Developmental Education Service Unit Review

Review of Academic Years 2019-2020 through 2022-2023

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Executive Summary

As will be outlined in the following document, Collin College's Developmental Math, Integrated Reading and Writing (INRW) and English as a Second Language (ESL) offerings are the College's response to state's requirements that institutions of higher education both administer the Texas Success Initiative (TSI) to determine whether students are college ready (based on a state-mandated "cut score"), and design interventions (or courses) to support students who are not identified as college ready in becoming college ready. The following review of the DE Service Unit will demonstrate that the College has effectively operated within all state and federal regulations in designing interventions to support students in attaining college readiness. The following document will describe these interventions in details.

As will be discussed, Collin College's TSI testing trends firmly demonstrate the strong student need for Collin College's developmental education interventions and as such demonstrate that offering these interventions is a student focused activity that is necessary to support student transitions into college level courses. As will be discussed, without attaining college readiness, many courses and programs of student are not open to students, and developmental education offerings create the pathway to these opportunities for a large group of Collin College learners. Due to the importance of developmental education in supporting student success, the service unit must closely scrutinize any opportunities for improvement in their student success data and will do so in this review.

While state and federal regulations govern some aspects of how Collin College must design developmental education interventions, institutions of higher education do have flexibility on many aspects of how these interventions are developed. To explore the variety in how peer institutions have developed interventions, a review of several peer institutions' DE interventions was conducted. For ESL, this revealed ideas to explore, including using non-course based option style interventions, adding a beginning level of ESL courses, expansion to additional Collin College campuses and offering ESL courses in additional formats such as hybrid and online.

As will be discussed in this report, institutions of higher education determine which TSI score ranges will be used to place students into their math and INRW interventions. A key difference observed, which offers a reflection point, is that Collin College is more conservative in placing students into interventions, providing a result of "no course placement" to a wider range of students (based on test results) than our peer institutions do. In short, these students do not qualify to take a Collin College course based on TSI score. Some peer institutions use a more lenient placing system or allow every student to attempt the lowest level DE intervention.

As argued in this report, institutional data from the years assessed demonstrates the positive impact of developmental interventions on student retention, especially as compared to the College's overall retention rates for the same time periods. Still, this report highlighted areas for improvement in DE's impact on student retention, including expansion of the existing developmental math credit recovery options. Developmental math offers credit recovery options

for each course, called mastery extension, which prevent students from retaking a 6-hour DE course if successfully completed. Still, as compared to the amount of eligible students, enrollment is low. Expansion and improvement of current programs is a good topic of discussion for the DE Service Unit. Additionally, especially in the area of math, careful consideration of which math a student should take based on their academic goals can support their retention. While College Algebra is the most commonly accepted math, it does have the lowest success rates, so advising students into math options in which they are more likely to be successful can be appropriate where it matches their academic goals. The DE Service Unit is positioned to partner with advising on this.

The Developmental Education Service Unit primarily communicates to student about offerings through its web page. While this review determined these communication items are current, accurate, relevant and available, this review also identified some potential improvements which will be discussed such as adding more detailed information about which courses students should take based on their TSI scores.

As will be discussed, the DE service unit maintains a variety of partnerships, both internal and external, that add value to the DE service unit and for the college's learners. As one example, the DE service unit maintains an external partnership with Grayson College through an MOU allowing Grayson to serve Collin College students who do not place into Collin College's developmental education interventions. Developmental education maintains many internal partnerships, such as the partnership with Continuing Education to offer TSI prep courses. This document will provide a full review of existing partnerships and the value offered.

As will be demonstrated herein, Collin College's DE service unit maintains a deep commitment to professional development for faculty and staff that adds value to the service unit. Professional development takes four forms 1) content specific – related to the specific content (math or reading, for example) that is taught in the service unit, 2) pedagogical – related to effectiveness in teaching, 3) population specific – related to the specific populations often represented heavily in developmental education, such as non-traditional aged learners and 4) regulatory – provided by the service unit's regulatory bodies to help institutions of higher education understand current regulatory climate. This document's appendix will provide a full summary of all professional development during this evaluation period.

Finally, the DE Service Unit as a group gained a lot from the process of evaluating the service unit against this review period's original CIP, collectively revising the CIP based on results, and evaluating the service unit against the new CIP at the 4-year mark. While this report illuminates much that the service unit does well and which provides value to Collin College and its learners, the DE Service Unit is firmly rooted towards the future and increased success for learners so this process also identified areas for improvement the unit is committed to addressing. As such, this report culminates in the CIP that will carry DE into the future as the unit seeks improved outcomes for learners.

Section I Are we doing the right things?

1.What does our unit do?

The Developmental Education Unit's Purpose and Regulatory Environment

All students enrolling in public colleges and universities in the state of Texas must take the Texas Success Initiative (TSI) examination, unless an allowable waiver or exemption applies. The purpose of the TSI examination is to determine a student's readiness to participate in college-level coursework in the areas of reading, writing or mathematics or courses intensive in these areas (Texas Administrative Code, Chapter 4 – Rules Applying to All Public Institutions of Higher Education in Texas, Subchapter C – Texas Success Initiative).

TSI version 2.0 (TSIA2) utilizes a combined reading/writing score, referred to as English Language Arts Reading (ELAR), and a mathematics score. Texas Administrative Code also determines the TSIA2 scores at which public institutions identify students as ready to participate in college-level work, known as "cut scores." As of January 11, 2021, Texas Administrative code established the following TSIA2 cut scores as identifying college readiness and mandated institutions use these to determine entry to college-level courses and to place students:

Mathematics: score of 950, or score below 950 with a diagnostic level of 6

ELAR: score of at least 945 with an essay score of at least five, or score below 945, with a diagnostic level of five or six and an essay score of at least five

(Texas Administrative Code, Chapter 4 – Rules Applying to All Public Institutions of Higher Education in Texas, Subchapter C – Texas Success Initiative, Rules 4.57).

If the student is determined not ready to participate, another function of the TSIA2 examination is to determine the intervention that will support them in becoming prepared to participate in college-level work and to place them into the appropriate intervention (Collin College TSI Web site, 2023).

Student Interventions and Regulatory Information

While Texas Administrative Code mandates the cut score that is considered "college ready" it is the responsibility of colleges and universities to design the interventions that will support their students in reaching college readiness and to determine the range of TSIA2 scores that will be used to place students in each of these interventions. Interventions must be developed in accordance with state funding guidelines as outlined in the Texas Higher Education Coordinating Board's (THECB) Academic Course Guide Manual. The ACGM outlines the parameters colleges and universities must follow in designing their developmental education interventions by specifying the type and amount of courses that may be offered for funding reimbursement, as well as the minimum/maximum contact hours per course, maximum semester credit hours per course/student, etc.

Per the ACGM, Texas public institutions may offer both semester-length developmental education courses as well as non-semester length/non-course competency based options and interventions. Based on the current ACGM, public institutions may offer one developmental math course, one intermediate algebra course as well as non-course based options in both developmental math and intermediate algebra. Reading and writing may offer a developmental reading course, a developmental writing course, an integrated reading and writing course and non-course based options in developmental reading, developmental writing and integrated reading and writing (THECB Academic Course Guide Manual, Spring 2021).

Student Intervention Placement System at Collin College

In compliance with both requirements, Collin College has developed integrated reading and writing and developmental math interventions for students not meeting the state mandated college readiness cut scores as well as developed a system to place students in these interventions based on TSIA2 scores. The below literature shows the testing rules sheet identifying students as college ready based on cut scores or placing them into the appropriate interventions. This is provided with students as their test results, to guide course enrollment.

Math Placement Information

TSIA 2.0 Cut Scores
Valid for Course Enrollments Beginning with Summer 2023

	TSI Assessment Score Range	Course Placement	TSI College Ready/ Not College Ready
Mathematics			
	910-949 D:1-2	No Placement - TSI Prep and/or LLC	Not College Ready
	910-949 D:3-4	MATH0405 (PQM 0301)	Not College Ready
Co-requisite	910-949 D:5	MATH1314 w/0314, 1324 w/0324, 1332 w/0332, or 1342 w/0342 (PQM 0305)	Not College Ready
College Level	910-949 D:6	MATH1314, 1324, 1332, 1342 (PQM 2100)	College Ready
	950-990	MATH1314, 1324, 1332, 1342 (PQM 2100)	College Ready

ELAR Placement Information

English Language Arts & Reading (ELAR)			
	910-944 / D:1-2 / E: none	No placement - TSI Prep and/or LLC	Not College Ready
	910-944 / D:3-4 / E: 1-8	INRW0405 (PQE 0305, PQR 0305)	Not College Ready
Co-requisite	910-944 / D:5-6 / E:1-4	INRW0315 w/ENGL1301, HIST1301, or GOVT2305 (PQE 0315, PQR 0315)	Not College Ready
	945-990 / D: none / E:1-4	INRW0315 w/ENGL1301, HIST1301, or GOVT2305 (PQE 0315, PQR 0315)	Not College Ready
College Level	910-944 / D:5-6 / E:5-8	ENGL1301 (PQE 1301, PQR 9999)	College Ready
	945-990 / D: none / E:5-8	ENGL1301 (PQE 1301, PQR 9999)	College Ready

Discussion of Curriculum

As discussed above, the function of developmental education coursework at Collin College, therefore, is to act as this intervention and "to provide students with the basic skills to achieve success in college-level courses and to pass the Texas Success Initiative (TSI) tests" (Developmental Education Web site, 2023). If a student's scores of the TSI suggest they would be better prepared by taking developmental education courses prior to, or concurrently with, credit level courses, the student is prescribed a sequence of courses he/she is required to complete before enrolling in stand-alone college level classes.

Based on the students' specific TSI scores, they may either begin with a lower-level stand-alone developmental education course or with a corequisite course, which allows them to enroll in a college-level Math, English, Government or History course, but requires that they also enroll in a paired support course. In 2017, the Texas legislature mandated, with HB2333, that Texas public institutions begin offering corequisite courses, and Collin College developed these for both math and ELAR in compliance with that legislation. The placement information above has summarized how students are placed into various interventions based on their scores and a more specific discussion of the interventions will follow.

Integrated Reading and Writing Interventions at Collin College

Collin College's Integrated Reading and Writing curriculum consists of two different courses that support student learning: **INRW0405 – Integrated Reading and Writing I and INRW0315 – Integrated Reading and Writing 2.** Course descriptions are seen below:

INRW 0315 Integrated Reading/Writing II Integration of critical reading and academic writing skills. Successful completion of this course fulfills TSI requirements for reading and/or writing. Additionally, this is a performance-based course designed to develop students' critical reading and academic writing skills. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. The course integrates preparation in basic academic reading skills with basic skills in writing a variety of academic essays. Prerequisite: INRW 0405 or meet TSI standard for INRW 0315; or equivalent. If you do not meet placement requirements, check with the instructor to request consent. 3 credit hours. (D)

INRW 0405 Integrated Reading/Writing I Integration of critical reading and academic writing skills. Seeks to improve students' academic reading and writing skills through extensive integrated instruction emphasizing skills and techniques related to vocabulary, grammar, comprehension, paragraph elements, essay structure, and critical analysis that apply to both reading and writing. Students will demonstrate comprehension of varied texts through written responses, progressing from advanced paragraphs to short essays. The required lab component will target students' individual skills. Lab required. Prerequisite: Meet TSI standard for INRW 0405; or equivalent. 4 credit hours. (D)

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As required by Texas HB2223, INRW0315 is offered as part of a corequisite course pairing and students take this course paired with either ENGL1301, HIST1301 or GOVT2305 and receive support targeted to success in that college-level course. Successful completion of INRW0315 fulfills the TSIA2 requirement for reading and writing, e.g., the student attains college readiness.

Developmental Math Interventions at Collin College

Collin College's Developmental Math curriculum consists of the below:

MATH0405 – Math Foundations, which provides the students with pre-algebraic and algebraic foundation skills to support success in college level courses. The course description from the Collin College catalogue is seen below:

MATH 0405 Math Foundations The course supports students in developing skills, strategies, and reasoning needed to succeed in mathematics, including communication and appropriate use of technology. Topics include the study of numeracy and the real number system; algebraic concepts, notation, and reasoning; quantitative relationships; mathematical models; and problem solving. Additionally, an emphasis will be placed on arithmetic operations, number conversions, solving linear equations and inequalities, percent with applications, algebraic expressions, polynomial operations and factoring, graphing linear equations, functions, geometric applications of square roots, an introduction to statistics, and developing critical thinking skills. Lab required. Prerequisite: TSI Math Assessment score of 910-949 with a diagnostic score of 3 or 4, or equivalent. 4 credit hours. (D)

Based on their intended academic goal as well as intended transfer institution, Collin Developmental Math students **may select between two math pathways as advised by Collin College advisors – algebra intensive and quantitative literacy pathways.** The prior is more appropriate to students seeking careers in science, technology, engineering and math.

In the algebra intensive pathway, students can take either of the below two corequisite courses, which Collin College has developed in compliance with Texas HB2223. The courses are listed below with their course descriptions from the Collin College catalogue.

MATH1314 – College Algebra paired with MATH0314 – College Algebra Support

MATH 0314 College Algebra Support This course is a support for students enrolled in College Algebra. It will assist in the study of functions and equations. Prerequisite: TSI Math Assessment score of 910-949 with a diagnostic score of 5, or MATH 0405 with a grade of "C" or better, or equivalent. Corequisite: MATH 1314. 3 credit hours. (D)

MATH1324 -- Mathematics for Business and Social Sciences paired with MATH0324 – Support for Mathematics for Business and Social Sciences.

MATH 0324 Mathematics for Business and Social Sciences Support This course is a support for students enrolled in Mathematics for Business and Social Sciences. It will assist in the study of functions and equations. Prerequisite: TSI Math Assessment score of 910-949 with a diagnostic

score of 5, or MATH 0405 with a grade of "C" or better, or equivalent. Corequisite: MATH 1324. 3 credit hours. (D)

In the quantitative literacy pathway, students can take either of the below two corequisite courses. The courses are listed below with their descriptions from the Collin College catalogue.

MATH1342 – Elementary Statistical Methods paired with MATH0342 – Support for Elementary Statistical Methods

MATH 0342 Elementary Statistical Methods Support A support course for Elementary Statistical Methods with emphasis on real numbers and graphing techniques in real-world problems. Prerequisite: TSI Math Assessment score of 910-949 with a diagnostic score of 5, or MATH 0405 with a grade of "C" or better, or equivalent. Corequisite: MATH 1342. 3 credit hours. (D)

MATH1332 – Contemporary Mathematics paired with MATH0332 – Support for Contemporary Mathematics

MATH 0332 Contemporary Mathematics Support Intended for non-STEM (Science, Technology, Engineering and Mathematics) majors. Concepts and processes that support introductory treatments of sets and logic, financial mathematics, probability and statistics. Development of number sense, proportional reasoning, estimation, technology and communication are supported through this course. Prerequisite: TSI Math Assessment score of 910-949 with a diagnostic score of 5, or MATH 0405 with a grade of "C" or better, or equivalent. Corequisite: MATH 1332. 3 credit hours. (D)

As with the college's reading and writing curriculum, the support courses are offered as corequisite models, with students enrolling in the support course and its paired credit level mathematics course simultaneously. This is in compliance with Texas HB2333. Students' successful completion of the support course satisfies their TSIA2 requirement for mathematics.

Accessibility of Courses

In order to ensure accessibility of these support courses to Collin College students, the College does the following:

-- Offers all support courses on each of the College's campuses, including iCollin virtual campus

-- Offers the developmental education courses in a variety of formats, including fully online, face-to-face and hybrid

-- Offers the courses in a variety of lengths, including full-term and late start/condense sections

Summary

In short, THECB establishes the mandates that determine whether students are college ready or not by use of the Texas Success Initiative examination. THECB also determines the parameters by which Texas public institutions can develop interventions to support students in preparing for college level instruction and receiving funding reimbursement for offering these reimbursements. In accordance with these parameters, Collin College has developed a system of appropriate interventions in both math and ELAR as well as a system for placing students in them based on TSIA2 scores. **As emphasized above, the ultimate goal of these programs of study is that students attain college readiness and satisfy TSI requirements.**

English as a Second Language Program Purpose

English as a Second Language (ESL) courses may be elected or recommended to help students develop the language proficiency needed to succeed in college level courses. Collin College's ESL program is available to domestic students as well as international students. In 2019, the College underwent the approval process to admit international students on a F-1 Visa status for ESL study in the United States, and successfully received approval. **Regardless of whether students are studying abroad in the United States on a F-1 Visa, have immigrated to the United States, or are native born, the purpose of the Collin College credit ESL program is the same – focus on English for high-level daily communication and academic study to prepare them for success in college level courses.**

ESL and the State Regulatory Climate

Like developmental mathematics and reading/writing, THECB's ACGM outlines parameters for what ESL courses at public institutions may offer for funding reimbursement and prescribes maximum semester credit hours per student and course and minimum/maximum contact hours per student and course. While the full details may be reviewed in the ACGM, Texas public institutions may offer both semester-based courses and non-course-based options in ESL. In terms of courses, institutions may offer courses with the focus of writing, oral communication, reading, and grammar. In terms of non-course-based options, institutions may also offer courses focusing on the areas of writing, oral communication, reading and grammar. Collin College's ESL curriculum is designed within these parameters and while the curriculum does not make use of non-course-based options, the options in the course category are maximized (THECB Academic Course Guide Manual, Spring 2021).

ESL and the Federal Regulatory Climate

As previously mentioned, Collin College's ESL program is also a SEVP-certified (federally certified) program, which admits international students for the purpose of ESL study in the United States on an F-1 Student Visa. F-1 Visa students are admitted through the College's normal admissions process for international students, which may be reviewed on the Collin College web site's International Office page. In order to be recognized as a SEVP-certified school, an ESL

program must offer/require international students enroll in a minimum of 18 contact hours/clock hours of ESL instruction each week (Student and Exchange Visitor Program web site, 2023). Collin College's ESL program meets this requirement when students enroll in the appropriate level of each skill band as advised, and this is elaborated on below. Domestic students are not held to a minimum contact hour enrollment requirement.

ESL Assessment and Course Placement Process

Students are placed into courses using the same evaluation process regardless of whether they have an F-1 Visa status or not. Following the regular Collin College admissions process, students complete the ESL assessment, which consists of three parts:

-- Hand-written essay

-- Computer assessment of grammar, reading and listening

-- Oral assessment of listening and speaking.

Students complete the essay and computer assessment in the Colling College Testing Centers and the assessment is available on any campus. The complete assessment takes approximately 2-3 hours. Following completion of the computer-based assessment and hand-written essay, students complete the oral assessment in-person with the ESL Department's Testing Coordinator. A student's complete test results are available, the Testing Coordinator provides the student with their recommended placements for each of the program's five skill bands – communication, grammar, reading/writing and extra skills. The Testing Coordinator advises the student on which class(es) to take and is available to assist them in registration. Below is an example of the placement sheet used to communicate identified course placements to ESL students

ESL New Student Advisement

TESTING DATE		ADVISING DATE	

To be completed by the student:

NAME	
CWID	BIRTH DATE
ADDRESS: STREET	
ADDRESS: CITY	
ADDRESS: ZIP CODE	
PHONE NUMBERS(S):	
EMAIL ADDRESS	

To be completed by the advisor:

COURSE PLACEMENT–ESL Credit classes At Plano Campus			
ESL Reading and Writing Courses (Co-requisites)		**ESL Listening & Speaking Courses**	
*Credit Intermediate level	ESLR 0305 & ESLW 0305	Credit Intermediate level	ESLC 0305
*Credit Advanced level	ESLR 0310 & ESLW 0310	Credit Advanced level	ESLC 0310
*Credit Transitional level	ESLR 0325 & ESLW 0325	Credit Transitional level	ESLC 0325
ESL Supplemental Skill Development		**ESL Grammar Courses**	
Credit Pronunciation	ESLX 0305	Credit Intermediate level	ESLG 0305
Credit Vocabulary & Idioms	ESLX 0310	Credit Advanced level	ESLG 0310
Credit Test-taking & Study Skills	ESLX 0325	Credit Transitional level	ESLG 0325

*Co-requisites for credit students—reading and writing must be taken in same semester
**Co-requisites for non-credit students—reading and writing must be taken in same semester

CONTINUING EDUCATION ADVISED At the Courtyard Center	NO ESL REQUIRED (see Academic Advising for information about the TSI)

CREDIT STUDENT		FOR SEMESTER:	

VISA STATUS:	TOEFL/IELTS SCORE

Additional Notes:

_____   _____

Advisor   Date

Students' scores are valid for one year from the date of the exam. F-1 Visa students must enroll in all placements in order to meet the conditions of their visa, unless other exceptions are granted through the International Student Office. As mentioned above, domestic students receive the same recommendations but are not required to enroll in all courses.

ESL Curriculum at Collin College

Collin College's ESL program consists of courses in grammar (ESLG), reading (ESLR), writing (ESLW), communication/listening and speaking (ESLC), and extra skills (ESLX) courses at the intermediate (0305), advanced (0310), and transitioning (0325) levels (Collin College Catalogue, 2023-24). The curriculum is designed in accordance with both the parameters established by the ACGM and the SEVP parameters for Intensive ESL programs as described previously, and

students are placed into the courses based on the previously described assessment process. Each class meets for four hours each week, which results in exceeding the minimum SEVP-required load when students enroll in each recommended course.

Below are the Collin College catalogue descriptions of the ESL courses:

ESLC 0305 ESL Listening/Speaking, Intermediate Develops listening and speaking skills in speakers of languages other than English and prepares them to function in educational, vocational and/or personal English-speaking contexts. Additionally, emphasis on developing non-native speakers' intermediate listening and speaking skills to facilitate natural communication. Oral skills are developed through individual presentations and interactions in dyads and in small and large groups. Aural skills are developed through classroom interaction, outside assignments, and video and audio clips designed to enhance non-native speakers' skills in understanding both formal and informal speech styles of English. Focus is given to students' spoken grammar, pronunciation, vocabulary, and exposure to U.S. culture. Lab required. Prerequisite: ESL New Student Assessment for ESLC 0305. 3 credit hours. (D) Note: ESLC 0305, ESLC 0310, ESLC 0325, and ESLX 0305 may be taken for a combined total of no more than 9 credit hours.

ESLC 0310 ESL Listening/Speaking, Advanced Develops listening and speaking skills in speakers of languages other than English and prepares them to function in educational, vocational and/or personal English-speaking contexts. Emphasis on developing nonnative speakers' advanced oral communication and listening competencies. Students practice natural communication regarding abstract concepts in classroom activities by working in dyads and in small and large groups. Formal speaking skills are focused upon through delivery of individual short oral presentations. Students participate in advanced level listening activities through interaction both in and out of the classroom and the use of video and audio media. Focus is given to students' spoken grammar, pronunciation, vocabulary, and exposure to U.S. culture. Lab required. Prerequisite: ESL

New Student Assessment for ESLC 0310; or successful completion of ESLC 0305. 3 credit hours. (D) Note: ESLC 0305, ESLC 0310, ESLC 0325, and ESLX 0305 may be taken for a combined total of no more than 9 credit hours.

ESLC 0325 ESL Listening/Speaking Transitioning Develops listening and speaking skills in speakers of languages other than English and prepares them to function in coursework. Emphasis on developing nonnative speakers' advanced oral communication and listening competencies. Students practice natural communication regarding academic concepts in classroom activities by working in dyads and in small and large groups. Formal speaking skills are focused upon through delivery of individual researched presentations and debates. Students participate in advanced level listening activities through interaction both in and out of the classroom and the use of video and audio media. Focus is given to students' pronunciation, vocabulary, and research as well as successful transitioning to SPCH 1311. Lab required. Prerequisite: ESL New Student Assessment for ESLC 0325; or successful completion of ESLC 0310. 3 credit hours. (D) Note: ESLC 0305,

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ESLC 0310, ESLC 0325, and ESLX 0305 may be taken for a combined total of no more than 9 credit hours.

ESLG 0305 ESL Grammar Intermediate Instruction for non-native speakers focuses on verb tenses, subject-verb agreement, word order, parts of speech, and modal auxiliaries. Course content supports ESLW 0305 objectives for grammar usage. Lab required. Prerequisite: ESL New Student Assessment for ESLG 0305. 3 credit hours. (D)

ESLG 0310 ESL Grammar Advanced Instruction for non-native speakers focuses on clause structure (independent and dependent), gerunds and infinitives, review of verb tenses, subject-verb agreement, and nouns and articles. Course content supports ESLW 0310 objectives for grammar usage. Lab required. Prerequisite: ESL New Student Assessment for ESLG 0310; or successful completion of ESLG 0305. 3 credit hours. (D)

ESLG 0325 ESL Grammar Transitioning Instruction for non-native speakers focuses on a variety of clause and phrase structures: noun clauses, adjective clauses, adjective phrases, adverb clauses, adverbial phrases, and conditionals. Course content supports ESLW0325 objectives for grammar usage as well as successful transition into ENGL 1301. Lab required. Prerequisite: ESL New Student Assessment for ESLG 0325; or successful completion of ESLG 0310. 3 credit hours. (D)

ESLR 0305 ESL Reading Intermediate Focuses on teaching students with intermediate level speaking and listening skills to identify topics, main ideas, and supporting details in simplified academic and literary texts. Lab required. Prerequisite: ESL New Student Assessment for ESLR 0305. Corequisite: ESLW 0305. 3 credit hours. (D) Note: ESLR 0305, ESLR 0310, ESLR 0325, and ESLX 0310 may be taken for a combined total of no more than 9 credit hours.

ESLR 0310 ESL Reading Advanced Focuses on teaching vocabulary from the Academic Word List, word families, context clues, topics, main ideas, supporting details, transitions, and organizational patterns for improving comprehension of abridged and unabridged academic and literary texts. Lab required. Prerequisite: ESL New Student Assessment for ESLR 0310; or successful completion of ESLR 0305 and ESLW 0305. Corequisite: ESLW 0310. 3 credit hours. (D) Note: ESLR 0305, ESLR 0310, ESLR 0325, and ESLX 0310 may be taken for a combined total of no more than 9 credit hours.

ESLR 0325 ESL Reading Transitioning Focuses on teaching non-native speakers of English with high intermediate reading skills to comprehend cultural allusions, connotation of vocabulary, implied main ideas, facts and opinions, inferences and conclusions, author's purpose, tone, point of view, and graphic aids in unabridged academic texts, accelerating reading rates and comprehension to transition to academic coursework. Lab required. Prerequisite: ESL New Student Assessment for ESLR 0325; or successful completion of ESLR 0310 and ESLW 0310. Corequisite: ESLW 0325. 3 credit hours. (D) Note: ESLR 0305, ESLR 0310, ESLR 0325, and ESLX 0310 may be taken for a combined total of no more than 9 credit hours.

ESLW 0305 ESL Writing Intermediate Focuses on sentence-level writing and paragraph development (culminating in short multi-paragraph writing). Introduces students to pre-academic, academic, and experiential writing. Trains students to develop and organize ideas in a variety of rhetorical modes. Lab required. Prerequisite: ESL New Student Assessment for ESLW 0305. Corequisite: ESLR 0305. 3 credit hours. (D)

ESLW 0310 ESL Writing Advanced Focuses on teaching sentence variety and academic essay writing in various rhetorical modes. Introduces concepts of summarizing articles with supported opinions, paraphrasing, and documentation. Lab required. Prerequisite: ESL New Student Assessment for ESLW 0310; or successful completion of ESLR 0305 and ESLW 0305. Corequisite: ESLR 0310. 3 credit hours. (D)

ESLW 0325 ESL Writing Transitioning Trains students to write academically acceptable papers in various rhetorical modes with a primary emphasis on argumentation. Focuses on mechanics of writing, common problems that ESL writers encounter, research, and documentation allowing students to successfully transition to ENGL 1301. Lab required. Prerequisite: ESL New Student Assessment for ESLW 0325; or successful completion of ESLR 0310 and ESLW 0310. Corequisite: ESLR 0325. 3 credit hours. (D)

ESLX 0305 ESL Pronunciation Emphasis on aspects of spoken English, including stress and intonation, individual phonemes, and awareness of connected and reduced speech. Addresses pronunciation problems of specific language groups. Attention to productive and receptive skills is facilitated through classroom activities, student work in dyads and small and large groups. Lab required. Prerequisite: ESL New Student Assessment for ESLX 0305. 3 credit hours. (D) Note: ESLC 0305, ESLC 0310, ESLC 0325, and ESLX 0305 may be taken for a combined total of no more than 9 credit hours.

ESLX 0310 ESL Vocabulary and Idioms Instruction in idiomatic American English for second language learners. Increases familiarity with idiomatic English to facilitate comprehension and production of idioms in spoken and written discourse. Lab required. Prerequisite: ESL New Student Assessment for ESLR 0310; or successful completion of ESLR 0305. 3 credit hours. (D) Note: ESLR 0305, ESLR 0310, ESLR 0325, and ESLX 0310 may be taken for a combined total of no more than 9 credit hours.

ESLX 0325 Test-Taking and Study Skills for Non-Native English Speakers Prepares Non-native English-speaking students for success by providing instruction and practice in test-taking techniques as well as exposing them to the expectations and realities of college academic coursework. Topics include information processing, memory retention, strategic learning, self-regulation, goal setting, motivation, educational planning, and learning styles. Techniques of study such as organization, time management, listening/speaking/reading/writing in a lecture or classroom setting, note-taking, research skills, and test preparation will be covered. Lab required. Prerequisite: ESL New Student Assessment for ESLX 0325; or successful completion of ESLR 0310 and ESLW 0310. 3 credit hours. (D)

Accessibility of Curriculum to Students

Collin College's ESL credit program is currently available on-site at the Plano Campus face-to-face formats. This is predominantly due to the rebuilding of the program following COVID-era enrollment dips and the challenges experienced in attempting to deliver ESL course offerings in the virtual environment during the pandemic. Accessibility of the curriculum is a growth area for Collin's ESL program, which should examine a number of key opportunities including exploring the delivery of ESL courses in hybrid or online formats to expand reach and potential expansion of at least the most popular ESL program offerings to other major campuses based on feasibility research.

Summary of Section

Just as with the college's math and ELAR interventions, the purpose of Collin College's ESL program is supporting college readiness – by developing the language proficiency students need to succeed in college level coursework. Working within the parameters outlined by both THECB and SEVP, the college's program supports both domestic students and students studying abroad in reaching college readiness.

2. Why do we do the things we do?

Unit Relationship to College Mission and Strategic Plan

The below review will identify the DE Service Unit's strong connection to Collin College's mission and current strategic plan. Collin College's mission statement is to be a "student- and community-centered institution committed to developing skills, strengthening character and challenging the intellect." Collin College's Developmental Education program specifically addresses the College's mission statement by helping students develop skills necessary for success in college-level coursework and as such is student centered. Below are the College's strategic goals for the years 2020-2025:

Strategic Goals 2020-2025

- Improve student outcomes to meet or exceed local, state, and regional accreditation and goals.
- Develop and implement strategies to become a national exemplar in program and student outcomes.
- Create and implement comprehensive integrated pathways to support student transitions.
- Implement the third Baccalaureate degree by Fall 2022 and continue adding 2+2 programs with university partners.
- Develop and implement a comprehensive staffing and succession model.
- Develop a coordinated and systemic approach to engage external stakeholders.

The first and third goals in Collin College's current strategic plan are a central focus of the developmental education program, which exists to support student success. The primary function of the developmental education program is to address the third strategic goal of creating and implementing integrated pathways to support student transitions, namely into readiness for college level courses. By state standards, developmental students are not at college readiness level when they enroll at Collin College, and the developmental education program works with these students to close gaps in knowledge or skills to help them transition to college-ready learners. In the case of co-requisite classes, the students can even earn college level math or English/history/government credits while participating in the developmental education program. Similarly, Collin College's ESL program supports learners in reaching the English language proficiency needed to successfully participate in college-level courses. In sum, the purpose and services of the developmental education service unit are both firmly tied to the College's mission and strategic plan.

The Need for the DE Service Unit's Services

A large proportion of Collin students are placing into developmental courses. This indicates the need for a strong developmental program. As previously mentioned in Part 1, starting in January 2021, the TSIA2 placement test started in Texas. The graphs below show the placement levels for tests given at Collin College testing centers. Note that in cases where students tested multiple times, only their highest score was used for the graphs. The data does include prospective dual credit students. In order to take dual credit courses, a high school student must test as college ready (PQM 2100 or CR for ELAR in the charts below). Developmental courses are not offered for dual credit, so high school students testing below college ready would continue taking high school level courses at their home high school campus instead of developmental or credit level courses through Collin College. Also, sometimes students are TSI exempt due to high SAT scores, transferring to Collin from another institution where they were already TSI-met, or other similar metrics. Those students would not be in the data below because they are already TSI-met and did not need to test at a Collin testing center. In sum, the data paints a picture of strong need for developmental education interventions among Collin College learners.

17

TSIA2 / Math Placements
Jan. 11, 2021 - Jan. 10, 2022

174, 2%
283, 3%
2579, 27%
821, 9%
933, 10%
4654, 49%
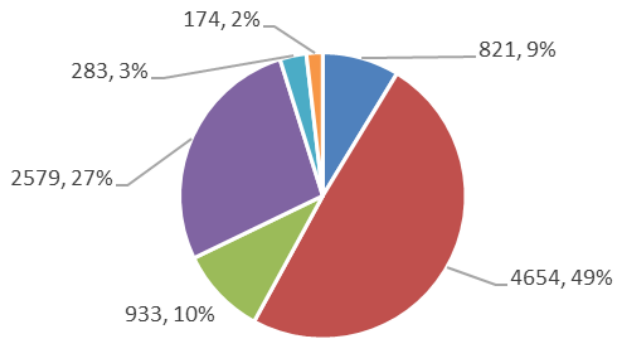
■ NO PLACEMENT ■ PQM 0301 ■ PQM 0305 ■ PQM 2100 ■ PQM 2200 ■ PQM 2413

TSIA2 / Math Placements
Jan. 11, 2022 - Jan. 10, 2023

195, 2%
328, 4%
2389, 26%
772, 8%
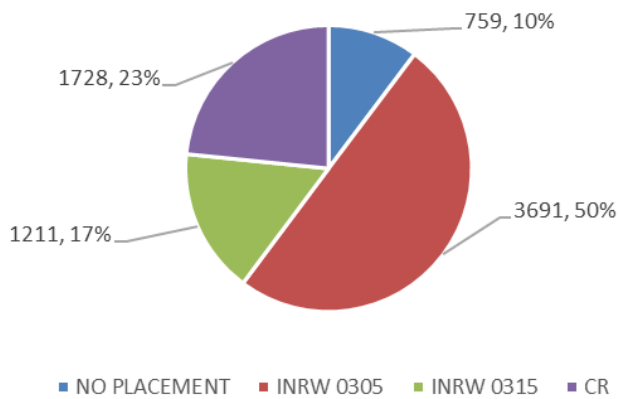887, 10%
4588, 50%

■ NO PLACEMENT ■ PQM 0301 ■ PQM 0305 ■ PQM 2100 ■ PQM 2200 ■ PQM 2413

18
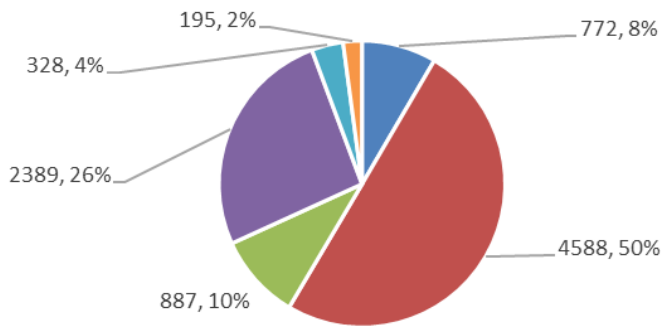
To elaborate more on student need for developmental education interventions, the data from the students who took TSIA2 at Collin in 2021 or 2022 indicate between 8-10% of students are below Math 0405 level, around 50% are testing into Math 0405, and approximately 10% are testing into co-requisite courses. This means approximately 70% of students who take the TSI test at Collin are not college ready and will need the developmental math program at Collin. These statistics demonstrate the important role of the Developmental Education Service Unit in supporting student success, as both college level courses and many available awards would not be options for these students without the developmental education offerings.

Of particular concern is the 10% of students who are not placing into math. Level One Workforce Certificate Programs do not require students to meet the TSI requirements (2023-2024 Collin College Catalog pg. 89). For example, students who score no placement for math on the TSI could still complete a Level 1 Certificate in Financial Services (2023-2024 Collin College Catalog pg. 91) or Level 1 Certificate in Biotechnology (pg. 92). However, certificates beyond level one and completion of an Associates degree will require TSI completion and/or additional math courses which students cannot take with an initial TSI placement score below PQM 0301. Collin does offer some continuing education classes where students can practice their math skills and retake the TSI. Collin also has a partnership with Grayson College who offers grant-funded classes at Collin to help students seeking to improve their TSI scores. Still, without attaining college readiness, many courses and awards are not open to these learners.

TSIA2 / ELAR Placements
Jan. 11, 2021 - Jan. 10, 2022

527, 7%
1942, 26%
3632, 49%
1287, 18%

■ NO PLACEMENT   ■ INRW 0305   ■ INRW 0315   ■ CR

TSIA2 / ELAR Placements
Jan. 11, 2022 - Jan. 10, 2023

759, 10%

1728, 23%

3691, 50%

1211, 17%

■ NO PLACEMENT   ■ INRW 0305   ■ INRW 0315   ■ CR
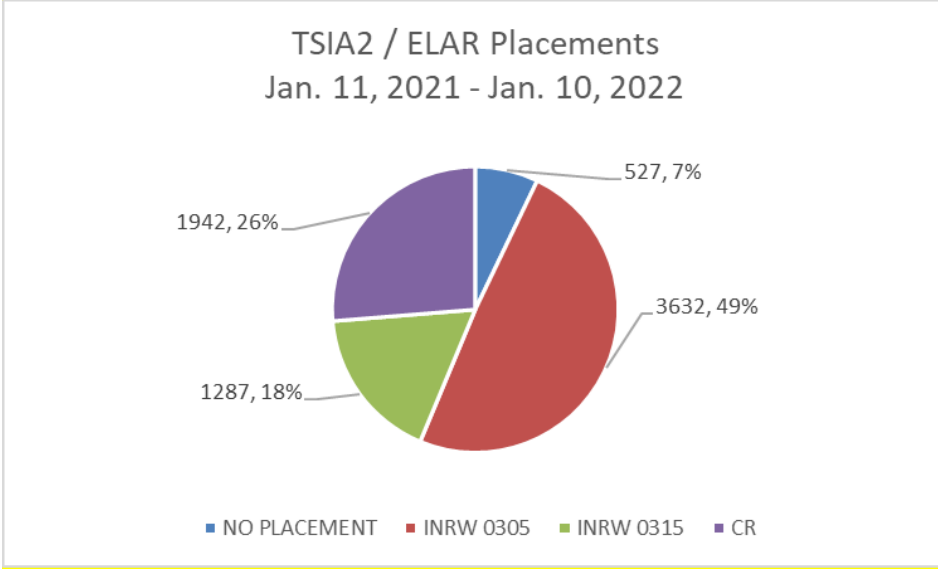
For INRW, approximately 10% of testers receive no placement for INRW, around 50% place into the stand-alone developmental course INRW0405, and 17-18% place into a co-requisite course. This means approximately 75% of TSI testers at Collin College will need support in INRW through the developmental education program. The 10% who receive no placement are eligible for the continuing education TSI prep classes Collin offers or grant-funded classes through Grayson's partnership with Collin. There are other courses students can take while working on their TSI skills and retesting, but they will not be eligible for English, government, history, or some other courses until their TSI score improves. As mentioned just above in the discussion of the math placement data, there are some certification programs students can complete even without being TSI complete, but many courses and awards are not open to students who do not attain college readiness.

While enrolled in developmental education courses, or even students who test at the no placement level of TSI, students have access to the Career Center and academic advisors to plan the next steps in their education. Students are encouraged to take advantage of these services to help decide which courses, degree plans, and academic or workforce programs would be right for them. In fact, one of the assignments in Math 0405 is for students to meet with an academic advisor to determine which co-requisite math course they should take next based on their degree plan and

academic goals. These services help students with integrated pathways and transitions as part of the third strategic goal.

The DE Service Unit's Impact on Student Success

The first strategic goal of improving student outcomes to meet or exceed local, state, and regional accreditation thresholds directly impacts developmental education as well. As a whole, Collin College aims for success rates of around eighty percent in courses. The success rates for the developmental math and INRW courses in Spring 2023 are listed below. **Data from previous semesters of the program review period can be found in the Continuous Improvement Plans for reference. See appendix.**

Developmental Math Student Success Results

The data below summarizes the impact of Collin College's corequisite developmental math courses for the recent terms:

Spring 2023 Co-Requisite Mathematics	Total Enrolled (denominator column)	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D (CIP Goal is 68%)	Passed DE Course to become TSI Complete (CIP Goal is 75%)
All Math 0314/1314	671	n = 119 17.7%	n=306 45.6%	n=380 56.6%	n=424 63.1%
Only Web	164 web (24%)	30 web (18%)	71 web (43%)	92 web (56%)	108 web (66%)
Only Non-Web	507 non-web (76%)	89 non-web (18%)	235 non-web (46%)	288 non-web (57%)	316 non-web (62%)
All Math 0324/1324	197	n = 44 22.3%	n=78 39.6%	n=102 51.8%	n=113 57.4%
Only Web	67 web (34%)	13 web (19%)	37 web (55%)	41 web (61%)	43 web (64%)
Only Non-Web	130 non-web (66%)	31 non-web (24%)	41 non-web (32%)	61 non-web (47%)	70 non-web (54%)
All Math 0342/1342	242	n = 34 14.0%	n=137 56.6%	n=166 68.6%	n=171 70.7%
Only Web	74 web (31%)	15 web (20%)	30 web (41%)	41 web (55%)	41 web (55%)
Only Non-Web	168 non-web (69%)	19 non-web (11%)	107 non-web (64%)	125 non-web (74%)	130 non-web (77%)
All Math 0332/1332	106	n = 4 3.8%	n= 75 70.8%	n=89 84.0%	n= 90 84.9%

Only Web	48 web (45%)	2 web (4%)	33 web (69%)	39 web (81%)	web (65%)
Only Non-Web	58 non-web (55%)	2 non-web (3%)	42 non-web (72%)	50 non-web (86%)	50 non-web (86%)
Total	1216	n = 201 17%	n=596 49%	n=737 61%	n=798 66%

Next, the team analyzed success rates in the Math0405 sections for the Spring 2023 semester with the following results:

- **1,133 students took Math 0405 the Spring 2023 semester, with the below results:**
  A - 144 (13%), B - 270 (24%), C - 234 (21%), F - 395 (35%), W - 90 (8%) **A-C - 648 (57%)**

- **Of the 1133 Math 0405 students, 336 were in web courses (30%). These results were analyzed separately from on-site formats to see if differences were observed. Below are the results for students in web sections of Math0405:**
  A - 44 (13%), B - 79 (24%), C - 57 (17%), F - 125 (37%), W - 31 (9%) **A-C - 180 (54%)**

- **Of the 1133 Math 0405 students 797 were not in a web course (70%). Below are the results for students enrolled in on-site sections of Math0405:**
  A - 100 (13%), B - 191 (24%), C - 177 (22%), F - 270 (34%), W - 59 (7%), **A-C - 468 (59%)**

Reflection on Findings and Areas for Improvement in Math

To recap some major findings from analyzing this date, success rates in the non-algebra intensive corequisite pairs – Math1332/0332 and Math1342/0342 – are much higher than the success rates than the algebra intensive courses. For Math 0405, success rates dropped below 60% for the first time. It is worth noting that success rates in Spring tend to be slightly lower than in Fall or Summer for Math 0405. Also, in an attempt to increase success in the co-requisite courses, faculty increased the rigor in a few topics in Math 0405 in the Fall of 2022. So, a slight dip in success for Spring 2023 is reasonable. However, success rates in Math 0405, the Math1314/0314 college algebra co-requisite course, and the Math1324/0324 math for business and social sciences co-requisite course are areas where improvement is still needed. Additionally, the difference is Math0405 based on course format, web versus onsite is worth considering and warrants discussion of how student success can be supported in that format.

INRW Student Success Results

The below data recaps the impact of integrated and reading writing corequisite courses on student success for the recent terms:

Spring 2023 Co-Requisite Integrated Reading and Writing	Total Enrolled	Withdraw	Passed Credit Course with A-C	CIP Goal For Paired Credit Course	Passed Credit Course with A-D	CIP Goal INRW 0315	Passed DE Course to become TSI Complete
INRW 0315/ENGL 1301	762	72 9.4%	501 65.7%	Goal: 70%	539 70.7%	Goal: 70%	511 67.0%
INRW 0315/HIST 1302	13	1 7.6%	5 38.4%	Goal: 65%	6 46.1%	Goal: 70%	3 23.0%
INRW 0315/GOVT 2306	23	3 13.0%	13 56.5%	Goal: 78%	15 65.2%	Goal: 70%	18 78.2%
TOTAL	798	76 9.5%	519 65.0%		560 70.1%		532 66.7%

Spring 2023 Integrated Reading and Writing 0405 Stand-Alone Course	Total Enrolled	Withdraw	Passed with A-C
INRW 0405	735	60 8.1%	438 59.5%

In addition to the above, the team identified the findings below:

- 798 students took INRW 0315 during the Spring 2023 semester. **532 students (66.7%) passed the DE course with A-C grades to become TSI complete**.
- The highest performing co-requisite pairings on average were INRW/GOVT at 78.2% and INRW/ ENGL with 67.0%.
- The lowest scoring pairing was INRW/ HIST at 23.0% passing.
- 735 students took INRW 0405 during the Spring 2023 semester, **and 438 (59.5%) passed with an A-C grade.**

Reflection on INRW Student Success Results

The above data offers multiple reflection points in terms of ways to better support student success. None of the success rates in the corequisite course pairs reach the institutional goal of 80%. In that the majority of corequisite pairs at Collin College are English pairs, that success rate warrants special attention in terms of how to better support student success. Moreover, though the history pairs account for very little enrollment, that success rate is low enough to warrant discussion if those courses are to be run. Additionally, the success rate of the INRW405 course is well below the 80% goal and warrants discussion about better supporting student success at this level. After analyzing these numbers, the INRW department is working on methods to increase retention and success scores, including developing additional mentoring and other pedagogical supports for INRW faculty. These methods include the development of a new Zoom training opportunity focused on adjunct faculty.

