Appendices 3

The 2015 – 2016 2-year Continuous Improvement Plan (CIP)

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1 Master Measure Details

Measure Label/#	Outcome Type	QEP Initiative	QEP Goal	Measure	Survey Item/Question	Baseline	Ending Target	*Annual Targets*	*Target Rationale*	Source & Timeline/Cycle for Measurement	Notes	Links to sheet with Results & Data
1	Summative Outcome	N/A	Improve graduation rate at 150% of time for Full-time, First Time in College (FT FTIC), Degree-seeking students.	IPEDS-GRS graduation rate at 150% of time for FT FTIC, Degree–seeking students	N/A	**Baseline: 11%** mean graduation rate for 5 years	**Target: 16.3%** (Increase Collin's IPEDS-GRS graduation rate from 11% to 16.3% beginning with AY2015 cohort)	2017:12.8% 2018:14.5% 2019:16.3% (Annual Targets exist only for years in which IPEDS data can be gathered in time for the QEP 5-Year Report due in Fall 2020).....OR.....	The five-year historical data indicates that Collin's average graduation rate is 11% whereas the graduation rate for the selected college peers from IPEDS ranges from 15.7% to 16.8 %, indicating this is an area where improvement is needed as shown in the QEP's goal selection. Collin desires to be at par or above the mean graduation rate of its peers by the end of the QEP. The mean graduation rate in the last 5 years for IPEDS-GRS peer group is 16.3 %, a difference of 5.3 points from Collin's 11% rate. Annual targets are set for 3 years (150% graduation rate) for each QEP Cohort. The first three QEP Cohort IPED Grad rates can will be measured within the QEP timeframe. Incremental improvements evently spread over 3 cohorts calls for 1.76% improvement for each Annual Target. This target of 16.3% will be used to determine the expected outcome for improvement as a result of the combined synergistic contribution of all the QEP initiatives.	IPEDS- All Student Cohorts are reviewed at the end of each academic year.	Cohort 1=FTIC full-time degree-seeking in Fall 2014 Cohort 2=FTIC full-time degree-seeking in Fall 2015 Cohort 3=FTIC full-time degree-seeking in Fall 2016 Cohort 4=FTIC full-time degree-seeking in Fall 2017 Cohort 5=FTIC full-time degree-seeking in Fall 2018	IPEDSGradRate & AllStuCohorts'!A1
2	Summative Outcome	N/A	Improve student satisfaction with advising experience	Noel-Levitz Academic Advising Scale and selected institutional items	N/A (combination of questions)	**Baseline: 4.92** mean satisfaction score on 7-point Advising Scale (2006-14 Noel-Levitz SSI)	**Target: 5.21** (Meet or exceed peers' mean satisfaction on Advising Scale and eliminate negative mean satisfaction differences and identified challenges for Collin's institutional items.)	2016:4.96 2017:5.01 2018:5.07 2019:5.14 2020:5.21	The five-year historical data about Advising indicates a mean satisfaction score of 4.92 compared to 5.21 for the national peers. In 2014, Collin's satisfaction score on Advising was 5.03 whereas the satisfaction score for national community colleges was 5.21 indicating this area where improvement is needed; this is reflected in the QEP's goal selection. For each of the last five administrations of SSI, Collin's mean satisfaction score was lower than its peers and the differences were both negative and statistically significant (see table below). Collin plans to mitigate, or eliminate, the negative mean differences through the combined effect of its five Advising initiatives. Collin desires to be at par or above its peers' mean satisfaction score for Advising at the end of the QEP. The mean peer satisfaction scores for the last five years' administration is 5.21 on a 7-point scale. Hence Collin set the following targets. (a) The target of 5.21 will be used to determine the expected outcome for improvement. (b) Besides the overarching improvement in the Academic Advising scale, baseline data was collected in spring of 2014 on ten institutionally developed items using the Noel Levitz SSI that covered the five QEP initiatives. This data will serve as baselines for the "additional stated outcomes." The target is to reduce the performance gap so that none of the selected items are identified by Noel-Levitz as a challenge area for Collin College. Annual targets increase incrementally over time to reach ending target.	Noel Levitz Student Satisfaction Inventory- All Collin students are surveyed in the Spring of each year, and every other year the survey goes specifcally to the FY Cohort for that year.		NoelLevitzSurvey-Students'!A1
3	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will identify academic goals (*Student Learning Outcome #1*)	Degree plan/major selection (APES Survey Item 15)	"What major have you decided to pursue?" (open-ended)	**Baseline:** Degree plan selection - 78.2% (AP Survey Fall 2014 Item 15)	**Target:** 3% improvement by year with end target of 97% in 2019.	2016:85% 2017:88% 2018:91% 2019:94% 2020:97%+	Because selecting a degree plan is an essential part of degree progress and completion, we would like nearly every student to select a degree plan, though we recognize there will always be some outliers, thus 97% Target-- including incremental targets spread over 5 years, with the last year or two years having the most improvement due to all initiatives being implemented by that point in the QEP Timeline.	Academic Planning Experience Survey (APES)- administered to the current FY Cohort in November and April.	We understand that the student's "Degree Plan/Major" in APES may be different than what is actually indicated in Banner.	AcaPlannSurv-CurrentFYStudents'!A1

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4	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will identify challenges to goal completion (*Student Learning Outcome #2a*)	Classes not offered at needed time (APES Survey Item 2.2)	"As of today, what challenges/barriers do you foresee that could impact the completion of your goal at Collin?" (Select from list of 10 items; multiple selections allowed; "Other" open-ended option included) "Classes not offered at needed times"= second item on list	**Baseline:** Classes not offered at needed time - 28.9% (APES Survey Item 2.2)	**Target:** Reduce to 10% over time	2016:26.9% 2017:24.9% 2018:22.9% 2019:20.9% 2020:18.9%	Removing barriers to completion for nearly every student is the hope, though we know there will always be outliers, thus Target = reduce to 10% over time. Incremental improvements evently spread over 5 years calls for 2% improvement for each Annual Target.	Academic Planning Experience Survey (APES)-administered to the current FY Cohort in November and April.	Ask Nasreen to provide information on other challenges that students reported in Item 2 of APES. Item is problematic for QEP: While this data is concerning and related to a student's academic	AcaPlannSurv-CurrentFYStudents'IA1
5	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will identify challenges to goal completion (*Student Learning Outcome #2b*)	Needed courses not offered (APES Survey Item 2.3)	"As of today, what challenges/barriers do you foresee that could impact the completion of your goal at Collin?" (Select from list of 10 items; multiple selections allowed; "Other" open-ended option included) "Needed courses not offered"= 3rd item on list	**Baseline:** Needed courses not offered – 10.9% (APES Survey Item 2.3)	**Target:** Reduce to 10% over time	2016:10.7% 2017:10.5% 2018:10.3% 2019:10.1% 2020:-10%	Removing barriers to completion for nearly every student is the hope, though we know there will always be outliers, thus Target = reduce to 10% over time. Incremental improvements evently spread over 5 years calls for .2% improvement for each Annual Target.	Academic Planning Experience Survey (APES)-administered to the current FY Cohort in November and April.	Item is problematic for QEP: While this data is concerning and related to a students' academic planning experience, it is problematic for the QEP, since solution is not necessarily something that	AcaPlannSurv-CurrentFYStudents'IA1
6	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will identify challenges to goal completion (*Student Learning Outcome #2c*)	Schedule conflict (APES Survey Item 2.4)	"As of today, what challenges/barriers do you foresee that could impact the completion of your goal at Collin?" (Select from list of 10 items; multiple selections allowed; "Other" open-ended option included) "Schedule conflict"= 4th item on list	**Baseline:** Schedule conflict – 22.5% (APES Survey Item 2.4)	**Target:** Reduce to 10% over time	2016:20% 2017:17.5% 2018:15% 2019:12.5% 2020:10%	Removing barriers to completion for nearly every student is the hope, though we know there will always be outliers, thus Target = reduce to 10% over time. Incremental improvements evently spread over 5 years calls for 2.5% improvement for each Annual Target.	Academic Planning Experience Survey (APES)-administered to the current FY Cohort in November and April.	Item is problematic for QEP: While this data is concerning and related to a students' academic planning experience, it is problematic for the QEP, since solution is not necessarily something that comes from better Advising/Academic	AcaPlannSurv-CurrentFYStudents'IA1
7	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will use CougarWeb use for registration (*Student Learning Outcome #3a*)	Registration (APES Survey Item 10.1)	"Please confirm which of the following actions you took using CougarWeb by checking the appropriate button: Registered for clases" (Yes, No, N/A)	**Baseline:** Registration -96.9% (APES Survey item 10.1)	**Target:** Sustain online registration at 97%+	2016:97%+ 2017:97%+ 2018:97%+ 2019:97%+ 2020:97%+	Because performing critical online actions (such as Registration, Managing Financial Transactions, and Conducting a Degree Audit) are an essential part of degree progress and completion, we would like nearly every student to participate in these actions though we recognize there will always be some outliers, thus 97% Target. Sustaining online registration at 97% calles for continued Annual Target of 97% or higher.	Academic Planning Experience Survey (APES)-administered to the current FY Cohort in November and April.	In the future, we might say "U.Achieve or CollegeSource" for this item instead of "Cougar Web"-- just depends on how students will access the registration/degree audit info in the future.	AcaPlannSurv-CurrentFYStudents'IA1
8	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will use CougarWeb use for managing financial transactions (*Student Learning Outcome #3b*)	Management of financial transactions (APES Survey Items 10.3 & 10.4)	"Please confirm which of the following actions you took using CougarWeb by checking the appropriate button: Viewed Tuition Fees (Yes, No, N/A) ; Confirmed Tuition and fees were paid (Yes, No, N/A)"	**Baseline:** Management of financial transactions – 94.1%(APES Survey items 10.3 & 10.4)	**Target:** Final target at 97%	2016:94.5% 2017:95% 2018:96% 2019:96.5% 2020:97%	Because performaning critical online actions (such as Registration, Managing Financial Transactions, and Conducting a Degree Audit) are an essential part of degree progress and completion, we would like nearly every student to participate in these actions though we recognize there will always be some outliers, thus 97% Target-- including incremental targets of approximately .5% improvement spread evenly over 5 years.	Academic Planning Experience Survey (APES)-administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'IA1
9	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will use CougarWeb to conduct a degree audit (*Student Learning Outcome #3c*)	Conduct Degree audit (APES Survey Item 10.6)	"Please confirm which of the following actions you took using CougarWeb by checking the appropriate button: Conducted the online degree audit to determine which degree requirements you had completed" (Yes, No, N/A)	**Baseline:** Conduct degree audit - 47.0%,(APES Survey item 10.6)	**Target:** 97% of QEP retained cohorts	2016:57% 2017:67% 2018:77% 2019:87% 2020:97%+	Because performaning critical online actions (such as Registration, Managing Financial Transactions, and Conducting a Degree Audit) are an essential part of degree progress and completion, we would like nearly every student to participate in these actions though we recognize there will always be some outliers, thus 97% Target-- including incremental targets spread over 5 years, with the last year or two years having the most improvement due to all initiatives being implemented by that point in the QEP Timeline.	Academic Planning Experience Survey (APES)-administered to the current FY Cohort in November and April.	In the future, we might say "U.Achieve or CollegeSource" for this item instead of "Cougar Web"-- just depends on how students will access the registration/degree audit info in the future.	AcaPlannSurv-CurrentFYStudents'IA1

