Part V:
The Impact Report of the Quality Enhancement Plan
(Applicable to all institutions)

EXECUTIVE SUMMARY

THERE'S A MAP FOR THAT!
REMAPPING ADVISING AS ACADEMIC AND CAREER PLANNING

The goal of the Collin College Quality Enhancement Plan (QEP) is to improve student completion rates by creating an academic planning environment that supports student learning. This academic planning environment will engage students in developing a plan for the successful completion of their academic and career goals.

The Quality Enhancement Plan for Collin College seeks to shift the entire culture of Academic Planning at Collin College. Rather than focus on one initiative that might improve a single aspect of academic planning and advising for some students, Collin College has implemented a plan to change the experience for all students. Five strategic initiatives have been identified: Advising Syllabus, Academic Planning Coach Program, Clear Pathways Website, Degree-Audit/Planning Software and Advising Space Re-design. Each initiative is designed to impact some students at Collin College; working as a whole, the initiatives will have a synergistic effect on the entire academic planning and advising culture at Collin College. Undergirding all of these initiatives is a commitment to Professional Development as a mechanism to support change by equipping staff and faculty to implement and support the new culture.

- **Academic Planning Syllabus** addresses consistency and serves as the initial step to encourage students to take ownership of their academic planning process. It also provides students with clear expectations for their advising experience.
- **Academic Planning Coach Program** provides additional assistance to students who desire to have extra support and/or need additional mentoring from a faculty coach to help articulate their goals and take tangible steps toward completing those goals.
- **Clear Pathways Website** provides students with a step-by-step pathway that begins with admissions and leads to completion.
- **Degree Audit & Planning Software** gives all students at Collin College—not just those who are able to meet with an Academic Planning Coach or an Advising Consultant/Advisor—access to a user-friendly system that allows them to track their own progress. This is key to empowering and reaching students beyond the physical advising space and formal advising relationships.
- **Redesign Advising Space** allows for a strategic shift in the traditional advising department to offer more holistic academic planning services to students. The roles/jobs in the department will undergo a redesign to strategically meet student needs in a more efficient way. The physical office space itself will also undergo a redesign to better facilitate holistic academic planning conversations between staff and students.

Assessment of the QEP will focus on the impact of these initiatives for a target group of First-Time-In-College, Full-Time, Degree Seeking students. The initiatives are assessed using four instruments. The IPEDS/GRS Graduation Rate Survey and Noel Levitz Student Satisfaction Inventory are instruments used to assess the summative measures regarding graduation rates and student satisfaction. Performance measures are linked to student learning outcomes and will be assessed with the Academic Planning Experience Survey (developed for Collin College students), Professional Development Survey (developed for Collin College faculty/staff) and the Noel-Levitz Student Satisfaction Inventory instruments.

I. A SUCCINCT LIST OF THE INITIAL GOALS AND INTENDED OUTCOMES OF THE QUALITY ENHANCEMENT PLAN.

The goal of the Collin College's QEP is to improve student completion rates by creating an environment that supports student learning and engages them in developing a plan for successful completion of their academic and career goals. Five initiatives (Figure 1), supported by professional development, were implemented to achieve this goal. The following two summative outcomes and four student learning outcomes were established to measure the extent of success in reaching the desired targets.

Figure 1. QEP Five Initiatives

Summative Outcomes
1. To improve completion rates to be at least at par with its IPEDS peers at 150% of normal time, and
2. To improve overall student satisfaction with advising experiences.

Student Learning Outcomes (SLO's)
- SLO #1 Student identifies academic planning goals.
- SLO #2 Student identifies challenges towards completion of his/her goals; performance measures for SLO #2 are: #2a, #2b, and #2c.
- SLO #3 Student uses CougarWeb to register, run a degree audit, and manage financial transactions; performance measures for SLO #3 are: #3a, #3b, and #3c.
- SLO #4 Student knows the degree requirements for completion; performance measures for SLO #4 are: #4a, #4b, and #4c.

Feedback from the SACSCOC On-Site Visiting Committee on target measures and baseline data collected via an institutionally developed survey (Academic Planning Experience Survey, 2014) were used to refine the QEP goals, objectives, target measures, and the implementation timeline (Figure 2). Funding for resources and activities were allocated appropriately to each initiative.

Figure 2. Implementation timeline of five QEP initiatives

II. A DISCUSSION OF CHANGES MADE TO THE QEP AND REASONS FOR MAKING THOSE CHANGES

Several administrative changes such as a new President, two QEP Directors, and a SACSCOC Liaison occurred during the QEP. These changes had little to no impact on the initiatives. Ongoing meetings, data analysis, and annual reports were critical to the continuous monitoring of the QEP. The scaffold timeline was also essential to the time and resources each initiative received.