ESL Student Success Results

Many students who choose Collin College do not pass the TSI due to English language ability which presents a barrier to their education. The ESL department supports the third strategic goal of creating and implementing comprehensive integrated pathways to support student transitions by providing students whose native language is not English the linguistic skills and cultural knowledge to successfully matriculate into college courses.

The ESL program supports both resident students in the Collin area as well as international students studying abroad on an F-1 student visa. From 2018 through Summer of 2023 the ESL program tested 1668 total students using its ESL placement test. Of those students, the vast majority were Texas residents as factors such as a restructuring of the ESL program in 2019 and US border policies due to COVID prevented international students from being able to be admitted to the college on an F-1 visa.

The ESL program within the Developmental Education Department begins at an Intermediate level; for students who do not score high enough on the ESL placement test to be able to enroll in this program, the department staff coordinates and refers students to the Continuing Education ESL Program as that program has classes starting at a true beginner level. When students reach an English proficiency in the Continuing Education ESL program to be successful in the Developmental Education Department ESL program, they will often transfer to Developmental Education Department ESL classes if their goals are academically focused. Students who choose to stay in the Continuing Education ESL program usually do so if their goals are attaining English language skills for the workplace. In this way, the Developmental Education Department ESL program helps all students in the community who need English language transition into the courses that best suit their goals. The below chart provides data demonstrating the placement levels – intermediate, advanced or transitional – of students who underwent ESL assessment from Spring 2018 to present.

Semester	Total Students tested	Intermediate	Advanced	Transitional	Below Intermediate- -refer to CE	#of F1 ESL already included
	(no F1s allowed 2018)					
Spring 2018	95	51	25	4	15	0
Summer 2018	34	16	10	3	5	0
Fall 2018	95	53	28	4	10	0
	(F1s start new 2019)					
Spring 2019	130	64	34	13	19	13
Summer 2019	83	36	22	9	16	3
Fall 2019	170	57	60	19	34	37
Spring 2020	134	71	42	10	11	11
	Covid 3/2020					
Summer 2020	38	18	18	1	6	3
Fall 2020	49	20	14	4	11	12
Spring 2021	84	37	24	6	17	11
Summer 2021	58	23	13	6	15	2
Fall 2021	88	39	22	12	15	9
Spring 2022	137	55	50	17	15	10
Summer 2022	104	37	39	11	17	
Fall 2022	130	40	45	14	31	12
Spring 2023	150	38	64	21	27	19
Summer 2023	89	34	34	4	17	0
Fall 2023	132	50	48	7	27	20

Below is a summary of pass rates for all program ESL courses for the Spring 2023 semester.

Spring 2023 ESL	Total Enrolled	Withdraw	Passed Course with A-C	CIP Pass Rate Goal
ESLC-0305	28	0 0%	25 89.3%	75%
ESLC-0310	31	0 0%	31 100%	75%
ESLC-0325	13	0 0%	11 84.6%	75%
ESLG-0305	12	0 0%	10 83.3%	75%
ESLG-0310	30	0 0%	30 100%	75%
ESLG-0325	14	0 0%	11 78.6%	75%
ESLR-0305	13	1 7.7%	12 92.3%	75%
ESLR-0310	29	2 6.9%	25 86.2%	75%
ESLR-0325	13	1 7.7%	6 46.2%	75%
ESLW-0305	13	1 7.7%	11 84.6%	75%
ESLW-0310	29	2 6.9%	25 86.2%	75%
ESLW-0325	13	1 7.7%	6 46.2%	75%
ESLX-0305	14	1 7.1%	13 92.9%	75%
ESLX-0310	21	3 14.3%	18 85.7%	75%
ESLX-0325	9	0 0%	6 66.7%	75%
TOTAL	282	12 4.3%	240 85.1%	

Reflection on ESL Student Success Data

The above data offers a number of reflection points and opportunities for discussion on student success. As noted above, students enrolled in the Developmental Education Department ESL program have varying goals. All F-1 visa holding students as well as some residents have a goal of wanting to matriculate into degree seeking programs, while others seek to learn ESL for daily life. In addition, students in the Developmental Education Department ESL program are not required to complete the highest level of the program, the Transitioning Level, in order to be considered ESL complete. The TSI test may be taken at any point while in the ESL program and

students may be considered ESL complete and transition into their degree programs once they pass the test. Although the department has not been able to keep data on the reason students stop attending classes, some students have stated that they decided to stop attending ESL classes once they have passed the TSI. Passing the TSI test mid-program may be a contributing factor to the number of students who fail their ESL classes due to no longer attending and completing assessments, particularly for the Transitioning Level which sees the lowest pass rates. Still, the lower pass rates at the transitioning level of the ESL program do warrant investigation and discussions on student success.

Summary of Section

To recap, TSI testing trends firmly demonstrate the strong student need for Collin College's developmental education interventions and as such demonstrate that offerings these interventions is a student focused activity that is necessary to support student transitions into college level courses. As discussed above, without attaining college readiness, many courses and programs of student are not open to students, and developmental education offerings create the pathway to these opportunities for a large group of Collin College learners. Due to the importance of developmental education in supporting student success, the service unit must closely scrutinize any opportunities for improvement in their student success data. Many such opportunities for reflection have been identified above.

3. Why do we do the things we do?

Introduction to Factors Influencing Service Unit

As overviewed in Section 1, state and federal regulatory bodies such as the Texas Higher Education Coordinating Board (THECB) and the Student and Exchanges Visitor Information System (SEVIS) provide parameters for the development of developmental education interventions and ESL programs. As detailed in Section 1, the Texas Administrative Code (Chapter 4) requires students to take the Texas Success Initiative (TSI) examination as part of the admission process to Texas institutions of higher education (IHEs), unless a relevant waiver exists. Texas Administrative Code also determines the scores at which students are considered college-ready in math and ELAR, known as the cut scores. The Texas Administrative Code further requires that IHEs design developmental education interventions to prepare students scoring below the TSI cut scores for college-level coursework. As also overviewed in Section 1, the Texas Lower-Division Academic Course Guide Manual (ACGM) provides the general parameters within which these interventions must be designed, by specifying parameters such as how many courses may be developed, the range of semester credit hours the courses may use and the range of contact hours institutions of higher education may use for the courses.

While all Texas colleges are required to develop interventions for students not placing college-ready on the TSI, IHEs do have flexibility in how these are developed. As one example, while the

Texas ACGM outlines parameters such as how many courses can be created and a range of contact hours and semester credit hours that may be used, IHEs retain choice of which TSI score ranges they will use to place students into interventions if there is more than one intervention for math or English Language Arts and Reading (ELAR). Additionally, IHEs may decide not to place students at certain score ranges, typically lower scores, into any intervention. IHEs also have latitude in determining how many contact hours to make their interventions. All of these factors influence the student experience. Therefore, it is important to monitor student success and TSI trends and consider adjusting the curriculum as needed. Related to ESL, the Texas ACGM also provides broad parameters within which ESL interventions must be designed, but Collin College's ESL program is a SEVIS-certified (federally certified) program that must meet federal standards as well as those in the ACGM. Related to SEVIS requirements, namely the program must consist of 20 clock hours of coursework per week.

Due to the potential variety in Texas developmental offerings, a review of peer institutions was conducted. That review included the IHEs below:

- Dallas College

- Tarrant County Community College

- Grayson College

The purpose of this review was to examine the variety of developmental education interventions and determine if any useful lessons or ideas could be gleaned from these comparisons of Collin College interventions with those at peer institutions.

ESL Program Comparisons

To summarize the information about Collin College's ESL program presented in Section 1, Collin College offers 3 levels of ESL courses – Intermediate, Advanced, and Transitional. Collin College does not offer beginning level ESL courses. Collin College's ESL program is presently offered only on the Plano Campus, not at other locations throughout the district. At each ESL level – Intermediate, Advanced, and Transitioning – the ESL program offers Reading (must co-enroll in Writing), Writing (must co-enroll in Reading), Listening and Speaking, Grammar and an Extra Skills course. At the Intermediate, Advanced and Transitioning levels, the Extra Skills courses are Pronunciation, Vocabulary and Idioms and Test Taking Skills respectively. Full pre-requisite information as well as the process for testing into ESL courses is found in Section 1. Of note, presently Collin College's ESL program is offered entirely fully on-site – hybrid and online options are not available. ESL classes have a seating capacity of 18 students per class, ranging up to 20 based on demand.

Note: for a chart-based version of the information presented about peer institutions, please visit Appendix A.

Comparison with Dallas College ESL Program

A review of Dallas College's program revealed some differences with and similarities to Collin College's program. For example, Dallas College offers ESL in a variety of formats –in self-paced, hybrid (online lectures in combination with in-person labs) and in-person lecture formats. Dallas College uses a 20-student maximum capacity, which is higher than Collin College typically uses, except in cases of high demand. Based on the web site review, Dallas College offers ESL through only their Richland College location, though this was difficult to determine with certainty. The web site review did not clarify details about testing processes Dallas uses for ESL students. In terms of curriculum, Dallas College's ESL courses are not labeled by level name, only ascending numbers. Course descriptions are easy to understand and clearly lay out the outcomes of the classes. Please visit Appendix A for a chart presenting the full Dallas College ESL curriculum. It is interesting to note that Grammar is listed as a supplementary class and is a co-requisite with Writing, rather than a stand-alone course as in Collin College's ESL program.

Grayson College ESL Comparison

Next, the ESL offerings of Grayson College were reviewed. Based on that review, it is unclear whether Grayson College is actively offerings its ESL curriculum (see Appendix A for full details of Grayson College ESL curriculum). Grayson College lists ESOL courses with descriptions in their catalog for 2023-2024, however, when searching the website for current schedules, there are no ESOL courses listed. The search bar on the home page of the website is actually a Google search, so it finds information from the web as well as the Grayson College site. From the Current Students tab, clicking on Course Search and choosing the Fall 2023 semester leads to a list of all courses. ESOL is not included on the list, so there does not currently appear to be a way to register for ESOL courses.

The credit courses for Grayson College ESOL courses as described in the catalog are 3 credit hours with 3 weekly lecture hours and 1 lab hour. The lab is not a separate enrollment. This is smaller in contact hours than Collin College ESL courses, all of which are four contact hours. Unlike Collin College, Grayson College includes a Beginner ESL level and does not include a Transitioning level. Unlike Collin College, Grayson College is making use of the non-course based option allowable per ACGM guidelines, offering one NCBO per level. A review did not identify information about available course formats, testing procedures for student placement or course sizes.

Tarrant County College ESL Comparison

Tarrant County College offers three levels of ESOL courses, but they are not labeled with level names (beginning, intermediate, etc.) and there is a home page for ESOL and ESL (non-credit) departments. The registration process begins with students visiting the CELL (Center for English Language Learners) office available on each campus. Students must achieve a minimum score on a placement test (TSI) or have completed Level 3 of the Pre-Academic ESL program, or Levels 4 and 5 of the Workforce ESL program. Visit Appendix A for a full listing of Tarrant College's ESL

curriculum. With only a few, self-explanatory clicks, the class schedule can be found. Classes have a maximum capacity of 20 students. All courses offered are in-person.

New Ideas for Collin College ESL Interventions

Based on the review of peer institution ESL curriculum, the following ideas should be explored:

One element offered by the surrounding colleges is ESL classes at a beginner level. Currently, Collin offers classes that begin at an intermediate level for the credit program. Collin College could consider offering a beginner level class for all skill bands with a focus on preparing students for academic English and specific for students looking to continue on an educational path.

Another idea to consider would be offering credit ESL classes at another of Collin's campuses. As the population in our district grows, there is a potential market in other areas of students who would be interested in taking credit ESL courses but are unable to drive to the Plano campus.

Another notable difference with peer institutions is the presence of formats other than face-to-face/in person instruction. Collin College could consider introducing formats such as hybrid or fully online in order to extend access to new student populations. Of course, these would have to be compared to SEVIS regulations to ensure compliance.

Collin College's ESL curriculum presently does not make use of the NCBO option provided in the Texas ACGM. Collin College's ESL department could explore this as an option in the ESL curriculum.

In short, the review of peer institutions' ESL programs revealed several areas for considering in the ongoing analysis and improvement on Collin College's ESL program.

Integrated Reading and Writing Intervention Comparisons

To reiterate the curriculum overview provided in Section 1, Collin College offers two levels of Integrated Reading and Writing: INRW 0405 and INRW 0315. Only INRW 0315 courses include co-requisites. Unlike some peer institutions, Collin College offers a co-requisite option other than English 1301 for the upper-level co-requisite pairing options. Collin College's co-requisite options, paired with INRW 0315, the upper-level course, include English 1301, Government 2305, History 1301, and Sociology 1301. For full details of Collin College's INRW curriculum, please refer back to Section 1. Collin College INRW classes have a seating capacity of 20 to 22 to 24 to 25 students depending on the campus and modality.

Integrated Reading and Writing courses do not appear alphabetically in the College's "Programs and Courses" composite list. On the webpage with the composite list, there is a link to the left for "Developmental Education." There are exclamation-marked "Tackle the TSI" prep course messages above the course information. Following all the preparation material, there is a link to co-requisite courses, but no INRW 0405 courses are listed on this page. A typical student who has placed into an INRW class might have difficulty understanding the placement policy based on the

Collin College webpages and would have a challenge finding the list of INRW 0405 classes. From the list of co-requisite courses, there is not an active link for registration.

Of note, Collin College's INRW curriculum offers no placement for students who score 910-944 with a diagnostic score of 1-2 and no essay. Students who score 910-944 with a diagnostic score of 3-4 and an essay score of 1-8 place into INRW 0405. Students may place into INRW 0315, the upper level, by scoring either 910-944 with a diagnostic score of 5-6 and an essay score of 1-4 OR 945-980 with no diagnostic score and an essay of 1-4. Students may be deemed college ready with 910-944, diagnostic score of 5-6, and an essay of 5-8 OR 945-990, no diagnostic score, and an essay of 5-8.

Dallas College INRW Comparison

Collin College's INRW curriculum was then compared with that of neighboring Dallas College. Dallas College offers campus-based versus fully-online DIRW (Developmental Integrated Reading and Writing) courses at seven campuses plus online classes as an eighth option. The seating capacity for DIRW classes is 18 students for both campus –based and fully online courses. Co-requisites include English 1301 and in some cases, English 1301 plus Learning Frameworks.

Dallas College has a user-friendly website with clear language such as "Find a Class" under the banner "Developmental Reading and Writing." Developmental Reading and Writing DIRW appears alphabetically in the college's list of courses. Once one clicks on "DIRW," one is taken to a clear list of upcoming classes, divided by level, "Campus Based Classes," and "100% On-Line Classes." A student can readily see which classes are full on the left and skip those when looking for an available seat. Notable also is the very clear co-requisite course pairing for each and every class. The graphics and color organizers on the webpage are user friendly and very clear for navigation.

To compare the specific interventions, Dallas College offers DIRW 0305, a lower-level course, in which students enter based on TSI cut scores. DIRW 0310 is a stand-alone upper-level course offered to students who complete DIRW 0305 or DWRI 0305 or DREA 0305 or who have an appropriate assessment score. DIRW 0315 is a co-requisite course for students who complete DIRW 0305 or DWRI 0305 or DREA 0305 or who have an appropriate assessment score. Another one credit hour course is DIRW 0115 for students who completed DIRW 0305 or DWRI 0305 or DREA 0305 or who have appropriate TSI test scores. The course catalog does not mention Adult Basic Education students or services, and five phone calls placed to personnel yielded varying answers as to how Adult Basic Education students are served at Dallas College. Of note, based on communication with a Dallas College advisor, students with any TSI score may attempt the lowest level INRW course.

Additional details about the Dallas College INRW curriculum can be accessed at the links below:

Dallas College Brookhaven Campus Fall 2023 Credit Classes for DIRW

Dallas College Developmental Integrated Reading and Writing 2023 2024 Catalog

Grayson College INRW Comparison

Next, Collin College's curriculum was compared with Grayson College. For 2023-2024, Grayson College lists only INRW 0210 Integrated Reading and Writing paired with English 1301. INRW 0310 is the upper-level course that fulfills TSI requirements upon successful completion. Going back to 2021-2022, Grayson College offered a lower-level course INRW 0310. Seating capacity is unknown based on website information.

Grayson College's Developmental classes are very difficult to find, taking a search within the Grayson College website with many layers. However, a student could have success looking at the composite course list alphabetically where INRW Integrated Reading and Writing appears; however, there is no active link to the courses for registration purposes. Details on Grayson College INRW courses may be read at this link: Grayson College INRW Courses Based on this, Grayson college offers INRW 0210, a co-requisite with ENGL 1301 and INRW 0310, a lower-level course that is also a co-requisite paired with HUMA 1301.

Tarrant County College INRW Comparison

Tarrant County College offers three levels of Integrated Reading and Writing: INRW 0090 Adult Education Writing and Writing, INRW 0399 Integrated Reading and Writing II, a stand-alone mid-level course, and INRW 0114, a free non-course based Reading and Writing course, the highest level, with co-requisite options of English, Psychology, and Sociology. The Adult Education (lowest level) course has a capacity range from 10 to 20 students depending on the section. The mid-level course INRW 0399 has a capacity of 15 students. The highest level, the non-course-based option with a co-requisite credit course, has capacities ranging from 10, 15, 50, 70, and 128 students, depending on the section.

Tarrant County College District has a clear pathway for students to locate the courses; however, once a student clicks on "check course availability" the student must enter a plethora of search responses in drop-down boxes that might deter registration.

Tarrant County College offers INRW 0090 Adult Education Reading and Writing for adult education students who score 910-944, with a diagnostic level of 1-3 and no essay or a 910-944 with a diagnostic level 4 and an essay score of 1-8. This course is free. The adult education course INRW 0090 is designed for students who are assessed and need additional review or foundational material to increase success in developmental or college-level courses. INRW 0399 is offered to students with a 910-944, diagnostic level 5-6, and an essay score 1-4 or 945-990 and essay score 1-4. INRW 0114 is offered for 945-990 and essay score 4 and is a co-requisite course with ENGL, PSYC, or SOCI. Full details on Tarrant County Community College's INRW offerings can be reviewed at this link:

 TCC Tarrant County College Integrated Reading and Writing Developmental Studies

New Ideas for Collin College INRW Interventions

Based on a review of Collin College's peer institutions, the following were identified as potential areas of exploration or new ideas for INRW interventions:

One key area of improvement is the student-friendly nature of accessible INRW information on Collin College web pages. Our INRW fulltime faculty spent a bit of time Fall, 2023, looking at our competitors' INRW web pages and thinking about recommendations for our own Collin College INRW web pages. We have submitted a list of recommended ideas for the INRW web pages to the administration.

A second new idea comes from consideration of ABE Adult Basic Education students who place "below" INRW 0405 cut scores and how we can serve those students who did not place into developmental courses due to reading and writing scores. Collin College offers no placement for students who score 910-944 with a diagnostic score of 1-2 and no essay. There are several ideas circulating about serving our ABE population and best ways to coordinate those efforts, and the administration and the INRW faculty are analyzing the proposed ideas for effectiveness, cost, and potential outcomes.

In short, the review of peer institutions offers these ideas for consideration and ongoing improvement in service to INRW students.

Collin College DE Math Comparison

To summarize the curricular information overviewed in Section 1, Collin College offers a 6-hour stand-alone developmental math course for students testing below level 5 on the diagnostic part of the TSI. Students at level 5 are eligible for a co-requisite class using a cohort model where the same students work with the same professor for both the credit and developmental support course. These options were overviewed in Section 1. Mastery Extension is an opportunity for students who fail both the credit and support courses or the stand-alone developmental course to fulfill the developmental course requirements and move forward in their math sequence. Courses are offered in face-to-face, hybrid, and web formats to support students in accessing the interventions. The website could be improved with regards to the information presented online to prospective students.

Dallas College DE Math Comparison

As with Collin College, Dallas College does not readily list the TSI cut scores on their website. The committee reached out to representatives from Dallas College to obtain this information. Dallas places diagnostic Level 5 students in co-req classes just like Collin does. Support courses are 3 hours and have the same students and instructor for both courses, just like Collin does. For Math 1314 and Math 1324, their support courses are DMAT 0315. For Math 1332 and Math 1342, their support courses are DMAT 0317. Unlike Collin College, Dallas College will allow diagnostic level 4 students to enroll in the co-req for Math 1332 or Math 1342. However, passing Math 0317, Math 1332, or Math 1342 is not enough to qualify a student for stand-alone Math 1314 or Math 1324 if they change their pathway. Students would then need to take the full Math 1314 or Math

1324 co-requisite or retest TSI at a diagnostic level 5 or higher. At Dallas College, the stand-alone developmental math course is BASM 0053 + DMAT 0307 or BASM 0053 + DMAT 0305. Essentially, the lower-level developmental math course is a co-requisite pairing. Unlike Collin College, at Dallas College any student with a TSI score lower than co-requisite level will qualify for this course, while Collin College requires students to test at least at diagnostic level 3 to qualify for the stand-alone developmental math course. Thus, adult basic education students at Dallas College can receive a math placement. It is worth noting that Brookhaven is the only campus that offers the BASM 0053+ DMAT 0307. This is due to some leftover offerings since their campuses merged. District-wide most of the stand-alone developmental math courses are the BASM 0053 + DMAT 0305.

Grayson College DE Math Comparison

Next, Collin College's Developmental Math curriculum was compared with that of Grayson College. Grayson's website made it difficult to determine exact TSI cut-score placement, but some information in the course catalog was easier to determine. The committee reached out to representatives from Grayson via email to ask for clarification, but no response was received. It appears that Grayson offers multiple measures or ways for students to be placed other than the TSI 2.0. For example, if a student is no more than 2 years post high school graduation and has an overall GPA of at least 3.0, they may be deemed college ready if they completed at least 4 years of mathematics with the last year being Pre-Calculus or higher with at least a B in the fourth year. For those taking TSI, students below 950 are not college ready if their diagnostic score was not a 6. There does not appear to be a stand-alone developmental math course. Instead, all developmental students seem to be eligible for a co-requisite course. For stem majors, they enroll in Math1314 and a 2 lab hour classes called Math 0240. For the non-stem majors, they may choose between Math1332 and Math1342 and must co-enroll in Math 0220 which is a 2 hour lecture course. Math 0220 and Math 0240 are on a grade basis of L (meaning students receive a letter grade), while Math1314, Math1332, and Math1342 are on a grade basis of ALP (meaning students can take courses as audit, for a letter grade or on a pass/fail basis).

Tarrant County College DE Math Comparison

Finally, Collin College's DE Math curriculum was compared with that of Tarrant County Community College. Tarrant's website was easy to navigate in terms of finding TSI cut-score placements for developmental math. Unlike Collin College, the support courses for Math1332 and Math1342 are only one-hour classes and the support courses for Math1314 and Math1324 are two-hour classes. It does appear a cohort model is used where it is the same students and instructor for both parts of the co-requisite pairing. Unlike Collin College, Tarrant allows diagnostic level 4 students to take the Math1314 or Math1324 co-requisite and level 3 or higher to take the Math1332 or Math1342 co-requisite. If a student with level 3 has a major requiring Math1314 or Math1324, they would first have to pass Math1332 or Math1342 or retest TSI to get at least a level 4 diagnostic. For students testing at TSI diagnostic level 1 or 2, they are eligible for Math 0090. This adult basic education class is free, online, and self-paced. Teacher support is available. At the end

of the class students earn a grade of Credit or No-Credit. Those with a grade of Credit are allowed to move on to the co-requisite intervention.

New Ideas for Collin College DE Math Interventions

Based on the review of peer institutions, the following were identified as points of consideration for Collin College's DE Math curriculum:

Other institutions in the area are offering math placement options for students who score at the diagnostic level 1 or 2 on the TSI. Collin does not. Collin could consider providing expanded options for these students.

Collin does allow a more seamless pathway for students in STEM fields. Some of the other institutions force developmental students into a 1332 or non-algebra pathway, but Collin allows a more seamless pathway into any field.

In short, the review of peer institutions does reveal several important points of consideration for service to DE math students.

4. How do we impact student outcomes?

Although developmental educations courses do not count as credit-bearing Math or English courses towards a student's degree, successful completion of these courses improves students' pre-requisite skills in these subjects and helps them learn the soft skills needed for academic success in credit-bearing courses. Also, a strong developmental education program leads to higher retention rates for students not initially placing college-ready. The following data from Collin College's student date warehouse Zogotech support this claim.

Data on Retention of Collin College DE Students

A review of available student data illuminates the positive impact of developmental education interventions on student retention. The following data points related to retention were identified and will be reviewed broken down by intervention type:

First, the below data points were identified related to retention of DE math students.

- Of the 2,307 students who were enrolled in a developmental math course (Math 0405, 0314/1314, 0324/1324, 0332/1332, or 0342/1342) in Fall of 2021, there were 1,724 who enrolled in some class at Collin College for Spring of 2022. **So, 74.7% of developmental math students in Fall 2021 continued their education at Collin College in Spring 2022.**

- For those who passed their developmental math course in Fall 2021, **85.1% continued with their education at Collin College for Spring 2022** (1,273 continued out of the 1,496 who passed).

- Of the 2,112 students who were enrolled in a developmental math course in Spring 2022, there were 1,420 who enrolled in some class at Collin for Fall 2022. **That is a retention rate of 67.2%.**

- For those who passed their developmental math course in Spring 2022, **there was a retention rate of 78.4% (1,047 returned of the 1,335 who passed).**

- Of the 2,745 students who were enrolled in a developmental math course in Fall of 2022, there were 2,063 who enrolled in some class at Collin College for Spring of 2023. **This is a retention rate of 75.2%. Retention was 88.2% for those who passed their developmental math class in Fall of 2022 (1,507 returned of the 1,709 who passed).**

Next, the below data points were identified related to retention of INRW students:

- Of the 1,798 students enrolled in INRW 0405 or 0315 in Fall 2021, there were 1,375 who enrolled in some class at Collin for Spring 2022. **This is a retention rate of 76.5%. For those who passed the INRW course, the retention rate climbed to 90.7% (1,102 out of 1,215).**

- Of the 1,433 students who enrolled in an INRW course in Spring 2022, there were 975 who enrolled in some Collin course in Fall 2022. **This is a retention rate of 68.0%. It climbs to 80.8% for those who passed the INRW class (769 out of 952).**

- Of the 1,910 students who enrolled in an INRW class is Fall of 2022, there were 1,430 who enrolled in any class at Collin in Spring of 2023. **This is a retention rate of 74.9%. For those who passed the INRW course, the retention rate climbs to 89.1% (1,073 of the 1,204 students).**

Finally, the below data points were identified related to the retention of ESL students:

- Of the 27 students who enrolled in ESLC 0305, ESLG 0305, ESLR 0305, or ESLX 0305 in Fall 2021, 19 of them returned to take any class in Spring 2022. **So, 70.4% of ESL students in Fall 2021 continued their education at Collin College in Spring 2022.**

- **For those who passed their ESL class in Fall 2021, 76% continued with their education at Collin College for Spring 2022 (19 out of 25 students).**

- The ESLR 0325 class marks the matriculation from the ESL program to the college. Of the 11 students enrolled in this course in Fall 2021, 6 returned to any course at the college in Spring 2022 **for a rate of 54.5%**.

- **Four of the five students who passed (80%) ESLR0325 in Fall 2021 returned to the college in Spring 2022.**

- Of the 27 students who were enrolled in ESL classes in Spring 2022, there were 12 who enrolled in some class at Collin for Fall 2022. **That is a retention rate of 44.4%.**

- For those who passed their ESL class in Spring 2022, **there was a retention rate of 57.1%** (12 of the 21 students).

- Four students were enrolled in ESLR0325 in Spring 2022. **Two of those students passed the course and they both returned in Fall 2022.**

- Of the 38 students who enrolled in an ESL class in Fall 2022, there were 20 who enrolled in some class at Collin College for Spring 2023. **This is a retention rate of 52.6%. Retention was 58.1% for those who passed their ESL class (18 of the 31 who passed)**.

- Of the nine students enrolled in ESLR0325 in Fall 2022, **three of them returned to the college in Spring 2023 (retention of 33.3%). Of the seven who passed the course, two returned for a rate of 28.6%.**

Reflection on Retention Rate Data

When considering these retention rates, it is important to note that the overall retention rates of students enrolled in any course at Collin College over those same periods were 74.0%, 53.7%, and 73.1% respectively. It is worth noting that the retention rates from Fall to Spring are higher than from Spring to the next Fall. This is likely due to the summer break. Students are more likely to transfer to university or make other large life changes from Spring to Fall. However, for those who were enrolled in developmental math classes, the summer break did not have the sharp decline in retention.

Developmental Education Mastery Extension and Impact on Retention

Unfortunately, not all students enrolled in Math 0405 or one of the Co-Requisite courses successfully complete the course. Collin offers a program called Mastery Extension for students who fail Math 0405, 0314, 0324, 0332, or 0342. To qualify for Mastery Extension, students must complete the course by taking the final exam and must have a final course grade between 50 and 69. The Mastery Extension courses are offered in Wintermester for students who fail in the Fall semester and in Maymester for students who fail in the Spring Semester. Enrollment in Mastery Extension may not be deferred to another semester since the goal is to help students proceed with their degree plan and pick up with their next math class in the following long semester.

For students who fail Math 0405 and qualify for Mastery Extension, they take NCBM004A. Successful completion allows them to move on to a co-requisite math course the next semester. For students who fail Math 0314 or Math 0324, they take NCBM 010A. Successful completion fulfills their support course requirement, makes them TSI complete, and allows them to take a stand-alone 1314 College Algebra class or 1324 Business Math class the next semester. For students who fail Math 0332 or Math 0342, they take NCBM 005A. Successful completion fulfills their support course requirement, makes them TSI complete, and allows them to take a stand-alone 1332 Contemporary Math or 1342 Elementary Statistics class the next semester.

For the 2021-2022 and 2022-2023 academic years, the success rates in Mastery Extension courses are positive and identify the success of these interventions in supporting student retention. Success rates are summarized below:

- For the NCBM 010A, success rates ranged from 73% to 94% with only one to three students not passing each term.

- For NCBM 004A, success rates were from 68% to 96% with the more recent terms having the lower success rates.

However, despite these positive outcomes, enrollment in these mastery extension courses remains small. Although not all students who fail are eligible, typically only 5% to 10% of students who fail a developmental math course in the Fall or Spring and are eligible actually enroll in the NCBM the next term. In fact, NCBM 005A has not had enough students register in the past 4 terms for the course to make. **Due to the observed strong positive impact on student success, increasing the enrollment percentage in the NCBM courses is an area where improvement could be made. Moreover, INRW has not explored the option of boot camps or mastery extension, which could be explored**

Relationship of Success to Course Selection in Developmental Math

The Math 0405 classes give an assignment for students to visit with an Academic Advisor about which math class they need next. After passing Math 0405, students are eligible for one of the four co-requisite classes. However, students do not always know which one is right for their degree plan. In some cases, students have not selected a major yet, so this is an opportunity for the student to meet with an advisor to talk through academic and career options to make choices that will hopefully work best for them. If students have a clear degree plan in mind, it increases their chance of academic persistence and retention at the college.

Anecdotal evidence suggests to many developmental math faculty that a lot of the Math 0405 students do not have a clear career plan in mind. Thus, advisors are often forced to advise students to the most universal co-requisite class of college algebra. College Algebra fulfills the math credit for the most degree plans and transfers to the most universities. However, it also has one of the lowest success rates of the co-requisite courses. In many cases, students are struggling in Co-requisite College Algebra when they would likely succeed in Co-requisite Statistics or Co-requisite Contemporary Math and use one of those to fulfill their needed math credit. If students are headed to a career field where statistics or contemporary math would fulfill their math credit, it would help advisors to know of this probable career path.

In some cases, students have a superficial understanding of a job or career field so they choose a degree plan, but if they knew more about their top few choices, they could make a more informed decision. For example, sometimes students like building things so they pick an associates degree geared towards engineering, but they do not realize how many math courses they will need and they get frustrated in College Algebra. If they visited with the Career Center, the student could

learn about other great options such as Construction Management which requires Elementary Statistics instead (Collin website https://www.collin.edu/academics/programs/CNST_AAS.html, degree plan for AAS in Construction Management). Faculty have discussed that perhaps students would be better served by visiting with a representative in the Career Center before meeting with an Academic Advisor. If students can narrow down a career field of interest or eliminate fields once they learn more about them, the advisors can better help students select the next math course. A few math faculty experimented with various Career Center assignments for their Math 0405 students in Spring 2023, and this is an area where more work could be beneficial.

Summary

To summarize, the positive impact of developmental interventions on student retention is well documented in Collin College's student data, especially as compared to the College's overall retention rates for the same time period. While this analysis has documented the positive impact of DE on student success, there are areas for improvement which include expansion and exploration of boot camp or mastery extension style options to serve as credit recovery options that prevent students from needing to retake entire DE courses. Additionally, especially in the area of math, careful consideration of which math a student should take based on their academic goals can support their retention. While College Algebra is the most commonly accepted math, it does have the lowest success rates, so advising students into math options in which they are more likely to be successful can be appropriate where it matches their academic goals.

Section II Are we doing the right things?

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

The Developmental Education division of Collin College consists of Developmental Math, English as a Second Language (ESL), and Integrated Reading and Writing (INRW) classes. The purpose of these courses is to prepare underprepared students, who need instruction in the English language (ESL) or remediation in math and/or reading and writing, to take college credit level courses.

The first way that Developmental Education communicates is through the Collin College website with the Developmental Education web page. The Developmental Education webpage provides information about TSI preparation courses, DE Co-Requisite Courses, Collin Adult Education and Literacy Workshops, Developmental Education requirements, EDUC/PSYC 1300 Learning Frameworks, resources, and advising information. The Developmental Education webpage is updated regularly and has been updated throughout 2023.

The second way that Developmental Education communicates is through printed materials (hard copy and digital). All printed materials are updated on a semester-by-semester basis and reflect course offerings and registration information. Examples of printed materials include the ESL fall,

spring, and summer brochures and the fall, spring, and summer Developmental Math and Integrated Reading and Writing co-requisite course lists.

Possible areas for improved communication may include adding the lower level Developmental Math and lower level Integrated Reading and Writing course offerings to the Developmental Education web page and clarifying which classes students with particular TSI scores must take next. The current Developmental Education web page offers TSI preparation courses, Adult Education and Literacy options, and Developmental Education Co-requisite course lists but does not list MATH 0405, INRW 0405 classes or clear pathways (cut scores) to the particular course options. The Developmental Education webpage also does not clarify cut scores for pathways to MATH 0314, MATH 0324, MATH 0332, or MATH 0342.

Title	Type (I.e. URL, brochure, handout, etc.)	Date of Last Review/Update	Mark box for current, accurate, relevant, available	Responsible Party
ESL Website	https://www.collin.edu/department/esl/	09/2023	Current, Accurate, Relevant, and Available	Charlene Houston
ESL Brochure	Brochure	10/2018	Relevant and Available, but needs to be updated	Mark Fischer
Developmental Education Website	Developmental Education (collin.edu)	8/2023		Amy Gainer Becky Hessing

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

A variety of internal and external partnerships add value to the Developmental Education Service Unit and support the success of Developmental Education students. These partnerships are summarized below along with their value to the Developmental Education Service Unit.

Partner/ Organization	Description	Formal Agreement Duration, if any	Briefly explain the Partnership's Value to Service Unit
Anthony Peterson Centers for	Collin College has an APCAA center on each campus. The centers offer tutoring		DE Math and INRW faculty promote the services of the APCAA in a variety of ways. Many faculty promote services to students through Canvas announcements or postings,

Academic Assistance	in Math through the math labs and a Writing Center where students can get assistance in writing assignments in all classes. The math labs and writing centers provide assistance to students both through face-to-face tutoring and online tutoring. Some centers offer walk-in tutoring and some offer appointment based tutoring. Centers offer various sessions on a variety of topics throughout the year to students.		while some ask the APCAA tutors or managers to briefly outline their services in a class visit, and others give short assignments such as a scavenger hunt for students to go to the centers and find out about services offered. In Spring 2022 the APCAA launched the FAST (Foundational Academic Success Tutoring) Program. This program offers tutoring sessions outside of class specifically for Math 0405, Math Co-Requisite classes, INRW 0405 classes, and INRW Co-Requisite classes. Some sessions are face-to-face, some are online, some are available on a walk-in basis, and some require appointments. The FAST program also provides embedded tutors in some classes so students can receive additional support during the class time. Faculty, APCAA managers, and tutors collaborate each semester on which classes can be accommodated for embedded tutors and what outside of class sessions can best be offered to assist as many students as possible.
Academic Advising	Academic advisors assist students with selecting classes for their chosen degree plan.		Academic advisors play a critical role in the Developmental Education program. Students often do not understand what TSI scores mean or how to follow a degree plan. Advisors help students navigate placements, course sequences, and plan for transfer to university or certificate programs. Starting in Summer of 2021, the developmental education program began regular meetings to increase communication with advising. After about a year of monthly face-to-face meetings, the meetings have transitioned to every other month via zoom. The meetings include the Associate Dean of Student and Enrollment Services, the District Testing Coordinator, the District Dean of Developmental Mathematics, the District Dean of Integrated Reading and Writing, the Discipline Lead of Developmental

			Mathematics, and the Discipline Lead of Integrated Reading and Writing. Other participants such as other associate deans or representatives from the continuing education department are often included depending on the topics of focus. As a result of these meetings, communication has improved between developmental education and advising. For example, as a result of discussion at a monthly meeting, the Discipline Leads and District Deans set up an additional zoom call in Spring 2022 with all academic advisors to walk through the placement process based on new TSI scores. Also, the Discipline Lead of Developmental Math communicated with the Associate Dean of Student and Enrollment Services about the Mastery Extension program so all advisors could be notified of the program and enrollment process.
Testing Centers	Testing Centers are one of the first points of contact with the college for many students. Students must take the TSI test before an academic advisor can assist the student with enrolling in classes.		When a student takes the TSI test, the testing center provides a report to the student and encourages the student to talk to an advisor about the results and which classes are right for them. The Director of Testing participates in the bi-monthly Developmental Education discussion group meetings. They communicate trends in testing results and help deans and associate deans determine the number of sections that will be needed for enrollment each semester. The director notifies the group of updates from the Texas Higher Education Coordinating Board.
			In addition, the ESL placement test consists of three parts: 1. Hand-written essay, 2. Computer assessment of grammar, reading and listening, and 3. Oral assessment of listening and speaking. Students seeking to gain entrance to the ESL program will take the hand-written essay and computer

			assessment portions of the test in the Testing Center.
Grayson AEL	AEL (Adult Education Literacy) is a state grant currently housed at Grayson College. The grant allows for varied opportunities to assist developmental education students. At this time, Collin College implements the AEL grant by providing free TSI tutoring sessions on our campuses for students.	Agreement is continuous and renewed when a new program or discipline becomes involved in AEL.	The AEL grant partners with district campuses to secure classroom space for tutoring courses. AEL maintains communication with academic affairs offices when considering new opportunities for students. AEL markets through Collin approved documents that are shared via our testing center, APCAAs, discipline leads, and deans' offices.
Collin College Continuing Education TSI Classes	Collin College offers virtual TSI Prep Courses for a small cost for students via our Continuing Education division. Students can choose to focus on math or English. All courses are led by Collin College professors.	Courses run throughout the academic year (including summer).	TSI Prep Courses partner with Collin College's Testing Center, Continuing Education, Marketing, academic affairs offices, workforce offices, and the APCAAs.
Continuing Education ESL Classes	Collin College has a non-credit ESL program focusing on learning English for the workplace		The focus of the Developmental Education ESL program is to prepare students for success in academic study, however, this program frequently receives prospective students whose interests are more aligned with English for the workplace. Conversely, students seeking ESL for academic study often are often received by the non-credit ESL program staff. Collaboration between the two Collin College ESL programs

			benefits each by assisting students in finding the classes that are best for them.
International Students Office	The International Student Office is responsible for reporting to the federal government all compliance events relating to our international population through SEVIS (Student and Exchange Visitor Information System) and assisting students with F, M, and J related visas		Many of the students in the ESL Program are studying abroad in the US on an F-1 Student Visa. The International Student Office advisors assist F-1 Visa students with the admission process to Collin College including the ESL program by providing directions and issuing I-20 documentation which is required by the government in order to be considered an F-1 Visa student. While being students at Collin College, if F-1 Visa holders seek to leave the country for any reason such as vacation or personal emergency, the International Student Office must sign off on their I-20 in order for the student to leave and then return to continue their studies. The International Student Office also assists F-1 Visa students in transitioning from the ESL program to degree-seeking programs at Collin College as well as transfers to other higher education institutions by making the appropriate updates to their I-20. In addition, the International Student Office also provides specialized orientations and acculturation resources to all international students including students in the ESL Program.
High Schools for ESL	The ESL Program provides both marketing materials to area ISDs as well as		Collin County ISDs provide a strong community connection and a source of prospective students for the ESL program both in the way of students graduating from

	presentations to students and ISD staff		High School as well as family members of ISD students. Each Spring and Fall semester, the ESL Department connects with and provides updated program information and class schedules to school students as well as school advisors. Current ISDs that Collin's ESL program partners with are: -Anna ISD -Celina High School -Community ISD -Farmersville ISD -Frisco ISD -McKinney ISD -Melissa ISD -Plano ISD -Princeton ISD -Prosper ISD -Wylie ISD
Area Agencies for ESL Partnerships	The ESL Department has regular contact with area agencies such as cultural organizations, religious groups, employment agencies, and community centers.		Each Spring and Fall semester, the ESL Department connects with and provides updated program information and class schedules to local area organizations frequented by English Language Learners. These organizations help raise awareness of the ESL program with their stakeholders which often results in the ESL Program gaining prospective students. These organizations are a great way for the ESL Department to stay connected to the local community: -Woodcreek Church

			-Local Good Center
			-Chua Dai Bi Compassion Buddhist Ctr.
			-Collin C Chinese Fellowship Church
			-Dallas Chinese Fellowship Church
			-East Plano Islamic Center/EPIC Masjid
			-First Baptist Church of Richardson
			-Frisco Public Library
			-Grace Chinese Baptist Church
			-IILM Shia Center
			-Islamic Association of North Texas
			-Islamic Association of Collin County
			-Jewish Family service of Greater Dallas
			-Karya Siddhi Hanuman Temple
			-Islamic Center of McKinney
			-Our Lady of Lebanon
			-Plano Chinese Alliance Church
			-PEEP Bird Educational Center
			-Harrington Library
			-Prairie Creek Baptist Church
			-Prestonwood Baptist Church, Plano
			-Campus Mission
			-Redeemer Vietnamese Baptist Church
			-Richardson Adult Literacy Center
			-Roy & Helen Hall Memorial Library
			-Richardson Public Library
			-Shree Raghunath Temple
			-Shri Ram Mandir Plano
			-Sri Shirdi Sai Baba Temple of DFW

			-Shree Swaminarayan Gurukul USA
			-St. Francis Catholic Church
			-Korean Society of Dallas
			-Raindrop Foundation
			-Dallas Chinese Community Center
			-Radha Krishna Temple of Dallas
			-Unity Vietnamese Baptist Church
			-The Maids
			-Fairfield Inn and Suites by Marriott
			-Maid Brigade of Dallas Area
			-Courtyard by Marriott
			-Magnuson Hotel Park Suites
			-Comfort Inn & Suites
Area Independent School Districts	Collin provides faculty liaisons to local ISDs to help high school students become college ready in Math and ELA via the ISDs HB5 courses	Current Memorandums of Understanding are valid through the end of the 2023-2024 academic year	Local ISDs offer College Prep courses for Math and ELAR to their seniors who are not designated as college ready by their metrics. Collin provides a faculty liaison to each school offering these HB5 courses. The liaisons are current full-time faculty in Collin's DE Math or INRW departments. The liaisons work with the high school administration and faculty on curriculum and best practices for the high school courses. Students who pass the course are eligible for a TSI waiver good for two years so the student can enroll in credit level math or English courses. Some districts also use the Texas College Bridge computer program offered through EdReady. The MOU also grants the TSI waiver for students who complete the Texas College Bridge program through the high school.

Library	Collin College has a library on each main campus. The libraries offer full library services such as collections of print books and database materials as well as study rooms and helpful circulation items such as laptop computers. Librarians offer student services such as "Ask a Librarian" in which students can text, email, call, or visit a librarian for research and citation assistance. Our libraries offer "Book a Librarian" in which students may schedule for one-on-one time with a librarian for support on an assignment. The INRW department has Liaison Librarians who offer library services presentations for INRW classes and create Lib Guide web pages for INRW research assignments.	N/A	The value of our partnership with our libraries is found in support for INRW faculty in building out research projects or other assignments in collaboration. Our libraries aid INRW faculty in educating INRW students about library services, the Library of Congress call number system, ways the library can facilitate studying, and ways the library can foster student success. INRW students find student-friendly resources linked directly to their own INRW Lib Guide web pages built out with their course, reading levels, and assignments in mind.
DE Video Project – e-Collin Learning Centers (eLC)	Currently, a team of developmental education faculty are working with the DE Discipline Deans and the eLC to produce a set of production	Not applicable	When completed, this project will provide production quality DE videos that will have applications within the current DE curriculum, TSI Prep courses, as a self-help resource for students, and many other potential applications.

	quality videos on common DE topics		

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

Full-time faculty and teaching staff in the areas of Developmental Math, Integrated Reading and Writing, and English as a Second Language self-reported professional development experiences dating back to Fall 2019 (**full report found in Appendix C**). Some part-time faculty also reported professional development activities attended. A commonly attended activity was the Partnering 4 Student Success conference, put on annually at Collin College each year. This is a full-day event focused on effective instruction in developmental education. Promotional materials for that event are found at the end of Appendix C. Each professional development activity was classified by value to the unit in one of the following four ways:

Content Specific

Sessions in this category focused on in-class activities, resources, or best practices specifically for the content area or discipline. Sessions could also be publisher trainings that focused on how to use their resources with students. Sessions on using technology (like a graphing calculator) could fall here if they were specifically for the content area.

General Education Pedagogy

Sessions in this category focused on general improvement of teaching, but not on a specific content area. Topics may have included helping students increase engagement, tips for connecting with struggling students, helping students with study skills, etc. These sessions were intended for instructors from many different disciplines. Sessions on using technology (like using Canvas or making class materials accessible) could fall here.

