**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.**

**Date: 02.27.23** **Name of Program/Unit:** Advising

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**Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

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| **A. Expected Outcome(s)**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measure(s)**  Instrument(s)/process(es) used to measure results  (e.g. survey results, exam questions, etc.) | **C. Target(s)**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Overall student satisfaction with advising visits will increase | QLess survey results | For the end of the 2019 calendar year Advising Customer Experience survey results for question: *Overall I am satisfied with the service I received today*, will increase from 83% from the 2018 calendar year to 90% |
| Continue to work towards previous goal to reduce the average wait time to access an advisor during “Peak Time” advising (July, August and January). | QLess data | During “Peak Time” advising time (July, August and January) student wait time will average 27 minutes or less to access an advisor. This will be a reduction from current average wait time of 33 minutes. |
| Increase the number / percentage of Cougar Compass degree audits completed by students. | Cougar Compass data | At the end of the 2019 calendar year the percentage of Cougar Compass degree audits run by students will increase from 34% for the year to 50% for the year. |

**Description of Fields in the Following CIP Tables:**

**A. Outcome(s)** -Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).

**B. Measure(s)** -Instrument(s)/process(es) used to measure results

(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)

**C. Target(s)** -Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make improvements.

**Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)**

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| 1. **Outcome #1** Overall student satisfaction with advising visits will increase | |
| 1. **Measure (Outcome #1)**   QLess survey results | 1. **Target (Outcome #1)**   For the end of the 2019 calendar year Advising Customer Experience survey results for question: *Overall I am satisfied with the service I received today*, will increase from 83% from the 2018 calendar year to 90% |
| 1. **Action Plan (Outcome #1)**   Through implementation of the Appreciative Advising model (http://www.appreciativeadvising.net/), student satisfaction with the student advising experience will improve. | |
| 1. **Results Summary (Outcome #1)**   QLess survey question: ***Overall I am satisfied with the service I received today.***   |  |  |  | | --- | --- | --- | | **Year** | **Total QLess Responses** | **Overall percentage affirming satisfaction** | | 2018 | 2162 | 83% | | 2019 | 2041 | 83% | | 2020 | Data Unavailable (Qless not used during Covid) | Data Unavailable | | 2021 | 1449 | 90% | | 2022 | 1606 | 88% | | |
| 1. **Findings (Outcome #1)**   There was no change in the overall percent of students who were satisfied with their advising service between 2018 and 2019. There was no statistically significant change from 2018 to 2019 in the open-ended responses provided by students.  Update: February 2023  Data was unavailable for 2020 due largely to the pivot required to serve students during the onset of the Covid-19 pandemic. Services were paused then transitioned to online where the department was unable to deploy the Qless survey. However, in 2021 and 2022 there was a 7% and 5% change, respectively, in the overall percentage of students who indicated their overall satisfaction with Advising services. In 2021, the Target outcome of 90% satisfaction with Advising services was accomplished.  It should be noted that there was a significant drop in the number of Total Qless Responses submitted in 2020 and 2021. This is due in part to transitioning the manner in which students sign into the queue. The decision was made to consolidate two separate sign-in options of FTIC Advising and Returning Advising in favor of using one Advising line in order to eliminate any confusion students may have when signing in. Quick service was also implemented, eliminating the need of students to sign in to a que to complete a simple transaction. | |
| 1. **Implementation of Findings**   After two years of utilizing the Appreciative Advising model, those in advising roles will be transitioning the service model to one that evaluates the closest pathway to completion. During this transition, cohort options and advisor caseload will be explored.  Update: February 2023  As discussed above, the Appreciative Advising model was phased out and the department transitioned to a service model that focuses on prioritizing students’ completion through identifying the best pathway for the student – utilizing a more ‘directive advising’ approach. | |