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10	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will have knowledge of the degree requirements (*Student Learniong Outcome #4a)*	Knowledge of required prerequisites (APES Survey Item 16.1)	"On a 5-point scale, indicate the extent you are clear about the following items: For my degree/certificate, I know the ...Prerequisites I need to take" (1=Not clear at all; 5=Completely Clear; N/A)	**Baseline:** Prerequisites –54.8% (AP Survey item 16.1)	**Target:** 80%	2016:59.8% 2017:64.8% 2018:69.8% 2019:74.8% 2020:80%	Prerequisites are early classes when students are new & do not yet have established advisor/consultant relationships, so the percentage of students who aquire this skill maybe less than other SLO's. Thus, target of 80% with incremental targets of approximately 5% improvement for each Annual Target.	Academic Planning Experience Survey (APES)- administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'!A1
11	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will have knowledge of the degree requirements (*Student Learniong Outcome #4b)*	Knowledge of required Semester Credit Hours (APES Survey Item 14)	"Do you know how many hours are required to complete your degree/certificate?"(Yes/No)	**Baseline:** Semester Credit Hours - 66.2% (APES Survey, item 14)	**Target:** 97%+	2016:72% 2017:78% 2018:84% 2019:90% 2020:97%+	Because knowledge of one's degree requirements is a critical aspect of making degree progress and successful completion, we would like nearly every student to participate in these actions though we recognize there will always be some outliers, thus 97% Target-- including incremental targets spread over 5 years, with the last year or two years having the most improvement due to all initiatives being implemented by that point in the QEP Timeline.	Academic Planning Experience Survey (APES)- administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'!A1
12	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will have knowledge of the degree requirements (*Student Learniong Outcome #4c)*	Knowledge of required Core Courses (APES Survey Item 16.2)	"On a 5-point scale, indicate the extent you are clear about the following items: For my degree/certificate, I know the ...Core courses I need to take" (1=Not clear at all; 5=Completely Clear; N/A)	**Baseline:** Core Courses -69.5% (APES Survey item 16.2)	**Target:** 97%+	2016:70% 2017:75% 2018:80% 2019:90% 2020:97%+	Because knowledge of one's degree requirements is a critical aspect of making degree progress and successful completion, we would like nearly every student to participate in these actions though we recognize there will always be some outliers, thus 97% Target-- including incremental targets spread over 5 years, with the last year or two years having the most improvement due to all initiatives being implemented by that point in the QEP Timeline.	Academic Planning Experience Survey (APES)- administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'!A1
13	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will have knowledge of the degree requirements (*Student Learniong Outcome #4d)*	Knowledge of required Electives (APES Survey Item 16.3)	"On a 5-point scale, indicate the extent you are clear about the following items: For my degree/certificate, I know the ...Elective courses I need to take" (1=Not clear at all; 5=Completely Clear; N/A)	**Baseline:** Electives –53.7% (AP Survey item 16.3)	**Target:** 97%+	2016:62% 2017:70% 2018:78% 2019:86% 2020:97%+	Because knowledge of one's degree requirements is a critical aspect of making degree progress and successful completion, we would like nearly every student to participate in these actions though we recognize there will always be some outliers, thus 97% Target-- including incremental targets spread over 5 years, with the last year or two years having the most improvement due to all initiatives being implemented by that point in the QEP Timeline.	Academic Planning Experience Survey (APES)- administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'!A1
14	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will have knowledge of the degree requirements (*Student Learniong Outcome #4e)*	Knowledge of appropriate course sequencing (APES Survey Item 16.4)	"On a 5-point scale, indicate the extent you are clear about the following items: For my degree/certificate, I know the ...Sequence in which I need to take courses" (1=Not clear at all; 5=Completely Clear; N/A)	**Baseline:** Sequence – 46.1% (AP Survey item 16.4)	**Target:** 97%+	2016:56% 2017:66% 2018:76% 2019:86% 2020:97%+	Because knowledge of one's degree requirements is a critical aspect of making degree progress and successful completion, we would like nearly every student to participate in these actions though we recognize there will always be some outliers, thus 97% Target-- including incremental annual targets of about 10% improvement evently spread over 5 years.	Academic Planning Experience Survey (APES)- administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'!A1
15	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will have knowledge of the degree requirements (*Student Learniong Outcome #4f)*	Knowledge of next steps for degree completion (Noel Levitz Item 76)	Campus item: "I am clear about the next steps for completing my degree/certificate requirements" (Importance & Satisfaction scales)	**Baseline:** Next steps for degree completion mean score: 5.38; Performance gap 1.18; Item 76 identified as challenge by Noel-Levitz (Spring 2014)	**Target:** Reduce Performance Gap to **<.80**; remove identification as "challenge" (Noel-Levitz SSI Item 76)	2016:1.10 2017:1.03 2018:.95 2019:.87 2020:.80	The Average Performance gap of all 80 items on spring 2014 NL survey = 0.79163 The Average Performance gap of all 80 items on spring 2015 NL survey = 0.72963 The average performance gaps for two years are very close. Keep in mind that the populations we surveyed were different. In Spring 2014 it was a sample of all enrolled students, whereas for Spring 2015 it was all FT FTIC degree seeking enrolled in fall 2014. Includes incremental annual targets of approximately .076 reduction of performance gap over five years.	Noel Levitz Student Satisfaction Inventory- All Collin students are surveyed in the Spring of each year, and every other year the survey goes specifcally to the FY Cohort for that year.		NoelLevitzSurvey-Students'!A1

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16	Performance Outcome	ACADEMIC PLANNING COACH PROGRAM	Faculty will be involved as Academic Planning Coaches	Number of faculty volunteers who serve as coaches (QEP Office volunteer roster)		**Baseline**: 0	**Target:** Increase to 60 volunteers and sustain over time.	Stustain at 60 annually.	While recruiting volunteer faculty can be a challenge after the excitement of the first year of QEP implementation wears off, we are committed to retaining at least 60 faculty volunteers in the program. * May need to adjust this program if student interest grows and we need to recruit more faculty to meet the needs of student sign-ups.	College Data- Number of coaches is be reported at the start of each Fall and Spring semester. (Source: I Drive:Instructional/QEP Assessment/Academic Planning Coach Program Data/Academic Planning Coach Lists		College Data'!A1
17	Performance Outcome	ACADEMIC PLANNING COACH PROGRAM	Shift the Advising/Academic Planning paradigm and roles through professional development	Item re: "Identify emphasis of Advising" as academic planning *(Coach Survey)*	"In your opinion, which aspect of advising is most emphasized?" (Academic Planning, Add/Drop Courses, Career Planning, Registration)	The culture of advising prior to the QEP was focussed mainly on scheduling & registration services.	90 % of faculty development training participants identify "Academic Planning" as the emphasis of Advisng at Collin	2016:74% 2017:78% 2018:.82% 2019:.86% 2020:.90%	While there will always be coaches that are newer to the program and Academic Planning paradigm here at Collin, we want the vast majority of our coaches to demonstrate that they understand advising as academic planning, thus 90% target. Coaches were surveyed for the first time in Spring 2016 (2nd cohort of coaches); 74% identified Academic Planning as the emphasis of advising. Increasing that percent incrementally by 4% each year over 5 years will lead to target of 90% in five years.	Professional Development Survey of Academic Planning Coaches (i.e. *Coach Survey*)--administered at the end of each mandory training session (Fall & Spring)	**Professional Development Survey of Academic Planning Coaches (i.e. Coach Survey) is administered at the end of each training (Fall & Spring)**	CoachSurvey-CurrentCoaches'!A1
18	Performance Outcome	ACADEMIC PLANNING COACH PROGRAM	Shift the Advising/Academic Planning paradigm and roles through professional development	Item re: "Identify the newly defined professional roles in Academic Planning for Triage/Student Service Specialists; Faculty Coaches, and Academic Planning Consultants." *(Coach Survey)*	"As a result of my recent training, I understand…The responsibilities of an Academic Planning Coach" (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)	**Baseline:** Re: Professional Roles , no Triage/ Student Service Specialists; no faculty coaches; 20 Academic Planning Consultants	**Target:** 90% of faculty development training participants correctly identify the newly defined professional roles in Academic Planning for Triage/Student Service Specialists; Faculty Coaches, and Academic Planning Consultants	This item is still not included in the Coach survey because the various roles in Advising are still being developed/identified.	While there will always be coaches that are newer to the program and Academic Planning roles here at Collin, we want the vast majority of our coaches to demonstrate that they understand the roles in academic planning, thus 90% target.	Professional Development Survey of Academic Planning Coaches (i.e. *Coach Survey*)--administered at the end of each mandory training session (Fall & Spring)	Partial role implementation (Ac.Planning Consultant) to go in effect in Fall 2016	CoachSurvey-CurrentCoaches'!A1
19	Performance Outcome	CLEAR PATHWAYS WEBSITE	College website will provide student-friendly navigation regarding degree planning and resources	Students are able to easily find information sought (APES Survey Item 8.1)	"Please indicate your agreement with the following statements: I can easily find the information I am looking for using Collin's Website" (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)	**Baseline**: Finding information – 61.9% (APES Survey Item 8.1)	**Target:** 90% Agree & Strongly Agree	2016:67% 2017:72% 2018:77% 2019:82% 2020:90%+	For satisfaction indices, we are aiming for satisfaction from a vast majority of students, thus the target is set at 90% Agree or Strongly Agree--with incremental targets spread over 5 years, with the last year or two having the most improvement due to all initiatives being implemented by that point in the QEP Timeline.	Academic Planning Experience Survey (APES)-administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'!A1
20	Performance Outcome	CLEAR PATHWAYS WEBSITE	College website will provide student-friendly navigation regarding degree planning and resources	Students' satisfaction with organization of information (APES Survey Item 8.2)	"Please indicate your agreement with the following statements: I am satisfied with the way information is organized at Collin's Website" (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)	**Baseline:** Satisfaction with organization 59.7% (APES Survey Item 8.2)	**Target:** 90% Agree & Strongly Agree	2016:66% 2017:72% 2018:78% 2019:84% 2020:90%+	For satisfaction indices, we are aiming for satisfaction from a vast majority of students, thus the target is set at 90% Agree or Strongly Agree--with incremental targets spread over 5 years, with the last year or two having the most improvement due to all initiatives being implemented by that point in the QEP Timeline.	Academic Planning Experience Survey (APES)-administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'!A1
21	Performance Outcome	CLEAR PATHWAYS WEBSITE	College website will provide student-friendly navigation regarding degree planning and resources	Students' ease of access to information about degrees/certificates (APES Survey Item 8.3)	"Please indicate your agreement with the following statements: I can easily find information about degrees" (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)	**Baseline:** Ease of degree access - 54.3% (APES Survey Item 8.3)	**Target:** 90% Agree & Strongly Agree	2016:61%, 2017:68% 2018:75% 2019:82% 2020:90%+	For satisfaction indices, we are aiming for satisfaction from a vast majority of students, thus the target is set at 90% Agree or Strongly Agree--with incremental targets spread over 5 years, with the last year or two having the most improvement due to all initiatives being implemented by that point in the QEP Timeline.	Academic Planning Experience Survey (APES)-administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'!A1
22	Performance Outcome	CLEAR PATHWAYS WEBSITE	College website will provide student-friendly navigation regarding degree planning and resources	Students' ease of access to on-line resources (APES Survey Item 8.5)	"Please indicate your agreement with the following statements: I am able to help myself using online resources" (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)	**Baseline:** Ease of online resource access – 63.7% (APES Survey Item 8.5)	**Target:** 90% Agree & Strongly Agree	2016:69% 2017:74% 2018:79% 2019:84% 2020:90%+	For satisfaction indices, we are aiming for satisfaction from a vast majority of students, thus the target is set at 90% Agree or Strongly Agree--with incremental targets spread over 5 years, with the last year or two having the most improvement due to all initiatives being implemented by that point in the QEP Timeline.	Academic Planning Experience Survey (APES)-administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'!A1

