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| **PROGRAM NAME:** Academic Advising | **AUTHORING TEAM CONTACT:** Dr. Kirk Lee |
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| GUIDELINES  Time Frames   1. Scope:   The time frame of program review is five years, including the year of the review.  Data being reviewed for any item should go back the previous four years, unless not available.   1. Deadline Dates:   January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)  February 1st – Program Review Document due to Program Review Steering Committee   1. Years:   Years 1 & 3 – Implement Action Plan of (CIP) and collect data  Years 2 & 4 – Analyze data and findings, Update Action Plan  Year 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan  LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range  of 1-2 pages or 500-1,000 words.  **EVIDENCE GUIDELINES**: In the following sections, you will be asked to provide evidence for assertions made.   1. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: [effectiveness@collin.edu](mailto:effectiveness@collin.edu). Use of additional reliable and valid data sources of which you are aware is encouraged. 2. Examples of Evidence Statements: 3. Poor example: Core values are integrated into coursework. (Not verifiable) 4. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general) 5. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)   **FOR MORE INFORMATION**: The Program Review Portal can be found at<http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>*.* Any further questions regarding Program Review should be addressed to the Institutional Research Office ([effectiveness@collin.edu](mailto:effectiveness@collin.edu), 972.599.3102). |

**Introduction/Preface**

EXECUTIVE SUMMARY:

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.)** Please do not include information in this section that is not already provided elsewhere in this submission. Using the questions in the template as headings in the Executive Summary can provide structure to the overview document (see below for suggested format).

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| **Executive Summary (suggested sections/format-not required format)**  What does our unit do?  Why do we do the things we do: Unit relationship to the College Mission & Strategic Plan.  Why do we do the things we do?  How do we impact student outcomes?  How effectively do we communicate, and how do we know?  How well are we leveraging partnership resources and building relationships, and how do we know?  How have past Continuous Improvement Plans contributed to success?  How will we evaluate our success? |

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| **Complete the Executive Summary below after you have completed your review.** Academic Advising, a district-wide department within the Student and Enrollment Services division, operates with the mission to guide students through their educational journey. The department, as defined by Gordon, Habley, Grites, and Associates (2008), provides comprehensive support, helping students define and achieve their academic goals. Advisors assist in setting educational and career goals, offering information on degree requirements, course offerings, and academic policies.  The department, spanning 7 physical campuses, 3 centers, and a virtual campus, ensures inclusive and accessible services for a diverse student population. Hosting nearly half a million advising sessions over the past five years, Advising is one of the most utilized service units in the district. According to the Student Satisfaction Report, 92.2% of students surveyed were aware of Academic Advising as a service. The Academic Advising department actively collaborates with every Academic and Workforce program throughout the district.  Academic Advising is the epitome of the college mission of being student-centered. Individualized student sessions often extend beyond course selection to career conversations. As previous continuous improvement plans have revealed, there are some opportunities to enhance service times and satisfaction for students. Initiatives such as holistic advising did not yield the expected results and given the increased emphasis for student completion, new efforts will be made in training and resource development.  With the passing of Texas House Bill 8, funding for community college has shifted to student-focused outcomes and the role of the Advising unit will be more essential to the operations of the college. The department has identified areas for expanded collaboration and opportunities to address the growing demand for its services. |

## Section I. Are We Doing the Right Things?

**1. WHAT DOES OUR UNIT DO?**

**What is the service unit and its context?**This section is used to provide an overview description of the service unit, its relationship to the college and the community it serves. Keep in mind the reviewer may not be familiar with your area. Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested/possible points to consider:*

* *Unit’s purpose (Include the unit’s purpose/mission statement if one exists.)*
* *Services and products (i.e. event coordination, reports, promotional materials, handouts, etc.)*
* *Service across campus/departments/district/community*
* *Regulatory standards the unit must meet*

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| Academic Advising is a district-wide department operating under Student and Enrollment Services in the division of Student Success. Gordon, Habley, Grites, and Associates (2008), the authors of *Academic Advising: A Comprehensive Handbook,* discussacademic advising as a process in which students receive guidance and support from knowledgeable professionals to help them navigate their educational journey effectively. Academic advisors assist students in setting educational and career goals, selecting appropriate courses and programs, and making informed decisions about their academic and personal development. They provide information about degree requirements, course offerings, academic policies, and resources available to students. Academic advising aims to empower students to make well-informed decisions, promote their academic success, and enhance their overall college experience.  The Academic Advising department plays a crucial role in supporting students across the district's 7 physical campuses, 3 centers, and virtual campus, catering to a diverse student population encompassing various racial, ethnic, cultural, national, educational, and financial backgrounds. The department's services are inclusive and accessible to all, ensuring that every student receives the necessary guidance to excel in their academic endeavors. Students are able to connect with Academic Advising team members in person on any of our campuses, virtually, and by phone and email.  One of the primary functions of the Academic Advising department is to provide personalized assistance to students, helping them navigate course selection, degree requirements, and career pathways, ensuring that students are well-informed and confident in their academic decisions.  Moreover, the department actively engages with other departments and participates in collaborative activities to enhance the overall student experience. By collaborating with the academic and workforce departments, advisors stay updated with the latest curriculum changes, ensuring they provide accurate and relevant information to students. This partnership also allows for the creation of campus registration initiatives, streamlining the enrollment process and making it more efficient for students. Additionally, Academic Advising team members visit classrooms to provide an overview of Advising and assistance with registration, faculty in turn assist the advising team with student registration during peak times.  Additionally, the Academic Advising department takes an active role in organizing events aimed at increasing student enrollment and retention. These events serve as platforms to engage with prospective and current students, providing them with valuable information about available programs and support services. By reaching out to students through these events, the department fosters a sense of belonging and encourages them to stay connected with the academic community.  **Services and products (i.e. reports, promotional materials, handouts, etc.)**  Academic Advising predominately uses the Collin College Catalog and has developed some departmental resources such as:   * [Advising website](https://www.collin.edu/advising/index.html) with:   + [Connect With Us](https://www.collin.edu/admissions/connectwithus.html)   + [Online Resources](https://www.collin.edu/campuses/iCollin/index.html)   + Campus locations and office hours (located on Advising mainpage)   + [Programs and Courses](https://www.collin.edu/academics/programs/index.html)   + [Process to complete a degree audit](https://www.collin.edu/advising/degree_audit_instructions.html) (CougarCompass) * Additional Services for students to:   + Take advantage of [online advising](https://forms.office.com/pages/responsepage.aspx?id=MTQGxfLX20isYurqouC__IY2_-Ev0-dKmNdhq7XmbsxUMDQyRVk5Rlk1WlNSQzRCSDQ0TUhXVlBTTS4u)   + Email advising specific questions to [academicadvising@collin.edu](mailto:academicadvising@collin.edu) [via the Online Resources webpage and the Collin College Contact Us webpage   + Shorten their wait in line by utilizing [CougarQ](https://www.collin.edu/admissions/CougarQ.html) to place themselves in line before coming to any campus * See Appendix 1 for additional handouts used by advisors   **Regulatory standards the unit must meet.**  While Academic Advising is not required to meet any industry regulatory standards, the department does adhere to the Academic Advising Core Competencies Model developed in 2017 by the National Academic Advising Association (NACADA), The Global Community for Academic Advising. The framework of the model relies on three content categories – the conceptual, informational, and relational. The Conceptual component sets the framework for delivering academic advising by encompassing the essential ideas and theories that advisors need to comprehend for effective student guidance. The Informational component furnishes the core content of academic advising, comprising the multifaceted knowledge advisors must acquire to skillfully guide students. The Relational component equips academic advisors with the skills necessary to effectively convey the concepts and information derived from the other two components to their advisees.  Institutionally, all advisors will complete mandatory training including: FERPA, Clery Act and Campus Security Authorities, and Cybersecurity.  Gordon, V. N., Habley, W. R., & Grites, T. J. (Eds.). (2008). *Academic Advising: A Comprehensive Handbook*. John Wiley & Sons.  NACADA (2017). The Global Community for Academic Advising. Core Competencies of Academic Advising. Kansas: NACADA Core Values of Academic Advising. Taken from <https://nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx>. |