Population Specific

Sessions in this category focused on helping specific populations of students such as Developmental, ESL, or minority students. The sessions may have been geared directly to Developmental or Co-Requisite instructors or for addressing the needs of a specific population. These sessions may have had a heavy emphasis in categories #1 or #2 above, but if the primary audience was developmental instructors or a specific population of students, this category was selected.

Regulatory

Sessions here were more about disseminating data or giving updates on the TSI test, enrollment trends, success rates, etc. The THECB (Texas Higher Education Coordinating Board) held many of these sessions at various conferences. Collin College often hosted these as DE Update meetings

at the start of some semesters. Sessions providing guidance on how to apply for a grant or conduct research also fall here.

Please see Appendix C for the list of professional development sessions of each faculty member.

8. Are facilities, funding and equipment sufficient to support your service unit?

Section intentionally left blank – authoring team agrees current resources are adequate.

Section III Continuous Improvement Plan

9. How have past continuous improvement plans contributed to success?

What follows is a summary of the value to the service unit of the prior continuous improvement plan and what has been learned from that process. Please see appendix D of this document for all documents referenced, including the original continuous improvement plan for this review period, the 2-year CIP report, the CIP as revised as the 2-year mark and the 4-year CIP report. This process of tracking, reporting on, and revising the DE service unit's goals provided multiple opportunities for reflection on areas for improvement.

Reflections on DE Math Interventions

A main takeaway from the review period is that success rates in the non-algebraic corequisite course pairings – Math1332/0332 and Math1342/0342 – are improving. This is a bright spot in the program. With enrollment in Math 0405 increasing due to TSI trends, a lot of the corequisite students are coming from Math0405. In Spring 2023, approximately 70-75% of corequisite students previously took Math 0405. It will be important for faculty to emphasize to students in Math 0405 the importance of proper guidance for selecting the best co-requisite class for their intended academic plan. Success rates in the Math1314/0314 and Math1324/0324 co-requisite class are rebounding slightly, but need continued improvement. It is possible that improved advising in Math 0405 will help steer more students to the non-stem co-requisites and aid overall success rates in the co-req classes. There have been small but steady drops in success rates of Math 0405 for the past couple of years. This is a key area where improvement is needed. Due to employment trends, the Math 0405 classes tend to have a lot of new instructors each semester. Perhaps more departmental outreach and mentoring from full-time faculty can help. The Mastery Extension program has good success rates for students who fail Math 0405, 0314, 0324, 0332, or 0342, but enrollment is low. It will be important to look for ways to increase enrollment in this program.

Reflections on INRW Interventions

The team reflected over this period on findings related to the INRW interventions. For our target of 70% A-C grades on stand-alone INRW 0405 courses, the department did not reach this goal. The Spring 2023, INRW 0405 classes had 438 students pass, which was just under 60%. This is well below the institutional success goal of 80%. When reflecting on these results, a point that seems relevant is the considerable number of new faculty who taught INRW 0405 for only the first or second time, as adjunct faculty newly hired or as full-time ENGL faculty who taught INRW classes for the first time. The department is also looking at how the TSIA2 has impacted students scoring into INRW 0405 who, in some cases, are reading at lower levels than in previous years. Discussions are being held regarding staff trainings via Zoom for INRW 0405 and INRW 0315 faculty and going over basics in developmental education pedagogy and INRW department goals, policies, and best teaching practices to support instructions teaching INRW interventions.

Success rates for corequisite courses were examined based on the different types of pairings. For our co-requisite courses paired with credit classes, our GOVT co-req class had a goal of 78% passing and met that goal with 78.2% passing. The ENGL co-requisite success target was 70%, and the co-requisites had a success rate of 67%. For the HIST co-requisite course, the target was 65%, and the pass rate was 23%. The overall co-requisite passing rate was 66.7%. None of these results meet the institutional goal of 80%. In that the majority of corequisite pairings and with ENGL, the ENGL success rate warrants special attention. Although there are very few HIST corequisite pairings, that success rate warrants special attention as well.

Of note, the prior CIP did have a goal of assessing changes in student lexile level (reading level) in the INRW405 course, but that goal was phased out and data was not collected. This is because the software vendor discontinued the product being used to assess lexile and at that point the department determined not to seek a replacement to pursue other priorities instead.

The INRW portion of the prior CIP had a goal of increasing the number of study skills seminars offered during the review period. These are sessions that are offered by DE faculty outside of courses, often in partnership with tutoring centers, and provide students with refreshers on topics helpful in their DE courses, such as citation styles. For the study skills seminars, the prior CIP's target was a 10% increase in sessions or offering at last 14 sessions each for Fall 2022, and Spring, 2023. The department surpassed these targets by offering 50 seminars Fall, 2022, and 46 seminars Spring, 2023.

Reflections on ESL

Success rates were positive for ESL students. There are clearly concerns about the failure rates in the transitional courses as well as the withdrawal rates for the '22-23 school year. However, the ESLX 0325 course should be considered for revision due to the low enrollment in this course. The ESL 0325 success rate fell below the 75% success rate based on withdrawals at the transitional level and the need to take TSI earlier than in previous semesters. We are looking at retaining students at the Transitional (0325) level before allowing them to take the TSI as an Advanced

(0310) ESL student. Re-evaluation of the course name and content should be considered in order to offer a wider appeal to ESL students.

The past CIP plan did not offer embedded tutoring sections from the writing center. There was no evidence that the students were taking advantage of school resources which included the library, writing center and other available resources for the ESL students. Students are now required to go to these sessions and show what they learned by email or their corrected assignments. These opportunities are available to them through their Advanced (0310) and Transitional (0325) Reading and Writing courses.

Outcome #3 in the previous CIP stated a plan to increase ESL success rates in all skill bands at all levels using embedded tutoring support and a faculty focus on early support measure for students to aid in success. Overall, success rates have trended upward, with most of the courses experiencing success rates above the 75% goal. For the ESLR and ESLW classes, this indicates that the embedded tutoring should be continued in the future. There is some concern about the lower success rates in the ESLR 0325 and ESLW 0325, but those have been addressed with a staffing restructuring. Likewise, the ESLX 0325 course has experienced low enrollment and success rates, but this course is being examined for a change in structure and content. Continued encouragement for faculty to focus on student success and retention and the continuation of embedded tutoring within the Reading and Writing courses will be implemented along with staffing adjustments and a reassessment of course content for ESLX 0325 to keep the success rates moving upward.

An increase in support services offered to ESL students is the goal of Outcome #6 in the previous CIP. The ESLX 0325 course is listed as an area of concern. The re-evaluation of this course's content along with a more appealing title is expected to increase enrollment and offer more support for ESL students on the Transitioning level to pass the TOEFL and/or TSI exams. Study Skills Seminars were offered, and students were encouraged to attend. Students and ESL faculty noted that students seemed to benefit more from the interactive seminars. Many were taught by ESL professors and geared toward subject matter that is beneficial to the ESL population. The College 101 program is no longer in operation, but the Study Skills Seminars continue each semester and ESL professors will continue to be encouraged to present a seminar, while the students will continue to be encouraged to attend.

Increasing enrollment in ESL is the focus of Outcome #8 in the previous CIP. It was expected that removing non-credit seats in these courses would cause a decrease. While a decrease in enrollment did occur from the Fall '22 semester to the Spring '23 semester (when the shift occurred to credit-only), there was actually an increase from Spring '22 to Spring '23. This increase was minimal at 3.5%, but an increase, nonetheless. The ESL department has maintained outreach initiatives by participating in the Plano International Festival, contacting community agencies via the departmental brochure, and updating the website regularly. These strategies will continue as well as explorations into other marketing and outreach opportunities.

10. How will we evaluate our success?

The exercise of reflecting on the prior CIP and writing the 4-year report provided opportunities to reflect on appropriate goals for the DE Service Unit for the next five years. Below are the team's observations, by intervention type:

Future Outlook for DE Math Interventions

When reflecting on the review period, the declining success rate in Math 0405 is concerning, and is an area where improvement is needed. Additionally, it was observed that students continue to struggle in the Math1314/0314 and Math1324/0324 co-requisite classes. More outreach and mentoring for faculty will be done to hopefully help with ideas for in-class activities, lesson planning, LMS management, etc. Success rates are good for Mastery Extension students, but enrollment is low. New strategies will be employed to hopefully boost enrollment. Finally, it is concerning how many students are scoring at diagnostic level 2 on the TSI placement test and are not able to enroll in math courses. Though Collin College does not have much impact on TSI scores for new students, it is important to consider enrollment options and look for new ways students can be served in the developmental education program. One option is to consider expanding the Continuing Education classes to help students prepare for the TSI. All of these are good options for inclusion in a future DE service unit CIP.

Future Outlook for Integrated Reading and Writing

In reflecting on the present review period, a chief area of improvement has been identified which is to develop INRW faculty training in addition to materials that are already provided to INRW faculty via Microsoft Stream, Canvas master templates, and the INRW Channel, which house many instructional videos, documents, sample syllabi, and helpful tips for INRW faculty. We are finding that new INRW faculty need additional support, and faculty are working on plans to provide regular Zooms for faculty with prescheduled topics and a time for questions at the end. While the INRW department provides mentors to new INRW faculty, faculty are finding that the information disseminated to new faculty may vary, which is to be expected. Therefore, a well-structured series of sessions is in the works, and videos of the Zooms will be provided so that faculty who cannot attend may watch the information sessions later. All of these ideas can be folded into the future CIP as action plans and are intended to impact concerning success rates.

Secondly, the INRW department is considering a future pilot program for adult basic education students in a one-course pilot program taught by a full-time INRW faculty member who is a reading specialist. We are developing plans for a possible future course to present for consideration by administrators. Recognizing that Collin College does have the ability to decide how students are placed into its INRW interventions, this is an opportunity to explore how students might be placed in a higher intervention and determine what the results of that would be.

Future Outlook for ESL

Maintaining the upward trend in success rates is the first goal of the ESL department. Creating avenues for student success is a priority when teaching international students and those recently arriving in the United States. In an effort to continue this momentum, the new CIP goals should include embedding tutoring sessions from the Writing Center in all levels of Reading and Writing with a goal of students attending 3 sessions per semester. Faculty involvement with students is considered to be a major factor in student success for the ESL department. Students who present as at-risk of being unsuccessful should be identified early, and instructors should regularly communicate to focus on student success. Surveys provided at mid-term will assess faculty identification and intervention for students encountering difficulties, and also for students to provide feedback on their progress and expectations of successful completion of the course. Success rates will be assessed every semester and adjustments made as necessary to improve student success rates for the department.

Another important component in the goals of the new CIP is the support services offered for ESL students. Many students from other countries and cultures are not aware of the services that Collin offers and need information as well as opportunities to experience these helpful elements of the college experience. One such opportunity is aiding with support for passing the TSI exam. This will be accomplished by examining the difficulties of this student population when taking the TSI exam and revising the content of our Test-Taking and Study Skills course (ESLX 0325) to target specific college-readiness needs. Surveys will establish a list of interests and skill needs for students on the Transitioning level and a minimum of 2 TSI prep lessons will be added to the course curriculum among other changes dictated by the survey results. This course has typically low enrollment, so a change in the curriculum as well as in the title to create a course that is more appealing and valuable to students on the Transitioning level is necessary to boost enrollment and offer needed support.

Study Skills Seminars are another wonderful asset that Collin provides. It is a goal of the ESL department to ensure that a minimum of 5 of the seminars offered each semester are available and approachable for ESL students. Faculty will be asked to contribute by hosting a seminar and also to make sure that students are aware of the seminars. The seminar schedule should be available to students, and they should be actively encouraged to attend. Interactive seminars in the past have been seen to be beneficial to ESL students, and this goal is primarily to ensure that they continue to reap the benefits of this service.

Enrollment is another key goal of the new CIP. Enrollment has continued to increase since COVID, despite the removal of non-credit places in the program. A goal of 50% increase per year has been set to grow the department. This will be accomplished through several means including community outreach and website marketing. The ESL department has been represented at the Plano International Festival for a couple of years with full-time and adjunct faculty interacting with the community and making local attendees aware of the ESL program at Collin. This will continue along with the distribution of departmental information to community agencies, such as churches,

libraries, and community centers. Collin College underwent a migration to a new website during which the ESL department website was updated. Updates to the website will continue, using best practices recommended by the college, to attract new students and to spread the reach of the department. Continuing to increase enrollment by semester and by year allows more students to flow from ESL into other departments and provides opportunities for more international students to be drawn to Collin College.

11. Complete the continuous improvement plan

Description of Fields in the Following CIP Tables:

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).

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.)

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

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

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

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

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

Outcome #1	
Increase Developmental Math success rates	
Measure (Outcome #1)	**Target (Outcome #1)**
Course success rates on Math 0405 Include data for Fall and Spring; not summer	Target success rate of 70% A-C on Math 0405
Action Plan (Outcome #1)	

Increase mentoring opportunities for adjunct faculty. These could be regular zoom calls or face-to-face sessions at the department or course committee level. Or, it could be more informal mentoring opportunities between individual adjuncts and a full-time faculty member.

Continued efforts to improve the Canvas shell and course materials available to faculty so there are more resources for faculty to use with their students.

Continue to promote Foundational Academic Success Tutoring (FAST) sessions and embedded tutoring opportunities

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Outcome #2

Increase enrollment in Mastery Extension for Developmental Math

Measure (Outcome #2)	Target (Outcome #2)
Enrollment numbers in NCBM 004A	Target enrollment of 75 students in NCBM 004A
Enrollment numbers in NCBM 005A	Target enrollment of 15 students in NCBM 005A
Enrollment numbers in NCBM 010A	Target enrollment of 25 students in NCBM 010A
	(numbers of for each WM term or each MM term)

Action Plan (Outcome #2)

Faculty teaching Math 0405, 0314/1314, 0324/1324, 0332/1332, and 0342/1342 will be encouraged to advertise the program before the semester ends so students are aware of the opportunity if they qualify. Students will be emailed a notice of the program at the end of the semester so they can check with their instructor to see if they qualify. Faculty will be asked to submit names of qualifying students to associate deans to facilitate enrollment when incomplete registration forms arrive and to aid in additional research if needed about why students do not enroll.

Outcome #3

Increase Success rates in 1314/0314 and 1324/0324 co-req

Measure (Outcome #3)	Target (Outcome #3)
Course success rates in Math 1314/0314 and Math 1324/0324. Include data for Fall and Spring, not Summer	70% of students score A-D in the credit level course and/or A-C in the support level course

Action Plan (Outcome #3)

New textbook/homework materials were selected for 1314/0314 and implemented in Fall 2023. New textbook/homework materials will be selected in Spring 2024 for 1324/0324 to be implemented in Fall

2024. Hopefully the new materials, in combination with updated Canvas shells and resources will lead to increased success rates. Increased mentoring opportunities for adjunct faculty in the form of zoom calls or meetings with the course committee. Continue to promote Foundational Academic Succes Tutoring (FAST) sessions and embedded tutoring opportunities.

Outcome #1

INRW: Develop and implement three or more INRW new /adjunct faculty Zoom training sessions per academic year

Measure (Outcome #1)	Target (Outcome #1)
Develop and deliver three or more trainings this academic year	Three INRW faculty trainings will be presented.

Action Plan (Outcome #1)

Increase new adjunct faculty mentoring and education and new Zoom training sessions specific to INRW teaching best practices.

Outcome #2

INRW: Study Skills Seminars

Measure (Outcome #2)	Target (Outcome #2)
At least 30 Study Skills Seminars will be offered each academic year.	At least 30 Study Skills Seminars will be offered each academic year.

Action Plan (Outcome #2)

INRW Faculty coordinators will increase amount of student skills seminars offered each academic year.

Outcome #3

INRW: 0315 and INRW 0405 Success Rate 70% A-C

Measure (Outcome #3)	Target (Outcome #3)
Course success rates on INRW 0315	INRW 0315 Success Rate 70% A-C
Include data for Fall and Spring; not summer	INRW 0405 Success Rate 70% A-C
Course success rates on INRW 0405	

Include data for Fall and Spring; not summer .	

Action Plan (Outcome #3)

Improve student success rates for INRW 0405 and INRW 0315.

Outcome #9

Increase ESL Success Rates

Measure (Outcome #9)	Target (Outcome #9)
Course success rates in ESL by skill bands – communication, grammar, reading, writing Course success rates in ESL by program levels – advanced, intermediate, transitioning Include, Fall, Spring and Summer	Target success rates in ESL by skill bands Communication: 75% Grammar: 75% Reading: 75% Writing: 75% Target success rates in ESL by program levels Advanced – 75% Intermediate – 75% Transitioning – 75%

Action Plan (Outcome #9)

The ESL department will embed tutoring for Reading and Writing at all levels; with the Writing Center (students must go at least 3X a semester). The ESL full time faculty will meet with all ESL adjunct faculty for support of students among the classes – focus on student success early. The department will focus on mid-semester surveys (to be given to faculty and students) for feedback.

Outcome #10

Increase support offerings for ESL students

Measure (Outcome #10)

In-class TSI prep sessions for students at transitioning level -- # of sessions offered/# of sections included in Study Skills seminars -- # of seminar

Target (Outcome #10)

Offer 2 sessions – in ESLR/W0325 and ESLX0325

Goal of 5 seminars offered per semester/10 total per AY

Action Plan (Outcome #10)

The ESL department will establish a committee to examine student challenges with the TSI, and revise Test-Taking and Study Skills course content to include a minimum of 2 TSI prep lessons. We will survey students and establish a list of skills of interest/ need. Coordinate with Study Skills Seminar Coordinator to ensure a minimum of 5 – 7 seminars are available and approachable for ESL students. Ensure awareness of all seminars among ESL students.

Outcome #11
ESL enrollment will continue to increase
Measure (Outcome #11)
Final semester ESL enrollments per semester
Target (Outcome #11)
ESL enrollments should increase by at least 50% each year, using enrollment as of census
Action Plan (Outcome #11)
The ESL department will continue to represent at the Plano International Festival. We will continue to reach out to community agencies: churches, community centers, etc. The website will continue to update the website with relevant department information and student testimonies.

APPENDIX A – Benchmarking Information

Item 1. Comparison of Collin College ESL Program and Peer Institution ESL Programs

COLLEGE	ESL	INRW	DE Math
Collin College	ESL courses, all levels (ESL 0305 Intermediate, 0310 Advanced, 0325 Transitional) and pre-requisites are on the website. The testing information that is required is located on the website (home page) along with location and whom they need to email/ call for additional information. The professors are also listed along with their photo.	INRW 0315 Integrated Reading and Writing II (upper level) and our website does not mention the co-requisite requirement on the initial information about the course. INRW 0405 Integrated Reading and Writing I (lower level). INRW classes do not appear in the course lists in "Programs and Courses" on our website, under either "INRW" or "Developmental". **INRW TSI CUT SCORES** 910-944/d:1-2/e: NONE = No placement 910-944/D:3-4/E1-8 = INRW 0405 910-944/D: 5-6; E: 1-4 = co-requisite 945-980/ D: none/E: 1-4 = co-requisite	TSI placements are listed in catalog but not on general website where TSI information is located. Co-requisite courses (upper level) for 1314, 1324, 1332 and 1342 are offered. These courses are a 3-hour credit level class paired with a 3 hour support course. Same students and instructor for both courses. Math 0405 (lower level) developmental course is a 6 hour class. Classes offered online and at all campuses, though enrollment trends may prevent some courses from making at smaller campuses. Fully face-to-face and hybrid options available.

		910-944/D: 5-6; E: 5-8 = college ready 945-990/D: none; E: 5-8 = college ready	
Dallas College	ESOL 0031 ESOL 0032 ESOL 0033 ESOL (Academic) 0034 ESOL (Skill Development) 0036- Oral Communication Levels are unlisted Classes are 2 credit hours with 1 Lec/3 Lab Class maximum is 20 Self-paced online courses and in-person courses for lectures, in-person only for labs. Labs are co-requisite and do not require the same instructor ESOL 0041 ESOL 0042 ESOL 0043 ESOL 0044	DIRW Campus-Based Online DIRW 0310 + co-req ENGL DIRW 0315 + co-req ENGL DIRW 0115 + co-req ENGL + co-req Learning Framework Notable: 18 students per class for Web and on-site classes co-reqs visible and ready for registration **INRW TSI CUT SCORES** TSIA2 State Standard ELAR Score of 945+ AND Essay 5-8	Course offerings listed on Dallas College website, but not TSI-cut scores. Committee reached out to someone from Dallas College to obtain cut score chart. Diagnostic Level 5 may take co-req with Math 1314, 1324, 1332, or 1342. Support courses are 3 hours with the same students and instructor as the credit level course. For 1314 and 1324 the support course is DMAT 0315. For 1332 and 1342, the support course is DMAT 0317. Diagnostic Level 4 students are eligible to take the co-req for 1332 or 1342, but NOT 1314 or 1324. If a student already passed the 1332 or 1342 co-req and then changes their mind on pathway and needs 1314 or 1324, they must re-test in TSI as level 5 or higher or they must take the 1314 or 1324 co-req. But, if a student passes DMAT

	ESOL (Skill Development) 0046-Reading Same class sizes, Lecture/Lab breakdown, and unlisted level names Same online/in-person format There is no co-requisite with any other courses (such as Writing). ESOL 0051 ESOL 0052 ESOL 0053 ESOL 0054 ESOL INRW 0315-Writing There is a specific INRW course for ESOL students Co-requisite with Grammar, same instructor required ESOL 0061 ESOL 0062 ESOL 0063 ESOL 0064- Grammar Co-requisite with Writing Listed as a supplementary course	OR ELAR Score under 945 AND ELAR DL 5-6 AND Essay 5-8	0315 they are eligible for a stand-alone 1332 or 1342 if they change their mind on a pathway. Students below qualifying diagnostic score for a co-req are eligible for BASM 0053 plus DMAT 0307 or 0305. This is their lower level developmental math course. Only Brookhaven offers the 0307 class due to recent restructuring of their campuses.
Grayson College	Beginning ESOL 0310 Intermediate ESOL 0311	INRW 0310—stand-alone lower-level course, which may have been terminated; it was	Grayson uses multiple measures for placement rather than only TSI scores. For example,

Advanced ESOL 0312 NCBO Advanced ESOL 0315- Listening/Speaking No class sizes or format is listed. 3 credit hours; 3 Lec/1 Lab Lab is included in the course NCBO option Beginning ESOL 0320 Intermediate ESOL 0321 Advanced ESOL 0322 NCBO Advanced ESOL. 0325- Reading & Vocabulary Same breakdowns as above Includes Vocabulary Beginning ESOL 0340 Intermediate ESOL 0341 Advanced ESOL 0342 NCBO Advanced ESOL 0345- Writing No co-requisite Beginning ESOL 0330 Intermediate ESOL 0331 Advanced ESOL 0332 NCBO Advanced ESOL 0335- Grammar	typically paired with HUMA 1301; INRW 0210—upper-level course, typically paired with ENGL 1301; fulfills TSI requirements; notable: very difficult to find information online **INRW TSI CUT SCORES** TSIA2 ELAR 945 M/C and 5 Essay OR Less than 945 M/C and DL 5 and 5 Essay Students with a 944 or lower with a DL 1 or 2 and an essay 3 or lower will be advised to take AEL Program. The AEL Program, or Adult Education and Literacy, provides instruction to students in Grayson, Fannin, Hunt, and Cooke counties. The AEL Program offers GED preparation and English language training and a Transitions Program that provides instruction and guidance to help students pursue	students are exempt from TSI 2 in math if they are no more than 2 years post high school graduation with an overall GPA of 3.0 or higher and completed at least 4 years of math with the last class being Pre-Cal or higher with at least a B in the 4th year. For those who take TSI 2 students must score 950 or higher or diagnostic level 6 if they are below 950 in order to be college ready. It appears that all students who are not college ready can be placed in a co-req. Emails to Grayson faculty for clarification have not been answered. For stem majors who are not college ready, they may take 1314 and must co-enroll in Math 0240 which is a 2 hour lab class. For non-stem majors who are not college ready, they may take 1332 or 1342 and must co-enroll in Math 0220 which is a 2 lecture hour class. Math 0220 and Math 0240 are on grade basis of L while credit level classes are on a grade basis of ALP.

		workforce and academic goals. This free service can help students to pass the TSI assessment or to qualify for the college's developmental education courses.	
Tarrant County College	ESOL 0301 ESOL 0302 ESOL 0303- Oral Communication 3 credit hours; 3 Lecture/0 Lab No online options; in-person only Maximum: 20 students Levels are indicated with 1, 2, 3 ESOL 0307 ESOL 0308 ESOL 0309- Reading & Vocabulary No co-requisite Vocabulary Included ESOL 0310 ESOL 0311 ESOL 0312- Writing ESOL 0304 ESOL 0305 ESOL 0306- Grammar	INRW 0090—Adult Education Reading and Writing INRW 0399—Integrated Reading and Writing II INRW 0114 Non-Course-Based Reading and Writing; notable: A. INRW 0114, the highest level, is co-req'ed with ENGL, PSYC, or SOCI. The mid-level INRW 0399 is a standalone course with a capacity of 15 students. The INRW 0114, the highest level, is free and does not add any class time to the student's schedule B. the NCBO is just-in-time support and offers free resources to help with the core course (co-req) C. The capacity for Adult Education (lowest level) ranges from 10 to 15 to 20 students. The capacity for NCBO's range from 10, to 15, to 50, to 70, to 128. **INRW TSI CUT SCORES**	Website clearly listed TSI cut scores and placement options. Students are eligible for any co-req if their TSI diagnostic level is 4 or 5. For 1314 the support course is Math 0214, for 1324 the support course is Math 0224. For 1332 the support course is Math 0132, and for 1342 the support course is Math 0142. However, unlike Collin the support courses for 1332 and 1342 are only 1 hour and the support courses for 1314 and 1324 are only 2 hours. It appears that both the credit class and support classes have the same students and instructors for both parts. Diagnostic level 3 students are eligible to take the 1332 or 1342 co-req. If they then change their mind about their pathway, they must pass 1332 or 1342 in order to take 1314 or 1324 co-req or retest TSI. Any student not qualifying for a co-req is eligible for Math 0090 which is a free adult basic education class. It is online and self-paced. The grade is either

		TSIA 910-944 AND: DL 1-3 + Essay None = INRW 0090 DL 4 + Essay 1-3 = INRW 0090 DL 4 + Essay 4 – 8 = INRW 039 The adult education course INRW 0090 is designed for students who are assessed and need additional review or foundational material to increase success in developmental or college-level courses.	Credit or No credit and a grade of Credit allows a student to enroll in the 1332 or 1342 co-req.

APPENDIX B – Communication Items Referenced in Section 5 – Communication

Special Services

We offer a variety of services to help you adjust to life at Collin College.

1. Welcome Orientation
Our welcome orientation includes a language placement test, review of policies, arrangement of a campus tour, and an introduction to campus life and culture.

2. Housing
The International Student Office can assist you with housing on campus as well as resources for off-campus housing.

3. Conversation Partners Program
Through this five-week program, we can match you with other Collin College students as a way to learn about culture and practice speaking English. Students often make lasting friendships.

4. Tutors
Free tutoring is available through the Writing Center. Outside of class, tutors can help you improve English skills in reading, writing, listening, and speaking. Tutoring is also available for other disciplines such as math or science.

5. Conditional Admission
The International Student Office will help you apply for admission to a degree program at Collin College. We can also help you transfer to other institutions to reach your goals.

6. College Facilities
Your tuition includes access to school facilities such as computer labs, fitness centers, music practice rooms, and more.

7. International Student Assistance
The International Student Office will be happy to help you with passport and visa questions.

8. Special Events
Collin College offers numerous activities each semester including concerts, interactive parties and social events, discussions with guest speakers, movies, special performances, and more. Some events may require a fee.

9. College Clubs
Collin College has more than 70 student organizations, which promote cultural, academic, and professional interests. Membership into most organizations is free and will help you develop interactive and leadership skills.

If you have questions regarding the ESL program, please contact: esl@collin.edu.

For questions regarding the F-1 admissions process, please contact: iso@collin.edu.

For a list of common questions and answers, please visit the ESL webpage, and click on "Common Questions."

Visit our website
http://www.collin.edu/department/esl/
for additional information.

ENGLISH as a Second Language

Welcome to ESL class

COLLIN COLLEGE
collin.edu

Collin College is an equal opportunity institution and provides educational and employment opportunities without discrimination on the basis of race, color, religion, sex, age, national origin, disability, veteran status, or other legally protected class.

Welcome to Collin College

Thank you for your interest in English as a Second Language at Collin College. The ESL Department started in 1991 and has helped hundreds of students to reach their personal and academic goals. Collin College awards degrees and certificates and is a Student and Exchange Program (SEVP)-certified school.

In the Collin College ESL program, you will learn so much more than English. You will develop skills and relationships, and ESL instructors will help you make connections to people and resources in the community. We know every student is unique and that is why, in addition to classroom study, our ESL program offers specialized labs which allow you to learn at your own pace. You will also have a variety of opportunities to practice English outside of the classroom.

Take ESL classes on an F-1 student visa
• Attend 15 credit hours/20 contact hours each week

OR

Take ESL classes as a resident or with a visa status other than F-1
• Attend as many as 15 credit hours/20 contact hours or as few as 3 credit hours/4 contact hours each week

Program Design

• Three proficiency levels: Intermediate, Advanced, and Transitioning
• Courses offered: Fall, Spring, and Summer terms
• Variety of classes focusing on primary language skills: reading, writing, listening and speaking, and grammar
• Available specialized courses: Vocabulary and Idioms, Pronunciation, and Test-Taking and Study Skills.
• For a list of course descriptions, visit the ESL webpage (http://www.collin.edu/department/esl/), and click on "Program and Services."

Upon completing the ESL program, some students choose to continue with a degree program at Collin College, while others transfer to different institutions, return home, or seek careers that require a high-level of English-language skill. Whatever your goals may be, we are confident you will leave Collin College satisfied with your accomplishments in English.

For the dates and costs of our program, please visit the ESL webpage and click on "ESL Admissions."

Admissions

F-1 Visa Students
If you are interested in taking classes at Collin College or transferring here from another school and need an F-1 student visa, please visit the ESL webpage and click on "ESL Admissions." Follow the admission process steps.

Resident Students
If you are interested in taking classes at Collin College and are a resident, you have the option to take classes for credit or non-credit. If you are unsure if credit or non-credit is best, please contact us at esl@collin.edu and we will be happy to advise you. Visit the ESL webpage, and click on "ESL Admissions." Next, select "Credit Admissions" or "Continuing Education Admissions (Non-Credit Courses)." Follow the admission process steps. You will need to create a user account.

APPENDIX C – Report of Developmental Service Unit Faculty Professional Development AY20-23

Full-Time Developmental Math Faculty

Leah Beck	Completed Course "Using Assessments in the Classroom" facilitated by Amber Sarker as a Postsecondary Instructor Microcredential. Spring 2023	General Education Pedagogy
	Completed Course "Cultivating Growth Mindsets through Active Learning in Math Corequisite Classes" facilitated by Theresa Hoang as a Postsecondary Instructor Microcredential. Spring 2023	Population Specific
	Attended Partnering for Student Success Conference at Collin College in Frisco, Texas. Spring 2023	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Attended Faculty Development Conference for Collin College, Spring 2023	Various Sessions in General Education Pedagogy
	Attended Faculty Development Conference for Collin College, Fall 2022	Various Sessions in General Education Pedagogy
	Co-Presented "How to Help Students Read and Succeed with Word Problems" with Ellen Bell and Julie Turnbow for Back-to-School Math Professional Development Opportunity for Collin Faculty, Summer 2022	Content Specific
	DE Update Meeting Fall 2022	Regulatory
	Virtually Attended P-16 Professional Development Conference, hosted by the Texas Higher Education Coordinating Board, Summer 2021	Regulatory
	Virtually Attended StatPREP—Little Apps webinar, Summer 2021	Content Specific
	Virtually Attended AMATYC's webinar "Authentic and Alternative Assessments for the Intro Stats Course" by Kelly Spoon and Kathleen Almy, Summer 2021	Content Specific
	Attended Faculty Development Conference for Collin College, Fall 2021	Various Sessions in General Education Pedagogy

	Virtually Attended College Academic Support Programs (CASP) Webinar conference, Fall 2021	Various Sessions in General Education Pedagogy, Population Specific, and Regulatory
	Co-Presented "Practical Pedagogy Tips to Help developmental and Corequisite Math Students in the Classroom" with Kristen Ewing at CASP webinar conference, Fall 2021	Population Specific
	Attended American Mathematical Association of Two-Year Colleges (AMATYC) Conference in Phoenix, Arizona, Fall 2021	Various Sessions in Content Specific, Population Specific, Regulatory and General Education Pedagogy
	Attended Faculty Development Conference at Collin College, Spring 2022	Various Sessions in Content Specific and General Education Pedagogy
	Virtually Attended Developmental Education Regional Forum hosted by North Texas Community College Consortium, Spring 2022	Various Sessions in General Education Pedagogy and Regulatory
	Virtually Attended Texas Community College Teachers Association (TCCTA) Conference, Spring 2021	Various Sessions in General Education Pedagogy
	Virtually Attended Collin's Faculty Development Conference, Spring 2021	Various Sessions in General Pedagogy
	Virtually Attended AMATYC's Conference, Fall 2020	Various Sessions in Content Specific and Population Specific
	Virtually Attended "Teaching Introductory Statistics in the 2020's: A Virtual Workshop for 2-Year College Teachers" hosted by AMATYC and the American Statistical Society, Summer 2020	Content Specific
	Attended American Mathematical Association of Two-Year Colleges (AMATYC) Conference in Milwaukee, Wisconsin, Fall 2019	Various Sessions in Content Specific and General Education Pedagogy

Ellen Bell	"Intrinsic Motivation" by Appreciative Education Committee, via Zoom. Collin College, Spring 2023.	General Education Pedagogy

	"Emotional Intelligence in the Classroom" by Appreciative Education Committee. Collin College, Spring 2023.	General Education Pedagogy
	Partnering for Student Success Conference, Collin College, Spring 2023.	Content Specific; Population Specific; Regulatory
	"Overcoming the Disinterested Unmotivated College Learner," Collin College Faculty Development Conference, January 2023.	Population Specific
	"Running on Empty: Getting Students Back to Class," via Zoom. Collin College, Fall 2022.	General Education
	"Developmental Math Reading," Co-Presenter. Collin College, August 2022.	Content Specific
	Online Faculty Summit, Collin College, June 2022.	General Education
	"Twenty Tips in 20 Minutes," by Appreciative Education Committee Online Session. Collin College, Spring 2022.	General Education
	TCCTA Annual Conference, Frisco, TX. March 2022.	Content Specific; General Education
	CASP 2021 Virtual Conference, November 2021.	General Education
	COAT Virtual Training, Collin College, August 2021.	Regulatory
	CASP Conversation (Online), June 2021.	General Education
	Mathematics Summit (Online), June 2021.	Content Specific
	TCCTA Annual Conference, Frisco, TX. February 2020.	Content Specific; General Education
	Co-Requisite Session at Collin College Professional Development Conference, January 2020.	Content Specific
	Knewton Training for Mastery Extension, Collin College, December 2019.	Content Specific

Nasrin Bemani	"Emotionally Intelligent Teaching to Empower and Engage: Insights from Neuroscience," by Dr. David Katz, Spring 2023	General Education Pedagogy

"Never Ending Challenge: Student Engagement," Faculty Development Conference, Spring 2023	General Education Pedagogy
ALEKS and Connect Math Training, Spring 2023	Content Specific
Partnering for Student Success Conference, Frisco, TX, Spring 2023	Various sessions in categories of Content Specific, General education Pedagogy , Population Specific, and Regulatory.
"Creating and Using Rubrics," Webinar, by Brad Hennigan and Allison Boye, Spring 2023	General Education Pedagogy
"Canvas New Quizzes," Math Faculty Workshop, by Cathy Duke and Sarah Lonsdale, Fall 2022	General Education Pedagogy
"Reducing Student Resistance Leads to Better Learning and Happier Faculty," by Dr. Anton Tolman, Faculty Development Conference, Fall 2022	General Education Pedagogy
"They Don't Know to 'College': Tips for teaching underprepared Students," Fall 2022	General Education Pedagogy
"Running on Empty: Getting Students Back to Class," Fall 2022	General Education Pedagogy
"Teaching and Presenting with PowerPoint," Webinar, Fall 2022	General Education Pedagogy
"Teaching and Presenting with PowerPoint: For Better, not Worse," by Dr. Allison Boye, Summer 2022	General Education Pedagogy
"Tips on Creating Accessible PDFs," by Dr. Kimberly Wren, Summer 2022	Population Specific
"Powerful Teaching: Unleash the Science of Learning," Faculty Development Conference, Spring 2022	General Education Pedagogy
"Developmental Education Update," Faculty Development Conference, Spring 2022	Regulatory
"How Can We Help Students Read and Succeed with Application Problems in Math?," by Leah Beck, Sally Haas, Lisa Juliano, Shawna Masters, and Katy Musashi, Faculty Development Conference, Spring 2022	General Education Pedagogy

	"Course Design and Collaboration for Co-Requisite Assessments," by Linda Kapocsi, Tawnya Hillin-Smith, and Rosalinda Valenzuela, Faculty Development Conference, Spring 2022	General Education Pedagogy
	"Teaching and Learning Marketable Skills," by Diana Hopes, Alexis Bohanna, Meredith Wang, and Mark Fischer, Faculty Development Conference, Spring 2022	General Education Pedagogy
	"A Student is a Student is a Student," by Karen Musa and Michelle Millen, Faculty Development Conference, Spring 2022	General Education Pedagogy
	"Classroom Assessment Techniques for a Hybrid Modality," by Seema Endley and Vijaya Velamakanni Faculty Development Conference, Spring 2022	General Education Pedagogy
	"OER in MATH Panel Discussion," Math Faculty Workshop, by Beri, Brown, Potter, Thapa Magar, and Chalhoub, Spring 2022	General Education Pedagogy
	"Online Presence: Design to Connect," by Petch, Kundomal, Chalhoub, Math Faculty Workshop, Spring 2022	General Education Pedagogy
	"Mathematics and Poetry" Presentation, by Chip Galloway, Spring 2022	General Education Pedagogy
	College Academic Support Program, Virtual Conference, Fall 2021	Various sessions in categories of Content Specific, General education Pedagogy Population Specific, and Regulatory.
	"Synchronous Online Teaching Best Practices: A Faculty Panel," Facilitators**,** *Dr. Sarah Lee, Executive Dean, iCollin Virtual Campus, & Associate Dean Jill Nugent,* Faculty Development Conference, Fall 2021	Population Specific
	"What I Wish I had Known: A Workforce Faculty Panel Discussion," Faculty Development Conference, Fall 2021	General Education Pedagogy
	Quality Matters Research Webinar, "Professional Development for Digital Accessibility: A Needs Assessment," Summer 2021	General Education Pedagogy
	"Teaching and Presence of Anxiety, Stress, or Trauma: Science and Strategies," Dr. Janet Zadina, Professional Development, Spring 2021	General Education Pedagogy

	"Strategies for Engagement and Active Learning in Synchronous Online Class Meetings," by Dulce De Castro, Faculty Development Conference, Spring 2021	Population Specific
	"How To Use Canvas Studio, Part 1 (Basic)," Andrew Campbell, Spring 2021	General Education Pedagogy
	"Digital Distractions: Why Students are on Their Phones and What We Can Do About It" by Jeff Sorrels, Faculty Development Conference, Spring 2021	General Education Pedagogy
	"Critical Reflections: How to Implement Critical Reflections and Examples" by Rebecca Burton, Courtenay Jaurequi, Suzanne Jones, Faculty Development Conference, Spring 2021	General Education Pedagogy
	"Quality Matters: Tips for Well Presented Online/Blended Course Design" Barbara Hanson, Rhonda Lewis, Whitney Pisani, Faculty Development Conference, Spring 2021	General Education Pedagogy
	"Building a Strong Corequisite Structure in ALEKS Webinar," Spring 2021	Content Specific
	"Knewton Training," Spring 2021	Content Specific
	"Virtual Tour of the Math Starting Line Course," Spring 2021	Content Specific
	"Developmental Education Professional Development Session," Spring 2021	Regulatory
	"The Hidden Learning Disability of Anxiety, Stress, and Trauma: Science and Strategies for Improving Learning" by Dr. Janet Zadina, Faculty Development Conference, Spring 2021	General Education Pedagogy
	"COAT Goes Digital: New Canvas Courses for Exchanging Information and Facilitating Core Assessment" Neal Alexandrowicz, Sharon Eaves, Lacy Castlema, Faculty Development Conference, Spring 2021	General Education Pedagogy
	"Connect Math/ALEKS Training," Fall 2020	Content Specific
	"Honorlock Canvas Webinar," Fall 2020	General Education Pedagogy
	"Beginning with the End in Mind: Measurable Learning Objectives for Quality; Course Map; Alignment," and "Teach, Engage, Communicate, Assess," by Shawna Masters and Sonia Petch, Math Faculty Workshop, Fall 2020	General Education Pedagogy

	"Beyond the Exam: Alternative Assessments," Dr. Suzanne Jones, Dr. Kelly Martin, and Professor Jaclyn Cobb, Fall 2020	General Education Pedagogy
	"Co-requisite Professional Development Workshop," Fall 2020	Regulatory
	"Easier Grading and Meaningful Evaluation through Rubrics," Alison Boye, Fall 2020	General Education Pedagogy
	Faculty Roundtable Discussion on Co-requisite Courses, Summer 2020	Regulatory
	"How to use Canvas Studio", Webinar, eLC, Summer 2020	General Education Pedagogy
	"Using Honorlock with Canvas", Webinar, eLC, Summer 2020	General Education Pedagogy
	"Rethinking Assessment in Online Teaching", Dr. Allison Boye, Collin Teaching and Learning Center, Summer 2020	Population Specific
	Texas Corequisite Project Summer Learning Series Webinar, "Corequisite Course Coordination," Summer 2020	Content Specific
	Quality Matters Workshop, Spring 2020	General Education Pedagogy
	" Why Do I Need to Study That? Connecting the Classroom to Real Life!" by Amira Shaham-Albalancy and David Heitman, Faculty Development Conference, Collin College, Spring 2020	General Education Pedagogy
	"Plickers: A Low-tech Solution to Instant Feedback," by Michael Holtfrerich and Cathy Thurman, Faculty Development Conference, Spring 2020	General Education Pedagogy
	"Mentoring Women in Academia: Examining the Impact on Personal and Professional Success" by Jennifer O'Loughlin-Brooks, Regina Hughes, Stephanie Tyson, Faculty Development Conference, Spring 2020	Population Specific
	National Organization for Student Success Conference, Nashville, TN, Spring 2020	Various sessions in categories of Content Specific, General education Pedagogy, Population Specific, and Regulatory.
	How to Use Zoom and Conferences in an Online Class Workshop, eLc, Spring 2020	General Education Pedagogy

	"Scanning, Uploading to OneDrive and Speedgrading", by Melissa Bird and Connie Chan Math Faculty Workshop, Collin College, Spring 2020	General Education Pedagogy
	Faculty Roundtable Discussion on Co-requisite Courses, Spring 2020	Regulatory
	Honorlock Faculty Training, Spring 2020	General Education Pedagogy
	Honorlock Proctoring Workshop, Spring 2020	General Education Pedagogy
	"Supporting Students with Disabilities: Access Services and Innovative Instructional Practices," Faculty Development Conference, Fall 2019	Population Specific
	Faculty Roundtable on Corequisite Courses, Fall 2019	Regulatory
	Knewton Training, Fall 2019	Content Specific

Catherine Duke	SOBI Training – Fall 2019 "Everything you wanted to know" "Behavioral Intervention in Turbulent Times"	Population Specific
	Collin College Faculty Development Conference – Fall 2019	Regulatory
	Collin College Faculty Development Conference – Spring 2020	General Education Pedagogy and Content Specific
	TCCTA Annual Conference – Spring 2020	General Education Pedagogy and Regulatory
	eLC Academic Continuity webinars – Spring 2020 "How to Use Zoom and Conferences in an Online Class" "Introducing the 2020 OAB Course Review Process"	General Education Pedagogy
	Quality Matters Course: Applying the QM Rubric – Fall 2020	General Education Pedagogy
	eLC webinar – Fall 2020 "How to Use Canvas Studio"	General Education Pedagogy

	Collin College Developmental Education Update Meeting – Fall 2020	Regulatory
	Collin College Faculty Development Conference – Spring 2021	General Education Pedagogy and Population Specific
	Collin College Developmental Education Update Meeting – Spring 2021	Regulatory
	TCCTA Annual Conference – Spring 2021	Regulatory and General Education Pedagogy
	Pearson webinar – Spring 2021 "Teaching Future Teachers: Active Learning in the Math Content Course"	Content Specific
	MAA Mathfest Fall 2021	General Education Pedagogy
	Collin College Faculty Development Day – Fall 2021	General Education Pedagogy
	TCCTA Annual Conference – Spring 2022	Content Specific
	Collin College Developmental Mathematics Professional Development Day – Fall 2022	Content Specific
	Collin College Math Faculty Workshop – Fall 2022	Content Specific
	Collin College Faculty Development Day – Fall 2022	General Education Pedagogy
	Collin College Developmental Education Update Meeting – Fall 2022	Regulatory
	Collin College Faculty Development Day – Spring 2023	General Education Pedagogy
	Partnering for Student Success Conference – Spring 2023	Content Specific
	Conference for the Advancement of Mathematics Teaching – Summer 2023	Content Specific, General Education Pedagogy, and Population Specific

Kristen Ewing	"Leveraging Technology" by Steven Sikes, Math Faculty Workshop, Collin College, Fall 2019	Content Specific
	"Connect Math/ALEKS Publisher Training" by McGraw Hill, Math Faculty Workshop, Collin College, Fall 2019	Content Specific