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23	Performance Outcome	CLEAR PATHWAYS WEBSITE	College website will provide student-friendly navigation regarding degree planning and resources	Students' knowledge of the academic & career planning resources on Collin website (Noel-Levitz SSI Item 74)	Campus Item: "I know about he academic and career planning resources available on the Collin website" (Importance & Satisfaction scales)	**Baseline:** Mean satisfaction score of 5.16; 1.07 Performance Gap (Noel-Levitz SSI Item 74)	**Target:** Reduce Performance Gap to **<.80**	*2016: 1.02 2017: .96 2018: .91 2019: .85 2020: .80*	The Average Performance gap of all 80 items on spring 2014 NL survey = 0.79163 The Average Performance gap of all 80 items on spring 2015 NL survey = 0.72963 The average performance gaps for two years are very close. Keep in mind that the populations we surveyed were different. In Spring 2014 it was a sample of all enrolled students, whereas for Spring 2015 it was all FT FTIC degree seeking enrolled in fall 2014. Includes incremental annual targets of approximately .054 reduction of performance gap over five years.	Noel Levitz- All Collin students are surveyed in the Spring of each year, and every other year the survey goes specifcally to the FY Cohort for that year.		NoelLevitzSurvey-Students'!A1
24	Performance Outcome	CLEAR PATHWAYS WEBSITE	Improve students' overall assessment of Collin website	% of students assigning letter grade (APES Survey Item 9)	"What letter grade would you assign to Collin's Website?" (A+,A,A-,B+,B,B-,C+,C,C-,D,F)	**Baseline:** 52.9% of students assigning an A- or better grade (APES Survey Item 9.0)	**Target:** 65% assigning an A- or better grade	2016:55% 2017:57% 2018:59% 2019:61% 2020:65%+	The grade of A- is a very high mark to expect from a generation of students who are constantly exposed to the , thus we expect at least 65% of our students to stream-lined and cutting-edge web design outside of the institution. Nonetheless, our target is to have at least 65% of our students give the A- rating or higherto indicate to us that the site is meeting their needs/expectations. Includes incremental targets spread over 5 years, with the last year or two years having the most improvement due to all initiatives being implemented by that point in the QEP Timeline.	Academic Planning Experience Survey (APES)-administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'!A1
25	Performance Outcome	DEGREE AUDIT/ PLANNING SOFTWARE	Improve student degree planning	Students' ease of viewing personal degree plan/audit on CougarWeb (APES Survey Item 11.1)	"Please indicate your agreement with the following statements: I can easily view my personal degree plan/degree audit information on CougarWeb" (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)	**Baseline:** 50.1% (APES Survey Item 11.1)	**Target:** 90% Agree & Strongly Agree	2016:58% 2017:66% 2018:74% 2019:82% 2020:90%+	For satisfaction indices, we are aiming for satisfaction from a vast majority of students, thus the target is set at 90% Agree or Strongly Agree--with incremental targets spread over 5 years, with the last year or two having the most improvement due to all initiatives being implemented by that point in the QEP Timeline.	Academic Planning Experience Survey (APES)-administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'!A1
26	Performance Outcome	DEGREE AUDIT/ PLANNING SOFTWARE	Improve student degree planning	Students' ease of Understanding remaining degree completion requirements (APES Survey Item 11.3)	"Please indicate your agreement with the following statements: I can easily understand what requirements I still need to complete by using the degree planning program on CougarWeb" (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)	**Baseline:** 47.4% (APES Survey Item 11.3)	**Target:** 90% Agree & Strongly Agree	2016:55% 2017:63% 2018:71% 2019:79% 2020:90%+	For satisfaction indices, we are aiming for satisfaction from a vast majority of students, thus the target is set at 90% Agree or Strongly Agree--with incremental targets spread over 5 years, with the last year or two having the most improvement due to all initiatives being implemented by that point in the QEP Timeline.	Academic Planning Experience Survey (APES)-administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'!A1
27	Performance Outcome	DEGREE AUDIT/ PLANNING SOFTWARE	Improve student degree planning	Students' satisfaction with progress of degree completion (APES Survey Item 11.4)	"Please indicate your agreement with the following statements: I am satisfied with my progress towards my degree completion" (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)	**Baseline:** 61.0% (APES Survey Item 11.4)	**Target:** 90% Agree & Strongly Agree	2016:66% 2017:71% 2018:76% 2019:82% 2020:90%+	For satisfaction indices, we are aiming for satisfaction from a vast majority of students, thus the target is set at 90% Agree or Strongly Agree--with incremental targets spread over 5 years, with the last year or two having the most improvement due to all initiatives being implemented by that point in the QEP Timeline.	Academic Planning Experience Survey (APES)-administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'!A1

1 Master Measure Details

Measure Label/#	Outcome Type	QEP Initiative	QEP Goal	Measure	Survey Item/Question	Baseline	Ending Target	*Annual Targets*	*Target Rationale*	Source & Timeline/Cycle for Measurement	Notes	Links to sheet with Results & Data
28	Performance Outcome	DEGREE AUDIT/ PLANNING SOFTWARE	Reduce non-degree related coursework & decrease time to degree	Annually assess degree audits of 400 randomly selected FT FTIC degree-seeking students (from each QEP cohort) to determine rate of progress toward completion		First Cohort: 133 or 33.25 % have completed one-third or more of their degree at the end of the first full academic year, and are on track to graduate within 150% of time to degree.	**Target:** 50% of [Fall to Fall] retained Full-Time Cohort will be on track for graduating on time according to IPEDS (i.e. will have earned at least 1/3 of required coursework for degree completion at end of first year, at least 2/3 of required coursework at end of second year, and completed all of required coursework at end of 3rd year.	Every year 50% of [Fall to Fall] retained Full-Time Cohort will be on track for graduating on time according to IPEDS (i.e. will have earned at least 1/3 of required coursework for degree completion at end of first year, at least 2/3 of required coursework at end of second year, and completed all of required coursework at end of 3rd year.	Students would be "on track for graduating" in 150% (IPEDS standard) student will have earned at least 1/3 of required coursework for degree completion at end of first year, at least 2/3 of required coursework at end of second year, and completed all of required coursework at end of 3rd year.	Degree Audit Assessment-- 400 randomely selected Degree Audits from each cohort will be reviewed/assessed every year in **August after summer grades are complete.**	**Currently, Ellucien t software is used for degree audit. After 2016-17, CollegeSource software will be used.**	DegAuditSamples-AllStuCohorts'!A1
29	Performance Outcome	ADVISING SPACE REDESIGN	Improve student satisfaction with advising space design (i.e., improved service quality through improved access, flow & reduced wait time)	Satisfaction with advising space (Noel-Levitz SSI Institutional Item 80)	Campus Item: "The space where academic advisors meet with students is adequate." (Importance & Satisfaction scales)	**Baseline:** Mean Satisfaction score of 5.37 on a 7-point scale; performance gap=0.88 (Noel-Levitz SSI, Institutional Item 80)	**Target:** Reduce Performance Gap to <.80	2016:.86 2017:.85 2018:.83 2019:.82 2020:.80	The Average Performance gap of all 80 items on spring 2014 NL survey = 0.79163 The Average Performance gap of all 80 items on spring 2015 NL survey = 0.72963 The average performance gaps for two years are very close. Keep in mind that the populations we surveyed were different. In Spring 2014 it was a sample of all enrolled students, whereas for Spring 2015 it was all FT FTIC degree seeking enrolled in fall 2014. Includes incremental annual targets of approximately .016 reduction of performance gap over five years.	Noel Levitz Student Satisfaction Inventory- All Collin students are surveyed in the Spring of each year, and every other year the survey goes specifcally to the FY Cohort for that year.		NoelLevitzSurvey-Students'!A1
30	Performance Outcome	ADVISING SPACE REDESIGN	Improve student satisfaction with advising space design (i.e., improved service quality through improved access, flow & reduced wait time)	Annual calculated advisor/student ratio based on Collin HR & student enrollment data		**Baseline** - Advisor/student ratio: **1: 1399** (FY2013) Collin HR and enrollment data	**Target:** Advisor/student ratio: 1: 823	2016:1:1,284 2017:1:1,169 2018:1:1,054 2019:1:939 2020:1:823	This target reflects the commitment to move toward the median ratio for Large Institutions (1:600) over time. We have also taken into consideration the other roles that are being adopted/added to the Academic Planning process (Coaches, Triage, etc) that should also positively impact the nature of a single advisor's work load. Includes annual targets of reducing ratio by approximately 115 students each year.	College Data- Number of Advisors/Academic Planning Consultants and number of students will be reported at the start of each Fall and Spring semester. (Source: Director of Advising)		College Data'!A1
31	Performance Outcome	ADVISING SPACE REDESIGN	Improve student satisfaction with advising space design (i.e., improved service quality through improved access, flow & reduced wait time)	Additional new staff		**Baseline**: 14 existing advisors	**Target:** 34 advisors total	2016:18 2017:22 2018:26 2019:30 2020:34	This target reflects the commitment to increase the number of advising staff in order to ensure that students' satisfaction with advising space design (including access to advisors, experience in the physical advising space and overall flow of service) is improved. Providing adequate staff/employees to serve our students is expected to impact the quality of service students receive.	College Data- Number of new staff Advisors/Academic Planning Consultants will be reported at the start of each Fall and Spring semester. (Source: Director of Advising)		College Data'!A1
32	Performance Outcome	ADVISING SPACE REDESIGN	Reduce average student wait time to access advisor/Academic Planning Consultant	Actual wait time from sign-up to meeting with advisor (CougarQ)		**Baseline Actual wait:** Average peak wait time for Dec 2014 - 60 minutes (CougarQ)	**Target:** 20 minutes, reflecting 5-month average wait time from July –Nov 2014 (CougarQ)	2016:52 minutes 2017:44 minutes 2018:36 minutes 2019:28 minutes 2020:20 minutes	Reduce the wait time during Peak Registration Season to the average wait time that students normally encounter (outside of peak registration). Includes reducing wait time incrementally with annual target of reducing by approximately 8 minutes each year.	College Data- CougarQ will be reported at the start of each Fall and Spring semester.		College Data'!A1