2. WHY DO WE DO THE THINGS WE DO? UNIT RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.

* **Provide unit-specific evidence of actions that the unit supports the** [**mission statement:**](http://www.collin.edu/aboutus/missioncorevalues.html)“*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*
* **Provide unit-specific evidence that supports how the unit supports the college strategic plan (2020-2025 Strategic Plan)**: <http://www.collin.edu/aboutus/strategic_goals.html>

*Suggested/possible points to consider:*

* *What evidence is there to support assertions made regarding how the unit relates to the Mission and Strategic Plan?*
* *Analyze the evidence you provide. What does it show about the unit?*

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| **Mission**  The Academic Advising department at Collin College plays a pivotal role in supporting the college's mission of being a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect in several ways.  Student-Centered Support. Academic advisors provide individualized guidance to students by offering personalized academic advice that empowers students to navigate their educational journey successfully. Serving students is the central role of an advisor.  Strengthening Character. Advisors contribute to the character development of students. They offer a supportive environment where students can discuss their academic and personal challenges, providing institutional and community resources.  Intellectual Challenge. Academic advisors challenge students intellectually by encouraging them in their pursuit of degrees and certificates, engage in critical thinking, and in many cases encouraging students to pursue higher levels of education.  Skill Development. By the design of the Workforce programs, advisors are supporting students in the development of their skills that will be used during their careers.  Using the college mission as the core basis for service, advisors provide academic assistance and individualized attention which in turn promotes each student's success. Advisors routinely share personal and professional knowledge, experience and insight they feel can benefit the student. As such, the advisor's role is to help the student evaluate and realize educational and career options by:   * Providing accurate and consistent information * Assisting the student in identifying appropriate institutional resources * Reviewing the student's program of study * Clarifying program requirements, policies and procedures * Facilitating relationships between the student and faculty   Throughout the advising process it is important to remind students that the key tenet of academic advising is the student is responsible for his or her own decisions. Academic advisors exist because students require information and assistance to navigate Collin College procedures and processes in order to make appropriate decisions. The student's role in this relationship is to explore academic, career and personal goals by:   * Utilizing support services and resources * Learning and understanding program requirements * Seeking guidance from advisors throughout their progression * Taking personal responsibility for actions and decisions affecting their academic progress   **Collin Master Plan Priorities**  Priority 3: Strategically expand existing instruction and service delivery modalities to maximize access to college programs.  The Academic Advising Department has increased access for potential, new, and returning students by adding additional modalities, specifically through the implementation of virtual advising services in 2020 and the advising chat bot in 2021. Students are still able to access advising services in person on any of our campuses. The addition of virtual advising was borne out of necessity due to onset of the Covid-19 pandemic. Virtual Advising began using Zoom in an effort to remain accessible to students. A chat bot was also launched during this time to help answer basic questions. In 2022, virtual advising was upgraded from Zoom to a product from Moderro, again to provide a better end user experience for our students. The Moderro system reduced the need to create individual breakout rooms, freeing up time for the advisors to meet with more students. The system has enhanced features for the advisors and the students to share documents and information, it also has built in analytics to monitor average meeting times, wait times, and more.  Priority 4: Examine and develop expansion plans for existing facilities and future programs to accommodate growth in the service area. Proposed Measure – Partnerships and programming are formalized with universities to include directed advising to ensure Collin College students are served first and foremost.  The advisors work in collaboration with Academic Partnerships to reinforce university partner programs.  **Collin Strategic Plan Goals**  Goal 1: Improve student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals.  The Academic Advising department supports Strategic Plan Goal 1 by ensuring that students are advised correctly. Advisors assist the student in the identification and development of individual educational and career goals aligned with personal interests, values and abilities. Academic advising also provides and gives guidance to the student regarding the multitude of instructional and personal support services available throughout the District. An essential element to maintaining and achieving this departmental objective is the availability of qualified staff as well as the delivery of correct and consistent information to enhance the educational experience for the student.  Goal 2: Develop and implement strategies to become national exemplars in program and student outcomes.  Beginning in Fall 2021, academic advising began the process of transitioning to a directive advising model. Directive advising places emphasis on completion by encouraging students to pursue specific coursework that meets the requirements of their degrees. It ensures students are maximizing their time and resources in the completion of their coursework, aiding in the institutional goal of reducing student time-to-completion.  Goal 3: Create and implement comprehensive integrated pathways to support student transitions.  Over the last 3 years, Collin College has opened the Wylie (Fall 2020), Technical (Fall 2020), Farmersville (Spring 2021), and Celina (Fall 2022) campuses. The opening of these campuses introduced the concept of one-stop shops for student services. In these one-stop shops, academic advising and admissions services were combined allowing staff to assist students more efficiently by eliminating the need to see multiple people. Student Enrollment Specialists specialize in admissions work but are now able to assist students with entry level advising needs. District College and Career Counselors (DCCC) specialize in advising students but are now able to assist students with their admissions needs as well, again eliminating the need for students to see multiple people in multiple offices. Over the past three years, the staff model has been revisited so that the legacy campuses – Plano, Frisco, and McKinney – can more closely align with the new campuses. With the expansion of service capabilities, the DCCC team members contribute to making the admissions and advising processes more efficient by decreasing the need for students to see multiple staff.  In Summer 2023, Student and Enrollment Services developed the Career Cluster initiative. The initiative was designed to support student’s persistence and completion by strengthening the collaboration between Academic Advisors, Workforce Coaches, and the Workforce/Academic programs. The primary goal of this initiative is for students to have a designated point of contact for their program and that team member to serve as the content expert for their assigned programs. This includes attending program meetings and working closely with the department for any curriculum changes. They share pertinent program updates with the division and work with Workforce Coaches to aid in student registration, persistence, and completion initiatives.    Goal 5: Develop and implement a comprehensive staffing and succession model.  The Student and Enrollment Services division is working on a division succession plan. One outcome of the comprehensive staffing review is the conversion of several “advisor” positions to “district college and career counselor” positions, providing students with access to more team members with a greater scope of service capabilities. |