	"Universal Design in Curriculum and Instruction" by Paul Grossman, Faculty Development Conference, Collin College, Fall 2019	General Education Pedagogy
	"Faculty Roundtable Discussion Co-requisite Courses" by Tina Jackson, Collin College, Fall 2019	Regulatory
	"Knewton Training" by Chris Zajac, Collin College, Fall 2019	Content Specific
	"Statistics Prep Applets" by Shellene Foster, Math Faculty Workshop, Collin College, Spring 2020	Content Specific
	"SI/T Sessions for Corequisite Classes" by Leah Beck and Kyle Kundomal, Math Faculty Workshop, Collin College, Spring 2020	Population Specific
	"The Science of Learning: A Practical Approach to Applying the Science of Learning to the College Classroom" by Pam Love-White, Faculty Development Conference, Collin College, Spring 2020	General Education Pedagogy
	"Language, Scaffolding, and Metacognition: What We Learned About Best Practices from Teaching Co-Requisite Courses" by Kristie Lussier, Marc Azard, Keith Elphick, and Sarah Fish, Faculty Development Conference, Collin College, Spring 2020	Population Specific
	"Empowering Our Students Using the Appreciative Education Framework" by Dulce de Castro, Meenakshi Beri, Karrie Newby, and Pamela Lee, Faculty Development Conference, Collin College, Spring 2020	General Education Pedagogy
	"Plickers: A Low-Tech Solution to Instant Feedback" by Michael Holtfreich and Cathy Thurman, Faculty Development Conference, Collin College, Spring 2020	General Education Pedagogy
	"Faculty Roundtable Discussion Co-requisite Courses" by Tina Jackson, Collin College, Spring 2020	Regulatory
	"Team Based Learning 101 Workshop" by Rebecca Orr and Donna Cain, Collin College, Spring 2020	General Education Pedagogy
	"Teaching at the Intersection of Creativity and Data" by Evan Smith, Texas Community College Teachers Association Conference, Frisco, TX, Spring 2020	General Education Pedagogy

	"10 High-Tech and High-Touch Teaching Strategies for Engaging and Retaining Students in 10 Minutes!" by Anthony Edwards, Texas Community College Teachers Association Conference, Frisco, TX, Spring 2020	General Education Pedagogy
	"They're Really Taking Notes!" by Karen Killion, Texas Community College Teachers Association Conference, Frisco, TX, Spring 2020	General Education Pedagogy
	"Eradicating the Exam Review Blues" by Bryant Evans, Texas Community College Teachers Association Conference, Frisco, TX, Spring 2020	General Education Pedagogy
	"4Chunks" by Doug Saffel, Texas Community College Teachers Association Conference, Frisco, TX, Spring 2020	General Education Pedagogy
	"Assessing Co-Requisites: Engaging in Equity-Focused Continuous Improvement" by Connie Richardson, Texas Community College Teachers Association Conference, Frisco, TX, Spring 2020	Population Specific
	"Bringing Enthusiasm to the Classroom" by Kristan Hemingway, Texas Community College Teachers Association Conference, Frisco, TX, Spring 2020	Content Specific
	"Empowering Students Through Creative Technologies: A Digital Literacy Primer" by Justin Hodgson, Texas Community College Teachers Association Conference, Frisco, TX, Spring 2020	General Education Pedagogy
	"Inquiry-Based Learning in Principle and Practice" by Matt Jones and Xiao Xiao, Texas Community College Teachers Association Conference, Frisco, TX, Spring 2020	Content Specific
	"Beginning with the End in Mind: Measurable Learning Objectives for Quality; Course Map; Alignment" by Shawna Masters and Sonia Petch, Math Faculty Workshop, Collin College, Fall 2020	Content Specific
	"Developmental Education Faculty Professional Development Workshop" by Tina Jackson, Collin College, Fall 2020	Regulatory
	"Leveraging Open Educational Resources (OER) for Courseware Improvement", Virtual, Fall 2020	General Education Pedagogy

	American Mathematical Association of Two-Year Colleges (AMATYC) Conference, Virtual, Fall 2020	Various sessions in categories of Content Specific, General Education Pedagogy, and Population Specific
	Collin College Faculty Development Conference, Virtual, Spring 2021	General Education Pedagogy
	"Spring 2021 DE Faculty & Administrator Professional Development Session", Virtual, Spring 2021	Regulatory
	Team Based Learning Conference, Virtual, Spring 2021	General Education Pedagogy
	"Project Based Learning in a Statistics Course", Virtual Webinar, Fall 2021	Content Specific
	"ALEKS Training" by McGraw Hill, Virtual, Fall 2021	Content Specific
	College Academic Support Programs (CASP) Conference, Virtual, Fall 2021	Various sessions in categories Content Specific, General Education Pedagogy, Population Specific, and Regulatory
	"OER in Math Panel Discussion", by Professors Beri, Brown, Potter, Thapa Magar, and Chalhoub, Math Faculty Workshop, Collin College, Spring 2022	Content Specific
	"Online Presence" by Sonia Petch, Kyle Kundomal, and Martha Chalhoub, Math Faculty Workshop, Collin College, Spring 2022	General Education Pedagogy
	Faculty Development Conference, Collin College, Spring 2022	Various sessions in categories Content Specific and General Education Pedagogy
	"My Open Math Training", Virtual, Spring 2022	Content Specific
	"Design and Effective TBL Module" by Rebecca Orr and Donna Cain, Collin College, Spring 2022	General Education Pedagogy
	"Knewton Training" by Jason Smoot, Collin College, Fall 2022	Content Specific
	"How to Help Students Read and Succeed" by Leah Beck and Julie Turnbow, Collin College, Fall 2022	Population Specific

	"Canvas New Quizzes" by Catherine Duke and Sarah Lonsdale, Math Faculty Workshop, Collin College, Fall 2022	Content Specific
	"Reducing Student Resistance Leads to Better Learning and Happier Faculty" by Anton Tolman, Faculty Development Conference, Collin College, Fall 2022	General Education Pedagogy
	"How to 'College!': Tips for Teaching Underprepared Students -A Panel Discussion" by Leah Beck and Linda Kapocsi, Faculty Development Conference, Collin College, Fall 2022	General Education Pedagogy
	DE Update Meeting, Collin College, Fall 2022	Regulatory
	"Evaluating Multiple Choice Questions for Readiness Assurance Tests and Application Activities" by Rebecca Orr, Donna Cain, and Bridgette Kirkpatrick, Collin College, Fall 2022	General Education Pedagogy
	"Let the Games Begin!" by Sharon Eaves and Shanna Irwin-Coury, Faculty Development Conference, Collin College, Spring 2023	General Education Pedagogy
	"Virtually Prepared: Presentation Practice for Your Students Using Virtual Reality" by Whitney Pisani and Jenny Warren, Faculty Development Conference, Collin College, Spring 2023	General Education Pedagogy
	"Using Perusall for Collaborative Reading Assignments to Generate Class Community" by Rebecca Orr, Faculty Development Conference, Collin College, Spring 2023	General Education Pedagogy
	"Do or Do Not, But There is a Try: Using Specifications Grading to Align Assessments to SLOs" by Les Stanaland, Faculty Development Conference, Collin College, Spring 2023	General Education Pedagogy
	"You, Me, and Memes" by Salena Parker, Faculty Development Conference, Collin College, Spring 2023	General Education Pedagogy
	National Organization for Student Success (NOSS) Conference, Nashville, TN, Spring 2023	Various sessions in categories Content Specific, General Education Pedagogy, and Population Specific

	Partnering 4 Student Success Conference, Collin College, Spring 2023	Various sessions in categories Content Specific, General Education Pedagogy, Population Specific, and Regulatory
	"StatCrunch Training" by Bonnie Rosenblatt, Virtual, Spring 2023	Content Specific

Brandy Jumper	Texas Community College Teachers Association Conference (TCCTA) – Spring 2020	Various Sessions in categories of Population Specific, and Regulatory
	Phi Theta Kappa: Nurturing Resiliency During Crisis Virtual Training– Zoom Webinar– Spring 2020	Population Specific
	COVID—19: A Pandemic 20-Years in the Making presented by Pearson Publishing Virtual Training – Spring 2020	Population Specific
	Fighting Hate from Home: Fighting Racism as a Multiracial Community Virtual Session– Zoom Webinar– Spring 2020	Population Specific
	The Equal Justice Initiative (EJI) – Informative Session via Zoom RE: The National Memorial for Peace and Justice, The Community Remembrance Project, and how to create community partnerships in Collin County which align with the EJI's mission– Spring 2020	Population Specific
	Fighting Hate from Home: Passing Georgia's Hate Crime Law: How It Happened & What That Means – Spring 2020	Population Specific
	TCCTA & Charles A. Dana Center Webinar – Teaching Co-Requisites Creatively – Spring 2020	Content Specific
	Virtual Webinar – Redlining: An American Fault Line – Summer 2020	Population Specific
	College Algebra CO-REQ. ZOOM Session for Collin College Math Instructors and was primarily focused on introduction to co-requisite College Algebra curriculum, the online Canvas template, and Connect Math – Fall 2020	Content Specific

	Quality Matters (QM) is the global organization leading quality assurance in online and innovative digital teaching and learning environments. It provides a scalable quality assurance system for online and blended learning used within and across organizations. QM professional development is designed to help educators deliver the promise of quality online learning opportunities to every level of learner – Fall 2020	General Education Pedagogy
	Virtual Zoom Webinar: Using Honorlock with Canvas. Honorlock staff demonstrated how to use Honorlock in the following scenarios: o for Canvas assessments from both the faculty and student perspective; to enable Honorlock exam settings for the desired level of proctoring; to review results for any Honorlock assessment; and to implement shared best practices to ensure a smooth exam day experience – Fall 2020	General Education Pedagogy
	District Developmental Education Roundtable Discussion led by Tina Jackson – Fall 2020	Regulatory
	Virtual Webinar Session – How extremism and political violence are manifesting this election cycle, and the potential impact they may have on the election outcome and beyond to combat extremist ideology, conspiracy theories, and disinformation – Fall 2020	Population Specific
	The Hidden Learning Disability of Anxiety, Stress, and Trauma: Science and Strategies for Improving Learning – Spring 2021	General Education Pedagogy
	Co-Requisites: What Are They and How Do They Affect My Classroom – Spring 2021	Content Specific
	Understanding the Value of Experiential Learning Frequency in Specialized Major (STEM) Course Work – Spring 2021	Content Specific
	Fostering Students' Talents and Interests to Enrich Classroom Learning – Spring 2021	General Education Pedagogy
	Digital Distractions: Why Students are on their Phones and What We Can Do About it – Spring 2021	General Education Pedagogy
	Strategies for Engagement and Active Learning in Synchronous Online Class Meetings – Spring 2021	Population Specific

	The Pandemic Attendance Problem: Encouraging Your Students to Show Up – A Panel Discussion Conducting Research in a Community College Setting – Spring 2021	General Education Pedagogy
	Building a Strong Corequisite Structure with ALEKS – Spring 2021	Content Specific
	TexMATYCS Business Meeting – Spring 2021	Regulatory
	Social Justice and the Humanities: Connecting Past and Present – Spring 2021	Population Specific
	Formative Assessment: Integral Component of Effective Teaching and Learning – Spring 2021	General Education Pedagogy
	Transformative Teaching & Learning: Increasing Student Success Across All Formats – Spring 2021	General Education Pedagogy
	Transform Online Learning and Research Skills using Digital Tools – Spring 2021	Population Specific
	Abnormal Psychology in the Era of Covid-19 – Spring 2021	Population Specific
	TSI and TSIA2 Updates – Spring 2021	Content Specific
	Phi Theta Kappa International HQ Zoom Webinar: EDGE Programs & Leadership Development Series – Spring 2021	Population Specific
	A Semester-Long Stats Project Poster Session – Spring 2022	Content Specific
	Beat the Cheat: Ensuring Academic Integrity in Online Classrooms Poster Session – Spring 2022	General Education Pedagogy
	Powerful Teaching: Unleash the Science of Learning – Spring 2022	General Education Pedagogy
	Transactional Grace & Accountability in the Post-COVID Classroom; Never Ending Challenge: Student Engagement; and Overcoming the Disinterested, Unmotivated, & Sometimes Passive Aggressive College Learner – Spring 2023	General Education Pedagogy

	Partnering 4 Success Conference – Spring 2023	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy

Rosemary Karr (retired Summer 2023)	"Supporting Students with Disabilities: Access Services and Innovative Instructional Practices," Faculty Development Conference, Fall 2019	Population Specific
	"Faculty Roundtable on Corequisite Courses," Faculty Development Conference, Fall 2019	Content Specific
	"Are You Engaged???: Creating an Effective Online Learning Environment," Faculty Development Conference, Spring 2020	General Education Pedagogy
	"Language, Scaffolding, and Metacognition: What We Learned About Best Practices from Teaching Co-requisite Courses," Faculty Development Conference, Spring 2020	General Education Pedagogy
	National Organization for Student Success Conference, Nashville, TN, Spring 2020	Various sessions in categories of Content Specific, General education Pedagogy, Population Specific, and Regulatory.
	"Neuromyths: The Relationship Between Brain Knowledge and Teaching Effectiveness, Sharon Eaves and Michael Rose, Spring 2020	General Education Pedagogy
	"Keep Calm and Teach On: Best Practices for Online and Hybrid Math Instruction," Carnegie Math Pathways, Fall 2020	Content Specific
	"Teaching Corequisites Creatively sponsored by OpenStax/Rice University," Summer 2020	General Education Pedagogy
	"Academic Continuity Tools-Equipping Faculty, Students, and their Families for Online Learning Confirmation," Smarter Services, Summer 2020	Population Specific
	"Multiple Measures Assessment and Reporting," Dr. Suzanne Morales-Vale, Summer 2020	Regulatory
	"How to use Canvas Studio", Webinar, eLC, Summer 2020	General Education Pedagogy

"Rethinking Assessment in Online Teaching", Dr. Allison Boye, Collin Teaching and Learning Center, Summer 2020	Population Specific
"Teaching Virtually in a Pandemic, Corequisites Anyone?," Dr. Shannon Solis and Dr. Ellene Polidore, Summer 2020	Population Specific
"Answering your Corequisite Questions," sponsored by Dana Center and OpenStax/Rice University, Fall 2020	Population Specific
"Building a HyFlex Course to Support Student Success," Dr. Wendy Tietz, Kent State University, Bethany Simunich, Fall 2020	General Education Pedagogy
"Co-requisite Roundtable, Embracing Change: Promising Practices for Scalable Co-requisite Implementation," Dr. Tina Jackson, Fall 2020	Regulatory
"Beyond the Exam: Alternative Assessments," Dr. Suzanne Jones, Dr. Kelly Martin, and Professor Jaclyn Cobb, Fall 2020	General Education Pedagogy
"4 Tips for Overcoming Exam Anxiety: Help Your Students Show What They Know," Honorlock Seminar, Fall 2020	General Education Pedagogy
"Making Virtual Personal in 2020: Meeting Math and Chemistry Students Where They Are," McGraw-Hill, Fall 2020	Content Specific
"Using Honorlock with Universal/3rd Party Websites," Fall 2020	General Education Pedagogy
"Easier Grading and Meaningful Evaluation through Rubrics," Alison Boye, Fall 2020	General Education Pedagogy
"QM Research Online Conference: Active/Applied Research on Online Learning and Quality Assurance," Spring 2021	Population Specific
"QM Success Stories, Enhancing Accessibility of Online Courses: Course Development Practices and Tools," Spring 2021	Population Specific

"Teaching and Presence of Anxiety, Stress, or Trauma: Science and Strategies," Dr. Janet Zadina, Professional Development, Spring 2021	General Education Pedagogy
"Strategies for Engagement and Active Learning in Synchronous Online Class Meetings," Dulce De Castro, Spring 2021	Population Specific
"How To Use Canvas Studio, Part 1 (Basic)," Andrew Campbell, Spring 2021	General Education Pedagogy
"Quality Matters: Tips for Well Presented Online/Blended Course Design," Barbara Hanson, Rhonda Lewis, Whitney Pisani, Spring 2021	General Education Pedagogy
"An In-Depth Look at Honorlock Proctoring," Spring 2021	General Education Pedagogy
"Good Teaching, Less Cheating: Facilitating Academic Integrity in Online Classes," Dr. Allison Boye, Spring 2021	Population Specific
"Academic Integrity Online," The Chronicle of Higher Education, Spring 2021	Population Specific
"Synchronous Course Design for the Pandemic and Beyond: The role of flipped and blended courses," Dr. Steven Crawford, Spring 2021	General Education Pedagogy
"But I HAVE to Lecture: Engaging Students with Dynamic Lecturing," Center for Teaching and Learning, Summer 2021	General Education Pedagogy
College Academic Support Program, Virtual Conference, Fall 2021	Various sessions in categories of Content Specific, General education Pegagogy, Population Specific, and Regulatory.
"Synchronous Online Teaching Best Practices: A Faculty Panel," Facilitators**,** *Dr. Sarah Lee, Executive Dean, iCollin Virtual Campus, & Associate Dean Jill Nugent,* Fall 2021	Population Specific
"Goldilocks and the Three Courses," Quality Matters webinar, Carla Harper, Fall 2021	General Education Pedagogy

"Student Engagement Beyond the Classroom," The Teaching and Learning Center, Fall 2021	General Education Pedagogy
"Think Big: Fostering Critical Thinking in our Students," The Teaching and Learning Center, Fall 2021	General Education Pedagogy
"Student Engagement Beyond the Classroom," The Teaching and Learning Center, Fall 2021	General Education Pedagogy
"Inclusive and Equitable Instructional Design: A Foundation for Student Success," Webinar Carnegie Pathways, Fall 2021	General Education Pedagogy
"Powerful Teaching: Unleash the Science of Learning," Faculty Development Conference, Spring 2022	General Education Pedagogy
"Developmental Education Update," Faculty Development Conference, Spring 2022	Regulatory
"A Digital Formative Assessment Tool for Easy-to-Access Feedback on Teaching and Learning," Faculty Development Conference, Spring 2022	General Education Pedagogy
"Course Design and Collaboration for Co-Requisite Assessments," Faculty Development Conference, Spring 2022	Population Specific
"Using Canvas to Reduce Plagiarism," Faculty Development Conference, Spring 2022	General Education Pedagogy
"The Professor will See You Now: Using Calendly to Arrange and Manage Student Conferences," Faculty Development Conference, Spring 2022	General Education Pedagogy
"What the Best Collin Professors Do: A Conversation with Outstanding Professor Award Finalists," moderated by Dr. Alison Boye, Spring 2022	General Education Pedagogy
"Teaching and Presenting with PowerPoint: For Better, not Worse," Dr. Allison Boye, Summer 2022	General Education Pedagogy
"Tips on Creating Accessible PowerPoints and Word Documents," Dr. Kimberly Wren, Summer 2022	Population Specific
"Tips on Creating Accessible PDFs," Dr. Kimberly Wren, Summer 2022	Population Specific

	"Reducing Student Resistance Leads to Better Learning and Happier Faculty," Dr. Anton Tolman, Faculty Development Conference, Fall 2022	General Education Pedagogy
	"They Don't Know to 'College': Tips for teaching underprepared Students," Fall 2022	General Education Pedagogy
	"Asynchronous Engagement: The Benefits of Asynchronous Video in Online Learning," Fall 2022	General Education Pedagogy
	"On the Record: Cultivating Good Notetaking Skills in our Students," Fall 2022	General Education Pedagogy
	"Running on Empty: Getting Students Back to Class," Fall 2022	General Education Pedagogy
	"Emotionally Intelligent Teaching to Empower and Engage: Insights from Neuroscience," Dr. David Katz, Spring 2023	General Education Pedagogy
	"Never Ending Challenge: Student Engagement," Faculty Development Conference, Spring 2023	General Education Pedagogy
	"Jigsaws and Fishbowls," Dr. Alison Boye, Spring 2023	General Education Pedagogy

Ivy Langford	eLC Gradebook Faculty Workshop, Fall 2019	General Education Pedagogy
	Math Faculty Workshop, Fall 2019	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Faculty Development Conference, Fall 2019	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	TBL 101 Workshop, Fall 2019	General Education Pedagogy
	Appreciative Education and Advising, Fall 2019	General Education Pedagogy
	Evaluating Multiple Choice Questions for Readiness Assurance Tests and Application Activity, Fall 2019	General Education Pedagogy
	Improving Your Online Courses (IYOC), Fall 2019	General Education Pedagogy

	Apply the Quality Matters Rubric (APPQMR) Part 1, Fall 2019	General Education Pedagogy
	Apply the Quality Matters Rubric (APPQMR) Part 2, Fall 2019	General Education Pedagogy
	ConnectMath/ALEKS Training, Spring 2020	Content Specific
	Math Faculty Workshop, Spring 2020	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Plickers: A Low-Tech Solution to Instant Feedback, Spring 2020	General Education Pedagogy
	Creating an Effective TBL Module, Spring 2020	General Education Pedagogy
	Corequisite Professional Development, Spring 2020	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Working in Trenches: Strategies for Addressing Student Conduct in the Classroom, Spring 2020	General Education Pedagogy
	Peer Feedback and Evaluation, Spring 2020	General Education Pedagogy
	TCCTA 73rd Annual Convention, Spring 2020	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	How to Us e Zoom in Your Online Class, Spring 2020	General Education Pedagogy
	Using Microsoft Stream to Upload Videos and Provide Closed Captioning, Spring 2020	General Education Pedagogy
	How to Migrate your F2F Class to Canvas, Spring 2020	General Education Pedagogy
	Using Question Banks in Quizzes, Spring 2020	General Education Pedagogy
	Engaging with Students Using Discussions, Spring 2020	General Education Pedagogy
	Canvas Quizzes Using Quiz Log Audit, Spring 2020	General Education Pedagogy

	Academic Continuity Math Faculty Workshop, Spring 2020	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Honorlock training, Spring 2020	General Education Pedagogy
	Honorlock Proctoring, Spring 2020	General Education Pedagogy
	Zoom Security and Canvas Updates, Spring 2020	General Education Pedagogy
	Using Honorlock with 3rd Party Website Webinar, Summer 2020	General Education Pedagogy
	Teaching Virtually in a Pandemic Corequisite Anyone?, Summer 2020	Content Specific Population Specific
	Teaching Corequisites with Creativity, Summer 2020	Content Specific Population Specific
	Using Zoom Video Conferencing Tools for Student Engagement, Summer 2020	General Education Pedagogy
	Teaching Corequisites with Creativity, Part 2, Summer 2020	Content Specific Population Specific
	Improving Facilitation Skills for a TBL Classroom, Fall 2020	General Education Pedagogy
	Engaging College Students Using Active Learning Techniques, Fall 2020	General Education Pedagogy
	4 Tips for Overcoming Exam Anxiety: Help Your Students Show What They Know, Fall 2020	General Education Pedagogy
	Resources for Teaching Introductory Statistics in a Remote/Online Environment w/ Michael Sullivan, Fall 2020	Content Specific
	46th AMATYC Annual Conference, Fall 2020	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy

	Built From the Ground Up: College Algebra with Corequisite Support, Fall 2020	Content Specific Population Specific
	Corequisite Course Design and Implementation Workshop, Fall 2020	Content Specific Population Specific
	Flip Into Active Learning, Fall 2020	General Education Pedagogy
	Creative Ways to Make Learning Fun and Interactive With Canvas, Fall 2020	General Education Pedagogy
	Meeting QM Standards: Creating a Syllabus Template, Fall 2020	General Education Pedagogy
	Collin College Algebra Co-Req Course in ALEKS meeting, Fall 2020	Content Specific
	CASP Conversation, Fall 2020	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	THECB Learning Resources Live Demonstration, Fall 2020	Regulatory
	Faculty Development Conference, Spring 2021	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	DE Faculty & Administrator Professional Development, Spring 2021	Various Sessions in categories of Population Specific, Content Specific, Regulatory, and General Education Pedagogy
	2021 Mathematical Association of America (MAA) Texas Section Annual Conference, Spring 2021	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Understanding Honorlock Proctoring and Analyzing Student Result, Spring 2021	General Education Pedagogy

	Faculty Development Day, Fall 2021	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Implementing Knewton Alta's assessment using Honorlock, Fall 2021	Content Specific
	ALEKS Presentation, Fall 2021	Content Specific
	CASP 2021 Virtual Conference, Fall 2021	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	FERPA Basic, Fall 2021	Regulatory
	Best Practices Teaching Math with Alta, Fall 2021	Content Specific
	Using Appreciative Education Framework in Classroom and Beyond, Fall 2021	General Education Pedagogy
	Interactive Learning with Learning Catalytics, Fall 2021	Content Specific
	Math Faculty Workshop, Spring 2022	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Faculty Development Conference, Spring 2022	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Developmental Education Update, Spring 2022	Regulatory
	Easier Grading and Meaningful Evaluation through Rubrics, Spring 2022	General Education Pedagogy
	Helping Students Learn How They Learn: The Power of Metacognition and Self-Regulation, Spring 2022	General Education Pedagogy
	Three Tips in Thirty Minutes, Spring 2022	General Education Pedagogy
	What the Best Collin Professors Do: A Conversation with Outstanding Professor Award Finalists, Spring 2022	General Education Pedagogy
	Healing Trauma in An Appreciative Way, Spring 2022	General Education Pedagogy

	ALEKS Presentation, Spring 2022	Content Specific
	Knewton Alta and MATH 0405 Canvas course Training, Fall 2022	Content Specific
	Helping Students Read and Succeed in Word Problems, Fall 2022	Content Specific
	McGraw-Hill First Day Access Training, Fall 2022	Content Specific
	Math Faculty Workshop, Fall 2022	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Faculty Development Conference, Fall 2022	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	"How to "College!"; Tips for Teaching Underprepared Students – A Panel Discussion, Fall 2022	General Education Pedagogy
	Developmental Education Update, Fall 2022	Regulatory
	CASP 2022 Virtual Conference, Fall 2022	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Math Faculty Workshop, Spring 2023	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Faculty Development Conference, Spring 2023	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	The Role of the Affective Domain and 'Soft Skills' in Collegiate Math, Spring 2023	Content Specific
	The Role of the Affective Domain and 'Soft Skills' in Collegiate Math, Spring 2023	Content Specific

	Emotional Intelligence in the Classroom: Unlocking Students' Hearts and Minds as an Educator, Spring 2023	General Education Pedagogy
	Intrinsic Motivation, Spring 2023	General Education Pedagogy
	StatCrunch Training, Spring 2023	Content Specific
	Pearson MyLab First Day Access Training, Spring 2023	Content Specific

James Mergerson	Teachers Teaching with Technology Webinar, "Expand the Possibilities With the TI-84 Plus CE Online Calculator," Spring 2023	Content Specific
	Faculty Development Day: "Using Breakout Activities to Increase Student Engagement," "Transactional Grace & Accountability in the Post-Covid Classroom," "Emotional Intelligence in the Classroom," "AI is Here to Stay," "Never Ending Challenge: Student Engagement," "The Importance of an Organized Canvas Presence," "Using Exegetical Lecturing," and "Connecting real world experience to the academic sign-off experience," Spring 2023	General Education Pedagogy
	Center for Teaching and Learning Webinar, "Teaching and Presenting with PowerPoint: For Better, not Worse," Spring 2023	General Education Pedagogy
	Association of College and University Educators/Texas Community College Teachers Association Webinar, "Building Community and Re-Igniting Passion for Teaching Through Faculty Development," Spring 2023	General Education Pedagogy
	Teachers Teaching with Technology Webinars: "Exploring Sequences and Series with TI Technology," "Exploring Sequences and Series with TI Technology, Part II," "3 /14 Pi Day Math Activities," "Math Activities for Students Who Hate Math," "Math Activities for Students Who Hate Math, Part II," "Teaching Strategies for the Mathematics Classroom," "Rethinking How We Teach Ratios and Proportional Reasoning," "Transformation Graphing – Ideas for Teaching and Learning," "Structuring Lessons to Develop Mathematical Thinkers," and "Flipping Your Classroom with TI Technology," Spring 2023	Content Specific

	LinkedIn LEARNING courses: "Next Generation AI: An Intro to GPT-3," "How to Create and Run a Brilliant Remote Workshop," "What is the Metaverse?," "Communicating with Confidence," "What is Generative AI?," "Designing Learning Experiences in the Metaverse," "Teaching with Technology," "Introduction to Artificial Intelligence," and "Active Listening: The Secret to Effective Communication," Spring 2023	General Education Pedagogy and Content Specific
	Hawkes Learning Webinar, "Increasing Retention through High-impact Practices," Spring 2023	General Education Pedagogy
	LinkedIn LEARNING courses: "Foundations of Learning Management Systems (LMS) (2018)," "GPT-4: The New GPT Release and What You Need to Know," and "Prompt Engineering: How to Talk to the AIs," Spring 2023	General Education Pedagogy and Content Specific
	Center for Teaching and Learning (CTL) videos: "Putting it All Together: Facilitating Effective Group Work & Cohesion," "Asynchronous Engagement: The Benefits of Asynchronous Video in Online Learning," and "Class Discussion Remix: Jigsaws & Fishbowls," Spring 2023	General Education Pedagogy and Population Specific
	REMOTE the connected faculty summit: "Communication Skills to Enhance Your Ability to Create Equity, Belonging, and Connection," "Flipping the Switch: Student Engagement from the Lens of Diversity and Equity," "8 Strategies for Effective Teaching," "Connecting to the Real World (and you) Enriches Learning," "How to Remain Mentally Resilient in the New Normal," "The Digitally Enhanced Connected University," "Meeting the 21st Century Distance Education Guidelines," "Green Skills: Preparing Learners for the Green Economy," and "Scaling mathematics knowledge transfer with technology and data," June 8 -9, 2022	General Education Pedagogy and Population Specific
	2022 Teachers Teaching with Technology International Conference, July 28 -29, 2022	Content Specific

	LinkedIn LEARNING courses: "Using Questions to Foster Critical Thinking and Curiosity," "Writing Emails People Want to Read," "Becoming a Great Conversationalist," "How to Speak So People Want to Listen," "Communicating with Charisma," "Communicating Across Cultures," "Communicating with Empathy," "Critical Thinking for More Effective Communication," "Develop Interpersonal Skills for Inclusive Workplaces," "Interpersonal Communication," "Own Your Voice: Improve Presentations and Executive Presence," "Starting a Memorable Conservation," "Learning Canvas," "Foundations of Learning Management Systems (LMS)," "Foundations of Accessible Elearning," "Content Creation: Strategy and Tools," "Python for Students," "Python for Non-Programmers," and "Emotional Intelligence Basics," Spring 2022	General Education Pedagogy, Population Specific and Content Specific
	Center for Teaching and Learning Webinars: "Easier Grading and Meaningful Evaluation through Rubrics," "Helping Students Learn how they Learn: The Power of Metacognition and Self-Regulation," "When Tensions Boil Over: Dealing with Fiery Moments in the Classroom," "What the Best Collin Professors Do: A Conversion with Outstanding Professor Award Finalists," "Everyone Belongs Here: An Introduction to Inclusive Teaching Practices," "The Real Deal: Facing Down Imposter Syndrome," "Student Feedback in the Online Environment," and "Ensuring Academic Integrity in Online Classrooms," Spring 2022	General Education Pedagogy and Population Specific
	Center for Teaching and Learning Webinars: "So, your Student Cheated … Now What? A Panel Discussion about Academic Integrity Procedures," and "Canvas Design with Canva," Fall 2021	General Education Pedagogy
	Collin College Mathematics Faculty Workshop, Spring 2022	Content Specific
	'A "Gentle" Introduction to Python Programming on TI-84 Plus CE Technology,' Texas Instruments, Fall 2021	Content Specific
	Virtual QEP Workshops: "Helping Students Deliver on Their Goal of Finishing College," and "Strategies and Takeaways from NACADA," Summer 2020	General Education Pedagogy

		American Mathematical Association of Two-Year Colleges Virtual Conference, "Tips for Teaching Online Math Courses," "Virtual Courses Require Mastery-Based Solutions," "The Future is Now: Technology that Increases Social Presence Online," "Prerequisites for Implementing Strong Corequisites," "Fostering Community in Online Quantitative Literacy Courses," "Personal Always Wins: Meeting Each Student Where They Are with John Urschel," "Creating an Engaging and Quality Online Learning Environment in partnership with the OLC," "Built from the Ground Up: College Algebra with Corequisite Support," "When Good Students Make Bad Decisions: The Psychology of Why Students Cheat," and "Driving Student Success in Introductory Statistics," Fall 2020	Content Specific, General Education Pedagogy, and Population Specific
		Teachers Teaching with Technology Webinars: "Families of Functions: Explore 150+ Videos That Illustrate How to Graph Parent Functions and Their Transformations," and "Algebra Activities on the TI-84 Plus CE Graphing Calculator That Our Students Love," Spring 2021	Content Specific
		Developmental Mathematics Faculty Development Conference, Spring 2021	Regulatory
		Faculty Development Conference: "COAT goes Digital: Introducing New Canvas Courses for Exchanging Information and Facilitating Core Assessment," "Quality Matters: Tips for Well Presented Online/Blended Course Design," and "The International Student Perspective of Higher Education," Spring 2021	General Education Pedagogy, Population Specific and Regulatory
		American Mathematical Association of Two-Year Colleges Southwest Regional Conference, Frisco, Texas, Summer 2019	General Education Pedagogy, Population Specific and Regulatory
		Leading for Excellence Academy: "Customer Service in Higher Education," and "Understanding Degrees, Majors, and Programs," Summer 2019	General Education Pedagogy, and Regulatory
		Math Faculty Workshop, Collin College, Fall 2019	Content Specific
		Faculty Development Conference, Collin College, Fall 2019	General Education Pedagogy, Population Specific and Regulatory

	Faculty Roundtable Discussion on Corequisite Courses, Fall 2019	Population Specific and Regulatory
	Quality Enhancement Plan Academic Planning Coach Training Session, Collin College, Fall 2019	Population Specific and Regulatory
	Online Teaching Certification, Collin College, Spring 2020	General Education Pedagogy, and Regulatory
	Mathematics & Statistics Virtual Symposium, Spring 2020	Content Specific
	Faculty Development Conference, Collin College, Spring 2020	General Education Pedagogy, Population Specific and Regulatory
	"Teaching Online Math Courses," "Learning to Teach Online," "Strategies for Teaching Math On-line," "Inclusive Instructional Design," "Learning Canvas 2016," "Envision the Future. Change the Future. Be the Future.," "How Do I Stay Calm When Students Push My Buttons?," "The Six Morning Habits of High Performers," and "Communicating with Diplomacy and Tact," Various Sources, Spring 2020	General Education Pedagogy, Population Specific and Regulatory
	2020 Innovative Educators Virtual Summit, Spring 2020	General Education Pedagogy

Alena Miadzvedskaya	"Engaging students and setting them up for success in a corequisite class" presented by Wendy Fresh & Jessica Bernards at Pearson's Lone Star Learning Circle Math & Stats Summit on February 14–15, 2019	General Education Pedagogy
	"Co-Requisite Coursework for Statistics an Overview for all Co-Requisites" presented by Dr. Shannon Solis & Ms. Tonia Garrett San Jacinto College at Co-requisite Summer Professional Development Series" Workshop on July 19, 2019	Content Specific
	Attended American Mathematical Association of Two-Year Colleges Virtual Conference on November 6, 2020, hosted by Hawk Learning.	Various Sessions in categories of Population Specific, and Regulatory
	Attended American Mathematical Association of Two-Year Colleges Virtual Conference on November 13, 2020, hosted by McGraw Hill.	Various Sessions in categories of Population Specific, and Regulatory

	Attended American Mathematical Association of Two-Year Colleges Virtual Conference on November 20, 2020, hosted by WILEY.	Various Sessions in categories of Population Specific, and Regulatory
	Attended 33rd Virtual International Conference on Technology in Collegiate Mathematics on June 11, 2021	Various Sessions in categories of Population Specific, and Regulatory
	Attended Virtual "*Summer Faculty Co-Requisite Workshop*" on June 23, 2020, 9:00-11:00. Dr. Tina Jackson presented on District Developmental Education Updates 2020/2021; discussed next steps in planning 2020/2021 Reading Comprehension Co-requisite. Catherine Thurman, DE Math Faculty, DE Math Faculty Discipline Lead presented on how Embedded Tutoring & Supplemental Instruction (DE Math) are helping students succeed in Math Co-Requisite courses.	General Education Pedagogy
	Participated in webinar "*Beyond Math: Supporting the Growth of the WHOLE Student*" (Math Frontiers workshop by McGraw Hill Educations) presented by Professors Jessica Lickeri and Amy Hatfield, Columbus State Community College on February 19, 2021, at 2:00 p.m. The professors shared best practices for enhancing study skills, developing a growth mindset, improving time management, and other foundational skills for students.	General Education Pedagogy
	Participated in web seminar "*Strategies for Quickly Transitioning Courses to Online*" offered by Cengage WebAssign Team on Friday, March 13, 2021, at 11:00 a.m. Shawn Orr, Instructor and Director of the Center for Innovation and Teaching Excellence at Ashland University, shared strategies for engaging students online	General Education Pedagogy
	Attended Spring 2021 Faculty Development Conference on January 7-9, 2021, 9:00-12:00 online.	Various Sessions in categories of Population Specific, and Regulatory
	Attended *"Getting Started with Camtasia"* webinar on May 26, 2021, at 8:00 a.m. presented by Ryan Eash, TechSmiss Academy. I learned how to create, edit, and export a video using the Camtasia from recording to production.	Content Specific

	Participated in one hour webinar *"MyLab Math changes to the Assignment player and Assignment Manager "*presented by Pearson Team on Wednesday, August 11, 2021, at 6:00 p.m. Pearson Faculty Advisor Aaron Warnock introduced the changes to the MyLab Math Player and Assignment Manager. I learned how students can take Exam on Canvas and upload their work.	Content Specific
	Participated in *Fall 2021 Faculty Development Day on August 12th, 2021, at McKinney Conference Center* and attended *"Roundtable Discussion: Post-Pandemic Assessment Practices".* This session was presented by Professor Benjamin Copeland at McKinney Library 218	General Education Pedagogy
	Attended 33rd Virtual International Conference on Technology in Collegiate Mathematics Part III on October 8, 2021 and participated in the following sessions: *Keynote	"A Moral Dilemma: How Will We Teach After the Pandemic" presented by Eric Mazur, Harvard. Dr. Eric Mazur.* He thinks that we have a great opportunity to improve the quality of education after online teaching during the pandemic. "*Active Inclusively: Solutions to Prevent Students from Feeling Isolated in an Online or Remote Class" presented by Jessica Bernards and Wendy Fresh, Portland Community College.* Presenters shared how to keep online students engaged and motivated during remote instruction. "*Blending Intermediate Algebra with Algebra Skills in one Online Course Experience", presented by Ali Ahmad, New Mexico State University Dona Ana CC.* The presenter taught an innovative way how to blend Intermediate Algebra with Algebra Skills in one online course.	Various Sessions in categories of Population Specific, and Regulatory
	Attended *34th International Conference on Technology in Collegiate Mathematics 2022* at the Renaissance Orlando at SeaWorld on March 25-26, 2022.	Various Sessions in categories of Population Specific, and Regulatory
	Participated in *Spring 2022 Faculty Development Conference* on January 6, 2022, at Frisco Campus Conference Center	Various Sessions in categories of Population Specific, and Regulatory

	Joined *Math Book Club* during April-May 2022. Attended two sessions in April and May. First, we discussed a single chapter from book "Small Teaching" by James Lang, then we considered the ways to implement these ideas in teaching at Collin College.	General Education Pedagogy
	Attended webinar *"Ally Course Accessibility Review"* presented by Francis Choy on March 15, 2022, then updated district Co-Requisite Math 0324/1324 course. District Co-Requisite Template Math 0324/Math1324 stands at 92% on Ally.	Content Specific
	Participated in Center for Teaching and Learning Webinar: Teaching and Presenting with PowerPoint on June 30, 2022, during 2:00-3:00 p.m. via zoom.	Content Specific
	Completed online 8 weeks course "Heart-Centered Parenting" facilitated by Susan Wildin, MD, CPC in May-June 2022.	General Education Pedagogy
	Participated in webinar *"Creating Your Corequisite Math Course in MyMab"* presented by Dr. Calandra Davis, MyLab Faculty Advisor. She provided detailed guidance how to build or customize a corequisite math course in MyLab Math/Statistics regardless of the textbook.	Content Specific
	Participated in webinar *"Measurement and Analytics"* presented by Aaron Warnock, Math Faculty Advisor. He shared how the instructor can use Pearson's tools and get access to the quantitative data to interpret, implement, and identified needs for change in future class designs.	Content Specific
	Attended Teachers Teaching with Technology™ (T³™) Webinar, **Expand the Possibilities With the** TI-**84 Plus CE Online Calculator in January-February, 2023**	Content Specific
	Attended 2023 International Conference on Technology in Collegiate Mathematics on Mar 16, 2023 – Mar 18, 2023 in Denver, Colorado.	Various Sessions in categories of Population Specific, and Regulatory

Aime Ntchobo	Faculty Development Conference, "A pictures says a lot of words: Alt text and how to Write it", Spring 2023	Content Specific

International Conference on Technology in Collegiate Mathematics, Orlando, FL, Spring 2022	Content Specific General Education Pedagogy
Faculty Development Conference, "Leveraging Canvas Studio," "A Semester-long Stats Project," "Powerful teaching: Unleash the Science of Learning," Spring 2022	General Education Pedagogy
Webinar, Honorlock Workshop, Spring 2022	Content Specific
DE Update Meeting, Collin College, Fall 2022	Regulatory
Faculty Development Conference, "Working with Student in Distress", Fall 2021	General Education Pedagogy
Faculty Development Conference,"The hidden learning disability of Anxiety, Stress and Trauma: Science and strategies for improving learning" Spring 2021	General Education Pedagogy
Webinar, "Constitution Day Celebration","U.S. Constitution and the Politics of (In)Equality", Dr. Paula D. McClain, Distinguished Professor of Political Science and Public Policy, Dean of The Graduate School, and Vice Provost for Graduate Education at Duke University. Dr. McClain, Fall 2021	General Education Pedagogy
Kevin Mitnick Cybersecurity Awareness Training, Spring 2020	Content Specific
Connect Math/ALEKS prep training, Spring 2020	Population Specific
Service Learning Faculty Workshop, Summer 2020	Regulatory
Knewton Alta platform training for Math Foundations, Fall 2019, Spring 2020	Content Specific
Faculty Development Conference, "Plickers: A low-tech solutions to instant Feedback", "SOBI-Renewed Focus on CARE-ing", Spring 2020	General Education Pedagogy
Teaching and Learning Professional Development Webinars: "Hybrid Teaching, Social Distancing, and Active Learning," "Beyond the Exam: Alternative Assessments: A Panel Discussion," "Transparent Assignment Design: Clearer Assignments, Better Results," Fall 2020	General Education Pedagogy

	Faculty Development Conference, Fall 2020	General Education Pedagogy
	Faculty Development Conference, Fall 2019	General Education Pedagogy

Jennifer Rice	Student Veterans of America Leadership Summit, Seattle, WA, Fall 2019	Various strategies for building an SVA chapter, leading the chapter, and advocating for student veterans
	Fellow, Project Advancing Community College Careers: Education, Scholarship, and Service, American Mathematical Association of Two-Year Colleges Annual Conference, Milwaukee, WI , Fall 2019	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Texas Community College Teachers Association Annual Convention, Spring 2020	
	Collin College Faculty Development Spring 2020, "Are you engaged? Creating an Effective Online Learning Environment," ""Why Do I Need to Study That? Connecting the Classroom to Real Life," "Scanning, Uploading to OneDrive and Speedgrading," "Video Making and Sharing," "Canvas: Gradebook & Uploading documents and external URLs," and "Equation Editor and OneNote ClassNotebook."	Various sessions in online teaching strategies and tools.
	Elc webinars, "Continued Continuity," "Videos for Zoom," "Student Canvas Quizzes and Honorlock."	Various sessions in online teaching strategies and tools.
	Fellow, Project Advancing Community College Careers: Education, Scholarship, and Service, American Mathematical Association of Two-Year Colleges Virtual Annual Conference, Fall 2020	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Student Veterans of America National Conference, Spring 2021	Various Sessions for assisting and advising student veterans with respect to benefits, scholarships, contacts, and fellowship.
	Fellow, Project Advancing Community College Careers: Education, Scholarship, and Service, American Mathematical Association of Two-Year Colleges Annual Conference, Phoenix, Arizona, Fall 2021	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Collin College Professional Development Day, Fall 2022	

	Student Veterans of America National Conference, Orlando, FL, Spring 2023	Various Sessions for assisting and advising student veterans with respect to benefits, scholarships, contacts, and fellowship.
	Partnering for Student Success, Collin College, Fall 2023, "Promoting Executive Functioning Skills in the Classroom: What Every Educator Can Do," Keynote Speaker, and "Leveraging Emotional Intelligence in the classroom to increase Mathematical Reasoning." I also taught 3 classes that day or I would have attended more sessions.	Sessions for encouraging and improving emotional intelligence in a math classroom.