1 Master Measure Details

Measure Label/#	Outcome Type	QEP Initiative	QEP Goal	Measure	Survey Item/Question	Baseline	Ending Target	*Annual Targets*	*Target Rationale*	Source & Timeline/Cycle for Measurement	Notes	Links to sheet with Results & Data
33	Performance Outcome	ADVISING SPACE REDESIGN	Reduce average student wait time to access advisor (Academic Planning Consultant)	Perception of wait time from sign-up to meeting with advisor(APES Survey Item 20)	"How long did you have to wait to see an advisor?" (Less than 5 minutes, Less than 15 minutes, Less than 30 minutes, Less than 45 minutes, More than 45 minutes)	**Baseline perceived wait:** 43% report wait time of 45 minutes or longer (APES Survey Item 20)	**Target:** 20% or less report wait time of 45 minutes or longer(APES Survey Item 20)	2016:38.4% 2017:33.8%; 2018:29.2% 2019:24.6% 2020:20% or less	Per Doug Willis: Current Target is 35%. Given the current status of how many staff are available, I think this is a very reasonable target. However, as/if more staff are added to the team, we should expect to be more ambitious with that target. Includes reducing percent of students who wait 45 minuts or longer incrementally with annual target of reducing by 4.6% each year.	Academic Planning Experience Survey (APES)- administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'!A1
34	Performance Outcome	ADVISING SPACE REDESIGN	Improve student ease as they meet with an advising professional	Student ease in discussing private information (APES Survey Item 19.2)	"Please indicate your agreement/disagreement with the following statements: I felt comfortable having a confidential conversation with the advisor in the advising office space" (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)	**Baseline:** 81% Agree or Strongly Agree (APES Survey Item 19.2)	**Target:** 90% Agree or Strongly Agree (APES Survey Item 19.2)	2016:82.8% 2017:84.6% 2018:86.4% 2019:88.2% 2020:90%	For satisfaction indices, we are aiming for satisfaction from a vast majority of students, thus the target is set at 90% Agree or Strongly Agree-- with incremental targets spread over 5 years, with the last year or two having the most improvement due to all initiatives being implemented by that point in the QEP Timeline. Includes increasing percent of students who Agree or Strongly Agree by incrementally with annual target of approximately 1.8% improvement each year.	Academic Planning Experience Survey (APES)- administered to the current FY Cohort in November and April.		AcaPlannSurv-CurrentFYStudents'!A1
35	Performance Outcome	PROFESSIONAL DEVELOPMENT	Shift in Advising/Academic Planning paradigm and roles through professional development	[see items 17 & 18 in Academic Planning Coach Program Initiative of this Assessment Plan]						Professional Development Survey of Academic Planning Coaches (i.e. ***Coach Survey***)-- administered at the end of each mandory training session (Fall & Spring)		CoachSurvey-CurrentCoaches'!A1
36	Performance Outcome	PROFESSIONAL DEVELOPMENT	Shift in Advising/Academic Planning paradigm and roles through professional development	Item re: "Identify emphasis of Advising" as academic planning	Not available; Survey has not been developed yet.	**Baseline:** Current Advising focus/paradigm is mainly on scheduling & registration services (PDT Survey)	**Target:** 90 % of Staff Advisors/Academic Planning Consultants identify emphasis of Advising as academic planning	Not available; Survey has not been developed yet.	While there will always be staff that are newer to the program and Academic Planning paradigm here at Collin, we want the vast majority of our staff to demonstrate that they understand advising as academic planning, thus 90% target.	**Professional Development Training Survey (PDT) for Staff Advisors/Academic Planning Consultants--** administered annually as part of employee performance review process.	Professional Development Training (PDT Survey) is for staff who serve in the Advising/Academic Planning area. No survey developed yet due to major reorganization of institution. Project	PDTSurvey-Staff'!A1
37	Performance Outcome	PROFESSIONAL DEVELOPMENT	Shift in Advising/Academic Planning paradigm and roles through professional development	Item re: "Identify the newly defined professional roles in Academic Planning for Triage/Student Service Specialists; Faculty Coaches, and Academic Planning Consultants."	Not available; Survey has not been developed yet.	**Baseline:** Re: Professional Roles , no Triage/ Student Service Specialists; no coaches; 20 Academic Planning Consultants	**Target:** 90% of professional development training participants correctly identify the newly defined professional roles in Academic Planning for Triage/Student Service Specialists; Faculty Coaches, and Academic Planning Consultants	Not available; Survey has not been developed yet.	While there will always be staff that are newer to the program and Academic Planning roles here at Collin, we want the vast majority of our staff to demonstrate that they understand the roles in academic planning, thus 90% target.	**Professional Development Training Survey (PDT) for Staff Advisors/Academic Planning Consultants--** administered annually as part of employee performance review process.	Professional Development Training (PDT Survey) is for staff who serve in the Advising/Academic Planning area. No survey developed yet due to major reorganization of institution. Project	PDTSurvey-Staff'!A1

1 Master Measure Details

Measure Label/#	Outcome Type	QEP Initiative	QEP Goal	Measure	Survey Item/Question	Baseline	Ending Target	*Annual Targets*	*Target Rationale*	Source & Timeline/Cycle for Measurement	Notes	Links to sheet with Results & Data
38	Performance Outcome	PROFESSIONAL DEVELOPMENT	Increase participation in ongoing professional development workshops/opportunities offered at Collin	Academic Planning Coach attendance at Professional Development Workshops		**Baseline:** 21 (35%) Academic Planning Coaches attended at least one workshop in Spring 2015.	**Target:** 60% of Faculty Coaches attend at least one workshop each semester.	2016:40% 2017:45% 2018:50% 2019:55% 2020:60%	Professional development workshops are an important way for Faculty Coaches to gain additional skills and knowledge beyond the basic training that they receive each semester. Workshops are optional, but we hope that strong encouragement to attend will result in at least 60% of coaches attending at least one workshop each semester. Includes annual target increase of 5% for faculty attendance.	College Data- Number of Academic Planning Coaches who attend Professional Development Workshops reported at end of Fall and Spring.		College Data'!A1
39	Performance Outcome	PROFESSIONAL DEVELOPMENT	Increase participation in ongoing professional development workshops/opportunities offered at Collin	Academic Planning Consultant/Advising Staff attendance at Professional Development Workshops		**Baseline:** 5 (15%) Academic Planning Consultants/Advisors (attended at least one workshop in Spring 2015.	**Target:** 60% of Academic Planning Consultants/Advisors (part-time and full-time) attend at least one workshop each semester.	2016:24% 2017:33% 2018:42% 2019:51% 2020:60%	Professional development workshops are an important way for Academic Planning Consultants/Advisors to gain additional skills and knowledge beyond the basic training that they receive within the department. Workshops are optional, but we hope that strong encouragement to attend will result in at least 60% of APC's attending at least one workshop each semester. Includes annual target increase of 9% for staff attendance.	College Data- Number of Academic Planning Consultants/Advisors who attend Professional Development Workshops reported at end of Fall and Spring.		College Data'!A1
40	Performance Outcome	PROFESSIONAL DEVELOPMENT	Increase participation in ongoing professional development workshops/opportunities offered at Collin	Other staff/faculty take advantage of participating in Academic Planning Consultant/Advising related Professional Development Workshops		**Baseline:** 12 faculty/staff (30.7% of total participants in Spring 2015) who are not serving as Coaches or Consultants participated in at least one workshop in Spring 2015.	**Target: 30%** of workshop participants each semester are made up of faculty/staff who do not serve as Coaches or Consultants	Sustain 30% annually.	As the QEP seeks to change the entire culture of Academic Planning across the district, all staff/faculty are invited to particiapte in Professional development workshops --not just those who are serving directly in QEP roles (Coaches and Academic Planning Consultants/Advisors. Becasue our response to our initial "pilot" workshops were attended by 30% of these faculty/staff, we hope to consintue to sustain that kind of involvement.	College Data- Number of other staff/faculty who attend Professional Development Workshops reported at end of Fall and Spring. Source: I: QEP Director/Assessment & Surveys/Assessment Plan/Spring 2015 Coach Consultant workshop atendance (2)		College Data'!A1
41	Performance Outcome	PROFESSIONAL DEVELOPMENT	Increase participation in conference attendance (i.e. off-site professional development) for Advising/Academic Planning	Academic Planning Coach attendance at Professional Development Conferences for Advising/Academic Planning		**Baseline: 0 attendance**	**Target:** 3 per Academic Year	Sustain target annually: 3 coaches attend each year.	Confernece participation needs to be prioritized and stustained throughout QEP implementation.	College Data- Number of Academic Planning Coaches who attend Professional Development Conferences for Advising/Ac.Planning reported in May (end of each academic year).		College Data'!A1
42	Performance Outcome	PROFESSIONAL DEVELOPMENT	Increase participation in conference attendance (i.e. off-site professional development) for Advising/Academic Planning	Academic Planning Consultant attendance at Professional Development Conferences for Advising/Academic Planning		**Baseline:** 89% (8 of 9) Full-Time Advisors who worked during 2013/14 *and* 2014/15 Academic Years attended at least one conference during the two year period. (SCC-4 of 4, PRC-2 of 2, CPC 2 of 3)	**Target: 100% of Full-Time Advisors attend at least one Professional Development conference every two years.**	2016:91% 2017:93% 2018:95% 2019:97% 2020:100%	As a way of upholding a value for ongoing development from the broader field of Advising/Acdemic Planning, our goald is to have all full-time APC/Advisors attend at least one conference every other Academic Year. Data from the past two years indicates that nearly all advisors have participated in at least one conference in a two year span, therefore we want to be sure that we continue to uphold this commitment as an institution. Includes annual target increase of 2%, with final year reaching total of 100%	College Data- Number of Academic Planning Consultants/Advisors who attend Professional Development Conferences for Advising/Ac.Planning reported in May (end of each academic year). Source: I: QEP Director/Assessment & Surveys/Assessment Plan/Stats on Advisor Conference Attendance		College Data'!A1