Academic Planning Syllabus (APS) Initiative – Format-Style Changes

Initially, the APS was a trifold, brochure-type document helpful in organizing academic planning steps. Feedback from academic advisors utilizing the syllabus revealed that students perceived it as an informational brochure rather than an academic planning tool. To improve student usage, strategies such as informational presentations at student orientations and an explanation video were used. Nonetheless, academic advisors still felt that in order to improve student understanding and usability of the APS, the format needed to change. The QEP team researched format options and revised/redesigned the APS to resemble a course syllabus. This change improved the layout and student and advisor usability.

Academic Planning Coach Program (APCP) Initiative – Processes and Procedures Changes

Participating faculty in the APCP are paired with academic advisors to enable students to articulate their academic goals via scheduled meetings. Changes/modifications were undertaken to improve procedures essential to keeping faculty, academic advisors, and students engaged in the program. The initial plan intended all students to participate for the entire academic year (fall and spring) and complete a number of required meetings and tasks. However, student participation data showed a decrease from QEP YR 1 (85%) to QEP YR 2 (78%). This concerned faculty and advisors because despite efforts to re-engage students in the program, there was not much success. As a result of additional feedback from faculty coaches, advisors, and former students in the program, the following changes were incorporated in the fall of QEP YR 3.
   a) Increased Flexibility – faculty coaches, advisors, and students were given the ability to determine the number of meetings they needed to accomplish the tasks and program activities.
   b) Program Completion – students who had completed a multi-year academic plan had the option to complete the program in the fall or continue on in spring; this led to a more accurate record keeping process as students who were no longer actively participating in the program were marked 'inactive' in the student participation list.
   c) Student Support – Peer Academic Leaders (PALs) were added to provide student support. PALs help students in the coach program stay engaged by communicating with them regularly, offering peer-to-peer support, and providing workshops related to academic planning, and studying skills. Three students who had participated in the program were hired as the first PALs in QEP YR 3.
   These changes improved student participation to 90% in QEP YR 3.

Clear Pathways Website Initiative – Implementation Timeline Change

This initiative proposed to redesign several of Collin's webpages to better guide students through admission, registration, testing, and financial aid processes. The QEP team quickly learned that the website software was dated and had limited features to create pathways necessary to route students from one resource to another. Fortunately, at the start of the QEP, the new College President tasked the Public Relations Office with improving the college website and approved the purchase of a new web management template. This change was unexpected. On the positive side, it meant that, overall, the college website would be improved; however, on the negative side, it meant a delay in the timeline. The new template was made available in QEP YR 3. Along with Public Relations Office, the QEP team met with each respective department to discuss the redesign of their webpages to create the pathways. By the start of QEP YR 4, most departments had redesigned their webpages, and by the end of that year, all pages had been redesigned.

Degree Audit Initiative – Implementation Timeline Change

Planning, designing, and migrating data from one software program (Banner by Ellucian) to another (UAchieve by College Source) to create a new degree audit tool was not as seamless as the QEP team initially expected. QEP YR 1 and 2 were spent addressing various migration issues as well as facilitating several focus groups with faculty, staff, and students to collect feedback for improving the tool. The original launch of the new degree audit, *CougarCompass*, was planned for spring of QEP YR

2; however, due to the challenging and lengthy process, CougarCompass was not launched until October of QEP YR 3. The second phase of the degree audit initiative was to link the tool to the college's primary registration system, also in Banner. The goal was to produce a seamless planning and registration process; nonetheless, due to software changes and upgrades by Ellucian, the two software programs were no longer compatible. This second phase was not viable during the implementation of the QEP. The college continues to work collaboratively with College Source and will explore this added feature once Ellucian's and College Sources' software are compatible.

Advising Space Redesign Initiative – Implementation Changes

Prior to the QEP, the physical space in the advising area consisted of a 'shared service counter'. Following the space redesign, Academic Advisors were placed in private offices and their titles were changed to *Academic Planning Consultants*. Numerous marketing and communication strategies were implemented to promote the redesign and new roles and titles of academic advisors. Despite an overall improvement in students' satisfaction with their advising experience (as discussed in Section III), the acceptance of the new *Academic Planning Consultant* title proved more difficult than anticipated. The *Academic Advisor* and *Academic Planning Consultant* titles were being used interchangeably and causing confusion among students, faculty, and staff. The QEP team felt it was imperative to remove this confusion because informational material and survey questions were also using these titles inconsistently. Hence, the original title of advisor/Academic Advisor was re-embraced.

