**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: 03.23.2021**  **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
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| 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% |

Open-ended responses

|  |  |  |
| --- | --- | --- |
| **Year** | **Positive Written Comments** | **Negative Written Comments** |
| 2018 | 49 (72%) | 19 |
| 2019 | 51 (70.8%) | 21 |

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| 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. |
| 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. |

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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)**

There was not a notable improvement.

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| --- | --- | --- | --- |
| Year | January | July | August |
| 2019 | 38 | 47 | 46 |
| 2020 | 42 | 0\* | 52 |

\* When campuses first reopened, student and advisors met via scheduled appointments using Microsoft Bookings opposed to walk-ins signing in to QLess. As such, were not able to track wait time since appointments were used. |
| 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. |
| 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. |
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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% |

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| 1. **Findings (Outcome #3)**

The use of Cougar Compass by students has clearly increased over the past three years. Advisors will run the initial audit for the student but show them how to complete it. Group advising sessions held in computer labs supported students in running their own audits. |
| 1. **Implementation of Findings**

Advisors continue to explain the Cougar Compass degree audit process when meeting with students. In addition, students are continuing to make use of the degree audit on their own. There are several student success initiatives where team members are running audits to identify students who are close to graduating. These initiatives may end up reducing the overall percentage of student run audits given the volume of reports being run. The overall purpose of this goal was to make sure students were aware of and using the newly implemented degree audit software. The results indicate the intent of the goal has been met. |