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Measure Label/#	Outcome Type	QEP Initiative	QEP Goal	Measure	Survey Item/Question	Baseline	Ending Target	*Annual Targets*	Notes	Fall 2014 (November) COHORT 1 (QEP Yr.0)
3	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will identify academic goals (Student Learning Outcome #1)	Degree plan/major selection (APES Survey Item 15)	"What major have you decided to pursue?" (open-ended)	**Baseline: Degree plan selection - 78.2% (AP Survey Fall 2014 Item 15)**	**Target: 3% improvement by year with end target of 97% in 2019.**	*2016:85%* *2017:88%* *2018:91%* *2019:94%* *2020:97%+*	We understand that the student's "Degree Plan/Major" in APES may be different than what is	78.2%
4	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will identify challenges to goal completion (Student Learning Outcome #2a)	Classes not offered at needed time (APES Survey Item 2.2)	"As of today, what challenges/barriers do you foresee that could impact the completion of your goal at Collin?" (Select from list of 10 items:	**Baseline: Classes not offered at needed time - 28.9% (APES Survey Item 2.2)**	**Target: Reduce to 10% over time**	**2016:26.9%** **2017:24.9%** **2018:22.9%** **2019:20.9%** **2020:18.9%**	Ask Nasreen to provide information on other challenges that students reported in Item 2 of	28.9%
5	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will identify challenges to goal completion (Student Learning Outcome #2b)	Needed courses not offered (APES Survey Item 2.3)	"As of today, what challenges/barriers do you foresee that could impact the completion of your	**Baseline: Needed courses not offered – 10.9% (APES Survey Item 2.3)**	**Target: Reduce to 10% over time**	**2016:10.7%** **2017:10.5%** **2018:10.3%** **2019:10.1%** **2020:-10%**	Item is problematic for QEP: While this data is concerning and related to a students' academic	10.9%
6	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will identify challenges to goal completion (Student Learning Outcome #2c)	Schedule conflict (APES Survey Item 2.4)	"As of today, what challenges/barriers do you foresee that could impact the completion of your	**Baseline: Schedule conflict – 22.5% (APES Survey Item 2.4)**	**Target: Reduce to 10% over time**	**2016:20%** **2017:17.5%** **2018:15%** **2019:12.5%** **2020:10%**	Item is problematic for QEP: While this data is concerning and related to a students' academic	22.5%
7	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will use CougarWeb use for registration (Student Learning Outcome #3a)	Registration (APES Survey Item 10.1)	"Please confirm which of the following actions you took using CougarWeb by checking the appropriate button: Registered for classes" (Yes, No, N/A)	**Baseline: Registration -96.9% (APES Survey item 10.1)**	**Target: Sustain online registration at 97%+**	**2016:97%+** **2017:97%+** **2018:97%+** **2019:97%+** **2020:97%+**	In the future, we might say "U.Achieve or CollegeSource" for this item instead of "Cougar Web"--just	96.9%
8	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will use CougarWeb use for managing financial transactions (Student Learning Outcome	Management of financial transactions (APES Survey Items 10.3 & 10.4)	"Please confirm which of the following actions you took using CougarWeb by	**Baseline: Management of financial transactions – 94.1%(APES Survey**	**Target: Final target at 97%**	**2016:94.5%** **2017:95%** **2018:96%** **2019:96.5%** **2020:97%**		94.1%
9	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will use CougarWeb to conduct a degree audit (Student Learning Outcome	Conduct Degree audit (APES Survey Item 10.6)	"Please confirm which of the following actions you took using CougarWeb by	Baseline: Conduct degree audit - 47.0%,(APES Survey item 10.6)	**Target: 97% of QEP retained cohorts**	*2016:57%* *2017:67%* *2018:77%* *2019:87%* *2020:97%+*	In the future, we might say "U.Achieve or CollegeSource" for this item instead of "Cougar Web"--just	47.0%

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10	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will have knowledge of the degree requirements (Student Learniong Outcome #4a)	Knowledge of required prerequisites (APES Survey Item 16.1)	"On a 5-point scale, indicate the extent you are clear about the following items: For my degree/certificate, I know the ...Prerequisites I need	**Baseline: Prerequisites –54.8% (AP Survey item 16.1)**	**Target: 80%**	**2016:59.8% 2017:64.8% 2018:69.8% 2019:74.8% 2020:80%**		54.8%
11	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will have knowledge of the degree requirements (Student Learniong Outcome #4b)	Knowledge of required Semester Credit Hours (APES Survey Item 14)	"Do you know how many hours are required to complete your degree/certificate?"(	**Baseline: Semester Credit Hours - 66.2% (APES Survey, item 14)**	**Target: 97%+**	2016:72% 2017:78% 2018:84% 2019:90% 2020:97%+		66.2%
12	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will have knowledge of the degree requirements (Student Learniong Outcome #4c)	Knowledge of required Core Courses (APES Survey Item 16.2)	"On a 5-point scale, indicate the extent you are clear about the following items: For my degree/certificate, I know the ...Core courses I need	**Baseline: Core Courses -69.5% (APES Survey item 16.2)**	**Target: 97%+**	*2016:70% 2017:75% 2018:80% 2019:90% 2020:97%+*		69.5%
13	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will have knowledge of the degree requirements (Student Learniong Outcome #4d)	Knowledge of required Electives (APES Survey Item 16.3)	"On a 5-point scale, indicate the extent you are clear about the following items: For my degree/certificate, I know the ...Elective courses I	**Baseline: Electives –53.7% (AP Survey item 16.3)**	**Target: 97%+**	*2016:62% 2017:70% 2018:78% 2019:86% 2020:97%+*		53.7%
14	Performance Outcome	ACADEMIC PLANNING SYLLABUS	Students will have knowledge of the degree requirements (Student Learniong Outcome #4e)	Knowledge of appropriate course sequencing (APES Survey Item 16.4)	"On a 5-point scale, indicate the extent you are clear about the following items: For my degree/certificate, I know the ...Sequence in which I	**Baseline: Sequence – 46.1% (AP Survey item 16.4)**	**Target: 97%+**	*2016:56% 2017:66% 2018:76% 2019:86% 2020:97%+*		46.1%
19	Performance Outcome	CLEAR PATHWAYS WEBSITE	*College website will provide student-friendly navigation regarding degree planning and*	Students are able to easily find information sought (APES Survey Item 8.1)	"Please indicate your agreement with the following statements: I can easily find the information I am looking for using Collin's Website" (Strongly	**Baseline: Finding information – 61.9% (APES Survey Item 8.1)**	**Target: 90% Agree & Strongly Agree**	*2016:67% 2017:72% 2018:77% 2019:82% 2020:90%+*		61.9%
20	Performance Outcome	CLEAR PATHWAYS WEBSITE	*College website will provide student-friendly navigation regarding degree planning and*	Students' satisfaction with organization of information (APES Survey Item 8.2)	"Please indicate your agreement with the following statements: I am satisfied with the way information is organized at Collin's Website" (Strongly	**Baseline: Satisfaction with organization 59.7% (APES Survey Item 8.2)**	**Target: 90% Agree & Strongly Agree**	*2016:66% 2017:72% 2018:78% 2019:84% 2020:90%+*		59.7%
21	Performance Outcome	CLEAR PATHWAYS WEBSITE	*College website will provide student-friendly navigation regarding degree planning and*	Students' ease of access to information about degrees/certificates (APES Survey Item 8.3)	"Please indicate your agreement with the following statements: I can easily find information about degrees" (Strongly Disagree, Disagree,	**Baseline: Ease of degree access -54.3% (APES Survey Item 8.3)**	**Target: 90% Agree & Strongly Agree**	*2016:61%, 2017:68% 2018:75% 2019:82% 2020:90%+*		54.3%