This initiative also proposed to hire additional academic advisors to reduce the advisor to student ratio (as discussed in Section III). However, the redesigned private office space for each advisor limited the space in the advising area. Nonetheless, Collin approached this challenge in an innovative way by creating College and Career Counselor positions. These counselors were strategically placed at dual credit, off-campus instructional sites at the beginning of QEP YR 3. Their purpose is to provide advising and academic planning support to dual credit and prospective Collin College students. The college anticipates that this early advising support and academic planning readiness will likely help future first-year college students be more prepared upon enrollment, thus reducing the need to see an advisor their first semester at Collin. Additionally, it is expected that the opening of new Collin College campuses in fall 2020 and 2021 will positively impact the advisor-student ratio, particularly at the campuses with the highest enrollment.

Assessment Instruments – Questions Revised/Modified and Added

Several institutional questions in the Ruffalo Noel Levitz survey were adapted to collect data specific to the QEP. Overtime, the Academic Planning Experiences Survey and the Faculty Coach Feedback Survey were tweaked/modified to incorporate changes in the five initiatives. Questions were added and/or deleted to better align with the initiatives.

III. QEP IMPACT ON THE ENVIRONMENT AND STUDENT LEARNING

This section summarizes the effect of Collin College's five QEP initiatives on the learning environment and student learning outcomes. Assessment of the impact was primarily measured on full-time, first-time-in-college (FT FTIC) degree seeking students from fall 2015 till fall 2019 (referred as QEP cohorts). The following instruments were used for assessment: Integrated Postsecondary Data Systems Graduation Rate Survey (IPEDS/GRS), Ruffalo Noel Levitz Satisfaction Inventory (henceforth referred to as RNL), institutionally developed Academic Planning Survey (henceforth referred to as APES) and the Academic Planning Coach Feedback Survey. The QEP has two overarching summative goals with intended outcomes: (1) To improve the completion/graduation rates to meet or exceed those of its IPEDS/GRS peers at 150% of the normal time to completion. Based on IPEDS definition, a completer is a student who is awarded a certificate or degree within 150% of normal time to completion. (2) To improve the overall satisfaction with advising compared to peers, decrease the

performance gaps[1] from baseline, and mitigate items flagged as challenges[2] under Advising. The satisfaction is measured on a 7-point scale in conjunction with importance using the national RNL.

BASELINES AND TARGETS

To assess the summative outcomes, the IPEDS/GRS and RNL were used. To assess summative outcome 1, the baseline and targets were established by taking an average of 5 years of historical data (2009 till 2013) on completion/graduation rates from IPEDS/GRS submissions. Collin's average graduation rate for these five years was 11% whereas IPEDS peers ranged from 15.7% to 16.8%. Based on a 5-year peer average of 16.3%, Collin's 2020 QEP target was set at 16.3%. The yearly targets for the first three QEP cohorts were based on incremental improvements spread evenly over the three cohorts, that is an improvement of 1.76 percentage points for each annual target. Overall, Collin's goal was to be at par or above the graduation rate of its peers by the end of its QEP.

For summative outcome 2, the baseline and targets for satisfaction with advising were rooted in averages from five administrations (even years) of RNL (2006 to 2014) which gave a mean satisfaction score of 4.92 (on a 7-point scale) for Collin as opposed to 5.21 for the national peers. Not only was Collin's mean satisfaction score lower than its peers but the difference in scores was negative and statistically significant. Since Collin's goal was to be at par or above its peers' mean satisfaction score, the target of 5.21 was used to determine the expected outcome for improvement while the mean satisfaction score of 4.92 was used as the baseline.

For the RNL performance gaps, the targets were based on the average gap of all 80 items for 2014 (0.79163) and 2015 (0.72963) administrations of RNL. Hence, the target was set to reduce the performance gap from the baseline gap of 1.38 to 0.80. To mitigate/or eliminate the negative mean satisfaction differences that result in items being identified as challenges by RNL. The RNL was administered to QEP cohorts in odd years (2015, 2016, & 2017). Regarding establishing targets for SLO# 2 (2a, 2b and 2c) five years' worth of data from Collin's Former Students' survey, on the actual barriers (reasons) students did not return to Collin was used and the target of 10% was established for the following three SLO's performance measures: (2a) "Needed courses not offered," (2b) "Classes not offered at needed times," and (2c) "Schedule conflict."

