLABUS Student learning outcomes in the Academic Planning process</p>		
<p><i>Improvement in % of Students Who Have Selected A Degree Plan</i></p> <p>SLO #1: Identification of academic goals</p> <p>&</p> <p>SLO #2: Challenges to goal completion</p>	<p>SLO #1: Degree plan (major) selection (AP Survey Item 15)</p> <ul style="list-style-type: none"> • Degree plan selection <p>SLO #2: Challenges to completion, (AP Survey Item 2)</p> <ul style="list-style-type: none"> • Classes not offered at needed time ((AP Survey Item 2.2) • Needed courses not offered (AP Survey Item 2.3) • Schedule conflict (AP Survey Item 2.4) 	<p>Baseline #SLO 1: Degree plan selection - 78.2% (AP Survey Fall 2014 Item 15)</p> <p>Target SLO #1:</p> <p>SLO #2: Challenges to completion:</p> <p>Baseline: Classes not offered at needed time - 28.9% (AP Survey Item 2.2)</p> <p>Baseline: Needed courses not offered – 10.9% (AP Survey Item 2.3)</p> <p>Baseline: Schedule conflict – 22.5% (AP Survey Item 2.4)</p> <p>Targets for Items 2.2 to 2.4: Improvement over benchmark</p>
<p><i>Improvement in % of students Who Have Run a Degree Audit</i></p> <p>SLO #3: Use</p>	<p>SLO #3: CougarWeb use for:</p> <ul style="list-style-type: none"> • Registration (AP Survey Item 10.1) • Management of financial transactions (AP Survey Items 10.3 & 10.4) 	<p>SLO #3: Degree audit</p> <p>Baseline: Registration -96.9% (AP Survey item 10.1)</p> <p>Baseline: Management of financial transactions – 94.1%(AP Survey items 10.3 & 10.4)</p>

CougarWeb to register, run a degree audit and manage financial transactions.	<ul style="list-style-type: none"> Conduct degree audit (AP Survey Item 10.6) 	<p>Baseline: Conduct degree audit - 47.0%,(AP Survey item 10.6)</p> <p>Targets for Items 10.1, 10.3 & 10.6: Improvement over benchmark</p>
<p><i>Improvement of Degree Plan Completion</i> (Completion of plan-related semester credit hours (SCHs) completed or % of degree completed)</p>	<p>SLO #4: Knowledge of the degree requirements needed</p> <ul style="list-style-type: none"> Prerequisites (AP Survey Item 16.1) SCH (AP Survey Item 14) Core Courses (AP Survey Item 16.2) Electives (AP Survey Item 16.3) Sequence (AP Survey Item 16.4) <p>• Next Steps for degree completion (Noel Levitz Item 76)</p>	<p>SLO #4: Degree plan progress toward completion</p> <p>Baseline: Prerequisites –54.8% (AP Survey item 16.1)</p> <p>Baseline: Semester Credit Hours - 66.2% (AP Survey, item 14)</p> <p>Baseline: Core Courses –69.5% (AP Survey item 16.2)</p> <p>Baseline: Electives –53.7% (AP Survey item 16.3)</p> <p>Baseline: Sequence – 46.1% (AP Survey item 16.4)</p> <p>Targets for Items 14 and 16.1 to 16.4: Improvement over benchmark</p> <p>Baseline: Next steps for degree completion mean score: 1.18; Performance gap on Item 76 identified as challenge by Noel-Levitz (Spring 2014)</p> <p>Target: Performance gap will be reduced so that Item 76 will not be identified as a challenge ((Noel-Levitz SSI Item 76)</p>
<p>Initiative: ACADEMIC PLANNING COACH PROGRAM Engaging faculty to serve as Academic Planning Coaches for students</p>		
Involvement of faculty and staff as coaches	No. of faculty/staff volunteers who serve as coaches (QEP Office volunteer roster)	<p>Baseline: 0</p> <p>Target: Annual average of 60 faculty/staff volunteers (QEP Office volunteer roster)</p>
Shift in Advising paradigm and roles through professional development	<p>Professional Development Survey (PDT Survey) for each training program:</p> <ul style="list-style-type: none"> Item re: “Identify emphasis of Advising” as academic planning Item re: “Identify the newly defined professional roles in Academic Planning for Triage/Student Service Specialists; Faculty Coaches, and Academic Planning Consultants.” 	<p>Baseline: Paradigm , Current Advising focus is mainly on scheduling & registration services (FDT Survey)</p> <p>Target: 90 % of faculty development training participants identify emphasis of Advising as academic planning</p> <p>Baseline: Re: Professional Roles , no Triage/ Student Service Specialists; no faculty coaches; 20 Academic Planning Consultants</p> <p>Target: 90% of faculty development training participants correctly identify the newly defined professional roles in Academic Planning for Triage/Student Service Specialists; Faculty Coaches, and Academic Planning Consultants (FDT Survey)</p>
<p>Initiative: WEBSITE PATHWAYS Providing a clear path for students’ Academic Planning process</p>		
Student-friendly navigation on College website regarding degree planning and resources	<ul style="list-style-type: none"> Easy to find information sought (AP Survey Item 8.1) Satisfaction with organization of information (AP Survey Item 8.2) Ease of access to information 	<p>% of Agree & Strongly Agree (AP Survey Item 8:</p> <p>Baseline: Finding information – 61.9% (AP Survey Item 8.1)</p> <p>Baseline: Satisfaction with organization 59.7% (AP Survey Item 8.2)</p>