**3. WHY DO WE DO THE THINGS WE DO?**

**A. Make a case with evidence to show that the primary functions/services of the unit are necessary as they are, or they should be modified, or eliminated.**

*Suggested/possible points to consider:*

* *What is the purpose and reason for the service?*
* *How has the function evolved during the 5-year cycle? How have the reasons for the service changed over time?*
* *What would happen if the unit no longer provided these services and/or the services were outsourced?*
* *What unit services require the most resources including staff time? Which services add the biggest value to the college? Discuss any discrepancies between the services named in these two questions.*
* *Is there a clear line of communication with other units involved in or supporting each of these services?*
* *Does the unit or the college have alternate ways of providing any of these services?*
* *Are the services offered/conducted as efficiently as possible?*

**B. Benchmarking: Review two or three comparable colleges for the way they accomplish these services. Discuss what was learned and what new ideas for service improvement were gained.**

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| Academic Advising plays a critical role in the success and academic performance of students. As Collin College expands its program offerings to include more workforce and baccalaureate programs, our students will have expanded opportunities and a greater need for direction.  According to the Collin College Service Units Survey of Student Satisfaction Report for Academic Advising, 94.8% of students in 2019 and 92.2% of students in 2021 were aware of Academic Advising as a service. Similarly, 89% of students surveyed in 2019 and 86.8% of students surveyed in 2021 indicated they had used Academic Advising services. While there was a slight decrease in awareness of advising services by 2.6% and in usage of services by 2.4% between 2019 and 2021, this is also a time period when the college added Program Coaches in the Workforce program areas and the dip in services impacted by Covid.  Historically, academic advising plays a pivotal role in the success and academic performance of students. As educational landscapes evolve and student populations diversify, the need for personalized guidance becomes increasingly essential. Collin College continues to draw a diverse student population with varying educational backgrounds, cultural experiences, and career aspirations. Academic advisors are essential in providing individualized support to help students navigate the complexities of academic programs, ensuring that each student's unique needs and goals are addressed. Between academic years 2018-19 and 2022-23, Academic Advising team members participated in nearly half a million advising sessions with students (includes duplications).    While efforts are being made to help streamline individual sessions with students, it is this service that requires the most use of the staff member’s time. It is also the area that adds the biggest value to the college. By directing a student to the courses needed or remaining in their program of study, the advisor is helping with retention and completion – two key areas that now impact the institution’s funding.  The array of academic programs offered at Collin can be overwhelming for students. Advising team members serve as knowledgeable guides, helping students make informed decisions about their course selection, major choices, and long-term academic plans. This guidance is crucial in preventing unnecessary delays, ensuring students stay on track, and promoting timely program completion. By providing insights into industry trends, employment opportunities, and potential career paths, advisors empower students to make informed decisions about their education. According to Lynch and Lungrin (2018), this proactive approach contributes to improved academic performance, as students are more likely to remain engaged and motivated when they can see the direct relevance of their studies to their future careers.  Advising team members also provide early intervention and support by recognizing and addressing academic challenges early on which is key to preventing academic setbacks. Beginning in Spring 2022 advising team members began acting as early intervention agents, responding to potential academic issues submitted by faculty members by offering support to help students overcome obstacles. This personalized attention can be instrumental in preventing academic probation, withdrawal, or other issues that may hinder student success (Ohrablo, 2012).  Academic advising services contribute to higher student retention rates and increased graduation rates. By fostering a sense of belonging and providing ongoing support, advisors contribute to a positive college experience that encourages students to persist in their studies and complete their degrees (Tippetts, Thomas-Brandley, & Zick, 2020).  To assist students in their transition from high school to college and to expand collaboration between advising and the Academic/Workforce departments, Collin College implemented Career Clusters. High school students select an endorsement (or career field) so they are familiar with these categories of programs and those are replicated at Collin College. Each advising team member is assigned to a Career Cluster (see Appendix 2 ) and meets with their departments to ensure they have up to date information on the program and any changes in the curriculum. This helps ensure clear lines of communication with other units in supporting student success. This is a recent implementation since the previous continuous improvement plan was submitted.  Since the advising function is customized to the programs offered at Collin College and the majority of the interactions with students are individualized, it would be difficult to offer these services in an alternative format. Advisors are able to work with students through face-to-face in-person sessions, online virtual sessions, submitting questions and documentation through email, and by telephone so there are numerous modalities of interaction available to students.  If the advising service was no longer provided, the students at Collin College would be on their own to run and interpret their degree plan. Students would not have the feedback to determine which program best aligns to their career aspirations. With the passing of House Bill 8, funding for community colleges has shifted to student-focused outcomes. Without advisors to assist with completion, student success and funding for the institution is at stake.  In conclusion, academic advising services are indispensable at Collin College. The personalized guidance provided by advisors not only facilitates students' academic success but also enhances their overall college experience. By addressing the diverse needs of students, helping them navigate academic programs, aligning goals with career aspirations, and providing timely support, academic advising services contribute significantly to the success and academic performance of students.  Lynch, J., & Lungrin, T. (2018). Integrating academic and career advising toward student success. *New Directions for Higher Education*, *2018*(184), 69-79.  Ohrablo, S. (2012). Academic success coaching: keys to an effective approach. Academic Impressions. Retrieved from <https://www.academicimpressions.com/academic-success-coaching-keys-to-an-effective-approach/>.  Tippetts, M. M., Brandley, A. T., Metro, J., King, M., Ogren, C., & Zick, C. D. (2022). Promoting persistence: The role of academic advisors. *Journal of College Student Retention: Research, Theory & Practice*, *24*(2), 526-547.  **Benchmarking**  In Summer 2023, the Division of Student Success conducted benchmarking activities with the goal of a comparison of services, personnel, and departmental structure with peer and aspirational institutions. Where academic advising was concerned it was found that there were discrepancies in the advisor-to-student ratio, staffing and administrative support for virtual advising available to students, and approaches to advising team member staffing and credentialing.  *Advisor to Student Ratio*. Collin College currently has an advisor to student ratio of approximately 1 to 585. Tarrant College and Dallas College currently have an advisor to student ratio of approximately 1 to 362 and 1 to 264 respectively. Tarrant College is currently in the process of hiring more advising team members to reduce their advisor to student ratio to approximately 1 to 300.  *Virtual Advising*. Austin Community College, Dallas College, Lonestar Community College, and Tarrant Community College each have a designated virtual advising team that is a part of a larger virtual department that could be compared to the Student and Enrollment Service area at an individual campus. All three peer colleges also currently offer extended virtual advising services on evenings and weekends. Currently Collin College does not have a designated virtual advising team. The software is administered by the McKinney Student and Enrollment Services dean and associate dean with advising team members from across the district staffing virtual advising. The service is offered on weekdays from 8:30 a.m. to 4:30 p.m.  *Advising Staffing*. Collin College currently has two positions with academic advising as their primary responsibility: Academic Advisor and District College and Career Counslelor. Dallas College and Tarrant have eliminated the role of academic advisor from their institutions and replaced them with Success Coach and Career Advisor respectively. Dallas’ Success Coaches are tasked with providing students with a complete wrap around service that includes academic advising along with intensive communication and support. Tarrant’s Career Advisors still provide academic advising but employ a career advising framework. All of Tarrant’s Career Advisors are required to complete a career advising certification within one year of starting at their role. Tarrant has also created two Senior Career Advisor positions on each of their campuses who are tasked with working directly with students on academic probation or suspension. Tarrant and Austin Community College also have dedicated advising team members who specifically work with students who plan to transfer to four-year colleges and universities. |