For the performance measures linked to student learning outcomes, baseline data were obtained by the institutionally developed survey, Academic Planning Experiences Survey (APES), administered to the 2014 fall cohort of all FT FTIC Degree Seeking students. The survey had 528 completed responses which gave a margin of error of +/- 3.90. To assess the performance measures, the APES was administered to each QEP cohort in fall and data was compared with the 2014 baseline. Between 2014-2019, the QEP cohorts ranged between 3,220 to 3,462 students. Enough responses were received for each APES administration to allow us to generalize the results to the populations with a 95% confidence of plus or minus less than 5%. It is important to note that the final and incremental targets for the performance measures were not based on any prior national, state, or local data. While they were developed as aspirational targets to encourage achievement, by the end of QEP YR 2, it was realized that the targets established were ambitious, and despite improvements, were difficult to attain. Furthermore, a factor that likely offset the year-to-year achievements was the misalignment between the incremental targets and implementation timeline of the initiatives (Figure. 2). By the start of QEP YR 3, most initiatives were supposed to be in the implementation phase. However, this was not case. The delays in implementation likely also impacted the attainment of the targets for some measures. The QEP team discussed the pros and cons of changing the targets. Following careful deliberation, the consensus was that even though we would not meet the aspirational targets, we still could measure incremental growth towards goals and compare each year with baseline.

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[1] The difference between the importance and the satisfaction scores produces what RNL refers to "performance gap." The smaller the gap—i.e., the smaller the difference between how important students rate an item and their satisfaction level, the better the institution is performing on the item.

[2] The challenges are posed by items with high importance and low satisfaction scores; i.e., those with large performance gaps.

For the four SLO's and performance measures, chi-square tests ($\chi 2$) of homogeneity/Independence were undertaken to assess the null hypothesis of no difference/independence for the variable(s) analyzed for QEP cohorts (fall 2015, 2016, 2017, 2018 and 2019) versus the baseline (2014). Statistically significant results were followed by post hoc pairwise comparisons to determine where any significant differences lay. Since running multiples comparisons can increase the risk of type I error ("false positive") therefore, Bonferroni adjusted *p-values* were used.

SUMMATIVE OUTCOMES

Summative Outcome 1: to improve completion/graduation rates to be at par with its IPEDS peers. Figure 3 shows an upward trend in Collin's graduation rates which increased from 10.9% in 2015 to 13.4 in 2017 to a little over 16% for 2018 and 2019 IPEDS submissions. As Collin College's graduation rates ascended, the gap between Collin and Peers narrowed. The graduation rate of peers had hovered around 17% between 2010 and 2017. However, for the 2018 IPEDS GRS submissions, the graduation rate for peers jumped 6 points. This was unexpected and did not comply with the projected trend line. Analysis of the IPEDS peer data revealed that out of the 12 peers, some institutions, in the middle,

Figure 3. Summative Measure 1 - Completers within 150% of the Normal Time – IPEDS/GRS

had an increase in their graduation rates that ranged from 5 to 8 points which led to the jump in the median for our peers. The QEP team investigated this growth spurt by contacting these institutions. Interestingly, the team learned that the growth was in part due to institutions conferring degrees, within the last year, on students who did not know they had completed the requirements for an award and therefore had not applied for it. Because of a three-year lag in tracking IPEDS/GRS completers, this report includes the completion rates for the first three QEP cohorts only (2015, 2016, 2017).
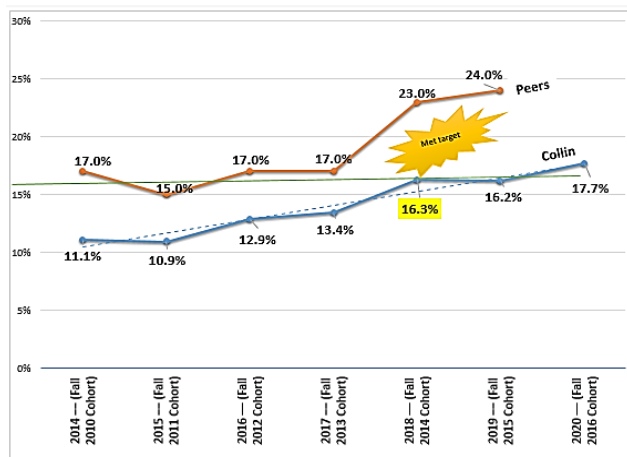
Summative Outcome 2: to improve satisfaction with advising by reducing the performance gap between the importance and satisfaction scores along with reducing the number of challenges for advising. RNL data presents the mean importance and satisfaction scores for Advising measured on a 7-point scale along with the performance gaps. QEP cohort students' mean satisfaction scores for advising increased from the baseline score of 4.92 to 5.67 in QEP YR 4, there was a decrease in the performance gaps from 1.07 to 0.73 in 2019; targets were not only met but exceeded (Figure 4).
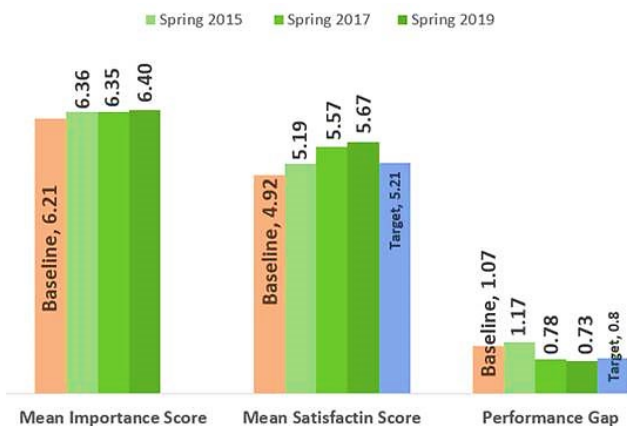
Figure 4. Mean Importance & Satisfaction Scores for Advising, and Performance Gap for QEP Cohorts - RNL