Jason Smoot	Paul Grossman's presentation on Disability Accommodations. Faculty Development Conference, Fall 2019	Regulatory General Education Pedagogy
	Faculty Roundtable Discussion on Corequisite Courses, Fall 2019	Population Specific
	"Best Practices for Completing COAT Assessment and Marketing Core Objectives in Your Classes" (Multiple Faculty) Faculty Development Conference, Spring 2020	Population Specific
	"Plickers: A Low-tech Solution to Instant Feedback" by Thurman and Holtfrerich	Content Specific
	Faculty Roundtable Discussion on Corequisite Courses, Spring 2020	Population Specific
	TCCTA – 73rd Annual Convention, Spring 2020	Various Sessions on all strands
	Texas Corequisite Continuous Improvement Conference, Summer 2020	Population Specific Regulatory
	District Developmental Education Roundtable Discussion, Fall 2020	Population Specific
	"How to Use Canvas Studio, Part 1" by Andrew Campbell. Faculty Development Conference - Virtual, Spring 2021	General Education Pedagogy

	"The Hidden Learning Disability of Anxiety, Stress, and Trauma: Science and Strategies for Improving Learning" by Janet Zadina. Faculty Development Conference - Virtual, Spring 2021	General Education Pedagogy
	"The Pandemic Attendance Problem: Encouraging your Students to Show Up" by Multiple Faculty. Faculty Development Conference – Virtual, Spring 2021.	General Education Pedagogy
	National Organization for Student Success Conference, Spring 2021	Content Specific
	IEP Program Review Training, Spring 2021	Regulatory
	Roundtable Discussion: Motivating Students by Patrick Lewis. Faculty Development Conference, Fall 2021	General Education Pedagogy
	"How Can We Help Students Read and Succeed with Application Problems in Math?" by Math Faculty. Faculty Development Conference, Spring 2022	Content Specific
	"A Semester-Long Stats Project" by Michael Holtfrerich. Faculty Development Conference, Spring 2022.	Content Specific
	"Destigmatizing Mental Health, Part 1" by Student Enrollment Services. Faculty Development Conference, Spring 2022.	General Education Pedagogy, Population Specific
	"Teaching and Learning Marketable Skills" by Hopes, Bohanna, Wang, & Fischer. Faculty Development Conference Spring 2022.	General Education Pedagogy
	"Powerful Teaching" by Dr. Agarwal. Faculty Development Conference, Spring 2022.	General Education Pedagogy
	TCCTA 75th Annual Conference, Spring 2022	Various Sessions on Content, Population Specific, and General Education Pedagogy
	"Reducing Student Resistance Leads to Better Learning and Happier Faculty, by Dr. Tolman. Faculty Development Conference, Fall 2022	General Education Pedagogy
	"SOBI Care 101" by SOBI Care Team. Faculty Development Conference, Spring 2023	General Education Pedagogy, Regulatory

	"SOBI Care Advanced" by SOBI Care Team. Faculty Development Conference, Spring 2023	General Education Pedagogy, Regulatory
	"Applying the Quality Matters Rubric" course on Canvas, Summer 2022.	Regulatory
	"Teaching strategies to foster persistence, motivation, and engagement in online and in-person classes," Flower Darby, Partnering for Student Success Conference, Spring 2023	General Education Pedagogy
	"Adding Integers with Game & Manipulatives" by Catherine Duke, Partnering for Student Success Conference, Collin College, Spring 2023	Content Specific
	"Excel tool to dynamically produce charts of non-degenerate conic sections, " Anthony Peterson, Partnering for Student Success Conference, Collin College, Spring 2023	Content Specific
	"Using Desmos to Illuminate your Math Class (and making it fun!)," David Rice, Partnering for Student Success Conference, Spring 2023	Content Specific

Julie Turnbow	"Adding Integers with Game & Manipulatives" by Catherine Duke, Partnering for Student Success Conference, Collin College, Spring 2023	Content Specific
	"How to Effectively Use Color in Math Lectures" by Kristen Ewing, Partnering for Student Success Conference, Collin College, Spring 2023	Content Specific
	"Math Professors Read a book and they liked it," by Elizabeth Johnson, Partnering for Student Success Conference, Collin College, Spring 2023	Content Specific
	"Putting a Positive Spin on Negative Comments: Making Sense of Student Evaluation" by Shahina Shad and Yassmin Ansari, Partnering for Student Success Conference, Collin College, Spring 2023	Regulatory
	Faculty Development Conference, Collin College, January 2023	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy

	Professional Development Sessions for Math Faculty, Fall 2023	Content Specific
	Math Faculty Workshop, Spring 2022	Content Specific
	Faculty Development Conference, Collin College, January 2022	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Faculty Development Conference Fall 2021	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	CASP Conference, Fall 2021	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Math Faculty Workshop, Fall 2021	Content Specific
	UT Dana Center Professional Development, FOCI! Series 8: Promoting Student Success in College Level Courses: Designing and Improving equitable and effective co-requisite courses, Fall 2021	Content Specific
	Faculty Development Conference, Collin College, January 2020	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Training for Connect Math and Aleks, January 2020	Content Specific
	Co-Requisite Professional Development Day, 2020	Content Specific
	Faculty Development Conference, Collin College, January 2020	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Texas Community College Teachers Association, Virtual Conference, Spring 2020, Frisco Texas	Various Sessions in categories of Population Specific, and Regulatory
	DE Update Meeting, Collin College, Fall 2019	Regulatory

	Faculty Development Conference, Collin College, January 2019	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	NADE, March 2019	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy

Helen Wang	"Supporting Students with Disabilities: Access Services and Innovative Instructional Practices" by Paul Grossman, Faculty Development Conference, Collin College, Fall 19	Population Specific
	Corequisite Faculty Roundtable, Collin College, Fall 19-Sp20	Regulatory
	Academic Planning Coaches Training, Collin College, Fall 19-Sp23	Population Specific
	Team Based Learning (TBL) 101 Workshop, Collin College, Fall 19	General Education Pedagogy
	Quality Matters Certificate of Completion, "Independent Applying the QM Rubric", Collin College, Spring 20	General Education Pedagogy
	"Think Less Like an Educator and More Like an Artist" presented by Casey Carter and Julie Shipp, Faculty Development Conference, Collin College, Spring 20	Population Specific
	"Survivor: Dual Credit Edition" presented by Leon Deutsch, Faculty Development Conference, Collin College, Spring 20	Population Specific
	"The Design of Rubrics for Use in Science Courses" presented by Kathleen Kayes-Wandover; Faculty Development Conference, Collin College, Spring 20	General Education Pedagogy
	"Education for All: Putting Universal Design to Work in Your Classroom" presented by Amy Weilert and Kimberly O'Neil, Faculty Development Conference, Collin College, Spring 20	General Education Pedagogy
	Design an Effective TBL Module, Collin College, Spring 20	General Education Pedagogy

	The International Student Perspective of Higher Education, Faculty Development Conference, Collin College, Spring 2021	Population Specific
	Digital Distractions: Why Students are on Their Phones and What We Can Do About it, Faculty Development Conference, Collin College, Spring 2021	Population Specific
	The Hidden Learning Disability of Anxiety, Stress, and Trauma: Science and Strategies for Improving Learning, Faculty Development Conference, Collin College, Spring 2021	Population Specific
	Strategies for Engagement and Active Learning in Synchronous Online Class Meetings, Faculty Development Conference, Collin College, Spring 2021	General Education Pedagogy
	The Pandemic Attendance Problem: Encouraging Your Students to Show Up, Faculty Development Conference, Collin College, Spring 2021	Population Specific
	Quality Matters: Tips for Well Presented Online/Blended Course Design, Faculty Development Conference, Collin College, Spring 2021	General Education Pedagogy
	Open Texas Conference (virtual), Spring 21	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Faculty Development Conference, Collin College, Fall 21	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Using Appreciative Education Framework In Classroom and Beyond, Collin College, Fall 22	General Education Pedagogy
	Creating Accessible Courses in Canvas, Collin College, Fall 21	General Education Pedagogy
	Powerful Teaching: Unleash the Science of Learning, Faculty Development Conference, Collin College, Spring 2022	General Education Pedagogy

	Helping Students Learn how they Learn: The Power of Metacognition and Self-Regulation, Faculty Development Conference, Collin College, Spring 2022	General Education Pedagogy
	Recognizing and Responding to Red Flags	Population Specific
	When Tensions Boil Over: Dealing with Fiery Moments in the Classroom	General Education Pedagogy
	Organizing CANVAS to Enhance Face-to-Face Learning	General Education Pedagogy
	Alternate Assessments, Spring 22	General Education Pedagogy
	Developmental Education Regional Forum, Virtual, Spring 22	Various Sessions in categories of Population Specific, and Regulatory
	Reducing Student Resistance Leads to Better Learning and Happier Faculty, Collin College Faculty Development Conference, Fall 22	General Education Pedagogy
	Using the Integrated Model of Student Resistance as a Tool for Better Teaching, Collin College Faculty Development Conference, Fall 22	General Education Pedagogy
	On the Record: Cultivating Good Notetaking Skills in our Students, Collin College, Fall 22	Population Specific
	What? I was supposed to read something for class? Collin College Faculty Development Conference, Spring 23	Population Specific
	The Triple A's: Creating Assignment Assessments that Align, Collin College Faculty Development Conference, Spring 23	General Education Pedagogy
	Never Ending Challenge: Student Engagement, Collin College Faculty Development Conference, Spring 23	Population Specific
	Overcoming the Dis-interested, Unmotivated, & Sometimes Passive-aggressive College Learner, Collin College Faculty Development Conference, Spring 23	Population Specific
	Partnering 4 Student Success Conference, Spring 2023, Collin College	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy

	Purposeful & Strategic Approaches to Learning, Spring 2023, Collin College	General Education Pedagogy
	Crafting Assignments with Universal Appeal: An Exploration of UDL Applications, Spring 2023, Collin College	General Education Pedagogy

Full-Time Teaching and Tutoring Staff

Tony Ayers	ALEKS updated Training Fall 2019; New Features and uses.	Content (technology related)
	Knewton Training (Wiley). Learning how to use the product - Fall 2020	Content
	Pearson Adaptive Diagnostic Development/Implementation Group Summer 2020 - current	Content
	Pearson Online Digital Advisory Committee Feb 2020 - Current	Content
	Pearson – Virtual Summit October 2021	Content
	DE Update Meeting Fall 2019	Regulatory

Omri Crew	Spring 2023 - Attended several sessions at the Partnering 4 Student Success Conference	Content and General Education
	Spring 2023 - Completed: Protecting Youth: Abuse & Neglect Prevention Training; Texas Cybersecurity Awareness Training	Regulatory
	Fall 2022 - Attended sessions at the Faculty Development Conference	Content and Population Specific
	Spring 2022 - Pearson Digital Learning Sessions	Content and Population Specific
	Spring 2022 - Cybersecurity Awareness Training	Regulatory
	Fall 2021 - Attended sessions at the Faculty Development Conference	Content and Population Specific
	Fall 2021 - FERPA Basics; Preventing Sexual Harassment and Discrimination Training	Regulatory

	Spring 2021 - Attended sessions at the Faculty Development Conference	Content and Population Specific
	Fall 2020 - Attended sessions at the Faculty Development Conference	Content and Population Specific
	Spring 2020 - Attended sessions at the Faculty Development Conference	Content and Population Specific
	Fall 2019 - Attended online sessions by book publishers Hawkes and Pearson covering topics related to teaching math in different formats and student success.	Content and Population Specific

Martin Lee	Spring 2021 Math is Everywhere. Gulf States Math Alliance Conference	Population Specific
	Spring 2021 Faculty Development Conference Teaching and Learning Through Change. Frisco Campus	Regulatory
	Fall 2021. "Math is Everywhere: A CrossCultural Roadmap."	Population Specific
	Spring 2022 Developmental Education Update. Frisco Campus.	Population Specific
	DE Update Meeting, Collin College, Fall 2022	Regulatory
	FAST Forward Panel at Spring 2023 Faculty Development Conference	Population Specific
	Spring 2023 Collin College's Partnering for Student Success. Frisco Campus.	General Education Pedagogy

Pam Sewell	Faculty Development Conference, Collin College, Fall 2019	Various sessions in categories of Content Specific, Population Specific, and General Pedagogy
	Roundtable on Promising Practices in Teaching and Supporting Co-requisite courses, Collin College, Fall 2019	Population Specific
	Instructional Design: Adult Learners, LinkedIn Learning, Fall 2019	General Education Pedagogy

Communication in the 21st Century Classroom, LinkedIn Learning, Fall 2019	General Education Pedagogy
Instructional Design Essentials, LinkedIn Learning, Fall 2019	General Education Pedagogy
Faculty Development Conference, Collin College, Spring 2020	Various sessions in categories of Content Specific, Population Specific, and General Pedagogy
Building Rapport with Customers, LinkedIn Learning, Fall 2020	General Education Pedagogy
Creating a Positive Customer Experience, LinkedIn Learning, Fall 2020	General Education Pedagogy
Listening to Customers, LinkedIn Learning, Spring 2021	General Education Pedagogy
Innovative Customer Service Techniques, LinkedIn Learning, Spring 2021	General Education Pedagogy
Math Foundations and NCBM Training, Collin College, Fall 2021	Content Specific
Faculty Development Conference, Collin College, Fall 2021	Various sessions in categories of Content Specific, Population Specific, and General Pedagogy
Appreciative Education Framework in the Classroom, Collin College, Fall 2021	General Education Pedagogy
Think Big: Fostering Critical Thinking in our Students, Collin College, Fall 2021	General Education Pedagogy
Communicating with Diplomacy and Tact, LinkedIn Learning, Fall 2021	General Education Pedagogy
Communicating with Empathy, LinkedIn Learning, Fall 2021	General Education Pedagogy
Communicating with Confidence, LinkedIn Learning, Spring 2022	General Education Pedagogy
Critical thinking for More Effective Communication, LinkedIn Learning, Spring 2022	General Education Pedagogy

	Faculty Development Conference, Collin College, Spring 2022	Various sessions in categories of Content Specific, Population Specific, and General Pedagogy
	Developmental Education Update session, Collin College, Spring 2022	Regulatory
	What the Best Collin Professors Do: A Conversation with Outstanding Professor Award Finalists, Collin College, Spring 2022	General Education Pedagogy
	Developmental Education Update Session, Collin College, Fall 2022	Regulatory
	Partnering for Student Success Conference, Collin College, Spring 2023	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy

Taunya Syrett	Education Roundtable Discussion Fall 2020	General Education Pedagogy
	The Hidden Learning Disability of Anxiety, Stress, and Trauma: Science and Strategies for Improving Learning. Spring 2021	General Education Pedagogy
	Teaching through Simulation: Use of Resilience and Reflection Interventions to Promote Active Learning in our Students. Spring 2021	General Education Pedagogy
	How to use Canvas Studio, Part 2, Spring 2021	Content Specific
	Managing anxiety associated with adapting to new teaching protocols. Spring 2021	General Education Pedagogy
	Professional Development Webinar: So, your Student Cheated, Now What? Spring 2022	General Education Pedagogy
	Professional Development Webinar: Work in Progress: Goal Regulation as Self-Care Spring 2022	General Education Pedagogy
	Professional Development Webinar: Helping Students Learn how they Learn: The Power of Metacognition & Self-Regulation Spring 2022	General Education Pedagogy

	"Reducing Student Resistance Leads to Better Learning and Happier Faculty" Dr. Anton Tolman Fall 2022 Faculty Development Day	General Education Pedagogy
	"They Don't Know how to "College!" A Panel Discussion Fall 2022 Faculty Development Day	General Education Pedagogy
	"Using Desmos to Illuminate your Math Class" presented by Dave Rice, Partnering 4 Student Success Faculty Development Conference: Spring 2023	Content Specific
	"Excel Tool to Dynamically Produce Charts" presented by Anthony Peterson, Partnering 4 Student Success Faculty Development Conference: Spring 2023	Content Specific
	"Adding Integers with Game & Manipulatives" presented by Catherine Duke, Development Conference: Spring 2023	Content Specific
	Partnering 4 Student Success by Flower Darby Development Conference: Spring 2023	General Education Pedagogy
	"FAST Forward: A Year in Review" presented by Joani Reese, Development Conference: Spring 2023	Content Specific

Adjunct Developmental Math Faculty

Erin Badger	Knowledge of Fundamentals of Team Based Learning Certification (TBL) [topics include: Fundamental Principles and Practices of TBL, Creating an Effective TBL Module, Improving Facilitation Skills for TBL, Evaluating Multiple Choice Questions (MCQs) for Readiness Assurance Tests (RATs) and Application Activities, and Peer Evaluation and Team Development; Offered through Collin College, Spring 2023	General Education Pedagogy
	Quality Matters Improving Your Online Course; Collin College, Spring 2023	General Education Pedagogy
	Rubrics, Statistics, Boxplots, Hooray; Spring 2023	General Education Pedagogy
	Leveraging Emotional Intelligence in the classroom to Increase Mathematical Reasoning; Partnering for Student Success Conference, Collin College, Spring 2023	Content Specific
	Adding Integers with Game and Manipulatives by Catherine Duke; Partnering for Student Success Conference, Collin College, Spring 2023	Content Specific
	How to Effectively Use Color in Math Lectures by Kristen Ewing; Partnering for Student Success Conference, Collin College, Spring 2023	Content Specific
	Facilitating Success in Developmental Math and College Math; Spring Faculty Development Conference, Collin College, Spring 2023	Specific Population; Content Specific
	Using Breakout Activities to Increase Student Engagement; Spring Faculty Development Conference, Collin College, Spring 2023	General Education Pedagogy
	Using Specifications Grading to Align Assessments to SLOs; Spring Faculty Development Conference, Collin College, Spring 2023	General Education Pedagogy
	Overcoming the Disinterested, Unmotivated, and Sometimes Passive-Aggressive College Learner; Spring Faculty Development Conference, Collin College, Spring 2023	General Education Pedagogy

	Analysis of DE Math Effectiveness in Preparing Students for Co-Requisite Courses; Spring Faculty Development Conference, Collin College, Spring 2023	Regulatory
	Canvas New Quizzes; Math Faculty Workshop, Collin College, Fall 2022	Content Specific
	Helping Students Read and Succeed in Word Problems; Math Faculty Development, Collin College, Fall 2022	Content Specific
	Tips on Creating Accessible PowerPoints and Word Documents; eLC training, Collin College, Summer 2022	General Education Pedagogy
	Everyone Belongs Here: An Introduction to Inclusive Teaching Practices; eLC Workshop, Collin College, Spring 2022	General Education Pedagogy

Sheryl Waddey	The Promise of OER's: A Faculty Panel Discussion and Grant Opportunities	Regulatory
	Developmental Math Faculty Meeting	Population Specific
	eLC Learning Opportunities w/Instructional Designers	General Educational Pedagogy
	New Faculty Orientation	Regulatory
	How Can We help Students Read and Succeed with Application Problems in Math	Content Specific
	Key to Powerful Teaching: Unleash the Science of Learning	General Educational Pedagogy
	Developmental Education Update Meeting	Population Specific
	Updates to Knewton alta Integration with Canvas	Content Specific
	Sessions with Instructional Designers re: Teaching a Hybrid Math 0405 Course	Population Specific

Full-Time Credit Math Faculty

Shahina Shad	American Mathematics Association of Two-Year Colleges' (AMATYC) Southwest Regional Conference in Little Rock, Arkansas Summer 2023	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy

	"De-escalating tense Situations" presented by Sydney Sheldon and Gen Northup at Collin College, Summer 2023	Population Specific
	Bridging the Gap: Spring 2023 Faculty Development Conference, Collin College "Partnering 4 Student Success Conference" Collin College, Spring 2023	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Attended Corequisite update meeting, Collin College, Fall 2022	Regulatory
	Attended Academic Planning Coach Program training, Fall 2022	Population Specific
	"Thriving with an Appreciative Education Framework" Collin College, Fall 2022	Population Specific
	Texas Community Colleges Teachers Association's "Master Teacher Meet Up" Sessions, via Zoom, Summer 2022	General Education Pedagogy
	Texas Community Colleges Teachers Association's 75th Annual Convention, Spring 2022	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	"Powerful Teaching: Unleash the Science of Learning at Collin College" by Dr. Pooja Agarwal via zoom, Spring 2022	General Education Pedagogy
	"Using Appreciative Education Framework in the Classroom and Beyond" Collin College, Fall 2021	General Education Pedagogy
	101st Math Association of America Conference (Texas Section) via Zoom, Spring 2021	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	American Mathematics Association of Two-Year Colleges' (AMATYC) Virtual Conference, Fall 2020	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	"Faculty Round Table Discussion on Corequisite Courses" Collin College, Summer 2020	Content specific
	"Quality Matters Connect" Two-day training, Collin College, Summer 2020	Population Specific

	"The Autism Spectrum" by Cheri Jack and Amy Weilert, Collin College, Spring 2020	Population Specific
	Texas Community Colleges Teachers Association's 75th Annual Convention, Frisco, Spring 2020	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	"Promising Practices in Reading Comprehension" by Leah beck and Tawnya Smith, Collin College, Spring 2020	Content Specific
	"A Holistic Approach to Student Support" presented by Traci Ramsey, Collin College, Fall 2019	Population Specific
	38th College Academic Support Program Conference in Waco, Fall 2019	Content Specific
	Co-presented, "Using Emotional Intelligence In the Classroom: Unlocking Students' Hearts and Minds as Educators" virtually at College Academic Support Program, Spring 2023	Population Specific
	Co-presented, "Beyond Red Ink and Margins: Using Emotional Intelligence in the Classroom" American Mathematical Association for Two-Year Colleges, Little Rock, Arkansas, Summer 2023	Population Specific
	"Facilitating Success in Developmental Math and College Math" presented by Mike Panahi, Cyrus Malek, and Kambiz Mansour, Collin College, Collin College, Spring 2023	Content Specific
	"Math Professors Read a Book – and liked it!" presented by Elizabeth Johnson, Martha Chalhoub, Leah Beck, Sonya Petch, Collin College, Spring 2023	Content Specific

Pinal Thakore	American Mathematical Association of Two-Year Colleges Annual Conference in Toronto, Canada, Fall 2022	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	"Reducing Student Resistance Leads to Better Learning and Happier Faculty" by Anton Tolman, Faculty Development Conference, Collin College, Fall 2022	General Education Pedagogy

	"Adding Integers with Game & Manipulatives" by Catherine Duke, Partnering for Student Success Conference, Collin College, Spring 2023	Content Specific
	Save Your Voice! - Simple Techniques for a Healthier and More Efficient Teaching Voice by Joanne Zipay, Faculty Development Conference, Spring 2022	General Education Pedagogy

Full-Time Developmental INRW Faculty

Amanda Field (hired as adjunct faculty Spring 2022, full-time Fall 2023)	Using Canvas to Reduce Plagiarism, S. McWilliams, Collin College, Spring 2022	General Education Pedagogy
	Welcome to Blackboard Ally-An Accessibility Tool, Pamela Darling-Facio, Collin College, Spring 2022	General Education Pedagogy
	Six Strategies to Enhance Student Writing Skills in Writing-Based Undergraduate Courses , Gary Wilson, Collin College, Spring 2022	General Education Pedagogy
	Classroom Assessment Techniques for a Hybrid Modality, Seema Endley, Collin College, Spring 2022	General Education Pedagogy
	Ask an Expert using MyLab Writing, Reading, and Foundations, Collin College, Spring 2022	General Education Pedagogy
	INRW Adjunct Meeting, J. Hernandez, Collin College, Fall 2022	Population Specific
	Collin College Cybersecurity Awareness Training- Collin College, Spring 2023	General Education Pedagogy
	New Faculty Orientation, Collin College, Summer 2023	General Education Pedagogy
	"AI and Chat GPT: Exploring Implications and Concerns for Teaching, Learning, and Assessment" by Dr. P. Semingson, Fall Faculty Development Day, Collin College, Summer 2023	General Education Pedagogy
	"The Future is Now: A Panel Discussion on AI at Collin" moderated by Regina Hughes, Associate Dean, Fall Faculty Development Day, Collin College, Summer 2023	General Education Pedagogy

	Fall 2023 Developmental Education Updates, Collin College, Summer 2023	Regulatory

Karen Hanvey	Attended: Faculty Development Day, Spring 19	General Education Pedagogy
	Attended: INRW Co-req training sessions, Spring 19	Content Specific
	Completed coursework: 3 hours Pre-req Course for History/Co-req pairing, Spring 19	Content Specific
	Summer 2019-Coursework in progress 6 hours graduate-level courses for History/Co-req pairing, Spring 19	Content Specific
	Attended—Professional Development Day: SCC Conference Center, Fall 19	General Education Pedagogy
	Completed —Mentor Training, Fall 19	Population Specific
	Attended—Faculty Roundtable Discussion On Corequisite Courses Fall 2019 Series, Fall 19	Content Specific
	Attended—Conference Dallas—Strategies and Tools You Can Use for Texas Corequisite Composition, Fall 19	Content Specific
	Completed—Announcing the TSI Assessment, 2.0 ⟨TSIA2⟩ , Fall 19	Regulatory
	Completed—Graduate Classes-Fall 2019	Content Specific
	Completed—Graduate Classes-Summer 2020	Content Specific
	Attended—Faculty Development Conference, Spring 20	General Education Pedagogy
	Attended—INRW PD Roundtable, Spring 20	Content Specific
	Completed—How to Migrate your F2F Class to Canvas, Spring 20	General Education Pedagogy
	Completed—How to Use Zoom in Your Online Class, Spring 20	General Education Pedagogy
	Completed—Canvas Quizzes Using Quiz Log Audit to Reduce Cheating, Spring 20	General Education Pedagogy
	Completed—How Do You Get Your Students Excited About Your Online Class, Spring 20	General Education Pedagogy

	Completed—Engaging with Students Using Discussions, Spring 20	General Education Pedagogy
	Completed—Using Publisher Question Banks to Create Quizzes in Canvas, Spring 20	General Education Pedagogy
	Completed—Putting Universal Design for Learning into Practice, Spring 20	General Education Pedagogy
	Completed—⟨Pcard⟩ Report Training, Spring 20	Regulatory
	Completed—Linda and Karen—INRW 0300 Template creation session with technology, Spring 20	Content Specific
	Completed—Introducing the 2020 OAB Course Review Process Webinar, Spring 20	General Education Pedagogy
	Completed—Cybersecurity Training, Spring 20	Regulatory
	Completed—FERPA Training, Spring 20	Regulatory
	Completed—Freedom from Discrimination/Harassment Training, Spring 20	Regulatory
	Attended—Transformative Teaching Webinar, Spring 20	General Education Pedagogy
	Completed—Quality Matters Training, Spring 20	General Education Pedagogy
	Attended—Teaching Co-Reqs with Creativity I & II webinars, Spring 20	Content Specific
	Collaborator—new INRW 0315/SOCI 1301 co-req scheduled for Fall 2020	Content Specific
	Service-Learning Workshop, Summer 20	General Education Pedagogy
	Completed, "Public History," Certified to Teach History Co-Requisite Course, Fall 2020	Content Specific
	Attended," National Institute for Staff and Organizational Development National Conference, Virtual, Fall 2020	General Education Pedagogy
	Completed, Academic Planning Coach Program, Fall 2020	General Education Pedagogy
	Attended, District Developmental Education Roundtable Discussion, Fall 2020	Content Specific

	Completed, Quality Matters Rubric Training, Summer 2020	General Education Pedagogy
	Completed, Quality Matters Training: Improve Your Online Course, Spring 2021	General Education Pedagogy
	Attended, Spring 2021 DE Faculty& Administrator Professional Development Session, Spring 2021	Content Specific
	Attended, Collin's 2021 Trends in Teaching College Composition Conference, Spring 2021	Content Specific
	Attended, Quest Student Research Conference, Spring 2021	Content Specific
	Attended, Quest Keynote Speech, Peter Adams, Spring 2021	Content Specific
	Attended," Collin College Faculty Development Conference, Spring 2021	Content Specific
	Attended, National Institute for Staff and Organizational Development National Conference, Spring 2021	Various Sessions in categories of Population Specific, and Regulatory
	Attended, Strategies for Engagement and Active Learning in Synchronous Online Class Meetings, Spring 2021	General Education Pedagogy
	Attended, The Pandemic Attendance Problem: Encouraging your Students to Show Up -A Panel Discussion, Spring 2021	General Education Pedagogy
	Attended, Educating for American Democracy National Forum, Spring 2021	Content Specific
	Attended, "Women, Soldiers, and Immigrants: Woman Suffrage in Texas," Spring 2021	Content Specific
	Attended, Recognize and Create a Culture of Appreciation Workshop, Spring 2021	General Education Pedagogy
	Completed, Cybersecurity training, Spring 2021	Regulatory
	Completed, Academic Planning Coach Program August Training, Fall 2021	Population Specific

	Completed, Quality Matters Training "Quality Matters—Improve Your Online Course, Fall 2021	General Education Pedagogy
	Completed, Creating an Accessible Course in Canvas, Fall 2021	General Education Pedagogy
	Completed, Teaching with Canvas @ Collin College, Fall 2021	General Education Pedagogy
	Completed, Texas Learn Open Education Resources Training, Fall 2021	General Education Pedagogy
	Attended, Fall 2021 Faculty Development Day	General Education Pedagogy
	Attended, Better Assessment: Empowering Faculty to Strengthen Grading Practices, Fall 2021	General Education Pedagogy
	Attended, Using Revel to Identify the Struggling Student, Fall 2021	General Education Pedagogy
	Attended, Fall Faculty Development, Fall 2021	General Education Pedagogy
	Attended, Spring Faculty Development, Frisco, Spring 2022	General Education Pedagogy
	Attended, DE (Developmental Education) Update Meeting, Spring 2022	Content Specific
	Attended, Creator Fest: Open Education Resources Texas Edition, Spring 2022	General Education Pedagogy
	Attended, Appreciative Education Training, Spring 2022	General Education Pedagogy
	Completed, Cybersecurity Training, Spring 2022	Regulatory
	Completed, Introductory ESL Course, Spring 2022	Population Specific
	Attended, Beyond the Bubble History Assessments Webinar, Fall 2022	Content Specific
	Attended, Cultivating Good Notetaking Skills in our Students, Fall 2022	Content Specific
	Attended, Faculty Development 2022 FRISCO	General Education Pedagogy
	Attended, Fall 2022 CTL Teaching & Learning Webinars	General Education Pedagogy

	Attended, Fall 2022 DE Update--CHEC	Content Specific
	Attended, Incorporating High-Impact Community Activities for Beginners workshop, Fall 2022	General Education Pedagogy
	Attended, Promoting Critical Thinking Through Active Learning, Fall 2022	General Education Pedagogy
	Attended, Read like a Historian, Fall 2022	Content Specific
	Attended, Teaching Students to Think Critically in Our Information Technology Courses, Fall 2022	General Education Pedagogy
	Attended, Accessible Learning is for All of Us: A Universal Design for Learning, Fall 2022	General Education Pedagogy
	Attended, Spring Faculty Development, Spring 2023	General Education Pedagogy
	Attended, One Collin: Academic Planning Coach Program Optional Spring Training/Reflection, Spring 2023	Population Specific
	Attended, 1st Annual Partnering for Success Conference, Spring 2023	General Education Pedagogy
	Attended, CTLCOAT Teamwork Series Putting it All Together Facilitating Effective Group Work and Cohesion, Spring 2023	General Education Pedagogy
	Attended, Dr. Katz Mentoring Presentation: Emotionally Intelligent Teaching to Empower and Engage: Insights from Neuroscience, Spring 2023	General Education Pedagogy
	Attended, Everyone Belongs Here An Introduction to Inclusive Teaching Practices, Spring 2023	General Education Pedagogy
	Attended, Open Educational Resources (OERs) Café Chat, Spring 2023	General Education Pedagogy
	Attended, Perusall 101 Seminar, Spring 2023	General Education Pedagogy
	Attended, Perusall 102 Seminar, Spring 2023	General Education Pedagogy
	Completed, Part 1: TBL Certification Workshops: Fundamental Principles and Practices of TBL & Creating an Effective TBL Module, Spring 2023	General Education Pedagogy
	Attended, Faculty Learning Materials Exploratory Session, Spring 2023	General Education Pedagogy

	Completed, Certificate of Completion for Protecting Youth_ Abuse & Neglect Prevention (Full Course), Spring 2023	Regulatory
	Completed, Introductory ESL Courses, Spring 2023	Population Specific
	Complete, Part 2: Improving Facilitation Skills, Evaluating Multiple Choice Questions, & Peer Evaluation and Team Development, Spring 2023	General Education Pedagogy
	Complete, Cybersecurity training, Spring 2023	Regulatory
	Attend, Navigating Texts across Disciplines, Spring 2023	Content Specific
	Attend, NISOD, Spring 2023	Various Sessions in categories of Population Specific, and Regulatory
Jacqueline Hernandez	Service-Learning Camp, Fall 2019	General Education Pedagogy
	Faculty Development Conference, Fall 2019	General Education Pedagogy, Population Specific
	Two-Year College English Association Conference in Conroe, TX, Fall 2019	General Education Pedagogy, Population Specific
	Faculty Development Conference, Spring 2020	Population Specific, Content Specific
	Faculty Roundtable Discussions on Corequisite Courses, Spring 2020	Population Specific, Content Specific, and Regulatory
	Round Table Discussion About Corequisite Courses Hosted by Dr. Sarah Fish, Spring 2020	Content Specific, Population Specific
	Web page Style Guide Workshop, Spring 2020	Content Specific
	Working Class Studies Conference, Spring 2020	Content Specific, Population Specific
	Co-requisite Faculty Professional Development Webinar Presentation, Summer 2020	Population Specific
	Transformative Teaching Track, Summer 2020	Population Specific, Content Specific
	Each Mind is a World unto Itself, Summer 2020	Population Specific, Content Specific

	District Developmental Education Roundtable Discussion, Fall 2020	Population Specific, and Regulatory
	Spring 2021 DE Faculty& Administrator Professional Development, Spring 2021	General Education Pedagogy
	TCCTA 74th Annual Convention, Spring 2021	General Education Pedagogy
	Zogotech Training	Regulatory
	Fall 2021 Professional Development Conference, Fall 2021	Content Specific, Regulatory
	Writing Tutor Professional Development, Fall 2021	Population Specific
	session "LASSI's Great Adventure: Evidence Based Strategies for Learning and Studying" by Dr. Carlton Fong, Fall 2021	Population Specific
	TYCA-SW Conference, Fall 2021	General Education Pedagogy
	Spring 2022 Faculty Development Conference, Spring 2022	
	Creating OAB Approved Templates by Brad Hannigan, Spring 2022	Content Specific, Regulatory
	2022 North Texas Community College Consortium Developmental Education Regional Forum, Spring 2022	General Education Pedagogy, Content Specific, Population Specific
	HB5 College Prep Meeting, Summer 2022	Content Specific, Regulatory
	Fall Faculty Development Day, Fall 2022	General Education Pedagogy,
	DE Update Meeting, Fall 2022	Content Specific, Regulatory
	TYCA-SW conference, Fall 2022	General Education Pedagogy, Content Specific, Population Specific
	Spring 2023 Collin College Professional Development Conference, Spring 2023	General Education Pedagogy, Content Specific,
	Partnering for Student Success Conference, Spring 2023	General Education Pedagogy, Content Specific, Population Specific

Lubna Javeed	South Central Modern Language Association Virtual Conference	Content Specific
	American Studies Association of Texas conference session chair	Content Specific
	Faculty Development Conference, Collin College, Fall 2022	General Education Pedagogy
	DE Update Meeting, Collin College, Fall 2022	Regulatory
	eLearning Center webinar "Connecting with Your Students Using Short videos" on March 2nd.	General education pedagogy
	eLC webinar "Canvas New Quizzes" on April 4	General education pedagogy
	Faculty Development poster presentation: "Reading Across the Disciplines"	Content specific
	Spring 2021 Trends Conference at Collin College	Content specific
	Dr. Michael Maxwell's session *Adjusting Curriculum & Teaching Style* as part of Faculty Self-Care and Wellness webinars	Population specific, General education pedagogy
	IRB modules to begin scholarly research.	Content specific
	Graduate courses at TAMUC Masters in English	Content specific
	TCCTA 2019-2022	Content specific
	Two-Year College English-SW virtual conference	Content specific
	College Academic Support Program virtual conference	Content specific
	North Texas Community College Consortium Developmental Education Regional Forum presentation	Content specific
	Association of Literacy Educators & Researchers Conference and presentation	Content specific

Linda Kapocsi	Presented "Best Practices for Co-Reqs" Table Discussions Division Meeting Plano Campus August 14, 2019	Population Specific
	Presented Co-Req Roundtable "Five Ideas from the Frontlines" Collin Higher Education Center August 21, 2019	Population Specific

	Attended "Office 365 Essential Skills for Faculty: OneDrive, OneNote, Class Notebook, and Forms!" Faculty Development Conference January 9, 2020	General Education Pedagogy
	Attended "Why Do I Need to Study That? Connecting the Classroom to Real Life!" !" Faculty Development Conference January 9, 2020	General Education Pedagogy
	Attended "Plickers: A Low-Tech Solution to Instant Feedback" Faculty Development Conference January 9, 2020	General Education Pedagogy
	Attended "Empowering Our Students Using the Appreciative Education Framework" Faculty Development Conference January 9, 2020	General Education Pedagogy
	Attended "Co-Requisite Training" Developmental Education Division January 14, 2020	Population Specific
	Attended Webinar by Florida State University and TESOL (Teaching English to Speakers of Other Languages National Association) "Cross- Cultural Dialogues in an Open Online Course" January 30, 2020;	General Education Pedagogy
	Presented The Texas Center for Working-Class Studies State Conference "Class? Millennials' Perspectives towards Social Class: The Case of Collin College Students", February 20, 2020	Population Specific
	Presented Texas Community College Teachers Association State Convention: "Many Voices: Best Practices for Teaching ESL" February 29, 2020	Population Specific
	Attended Elearning "Canvas Studio" webinar June 24, 2020	General Education Pedagogy
	Attended Quality Matters QM Training webinars July 16/17, 2020 (8 hours) + certificate	General Education Pedagogy
	Attended "Showing up Online: A Workshop on Virtual Presence" by Rae Ringel, Georgetown University at Course Hero International Education Summit webinar July 29, 2020	General Education Pedagogy

	Attended "Teaching Effective Thinking" by Michael Starbird, The University of Texas at Austin at Course Hero International Education Summit webinar July 29, 2020	General Education Pedagogy
	Attended "Synchronous vs. Asynchronous Lessons from an Educator Teaching Online for 14 Years" by John DeJoy, Clarkson University at Course Hero International Education Summit webinar July 30, 2020	General Education Pedagogy
	Attended "Creative Assessments in Online Courses" by Ben Wiggins, The University of Washington at Course Hero International Education Summit webinar July 31, 2020	General Education Pedagogy
	Attended "The First Week of Class: Building a Virtual Learning Community" by Stephanie Speicher, Weber State University at Course Hero International Education Summit webinar July 31, 2020	General Education Pedagogy
	Attended "Teaching Co-Requisites with Creativity" Parts I and II: Presented by Shawnda Smith, Texas Women's University and Connie Richardson, The Charles A Dana Center at The University of Texas at Austin, presented by The Texas Community College Teachers Association webinar August 4, 2020	Population Specific
	Attended Collin College Co-Requisite Training by Dr. Tina Jackson for Developmental Education August 18, 2020	Population Specific
	Attended National Composition and Co-Req Professional Development Webinar Series "Conducting High-Quality Classroom and Program Research" presented by Dr. Ashley Sandoval, SMU, and McGraw Hill —October 2, 2020	Population Specific
	Attended "Program Review Training" presented by Beenah Moshay, David Liska, and Dr. Hardesty October 14, 2020	Regulatory
	Attended International CanvasCon Webinar Series October 15, 2020	General Education Pedagogy

	Attended National Council of Teachers of English—Two-Year College English Association-Southwest State-Wide Webinar "Addressing Faculty Anxiety: Recognize, Recover, Renew, Reduce, and Rewire" by Dr. Janet Zadina October 16, 2020	General Education Pedagogy
	Attended College Academic Support Programs (CASP) 2020 Virtual Conference "Staying on Course during the Pandemic Storm: Challenges and Opportunities" by Dr. Essie Childers October 19, 2020	Content Specific
	Attended College Academic Support Programs (CASP) 2020 Virtual Conference "Transforming Developmental Education: Current Landscape of DE Policies and Reforms" by Texas State University –Ross Hodges, Emily Miller Payne, Jonathan Lollar, Denise Guickest, Shiniece Owens, and Cassie Gonzalez October 19, 2020	Regulatory
	Attended College Academic Support Programs (CASP) 2020 Virtual Conference "Strategies for Engagement in Online Corequisites" by Austin Community College's Colleen Hosking and Carolyn Reed October 19, 2020	Population Specific
	Attended College Academic Support Programs (CASP) 2020 Virtual Conference "The Road May Not Be Easy: Strategies for Planning and Teaching on Purpose" by Dr. Tammy Francis, Del Mar College Reading Professor October 20, 2020	Content Specific
	Attended College Academic Support Programs (CASP) 2020 Virtual Conference "Facing the Giants: Rapid Cycle Innovation and the Student Success Agenda" by Dr. Tamara Clunis, Vice President of Academic Affairs at Amarillo College October 21, 2020	General Education Pedagogy
	Attended "Beyond the Exam: Alternative Assessments" The Center for Teaching and Learning by Dr. Allison P. Boye October 29, 2020	General Education Pedagogy
	Attended "Self-Care for Weary Professors" The Center for Teaching and Learning by Dr. Allison P. Boye October 29, 2020	General Education Pedagogy

	Attended State Meeting--College Academic Support Programs, College Reading and Learning Association, and Texas Association of Developmental Education--CASP Conversations—Webinar by Lisa Jones, TxCRLA Texas College Reading and Learning Association President from Texarkana College and Dr. Mary Helen Martinez, past TADE Texas Association of Developmental Education President from Alamo College District on December 14, 2020.	Regulatory
	Co-presented "The International Student Perspective in Higher Education" with Associate Dean Mark Fischer, Jey Venkatesan, and Charlene Houston at Faculty Development Conference January 7, 2020	Population Specific
	Attended "Plenary Address: The Hidden Learning Disability of Anxiety, Stress, and Trauma: Science and Strategies for Improving Learning" by Dr. Janet Zadina at Faculty Development Conference January 7, 2020	General Education Pedagogy
	Attended "Teaching through Simulation" by Jeanette Vaughan and Heather Rauls at Faculty Development Conference January 8, 2020	General Education Pedagogy
	Co-presented "Borrow Your Eyes: Best Practices for Teaching Deaf Students" with Vijay Advani and Kenya Rutherford at Faculty Development Conference January 8, 2020	Population Specific
	Attended "Critical Reflection" by Suzanne Jones, Courtenay Jauregui, and Rebecca Burton at Faculty Development Conference January 8, 2020	General Education Pedagogy
	Attended "Quality Matters: Tips for Well Presented Online/Blended Course Design" by Barbara Hanson, Rhonda Lewis,and Whitney Pasani at Faculty Development Conference January 9, 2020	General Education Pedagogy
	Attended "What I did on my Virtual Summer Vacation: PD during a Pandemic" by Adrienne Caughfield, Mike McConachie, and Melissa Johnson at Faculty Development Conference January 9, 2020	General Education Pedagogy
	Presented Webinar "Supporting ESL Students in the Writing Center" for Allen Technical Center Writing Center Staff Development Program January 11, 2021	Population Specific

	Presented Webinar "The Importance of Schemata" for the TexTESOL Texas Teaching English to Speakers of Other Languages State Convention January 12, 2021	Population Specific
	Attended "Exploring Equitable Teaching in ESOL Online Classrooms" by Ikuko Fukiwara, Amie Pedroza, Allan Bradshaw, Zora Washburn, and Pamela Kadakla from Dallas College TexTESOLV Texas Teaching English to Speakers of Other Languages Regional Conference February 6, 2021	Population Specific
	Attended "How Project-Based Learning Improves Learners' Retention" by Kalynn Mann from the TWC Arlington Public Library AE Program TexTESOLV Texas Teaching English to Speakers of Other Languages Regional Conference February 6, 2021	Content Specific
	Attended "Virtual Service Learning" Webinar by Dr. Terry Hockenbrough, Collin College February 24, 2021	General Education Pedagogy
	Attended Collin College Teaching and Learning Center Webinar "Think Big: Fostering Critical Thinking in Our Students" by Dr. Allison Boye March, 2021	General Education Pedagogy
	Attended "Imposter Syndrome" Center for Teaching and Learning r by Dr. Allison P. Boye, Director of the Center for Teaching and Learning on April 9, 2021	General Education Pedagogy
	Attended "Accelerated Co-Requisite Model" Trends National Conference Webinar by Peter Adams from Baltimore College on April 9, 2021	Population Specific
	Attended Statewide CASP (College Academic Support Programs), TADE (Texas Association of Developmental Education), and TxCRLA (College Reading and Learning Association of Texas) Conversations Meeting and Webinar "Student Support Services" moderated by Leticia Villarreal of Texas A&M University Corpus Christie April 12, 2021	Population Specific
	Presented "Creative Ideas for Service Learning" in a Panel Discussion hosted by Rebecca Burton, Plano Campus, Webinar April 16, 2021	General Education Pedagogy
	Attended "COE Updates" by Dr. Rebecca Orr Collin College April 23, 2021	Regulatory

	Attended " Structuring and Facilitating Meaningful Online Discussions" Center for Teaching and Learning— Webinar by Dr. Allison P. Boye April 29, 2021	General Education Pedagogy
	Attended THECB P-16 Texas Higher Education Coordinating Board State Conference June 24, 2021	Regulatory
	Attended Collin College Board Report Training June 25, 2021	Regulatory
	Attended Fall Faculty Development Day Collin College August 12, 2021 —I facilitated a faculty Roundtable Discussion "Strategies for the First Day of Class"	General Education Pedagogy
	Attended Faculty ACCESS Office Training August 30, 2021	Content Specific
	Attended "Student Engagement Beyond the Classroom" by Dr. Brandy Fair for The Center for Teaching and Learning at Collin College hosted by Dr. Allison Boye September 10, 2021	General Education Pedagogy
	Attended "Canvas Design with Canva" from The Center for Teaching and Learning at Collin College by Dr. Allison Boye October 13, 2021	General Education Pedagogy
	Attended TYCA-SW Two-Year English Association– Southwest Annual Six-State Conference Session "Social Media and Big News: Fact or Opinion? Low Stakes Assignments for Understanding Credible Sources" by Brianne Sardoni, Dallas College October 15, 2021	Content Specific
	Attended TYCA-SW Two-Year English Association– Southwest Annual Six-State Conference Session "The English Language: Who's in Charge Here?" by Dr. Michal Brody, Keynote Speaker October 15, 2021	Content Specific
	Attended TYCA-SW Two-Year English Association– Southwest Annual Six-State Conference Session "When Everything Looks Like a Nail: Re-Examining the Syllabus for First-Year Writing" by Bruce J. Martin, Lone Star College—North Harris October 15, 2021	General Education Pedagogy

	Attended CASP: College Academic Support Programs (TADE Texas Association of Developmental Education and the TxCRLA College Reading Learning Association of Texas) State Convention Session "Using Equity Index Method to Measure the 'State of Equity' in Academic Advising for Equitable Access and Success in Co-Requisite Supports" by Heather Ortiz from the Charles A. Dana Center October 18, 2021	Population Specific
	Attended CASP: College Academic Support Programs (TADE Texas Association of Developmental Education and the TxCRLA College Reading Learning Association of Texas) State Convention Session "Experiences of Latino/a Adult Students in Community Colleges" by Dr. Yolanda Reyes Guevara Northwest Vista College October 18, 2021	Population Specific
	Attended CASP: College Academic Support Programs (TADE Texas Association of Developmental Education and the TxCRLA College Reading Learning Association of Texas) State Convention Session "Navigating the Present: Oh, What a Year! Lessons from COVID on Placement and Instruction" by Hillary Procknow Director of TSI, Core Curriculum, and Student Success at the University of Texas at Austin October 19, 2021	Population Specific
	Attended CASP: College Academic Support Programs (TADE Texas Association of Developmental Education and the TxCRLA College Reading Learning Association of Texas) State Convention Town Hall Meeting by Suzanne Morales Vale and Keylan Morgan of the Texas Higher Education Coordinating Board October 19, 2021	Population Specific
	Presented CASP: College Academic Support Programs (TADE Texas Association of Developmental Education and the TxCRLA College Reading Learning Association of Texas) State Convention Session "College 101: Support for First Generation and Returning College Students" October 20, 2021	Population Specific