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22	Performance Outcome	CLEAR PATHWAYS WEBSITE	*College website will provide student-friendly navigation regarding degree planning and*	Students' ease of access to on-line resources (APES Survey Item 8.5)	"Please indicate your agreement with the following statements: I am able to help myself using	**Baseline: Ease of online resource access – 63.7% (APES Survey Item 8.5)**	**Target: 90% Agree & Strongly Agree**	*2016:69%* *2017:74%* *2018:79%* *2019:84%* *2020:90%+*		63.7%
24	Performance Outcome	CLEAR PATHWAYS WEBSITE	Improve students' overall assessment of Collin website	% of students assigning letter grade (APES Survey Item 9)	"What letter grade would you assign to Collin's Website?" (A+,A,A-,B+,B,B-,C+,C,C-,D,F)	**Baseline: 52.9% of students assigning an A- or better grade (APES Survey Item 9.0)**	**Target: 65% assigning an A- or better grade**	**2016:55%** **2017:57%** **2018:59%** **2019:61%** **2020:65%+**		52.9%
25	Performance Outcome	DEGREE AUDIT/ PLANNING SOFTWARE	Improve student degree planning	Στυδεντσ ε ασε οφ ϖιεωινγ περσοναλ δεγρεε πλαν/αυδιτ ον ΧουγαρΩεβ (ΑΠΕΣ Συρϖεψ Ιτεμ 11.1)	∀Πλεασε ινδιχατε ψουρ αγρεεμεντ ωιτη τηε φολλοωινγ στατεμεντσ: Ι χαν εασιλψ ϖιεω μψ περσοναλ δεγρεε πλαν/δεγρεε αυδιτ	**Baseline: 50.1% (APES Survey Item 11.1)**	**Target: 90% Agree & Strongly Agree**	*2016:58%* *2017:66%* *2018:74%* *2019:82%* *2020:90%+*		50.1%
26	Performance Outcome	DEGREE AUDIT/ PLANNING SOFTWARE	Improve student degree planning	Students' ease of Understanding remaining degree completion requirements (APES Survey Item 11.3)	"Please indicate your agreement with the following statements: I can easily understand what requirements I still need to complete by using the	**Baseline: 47.4% (APES Survey Item 11.3)**	**Target: 90% Agree & Strongly Agree**	*2016:55%* *2017:63%* *2018:71%* *2019:79%* *2020:90%+*		47.4%
27	Performance Outcome	DEGREE AUDIT/ PLANNING SOFTWARE	Improve student degree planning	Students' satisfaction with progress of degree completion (APES Survey Item 11.4)	"Please indicate your agreement with the following statements: I am satisfied with my progress towards my degree completion" (Strongly	**Baseline: 61.0% (APES Survey Item 11.4)**	**Target: 90% Agree & Strongly Agree**	*2016:66%* *2017:71%* *2018:76%* *2019:82%* *2020:90%+*		61.0%
33	Performance Outcome	ADVISING SPACE REDESIGN	Reduce average student wait time to access advisor (Academic Planning Consultant)	Perception of wait time from sign-up to meeting with advisor(APES Survey Item 20)	"How long did you have to wait to see an advisor?" (Less than 5 minutes, Less than 15 minutes,	**Baseline perceived wait: 43% report wait time of 45 minutes or longer (APES Survey Item**	**Target: 20% or less report wait time of 45 minutes or longer(APES Survey Item 20)**	**2016:38.4%** **2017:33.8%;** **2018:29.2%** **2019:24.6%** **2020:20% or less**		43.0%
34	Performance Outcome	ADVISING SPACE REDESIGN	Improve student ease as they meet with an advising professional	Student ease in discussing private information (APES Survey Item 19.2)	"Please indicate your agreement/disagreement with the following statements: I felt	**Baseline: 81% Agree or Strongly Agree (APES Survey Item 19.2)**	**Target: 90% Agree or Strongly Agree (APES Survey Item 19.2)**	**2016:82.8%** **2017:84.6%** **2018:86.4%** **2019:88.2%** **2020:90%**		81.0%

2 Academic Plan Survey

Spring 2015 (April) COHORT 1 (QEP Yr.0)	Fall 2015 (Nov.) COHORT 1 (QEP Yr.1)	Fall 2015 (Nov.) COHORT 2 (QEP Yr.1)	Spring 2016 (April) COHORT 2 (QEP Yr.1)	Fall 2016 (Nov.) COHORT 3 (QEP Yr.2)	Spring 2017 (April) COHORT 3 (QEP Yr.2)	Fall 2017 (Nov) COHORT 4 (QEP Yr.3)	Spring 2018 (April) COHORT 4 (QEP Yr.3)	Fall 2018 (Nov.) COHORT 5 (QEP Yr.4)	Spring 2019 (April) COHORT 5 (QEP Yr.4)	Fall 2019 (Nov.) COHORT 6 (QEP Yr.5)	Spring 2020 (April) COHORT 6 (QEP Yr.5)
81.9%	78.6%	74.50%									
31.0%	33.1%	25.1%									
12.2%	13.6%	9.4%									
28.5%	28.2%	29.5%									
97.7%	97.5%	98.6%									
94.8%	96.0%	94.2%									
55.6%	58.7%	43.1%									

2 Academic Plan Survey

60.6%	62.8%	56.0%									
66.8%	68.3%	64.9%									
70.5%	74.6%	69.5%									
53.9%	58.0%	51.7%									
50.5%	51.9%	46.2%									
66.7%	67.1%	62.3%									
65.3%	65.4%	59.7%									
59.2%	59.5%	51.6%									

2 Academic Plan Survey

71.0%	70.3%	66.5%									
58.5%	59.1%	57.5%									
54.5%	58.7%	46.6%									
52.3%	60.1%	46.7%									
61.3%	61.6%	59.9%									
23.4%	20.2%	28.1%									
84.4%	78.6%	87.2%									

#3 Coach Survey

Measure Label/#	QEP Initiative	QEP Goal	Measure	Survey Item/Question	Baseline	Ending Target	*Annual Targets*	*Target Rationale*	Notes	Fall 2014 (August training) (QEP Yr.0)
17	ACADEMIC PLANNING COACH PROGRAM	Shift the Advising/Academic Planning paradigm and roles through professional development	Item re: "Identify emphasis of Advising" as academic planning (Coach Survey)	"In your opinion, which aspect of advising is most emphasized?" (Academic Planning, Add/Drop Courses, Career Planning, Registration)	**The culture of advising prior to the QEP was focussed mainly on scheduling & registration services.**	**90 % of faculty development training participants identify "Academic Planning" as the emphasis of Advisng at Collin**	**2016:74% 2017:78% 2018:.82% 2019:.86% 2020:.90%**	While there will always be coaches that are newer to the program and Academic Planning paradigm here at Collin, we want the vast majority of our coaches to demonstrate that	Professional Development Survey of Academic Planning Coaches (i.e. Coach Survey) is administered at the end of each training	n/a
18	ACADEMIC PLANNING COACH PROGRAM	Shift the Advising/Academic Planning paradigm and roles through professional development	Item re: "Identify the newly defined professional roles in Academic Planning for Triage/Student Service Specialists; Faculty Coaches, and Academic Planning Consultants." (Coach Survey)	"As a result of my recent training, I understand…The responsibilities of an Academic Planning Coach" (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)	**Baseline: Re: Professional Roles , no Triage/ Student Service Specialists; no faculty coaches; 20 Academic Planning Consultants**	**Target: 90% of faculty development training participants correctly identify the newly defined professional roles in Academic Planning for Triage/Student Service Specialists; Faculty Coaches, and Academic Planning Consultants**	**This item is still not included in the Coach survey because the various roles in Advising are still being developed/identified.**	While there will always be coaches that are newer to the program and Academic Planning roles here at Collin, we want the vast majority of our coaches to demonstrate that they understand the roles in academic planning, thus 90% target.	Partial role implementation (Ac.Planning Consultant) to go in effect in Fall 2016	n/a

#3 Coach Survey

Spring 2015 (January training) (QEP Yr.0)	Fall 2015 (August training) (QEP Yr.1)	Spring 2016 (January training) (QEP Yr.1)	Fall 2016 (August training) (QEP Yr.2)	Spring 2017 (January training) (QEP Yr.2)	Fall 2017 (August training) (QEP Yr.3)	Spring 2018 (January training) (QEP Yr.3)	Fall 2018 (August training) (QEP Yr.4)	Spring 2019 (January training) (QEP Yr.4)	Fall 2019 (August training) (QEP Yr.5)	Spring 2020 (January training) (QEP Yr.5)
n/a		74%								
n/a										

#4 Professional Development Survey

Measure Label/#	QEP Initiative	QEP Goal	Measure	Survey Item/Question	Baseline	Ending Target
36	PROFESSIONAL DEVELOPMENT	Shift in Advising/Academic Planning paradigm and roles through professional development	Item re: "Identify emphasis of Advising" as academic planning	Not available; Survey has not been developed yet.	**Baseline: Current Advising focus/paradigm is mainly on scheduling & registration services (PDT Survey)**	**Target: 90 % of Staff Advisors/Academic Planning Consultants identify emphasis of Advising as academic planning**

#4 Professional Development Survey

37	PROFESSIONAL DEVELOPMENT	Shift in Advising/Academic Planning paradigm and roles through professional development	Item re: "Identify the newly defined professional roles in Academic Planning for Triage/Student Service Specialists; Faculty Coaches, and Academic Planning Consultants."	Not available; Survey has not been developed yet.	**Baseline: Re: Professional Roles , no Triage/ Student Service Specialists; no coaches; 20 Academic Planning Consultants**	**Target: 90% of professional development training participants correctly identify the newly defined professional roles in Academic Planning for Triage/Student Service Specialists; Faculty Coaches, and Academic Planning Consultants (PDT Survey)**

#4 Professional Development Survey

Target Rationale	Notes	Fall 2014 (Yr.0)	Spring 2015 (Yr.0)	AY 2015 (Yr.0)	Fall 2015 (Yr.1)	Spring 2016 (Yr.1)	AY 2016 (Yr.1)	Fall 2016 (Yr.2)	Spring 2017 (Yr.2)	AY 2017 (Yr.2)	Fall 2017 (Yr.3)	Spring 2018 (Yr.3)	AY 2018 (Yr.3)	Fall 2018 (Yr.4)
While there will always be staff that are newer to the program and Academic Planning paradigm here at Collin, we want the vast majority of our staff to demonstrate that they understand advising as academic planning, thus 90% target.	Professional Development Training (PDT Survey) is for staff who serve in the Advising/Academic Planning area. No survey developed yet due to major reorganization of institution. Project postponed to the 2016-17 Academic Year. Ideally it will be combined with a whole plan for professional development and molding the new role of Academic Planning Consultants.	n/a	n/a	n/a	n/a	n/a	n/a							