Historically, students at peer institutions were significantly more satisfied with their academic advising experiences. However, over time the performance gap in mean satisfaction scores for advising between Collin students and national peers narrowed significantly (Figure 5). A negative value (below the red line) indicates that the peers' satisfaction with Advising was higher than that of Collin students and a positive value (above the red line) indicates vice versa. For the first time, Collin students were significantly more satisfied with their academic advising experience (0.09*).
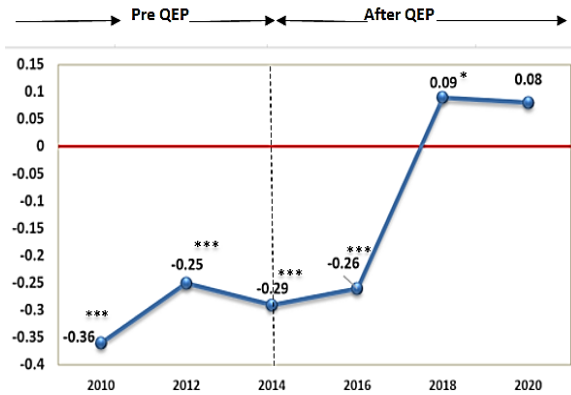

Figure 5. Differences between Collin and peer's mean satisfaction scores: 2010 through 2020−RNL administrations. Note, three asterisks = significant at .001 level; two = significant at .01 level; one = significant at .05 level.

STUDENT LEARNING OUTCOMES AND QEP INITIATIVES

The following section presents the impact of the five initiatives and the four SLOs (page 1) on Collin College's learning environment that contributed to the summative outcomes. The SLO's are discussed under the relevant QEP initiative.

Advising Space Redesign Initiative: Components of this initiative linked to Summative Outcome 2 include (1) advisor-to-student ratio, (2) wait-time to see an advisor and (3) actual physical changes. To reduce the advisor-to-student ratio, the QEP proposed to increase the number of academic advisors from 14 to 34 by QEP YR 5, however, several factors (as discussed in Section II) impacted the addition of advisors. By QEP YR 5, 14 additional advisors had been hired. The total number of advisors doubled (28 advisors) during the QEP. The addition of academic advisors decreased the advisor-to-student ratio from 1:1,400 in fall 2014 to 1:1,255 in fall 2019. When only academic advisors are considered, the target ratio of 1:823 was not achieved; however, the ratio significantly decreases to 1:836 when the 15 college and career counselors are considered in the advisor-to-student ratio. This is important because a quarter of the student population was dual credit students who received advising support from the college and career counselors at dual credit, off-campus instructional sites.

Regarding reduction in the wait-time to see an advisor, baseline data from APES indicates that 43% of students perceived their wait time to see an advisor was over 45 minutes. The percentage of students whose perceived wait time was over 45 minutes declined to 15.3% in fall 2018; this exceeded the 20% target (Figure 6, cobalt blue line). Compared to baseline, all cohorts experienced statistically significant declines in the percentage of students who had to wait over 45 minutes. However, in fall 2019 there was an unexpected increase in the perceived wait time from 15.3% in 2018 to 36%. Further research and discussion with Student and Enrollment Services suggested several factors
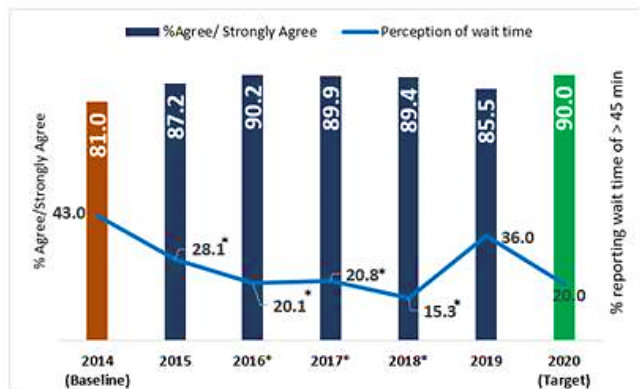

Figure 6. % Agree/Strongly Agree that they" felt comfortable having private conversation with advisors," (Bars) and the % of students who had to wait more than 45 minutes (line) by cohort. –APES Chi sq. test (χ2) with statistically significant differences from baseline at .05 level are marked with an asterisk.

such as increase in holds, approvals of courses with prerequisites, and increases in enrollment could have contributed to the longer wait time.