	Attended TYCA-SW Two-Year English Association–Southwest Annual Six-State Conference Session "The TSI and The Test of Adult Basic Education: A Comparison of State Performance and Placement" by Denise Clickert, Developmental Education and Learner Support, Texas State University October 20, 2021	Regulatory
	Co-Presented TYCA-SW Two-Year English Association–Southwest Annual Six-State Conference Session "Wrongful Conviction, Exonerations, and The Innocence Project: A Co-Requisite Approach to Demystifying American Government for Integrated Reading and Writing Students Based on a Criminal Justice Reform Theme" October 22, 2021	Content Specific
	Attended TYCA-SW Two-Year English Association–Southwest Annual Six-State Conference Session "Moving Towards Ungrading in First-Year Writing" by Allison Laubach Wright, Lone Star College—North Harris October 22, 2021	Content Specific
	Attended TYCA-SW Two-Year English Association–Southwest Annual Six-State Conference Session Keynote Address by Tex Thompson of WORD: Writers Organization 'Round Dallas October 22, 2021	Content Specific
	Co-Presented TexTESOL Teachers of English to Speakers of Other Languages State Convention Session "Best Practices: Personal Relationships, Academic Literacy, Academic Integrity, and Schemata" November 6, 2021	Content Specific
	Attended "The Many Faces of Feedback" presented by Scott Swartzfager, Les Stanaland, Linda Sears, Kevin Suber, Suhha Madhugari, and Alicia Usarek Collin College Faculty Development Day Spring 2022	General Education Pedagogy
	Attended "Against Memorization: Teaching Concepts and Skills in the Humanities" by Kollin Fields Collin College Faculty Development Day Spring 2022	General Education Pedagogy
	Attended "Supporting & Assessing Students' Reading Comprehension across Disciplines" by Lubna Javeed and Jacqueline Hernandez Collin College Faculty Development Day Spring 2022	Content Specific

	Attended "Beat the Cheat: Ensuring Academic Integrity in Online Classrooms" by Dianne Stroman, Meenakshi Beri, and Whiney Pisani Collin College Faculty Development Day Spring 2022	General Education Pedagogy
	Co-Presented "Course Design & Collaboration for Co-Requisite Assessments" with Tawnya Hillin-Smith and Rosalinda Valenzuela Collin College Faculty Development Day Spring 2022	Content Specific
	Co-Presented Session "Embedded Tutoring" at Collin College Spring 2022 Developmental Education Update Meeting January 6, 2022	Content Specific
	Attended Eighth Annual Conference for The Texas Center for Working Class Studies Session "Student Writing Contest Winners Presentation" February 17, 2022	Content Specific
	Co-Presented Luncheon Session at the Eighth Annual Conference for The Texas Center for Working Class Studies "Professors Mentoring First-Generation College Students: The Case of Collin College" February 17, 2022	Population Specific
	Attended Texas Community College Teachers Association State Convention Session "It's a Wrap: Cognitive Wrappers in Developmental Reading and Writing Classes" by Britt Posey, Northwest Vista College March 4, 2022	Content Specific
	Co-Presented Texas Community College Teachers Association State Convention Session "Mentoring 101: Supporting Developmental, First-Generation, Returning, and English as a Second Language Students with Faculty and Student Mentoring" March 4, 2022	Population Specific
	Attended Center for Teaching and Learning "When Tensions Boil Over: Dealing with Fiery Moments in the Classroom" by Dr. Allison Boye March 18, 2022	General Education Pedagogy
	Attended North Texas Community College Consortium Developmental Education Forum Session "Updates from the Texas Higher Education Coordinating Board Division for College Readiness and Success" by Suzanne Morales Vale and Keylan Morgan April 15, 2022	Regulatory

	Attended North Texas Community College Consortium Developmental Education Forum Session "Reflections on Literacy Training: Teaching Reading Across Disciplines" by Lubna Javeed and Jackie Hernandez April 15, 2022	Content Specific
	Presented North Texas Community College Consortium Developmental Education Forum Session "LAUNCH! Innovation in INRW Class: Serving, Publishing, and Winning Students" April 15, 2022	Content Specific
	Attended eLearning Collin College Accessibility Training by Francis Choy June 8, 2022	General Education Pedagogy
	Attended eLearning IYOC Accessibility Workshop by Francis Choy July 21, 2022	General Education Pedagogy
	Co-chaired a presentation "Do you "College? Teaching Underprepared Students" Faculty Development Conference August 11, 2022	General Education Pedagogy
	Attended Collin College DE Developmental Education Update Meeting August 15, 2022	Population Specific
	"Reading and Writing Houston: Place-inspired Pedagogy in an ESL-ENGL Co-requisite Pairing" by Jill Lynch from Houston Community College, College Academic Support Programs CASP State Conference September 28, 2022	Content Specific
	Presented at College Academic Support Programs CASP State Conference: Siyo! Cherokee Culture, Native American Women's Rights, and Stickball as the "Little Brother of War": Guiding Integrated Reading and Writing Classes through Critical Thinking, Primary and Secondary Source Research, and Service-Learning Projects with a Native American Theme" September 28, 2022	Content Specific
	Served on Faculty Development Advisory Committee Fall, 2023-Spring, 2023	General Education Pedagogy
	Presented "Ahead of the Game: Using Canvas Discussions as Competitions for Pedagogical Wins" Asynchronous Online Session Faculty Development Conference January 5, 2023	Content Specific
	Served as a Panelist "More than Books: Library Services in the Classroom" Faculty Development Conference January 5, 2023	General Education Pedagogy
	Attended "Humans are People, too! Ethical Protections for Research Participants" Faculty Development Conference January 5, 2023	General Education Pedagogy
	Attended "Cultivating Scholars Roundtable: Faculty Sponsors" Faculty Development Conference January 5, 2023	General Education Pedagogy

	Attended session "Working Class Studies in Action: Making a Difference in the Community" by Professor Pamela Gaiter, and Dr. Jillian Yarbrough The Texas Center for Working-Class Studies Conference February 16, 2023	Content Specific
	Co-Presented "Native Americans and the Working Class: Historical, Social, and Cultural Factors" The Texas Center for Working-Class Studies Conference February 16, 2023	General Education Pedagogy
	Served on planning committee for Partnering for Success Conference Fall, 2022 to Spring, 2023	Population Specific
	Co-Presented "Colleagues, Collaborators, and Comrades: Putting the 'Co' in Co-Requisite Teaching Partnerships" Partnering for Success Conference March 24, 2023	Population Specific
	Attended The Center for Teaching and Learning "Teaching and Presenting with Power Points: For Better, Not Worse" presentation by Dr. Allison Boye February 10, 2023	General Education Pedagogy
	Attended "OER Café: Introduction to Open Educational Resources" by Mindy Tomlin February 15, 2023	General Education Pedagogy
	Attended "Canvas Top Ten" eLearning Center Webinar by Ben Miro February 24, 2023	General Education Pedagogy
	Attended "OER Café: Where to Find Open Educational Resources" by Andrew Trantham March 1, 2023	General Education Pedagogy
	Attended HR Employment Team Search Committee Training by Collin College Human Resources Consultants Frisco Campus March 3, 2023	Regulatory
	Attended The Center for Teaching and Learning "Class Discussions Remix: Jigsaws and Fishbowls" by Dr. Allison Boye March 16, 2023	General Education Pedagogy
	Attended The Center for Teaching and Learning "Everyone Belongs Here: An Introduction to Inclusive Teaching Practices" by Dr. Allison Boye March 22, 2023	General Education Pedagogy
	Attended The Center for Teaching and Learning "Crafting Assignments with Universal Appeal: An Exploration of UDL Applications" by Professor Robert Aronoff March 30, 2023	General Education Pedagogy
	Attended eLearning "Canvas New Quizzes" by Pamela Darling-Facio April 4, 2023	General Education Pedagogy
	Attended "OER Café: Evaluating OER's" by Andrew Trantham April 5, 2023	General Education Pedagogy
	Attended The Center for Teaching and Learning "**Do or Do Not, But There is a Try: Using Specifications Grading to Align Assessments to SLOs" by Dr. Les Stanaland April 20, 2023**	General Education Pedagogy
	Attended "OER Café: Copyright, Fair Use, and Open Licensing" by Mindy Tomlin May 3, 2023	General Education Pedagogy

Pam Sawyer (transitioned to Credit English faculty Fall 2023)	2019-Present: Reviewer, Journal of College Academic Support Programs	Content specific
	Fall 2019: Attended, Faculty Roundtable Co-Requisites-Professional Development Workshop-Round Table Discussion	Content Specific
	Spring 2019: Attended, DE Professional Development January 17, April 29	Content Specific
	Spring 2019: Attended, Team Based Learning Seminar with Rebecca Orr	General Education Pedagogy
	Fall 2020: "Embracing Change: Promising Practices for Scalable Co-requisite Implementation"	Content Specific
	Spring 2021: Attended, Collin College, "Faculty Development Conference Teaching and Learning Through Change" Included attending "Critical Reflections: How to Implement Critical Reflections and Examples" and "How to Use Canvas Studio, Part 1 (Basic)."	Content Specific and General Education Pedagogy
	NISOD's 2021 Fall Virtual Conference: Co-Presenter, "Pivoting with Corequisite Classes in the Age of COVID"	Content specific
	Fall 2021: Attended, CASP Conversations (online)	Content specific
	Fall 2022: Attended, Collin College, Real Learning about Fake News: Teaching Our Students Information Literacy, A Panel Discussion	Content specific
	Spring 2022: Attended, Collin College Spring Faculty Development, "Reducing Student Resistance Leads to Better Learning and Happier Faculty."	General Education Pedagogy
	Spring 2023: Presenter, Collin College Spring Faculty Development, "What there was a reading assignment for class today?"	Content specific
	Spring 2023: Attended, Collin College Spring Faculty Development, "Using Perusall for Collaborative Reading Assignments to Generate Class Community"; Rebecca Orr and "Virtually Prepared: Presentation practice for your students using virtual reality"; Whitney Pisani, Jenny Warren	Content Specific, General Education Pedagogy

	Fall 2020: Reviewer, "GEER Funded Open Education Resources Development and Program Grants," Texas Higher Education Coordinating Board	Regulatory
	Spring 2023: Attended, Collin College Professional Development, (online) "Chat GPT Presentation" with Dr. Brian Tatum	Content specific; General Education Pedagogy
	Fall 2023: Attended, Collin College, Faculty Development, "Higher Education: Security, Technology, Opportunities"	General Education Pedagogy

Tawnya Hillin-Smith	"Demystifying the Scholarly Article: Helping Students Navigate Scholarly Texts to improve Reading Comprehension" by Sarah Fish, Partnering for Student Success Conference, Collin College, Spring 2023	Content Specific General Education Pedagogy Population Specific
	"New Behavioral Protocols and the Ever-changing Terminology of the New Generation" by Joanne Zipay, Partnering for Student Success Conference, Collin College, Spring 2023	General Education Pedagogy Population Specific
	"Teaching with a Co-Requisite Partner: A Guidelines Process" by Jo Ward, Partnering for Student Success Conference, Collin College, Spring 2023	Population Specific
	Two-Year College English Association 2023 National Conference, Chicago, Illinois, Spring 2023	Various Sessions in categories of Content Specific General Education Pedagogy Population Specific
	Bridging the Gap Spring 2023 Faculty Development Conference, Collin College, Spring 2023	Various Sessions in categories of Content Specific General Education Pedagogy Population Specific
	Two-Year College English Association-Southwest *2022-Bodies in Space: Fostering Connections in Theory and Practice* in Oklahoma City, OK (Virtual), Fall 2022	Various Sessions in categories of General Education Pedagogy Population Specific

	Fall 2022 Developmental Education Update, Collin Higher Education Center, Fall 2022	Regulatory
	Collin College 2022 Fall Faculty Development Day, Frisco, Fall 2022	Various sessions in categories of General Education Pedagogy Population Specific
	"**Tips on Creating Accessible PowerPoints and Word Documents**," by Dr. Kimberly Wren, Collin College-Center for Teaching and Learning Presentation, Summer 2022	Content Specific
	"Developmental Education Regional Forum: Accelerating Success in Developmental & Adult Education," *2022 North Texas Community College Consortium Developmental Education Regional Forum* (Online), Spring 2022	Regulatory
	"Spring 2022 Faculty Development Conference: Sustaining Academic Excellence Through Assessment," Collin College, Spring 2022	Various Sessions in categories of General Education Pedagogy Population Specific
	Texas Community College Teachers Association 75th Annual Convention, Fall 2021	Various Sessions in categories of General Education Pedagogy Population Specific
	2021 National Council of Teachers of English Conference, (virtual), Fall 2021	Various Sessions in categories of General Education Pedagogy Population Specific
	Two-Year College English Association-Southwest 2021 Annual Conference, (Virtual), Fall 2021	Various Sessions in categories of General Education Pedagogy Population Specific
	2021 South Central Modern Language Association 78th Annual Conference (Hybrid), Fall 2021	Various Sessions in categories of General Education Pedagogy Population Specific

	"Compassion & Equity in Literacy Classrooms: Arizona State University First-Year Writing," by Asao Inoue, *Compassion and Equity in Literacy Classrooms: ASU First-Year Writing* Series, (Virtual), Arizona State Institute for Humanities Research, Fall 2021	General Education Pedagogy Population Specific
	"Compassion & Equity in Literacy Classrooms: Community College Writing," by Asao Inoue, *Compassion and Equity in Literacy Classrooms: ASU First-Year Writing* Series, (Virtual), Arizona State Institute for Humanities Research, Fall 2021	General Education Pedagogy Population Specific
	"Synchronous Online Teaching Best Practices: A Faculty Panel Discussion," Fall 2021 Faculty Development Conference, (Virtual), Fall 2021	Various sessions in categories of Content Specific General Education Pedagogy
	"Visions and Voices for the Future," *31st Annual Literacies for All Virtual Summer Institute*, Presented by *Languages and Literacies for All* of the National Council of Teachers of English, Summer 2021	Various sessions in categories of Content Specific General Education Pedagogy Population Specific
	Texas Community College Teachers Association 74th Annual Convention 2021, (Virtual), Spring 2021	Various Sessions in categories of General Education Pedagogy Population Specific Regulatory
	Spring 2021-Faculty Development Conference, (Virtual), Spring 2021	Various Sessions in categories of General Education Pedagogy Population Specific
	Spring 2021 Virtual DE Faculty & Administrator Professional Development Session, Spring 2021	Various Sessions in categories of General Education Pedagogy Population Specific Regulatory
	"A Holistic Approach to Student Support" led by Associate Dean Traci Ramsey, Collin College-Center for Teaching and Learning Presentation, Fall 2020	General Education Pedagogy

	"Putting it all Together: Facilitating Effective Group work and Cohesion," Webinar, Collin College-Center for Teaching and Learning Presentation, Fall 2020	General Education Pedagogy
	"Transparent Assignment Design: Clearer Assignments, Better Results" Webinar, Collin College-Center for Teaching and Learning Presentation, Fall 2020	General Education Pedagogy
	Completed workshop and certification in the Quality Matters "Peer Reviewer Course," Virtual, Fall 2020	Content Specific General Education Pedagogy
	Fall 2020 District Developmental Education Roundtable Discussion, Fall 2020	Various sessions in categories of Content Specific General Education Pedagogy Regulatory
	Fall 2020 Developmental Education Faculty Professional Development Workshop, Fall 2020	Various sessions in categories of Content Specific General Education Pedagogy
	"Co-Requisite Summer Faculty Professional Development Workshop- Prep Meeting," led by Tina Jackson, Summer 2020	Content Specific General Education Pedagogy Regulatory
	Spring 2020 Faculty Development Conference, Spring 2020	Various sessions in categories of Content Specific General Education Pedagogy
	Spring 2020 Co-requisite Professional Development Faculty Roundtable Series, led by Tina Jackson, Spring 2020	Various sessions in categories of Content Specific General Education Pedagogy Regulatory
	TCCTA 73rd Annual Convention, Frisco, Spring 2020	Various sessions in categories of Content Specific General Education Pedagogy

	Faculty Roundtable Discussion on Corequisite Courses: "Promising practices in teaching corequisite courses," Fall 2019	General Education Pedagogy
	"Strategies and Tools for Texas Corequisite Composition," by Bedford/St. Martin's, Fall 2019	Various sessions in categories of Content Specific General Education Pedagogy
	Texas Higher Education Coordinating Board staff sponsored webinar to update stakeholders on the latest information regarding the Texas Success Initiative Assessment, 2.0 (TSIA2) (Zoom Video), Fall 2019	Regulatory
	"Program Review for Developmental Education," led by Tina Jackson, Preston Ridge, Fall 2019	Regulatory

Adjunct INRW Faculty

Laurie Scott	Fall 19 Aug. 19-Associate Faculty Meeting for McKinney Campus	Regulatory
	Fall 19 Aug. 2-INRW Meeting and Hawkes Training-Spring Creek Campus	Content Specific
	Fall 19 Sept. 21-CHEC Adjunct Faculty Academy-Dr. Brandy Fair and other speakers outlined best practices and pedagogy.	General Education Pedagogy
	Spring 20 Feb. 22 Adjunct Conference	General Education Pedagogy
	Fall 20 Aug. 17 Associate Faculty Meeting for McKinney (Zoom)	Regulatory
	Fall 20 Aug. 18 Developmental Education Roundtable Led by Tina Jackson (Zoom)	Content Specific
	Spring 21 Jan. 12 INRW Meeting (Zoom)	Content Specific
	Spring 21 Jan. 13 Adjunct with Dean Buggs (Zoom)	Regulatory
	Fall 21 Aug. 16 INRW Meeting (Zoom)	Content Specific
	Fall 21 Sept. 21 Helping ACCESS Students Led by Marilyn Harren (Zoom)	Population Specific

Fall 21 Oct. 11 "Teaching with Canvas" ELC course completed	General Education Pedagogy
Fall 21 October 20 "Understanding SOBI" Led by Toni McMillan and SOBI representatives (Zoom)	General Education Pedagogy; Regulatory
Spring 22 Jan. 10 Adjunct with Dean Buggs (Zoom)	Regulatory
Spring 22 Jan. 11 INRW Meeting (Zoom)	Content Specific
Fall 22 Aug. 15 Adjunct Meeting for McKinney (Zoom)	Regulatory
Spring 23 Jan. 10 Adjunct Meeting for McKinney (Zoom)	Regulatory
Spring 23 Jan. 11 INRW Meeting (Zoom)	Content Specific
Spring 23 Mar. 14 Adjunct Meeting with Dean Buggs (Zoom)	Regulatory
Spring 23 Mar. 23 "Purposeful and Strategic Approaches to Learning" Led by Cathy Donald Whitney (Zoom)	General Education Pedagogy
Spring 23 May 4 Canvas Tools Webinar by Pamela Darling Facio (ELC) (Zoom)	General Education Pedagogy

Full-Time ESL Faculty

Charlene Houston	Presented - Texas Community College Teachers Association State (TCCTA) Convention, "Many Voices: Best Practices for Teaching ESL" Spring 20	Population Specific
	Attended – Quality Matters Trainings and Webinars, Spring 20	General Education Pedagogy
	Attended – District DE Roundtable Discussion with Tina Jackson, Fall 20	Population Specific
	Attended – Academic Planning for F1 Visa Students, International Student Office, Fall 20	Population Specific
	Attended – District Development Education Roundtable Discussion, Fall 20	General Education Pedagogy
	Attended – Program Review, Dr. Hardesty, Fall 20	Regulatory

Attended - QEP – Virtual Professional Development, Fall 20	Content Specific
Attended – Canvas Con Webinar, Fall 20	General Education Pedagogy
Attended – TEDx Plano Salon Event "Confronting and Unlearning Toxic Masculinity" Webinar, Fall 20	General Education Pedagogy
Attended – Quality Matters Webinar "A Picture Can Replace a Thousand Words", Fall 20	Content Specific
Attended – Engaging Students in Critical Thinking About Mass and Social-Media, Fall 20	General Education Pedagogy
Attended – Webinar "A Positive Approach to Teaching Grammar Online", Fall 20	Content Specific
Attended – Webinar, Center of Teaching and Learning (CTL), "Easier Grading and Meaningful Evaluations", Fall 20	General Education Pedagogy
Attended – Service-Learning Workshop with Gina Perkins, Fall 20	Population Specific
Attended – Collin College Leadership Symposium, Fall 20	General Education Pedagogy
Attended – CTL Webinar "Beyond the Exam: Alternative Assessments, Dr. Boye, Fall 20	General Education Pedagogy
Attended – CTL Webinar "Self-Care for Weary Professors", Dr. Boye, Fall 20	General Education Pedagogy
Attended – McGraw Hill – "Engaging Students in Multimodal Composition", Fall 20	Content Specific
Attended – Quality Matters Webinar, "Better Than Good Enough – HBCU", Fall 20	General Education Pedagogy
Attended – McGraw Hill Webinar, "A Need to Make Space in Writing Programs, Fall 20	Content Specific
Attended – McGraw Hill Webinar, Non-Native English-Speaking Teachers in the US: Anti – Racist, Fall 20	Population Specific
Attended - McGraw Hill Webinar, "The Online Writing Workshop", Fall 20	Content Specific

	Attended – Teaching Tips for English Language Teachers (TTELT), Student Engagement Tips, Fall 20	General Education Pedagogy
	Attended – TTELT Webinar, Padlet Tips, Fall 20	Content Specific
	Attended – TTELT Webinar, Vocabulary Acquisition, Fall 20	Content Specific
	Presented – Faculty Development Conference, Presentation: "The International Student Perspective in Higher Education" with Dean Fischer, Discipline Lead Jey Venkatesan, and Linda Kapocsi, Spring 21	Population Specific
	Presented – TEXTESOL – Building Best Practices: "Building Best Practices, Academic Literacy, Academic Integrity, and Schemata", Spring 21	Content Specific
	Attended – (TCCTA) – 74th Annual Convention Conference, Spring 21	Population Specific/ Content Specific
	Attended - Service Learning Workshop- Webinar, "Service Learning in a Virtual World", Spring 21	Population Specific
	Attended – "In their Shoes", Dignity Initiative Workshop, Spring 21	Population Specific
	Co-Presented – Unlocking the Mystery of How to Write a College Paper with Linda Kapocsi, Spring 21	Content Specific
	Attended – CTL – "Imposter Syndrome", Dr. Boye Spring 21	General Education Pedagogy
	Attended – CTL – "Fostering Critical Thinking", Dr. Boye, Spring 21	General Education Pedagogy
	Attended – Collin College "Board Report Training", Summer 21	Regulatory
	Presented – "College Mentoring Students" Virtual, Fall 21	General Education Pedagogy
	Attended – Roundtable Discussion: Working with Students in Distress, Faculty Development Conference, Fall21	General Education Pedagogy
	Attended – CTL – "Student Engagement Beyond the Classroom", Dr. Boye, Fall 21	General Education Pedagogy

	Attended – Macmillan Webinar: "Normal Sucks-Strategies for at Risk and Neurodiverse Learners", Fall 21	Population Specific
	Attended – Hispanic Heritage Month: "A Discussion on Exile and the Literary Imagination", Fall 21	Population Specific/ Content Specific
	Attended – Black American Awareness Committee (BAAC): Law Enforcement Panel Event, Fall 21	Content Specific
	Attended – CTL Webinar – "Exhausted", Dr. Boye, Fall 21	General Education Pedagogy
	Co-Presented- College 101: Supporting Developmental, First Generation, Returning, and ESL Students with Faculty and Student Mentoring, Fall 21	Population Specific
	Attended – CTL Webinar: "When Tensions Boil Over", Dr. Boye, Fall 21	General Education Pedagogy
	Presented - ESL Back to School Presentation - Fall 2021	Population Specific
	Attended – ELC Webinars, Canvas, Fall 21	Content Specific/ Regulation
	Attended – Faculty Development Day, Spring 22	General Education Pedagogy
	Presented – Pesky Punctuation Seminar – Spring 22	Content Specific
	Attended – Diversity Career Series: First Generation, Spring 22	Population Specific
	Attended - Academic Planning Coach Training, Spring 22	Population Specific
	Presented – BAAC, Juneteenth Celebration, Summer 22	Population Specific
	Co-Presented- College 101: Supporting Developmental, First Generation, Returning, and ESL Students with Faculty and Student Mentoring, Spring 22	Population Specific
	Attended – Collin College Faculty Development Conference, Fall 22	General Education Pedagogy
	Presented – Pesky Punctuation, Fall 22	Content Specific
	Served - Dignity Initiative Events, Fall 22	Content Specific
	Served – Auteur Films, Fall 22	Content Specific
	Participated - Multicultural Student Organization -Primary Advisor Training, Spring 23	Population Specific

	Attended – Collin College Faculty Development, Spring 23	General Education Pedagogy/ Regulation
	Attended – Working Class Studies in Action, Professor Gaitor, Spring 23	Content Specific
	Attended – CTL "For Better or Worse", Dr. Boye, Spring 23	General Education Pedagogy
	Participated – Hiring Process Training, Spring 23	Regulation
	Participated - African American Mobile Museum, Spring 23	Content Specific
	Attended – CTL, "Crafting Assignments", Dr. Boye, Spring 23	Content Specific
	Participated - DE: Service Unit Team, Spring 23	Regulation
	Awarded – League Excellence Award, Spring 23	General Education Pedagogy

Jennifer Ludlam	Completed Canvas Course, "Training.Accessibility," Fall 2022	General Education Pedagogy
	Workshop "Creating Accessible Courses in Canvas" presented by Francis Choy, Fall 2022	General Education Pedagogy
	Texas TESOL State Conference Workshop "First, They Notice: Grammar Differences in L1" presented by Lis Zuercher, Spring 2023	Content Specific, Population Specific
	CTL Webinar "Adjunct Career Academy, The Final Round: Delivering a Winning Teaching Demonstration" presented by Allison Boye and faculty panel, Spring 2023	General Education Pedagogy
	CTL Webinar "Teaching with AI: A Faculty Panel Discussion" presented by Allison Boye and faculty panel, Summer 2023	General Education Pedagogy
	Student Organization Advisor Training presented by Student Engagement, Summer 2023	General Education Pedagogy
	New Faculty Orientation, Fall 2023	Regulatory

	Website Assistance, Worked with Rajesh Michael to update and improve departmental website for English Learners, Fall 2023	Population Specific
	Faculty Development Conference, Fall 2023	Various Sessions, General Education Pedagogy
	StrengthsQuest Workshop presented by Stephen Rogers, Fall 2023	General Education Pedagogy
	New Faculty Academy, "Preparing for Students: Policies and Logistics" presented by Allison Boye, Fall 2023	General Education Pedagogy
	Texas Higher Education Coordinating Board Digital Learning Summit, "The Microcredential Ecosystem", Fall 2023	General Education Pedagogy, Regulatory

Lis Zuercher	TexTESOL V Winter Conference, Feb 8, 2020, UTA went to 5 sessions	New ideas and methods in ESL
	Canvas Studio Session, 6/29/2020	New ways to create and present online material to students
	TESOL Virtual Conference, 7/6-7/8	Engaging the Disengaged, 7 Tips Teaching Grammar, Creativity in Pronunciation, Keynote, Speaking Software
	CTL Allison Boye Fostering Student Engagement Online	Helped with the switch to online
	Duolingo Testing 6/25/2020 Dr. G. Laflair	Possible entry level testing system
	Training with National Geo/ Cengage	Help using the writing books more efficiently
	Teaching with Canvas Online 3 hrs. Certificate 8/7/ 2020	Understand how to create templates
	Quality Matters Workshop OAB 10 hrs. Online 8/20, 21/ 2020	Learn how to create templates that pass inspection
	Know B4 3/25/2021	Security online training

	Read a book: *Eloge de la Gentillesse En Entreprise*	Learning to treat people I work with in a more kindly business fashion
	Studied Chinese during all my office hours for Spring 2021	Understand my Chinese-speaking students better
	Allison Boye Writing Effective Conference Proposals	Increasing my professional involvement
	Read book: *Language Awareness (on-going)*	New ideas about language. Linguistics and perception
	Faculty Development Day, various speakers 8/11/	Prepare and learn vision for the new academic year
	Allison Boye: Fiery Classroom Situations 9/15/ 2022	Better classroom management
	Allison Boye: Winning Conference Proposals 10/12/2022	Increasing Professional effectiveness
	Allison Boye: Notetaking 9/28/2022	Applies to me and students
	Cybersecurity Awareness pre-recorded 10/26/2022 100% on exit quiz	Security for campus
	Adjunct Academy: How to Interview Well 2/6/23	Pursuit of FT again
	Allison Boye: Teaching and Presenting with PowerPoint 2/10/2023	Increased effectiveness in classroom
	TexTESOL V Conference 2/4/23 online	How to be Published, Keynote, Moving Forward Together
	Allison Boye: The Final Round Getting Hired FT 2/21/23 online	Looking to next step in profession
	Know B4 – Cyber security for Collin online 4/14/23	Increase campus security
	Updated Template Training with Quality Matters 6 hrs, certificate	Increase effective template creation

Adjunct ESL Faculty

Rosyln Brown	Bridging the Gap: Spring 2023 Faculty Development Conference	Various Sessions in categories of Population Specific, Content Specific, and General Education Pedagogy
	Zooming In and Out: Strategies to Engage Online Language Learners November 2022	Content Specific
	"Tips on Creating Accessible PowerPoints and Word Documents" June 2023	General Education Pedagogy
	"Marginally Advanced PowerPoint for Teachers" June 2023	General Education Pedagogy
	Texas Center for Working-Class Studies Conference February 16, 2023	Population Specific?
	Accessible Learning is for All of Us: A Universal Design for Learning Primer December 5, 2022	General Education Pedagogy
	Teaching and Presenting with PowerPoint: For Better Not Worse June 30, 2022	General Education Pedagogy

Partnering for Student Success Promotional Items

Partnering 4 Student Success
MATH · READING · WRITING · STUDY SKILLS

COLLIN COLLEGE

Flower Darby
Keynote Speaker

Flower Darby celebrates and promotes effective teaching in all class formats to include, welcome, and support all students as they learn and succeed. Darby serves as the associate director of the Teaching for Learning Center. As faculty and an instructional designer, she's taught community college and university classes for more than 24 years in a range of subjects, including English, technology, leadership, dance, and Pilates. A seasoned face-to-face and online educator, Darby loves to apply learning science across disciplines and to help others do the same.

COLLIN COLLEGE
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Collin College
Inaugural
Faculty Development
Conference
Friday, March 24

At-A-Glance Schedule

Breakfast and Collin Resource Fair
Conference Center
8:45-9:30 a.m.

Concurrent sessions – J-Building
(see back for session information)
9:45-11:45 a.m.

Lunch – Conference Center
Noon-1 p.m.

Keynote Speaker
Flower Darby
Conference Center
1-2:30 p.m.
Topic: Teaching strategies to foster persistence, motivation, and engagement in online and in-person classes

Concurrent sessions – J-Building
(see back for session information)
2:30-5 p.m.

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Partnering 4 Student Success
MATH · READING · WRITING · STUDY SKILLS

MORNING *50-minute sessions*

Time	Room	Title of Presentation	Primary Presenter	Title	Other Speakers
9:45-10:35 a.m.	J101	Using Desmos to Illuminate your Math Class (and make it fun!)	Dave Rice	Professor of Mathematics	
9:45-10:35 a.m.	J114	What Professors Think We Do vs. What We Really Do: Tutoring the Whole Student in the Writing Center	Monica Davenport	Frisco Writing Center Manager	Writing Center Consultants: Kimberly Sommers, Emily Buziewicz, Cassie Martin
9:45-10:35 a.m.	J118	Engaging Activities to Promote Classroom Learning and Student Success	Toni McMillen	Professor of English	Meagan Hoff, Professor of English
9:45-10:35 a.m.	J121	Growing the Mind: Educating on a Foundation of Growth Mindset	Jeni McMillin	Professor of English	Sharon Eaves, Professor of Psychology

Shorter sessions

Time	Room	Title of Presentation	Primary Presenter	Title	Other Speakers
9:45-10:10 a.m.	J113	Leveraging Emotional Intelligence in the Classroom to Increase Mathematical Reasoning	Mike Panahi	Professor of Mathematics	Shahina Shad, Professor of Mathematics
10:15-10:40a.m.	J113	Facilitating Success in Developmental Math and College Math	Cyrus Malek	Professor of Mathematics	Hassan Mansour, Professor of Mathematics;; Mike Panahi, Professor of Mathematics

MID-MORNING *50-minute sessions*

Time	Room	Title of Presentation	Primary Presenter	Title	Other Speakers
10:50-11:40 a.m.	J113	Supporting and Assessing Students' Reading Processes in the INRW Classroom	Lubna Javeed	Professor of Integrated Reading and Writing	Jackie Hernandez, Professor of Integrated Reading and Writing
10:50-11:40a.m.	J118+A12	Howdy, Professor! Let's Be Partners: Best Practices in Collaboration Between Faculty Members and Tutors	Monica Davenport	Frisco Writing Center Manager	Writing Center Consultants: Kimberly Sommers, Emily Buziewicz, Cassie Martin

Shorter sessions

Time	Room	Title of Presentation	Primary Presenter	Title	Other Speakers
10:50-11:15 a.m.	J101	Excel Tool to Dynamically Produce Charts of Non-Degenerate Conic Sections	Anthony Peterson	Professor of Mathematics	
10:50-11:15 a.m.	J114	Putting a Positive Spin on Negative Comments: Making Sense of Student Evaluations	Shahina Shad	Professor of Mathematics	Yassmin Ansari, Professor of Mathematics
10:50-11:15 a.m.	J121	Hitting the Right Note: Strategies for Student Success	Lisa Kirby	Professor of English	Melody Miyamoto Walters
11:20-11:45 a.m.	J101	Adding Integers with Game & Manipulatives	Catherine Duke	Developmental Mathematics Professor	
11:20-11:45 a.m.	J114	Supporting Students with Autism Spectrum Disorder	J. Scott Farrin	Professor of English	
11:20-11:45 a.m.	J121	First Year Writers and the Art of Conferencing	Amy Dennis	Professor of INRW	

AFTERNOON *50-minute sessions*

Time	Room	Title of Presentation	Primary Presenter	Title	Other Speakers
2:30-3:20 p.m.	J101	Math Professors Read a Book-and Liked It!	Elizabeth Johnson	Professor of Mathematics	Professors of Mathematics: Leah Beck, Martha Chalhoub, and Sonia Petch
2:30-3:20 p.m.	J113	Demystifying the Scholarly Article: Helping Student Navigate Scholarly Texts to Improve Reading Comprehension		Professor of English	
2:30-3:20 p.m.	J115	Rubrics, Statistics, Boxplots, Hooray!	Melissa Bird	Professor of Mathematics	Other Speakers: Dr. Kimberly Harris, Professor of Music
2:30-3:20 p.m.	J118	Promoting Executive Functioning Skills in the Classroom: What Every Educator Can Do	Dr. Nelly Kaakaty	Psychology Professor	

Shorter sessions

Time	Room	Title of Presentation	Primary Presenter	Title	Other Speakers
2:30-2:40 p.m.	J121	Assess for Success	Helen Wang	Professor of Mathematics	
2:30-2:55 p.m.	J114	Colleagues, Collaborators, and Comrades: Putting the "Co" in Co-Requisite Teaching Partnerships	Linda Kapocsi	Professor of Integrated Reading and Writing	Dr. Rosalinda Valenzuela, Professor of Political Science
2:40-2:50 p.m.	J121	INRW: Helping Students to Achieve Academic Competence	Ayesha Khan	INRW FAST Tutor	
2:50-3:00 p.m.	J121	New Behavioral Protocols and the Ever-Changing Terminology of the New Generation	Joanne Zipay	Professor of Theater	
3:00-3:10 p.m.	J121	Teaching With a Co-Requisite Partner: A Guidelines Process	Jo Ward	Director of Developmental English	
3:05-3:55 p.m.	J114	FAST Forward: A Year in Review	Joani Reese	APCAA Manager	
3:10-3:20 p.m.	J121	Reading Strategies: Possibilities for Canvas' Student Engagement Assignment	Tawnya Hillin-Smith	Professor of Integrated Reading and Writing	
3:35-4 p.m.	J101	How to Effectively use Color in Math Lectures	Kristen Ewing	Professor of Mathematics	
3:35-4 p.m.	J113	Aligning Reading and Writing Expectations Across the Disciplines	Meagan Hoff	Professor of English and INRW	Kristie Lussier, Professor of English
3:35-4 p.m.	J115	Corequisite Partners: Curriculum, Collaboration, Communication	Cindy Adams	Professor of Mathematics	Danielle Keenan, Professor of Mathematics
3:35-4 p.m.	J118	Engagement, Emotional Intelligence, and Growth Mindset: Using Student Success Strategies to Build Academic Self-Efficacy	Dr. Emily Peebles	Department Chair-College Preparatory	
3:35-4:00 p.m.	J121	Team Teaching Quantitative Reasoning in the Corequisite Model	Sarah Hildebrand	Associate Professor of Mathematics	Benjamin Ortiz, Instructor of Mathematics

MID-AFTERNOON *50-minute sessions*

Time	Room	Title of Presentation	Primary Presenter	Title	Other Speakers
4:10-5 p.m.	J101	Analysis of DE Math Effectiveness in Preparing Students for Co-Requisite Courses	Leah Beck	Professor of Mathematics	Kyle Belkue, Associate Dean of Academic Affairs; Brandy Fair, Associate Dean of Academic Affairs
4:10-5 p.m.	J118	Preventing Plagiarism: Active Learning for Students	Nicole Donawho	Professor of History	
4:10-5 p.m.	J113	The Organization of Student Success	Dr. Lisa Forrester	Associate Dean Academic Affairs	Charles Keith David, Professor of English

Shorter sessions

Time	Room	Title of Presentation	Primary Presenter	Title	Other Speakers
4:05-4:30 p.m.	J114	Utilizing Interleaving to Encourage Retention in a College Algebra Course	Sonia Petch	Professor of Mathematics	
4:10-4:35 p.m.	J115	Working Memory Capacity in Developmental Students (And What It Means for Educators)	Shanna Irwin-Coury	Professor of Mathematics	
4:10-4:35 p.m.	J121	Reading and Analyzing Scientific Research	Elizabeth Hanner	Professor of Psychology	
4:35-5 p.m.	J114	StatCrunch Killed the TI-84 Star	Collin Byrnes	Professor of Mathematics	

Partnering 4 Student Success
MATH · READING · WRITING · STUDY SKILLS

Concurrent Sessions
Schedule and Descriptions

Strand: Teaching and Classroom Strategies

Time	Room	Session
09:45-10:35	J118	

Engaging Activities to Promote Classroom Learning and Student Success
Presenters: Toni McMillen, Professor of English and Meagan Hoff, Professor of English
Description: Classroom activities can engage and support students by inspiring their imaginations and giving them practical critical thinking techniques that support the skills and concepts to reinforce student learning outcomes and overall success. This session will focus on practical inspirational in class activities that lead to rich learning experiences. For this session, the presenters will share activities used in the classroom for robust student experiences resulting in classroom work that leads to student success. We will examine two activities in depth. First, we will explore the use of art in the class to express creativity. Second, we will explore the use of critical reading strategies to reinforce the application of analytical thinking and the application of ideas in practice. Toni McMillen uses group topics such as a focus on Creativity and the use of class activities to examine the reinforce the value of the practice of creativity and Meagan Hoff applies a reading strategy to evoke deeper levels of reading and learning. The presenters will share their insight and research on forward thinking practices to reach today's students.

09:45-10:35   J121

Growing the Mind: Educating on a Foundation of Growth Mindset
Presenters: Jeni McMillin, Professor of English and Sharon Eaves, Professor of Psychology
Description: Growth Mindset (Dweck, 2006) is a trendy term that has gained significant attention in the academic community. The practices of the growth mindset educator can influence the educational perseverance and attainment of their students. How do we encourage students to grow their academic and self-regulation habits? We will share how we have encouraged students to adopt growth mindset behaviors through our various interactions with them and invite you to share your strategies.

09:45-10:35   J114

What Professors Think We Do vs. What We Really Do: Tutoring the Whole Student in the Writing Center
Presenters: Monica Davenport, Frisco Writing Center Manager with Kimberly Sommers, Emily Buziewicz, and Cassie Martin: Writing Center Consultants
Description: Professors may worry that their students will be "overhelped" or will get too much criticism at the writing center. Or at least they often think students will only get basic help with grammar or sentence structure when they come. But we do so much more, which may include building confidence, helping students navigate LMS systems, teaching them how to be a "student," etc. Join us to hear from writing center consultants about the breadth and importance of the work we do and how it impacts overall student success.

10:50-11:15   J114

Putting a positive spin on negative comments: Making sense of student evaluations
Presenters: Shahina Shad, Professor of Mathematics and Yassmin Ansari, Professor of Mathematics
Description: Student evaluations are a statistically sound method to collect and process feedback from students at the end of each semester. For students, it provides an opportunity to express their thoughts regarding the course and the quality of instruction they received. For professors, if the criticism is taken constructively, it provides an opportunity for self-assessment, self-improvement, and self-reflection which leads to professional growth and effective instruction moving forward. Presenters will discuss strategies not only to motivate students to participate in the evaluation process but also to encourage them to provide details in the subjective part. They will also share ethical strategies as well as unethical strategies that must not be employed by professors with regard to student evaluations.

PARTNERING 4 STUDENT SUCCESS

10:50-11:15   J121   **Hitting the Right Note: Strategies for Student Success**
Presenters: Lisa Kirby, Professor of English and Melody Miyamoto Walters, Professor of History
Description: Many faculty approach their courses with the assumption that students are well-versed in foundational academic concepts, such as note-taking, active reading, organization, and other executive-functioning skills. However, the reality is many students enter academia with little awareness of or experience with these fundamental skills. Spending classroom time discussing these concepts and helping students learn to apply them can be important to their overall college success. This presentation, featuring faculty in History and English, will highlight specific approaches to teaching academic success strategies and provide ideas for how teachers can consider these topics in their own courses.

10:50-11:40   J118   **Howdy, Professor! Let's Be Partners: Best Practices in Collaboration between Faculty Members and Tutors**
Presenters: Monica Davenport, Frisco Writing Center Manager with Kimberly Sommers, Emily Buziewicz, and Cassie Martin: Writing Center Consultants
Description: Perhaps due to lack of understanding about the role and function of tutors in the developmental learning process, faculty members may not be promoting the use of tutoring centers or embracing embedded tutoring to the extent that students often need. The more we can work together, the better the outcome will be for developmental students. This session will include practical methods of collaboration and will provide reassurance that tutors are there to support developmental faculty, not compete with them.

11:20-11:45   J121   **First Year Writers and the Art of Conferencing**
Presenter: Amy Dennis, Professor of INRW
Description: Most student writers thrive on individual feedback, but your written suggestions on student writing assignments often go unnoticed and unread. This session offers practical tips for professors to plan, organize, and conduct college-level writing conferences even with students who are not used to meeting with their professors one-on-one. We will discuss how to prepare students for conferencing, the structure of a typical writing conference, incorporating the conference as a grade, logistics to make sure the class session is productive for all learners, and real student comments on the conferencing experience.

11:20-11:45   J114   **Supporting Students with Autism Spectrum Disorder**
Presenter: J. Scott Farrin, Professor of English
Description: J. Scott Farrin will discuss managing a classroom that includes students on the autism spectrum, offering suggestions how such students can be included in discussions and group work and how contributions from them might be encouraged but--when needed--regulated so that a healthy balance between the students and between teacher and students is maintained. It is not always easy to know how to support students on the autism spectrum or how their behavior might be managed when it becomes disruptive, but a better understanding of how they experience the classroom can provide some assistance.

2:30-2:55   J114   **Colleagues, Collaborators, and Comrades: Putting the "Co" in Co-Requisite Teaching Partnerships**
Presenters: Linda Kapocsi, Professor of Integrated Reading and Writing and Dr. Rosalinda Valenzuela, Professor of Political Science
Description: Attendees will learn the ABC's of working with a co-requisite partner, practical ways to plan ahead and to communicate about the courses, and methods for connecting the courses.

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2:30-3:20	J115	**Rubrics, Statistics, Boxplots, Hooray!**

Presenters: Melissa Bird, Professor of Mathematics and Dr. Kimberly Harris, Professor of Music
Description: Take the guess work out of grading and analyzing students' understanding of an assignment. Rubrics set a clear expectation of criteria, allow students to focus on what an instructor is looking for, and make grading easy! But then what? Analyzing student performance is more than just looking at the average. If you're not a math professor, looking at overall student performance can seem daunting... we're going to make that easy too.

2:30-3:20	J118	**Promoting executive functioning skills in the classroom: what every educator can do**

Presenter: Dr. Nelly Kaakaty, Psychology Professor
Description: All learning challenges can be traced back to poor executive functioning skills. Executive functions are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Known as the "management system" of the brain, it is the foundation for all we do. Often students arrive to college without having learned how to study, manage their time effectively, or create an organizational system to keep track of deadlines and assignments. This presentation focuses on how to support students' executive functioning skills in the classroom, specifically in three main areas: time management, organization, and study skills.

2:50-3:00	J121	**New Behavioral Protocols and the Ever-Changing Terminology of the New Generation**

Presenter: Joanne Zipay, Professor of Theater
Description: In the Theatre Department, we have been strongly influenced by the "Chicago Standards," created several years ago in response to the #MeToo movement, and other changing guidelines for behavioral interactions between individuals with varying power dynamics. We've implemented some procedures and practices in our department for dealing with these issues, and teach them to our students each semester. This has successfully created a more open climate for communication regarding appropriate and inappropriate uses of power in all of our daily interactions with our students, and in their interactions with each other. Easy to learn and understand, these practices can be implemented by anyone who wishes to create a stronger environment of respect and dignity of the individuals within their classes, activities, and/or departments.