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| 1. **Outcome #2**   Continue to work towards the previously stated goal to reduce the average wait time to access an advisor during “Peak Time” advising (July, August and January). The goal is 27 minutes by 2020. Presently the wait time is 33 minutes. | |
| 1. **Measure (Outcome #2)**   QLess data | 1. **Target (Outcome #2)**   During “Peak Time” advising time (July, August and January) student wait time will average 27 minutes or less to access an advisor (reduction from current average wait time of 33 minutes). |
| 1. **Action Plan (Outcome #2)**   Alignment of present Academic Advising programs (Maximizing Academic Progress Program-MAPP, Cougar Compass, etc.) will lower student wait time. | |
| 1. **Results Summary (Outcome #2)**  |  |  |  |  | | --- | --- | --- | --- | | Year | January | July | August | | 2019 | 38 | 47 | 46 | | 2020 | 42 | 0\* | 52 | | 2021\*\* | 4\*\*\* | 17 | 21 | | 2022 | 15 | 14 | 15 |   \* When campuses first reopened, student and advisors met via scheduled appointments using Microsoft Bookings opposed to walk-ins signing in to QLess. As such, the department was not able to track wait time since appointments were used.  \*\* In 2021, Collin opened the Farmersville and Celina campuses (in addition to the Wylie and Tech campuses which opened in 2020) adding 4 new campuses for a district total of 8 campuses providing Advising services.  \*\*\* January 2021 wait times average do not include wait times for Frisco, McKinney, and Plano whose data was unavailable. | |
| 1. **Findings (Outcome #2)**   Findings for the comparison of 2019 and 2020 are incomplete due to impact of Covid-19 resulting in campus closure; there was no QLess data for July 2020 and inconsistent numbers for August 2020. Microsoft Bookings was used for appointments in July and some of August, opposed to walk-in service using QLess. Online sessions were also offered but there was not a way to track average wait time for those students.  Update: February 2023  While the onset and continuation of the Covid-19 pandemic impacted services in 2020, disruption to services were minimized in 2021 and 2022. All average peak registration wait times for Advising services saw a drastic reduction from prior years, falling well below the target outcome of an average of 27 minutes. This drastic reduction in average wait time can be contributed directly to the addition of the 4 new campuses who boast significantly less student traffic and average wait time accordingly. It should be noted that taking the average wait times of the Courtyard, Frisco, McKinney, and Plano campuses for July 2021 (28 minutes) and August 2021 (37 minutes) are above the 27 minutes desired outcome but show improvement over all prior year averages. Students at these campuses were also given an opportunity to conduct quick service transactions without signing in to the que. These faster service times were removed from the overall calculation resulting in only the longer advising sessions being captured. The Courtyard, Frisco, McKinney, and Plano campuses meet or exceed the desired outcome of averaging 27 minutes or less for January 2022 (25 minutes), July 2022 (26 minutes), and August 2022 (27 minutes). | |
| 1. **Implementation of Findings (Outcome #2)**   The overall goal to reduce the average wait time is still being pursued. There are new service models being introduced that should help bring the average wait time down. Case management enables those in advising roles to be familiar with a student’s record and will reduce time needed to research and review pertinent information related to the academic goal of the student. Content of the advising session can be streamlined. The wait time of students who are being served online cannot be currently tracked. Additionally, the software recently had an update that now lists students in alpha order, not by order of entry. There are some opportunities to enhance the online advising sessions and these will be explored as part of the next year CIP.  Update: February 2023  The goal of reducing wait time for students is constantly being pursued as we continue to explore and implement new services that allow us to better serve students digitally, virtually, and in person. Case management on a mass scale was explored but ultimately was only implemented on the McKinney campus with some of the health professions. A determination on scalability has not yet been made. In October 2022, Academic Advising implemented virtual advising using Moderro software replacing zoom. This transition to Moderro now allows us to track wait and service times of online students, a feature not available through zoom. Students were also given an opportunity to conduct quick service transactions without signing in to the que. The current service model being explored is having advising team members assigned to programs within a Career Cluster to focus on strategic outreach for a case-management type service. | |
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| 1. **Outcome #3**   Increase the number / percentage of Cougar Compass degree audits completed by students. | |
| 1. **Measure (Outcome #3)**   Cougar Compass data | 1. **Target (Outcome #3)**   At the end of the 2019 calendar year the percentage of Cougar Compass degree audits will increase from 34% for the year to 50% for the year. |
| 1. **Action Plan (Outcome #3)**   As Academic Advisors continue to meet with students they will stress the purpose of Cougar Compass and how students can complete one. In addition, Collin College will continue to advertise Cougar Campus across the district. | |
| 1. **Results Summary (Outcome #3)**  |  |  |  |  | | --- | --- | --- | --- | | Year | Total Degree Audits Run | Student Run Degree Audits | Percentage of total that are student | | 2018 | 95,288 | 30,583 | 32% | | 2019 | 162,181 | 74,413 | 46% | | 2020 | 178,188 | 95,564 | 54% | | 2021 | - | 74,585 | - | | |
| 1. **Findings (Outcome #3)**   Update: February 2023  The original intent of this goal was to ensure students were using the new degree audit software. Over the years, upgrades have been made and new staff positions have been added to work with student cohorts that pull audits for students. Over time, the need for students to have a high usage/percentage became outdated. Upgrades to the degree audit software made tracking usage cumbersome and the increased volume of usage by students and staff require more frequent purging of the data. | |
| 1. **Implementation of Findings**   The overall intent of the goal was met. This outcome will not be revisited for the next Program Review. | |