#4 Professional Development Survey

While there will always be staff that are newer to the program and Academic Planning roles here at Collin, we want the vast majority of our staff to demonstrate that they understand the roles in academic planning, thus 90% target.	Professional Development Training (PDT Survey) is for staff who serve in the Advising/Academic Planning area. No survey developed yet due to major reorganization of institution. Project postponed to the 2016-17 Academic Year. Ideally it will be combined with a whole plan for professional development and molding the new role of Academic Planning Consultants.	n/a	n/a	n/a	n/a	n/a	n/a							

#4 Professional Development Survey

Spring 2019 (Yr.4)	AY 2019 (Yr.4)	Fall 2019 (Yr.5)	Spring 2020 (Yr.5)	AY 2020 (Yr.5)

#4 Professional Development Survey

#5 IPED Graduation Rate

Measure Label/#	QEP Initiative	QEP Goal	Measure	Survey Item/Question	Baseline	Ending Target	*Annual Targets*
1	N/A	Improve graduation rate at 150% of time for Full-time, First Time in College (FT FTIC), Degree-seeking students.	IPEDS-GRS graduation rate at 150% of time for FT FTIC, Degree-seeking students	N/A	**Baseline: 11% mean graduation rate for 5 years**	**Target: 16.3% (Increase Collin's IPEDS-GRS graduation rate from 11% to 16.3% beginning with AY2015 cohort)**	**2017:12.8% 2018:14.5% 2019:16.3% (Annual Targets exist only for years in which IPEDS data can be gathered in time for the QEP 5-Year Report due in Fall 2020).....OR.....**

#5 IPED Graduation Rate

Target Rationale	Source & Timeline/Cycle for Measurement	Notes	Spring 2017 (QEP Yr 2) Graduation Rate for Fall 2014 Cohort (COHORT 1)	Spring 2018 (QEP Yr 3) Graduation Rate for Fall 2015 Cohort (COHORT 2)	Spring 2019 (QEP Yr 4) Graduation Rate for Fall 2016 Cohort (COHORT 3)	Spring 2020 (QEP Yr 5) Graduation Rate for Fall 2017 Cohort (COHORT 4)
The five-year historical data indicates that Collin's average graduation rate is 11% whereas the graduation rate for the selected college peers from IPEDS ranges from 15.7% to 16.8 %, indicating this is an area where improvement is needed as shown in the QEP's goal selection. Collin desires to be at par or above the mean graduation rate of its peers by the end of the QEP. The mean graduation rate in the last 5 years for IPEDS-GRS peer group is 16.3 %, a difference of 5.3 points from Collin's 11% rate. Annual targets are set for 3 years (150% graduation rate) for each QEP Cohort. The first three QEP Cohort IPED Grad rates can will be measured within the QEP timeframe. Incremental improvements evently spread over 3 cohorts calls for 1.76% improvement for each Annual Target. This target of 16.3% will be used to determine the expected outcome for improvement as a result of the combined synergistic	IPEDS- All Student Cohorts are reviewed at the end of each academic year.	Cohort 1=FTIC full-time degree-seeking in Fall 2014 Cohort 2=FTIC full-time degree-seeking in Fall 2015 Cohort 3=FTIC full-time degree-seeking in Fall 2016 Cohort 4=FTIC full-time degree-seeking in Fall 2017 Cohort 5=FTIC full-time degree-seeking in Fall 2018				

#6 Noel Levitz Survey-Students

Measure Label/#	QEP Initiative	QEP Goal	Measure	Survey Item/Question	Baseline	Ending Target	*Annual Targets*	*Target Rationale*	Source & Timeline/Cycle for Measurement
2	N/A	Improve student satisfaction with advising experience	Noel-Levitz Academic Advising Scale and selected institutional items	N/A (combination of questions)	**Baseline: 4.92 mean satisfaction score on 7-point Advising Scale (2006-14 Noel-Levitz SSI)**	**Target: 5.21 (Meet or exceed peers' mean satisfaction on Advising Scale and eliminate negative mean satisfaction differences and identified challenges for Collin's institutional items.)**	2016:4.96 2017:5.01 2018:5.07 2019:5.14 2020:5.21	The five-year historical data about Advising indicates a mean satisfaction score of 4.92 compared to 5.21 for the national peers. In 2014, Collin's satisfaction score on Advising was 5.03 whereas the satisfaction score for national community colleges was 5.21 indicating this area where improvement is needed; this is reflected in the QEP's goal selection. For each of the last five administrations of SSI, Collin's mean satisfaction score was lower than its peers and the differences were both negative and statistically significant (see table below). Collin plans to mitigate, or eliminate, the negative mean differences through the combined effect of its five Advising initiatives. Collin desires to be at par or above its peers' mean satisfaction score for Advising at the end of the QEP. The mean peer satisfaction scores for the last five years' administration is 5.21 on a 7-point scale. Hence Collin	Noel Levitz Student Satisfaction Inventory- All Collin students are surveyed in the Spring of each year, and every other year the survey goes specifcally to the FY Cohort for that year.

#6 Noel Levitz Survey-Students

15	ACADEMIC PLANNING SYLLABUS	Students will have knowledge of the degree requirements (Student Learniong Outcome #4f)	Knowledge of next steps for degree completion (Noel Levitz Item 76)	Campus item: "I am clear about the next steps for completing my degree/certificate requirements" (Importance & Satisfaction scales)	**Baseline: Next steps for degree completion mean score: 5.38; Performance gap 1.18; Item 76 identified as challenge by Noel-Levitz (Spring 2014)**	**Target: Reduce Performance Gap to <.80; remove identification as "challenge" (Noel-Levitz SSI Item 76)**	2016:1.10 2017:1.03 2018:.95 2019:.87 2020:.80	The Average Performance gap of all 80 items on spring 2014 NL survey = 0.79163 The Average Performance gap of all 80 items on spring 2015 NL survey = 0.72963 The average performance gaps for two years are very close. Keep in mind that the populations we surveyed were different. In Spring 2014 it was a sample of all enrolled students, whereas for Spring 2015 it was all FT FTIC degree seeking enrolled in fall 2014. Includes incremental annual targets of approximately .076 reduction of performance gap over five years.	Noel Levitz Student Satisfaction Inventory- All Collin students are surveyed in the Spring of each year, and every other year the survey goes specifcally to the FY Cohort for that year.

#6 Noel Levitz Survey-Students

23	CLEAR PATHWAYS WEBSITE	*College website will provide student-friendly navigation regarding degree planning and resources*	Students' knowledge of the academic & career planning resources on Collin website (Noel-Levitz SSI Item 74)	Campus Item: "I know about he academic and career planning resources available on the Collin website" (Importance & Satisfaction scales)	**Baseline: Mean satisfaction score of 5.16; 1.07 Performance Gap (Noel-Levitz SSI Item 74)**	**Target: Reduce Performance Gap to <.80**	2016:1.02 2017:.96 2018:.91 2019:.85 2020:.80	The Average Performance gap of all 80 items on spring 2014 NL survey = 0.79163 The Average Performance gap of all 80 items on spring 2015 NL survey = 0.72963 The average performance gaps for two years are very close. Keep in mind that the populations we surveyed were different. In Spring 2014 it was a sample of all enrolled students, whereas for Spring 2015 it was all FT FTIC degree seeking enrolled in fall 2014. Includes incremental annual targets of approximately .054 reduction of performance gap over five years.	Noel Levitz- All Collin students are surveyed in the Spring of each year, and every other year the survey goes specifcally to the FY Cohort for that year.

#6 Noel Levitz Survey-Students

29	ADVISING SPACE REDESIGN	Improve student satisfaction with advising space design (i.e., improved service quality through improved access, flow & reduced wait time)	Satisfaction with advising space (Noel-Levitz SSI Institutional Item 80)	Campus Item: "The space where academic advisors meet with students is adequate." (Importance & Satisfaction scales)	**Baseline: Mean Satisfaction score of 5.37 on a 7-point scale; performance gap=0.88 (Noel-Levitz SSI, Institutional Item 80)**	**Target: Reduce Performance Gap to <.80**	2016:.86 2017:.85 2018:.83 2019:.82 2020:.80	The Average Performance gap of all 80 items on spring 2014 NL survey = 0.79163 The Average Performance gap of all 80 items on spring 2015 NL survey = 0.72963 The average performance gaps for two years are very close. Keep in mind that the populations we surveyed were different. In Spring 2014 it was a sample of all enrolled students, whereas for Spring 2015 it was all FT FTIC degree seeking enrolled in fall 2014. Includes incremental annual targets of approximately .016 reduction of performance gap over five years.	Noel Levitz Student Satisfaction Inventory- All Collin students are surveyed in the Spring of each year, and every other year the survey goes specifcally to the FY Cohort for that year.

#6 Noel Levitz Survey-Students

Notes	Spring 2015 (QEP Yr.0) *Survey FTIC Cohort Only	Spring 2016 (QEP Yr.1) *Survey all students*	Spring 2017 (QEP Yr.2) *Survey FTIC Cohort Only	Spring 2018 (QEP Yr.3) Survey all students	Spring 2019 (QEP Yr.4) *survey FTIC Cohort Only	Spring 2020 (QEP Yr.5) Survey all students
	5.19					

#6 Noel Levitz Survey-Students

	5.18 Mean Score; 1.29 Performance Gap					

#6 Noel Levitz Survey-Students

	5.25 Mean Score; 1.03 Performance Gap					

#6 Noel Levitz Survey-Students

	5.48 Mean Score; 0.72 Performance Gap					

#7 Degree Audit Samples

Measure Label/#	QEP Initiative	QEP Goal	Measure	Survey Item/Question	Baseline	Ending Target	*Target Rationale*	Source & Timeline/Cycle for Measurement
28	DEGREE AUDIT/ PLANNING SOFTWARE	Reduce non-degree related coursework & decrease time to degree	Annually assess degree audits of 400 randomly selected FT FTIC degree-seeking students (from each QEP cohort) to determine rate of progress toward completion		**First Cohort: 133 or 33.25 % have completed one-third or more of their degree at the end of the first full academic year, and are on track to graduate within 150% of time to degree.**	**Target: 50% of [Fall to Fall] retained Full-Time Cohort will be on track for graduating on time according to IPEDS (i.e. will have earned at least 1/3 of required coursework for degree completion at end of first year, at least 2/3 of required coursework at end of second year, and completed all of required coursework at end of 3rd year.**	Students would be "on track for graduating" in 150% (IPEDS standard) student will have earned at least 1/3 of required coursework for degree completion at end of first year, at least 2/3 of required coursework at end of second year, and completed all of required coursework at end of 3rd year.	Degree Audit Assessment--400 randomely selected Degree Audits from each cohort will be reviewed/assessed every year in August after summer grades are complete.