**4. HOW DO WE IMPACT STUDENT OUTCOMES?**

Make a case with evidence to show effects of the unit on student outcomes.

*Suggested/possible points to consider:*

* *How does the unit influence the student experience?*
* *How does the unit influence the student environment and/or safety?*
* *In what way does the unit influence student enrollment, retention, persistence, and/or completion?*
* *What services are provided for a diverse student population?*
* *Analyze the evidence you provide. What does it show about the unit?*

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| Academic Advising utilizes various instruments to determine the impact it has upon the students the departments serves. The primary tools utilized for this are listed below.   * Service Units Survey of Student Satisfaction Report * Ruffalo Noel Levitz Student Satisfaction Inventory * Qless Data (system used to queue students waiting to see an advisor) * Qless Customer Experience Survey (survey sent to students who signed in to the queuing system to see an advisor) * Cougar Compass Degree Audit   The Service Unit Surveys are internally developed student satisfaction surveys administered by Collin’s Institutional Research Office in the odd academic years. The Ruffalo Noel Levitz (RNL) Student Satisfaction Inventory (SSI) is a nationally normed survey that allows for comparisons with similar regional and national institutions. Qless is the queueing system used by Student and Enrollment Services to manage in-person office traffic of several departments including Academic Advising. The system collects various data points that assist in evaluating our service to students. We also collect customer service experience data from students after they have received in-person or virtual advising services through a departmentally developed snapsurvey. Finally, Cougar Compass Degree Audit data is used to advise students on remaining courses needed to complete their declared program of study.  **Collin Service Units Survey of Student Satisfaction (Academic Advising)**  As referenced prior, Collin’s Student Surveys indicate that 94.8% (2019)and 92.2% (2021)of students surveyed were aware of Academic Advising while 89% (2019) and 86.8% (2021) of students surveyed indicated they had used Academic Advising services. Between 2019 and 2021 there was decrease in awareness of advising services of 2.6% while there was a decrease in and usage of services of 2.4% which can largely be attributed to the Covid-19 pandemic that caused severe disruption to the Spring, Summer, and Fall semesters of 2020. It should also be noted that the Academic Advising unit survey assessed students’ level of agreement with the statements that follow.   * Hours are convenient. * Service is timely. * Staff is courteous. * Staff is knowledgeable. * Overall satisfaction.   In 2019, between 73.8% and 80% of the students surveyed indicated they agreed or strongly agreed with the statements. Between 7.8% and 14.8% neither agreed or disagreed and between 5.2% and 8.6% disagreed or strongly disagreed with statements. Between 3.8% and 8.6% did not respond to the statements with the exception of Overall Satisfaction which was 0% non-response.  In 2021, between 72.8% and 77.4% of the students surveyed indicated they agreed or strongly agreed with the statements. Between 10% and 15.9% neither agreed or disagreed and between 3.8% and 9.4% disagreed or strongly disagreed with statements. Between 4.6% and 7.5% did not respond to the statements with the exception of Overall Satisfaction which was 0% non-response.  Of particular note, the overall satisfaction of students surveyed that fell between agreed or strongly agreed was 79.2% (2019) and 76.6% (2021) while 12.5% (2019) and 14.1% (2021) of surveyed neither agreed or disagreed and 8.2% (2019) and 9.3% (2021) of students surveyed disagreed or strongly disagreed that they were overall satisfied. When compared to other service units providing similar services to Academic Advising such as Admissions, Financial Aid, and Veteran Services, the units overall satisfaction is slightly below average. In 2019, between 84.6% and 89.6% of students surveyed indicated they agreed or strongly agreed that they were overall satisfied with the Admissions, Financial Aid, and Veteran Services service units compared to 79.2% for Academic Advising. In 2021, between 74% and 84% of students surveyed indicated they agreed or strongly agreed that they were overall satisfied with the Admissions, Financial Aid, and Veteran Services service units compared to 76.6% for Academic Advising. Admissions and Financial Aid’s rate were 84% and 82.4%, respectively, with both performing higher than Academic Advising while Veteran Services rate of overall satisfaction was just under Academic Advising at 74%.  While these departments mostly performed better than Academic Advising, it should be pointed out that student’s awareness and usage of these departments were not as high. Awareness of Academic Advising was 94.8% in 2019 and 92.2% in 2021 while awareness of the other departments was between 27.8% and 84.1% in 2019 and between 24.9% and 81.7% in 2021. Similarly, usage of Academic Advising was 89% in 2019 and 86.8% in 2021 while usage of the other departments was between 16.2% and 80.1% in 2019 and between 20.7% and 81.8% in 2021.  **Ruffalo Noel Levitz (RNL) Student Satisfaction Inventory (SSI)**  The RNL SSI is administered by Collin to understand and monitor Collin students’ level of satisfaction with their educational experience. This is done by determining students perceived level of importance of specific services provided by the college along with their levels of satisfaction with those services, known as a dual importance-satisfaction scale. As it relates to Academic Advising, the SSI assesses the comprehensiveness of the program while also evaluating advising staff using the statements that follow.   * My academic advisor is approachable. * My academic advisor helps me set goals to work toward. * My academic advisor is concerned about my success and an individual. * My academic advisor is knowledgeable about my program requirements. * My academic advisor is knowledgeable about the transfer requirements of other schools. * Counseling staff care about students as individuals. * This school does whatever it can to help me reach my educational goals.   In the 2020 SSI, Academic Advising had the lowest mean satisfaction score among the 12 scales assessed, but it showed improvement. In 2020, it moved to 11th of the 12 scales. Historically, Collin College students were less satisfied with Advising compared to peers, but the gap has been narrowing. In 2018, Collin College students were more satisfied than peers for the first time. This positive trend continued in 2020 and 2022, although the difference is reducing. Academic Advising's mean satisfaction scores were 5.55 (Collin) vs. 5.46 (peers) in 2018, 5.66 vs. 5.58 in 2020, and 5.71 vs. 5.69 in 2022. Despite the declining gap, Academic Advising's mean satisfaction consistently increased over the last three SSI administrations.  