Following the completion of the advising space redesign in 2016, Figure 6 also indicates that compared to the 2014 baseline, 90% of students in 2016, 2017 and 2018 cohorts agreed or strongly agreed that they "felt comfortable having a private conversation with the advisor in the advising office space;" the differences were statistically significant (bars marked with asterisks in Figure 6). For these three administrations, the percentages hovered around the 2020 target.

Academic Planning Syllabus Initiative: strategies in this initiative supported **SLO #1** and **SLO #2**.

SLO #1 - students will identify academic planning goals: is a critical aspect of making degree progress and successful completion, hence the target was set at 97% with approximately 3.5 to 4.0 annual incremental percentage points spread over 5 years. With the exception of fall 2017, table 1 indicates that roughly three-fourths of each cohort reported deciding on a degree major. However, the target was not met and compared to the baseline the increases/decreases were not statistically significant. The team understands that identifying a major is a crucial step towards degree completion; however, the team concluded that the established target was set too high and aspirational to expect 97% of all students to accomplish this by their first semester of their first year.

Table 1. *FT FTIC Degree Seeking Students Who Identified Major (Academic Goal) by QEP Year*

QEP SLO #1: Students will identify academic goals	Measure	Fall Baseline 2014	Ending Target 3% incremental improvement each year	QEP Yr.1	QEP Yr.2	QEP Yr. 3	QEP Yr. 4	QEP Yr. 5
				Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
(SLO #1)	Degree plan/ major selection	78.0%	ending target of 97% in 2019	74.1%	76.9%	81.4%	76.4%	79.4%

Source. Academic Planning Experiences Survey (APES).
1. There were no statistically significant differences from the baseline.

SLO #2 - students will identify challenges towards completion of their goals: Identification of challenges is also an important element of making degree progress and successful completion. APES data in Table 2 showed an overall declining trend in the percentage of students who identified *"classes not offered at needed times (#2a)"* as a challenge to their goal completions. Compared to baseline, the declines were statistically significant for fall 2016, 2017, 2018 and 2019.

The percentage of students who identified "*needed courses not offered"(#2b)* as a challenge exhibit statistically significant declines for 2016, 2017 and 2018 compared to the baseline (10.9%) (Table 2). The target was surpassed. These declines are encouraging as they suggest fewer students are challenged while registering for courses.

Nonetheless, students persistently identified *"schedule conflict" (#2c)* as a challenge towards goal completion. Compared to the baseline, the percentages of students identifying schedule conflict *(#2c)* as a barrier were significantly higher in fall 2015 and fall 2017 (Table 2). Since schedule conflicts could be tied to external factors in students' lives beyond the college's control, without exploration of those factors it is difficult to identify how the college can best support them during the registration process.

Table 2. *Perceived Challenges Identified by FT FTIC Degree Seeking Students towards Goal to Completion*

QEP SLO #2: Students will identify challenges to goal completion	Measure	Baseline (Fall) 2014	Ending Target	QEP Yr.1	QEP Yr.2	QEP Yr. 3	QEP Yr. 4	QEP Yr. 5
				Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
(#2a)	Classes not offered at needed time	28.9%	Reduce to 10% over time	25.1%	9.8%*	16.1%*	17.2%*	14.1%*

(#2b)	Needed courses not offered	10.9%	Reduce to 10% over time	9.4%	**3.4%***	**5.7%***	**5.4%***	8.0%
(#2c)	Schedule conflict	22.5%	Reduce to 10% over time	**29.5%***	18.2%	**31.0%***	20.3%	22.4%

Source. Academic Planning Experiences Survey (APES): 2014, 2015, 2016, 2017, 2018, and 2019.
Notes.
(1) Data from 2014 fall APES survey is used as baseline for comparisons with data from later APES administrations. (2) Statistically significant differences from the baseline are marked with an asterisk and are bolded.