#7 Degree Audit Samples

Notes	AY 2015 Cohort 1, end of first yr (QEP Yr.0)	AY 2016 Cohort 1, end of 2nd yr. (QEP Yr.1)	AY 2016 Cohort 2, end of first yr (QEP Yr.1)	AY 2017 Cohort 1, end of 3rd yr. (QEP Yr.2)	AY 2017 Cohort 2, end of 2nd yr. (QEP Yr.2)	AY 2017 Cohort 3, end of first yr) (QEP Yr.2)	AY 2018 Cohort 1, end of 4th yr (QEP Yr.3)	AY 2018 Cohort 2, end of 3rd yr (QEP Yr.3)	AY 2018 Cohort 3, end of 2nd yr (QEP Yr.3)	AY 2018 Cohort 4, end of first yr (QEP Yr.3)	AY 2019 Cohort 1, end of 5th yr(QEP Yr.4)	AY 2019 Cohort 2, end of 4th year (QEP Yr.4)	AY 2019 Cohort 3, end of 3rd year (QEP Yr.4)	AY 2019 Cohort 4, end of 2nd yr (QEP Yr.4)	AY 2019 Cohort 5 (end of first yr) (QEP Yr.4)
Currently, Ellucien t software is used for degree audit. After 2016-17, CollegeSource software will be used.	33.3%														

#8 College Data

Measure Label/#	QEP Initiative	QEP Goal	Measure	Survey Item/Question	Baseline	Ending Target	*Target Rationale*	Source & Timeline/Cycle for Measurement
16	ACADEMIC PLANNING COACH PROGRAM	Faculty will be involved as Academic Planning Coaches	Number of faculty volunteers who serve as coaches (QEP Office volunteer roster)		**Baseline: 0**	**Target: Increase to 60 volunteers and sustain over time.**	While recruiting volunteer faculty can be a challenge after the excitement of the first year of QEP implementation wears off, we are committed to retaining at least 60 faculty volunteers in the program. * May need to adjust this program if student interest grows and we need to recruit more faculty to meet the needs of student sign-ups.	College Data- Number of coaches is be reported at the start of each Fall and Spring semester. (Source: I Drive:Instructional/QEP Assessment/Academic Planning Coach Program Data/Academic Planning Coach Lists

#8 College Data

30	ADVISING SPACE REDESIGN	*Improve student satisfaction with advising space design (i.e., improved service quality through improved access, flow & reduced wait time)*	Annual calculated advisor/student ratio based on Collin HR & student enrollment data		**Baseline - Advisor/student ratio: 1: 1399 (FY2013) Collin HR and enrollment data**	**Target: Advisor/student ratio: 1: 823**	This target reflects the commitment to move toward the median ratio for Large Institutions (1:600) over time. We have also taken into consideration the other roles that are being adopted/added to the Academic Planning process (Coaches, Triage, etc) that should also positively impact the nature of a single advisor's work load. Includes annual targets of reducing ratio by approximately 115 students each year.	College Data- Number of Advisors/Academic Planning Consultants and number of students will be reported at the start of each Fall and Spring semester. (Source: Director of Advising)

#8 College Data

31	ADVISING SPACE REDESIGN	*Improve student satisfaction with advising space design (i.e., improved service quality through improved access, flow & reduced wait time)*	Additional new staff		**Baseline: 14 existing advisors**	**Target: 34 advisors total**	This target reflects the commitment to increase the number of advising staff in order to ensure that students' satisfaction with advising space design (including access to advisors, experience in the physical advising space and overall flow of service) is improved. Providing adequate staff/employees to serve our students is expected to impact the quality of service students receive.	College Data- Number of new staff Advisors/Academic Planning Consultants will be reported at the start of each Fall and Spring semester. (Source: Director of Advising)

#8 College Data

32	ADVISING SPACE REDESIGN	Reduce average student wait time to access advisor/Academic Planning Consultant	Actual wait time from sign-up to meeting with advisor (CougarQ)		**Baseline Actual wait: Average peak wait time for Dec 2014 - 60 minutes (CougarQ)**	**Target: 20 minutes, reflecting 5-month average wait time from July –Nov 2014 (CougarQ)**	Reduce the wait time during Peak Registration Season to the average wait time that students normally encounter (outside of peak registration). Includes reducing wait time incrementally with annual target of reducing by approximately 8 minutes each year.	College Data- CougarQ will be reported at the start of each Fall and Spring semester.

#8 College Data

38	PROFESSIONAL DEVELOPMENT	Increase participation in ongoing professional development workshops/opportunities offered at Collin	Academic Planning Coach attendance at Professional Development Workshops		**Baseline: 21 (35%) Academic Planning Coaches attended at least one workshop in Spring 2015.**	**Target: 60% of Faculty Coaches attend at least one workshop each semester.**	Professional development workshops are an important way for Faculty Coaches to gain additional skills and knowledge beyond the basic training that they receive each semester. Workshops are optional, but we hope that strong encouragement to attend will result in at least 60% of coaches attending at least one workshop each semester. Includes annual target increase of 5% for faculty attendance.	College Data- Number of Academic Planning Coaches who attend Professional Development Workshops reported at end of Fall and Spring.

#8 College Data

39	PROFESSIONAL DEVELOPMENT	Increase participation in ongoing professional development workshops/opportunities offered at Collin	Academic Planning Consultant/Advising Staff attendance at Professional Development Workshops		**Baseline: 5 (15%) Academic Planning Consultants/Advisors (attended at least one workshop in Spring 2015.**	**Target: 60% of Academic Planning Consultants/Advisors (part-time and full-time) attend at least one workshop each semester.**	Professional development workshops are an important way for Academic Planning Consultants/Advisors to gain additional skills and knowledge beyond the basic training that they receive within the department. Workshops are optional, but we hope that strong encouragement to attend will result in at least 60% of APC's attending at least one workshop each semester. Includes annual target increase of 9% for staff attendance.	College Data- Number of Academic Planning Consultants/Advisors who attend Professional Development Workshops reported at end of Fall and Spring.

#8 College Data

40	PROFESSIONAL DEVELOPMENT	Increase participation in ongoing professional development workshops/opportunities offered at Collin	Other staff/faculty take advantage of participating in Academic Planning Consultant/Advising related Professional Development Workshops		**Baseline: 12 faculty/staff (30.7% of total participants in Spring 2015) who are not serving as Coaches or Consultants participated in at least one workshop in Spring 2015.**	**Target: 30% of workshop participants each semester are made up of faculty/staff who do not serve as Coaches or Consultants**	As the QEP seeks to change the entire culture of Academic Planning across the district, all staff/faculty are invited to particiapte in Professional development workshops --not just those who are serving directly in QEP roles (Coaches and Academic Planning Consultants/Advisors. Becasue our response to our initial "pilot" workshops were attended by 30% of these faculty/staff, we hope to consintue to sustain that kind of involvement.	College Data- Number of other staff/faculty who attend Professional Development Workshops reported at end of Fall and Spring. Source: I: QEP Director/Assessment & Surveys/Assessment Plan/Spring 2015 Coach Consultant workshop atendance (2)

#8 College Data

41	PROFESSIONAL DEVELOPMENT	Increase participation in conference attendance (i.e. off-site professional development) for Advising/Academic Planning	Academic Planning Coach attendance at Professional Development Conferences for Advising/Academic Planning		**Baseline: 0 attendance**	**Target: 3 per Academic Year**	Confernece participation needs to be prioritized and stustained throughout QEP implementation .	College Data- Number of Academic Planning Coaches who attend Professional Development Conferences for Advising/Ac.Planning reported in May (end of each academic year).

#8 College Data

42	PROFESSIONAL DEVELOPMENT	Increase participation in conference attendance (i.e. off-site professional development) for Advising/Academic Planning	Academic Planning Consultant attendance at Professional Development Conferences for Advising/Academic Planning		**Baseline: 89% (8 of 9) Full-Time Advisors who worked during 2013/14 and 2014/15 Academic Years attended at least one conference during the two year period. (SCC-4 of 4, PRC-2 of 2, CPC 2 of 3)**	**Target: 100% of Full-Time Advisors attend at least one Professional Development conference every two years.**	As a way of upholding a value for ongoing development from the broader field of Advising/Acdemic Planning, our goald is to have all full-time APC/Advisors attend at least one conference every other Academic Year. Data from the past two years indicates that nearly all advisors have participated in at least one conference in a two year span, therefore we want to be sure that we continue to uphold this commitment as an institution. Includes annual target increase of 2%, with final year reaching total of 100%	College Data- Number of Academic Planning Consultants/Advisors who attend Professional Development Conferences for Advising/Ac.Planning reported in May (end of each academic year). Source: I: QEP Director/Assessment & Surveys/Assessment Plan/Stats on Advisor Conference Attendance

#8 College Data

Notes	Fall 2014 (QEP Yr.0)	Spring 2015 (QEP Yr.0)	AY 2014 (QEP Yr.0)	Fall 2015 (QEP Yr.1)	Spring 2016 (QEP Yr.1)	AY 2015 (QEP Yr.1)	Fall 2016 (QEP Yr.2)	Spring 2017 (QEP Yr.2)	AY 2016 (QEP Yr.2)	Fall 2017 (QEP Yr.3)	Spring 2018 (QEP Yr.3)	AY 2017 (QEP Yr.3)	Fall 2018 (QEP Yr.4)	Spring 2019 (QEP Yr.4)	AY 2018 (QEP Yr.4)	Fall 2019 (QEP Yr.5)	Spring 2020 (QEP Yr.5)
	60	57		69	65												

#8 College Data

	n/a	1: 1114																

#8 College Data

	n/a	17																

#8 College Data

	n/a	Average wait = 28.51 min. (CPC=20.06; PRC=35.62; SCC =29.85)																

#8 College Data

	n/a	35%																

#8 College Data

	n/a	15%																

#8 College Data

	n/a	31%																

#8 College Data

			0														

#8 College Data

			0.89															