In 2018, four challenges were identified in Academic Advising, decreasing to two in 2020 and increasing to three in 2022. Challenges in 2020 included advisor knowledge about program requirements (67% satisfaction) and transfer requirements (62% satisfaction). Challenges in 2022 added the school's support for educational goals (71% satisfaction). Notably, challenges decreased from 2018 to 2020 and increased slightly in 2022. Despite this, the number of challenges remains fewer than in 2014 (5) and 2018 (4).  Academic Advising should sustain positive gains in satisfaction and ensure Collin College surpasses mean satisfaction scores of National Peers for Advising.  **Qless and Moderro**  Qless, an online queueing system, is used to manage lines for various Student and Enrollment Service departments, including Academic Advising. The system tracks the average time a student waits for in-person assistance and monitors the number of students physically present on campus for advising.  In October 2022, Academic Advising transitioned to virtual advising using Moderro software, replacing Zoom. This change allowed the department to track wait and service times for online students, a capability not possible with Zoom.  As part of the Continuous Improvement Plan from the previous program review, the objective was to reduce peak-month wait times (January, July, and August) from 33 to 27 minutes. In 2019, the average wait time was 43.6 minutes, increasing to 47 minutes in 2020 (excluding July). Due to the shift to Microsoft Bookings for appointments post-Covid-19, July 2020 data was untrackable. In 2021, excluding January, average wait times for July and August were reduced to 19.5 minutes, credited to new campuses with lower traffic. However, the Courtyard Center, Frisco, McKinney, and Plano campuses fell short with a 33-minute average wait. In 2022, the overall average wait time during peak months was 16 minutes, meeting the goal. Focusing on specific campuses, the average wait time was 26 minutes. In 2023, the overall average wait time reached the goal at 22 minutes, but the Courtyard Center, Frisco, McKinney, and Plano campuses averaged 34 minutes, not meeting the target. Despite the Moderro system's absence during CIP creation, it consistently achieved the goal, with virtual advising wait times at 7 minutes in 2022 and 22 minutes in 2023. It is important to note the increase from 7 minutes to 22 minutes was a direct result of the traffic quadrupling as awareness of virtual advising increased.  **Qless Customer Experience Survey Data**  The Qless Customer Experience Survey gathers feedback from students on their interactions with SES departments, including Academic Advising. Students receive the survey post-advising sessions, either in-person or virtually, and staff include the survey link in their email signatures. Students specify the service modality—phone, email, online/virtual, or in-person at a campus. The prior year program review set a desired outcome of 90% satisfaction. In 2018 and 2019, overall satisfaction with advising was 83%. Data was unavailable for 2020 due to the pandemic. In 2021 and 2022, there was a 7% and 5% change in satisfaction, achieving the 90% target in 2021. In 2022, it slightly dropped to 89%, and in 2023, it reached 86%, still surpassing the 2018 and 2019 satisfaction rates but not meeting the 90% threshold.  **Cougar Compass Degree Audit Data**  After the adaptation of the Cougar Compass degree audit software, Advising tracked the number of audits pulled by staff and students. It was made a requirement that all advising staff had to pull a degree audit and provide it to each student they saw with the goal of ensuring the student was well informed of their degree requirements and progress.  In 2019, staff completed 162,181 degree audits and students completed 74,413 degree audits, marking a 75% and 143% increase from 2018 respectively. In 2020, the number further increased by 10% for staff and 28% for students, respectively reaching a total of 178,188 and 95,564 degree audits. However, the total audits run by staff were unavailable and there was a 22% decrease in student-completed degree audits in 2021, with a total of 74,585. Data was unavailable in 2022 and 2023. The lack in data for staff and decline in student audits in 2021 and unavailability in data in 2022 and 2023 can be attributed to changes in the Cougar Compass software that led to complications in tracking and reporting. There is the possibility that this software will be retired once the college converts to Workday. |

Section II. *Are We Doing Things Right?*

**5. How effectively do we communicate, and how do we know?**

**A. Make a case that the printed literature and electronic communication are current, provide an accurate representation, and support the college’s recruitment, retention and completion plans.**

*Suggested/possible points to consider:*

* *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *How does the program ensure that students are informed/aware of unit literature? Is unit literature made accessible to all students (i.e. can they obtain the information they need)?*
* *Designate who is responsible for monitoring and maintaining the unit’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

**B. Provide unit website URLs. If no website is available, describe plans for creation of website or explain the absence.**

|  |
| --- |
| Academic Advising provides an essential service to students so it is imperative that students are able to easily access information pertinent to their academic success. Collin College’s Service Units Survey of Student Satisfaction Report for Academic Advising shows that 94.8% of students in 2019 and 92.2% of students in 2021 were aware of Academic Advising as a service. All printed literature and electronic communications are constantly under review to provide students with consistent, accurate and up to date information as changes are made by the departments. Collin College’s academic advising webpage and the Cougar Compass degree auditing system are the primary way for students to access this information. Advising team members use these to assist students as well as teach students how to access these tools and use them on their own. The Student and Enrollment Services(SES) Associate Vice President along with the SES deans at the Plano and Wylie campus are responsible for the monitoring and updating advising related webpages. Additionally, with the rollout of Collin College’s new website in Fall 2023, student focus groups were conducted to assess user friendliness and navigability. |