	<p>about degrees/certificates (AP Survey Item 8.3)</p> <ul style="list-style-type: none"> • Ease of access to on-line resources (AP Survey Item 8.5) • Knowledge about the academic & career planning resources on Collin website (Noel-Levitz SSI Item 74) 	<p>Baseline: Ease of degree access -54.3% (AP Survey Item 8.3)</p> <p>Baseline: Ease of online resource access – 63.7% (AP Survey Item 8.5)</p> <p>Targets for Items 8.1 to 8.3 & 8.5: Improvement over benchmark</p> <p>Baseline: Mean satisfaction score of 5.16 (Noel-Levitz SSI Item 74)</p> <p>Target: Improvement over benchmark</p>
Improve Student overall assessment of Collin website	% of students assigning letter grades (AP Survey Item 9)	<p>Baseline: % of students assigning an A- or better grade - 52.9% (AP Survey Item 9.0)</p> <p>Target: 65% assigning an A- or better grade</p>
<p>Initiative: DEGREE AUDIT/PLANNING SOFTWARE Providing an online 24/7, student-friendly tool that allows students to take more ownership in their Academic Planning</p>		
Improve Student degree planning	<ul style="list-style-type: none"> • Ease of viewing personal degree plan/audit on CougarWeb (AP Survey Item 11.1) • Ease of Understanding remaining degree completion requirements (AP Survey Item 11.3) • Satisfaction with progress of degree completion (AP Survey Item 11.4) 	<p>Baseline: Viewing ease - 50.1% (AP Survey Item 11.1)</p> <p>Baseline: Understanding requirements -47.4% (AP Survey Item 11.3)</p> <p>Baseline: 61.0% (AP Survey Item 11.4)</p> <p>Targets for Items 11.1, 11.3 & 11.4: Improvement over benchmark</p>
Reduce non-degree related coursework & decrease time to degree	<p>Annually degree audits of 400 randomly selected FT FTIC degree-seeking students will be assessed to determine progress toward completion.</p> <p>(Currently, <i>Ellucient</i> software is used for degree audit. After 2016-17, <i>CollegeSource</i> software will be used.)</p>	<p>Baseline: TBD - % Distribution of Plan Completion</p> <p>Target: Improvement in % of Plan Completion</p>
<p>Initiative: ADVISING SPACE REDESIGN Redesigned office spaces and processes, as well as expanded Human Resources for Advising</p>		
Improve student satisfaction with advising space	Satisfaction with advising space (Noel-Levitz SSI Institutional Item 80)	<p>Baseline: Mean Satisfaction score of 5.37 on a 7-point scale (Noel-Levitz SSI, Institutional Item 80)</p> <p>Target: Improvement over benchmark</p>
Improve student satisfaction with advising service quality through improved access, flow & reduced wait time	Satisfaction with advising service quality (Noel-Levitz SSI Institutional Item 8)	<p>Baseline: Mean Satisfaction score of 3.6 on a 5-point scale and Performance Gap of 1.0 (Noel-Levitz SSI Institutional Item 8)</p> <p>Target: Improvement over benchmark</p>
Reduction of advisor/student ratio	<p>Annual calculated advisor/student ratio based on Collin HR & student enrollment data</p> <p>Additional new staff</p>	<p>Baseline - Advisor/student ratio: 1: 1399 (FY2013) Collin HR and enrollment data</p> <p>Target: Advisor/student ratio: 1: 823</p> <p>Baseline: 14 existing advisors</p> <p>Target: 34 advisors</p>
Reduced average student wait time to	Actual wait time from sign-up to meeting with advisor, (CougarQ)	<p>Baseline Actual wait: Average peak wait time for Dec 2014 - 60 minutes (CougarQ)</p>

access advisor (Academic Planning Consultant)	Perception of wait time from sign-up to meeting with advisor(AP Survey Item 20)	<p>Target: 38 minutes, reflecting 5-month average wait time from July –Nov 2014 (CougarQ)</p> <p>Baseline perceived wait: 43% report wait time of 45 minutes or longer (AP Survey Item 20)</p> <p>Target: 20% or less report wait time of 45 minutes or longer(AP Survey Item 20)</p>
Improved student ease as they meet with an advising professional.	Student ease in discussing private information (AP Survey Item 19.2)	<p>Baseline: 81% Agree or Strongly Agree (AP Survey Item 19.2)</p> <p>Target: 90% Agree or Strongly Agree (AP Survey Item 19.2)</p>
<p>PROFESSIONAL DEVELOPMENT Ensuring that all staff/ involved in the Academic Planning process with students are supported and prepared through professional development</p>		
Shift in Advising paradigm and roles through professional development	<p>Professional Development Survey (PTD Survey) for each training program:</p> <ul style="list-style-type: none"> • Item re: “Identify emphasis of Advising” as academic planning • Item re: “Identify the newly defined professional roles in Academic Planning for Triage/Student Service Specialists; Faculty Coaches, and Academic Planning Consultants.” 	<p>Baseline: Paradigm , Current Advising focus is mainly on scheduling & registration services (FDT Survey)</p> <p>Target: 90 % of professional development training participants identify emphasis of Advising as academic planning</p> <p>Baseline: Re: Professional Roles , no Triage/ Student Service Specialists; no coaches; 20 Academic Planning Consultants</p> <p>Target: 90% of professional development training participants correctly identify the newly defined professional roles in Academic Planning for Triage/Student Service Specialists; Faculty Coaches, and Academic Planning Consultants (PDT Survey)</p>