3:00-3:10	J121	**Teaching with a Co-Requisite Partner: A Guidelines Process**

Presenter: Jo Ward, Director of Developmental English
Description: This session briefly covers the process by which we created our corequisite guidelines at UTA as well as how the guidelines help corequisite instructors. Topics include communication, curriculum alignment, student interactions, and developmental best practices.

3:05-3:55	J114	**F A S T Forward: A Year in Review**

Presenter: Joani Reese, APCAA Manager
Description: A Round-table Best Practices discussion of Embedded Tutoring Programs.

3:35-4:00	J118	**Engagement, Emotional Intelligence, and Growth Mindset: Using Student Success Strategies to Build Academic Self-Efficacy**

Presenter: Dr. Emily Peebles, Department Chair - College Preparatory
Description: Participants will learn strategies to enhance classroom content with student success strategies. Developing students' understanding of growth mindset and emotional intelligence helps them to approach educational difficulties with an enhanced sense of academic self-efficacy. These concepts can be woven into existing content using short, easily incorporated, engaging activities in face-to-face and online course settings. Participants will be provided with materials that will help them get started using the strategies and activities right away.

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3:35-4:00   **J115**   **Corequisite Partners: Curriculum, Collaboration, Communication**
Presenters: Cindy Adams, Professor of Mathematics and Danielle Keenan, Professor of Mathematics
Description: This session will provide information regarding curriculum, collaboration, and communication for corequisite teaching from two San Jacinto College instructors who have partnered together to achieve student success in corequisite math courses. Participants will receive information and strategies to use in teaching with a corequisite partner in any discipline. The presentation is applicable for instructors and anyone responsible for student success outcomes.

3:35-4:00   **J121**   **Team Teaching Quantitative Reasoning in the Corequisite Model**
Presenters: Sarah Hildebrand, Associate Professor of Mathematics and Benjamin Ortiz, Instructor of Mathematics
Description: In this session, we will describe our experiences building Midland College's Corequisite Quantitative Reasoning as a partnership. We have developed both the support and transfer-level courses together since 2018. Each of us will give our perspective and methods of best practice. Quantitative Reasoning is a unique course in itself and teaching developmental students brings its own set of challenges. We have a shared vision for what the student experience should be like in a Quantitative Reasoning class, and we mold it for developmental math students. Come find out how the classes have evolved to make the class successful for everyone involved.

4:05-4:30   **J114**   **Utilizing Interleaving to Encourage Retention in a College Algebra Course**
Presenter: Sonia Petch, Professor of Mathematics
Description: Many math courses culminate in a comprehensive final exam, but often students feel that they "forget" material from the beginning of the semester when it comes time to study for the final exam. To mitigate learning loss, homework and exams were re-designed in three College Algebra Fall 2022 sections to incorporate the interleaving of previous material with new material throughout the semester. A survey was distributed to students at the end of the semester and results will be shared.

4:10-4:35   **J121**   **Reading and Analyzing Scientific Research**
Presenter: Elizabeth Hamner, Professor of Psychology
Description: Many students struggle with writing college-level research papers - not only in terms of proper grammar, citations, word choice, etc. but in comprehending the sources they are asked to utilize. This session will present an example of sequential assignments that teach students how to read and analyze peer-reviewed research for use in not only academic papers/projects, but to enhance their critical thinking skills.

4:10-5:00   **J113**   **The Organization of Student Success**
Presenters: Dr. Lisa Forrester, Associate Dean Academic Affairs and Charles Keith David, Professor of English
Description: This session is designed to promote the idea that student success can be enhanced through careful consideration of time management and exploring new ways of structuring our physical organization—for both faculty and students. During this session, we will model various methods of proactively managing time and developing organizational skills. Examples and suggestions of items that can be used by faculty and students to improve their time management and organizational abilities will be offered and explored.

4:10-5:00   **J118**   **Preventing Plagiarism: Active Learning for Students**
Presenter: Nicole Donawho, Professor of History
Description: This interactive presentation asks participants to dissect a piece of writing from the internet and break it into common components that do and do not need to be cited in a paper. The presenter will guide participants using analytical questions through a process of determining what they should leave uncited, paraphrase and cite, or quote directly and cite. Participants will leave with a handout that details the guiding questions, as well as ideas for choosing a content-appropriate text for their own course.

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Strand: Teaching Reading and Writing

10:50-11:40   J113   **Supporting and Assessing Students' Reading Processes in the INRW Classroom**
Presenters: Lubna Javeed, Professor of Integrated Reading and Writing and Jackie Hernandez, Professor of Integrated Reading and Writing
Description: This interactive presentation will illustrate how faculty can support students' comprehension during the reading process. Strategies to monitor and teach reading techniques will be presented. College reading requires a higher level of cognitive demand than most undergraduate students are familiar with (Stahl and Armstrong, 2020) since reading tasks usually involve textbooks or disciplinary articles that require specialized skills. To make reading further challenging, different reading genres have unique textual structures with linguistic and conceptual concepts. Effective and explicit teaching of comprehension strategies may help students understand demanding texts. Presenters will cover making assessment-related decisions to monitor students' content knowledge and skills, backward planning, the reading process to support strategic reading, and Bloom's taxonomy.

2:30-3:20   J113   **Demystifying the Scholarly Article: Helping Student Navigate Scholarly Texts to Improve Reading Comprehension**
Presenter: Sarah Fish, Professor of English
Description: Academic writing often asks students to use scholarly articles to support their ideas, but students can struggle with reading this source and knowing what material should be integrated into their work. Why is the article so long? Why are there so many unfamiliar? What's the main point? In this session, I offer reading strategies and activities to help students navigate scholarly articles to understand the text's purpose (adding to disciplinary knowledge) and breakdown the article's main focus (the author's unique contribution to their field) so they can better integrate that information into their writing assignments.

2:40-2:50   J121   **INRW: Helping Students to Achieve Academic Competence**
Presenter: Ayesha Khan, INRW FAST tutor
Description: Every year, thousands of students pursue a college degree anticipating an academic accomplishment and moving one-step closer to get their aspired dream fulfilled. However, many of these students are considered unprepared or underprepared for college-level course work and placed into developmental education. INRW's strategic approach can play a pivotal role to improve outcomes of students' learning in developmental education. Interaction through mentoring, coaching, and tutoring are what students exactly need the most. This will accordingly improve students' academic performance and increase their self –efficacy.

3:10-3:20   J121   **Reading Strategies: Possibilities for Canvas's Student Engagement Assignment**
Presenter: Tawnya Hillin-Smith, Professor of Integrated Reading and Writing
Description: The demonstration of the Canvas Student Annotation assignment option will focus on teaching student reading strategies. These strategies can include previewing the text to activate prior knowledge, asking prereading questions, identifying important and unfamiliar information before reading, engaging in active reading such as identifying main points and thesis statements, participating in critical thinking by annotating connections between experiences, ideas, and other texts to reading, and writing a post-reading summary. Introducing these assignments early can serve to improve student engagement throughout the semester and improve their understanding of the text while preparing for related classroom discussion.

3:35-4:00   J113   **Aligning Reading and Writing Expectations Across the Disciplines**
Presenters: Meagan Hoff, Professor of English and INRW and Kristie Lussier, Professor of English
Description: In this session, we will share findings from a study that examined the reading and writing expectations of professors across a variety of disciplines. The purpose of this study was to better understand the types of reading and writing that students will encounter outside beyond their Integrated Reading and Writing courses. In this session, we will provide an overview of our finding, summarize discipline-specific trends, and offer suggestions on how to support the college literacy development of students throughout their time in college.

Strand: Teaching Mathematics

09:45-10:10   J113   **Leveraging Emotional Intelligence in the classroom to Increase Mathematical Reasoning**
Presenters: Mike Panahi, Professor of Mathematics and Shahina Shad, Professor of Mathematics
Description: Emotional intelligence is one of the determinants of academic success. Without emotional intelligence, learners cannot use their cognitive abilities to reach their full potential. Students who have high emotional intelligence can make guesses, draw conclusions from statements, carry out mathematical manipulation, and check the validity of an argument correctly. Mathematics is understood through reasoning, and reasoning—like emotional intelligence—is a skill that can be learned. Reasoning can be honed through visualization, proofs, games, and activities that develop problem solving skills in students. Presenters will discuss some aspects of emotional intelligence mentioned above needed for mathematical reasoning

09:45-10:35   J101   **Using Desmos to Illuminate your Math Class (and making it fun!)**
Presenter: David Rice, Professor of Mathematics
Description: Learn how to illuminate your math lectures with the graphing program desmos by making your graphs come alive through automation and other graphing techniques. Come up with simple graphing exercises and projects that will engage students' imagination. Also, learn how to "draw with your ears" using the visually impaired features that desmos has (it's fun for everyone). See how easy and intuitive desmos is to use.

10:15-10:40   J113   **Facilitating Success in Developmental Math and College Math**
Presenters: Cyrus Malek, Professor of Mathematics; Hassan Mansour, Professor of Mathematics; and Mike Panahi, Professor of Mathematics
Description: Our goal as a Math professor is to effectively deliver a lecture on a subject like Algebra where the student can attain some new knowledge during each new lecture. The lecture is supplemented by in class examples and homework. Ideally all of your students would express interest and engage in class by way asking questions and helping to solve example problems. One of the most common challenges facing Math instructors is the need to reduce students' knowledge gaps—it is not always the Mathematics that students struggle with, but rather the prerequisite concepts from algebra and study skills, mindset, and not knowing their learning styles. We will be discussing how we have facilitated variety of high- tech and low-tech techniques and other strategies that have worked in our classrooms.

10:50-11:15   J101   **Excel tool to dynamically produce charts of non-degenerate conic sections**
Presenter: Anthony Peterson, Professor of Mathematics
Description: Demonstrate Excel tool which dynamically produces charts of non-degenerate conic sections (circle, ellipse, parabola, or hyperbola). The user enters parameters (general, standard, or polar form) for a non-degenerate conic section. In addition to the curve, the tool plots the center, foci, vertices, latus rectums, directrix, and asymptotes as appropriate. The values of all plotted objects are provided along with an equivalent general equation for the conic section. The user can copy/paste the generated charts into other MS Office documents. Any lines or points can be removed from the copied chart as desired by clicking on it and pressing delete.

11:20-11:45   J101   **Adding Integers with Game & Manipulatives**
Presenter: Catherine Duke, Developmental Mathematics Professor
Description: An activity that can be used to introduce and explain the rules for adding signed numbers. Participants will participate as a student to use manipulatives to develop the rules.

2:30-2:40   J121   **Assess for Success**
Presenter: Helen Wang, Professor of Mathematics
Description: This presentation will share a recent implementation of splitting each unit test into two half-unit tests in a corequisite math class and discuss preliminary results about how this assessment strategy affected student engagement and success in the course.

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2:30-3:20 J101 **Math Professors read a book - and liked it!**
Presenters: Elizabeth Johnson, Professor of Mathematics and Leah Beck, Martha Chalhoub, and Sonia Petch; Professors of Mathematics
Description: Attending an AMATYC 2021 session motivated members of the math department to initiate a book club. Our first choice was "Small Teaching" by James Lang, where we learned small yet effective changes to improve student outcomes in any discipline. In this session learn how you can implement strategies from the book in your classroom next week.

3:35-4:00 J101 **How to Effectively use Color in Math Lectures**
Presenter: Kristen Ewing, Professor of Mathematics
Description: This session will focus on providing examples of how to effectively use color during math lectures. Based on anecdotal evidence and feedback received from students, the use of color helps students with pattern recognition and connecting key pieces of information together. I will demonstrate how I choose colors for different problems and the importance of consistency with the choice of color throughout similar types of problems. Examples will be chosen from my College Algebra Corequisite, Elementary Statistics Corequisite, and Math Foundations courses.

4:10-4:35 J115 **Working Memory Capacity in Developmental Students (And What It Means for Educators)**
Presenter: Shanna Irwin-Coury, Professor of Mathematics
Description: Working Memory Capacity is an individual measure of how much information a person can keep "in mind" at one time. Lower working memory capacity is associated with reduced success in mathematics courses. When cognitive resources are over-burdened, problems cannot be processed fully. Often, cognitive resources are expended on emotional responses to major assessments. When that occurs, mental state is inadvertently assessed, in addition to knowledge and skills. This can't be completely avoided; but steps can be taken to reduce these unwanted effects. Learn how our students' capacity is affected by outside forces like math anxiety and stereotype threat, and how to mitigate some of it in assessment creation.

4:10-5:00 J101 **Analysis of DE Math Effectiveness in Preparing Students for Co-Requisite Courses**
Presenters: Leah Beck, Professor of Mathematics; Kyle Bellue, Associate Dean of Academic Affairs; and Brandy Fair, Associate Dean of Academic Affairs
Description: This study aimed to assess the effectiveness of a developmental math course in preparing students to complete a co-requisite College Algebra course. The researchers compared the success of DE Math students to those who tested 'ready' and were later successful in their subsequent math co-requisite class starting with Spring/Summer 2020 through Fall 2022.

4:35-5:00 J114 **StatCrunch Killed the TI-84 Star**
Presenter: Collin Byrnes, Professor of Mathematics
Description: Is manually typing data sets into the calculator bumming out your students? StatCrunch is a widely accessible Web-based statistical software package, and is an ideal tool for an introductory statistics course. This session shows how easy it is for students and instructors to use StatCrunch to perform all of the statistical functions normally reserved for the TI-84, while gaining perks of functionality such as copying and pasting data sets, having more intuitive binomial and normal probability calculators, and many more!

APPENDIX D – Past Documentation for DE Service Unit Continuous Improvement Plan Process

Original Continuous Improvement Plan for this Review Cycle and Associated 2-Year Report (please note that due to leadership change and data loss original standalone CIP is not available, but is include in the document below)

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: **Name of Program/Unit:**

Contact name: **Contact email: Tina Jackson, DE Director**

 Contact phone:

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

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.)
Increase Dev Ed Success rates	Course success rates from Dev Education courses in AY 15, 16 and 17	Year to year increase
Advising Plan Developing Block Schedules for M3 Developmental Education students. DE Pathways Pathway A: Certificate Pathway B: Workforce Pathway C: Core	Analyze data from focus groups, surveys and interviews with faculty & administrators. Conduct three CIP group action planning meetings to finalize block schedule pathways	25% Of DE M3 students in DE pathways FALL 2020 50% Of DE M3 students in DE pathways FALL 2021 75% of DE M3 students in DE pathways FALL 2022

Providing academic support for DE students with low reading comprehension skills	Work with Deans/ Associate Deans to prepare for academic support and supplemental instruction district wide. DE Math/ INRW Faculty will present needs that will directly affect future professional development	District wide Supplemental Instruction Fall 2020, 2 DE MATH / 2 INRW Tutors Faculty Resources for reading comprehension Available District wide Fall 2020 Professional Development FALL 2020
Increasing success rates in co-requisite courses in MATH 1342/ MATH 0342	Conducting professional development sessions for faculty & staff. Offer professional development to address issues related to supplemental curriculum for reading comprehension.	Professional Development FALL 2020 SPR 2021 FALL 2022
Increasing ESL/ F1 program participants	Outreach to community programs and working with student & enrollment services.	Increase of 10% by 2022

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)

A. **Outcome #1** Increase Developmental Ed Success Rates	
B. **Measure (Outcome #1)** Course success rates from developmental education courses in AY 15, 16 and 17	C. **Target (Outcome #1)** Year to year increase

D. Action Plan (Outcome #1)

Developmental Math Action Plan
Beginning Fall 2018, the College offered co-requisite math courses as required by Texas House Bill 2333. Students took a 3-hour DE math support course concurrently with a 3-hour credit level math course. The Developmental Education support course was tailored to the course content in the credit level course. So, the material in the 1314 support course was different than the material in the 1342 support course. The goal was to provide just-in-time remediation through Developmental Education content that students needed to know in order to be successful on the content in the credit level course. For the AY2018 approximately 25% of DE students were enrolled in a co-requisite course, but that increased to approximately 50% in AY2019 and 75% in AY2020. This met the corequisite scaling requirements associated with Texas House Bill 2333

Integrated Reading and Writing Action Plan
Beginning Fall 2018, Collin College offered co-requisite INRW courses as required by Texas House Bill 2333. Students are enrolled in a 3-hour Developmental Education INRW 0315 support course concurrently that is paired with a 3-hour credit level course (ENGL 1301, HIST 1301, GOVT 2305, GOVT 2306, or SOCI 1301). The Developmental Education course curriculum scaffolds and supports the curriculum of the credit level course. Each Developmental Education course is unique and tailored to support the specific credit level course that it is paired with. This tailored instruction provides just-in-time support for students to be successful in the credit course. For the AY 2018, approximately 25% of DE students were enrolled in a co-requisite course. This increased to 50% for AY2019, and 75% in AY2020. This met the corequisite requirements outlined in Texas House Bill 2333.

ESL Action Plan
In Fall 2019, the ESL department restructured the program to make it an Intensive English Program, approved by SEVIS (Student Exchange and Visitor Programs) to admit F-1 Visa students in ESL (20 weekly required clock hours of ESL instruction). In addition to creating a program that could serve international populations seeking English study in the United States, the program change was geared toward making the program more academic and enhancing student success. The change was mainly in the number of classes offered and the contact hours of each course.
In the prior program, 3 levels (Intermediate 1, Intermediate 2 and Advanced) of 4 academic skills (Conversation, Grammar, Reading, and Writing) were offered, for a total of 12 contact hours at each level. Two 3-hour extra skills classes -- Idioms and Vocabulary and Test Taking Skills for Non-Native Speakers – were also offered. The maximum possible hours a student could carry in a given term was 15, but it would typically be lower.

In the new ESL program, all classes are four contact hours. Three levels (intermediate, advanced, and transitioning) of 4 academic skills (Conversation, Grammar, Reading, and Writing) are offered, for a total of 16 contact hours. Three extra skills classes – Pronunciation (new), Idioms and Vocabulary, and Test Taking Skills for Non-Native Speakers – are offered each for 4 contact hours. A maximum possible number of hours a student can carry in a semester is 20 contact hours per semester, but it is typically lower. As noted above, F1 Visa students studying ESL are required to carry 20 clock hours per week of ESL instruction.

The new program not only offers more classes but more hours, so students have more time to learn and practice the skills. For a language student, this intensive program provides stronger scaffolding for learning skills which improves the likelihood of being able to be successful
and increases motivation among students promoting improved success rates. Please see the table below for class/skills organization details.

Comparison of ESL Class Arrangement

Old ESL Program Academic Oriented Classes Total Available Contact Hours = 12	New Program Academic Oriented Classes Total Available Contact Hours = 16
ESL Listening and Speaking 0310 - Intermediate II	ESL Listening and Speaking 0305 – Intermediate
ESL Listening and Speaking - Advanced	ESL Listening and Speaking 0310 - Advanced
ESL 0325 - Pronunciation	ESL Listening and Speaking 0325 - Transitioning
ESL Grammar 0305 - Intermediate I	ESL Grammar 0305 - Intermediate
ESL Grammar 0310 - Intermediate II	ESL Grammar 0310 - Advanced
ESL Grammar 0325 - Advanced	ESL Grammar 0325 - Transitioning
ESL Reading 0305 - Intermediate I	ESL Reading 0305 - Intermediate
ESL Reading 0310 - Intermediate II	ESL Reading 0310 - Advanced
ESL Reading0325 - Advanced	ESL Reading 0325 - Transitioning
ESL Writing 0305 - Intermediate I	ESL Writing 0305 - Intermediate
ESL Writing 0310 - Intermediate II	ESL Writing 0310 - Advanced
ESL Writing 0325 - Advanced	ESL Writing 0325 - Transitioning
Extra Skills Courses	
ESL Idioms and Vocabulary 310 - (Extra Skill)	ESLX0305 – Pronunciation (Intermediate) (Extra Skill)
ESL - Test Taking Skills for Non-Native Speakers (Extra Skill)	ESLX0310 – Vocabulary and idioms (Advanced) (Extra Skill)
	ESLX0325 – Test Taking Skills for Non-Native Speakers (Extra Skill) (Transitioning Level)
Available Contact Hours = 6	Available Contact Hours = 12

D. Results Summary (Outcome #1)

Developmental Math Results Summary

Fall 2015:
Students enrolled in Math-0302, Math-0305, Math-0310, Math-0406: 2458
Students with grade A-C in those classes: 1189 for a success rate of 48%

Spring 2016:
Students enrolled in Math-0302, Math-0305, Math-0310, Math-0406: 2141
Students with grade A-C in those classes: 1072 for a success rate of 50%

Fall 2016:
Students enrolled in Math-0302, Math-0305, Math-0310, Math-0406: 2764
Students with grade A-C in those classes: 1392 for a success rate of 50%

Spring 2017:
Students enrolled in Math-0302, Math-0305, Math-0310, Math-0406: 2249
Students with grade A-C in those classes: 1138 for a success rate of 51%

Fall 2017:
Students enrolled in Math-0302, Math-0305, Math-0310, Math-0406: 2689
Students with grade A-C in those classes: 1394 for a success rate of 52%

Spring 2018:
Students enrolled in Math-0302, Math-0305, Math-0310, Math-0406: 2195
Students with grade A-C in those classes: 1105 for a success rate of 50%

Overall success rate for the AY 15, AY 16, and AY 17 is 50.3%

Math Co-Requisite Success Data

Fall 2018 (Goal 25% co-req)

Fall 2018 Co-Requisite Mathematics	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D	Passed DE Course to become TSI Complete
Math 0314/1314	440	n = 47 11%	n=219 50%	n=285 65%	n=297 68%
Math 0324/1324	39	n = 2 5%	n=24 62%	n=31 79%	n=31 79%
Math 0342/1342	104	n = 6 6%	n=38 37%	n=56 54%	n=69 66%
Math 0332/1332	53	n = 4 8%	n=25 47%	n=36 68%	n=35 66%

| Total | 636 | n = 59
9% | n=306
48% | n=408
64% | n=432
68% |

Spring 2019

Spring 2019 Co-Requisite Mathematics	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D	Passed DE Course to become TSI Complete
Math 0314/1314	374	n = 18 5%	n=194 52%	n=254 68%	n=266 71%
Math 0324/1324	26	n = 1 4%	n=16 62%	n=21 81%	n=21 81%
Math 0342/1342	103	n = 9 9%	n=26 25%	n=55 53%	n=64 62%
Math 0332/1332	72	n = 1 1%	n=36 50%	n=52 72%	n=52 72%
Total	575	n = 29 5%	n=272 47%	n=382 66%	n=403 70%

Fall 2019 (Goal 50% co-req)

Fall 2019 Co-Requisite Mathematics	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D	Passed DE Course to become TSI Complete
Math 0314/1314	664	n = 73 11%	n=304 46%	n=381 57%	n=412 62%
Math 0324/1324	74	n = 14 19%	n=27 36%	n=37 50%	n=38 51%
Math 0342/1342	304	n = 30 10%	n=153 50%	n=199 65%	n=210 69%
Math 0332/1332	139	n = 6 4%	n=77 55%	n=92 66%	n=93 67%
Total	1181	n = 123 10%	n=561 48%	n=709 60%	n=753 64%

Spring 2020 (Covid hit in March)

Spring 2020 Co-Requisite Mathematics	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D	Passed DE Course to become TSI Complete
Math 0314/1314	606	n = 120 20%	n=280 46%	n=349 58%	n=384 63%

Math 0324/1324	94	n = 19 20%	n=50 53%	n=52 55%	n=58 62%
Math 0342/1342	232	n = 37 16%	n=123 53%	n=147 63%	n=155 67%
Math 0332/1332	99	n = 16 16%	n=49 49%	n=58 59%	n=61 62%
Total	1031	n = 192 19%	n=502 49%	n=606 59%	n=658 64%

Fall 2020 (Goal 75% co-req) (mostly online or blended with social distancing)

Fall 2020 Co-Requisite Mathematics	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D	Passed DE Course to become TSI Complete
Math 0314/1314	707	n = 69 10%	n=319 45%	n=421 60%	n=486 69%
Math 0324/1324	167	n = 17 10%	n=76 46%	n=95 57%	n=106 63%
Math 0342/1342	178	n = 17 10%	n=93 52%	n=113 63%	n=118 66%
Math 0332/1332	57	n = 4 7%	n=27 47%	n=35 61%	n=36 63%
Total	1109	n = 107 10%	n=515 46%	n=664 60%	n=746 67%

Spring 2021 (mostly online or blended with social distancing)

Spring 2021 Co-Requisite Mathematics	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D	Passed DE Course to become TSI Complete
Math 0314/1314	566	n = 46 8%	n=254 45%	n=330 58%	n=383 68%
Math 0324/1324	128	n = 22 17%	n=49 38%	n=56 44%	n=67 52%
Math 0342/1342	189	n = 14 7%	n=101 53%	n=121 64%	n=129 68%
Math 0332/1332	109	n = 4 4%	n=81 74%	n=92 84%	n=95 87%
Total	992	n = 86 9%	n=485 49%	n=599 60%	n=674 68%

Integrated Reading and Writing Results Summary

Fall 2015:
Students enrolled in INRW 0405 and INRW 0315: 762.
Students with grade A-C in those classes: 516 for a success rate of 68%.
Spring 2016:
Students enrolled in INRW 0405 and INRW 0315: 747
Students with grade A-C in those classes: 502 for a success rate of 67%

Fall 2016: (note: first time INRW 0300 was offered again)
Students enrolled in INRW 0300, INRW 0405, and INRW 0315: 1079
Students with grade A-C in those classes: 750 for a success rate of 70%

Spring 2017:
Students enrolled in INRW 0300, INRW 0405, and INRW 0315: 1076
Students with grade A-C in those classes: 767 for a success rate of 71%

Fall 2017:
Students enrolled in INRW 0300, INRW 0405, and INRW 0315: 1423
Students with grade A-C in those classes: 890 for a success rate of 63%

Spring 2018:
Students enrolled in INRW 0300, INRW 0405, and INRW 0315: 972
Students with grade A-C in those classes: 619 for a success rate of 64%

Overall success rate for INRW for the AY 15, AY 16, and AY 17 is 67%

INRW Co-Requisite Success Data

Fall 2018 (Goal 25% co-req)

Fall 2018 Co-Requisite INRW	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D	Passed DE Course to become TSI Complete
INRW 0315/ ENGL 1301	394	26 6.59%	267 67.76%	301 76.39%	304 77%
INRW 0315/ HIST 1301	46	4 8.69%	13 28.26%	19 41.30%	26 57%
INRW/GOVT 2305	44	4 9.09%	21 47.72%	31 70.45%	29 66%
TOTAL ENROLLMENT	484	34 7.02%	301 62.19%	351 72.52%	359 74%

Spring 2019

Spring 2019 Co-Requisite INRW	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D	Passed DE Course to become TSI Complete
INRW 0315/ ENGL 1301	364	29 8%	230 63.18%	262 71.97%	247 68%
INRW 0315/HIST 1301	11	2 1.8%	7 63.63%	8 72.72%	8 73%
INRW 0315/ GOVT 2305	21	0 0%	19 90.47%	19 90.47%	18 86%
TOTAL ENROLLMENT	396	31 7.82%	256 64.64%	289 72.97%	273 69%

Fall 2019 (Goal 50% co-req)

Fall 2019 Co-Requisite INRW	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D	Passed DE Course to become TSI Complete
INRW 0315/ ENGL 1301	625	36 6%	425 68%	468 75%	434 69%
INRW 0315/HIST 1301	22	1 5%	14 64%	17 77%	11 50%
INRW 0315/ GOVT 2305	21	0 0%	20 95%	21 100%	20 95%
Total	689	37 5%	459 67%	506 73%	465 67%

Spring 2020 (Covid hit in March)

Spring 2020 Co-Requisite INRW	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D	Passed DE Course to become TSI Complete
INRW 0315/ ENGL 1301	440	51 12%	272 62%	297 68%	287 65%
INRW 0315/HIST 1301	0	0	0	0	0
INRW 0315/ GOVT *2306*	20	2 10%	15 75%	15 75%	15 75%
Total	460	53 12%	287 62%	312 68%	302 66%

Fall 2020 (Goal 75% co-req) (mostly online or blended with social distancing)

Fall 2020 Co-Requisite INRW	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D	Passed DE Course to become TSI Complete
INRW 0315/ ENGL 1301	672	35 5%	429 64%	473 70%	453 67%
INRW 0315/HIST 1301	0	0	0	0	0
INRW 0315/ GOVT 2305	27	1 4%	22 81%	22 81%	20 74%
INRW 0315/SOCI 1301	25	5 20%	8 32%	9 36%	9 36%
Total	724	41 57%	459 63%	504 70%	482 67%

Spring 2021 (mostly online or blended with social distancing)

Spring 2021 Co-Requisite INRW	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D	Passed DE Course to become TSI Complete
INRW 0315/ ENGL 1301	470	21 4%	291 62%	315 67%	320 68%
INRW 0315/HIST *1302*	20	2 10%	8 40%	12 60%	8 40%
INRW 0315/ GOVT 2306	24	1 4%	18 75%	18 75%	20 83%
INRW 0315/SOCI 1301	24	0 0%	12 50%	16 67%	12 50%
Total	538	24 4%	329 61%	361 67%	360 67%

English as a Second Language Findings

AY 2016-2017 Total Average Success Rate – 75%
Total students enrolled in ESLC 0305, ELSC 0310, and ESLC 0320: 371.
    Students with grade A-C in those classes: 312 for a success rate of 83%.
Total students enrolled in ESLG 0305, ELSG 0310: 304.
    Students with grade A-C in those classes: 220 for a success rate of 75%.
Total students enrolled in ESLR 0305, ELSR 0310: 279.
    Students with grade A-C in those classes: 198 for a success rate of 71%.
Total students enrolled in ESLW 0305, ELSW 0310: 279.

Students with grade A-C in those classes: 196 for a success rate of 69%.

AY 2017-2018 Total Average Success Rate – 77%
Total students enrolled in ESLC 0305, ELSC 0310, and ESLC 0320: 321.
    Students with grade A-C in those classes: 280 for a success rate of 87%.
Total students enrolled in ESLG 0305, ELSG 0310: 287.
    Students with grade A-C in those classes: 218 for a success rate of 78%.
Total students enrolled in ESLR 0305, ELSR 0310: 276.
    Students with grade A-C in those classes: 197 for a success rate of 71%.
Total students enrolled in ESLW 0305, ELSW 0310: 276.
    Students with grade A-C in those classes: 200 for a success rate of 73%.

AY 2018-2019 Total Average Success Rate – 79%
Total students enrolled in ESLC 0305, ELSC 0310, and ESLC 0320: 85.
    Students with grade A-C in those classes: 78 for a success rate of 93%.
Total students enrolled in ESLG 0305, ELSG 0310: 75.
    Students with grade A-C in those classes: 53 for a success rate of 72%.
Total students enrolled in ESLR 0305, ELSR 0310: 87.
    Students with grade A-C in those classes: 66 for a success rate of 76%.
Total students enrolled in ESLW 0305, ELSW 0310: 87.
    Students with grade A-C in those classes: 67 for a success rate of 77%
The overall ESL success rate for years prior to the program review (AY 16, AY 17 and AY 18)
averaged to be 78.3%, while the overall success rates in the years post program review were 72.9% for
AY19 and 10% for AY 20.

2016-2020 Total Completion and Success Rates

ESLC0305

Academic Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	F
				Grade Assigned							Grade Distribution		
2016	151	62	52	15	0	0	20	2	41%	34%	10%	0%	0
2017	129	66	34	9	0	0	17	3	51%	26%	7%	0%	0
2018	49	13	21	9	0	0	5	1	27%	43%	18%	0%	0
2019	48	19	16	7	0	0	6	0	40%	33%	15%	0%	0
2020	1	0	0	0	0	0	0	1	0%	0%	0%	0%	0
Averages									42%	33%	11%	0%	0

ESLC0310

Academic Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	F
				Grade Assigned							Grade Distribution		
2016	125	54	38	13	0	0	17	3	43%	30%	10%	0%	0
2017	114	51	41	12	0	0	6	4	45%	36%	11%	0%	0
2018	24	15	7	2	0	0	0	0	63%	29%	8%	0%	0
2019	24	10	7	2	0	0	4	1	42%	29%	8%	0%	0
2020	1	0	0	0	0	0	0	1	0%	0%	0%	0%	0
Averages									45%	32%	10%	0%	0

ESLC0320

Academic Year	Enrollment	Grade Assigned A	B	C	D	P	F	W	Grade Distribution A	B	C	D
2016	95	39	24	13	0	0	12	7	41%	25%	14%	0%
2017	78	42	18	7	0	0	8	3	54%	23%	9%	0%
2018	12	7	4	0	0	0	1	0	58%	33%	0%	0%
2019	3	2	0	0	0	0	1	0	67%	0%	0%	0%
2020	-	-	-	-	-	-	-	-	-	-	-	-
Averages									48%	24%	11%	0%

ESLC0325

Academic Year	Enrollment	Grade Assigned A	B	C	D	P	F	W	Grade Distribution A	B	C	D
2016	-	-	-	-	-	-	-	-	-	-	-	-
2017	-	-	-	-	-	-	-	-	-	-	-	-
2018	-	-	-	-	-	-	-	-	-	-	-	-
2019	6	0	3	1	0	0	2	0	0%	50%	17%	0%
2020	0	0	0	0	0	0	0	0	-	-	-	-
Averages									0%	50%	17%	0%

ESLG0305

Academic Year	Enrollment	Grade Assigned A	B	C	D	P	F	W	Grade Distrib A	B	C	D
2016	185	26	42	50	0	0	62	5	14%	23%	27%	0%
2017	173	27	46	45	0	0	48	7	16%	27%	26%	0%
2018	49	4	21	8	0	0	15	1	8%	43%	16%	0%
2019	44	11	20	7	0	0	6	0	25%	45%	16%	0%
2020	1	0	0	0	0	0	0	1	0%	0%	0%	0%
Averages									15%	29%	24%	0%

ESLG0310

Academic Year	Enrollment	Grade Assigned A	B	C	D	P	F	W	Grade Distrib A	B	C	D
2016	119	33	45	24	0	0	13	4	28%	38%	20%	0%
2017	114	35	40	25	0	0	11	3	31%	35%	22%	0%
2018	26	7	10	3	0	0	5	1	27%	38%	12%	0%
2019	35	11	11	8	0	0	3	2	31%	31%	23%	0%
2020	2	0	0	0	0	0	0	2	0%	0%	0%	0%
Averages									29%	36%	20%	0%

ESLG0325

Academic Year	Enrollment	Grade Assigned A	B	C	D	P	F	W	Grade Distrib A	B	C	D
2016	-	-	-	-	-	-	-	-	-	-	-	-
2017	-	-	-	-	-	-	-	-	-	-	-	-
2018	-	-	-	-	-	-	-	-	-	-	-	-
2019	8	1	1	2	0	0	4	0	13%	13%	25%	0%
2020	0	0	0	0	0	0	0	0	-	-	-	-
Averages									13%	13%	25%	0%

ESLR0305

Academic Year	Enrollment	Grade Assigned							Grade D		
		A	B	C	D	P	F	W	A	B	C
2016	156	48	46	30	0	0	28	4	31%	29%	19%
2017	153	23	62	28	0	0	31	9	15%	41%	18%
2018	50	12	23	4	0	0	9	2	24%	46%	8%
2019	42	8	18	6	0	0	9	1	19%	43%	14%
2020	2	0	0	1	0	0	0	1	0%	0%	50%
Averages..									23%	37%	17%

ESLR0310

Academic Year	Enrollment	Grade Assigned							Grade D		
		A	B	C	D	P	F	W	A	B	C
2016	123	7	39	30	0	0	42	5	6%	32%	24%
2017	123	7	48	29	0	0	33	6	6%	39%	24%
2018	37	3	20	4	0	0	6	4	8%	54%	11%
2019	31	4	12	9	0	0	5	1	13%	39%	29%
2020	2	0	0	0	0	0	0	2	0%	0%	0%
Averages..									7%	38%	23%

ESLR0325

Academic Year	Enrollment	Grade Assigned							Grade D		
		A	B	C	D	P	F	W	A	B	C
2016	-	-	-	-	-	-	-	-	-	-	-
2017	-	-	-	-	-	-	-	-	-	-	-
2018	-	-	-	-	-	-	-	-	-	-	-
2019	10	2	4	1	0	0	3	0	20%	40%	10%
2020	0	0	0	0	0	0	0	0	-	-	-
Averages..									20%	40%	10%

ESLW0305

Academic Year	Enrollment	Grade Assigned							Grade D		
		A	B	C	D	P	F	W	A	B	C
2016	156	33	58	32	0	0	29	4	21%	37%	21%
2017	153	16	71	26	0	0	31	9	10%	46%	17%
2018	50	8	22	8	0	0	10	2	16%	44%	16%
2019	42	10	13	8	0	0	10	1	24%	31%	19%
2020	2	0	0	1	0	0	0	1	0%	0%	50%
Averages..									17%	41%	19%

ESLW0310

Academic Year	Enrollment	Grade Assigned							Grade Di...			
		A	B	C	D	P	F	W	A	B	C	
2016	123	3	27	43	0	0	45	5	2%	22%	35%	
2017	123	4	40	43	0	0	30	6	3%	33%	35%	
2018	37	3	16	10	0	0	4	4	8%	43%	27%	
2019	31	0	13	12	0	0	5	1	0%	42%	39%	
2020	2	0	0	0	0	0	0	2	0%	0%	0%	
Averages......									3%	30%	34%	

ESLW0325

Academic Year	Enrollment	Grade Assigned							Grade Dis...			
		A	B	C	D	P	F	W	A	B	C	D
2016	-	-	-	-	-	-	-	-	-	-	-	
2017	-	-	-	-	-	-	-	-	-	-	-	
2018	-	-	-	-	-	-	-	-	-	-	-	
2019	10	2	4	1	0	0	3	0	20%	40%	10%	0
2020	0	0	0	0	0	0	0	0	-	-	-	
Averages......									20%	40%	10%	0

ESLX0305

Academic Year	Enrollment	Grade Assigned							Grade Distr...			
		A	B	C	D	P	F	W	A	B	C	D
2016	-	-	-	-	-	-	-	-	-	-	-	-
2017	-	-	-	-	-	-	-	-	-	-	-	-
2018	-	-	-	-	-	-	-	-	-	-	-	-
2019	20	14	5	0	0	0	1	0	70%	25%	0%	0%
2020	0	0	0	0	0	0	0	0	-	-	-	-
Averages......									70%	25%	0%	0%

ESLX0310

Academic Year	Enrollment	Grade Assigned							Grade Distr...			
		A	B	C	D	P	F	W	A	B	C	D
2016	-	-	-	-	-	-	-	-	-	-	-	-
2017	-	-	-	-	-	-	-	-	-	-	-	-
2018	-	-	-	-	-	-	-	-	-	-	-	-
2019	9	5	0	1	0	0	1	2	56%	0%	11%	0%
2020	1	0	0	0	0	0	0	1	0%	0%	0%	0%
Averages......									50%	0%	10%	0%

ESLX0325												
Academic					Grade Assigned							Grade Distr
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D
2016	-	-	-	-	-	-	-	-	-	-	-	-
2017	-	-	-	-	-	-	-	-	-	-	-	-
2018	-	-	-	-	-	-	-	-	-	-	-	-
2019	6	1	1	0	0	0	4	0	17%	17%	0%	0%
2020	0	0	0	0	0	0	0	0	-	-	-	-
Averages..									17%	17%	0%	0%

D. Findings (Outcome #1)

Developmental Math Findings

For the AY15, AY16, and AY17, the success rate in stand-alone DE math courses was about 50%. That is, 50% of enrolled students passed the course and were able to move forward to their next math class. Note that some students still needed to take another DE math course before moving on to a credit level math course. Since the implementation of co-requisite courses, the success rate in the DE course has been between 64 and 70% each semester. That means 64%-70% of the DE math students were TSI complete at the end of that one semester and needed no more DE math courses. Many of these students were able to pass a credit level math course the same semester, though the percentages varied from course to course and semester to semester.

Integrated Reading and Writing Findings

For the AY15, AY16, and AY17, the success rate in stand-alone INRW courses was about 67%. That is, 67% of enrolled students passed the course and were able to move forward to their next INRW class. Note that some students still needed to take another DE math course before being TSI complete. Since the implementation of co-requisite courses, the success rate in the DE course has been between 66% and 74% each semester. That means 66%-74% of the INRW students were TSI complete at the end of that one semester and needed no more INRW courses. Many of these students were able to pass a credit level paired course (ENGL 1301, GOVT 2305/2306, HIST 1301/1302, SOCI 1301) the same semester, though the percentages varied from course to course and semester to semester.

English as a Second Language Findings

In discussing the findings, it is important to note the following factors:

-The ESL program is unique in admitting both credit and non-credit students. All data listed here is only for credit students; therefore, we are not really getting a full picture of success or completers.
-The data for the 2020 AY consists of a very low sample size and may not be acceptable to use for analysis and projection of future success.
-The success rate is not available for ESLX0305 and ESLX0325 for the 2016-2018 academic years as there were newly created courses.

Comparing 2019, the year the new program was introduced and the year that has the most complete data post program creation to the years prior, the completion rates and success rates are comparable. There was a decrease of roughly 5%. which could partially be attributed to COVID-19 influencing factors. In addition, the changes to the program structure resulted in a much more rigorous program which required more hours to complete. This may have contributed to increased numbers of students not being able to complete the program compared to the years prior; however, the program review needed to be made more rigorous in order to comply with federal student visa regulations.

In ESL, we have 3 levels (Intermediate-305, Advanced -310, and transitioning -325) and of 5 skills (Conversation (C), Grammar (G), Reading (R), Writing (W), and Extra Skills (X)). For the Academic years 2016, 2017, and 2018, the success rate was about 75% for all classes, which means 75% of enrolled students passed and moved on to the next level. Some students in ESLR0325 and ESLW0325 might have completed TSI and moved on to college. Please see the charts previously provided for completion and success rate data.

D. Implementation of Findings

Developmental Math Implementation of Findings
The co-requisite model has increased student success rate in DE courses by 28%-40% by semester. It would be great to see the success rates in the DE course stay approximately 70% per semester.
The success rates in the credit level math course vary from semester to semester and course to course. The overall success rates in credit level courses for DE students in co-requisite classes hovers around 48% for grades A-C and around 60% for grades A-D. These levels are fairly consistent despite the increase in the percent of students enrolled in co-requisite courses (25% to 50% to 75%) and despite limited time in face-to-face classes with an instructor because of the Covid-19 pandemic. It would be nice to see the credit level success rates continue to improve both overall and per course.

Integrated Reading and Writing Implementation of Findings
The co-requisite model has kept student success rate in INRW corequisite courses consistent by semester at 67-68%. It would be great to see the success rates in the INRW course increase to approximately 70% per semester.
The success rates in the credit level corequisite course vary from semester to semester and course to course. The overall success rates in credit level courses for DE INRW students in co-requisite classes hovers around 63% for grades A-C and around 71% for grades A-D. These levels are fairly consistent despite the increase in the percent of students enrolled in co-requisite courses (25% to 50% to 75%) and despite limited time in face-to-face classes with an instructor because of the Covid-19 pandemic. It is a goal to see the credit level success rates continue to improve both overall and per course.

English as a Second Language Implementation of Findings
 Overall, the success rate increased in the new program. The pandemic situation may be a cause for the low enrollment in Fall 2020 (167); however, it went up dramatically in Spring 2021 (264). Students certainly needed to make a great adjustment to the blended/online class set up. We hope that more students enroll for credit. As a result, a higher number can be recorded for

completion and success rates. Implementing the following ideas may be helpful to improve completion/success rate:
Adjusting in-between class time to give enough time for students to have a good break.
Revising the departmental final exams to make sure that we have 2 sets of exams for all classes at all levels
Reviewing the text book selections to make sure they have updated materials and are challenging for students.

A. Outcome #2	
Advising plan developing block schedules for M3 developmental education students. DE Pathways	
B. Measure (Outcome #2)	**C. Target (Outcome #2)**
Analyze data from focus groups, surveys and interviews with faculty & administrators.	25% Of DE M3 students in DE pathways
	FALL 2020
Conduct three CIP group action planning meetings	50% Of DE M3 students in DE pathways
to finalize block schedule pathways	FALL 2021
	75% of DE M3 students in DE pathways
	FALL 202
D. Action Plan (Outcome #2)	
Conduct three CIP group action planning meetings	
to finalize block schedule pathways	
E. Results Summary (Outcome #2)	
No report. Progress not made on this outcome.	
F. Findings (Outcome #1)	
No report. Progress not made on this outcome.	
G. Implementation of Findings	
No report. Progress not made on this outcome.	

A. Outcome #3
Providing academic support for DE students with low reading comprehension skills

B. Measure (Outcome #3)	C. Target (Outcome #3)
Work with Deans/ Associate Deans to prepare for academic support and supplemental instruction district wide. DE Math/ INRW Faculty will present needs that will directly affect future professional development events as well as document formation and skill building exercises to use in the classroom. Compare success rates across different levels of reading readiness.	District wide Supplemental Instruction Fall 2020, 2 DE MATH / 2 INRW Tutors Faculty Resources for reading comprehension Available District wide Fall 2020 Professional Development FALL 2020 SPR 2021; FALL 2022

D. Action Plan (Outcome #3)

A DE Mathematics and INRW faculty member will pair up to write a series of lessons or activities to be shared with faculty to help students improve reading skills in mathematics courses.
A Supplemental Instruction and Tutoring Program will be implemented to provide extra assistance to co-requisite math students.
Professional Development sessions will be held to help DE math faculty learn and improve pedagogy.

E. Results Summary (Outcome #3)

Professional Development

A PD was held in January 2019 where a faculty member (Sharon Jackson) from Dallas County Community College presented on techniques to help co-requisite math students. Another PD was held in April of 2019 specifically for co-requisite statistics. Pearson representatives demonstrated StatCrunch software, general MyMathLab offerings, and Leah Beck hosted a brainstorming session on strategies to help co-requisite statistics students. Leah Beck (DE math) and Tawnya Smith (INRW) collaborated in Fall of 2019. They wrote a series of lessons or activities to share with faculty. Lessons were intended to help math faculty work with students on reading skills in math co-requisite courses, particularly the Elementary Statistics co-requisite course. Activities includes samples of scaffolding, helping students pre-read challenging problems, and helping students move from "outsider" language to "insider" language in math problems. The activities created were shared at PD sessions for Collin faculty in January of 2020. Those activities are still posted on the Synergy website that all math faculty (both full-time and adjunct) can access.