**C. In the Unit Literature Review Table, below, document that the elements of information listed on the website or other formats (services available, points of contact, current calendars, handouts, costs and additional fees, hours of availability) were verified for currency, accuracy, relevance, and are readily available to target audiences. Please fill out the table only for this prompt (C.), no analysis is necessary here.**

**Unit Literature Review Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Type (i.e. URL, brochure, handout, etc.) | Date of Last Review/Update |  | Responsible Party |
| Academic Advising website | <https://www.collin.edu/advising/index.html> - information provided on the webpage in clude the following:   * Explore Degree and Area of Study * Connect to an Advisor in-person – Join Cougar Q * Check Degree Audit   Additional resources are available from the Advising webpage.   * Online Resources * Transfer Information * International Student Office | 12/1/2023 | Current Accurate Relevant Available | Deans, Student and Enrollment Services |
| Register for Classes | <https://www.collin.edu/register/registration.html> - information provided on the webpage include the links to the following:   * Advisor * Cougar Web * Online Registration * E-Schedule * Quick Course Finder * View our Withdrawal Policy * Audit a Class * Contact Us | 12/1/2023 | Current Accurate Relevant Available | Associate Deans of Student and Enrollment Services |
| Transfer U | <https://www.collin.edu/transferu/TranGde.html> - Information provided on the webpage include links to the following:   * Academic Partnerships * Transfer Resources * Transfer Events * Contact Us * College for all Texans * Bachelors and Graduate Degrees at CHEC Campus * CHEC Home Page * When You Tranfer links | Unknown | Current Accurate Relevant Available | Academic Partnerships |
| Click or tap here to enter text. | See Appendix 1 previously referenced for handouts. | Click or tap to enter a date. | Current Accurate Relevant Available | Student and Enrollment Services |

**6. What partnerships and partner resources are established by the unit, and how are they valuable?**

**Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the service unit outcomes. If a formal agreement is involved, indicate its duration.**

**Partnership Resources Table**

|  |  |  |  |
| --- | --- | --- | --- |
| Partner/Organization | Description | Formal Agreement Duration,  if any | Briefly explain the Partnership’s Value to Service Unit |
| Career Clusters | Academic Advisors serve as the content expert for assigned programs, which includes attending program meetings and working closely with the department for any curriculum changes. They share pertinent program updates with the academic advisors across the district as appropriate and necessary. | No | The partnership ensures that Academic Advising and Workforce programs are working together to meet the needs of students by maintaining open lines of communication, accurate exchange of information, and ensuring multiple touchpoints with students are occurring to promote student completion. |
| Career Services | Provide career exploration, preparation, and guidance to students. | No | Many students arrive to the college without having a clear or specific idea of where they would like to go professionally. By working with Career Services, students are able to gain a better understanding of they would like to do professionally which better informs their academic advising experience. |
| Academic Planning Coach Program | Program developed during prior QEP designed to pair faculty coaches and advising team members with firt time in college students to boost retention. | Yes, initially the program was run under the QEP but is now administered by Academic Advising in partnership with academic affairs. | The provides support to first time in college students from underserved backgrounds. |
| Admissions | Facilite admissions process for students entering the college. | No | The admissions process and the advising process directly feeds into the advising process. |
| Testing Centers | Administer placement tests that provide basis for advising a student | No | It is nearly impossible to accurately advise a student without knowing if they are college ready or their academic placement level in relation to college readiness. |
| Targeted Registration Initiatives | McKinney and Plano 8 week initiative – Advising partnership with Academic Affairs created to improve completion by creating degree pathways based on 8 week sessions  Frisco 5 week Initiative – mirrored 8 week initiative | No | This initiative increases the likelihood that a student can complete their degree requirements faster. Advisors ensure students are aware of the initiative and appropriately advise them. |
| State Farm | State Farm provides a grant that pays for a part-time advisor to provide advising to State Farm employees who choose to pursue an education at Collin | Yes | The program provides connection between the college and State Farm who has provided the college with many grants over the last 5-10 years. In particular, the funding of this part time position benefits our other students as the team member is able to assist non-State Farm students as well. |
| Fostering Student Success | Program providing wraparound services to students formerly in foster care. Partnership between Advising, Financial Aid, and ACCESS. | No | Foster students face challenges similar to first generation students and other underserved populations are more prone to stopping out. This program provides a mix of supports to students designed to ensure their needs are met and they are connected to resources. |

**7. What professional development opportunities add value to our service unit?**

|  |
| --- |
| Academic Advising staff play a crucial role in guiding students through their educational journeys, providing assistance with course selection, career planning, and navigating the complexities of academic requirements. Participating in professional development is essential for these advisors to stay abreast of evolving educational trends, technological advancements, and changes in academic policies. By engaging in ongoing professional development opportunities, advisors can enhance their knowledge and skills, ensuring they are well-equipped to address the diverse needs of their student population. This continuous learning process enables advisors to stay current with the latest resources, counseling techniques, and educational technologies, ultimately fostering a more effective and supportive advising environment.  The benefits of professional development for academic advisors extend beyond individual growth to positively impact the students they serve. Well-informed and up-to-date advisors can offer more accurate and relevant guidance, helping students make informed decisions about their academic and career paths. Through professional development, advisors gain exposure to innovative strategies for supporting student success, which can translate into improved retention rates and increased graduation rates. Additionally, staying connected to broader educational networks allows advisors to share best practices, collaborate with peers, and contribute to a culture of continuous improvement within the community college setting. Ultimately, the investment in professional development for academic advisors leads to a more dynamic, informed, and student-centered advising experience, benefiting both the advisors themselves and the students they guide toward academic success.  See Appendix 3 for listing of the numerous opportunities for the Advising team members. |

**Provide a List of professional development activities employees have participated in since your last program review.**

**Employee Resources\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Employee Name | Role in Unit | Professional Development Summary | How is it Valuable to the Unit? |
| See Appendix 3 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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\*\*If Employee Resource Table contains more than 18 rows it may be included at the end of this document as an appendix.

**8. Are facilities, equipment, and funding sufficient to support your service unit? If not, please explain.**

**[Only respond to this prompt if you are requesting additional resources, otherwise proceed to prompt 9.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to unit facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the unit or student success.** As part of your response, complete the resource tables, below, to supportyour narrative.