SLO #3 - students will use CougarWeb to register, manage financial transactions and run a degree audit: Table 3 presents an understanding of how students are experiencing the Collin College's website and intranet (CougarWeb), which were supported by the **Clear Pathways Website Initiative**. Use of CougarWeb for registration (#3a) met, surpassed, and sustained the target goal of 97% each year. In the case of performance measure #3b, management of financial transactions, the 97% target was only met in fall 2017 and the percentage was significantly higher than the baseline. However, the pattern did not sustain and was shy of the target by 2 percentage points in fall 2019. Usage of CougarWeb to run degree audits (#3c) significantly increased in 2018 and 2019 following the implementation of the new degree audit tool, "CougarCompass."

Table 3. *FT FTIC Degree Seeking Students' Use of Collin College CougerWeb to Register, Manage Financial Transactions and Run a Degree Audit by QEP Years*

QEP SLO #3: Students will use CougarWeb for registration, manage financial transactions and run degree audits	Measure	Baseline (Fall)	Ending Target	QEP Yr.1 Fall 2015	QEP Yr.2 Fall 2016	QEP Yr. 3 Fall 2017	QEP Yr. 4 Fall 2018	QEP Yr. 5 Fall 2019
(#3a)	Registration	96.9%	Sustain online registration at 97%+	98.6%	98.6%	99.5%	99.0%	97.5%
(#3b)	Management of financial transactions	94.1%	Final target at 97%	94.2%	94.4%	**97.2***	95.6%	95.4%
(#3c)	Conduct degree audit to see which requirements completed	47.0%	97% of QEP Retained Cohorts	43.1%	**35.2%***	39.7%	**59.3%***	**54.6%***

Source. Academic Planning Experiences Survey (APES): 2014, 2015, 2016, 2017, 2018, and 2019.
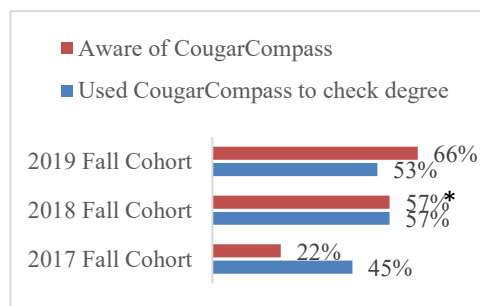Notes.
(1) Statistically significant differences from the baseline have an asterisk and are bolded. (2) Data from 2014 Fall APES is used as baseline for comparisons with data from 2015, 2016, 2017, 2018 & 2019 APES administrations. (3) In instances when cells had an expected count of less than 5, to meet the test requirements, the N/A category was excluded from the analysis.

SLO #4 - student knows the degree requirements for completion: is an academic planning skill linked to the **Degree Planning Software Initiative.** Table 4 provides an understanding of how students experience the new degree planning tool, *CougarCompass.* Due to the delay in the implementation of this initiative, data measuring its impact first became available in 2018. Even though there were increases in percentage from fall 2017 to fall 2018 in all three performance measures, the increases were not sustained and dipped in fall 2019. This dip is not surprising as students are less likely to check their degree audit in the first semester as they have not yet accumulated course credits.

Table 4. *FT FTIC Degree Seeking Students Know the Degree Requirements for Completion*

QEP SLO #4: Students know degree requirements for completion	Measure	Baseline (Fall) 2014	Ending Target	QEP Yr.1 Fall 2015	QEP Yr.2 Fall 2016	QEP Yr. 3 Fall 2017	QEP Yr. 4 Fall 2018	QEP Yr. 5 Fall 2019
(#4a)	Students' ease of understanding remaining degree completion requirements	47.5%	90% Agree or Strongly Agree	46.7%	44.4%	44.6%	55.8%	49.6%
(#4b)	Students' satisfaction with progress of degree completion	61.0%	90% Agree or Strongly Agree	59.9%	61.90%	59.9%	61.4%	59.7%
(#4c)	Students' ease of viewing personal degree plan/audit on CougarWeb	50.1%	90% Agree & Strongly Agree	46.6%	**43.3%[3]**	43.2%	56.5%	55.7%

To gauge the awareness and use of CougarCompass, two new questions were added to APES in 2017. Awareness of CougarCompass increased from 22% in fall 2017 to 57% in 2018 and 66% in fall 2019 (Figure 7). Compared to 2017, the increase in awareness was statistically significant for 2018 and 2019 which could be attributed to a host of promotional activities undertaken during this time. The usage of CougarCompass also increased from 45% in fall 2017 to 57% in 2018 dipping slightly to 53% in 2019. However, compared to 2017, the differences in students' usage were not significant. As previously mentioned, this is not unexpected as students are less likely to check their degree audit in the first semester. Nonetheless, spring semester indicates higher usage, 60% in 2018 and 68% for 2019. Data collected about the actual number of student-run degree audits via CougarCompass increased from 1,187 (28%) in January 2018 to 6,776 (78%) in January 2019