*Suggested/possible points to consider:*

* *The useful life of structures and equipment,*
* *Special structural requirements, and*
* *Anticipated technology changes impacting equipment sooner than usual.*
* *If you plan to include new or renovated facilities or replacement of equipment in your unit improvement plan, be sure to justify the need in this section with qualitative and/or quantitative data evidence of the need.*

|  |
| --- |
| No additional resources are being requested. |

**Facilities Resources Table\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Room/Office Location and Designation | Description  (i.e. Special Characteristics) | Meets Needs (Y or N):  Current For Next 5 Years | | Describe additional needs for any “N” answer |
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### **Equipment/Technology Table ($5,000 or more) \*\***

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| --- | --- | --- | --- | --- |
| Current Equipment Item or Budget Amount | Description | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, justify needed equipment or budget change |
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### **Financial Resources Table\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Funds (i.e. college budget, grant, etc.) | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, explain why | For any “N”, identify expected source of additional funds if needed |
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\*\*If tables do not contain enough rows the information may be included at the end of this document as an appendix.

Section III. Continuous Improvement Plan (CIP)

**9. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the unit evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your unit over the past 4 years (your last review can be found on the Program Review Portal):**

1. **Student Outcomes**
2. **Overall improvements to your unit**

|  |
| --- |
| The CIP from the prior program review identified three areas of improvement as outcomes.   1. *Overall student satisfaction with advising visits will increase*   It was thought that the implementation of the Appreciative Advising model would lead to greater student satisfaction on the Qless Customer Experience Survey with 90% being the targeted outcome. In 2019, the overall percent of students who were satisfied with their advising service was 83%. Data was unavailable for 2020 due largely to the pivot required of how 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. After two years of utilizing the Appreciative Advising model, the advising service model was changed to one that evaluates the best pathway for student degree completion – utilizing a more directive advising approach.    In 2021, the Target outcome of 90% satisfaction with Advising services was accomplished. In 2022 the rate dropped slightly to 89% and then again to 86% in 2023, still above the satisfaction rates in 2018 and 2019. Ultimately, the use of appreciative advising did not yield any notable improvements to student satisfaction due to its short tenure during the program review period.  It should be noted that there was a significant drop in the number of Total Qless Responses submitted in 2020 and 2021 due in part to the Covid-19 pandemic in 2020. Survey data for 2022 and 2023 include results from surveys administered to students seeking advising services from the Moderro virtual advising software.   1. *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.*   As part of the Continuous Improvement Plan resulting from the previous program review, the goal was to reduce peak-month wait times (January, July, and August) from 33 minutes to 27 minutes. In 2019, the average wait time was 43.6 minutes, and it increased to 47 minutes in 2020 (excluding July 2020). When campuses reopened after the Covid-19 pandemic, appointments were scheduled using Microsoft Bookings instead of walk-ins with QLess, making it impossible to track wait times for July 2020.  In 2021, excluding January, the average wait times for July and August were 19.5 minutes. This reduction was attributed to the addition of four new campuses with lower student traffic and corresponding shorter wait times. Notably, the Courtyard Center, Frisco, McKinney, and Plano campuses in July and August 2021 had an average wait time of 33 minutes, falling short of the desired outcome of 27 minutes.  In 2022, the overall average wait time for Academic Advising during peak months was 16 minutes, surpassing the desired outcome. Focusing on the Courtyard, Frisco, McKinney, and Plano campuses, the average wait time was 26 minutes, meeting the target. In 2023, the overall average wait time on all campuses was 22 minutes, achieving the desired outcome. However, similar to 2021, when looking at the Courtyard, Frisco, McKinney, and Plano campuses, the average wait time did not meet the goal of 27 minutes, with the four campuses averaging 34 minutes.  While the Moderro system was not in place at the time the CIP was created or when it was last updated, since its inception it has also met the desired outcome of 27 minutes or less. In 2022, the average wait time of a student in the virtual advising queue was 7 minutes and was 22 minutes in 2023 due to quadrupling the number of students accessing the service.   1. *Increase the number/percentage of Cougar Compas degree audits completed by students.*   The objective of enhancing the completion rate of Cougar Compass degree audits by students was established during the Continuous Improvement Plan (CIP) of the previous program review. Initially, the goal was to ensure students were aware of and effectively utilizing the new degree audit software. In 2019, students successfully conducted 74,413 degree audits, representing a notable 143% surge from the previous year. In 2020, this number experienced a further increase of 28%, totaling 95,564 degree audits. However, there was a 22% decline in student-completed degree audits in 2021, resulting in a total of 74,585. This decrease can be attributed, in part, to modifications in the Cougar Compass software, causing complications in tracking and reporting.  Commencing in late 2021, challenges arose due to system upgrades and the addition of new staff positions exclusively dedicated to working with student cohorts involved in audit processes. The upgrades to the degree audit software posed difficulties in tracking usage, and the heightened volume of both student and staff usage necessitated more frequent purging of data, making it challenging to effectively monitor usage. Consequently, information on usage in 2022 and 2023 is not available. However, advisors continue to regularly provide students with a copy of their degree audit as part of their general practice.  It is crucial to emphasize that Cougar Compass is scheduled to be phased out and replaced by Workday Student by the Fall of 2024.  \*See Appendix 4 for 2021 and 2023 CIP |

**\*Please attach previous CIP Tables in the appendix**

**10. How will we evaluate our success?**

**NOTE: Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year of Program Review, the unit should use the observations and data generated by this process along with data from other relevant assessment activities to develop the unit’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the unit accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the personnel intend to take to capitalize on the strengths, mitigate the weaknesses, and improve student success. Provide the rationale for the expected outcomes chosen for the CIP.**

|  |
| --- |
| Academic Advising stands out with high awareness and usage among students compared to other service units. Surveys such as the Service Unit Survey, Ruffalo Noel Levitz SIS, and Qless all convey a positive view of the department, acknowledging the need for further improvement, particularly in the timeliness of services.  However, challenges with software affected accurate tracking and presentation of the department's overall work. Issues included halted reporting of degree audits due to software limitations and data loss in Qless, impacting the documentation of service timeliness. The implementation of new systems like the Moderro video advising platform and the transition to Workday Student will pose new challenges, necessitating innovative approaches to data collection and progress documentation.  In response to the new mandates of House Bill 8, Academic Advising faces the imperative to align its efforts with student completion of credentials. The department must strategize ways to demonstrate the impact of its work on student completion and ensure that all initiatives contribute to an increase in the completion of student credentials. To capitalize on the progress in student satisfaction and service timeliness, it becomes crucial for Academic Advising to enhance efficiency, focusing on staff knowledge and communication skills through professional development. This comprehensive approach, involving the evaluation of the student experience using various instruments, will enable accurate assessments aligned with desired outcomes. |

**11. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify unit priorities for the next two years, and focus on these priorities to formulate your CIP. This may include short-term administrative, technological, assessment, resource or professional development outcomes as needed.

|  |
| --- |
| Based on the review conducted for the completion of this program review, the following areas have been identified as potential priorities for the next 2 years. The list has been organized with overall themes and possible priorities/initiatives that may impact that theme.  Student Satisfaction   * Streamline services to students by aligning practices across the district * Faster/efficient service times * Decrease wait times   Degree Completion   * Career Cluster impact * Directive Advising * Partnerships with areas outside Academic Advising   + Academic/Workforce departments   + Faculty   + First Year Experience   + ACCESS   + Veterans * Accuracy of student majors * Transfer degree * Focus on underserved populations   Professional Development   * HR partnerships/training sessions   + Having hard conversations   + Handling challenging students/situations   + Additional various topics * Integration of Career Pathways * Advisor preparedness * Advisor self-assessment   Service Awareness & Usage   * Increase availability of advising * Increase usage of advising |

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

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**  Instrument(s)/process(es) used to measure results  (e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Increase in student satisfaction with Academic Advising. | B1. Qless Student Experience Survey  B2. Ruffalo Noel Levitz Student Satisfaction Inventory  B3. Service Unit Survey of Student Satisfaction | C1-3. 90% Overall student satisfaction |
| Increase in completion and awarding of academic and workforce credentials | State and institutional data  Career Cluster Initiative  Enhancement of Directive Advising | Increase number of degrees completed by 8%. |
| Increased professional development and advisor training and preparation | Sign in sheets  Training agendas  Professional Development Trackers | Increased student satisfaction with advisor knowledge. |
| Increased awareness and usage of services provided by Academic Advising | Service Unit Survey of Student Satisfaction | 98% service awareness and 93% service usage |

**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. You may add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose up to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome** -Result expected in this unit (from column A on Table 1 above--e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services).

**B. Measure** -Instrument(s)/process(es) used to measure results (e.g. surveys, test results, focus groups, etc.).

**C. Target** -Degree of success expected (e.g. 80% approval rating, 10-day faster request turn-around time, etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. 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 unit success.

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

**Table 2. CIP Outcomes 1 & 2**

|  |  |
| --- | --- |
| 1. **Outcome #1** Increase in completion and awarding of academic and workforce credentials | |
| 1. **Measure (Outcome #1)**   B1. THECB Institutional Resume – Public: Degrees & Certificates Awarded  B2. THECB Institutional Resume – Policymakers: Graduation Rate of 1st time, full-time, credential seeking students after 3, 4, & 6 years   * <https://apps.highered.texas.gov/resumes/>   B3. Collin Institutionally Calculated Completion Rate – Awards by CIP Type   * <https://inside.collin.edu/iro/studentinfo.html>   \*see Appendix 5 for 2022 institutional resumes and Awards by CIP Type. | 1. **Target (Outcome #1)**   C1-3. Increase completion of 2022 awarded academic and workforce credentials by 8% by 2027. C1. The total degrees and certificates awared is 6,666 and includes BAT, Associates, Cert 1 & 2, Adv. Tech Certificates, FOS Completers. C2. The graduation rate in 2022 for first time, full time, credential seeking students after 3, 4, and 6 years is as follows - Fall 2019 3-year rate is 23.6%, Fall 2018 4-year is 33.2%, and Fall 2016 6-year is 45.3%. C3. Certified Awards by CIP for 2022 and 2023 was 11,313 and 11,841 respectively. |
| 1. **Action Plan (Outcome #1)**  * Streamline student progress tracking within Career Clusters initiative. * Finalize development of directive advising framework, it’s implementation, and training for academic advisors. * Development of student success initiatives focusing on first-generation students and other underserved populations. | |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |

**Table 2. CIP Outcomes 1 & 2 (continued)**

|  |  |
| --- | --- |
| 1. **Outcome #2** Increase in student satisfaction with Academic Advising. | |
| 1. **Measure (Outcome #2)**   B1. Qless Student Experience Survey  B2. Ruffalo Noel Levitz Student Satisfaction Inventory  B3. Service Unit Survey of Student Satisfaction | 1. **Target (Outcome #2)**   C1a. Increase in overall student satisfaction by 6%.   * Current: AY 22-23, 84% * Target: AY 26-27, 90%   C1b. Increase in number of student with wait times falling between 0-30 minutes.   * Current: AY22-23, 78% * Target: AY 26-27, 90%   C1c. Increase in number of student who perceived their wait time as reasonable.   * Current: AY 22-23, 80% * Target: AY 26-27. 90%     C2a. Increase Academic Advising from 12th least satisfied by at least 3 places and from 5th most important by at lest 1 place.  C2b. Item 32. My academic advisor is knowledgeable about my program requirements.   * Current: Spring 2022, 87 %importance vs. 68% satisfaction * Target: Spring 2026, 90% importance vs. 75% satisfaction   C2c. Item 40. My academic advisor is knowledgeable about the transfer requirements of other schools.   * Current: Spring 2022, 87 %importance vs. 66% satisfaction * Target: Spring 2026, 90% importance vs. 75% satisfaction   C3. Increase overall student satisfaction   * Current: Spring 2021, 79.6% satisfaction (28% satisfied and 50.8% very satisfied). * Target: Spring 2025/2027, 86% satisfaction |
| 1. **Action Plan (Outcome #2)**  * Refresh design and content of division wide Advisor training program. * Development of a career advising pathway that aligns career pathways with directive advising practices. * Development of professional development plan that establishes college wide and external partnerships to advance advisor preparedness - customer service, maximizing service time, handling hard conversations and difficult situations, and various additional topics that ultimately promote and contribute to student satisfaction. | |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |

**What happens next? The Program Review Report Pathway**

1. **Following approval by the Steering Committee,**

* Program Review Reports will be evaluated by the Leadership Team;
* After Leadership Team review, the reports will be posted on the Intranet prior to fall semester;
* At any point prior to Intranet posting, reports may be sent back for additional development by the unit.

1. **Unit responses to the Program Review Steering Committee recommendations received before July 31st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

**Please make sure to go back and complete your Executive Summary at the start of the Review.**