Academic Planning Coach Program and Professional Development Initiatives

These two initiatives strengthened the overarching intent of the QEP. The QEP target for the coach program was to retain at least 60 faculty coaches each year; this target was met and surpassed each year. In QEP YR 5, there were 137 academic planning faculty coaches in the program. The goal of the professional development initiative was to shift the focus of advising from "scheduling and registration support" to "academic planning support." Because faculty were less familiar with advising practices and strategies, it was important for the QEP team to learn how the professional development training was impacting their perceptions, knowledge, and skills. These data were collected via the institutionally developed Academic Planning Coach Professional Development Feedback Survey. The goal was to have 90% of faculty coaches identify 'academic planning' as the emphasis of advising. At the conclusion of a yearlong training in spring, the three-year average for 2016 to 2019 indicates that 77% identified *academic planning* as the aspect most emphasized in advising whereas 14% considered

Figure 7. Awareness and use of CougarCompass to check degree progress by QEP cohorts – APES.

- Aware of CougarCompass
- Used CougarCompass to check degree

2019 Fall Cohort: 66% / 53%
2018 Fall Cohort: 57%* / 57%
2017 Fall Cohort: 22% / 45%

registration as such. The emphasis on "registration" could be due to the fact that priority/early registration was offered as a perk to students for participating and completing the coach program activities. In the survey item, "*I understand the responsibilities of an Academic Planning Coach,*" data collected from fall 2015 to spring 2019 consistently showed that over 90% of participants agreed or strongly agreed that as a result of their coaching training professional development, they had a better understanding of their responsibilities in academic planning as a faculty coach. The target goal was set at 90%.

Unanticipated Outcomes

An unanticipated outcome of the Professional Development effort was the proposed formation of a district-wide committee with the primary purpose to support and sustain the QEP goal, "shifting the culture of academic planning" by continuing to increase students' academic success beyond the QEP. Faculty and staff who were awarded scholarships to attend the national Appreciative Advising Institute, not only trained other faculty and staff on the implementation of the model, but also proposed long-term plans for implementing the Appreciative Education Framework to sustain these efforts at Collin.

Another unanticipated outcome was the involvement of faculty in the long-term sustainability plan of the Academic Planning Coach Program. The initial plan of the QEP team was to integrate the student-faculty matching component into the Student Enrollment Services department; however, the QEP team

had an unexpected interest from the faculty coach liaisons to be more involved in the processes and procedures of the program. This shifted the proposed plan, and the faculty coach liaisons' roles were upgraded from communication facilitators to recruiters and trainers of new and returning faculty coaches, designers of a new student and faculty coach matching process, managers of faculty participation, and supporters of faculty coaches at their respective campuses. This shift increased faculty ownership of the program. Faculty enthusiasm was instrumental to the sustained engagement and continued growth of the program over the past five years.

IV. REFLECTION

The 2014 reaffirmation committee called our proposed QEP "ambitious and complex, with many moving parts," and we did in fact learn just how multilayered it was. We framed our QEP into five initiatives to change the learning environment that enabled students to take charge of their academic planning for the successful completion of their goals. We realized changing the environment required an ambitious plan that is well integrated and implemented into Collin College. Even though all five QEP initiatives have been implemented, completed, or integrated into the infrastructure of the college, and the targets were attained for both the summative outcomes as well as for many student learning outcomes, for some performance measures despite improvements, it was difficult to achieve the targets due to the aspirational expectations and the misalignment between the incremental targets and implementation timeline. This was evident in the aspirational target set for SLO #1, which proposed that 97% of students would identify a major. As the QEP team reflected, it concluded that it would indeed be possible for 97% of students to identify a major within their time at Collin; however, to expect 97% of students to identify a major within their first semester in college was not a reasonable proposal. Likewise, for the performance measures related to the understanding of degree requirements in SLO #3 (performance measure #3c) as well as the for SLO #4, the QEP team also realized that it was not a reasonable proposal to expect 90% of students to run a degree audit prior to accumulating credit hours.

In summary, the team concluded that although the staggered timeline was helpful because it allowed the QEP team to focus on specific initiatives at a time, the unexpected delays and misalignment between the timeline and the target measures significantly impacted data measuring the initiatives. It was not possible to measure the effects the initiatives were having on students learning because they were not yet being implemented. These lessons learned will unquestionably assist Collin staff in future QEP programmatic efforts, as the team will need to take into consideration the various challenges that come with implementing new structures, tools, and resources.