Supplemental Instruction Update

Spring 2019 to Spring 2021

Spring 2019

College Algebra Supplemental Instruction (pilot – Frisco Campus)
- Frisco Campus - 7 sessions per week
- Online – 1 session every other week
- 350 verified sign ins
- 80 unique co-requisite college algebra students
- Students who attended at least ONE SI/T session
  - 88.8% passed Math 0314 (TSI complete in Math)
  - 87.5% passed Math 1314 with D or higher
  - 71.3% passed Math 1314 with C or higher (success is first college level math class)
- Students who attended 3 or more SI/T sessions
  - 96.7% passed Math 0314 (TSI complete in Math)
  - 95% passed Math 1314 with D or higher
  - 80.3% passed Math 1314 with C or higher (success in first college level math class)

THECB Reported success rates for All Math Co-requisite classes
- 43% of students met TSI standards (TSI complete)
- 43% of students success in first College level math class (C or higher)

Fall 2019

College Algebra Supplemental Instruction
- Frisco Campus - 8 sessions per week
- McKinney Campus – 6 sessions per week
- Plano Campus – 8 sessions per week
- Online – 4 sessions per week (including 1 weekend session)

College Algebra SI Outcomes
- 865 verified sign ins
- 201 Unique co-requisite College Algebra students
- 30% of Co-requisite college algebra students attended at least one SIT session
- Students who attended at least ONE SI/T session
  - 80.6% passed Math 0314 (TSI Complete in Math)
  - 79.1% passed Math 1314 with D or Higher
  - 65.2% passed Math 1314 with C or higher (Success in first college level math class)
- Students who attended 3 or more SI/T sessions
  - 87% passed Math 0314 (TSI complete in Math)

- 84.5% passed Math 1314 with D or higher
- 71.8% passed Math 1314 with C or higher (Success in first college level math class)

Elementary Statistics Supplemental Instruction (pilot – McKinney Campus)
- McKinney Campus – 3 sessions per week
- 60 verified sign ins
- 19 Unique co-requisite Elementary Statistics Students
- Did not track success rates due to small sample size

Spring 2020

Changes –
- Making worksheets/lessons available to students online using OneDrive
- Expanding Elementary Statistics SI to all three campuses and online
- Offering training to AIM center staff in Elementary Statistics by embedding AIM staff into co-requisite classrooms to increase tutor availability in Statistics
- Increasing placement of tutors in classrooms to encourage student SI/T attendance, decrease student/teacher ratio, and increase tutor familiarity of material
- Increasing number of weekend and evening SI/T opportunities

Covid arrived in March. All classes moved completely online. We converted most SIT sessions to online. It was not possible to fully track attendance and success rates due to the sudden change in formats and campuses closing.

Fall 2020

Most classes were online or blended format where students were socially distanced in the classrooms. This means not all students were able to attend each class meeting (in most cases). This meant we could not have embedded tutors to help recruit to SIT or to allow for more tutor access during the class period. Most instructors did not require/grade SIT attendance due to Covid restrictions.
New – Dev Math piloted SIT for Math for Business and Social Sciences. There were no lessons created, but we offered sessions in a Q & A format.
1314/0314 College Algebra:
- 4 face-to-face sessions weekly at Frisco
- 10 face-to-face sessions weekly at Plano
- 18 weekly online sessions
- 133 total visits by 37 different students
- 5% of co-requisite college algebra students attended SIT at least once. The drop in attendance is likely due to most sessions being online. Also, many instructors did not require/grade SIT attendance due to Covid.
- Students who attended AT LEAST one session:
    - 89.19% passed 0314 and are TSI complete
    - 67.57% passed 1314 with a D or higher

- o 48.65% passed 1314 with a C or higher
- Students who attended AT LEAST 3 sessions (23 students)
    - o 96.65% passed 0314 and are TSI complete (1 withdrew)
    - o 96.65% passed 1314 with a D or higher (1 withdrew)
    - o 47.83% passed 1314 with a C or higher

1342/0342 Elementary Statistics:
- 2 face-to-face sessions weekly at Frisco
- 14 weekly online sessions
- 71 total visits by 20 total students
- 11% of co-requisite elementary statistics students attended SIT at least once
- Students who attended AT LEAST one session:
    - o 90% passed 0342 and are TSI complete
    - o 90% passed 1342 with a D or higher
    - o 80% passed 1342 with a C or higher
- Students who attended AT LEAST 3 sessions:
    - o 92.86% passed 0342 and are TSI complete
    - o 92.86% passed 1342 with a D or higher
    - o 78.57% passed 1342 with a C or higher

1324/0324 Math for Business and Social Sciences
- 6 weekly online sessions
- 39 sessions attended by 12 students
- 7% of co-req business math students attended at least once
- Students who attended AT LEAST one session:
    - o 66.66% passed 0324 and are TSI complete
    - o 66.66% passed 1324 with a grade of C or higher (no D's)
- Students who attended AT LEAST three sessions:
    - o 66.66% passed 0324 and are TSI complete
    - o 66.66% passed 1324 with a grade of C or higher (no D's)

Spring 2021

Most classes are still online or blended format, meaning not all students are able to attend class each meeting. Still no embedded tutors. Most instructors still not requiring/grading attendance.

1314/0314 College Algebra:
- 2 face-to-face sessions weekly at Frisco
- 7 face-to-face sessions weekly at Plano
- 10 face-to-face sessions weekly at McKinney
- 21 weekly online sessions
- 80 total visits by 16 different students

- 3% of co-requisite college algebra students attended SIT at least once. The drop in attendance is likely due to most sessions being online. Also, many instructors did not require/grade SIT attendance due to Covid.
  - Students who attended AT LEAST one session:
    - 93.75% passed 0314 and are TSI complete
    - 81.25% passed 1314 with a D or higher
    - 43.75% passed 1314 with a C or higher
  - Students who attended AT LEAST 3 sessions:
    - 90% passed 0314 and are TSI complete
    - 80% passed 1314 with a D or higher
    - 40% passed 1314 with a C or higher

1342/0342 Elementary Statistics:
- 2 face-to-face sessions weekly at Frisco
- 12 weekly online sessions
- 65 total visits by 15 total students
- 8% of co-requisite elementary statistics students attended SIT at least once
- Students who attended AT LEAST one session:
  - 93.33% passed 0342 and are TSI complete
  - 93.33% passed 1342 with a D or higher
  - 80% passed 1342 with a C or higher
- Students who attended AT LEAST 3 sessions:
  - 100% passed 0342 and are TSI complete
  - 100% passed 1342 with a D or higher
  - 84.61% passed 1342 with a C or higher

1324/0324 Math for Business and Social Sciences
- 5 weekly online sessions
- 4 sessions attended by 4 students
- 3% of co-req business math students attended at least once
- 1 student scored A in 0324 and B in 1324
- 1 student scored B in 0324 and C in 1324
- 1 student withdrew
- 1 student must have used a nickname because unable to find grades

E. Findings (Outcome #3)

There has not been PD geared specifically for improving reading in math co-requisite classes since Spring 2020. Covid has made it difficult to do this, but it is also challenging to find relevant, helpful PD for how to improve reading skills in math classes. The sessions in January 2020 did start good discussions, and as faculty have gained experience teaching the statistics co-requisite course, success rates have improved. The suggested lessons/activities are still posted for faculty in Synergy.

The SIT program is highly effective and helpful for students who attend. Attendance has dramatically dropped in the last year due to Covid limitations and faculty not emphasizing it as much due to Covid. Hopefully attendance will increase starting in Fall 2021. There are lessons provided for SIT tutors to

use, however they are not necessarily focused on helping students improve their reading skills in math. That may be a nice result, but the focus is on math and helping students improve their math skills.

F. Implementation of Findings

It would be nice to promote the SIT program more (faculty encouraging student attendance) and see if success rates also increase. However, this does not tie closely to the goal of improving reading comprehension skills.

While increased PD would help faculty, it is difficult to find PD that will specifically help with reading comprehension for students.

A. Outcome #4	
Increasing success rates in co-requisite courses in MATH 1342/ MATH 0342	
B. Measure (Outcome #4)	**C. Target (Outcome #4)**
Conducting professional development sessions for faculty & staff. Offer professional development to address issues related to supplemental curriculum for reading comprehension.	Professional Development FALL 2020 SPR 2021 FALL 2022
D. Action Plan (Outcome #4)	
Conduct professional development sessions for faculty teaching co-requisite statistics. Expand the Supplemental Instruction and Tutoring program to include co-requisite statistics so those students can get assistance outside of class.	
E. Results Summary (Outcome #4)	

A PD was held in January 2019 where a faculty member (Sharon Jackson) from Dallas County Community College presented on techniques to help co-requisite math students. Another PD was held in April of 2019 specifically for co-requisite statistics. Pearson representatives demonstrated StatCrunch software, general MyMathLab offerings, and Leah Beck hosted a brainstorming session on strategies to help co-requisite statistics students. Leah Beck (DE math) and Tawnya Smith (INRW) collaborated in Fall of 2019. They wrote a series of lessons or activities to share with faculty. Lessons were intended to help math faculty work with students on reading skills in math co-requisite courses, particularly the Elementary Statistics co-requisite course. Activities includes

samples of scaffolding, helping students pre-read challenging problems, and helping students move from "outsider" language to "insider" language in math problems. The activities created were shared at PD sessions for Collin faculty in January of 2020. Those activities are still posted on the Synergy website that all math faculty (both full-time and adjunct) can access.

No professional development sessions were held specifically for Stats co-req in Fall 2020 or Spring 2021.

The Supplemental Instruction and Tutoring program (SI/T) was expanded to include co-requisite statistics. In Fall of 2019, pilot sessions were held at the McKinney campus. Three sessions were held each week, and there were 60 verified sign-ins by 19 unique students. More sessions were offered district wide in Spring 2020, but Covid hit and made it difficult to track overall attendance and success rates for the Spring.

SI/T data from Fall 2020:

- 2 face-to-face sessions weekly at Frisco

- 14 weekly online sessions

- 71 total visits by 20 total students

- 11% of co-requisite elementary statistics students attended SIT at least once

- Students who attended AT LEAST one session:

    o 90% passed 0342 and are TSI complete

    o 90% passed 1342 with a D or higher

    o 80% passed 1342 with a C or higher

- Students who attended AT LEAST 3 sessions:

    o 92.86% passed 0342 and are TSI complete

    o 92.86% passed 1342 with a D or higher

    o 78.57% passed 1342 with a C or higher

SI/T data from Spring 2021:

- 2 face-to-face sessions weekly at Frisco

- 12 weekly online sessions

- 65 total visits by 15 total students

- 8% of co-requisite elementary statistics students attended SIT at least once

- Students who attended AT LEAST one session:

  o 93.33% passed 0342 and are TSI complete

  o 93.33% passed 1342 with a D or higher

  o 80% passed 1342 with a C or higher

- Students who attended AT LEAST 3 sessions:

  o 100% passed 0342 and are TSI complete

  o 100% passed 1342 with a D or higher

  o 84.61% passed 1342 with a C or higher

Co-Requisite Statistics (Math 0342/1342)

Historical Success Data

Semester	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D	Passed DE Course to become TSI Complete
Fall 2018	104	n = 6 6%	n=38 37%	n=56 54%	n=69 66%
Spring 2019	103	n = 9 9%	n=26 25%	n=55 53%	n=64 62%
Fall 2019	304	n = 30 10%	n=153 50%	n=199 65%	n=210 69%
Spring 2020	232	n = 37 16%	n=123 53%	n=147 63%	n=155 67%
Fall 2020	178	n = 17 10%	n=93 52%	n=113 63%	n=118 66%
Spring 2021	189	n = 14 7%	n=101 53%	n=121 64%	n=129 68%

    F. Findings (Outcome #4)

The first year of stats co-req (AY2018) the success rate for 1342 was low. We made a conscious effort to have PD sessions during the 2019-2020 school year. We added SI/T sessions as a pilot in Fall 2019 at the McKinney campus and expanded district wide in Spring 2020. It was difficult to track success data that year for students who attended due to limited sample size in the fall and Covid protocols in the Spring. There was in increase in 1342 success rates for co-requisite students for AY2019. Despite Covid protocols and no additional PD for AY2020, success rates remained about the same for 1342/0342 in AY2020..

G. Implementation of Findings

Now that Covid protocols will be more limited, hopefully SIT attendance will increase and success rates will continue to rise. Due to TSIA2, all students who test below college ready take the diagnostic test and will be routed to co-req stats. There will no longer be an option of "bubble" students taking stand alone 1342 with NCBM 0042 with minimal oversight/support. It is likely that success in the co-req part of 1342 will increase again, though we will not know for sure until we see data from Fall 2021. It would be nice to have more PD for co-req instructors, but perhaps it should not be isolated for stats alone. Perhaps the sessions could be for all co-req math courses or even offer session unique to each course.

A. Outcome #5	
Increasing ESL/F1 program participants	
B. Measure (Outcome #5) Outreach to community programs and working with SES	**C. Target (Outcome #5)** Increase of 10% by 2022

D. Action Plan (Outcome #5)

1. During the 2020-2021 academic year, the ESL department planned to make revisions of the ESL Website in order to make it more informative and user-friendly.
2. During the 2020-2021 academic year, the department planned to monitoring ESL database profiles, create new profiles where possible and correspond with prospective students.
3. During Fall of 2020, the ESL Department had planned on participating in the Plano International Festival to promote the ESL Program setting up booth and making use of Collin College resources such as the Collin College truck and distributing flyers

E. Results Summary (Outcome #5)

1. During the 2020-2021 academic year, several revisions were made to the ESL website in terms of making the tuition and registration more easily understood and providing updates to COVID-19 concerns. 4 out of 10 responses given for the Celebration of Achievement Event survey indicated that students learned about our ESL Program through the website, and, according to Heather Webb-Losh, Web Services, the website received 29, 401 Page Views and 19, 662 Unique Page Views for the 2019-2020 academic year and 63, 965 Page Views and 43, 541 Unique Page Views for the 2020-2021 academic year. As you can see, the views were more than doubled.
2. 7 students reached out during 2020-2021 academic year through Internationalstudent.com each from a different country. Students were provided registration information and directed to the Associate Dean and ESL website for more information. Although searches were conducted to determine if additional profiles could be established on new ESL databases, no potential sites were found.
3. Due to Covid-19, the Plano International Festival was canceled. As such, it was not possible to create a booth to promote the program

Due to COVID-19 and related factors such as a travel ban prohibiting new students coming to the US, the ESL department was not able to reach its goal of increased enrollment during the 2020-2021 academic year. At the beginning of Spring 2020, total enrollments across classes numbered 458. For Fall 2020, the total number of enrollments were 167, and for Spring the total number of enrollments were 264. Although there was a sharp decline during the Fall of 2020, enrollment did significantly increase during the subsequent semester.

F. Findings (Outcome #5)

The three strategies still hold merit. However, Due to the pandemic situation, it was hard to implement any marketing strategy and invite more new students to the program. However, the enrollment went up significantly from Fall 2020 (167) to Spring 2021 (264).

G. Implementation of Findings

1. We will continue to enhance the website to provide more information because the EL Website has been a great source of resource for existing and new students.
2. The department will monitor the database profiles and create new profiles to expand communication/interaction with our students.
3. We will continue to seek opportunities to take part in the future Plano International Festivals and other such international celebrations to promote the program.

Although the results do not reflect the effectiveness of our plan, we are planning to continue to implement the above-mentioned strategies to find out their efficacy as the pandemic situation has improved now. This will also enable us to be more innovative.

DE Service Unit Continuous Improvement Plan as Revised at 2-Year Mark

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: 8/26/21 **Name of Program/Unit:** **Dev Education (INRW, Dev Math and ESL)**

Contact name: Meredith Wang **Contact email:** mwang@collin.edu
Contact phone: x5794

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

A. Expected Outcome(s) Results expected in this unit (e.g. Authorization requests will be	B. Measure(s) Instrument(s)/process(es) used to measure results (e.g. survey results, exam	C. Target(s) Level of success expected (e.g. 80%
Increase Developmental Math course success rates	Course success rates on stand alone courses for Dev Math Course success rates on corequisite support courses for Dev Math Course success rates on paired credit courses for Dev Math Include data for Fall and Spring; not Summer	*Target success rate of 70% A-C on stand-alone developmental education courses* *Target success rate of 75% A-C on corequisite support course* *Target success rate of 68% A-D on paired credit course*
Increase INRW success rates	Course success rates on stand-alone courses for INRW Course success rates on corequisite support courses for INRW Course success rates on paired credit courses for INRW Include Fall and Spring data; not Summer	*Target success rate of 70% A-C on stand-alone developmental education courses* *Target success rate of 70% A-C on corequisite support course* *Target success rates on paired credit course* INRW0315/GOVT 2305 or 2306: 78% (A-D) INRW0315/ENGL1301: 70% (A-D) INRW0315/SOCI 1301: 70% (A-D)

Increase ESL success rates	Course success rates in ESL by skill bands – communication, grammar, reading, writing Course success rates in ESL by program levels – advanced, intermediate, transitioning Include, Fall, Spring and Summer	*Target success rates in ESL by skill bands* Communication: 75% Grammar: 75% Reading: 75% Writing: 75% *Target success rates in ESL by program levels* Advanced – 75% Intermediate – 75% Transitioning – 75%
Increase reading comprehension professional development or workshops for faculty/tutors	Sessions held	At least one PD session held each academic year
Increase developmental support offerings for Dev Math and INRW students	Study Skills Seminars -- # of sessions offered (INRW) SIT – content developed; # of sessions held (Dev Math) Embedded tutoring -- # of	Increase of 10% in sessions offered (at least 14 sessions each Fall and Spring) Host 75 Math SIT sessions by end of Spring
Increase support offerings for ESL students	In-class TSI prep sessions for students at transitioning level -- # of sessions offered/# of sections included in	Offer 2 sessions – in ESLR/W0325 and ESLX0325
Students enrolled in INRW0405 will increase lexile level while enrolled in course	Score on MyPearson Lab Lexile Assessment; pre-test and post-test	We will observe an average rate of improvement of at least 100 pts for each INRW0405 section offered. Count # of sections out of total sections that reached this goal.

ESL enrollment will continue to increase	Final semester ESL enrollments	ESL enrollments should increase by at least 50% each year, using

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)

D. Outcome #1 Increase Developmental Math success rates	
E. Measure (Outcome #1) Course success rates on stand alone courses for Dev Math Course success rates on corequisite support courses for Dev Math Course success rates on paired credit courses for Dev Math Include data for Fall and Spring; not Summer	**F. Target (Outcome #1)** *Target success rate of 70% A-C on stand-alone developmental education courses* *Target success rate of 75% A-C on corequisite support course* *Target success rate of 68% A-D on paired credit course*
G. Action Plan (Outcome #1) Examples of activities to improve success rates: - Expansion of Supplemental Instruction and Tutoring Program - Expansion of Embedded Tutoring - Peer support of new instructors – material sharing, etc	

- Informational meetings for instructors newly assigned to a specific course - Professional development sessions and workshops	
H. Results Summary (Outcome #1)	
I. Findings (Outcome #1)	
J. Implementation of Findings	

A. Outcome #2 Increase INRW success rates	

B. Measure (Outcome #2)	**C. Target (Outcome #2)**
Course success rates on stand-alone courses for INRW Course success rates on corequisite support courses for INRW Course success rates on paired credit courses for INRW Include Fall and Spring data; not Summer	*Target success rate of 70% A-C on stand-alone developmental education courses* *Target success rate of 70% A-C on corequisite support course* *Target success rates on paired credit course* INRW0315/GOVT 2305 or 2306: 78% (A-D) INRW0315/ENGL1301: 70% (A-D) INRW0315/SOCI 1301: 70% (A-D) INRW0315/HIST 1301 or 1302: 65% (A-D)

D. Action Plan (Outcome #2)
Examples of activities to improve success rate: - Expansion of Embedded Tutoring - Peer support of new instructors – material sharing, etc. - Informational meetings for instructors newly assigned to a specific course and regular email communication - Professional development sessions and workshops for faculty and Writing Center tutors - Promotion of Study Skills Seminars and Grammarly to students

E. Results Summary (Outcome #2)

F. Findings (Outcome #2)

A. Outcome #3
Increase ESL success rates

B. Measure (Outcome #3)	C. Target (Outcome #3)
Course success rates in ESL by skill bands – communication, grammar, reading, writing Course success rates in ESL by program levels – advanced, intermediate, transitioning Include, Fall, Spring and Summer	*Target success rates in ESL by skill bands* Communication: 75% Grammar: 75% Reading: 75% Writing: 75% *Target success rates in ESL by program levels* Advanced – 75% Intermediate – 75% Transitioning – 75%

D. Action Plan (Outcome #3)
Strategies to be implemented include: - Embedded Tutoring for Reading and Writing – all levels- with the Writing Center (must go at least 3X a semester) - Meet with all ESL faculty for support of students among the classes – focus on student success early - Mid semester survey - Increased referrals to EARS and Collaboration with EARS team

E. Results Summary (Outcome #3)

F. Findings (Outcome #3)

H. Outcome #4
Increase reading comprehension professional development or workshops for faculty/tutors

I. Measure (Outcome #4)	J. Target (Outcome #4)
Sessions held	At least one PD session held each AY

K.	**Action Plan (Outcome #4)**
	Host professional development sessions or workshops for faculty ideally during Faculty Development Conference. Audience would be current DE instructors as well as credit faculty in ENGL and MATH, likely to teach DE in the future. Content should include information/best practices related to reading comprehension in math. Utilize workshops to generate interest for later meet-ups and to identify instructional materials that can be shared through repository.

L.	**Results Summary (Outcome #4)**

M.	**Findings (Outcome #4)**

N.	**Implementation of Findings**

A.	**Outcome #5**
	Increase developmental support offerings for Dev Math and INRW students

B. Measure (Outcome #5)	**C. Target (Outcome #5)**
Study Skills Seminars -- # of sessions offered (INRW)	Increase of 10% in sessions offered (at least 14 sessions each Fall and Spring)
SIT – content developed; # of sessions held (Dev Math)	Host 75 Math SIT sessions by end of Spring 2023
Embedded tutoring -- # of embedded classroom hours (Dev Math and INRW)	Host 25 hours/week of embedded Dev Math tutoring and 10 hours/week INRW

D.	**Action Plan (Outcome #5)**
	Planned strategies include:
	Enhance efforts to recruit faculty involvement in hosting seminars to increase INRW Study Skills Seminars by 10% (at least 14 sessions each Fall and Spring)
	Hire additional Math SIT tutors in order to increase sessions offered. Increase efforts to recruit faculty involvement in hosting SIT sessions. Host 75 Math SIT sessions by end of Spring 2023

Hire additional Math and INRW SIT tutors to support increase in embedded tutoring hours. Host 25 hours/week of embedded Dev Math tutoring and 10 hours/week INRW

E. Results Summary (Outcome #5)

F. Findings (Outcome #5)

A. Outcome #6
Increase support offerings for ESL students

B. Measure (Outcome #6)	**C. Target (Outcome #6)**
Planned strategies include: In-class TSI prep sessions for students at transitioning level -- # of sessions offered/# of sections included in Study Skills seminars -- # of seminars	Offer 2 sessions – in ESLR/W0325 and ESLX0325 Goal of 5 seminars offered per semester/10 total per AY

D. Action Plan (Outcome #6)
Actions to be taken include:
- Establish a committee to examine student challenges with the TSI, and revise Test-Taking and Study Skills course content to include a minimum of 2 TSI prep lessons
- Survey students and establish a list of skills of interest/ need. Coordinate with Karen Hanvey to ensure a minimum of 5 – 7 seminars are available and approachable for ESL students. Ensure awareness of all seminars among ESL students.

E. Results Summary (Outcome #6)

F. Findings (Outcome #6)

A. Outcome #7
Students enrolled in INRW0405 will increase lexile level while enrolled in course

B. Measure (Outcome #7)	**C. Target (Outcome #7)**
	We will observe an average rate of improvement of at least 100 pts for

Score on MyPearson Lab Lexile Assessment; pre-test and post-test	each INRW0405 section offered. Count # of sections out of total sections that reached this goal.

D. Action Plan (Outcome #7)
Planned strategies include:

- Offer professional development sessions on teaching research-based reading comprehension strategies
- Recommend all students in INRW 0405 to complete 25 stories inside My Skills Lab by the end of the semester
- Recommend all INRW 0405 sections use My Skills Lab for the lab portion of the course
- Recommend all INRW 0405 sections implement a vocabulary development assignment in the course

E. Results Summary (Outcome #7)

F. Findings (Outcome #7)

G. Outcome #8
ESL enrollment will continue to increase

H. Measure (Outcome #8)	**I. Target (Outcome #8)**
Final semester ESL enrollments	ESL enrollments should increase by at least 50% each year, using enrollment as of census

J. Action Plan (Outcome #8)
Strategies to be implemented include:
- Plano International Festival Presence
- Reach out to community agencies: churches, community centers, etc.
- Update website - testimonies

K. Results Summary (Outcome #8)

L. Findings (Outcome #8)

DE Service Unit 4-Year Report on Continuous Improvement Plan

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: 8/26/21   **Name of Program/Unit:**   **Dev Education (INRW, Dev Math and ESL)**

Contact name: Meredith Wang   **Contact email:** mwang@collin.edu   **Contact phone: x5794**

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

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.)
Increase Developmental Math course success rates	Course success rates on stand-alone courses for Dev Math Course success rates on corequisite support courses for Dev Math Course success rates on paired credit courses for Dev Math Include data for Fall and Spring; not Summer	*Target success rate of 70% A-C on stand-alone developmental education courses* *Target success rate of 75% A-C on corequisite support course* *Target success rate of 68% A-D on paired credit course*

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Increase INRW success rates	Course success rates on stand-alone courses for INRW Course success rates on corequisite support courses for INRW Course success rates on paired credit courses for INRW Include Fall and Spring data; not Summer	*Target success rate of 70% A-C on stand-alone developmental education courses* *Target success rate of 70% A-C on corequisite support course* *Target success rates on paired credit course* INRW0315/GOVT 2305 or 2306: 78% (A-D) INRW0315/ENGL1301: 70% (A-D) INRW0315/SOCI 1301: 70% (A-D) INRW0315/HIST 1301 or 1302: 65% (A-D)
Increase ESL success rates	Course success rates in ESL by skill bands – communication, grammar, reading, writing Course success rates in ESL by program levels – advanced, intermediate, transitioning Include, Fall, Spring and Summer	*Target success rates in ESL by skill bands* Communication: 75% Grammar: 75% Reading: 75% Writing: 75% *Target success rates in ESL by program levels* Advanced – 75%
Increase reading comprehension professional development or workshops for faculty/tutors	Sessions held	At least one PD session held each academic year
Increase developmental support offerings for Dev Math and INRW students	Study Skills Seminars -- # of sessions offered (INRW) SIT – content developed; # of sessions held (Dev Math) Embedded tutoring -- # of	Increase of 10% in sessions offered (at least 14 sessions each Fall and Spring) Host 75 Math SIT sessions by end of Spring 2023
Increase support offerings for ESL students	In-class TSI prep sessions for students at transitioning level -- # of sessions offered/# of sections included in	Offer 2 sessions – in ESLR/W0325 and ESLX0325 Goal of 5 seminars offered per

Students enrolled in INRW0405 will increase Lexile level while enrolled in course	Score on Pearson My Skills Lab Lexile Assessment; pre-test and post-test	We will observe an average rate of improvement of at least 100 pts for each INRW0405 section offered. Count # of sections out of total sections that reached this goal.
ESL enrollment will continue to increase	Final semester ESL enrollments	ESL enrollments should increase by at least 50% each year, using enrollment as of census

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)

K. **Outcome #1** Increase Developmental Math success rates	
L. **Measure (Outcome #1)**	M. **Target (Outcome #1)**

Course success rates on stand alone courses for Dev Math	*Target success rate of 70% A-C on stand-alone developmental education courses*
Course success rates on corequisite support courses for Dev Math	*Target success rate of 75% A-C on corequisite support course*
Course success rates on paired credit courses for Dev Math	*Target success rate of 68% A-D on paired credit course*
Include data for Fall and Spring; not Summer	

N. Action Plan (Outcome #1)
  Examples of activities to improve success rates:
- Expansion of Supplemental Instruction and Tutoring Program
- Expansion of Embedded Tutoring
- Peer support of new instructors – material sharing, etc
- Informational meetings for instructors newly assigned to a specific course
- Professional development sessions and workshops

O. Results Summary (Outcome #1)

As it relates to the CIP goal of 75% success rate on corequisite support courses, this was not met for all DE support courses, with the exception of Math0332. In Math0332, the CIP goal was met for only one of three terms observed.

As it relates to the CIP goal of 70% success rate on stand alone DE support courses, the CIP goal was not met for any of the terms observed.

As it relates to the CIP goal of 68% success rate on paired credit courses, this goal was largely not met. The goal was met in Math1332 only for two of terms observed and Math1342 for one of the terms observed.

Fall 2021 (social distancing not required) Most Hybrid, some Web

100% Co-Req except for Exempt Students (below 910 on TSIA2.0 and Diagnostic Level 3 or 4 are in Math 0405 w/ NCBM 002A)

Fall 2021 Co-Requisite Mathematics	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D (CIP Goal is 68%)	Passed DE Course to become TSI Complete (CIP Goal is 75%)
Math 0314/1314	**546**	**n = 74**	**n=205**	**n=284**	**n=342**

		14%	38%	52%	63%
Math 0324/1324	132	n = 13 10%	n=55 42%	n=75 57%	n=81 61%
Math 0342/1342	179	n = 16 9%	n=76 42%	n=95 53%	n=107 60%
Math 0332/1332	79	n = 2 3%	n=51 65%	n=59 75%	n=61 77%
Total	936	n = 105 11%	n=387 41%	n=513 55%	n=591 63%

Math 0405 (ALL 0405 Students were also enrolled in NCBM 002A) Note: CIP Goal is 70% success rate

1372 students took Math 0405 this semester.

A's 259 (19%), B's 354 (26%), C's 292 (21%), F's 406 (30%), 1 Incomplete, W's 60 (4%) A-C 905 (66%)

Spring 2022 (social distancing not required) Most Hybrid, some Web

100% Co-Req except for Exempt Students (below 910 on TSIA2.0 and Diagnostic Level 3 or 4 are in Math 0405 w/ NCBM 002A)

Spring 2022 Co-Requisite Mathematics	Total Enrolled (denominator column)	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D (CIP Goal is 68%)	Passed DE Course to become TSI Complete (CIP Goal is 75%)
Math 0314/1314	**627**	**n = 95 15%**	**n=252 40%**	**n=328 52%**	**n=384 61%**
Web	153 web (24%)	28 web (18%)	47 web (31%)	59 web (39%)	79 web (52%)
Non-Web	474 non-web (76%)	67 non-web (14%)	205 non-web (43%)	269 non-web (57%)	305 non-web (64%)
Math 0324/1324	**191**	**n = 27 14%**	**n=72 38%**	**n=96 50%**	**n=113 59%**

Web	64 web (34%)	7 web (11%)	23 web (36%)	27 web (42%)	32 web (50%)
Non-Web	127 non-web (66%)	20 non-web (16%)	49 non-web (39%)	69 non-web (54%)	81 non-web (64%)
Math 0342/1342	**214**	**n = 29 14%**	**n=98 46%**	**n=128 60%**	**n=140 65%**
Web	72 web (34%)	13 web (18%)	27 web (38%)	35 web (49%)	40 web (56%)
Non-Web	142 non-web (66%)	16 non-web (11%)	71 non-web (50%)	93 non-web (65%)	100 non-web (70%)
Math 0332/1332	**132**	**n = 11 8%**	**n=88 67%**	**n=99 75%**	**n=104 79%**
Web	71 web (54%)	6 web (8%)	49 web (69%)	51 web (72%)	54 web (76%)
Non-Web	61 non-web (46%)	5 non-web (8%)	39 non-web (64%)	48 non-web (79%)	50 non-web (82%)
Total	**1164**	**n = 162 14%**	**n=510 44%**	**n=651 56%**	**n=741 64%**

Math 0405 (ALL 0405 Students were also enrolled in NCBM 002A) Note: CIP Goal is 70% success rate

950 students took Math 0405 this semester.

A's 171 (18%), B's 227 (24%), C's 196 (21%), F's 302 (32%), W's 54 (6%) A-C 594 (63%)

Of the 950 Math 0405 students, 304 were in web courses.

A's 50 (16%), B's 87 (29%), C's 53 (17%), F's 97 (32%), W's 17 (6%) A-C 190 (63%)

Of the 950 Math 0405 students 646 were not in a web course.

A's 121 (19%), B's 140 (22%), C's 143 (22%), F's 205 (32%), W's 37 (6%), A-C 404 (63%)

Fall 2022 (social distancing not required)

Select number of hybrid and web, but most face-to-face were full face-to-face. 100% Co-Req except for Exempt Students (below 910 on TSIA2.0 and Diagnostic Level 3 or 4 are in 6 hour Math 0405…no more NCBM 002A)

Fall 2022	Total Enrolled	Withdraw	Passed Credit	Passed Credit	Passed DE Course to

Co-Requisite Mathematics	(denominator column)		Course with A-C	Course with A-D (CIP Goal is 68%)	become TSI Complete (CIP Goal is 75%)
Math 0314/1314	**547**	**n = 91** **16.6%**	**n=232** **42.4%**	**n=300** **54.8%**	**n=354** **64.7%**
Web	153 web (28%)	32 web (21%)	53 web (35%)	80 web (52%)	97 web (63%)
Non-Web	394 non-web (72%)	59 non-web (15%)	179 non-web (45%)	220 non-web (56%)	257 non-web (65%)
Math 0324/1324	**162**	**n = 35** **21.6%**	**n=60** **37.0%**	**n=86** **53.1%**	**n=104** **64.2%**
Web	63 web (39%)	8 web (13%)	29 web (46%)	39 web (62%)	45 web (71%)
Non-Web	99 non-web (61%)	27 non-web (27%)	31 non-web (31%)	47 non-web (47%)	59 non-web (60%)
Math 0342/1342	**157**	**n = 10** **6.4%**	**n=93** **59.2%**	**n=114** **72.6%**	**n=115** **73.2%**
Web	53 web (34%)	5 web (9%)	25 web (47%)	34 web (64%)	34 web (64%)
Non-Web	104 non-web (66%)	5 non-web (5%)	68 non-web (65%)	80 non-web (77%)	81 non-web (78%)
Math 0332/1332	**99**	**n = 19** **19.2%**	**n= 55** **55.6%**	**n=67** **67.7%**	**n= 68** **68.7%**

Web	40 web (40%)	7 web (18%)	19 web (48%)	24 web (60%)	26 web (65%)
Non-Web	49 non-web (49%)	12 non-web (24%)	36 non-web (73%)	43 non-web (88%)	42 non-web (86%)
Total	**965**	**n = 155** **16%**	**n=440** **46%**	**n=567** **59%**	**n=641** **66%**

Math 0405 (All students were enrolled in 6 hour Math 0405, no more NCBM 002A. Increase in factoring and graphing linear functions this semester.)

Note: CIP Goal is 70% success rate

1,781 students took Math 0405 this semester.

A's 266 (15%), B's 460 (26%), C's 341(19%), F's 604 (34%), W's 110(6%) **A-C 1067 (60%)**

Of the 1781 Math 0405 students, 463 were in web courses (26%).

A's 60 (13%), B's 114 (25%), C's 78 (17%), F's 176 (38%), W's 35 (8%) **A-C 252 (54%)**

Of the 1781 Math 0405 students 1318 were **not** in a web course.

A's 206 (16%), B's 346 (26%), C's 263 (20%), F's 428 (32%), W's 75 (6%), **A-C 815 (62%)**

P. **Findings (Outcome #1)**

From Fall 2020 to Fall 2021, there was a decrease in co-req math student enrollment (from 1109 in Fall 2020 to 936 in Fall 2021). There was also a surge in enrollment in Math 0405 during that same time period (966 in Fall 2020 to 1372 in Fall 2021). We believe there are 2 reasons for this shift. First, learning loss due to Covid may have been a factor. A large portion of our students are recent high school graduates, and the 2020-2021 academic year was different for many of them so their TSI score may have been low and placed them in a stand-alone developmental course rather than a co-req. Second, more students took the new TSIA 2.0 test for placement in Fall 2021. Our enrollment trends seem similar to other institutions statewide, and we believe these two changes could be factors. Unfortunately, success also declined in co-req courses from Fall 2020 to Fall 2021. In Fall 2020, 67% of co-req students passed their support course to be TSI complete and 60% passed the credit level math course with a grade of A-D. In Fall 2021, those percentages were 63% and 55% respectively. The drops were similar at the course level though varied a bit from course to course. Math 1332

was the exception. For Math 1332, success rates actually increased from 63% in the support course and 61% in the credit course in Fall 2020 to 77% in the support course and 75% in the credit course in Fall 2021. Math 0405 also saw an increase in success rates going from 63% in Fall 2020 to 66% in Fall 2021. We suspect learning loss and changes made during Covid impacted success. In the 2020-2021 academic year most classes were hybrid where social distancing was required. But, in Fall 2021, classes were in a more "normal" format, and we suspect that learning loss impacted success. Success rates were down in other subject areas, so we do not think it was unique to developmental math. The improvements in success rates for 1332 and 0405 indicate that students were able to make large gains in the learning, which will hopefully assist them in future semesters. Due to Covid, we offered more online courses, and these remained popular options for students even when the worst of the pandemic ended and we returned to a more normal educational setting. We wondered if this format hindered student performance, so starting in Spring 2022, we started tracking success in online vs. in-person classes to see if there was a difference. Success rates in Spring 2022 were very similar to those in Fall 2021, with a slight upward trend since 64% passed their support course and 56% passed the credit course with A-D. Again, 1332 had very high scores, and 1342 made significant gains. The algebra-based courses were the main struggle. But, students in face-to-face courses outpaced the online students. In 1314 co-req 64% of face-to-face students passed the support course and 57% passed the credit course compared to 52% and 39% respectively of the web students. Results were similar in the 1324 co-req. For Fall 2022, success rates seem to be closer to Fall 2020 scores. Overall, 66% of co-req students passed their support course to be TSI complete, and 59% passed the credit course with A-D. Math 1332 and Math 1342 continued to be bright spots with higher success rates than those in the algebra intensive courses. Math 0405 success dropped to 60%, though it was 62% for students in face-to-face classes. In Fall 2022. In general, students in face-to-face classes continued to have higher success rates than those in web classes.

Q. Implementation of Findings

Covid definitely impacted students, particularly our more vulnerable developmental students. It is good to see that success rates are starting to rebound from the learning loss and changes to education during that time. We hope to see continued improvement. The new TSIA 2.0 test and the shift to 100% of non-exempt developmental students enrolling in co-reqs has also caused changes. It can be difficult to determine how each of these specific changes has impacted student success since the timing overlapped. We do think more students would benefit from in-person classes rather than web classes. We want to continue tracking these scores and consider strategies to coach students into the best modality for them. It is also important to make sure students enroll in the co-req math class that best fits their intended major or pathway.

G. Outcome #2	
Increase INRW success rates	
H. Measure (Outcome #2)	**I. Target (Outcome #2)** *Target success rate of 70% A-C on stand-alone developmental education courses*

Course success rates on stand-alone courses for INRW	*Target success rate of 70% A-C on corequisite support course*
Course success rates on corequisite support courses for INRW	
Course success rates on paired credit courses for INRW	*Target success rates on paired credit course* INRW0315/GOVT 2305 or 2306: 78% (A-D) INRW0315/ENGL1301: 70% (A-D) INRW0315/SOCI 1301: 70% (A-D) INRW0315/HIST 1301 or 1302: 65% (A-D)
Include Fall and Spring data; not Summer	

J. Action Plan (Outcome #2)

Examples of activities to improve success rate:
- Expansion of Embedded Tutoring
- Peer support of new instructors – material sharing, etc.
- Informational meetings for instructors newly assigned to a specific course and regular email communication
- Professional development sessions and workshops for faculty and Writing Center tutors
- Promotion of Study Skills Seminars and Grammarly to students

K. Results Summary (Outcome #2)

Related to the CIP goal of 70% success rate on stand alone DE courses, this goal was not met in any term observed.

Related to the CIP goal of 70% success rate on corequisite support courses, the CIP goal was met for GOVT pairings only in the three terms observed.

Related to the CIP goal of 78% success rate for paired GOVT courses, this CIP goal was met in all terms observed.

Related to the CIP goal of 70% success rate for paired ENGL courses, this goal was met in two of the three terms observed.

Related to the CIP goal of 70% success rate for paired SOCI courses, this goal was met in one of the two terms observed.

Related to the CIP goal of 65% success rate for paired HIST courses, this goal was not met in any of the terms observed.

100% Co-Req Except for Exempt Students

Fall 2021 Success Rates for INRW Corequisite Courses

Fall 2021 Co-Requisite INRW	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D	Passed DE Course to become TSI Complete
INRW 0315/ ENGL 1301	699	46 7%	450 64%	492 70%	482 69%
INRW 0315/HIST 1301	21	1 5%	6 29%	10 48%	8 38%
INRW 0315/ GOVT 2305	28	2 7%	21 75%	22 79%	23 82%
INRW 0315/SOCI 1301	23	5 22%	9 39%	10 43%	11 48%
Total	771	54 7%	486 63%	534 69%	524 68%

Fall 2021 INRW 0405 Success Rates (Standalone Course)

Fall 2021	Total Enrolled	Passed with A-C
INRW 0405	1030	691 67%

100% Co-Req Except for Exempt Students

Spring 2022 Success Rates for INRW Corequisite Courses

Spring 2022 Co-Requisite INRW	Total Enrolled	Withdraw	Passed Credit Course with A-C	Passed Credit Course with A-D	Passed DE Course to become TSI Complete

INRW 0315/ ENGL 1301	763	36 4.7%	491 64.3%	558 73.1%	533 69.8%
INRW 0315/HIST 1301 (Changed from 1302)	25	3 12%	7 28%	13 52%	15 60%
INRW 0315/ GOVT 2306	25	2 8%	21 84%	21 84%	20 80%
INRW 0315/SOCI 1301	23	3 13%	12 52.1%	15 65.2%	14 60.8%
Total	836	43 5.1%	531 63.5%	607 72.6%	582 69.6%

Spring 2022 INRW 0405 Success Rates (Standalone Course)

Spring 2022	**Total Enrolled**	**Withdraw**	**Passed with A-C**
INRW 0405	601	36 5.9%	372 62%

100% Co-Req Except for Exempt Students

Fall 2022 Success Rates for INRW Corequisite Courses

Fall 2022 Co-Requisite INRW	**Total Enrolled**	**Withdraw**	**Passed Credit Course with A-C**	**Passed Credit Course with A-D**	**Passed DE Course to become TSI Complete**
INRW 0315/ ENGL 1301	705	65 9.2%	434 61.5%	483 68.5%	455 64.5%
INRW 0315/HIST 1301 (Changed from 1302)	25	4 16%	9 36%	13 52%	14 56%

INRW 0315/ GOVT 2305	24	0	20	20	22
		0%	83.3%	83.3%	91.6%
INRW 0315/SOCI 1301	24	2	15	17	11
		8.3%	62.5%	70.8%	45.8%
Total	778	71	478	533	502
		9.1%	61.4%	68.5%	64.5%

Fall 2022 INRW 0405 Success Rates (Standalone Course)

Fall 2022	Total Enrolled	Withdraw	Passed with A-C
INRW 0405	1117	83	690
		7.4%	61.7%

K. **Findings (Outcome #2)**
   Corequisite Results:
   Fall 2021
   The INRW 0315/ENGL 1301 coreqs had a pass rate of 70% (A-D). This does meet the target success rate of 70% set in outcome #2.
   The NRW 0315/HIST 1301 coreqs had a pass rate of 48% (A-D). This does not meet the target success rate of 65% set in outcome #2.
   The INRW 0315/GOVT 2305 coreqs had a pass rate of 79% (A-D). This does exceed the target success rate of 78% set in outcome #2.
   The INRW 0315/SOCI 1301 1301 coreqs had a pass rate of 43% (A-D). This does not meet the target success rate of 70% set in outcome #2.

   Spring 2022
   The INRW 0315/ENGL 1301 coreqs had a pass rate of 73% (A-D). This does exceed the target success rate of 70% set in outcome #2.
   The NRW 0315/HIST 1301 coreqs had a pass rate of 52% (A-D). This does not meet the target success rate of 65% set in outcome #2.
   The INRW 0315/GOVT 2305 coreqs had a pass rate of 84% (A-D). This does exceed the target success rate of 78% set in outcome #2.
   The INRW 0315/SOCI 1301 1301 coreqs had a pass rate of 65% (A-D). This does not meet the target success rate of 70% set in outcome #2.

   Fall 2022

The INRW 0315/ENGL 1301 coreqs had a pass rate of 68.5% (A-D). This does not meet the target success rate of 70% set in outcome #2.
The NRW 0315/HIST 1301 coreqs had a pass rate of 52% (A-D). This does not meet the target success rate of 65% set in outcome #2.
The INRW 0315/GOVT 2305 coreqs had a pass rate of 83% (A-D). This does exceed the target success rate of 78% set in outcome #2.
The INRW 0315/SOCI 1301 1301 coreqs had a pass rate of 70.8% (A-D). This does meet the target success rate of 70% set in outcome #2.

INRW 0405 Results: (stand-alone course for students exempt from the coreq)

Fall 2021
INRW 0405 courses had a pass rate of 67% (A-C). This does not meet the target success rate of 70% set in outcome #2.

Spring 2022
INRW 0405 courses had a pass rate of 62% (A-C). This does not meet the target success rate of 70% set in outcome #2.

Fall 2022
INRW 0405 courses had a pass rate of 61.7% (A-C). This does not meet the target success rate of 70% set in outcome #2.

INRW 0405 Results:

L. **Implementation of Findings (Outcome #2)**
INRW was greatly affected by COVID. After COVID and the new TSI test were implemented, many more students tested into INRW coreqs and INRW 0405. This is part of a nationwide trend that shows the damaging academic effects of the time K-12 students were completing school on Zoom.

Our department now offers many more sections of INRW 0405. To fill this demand, many full-time English faculty have been teaching these courses, and many new INRW adjuncts were hired. Unfortunately, most of these faculty members did not have any experience teaching INRW, or any graduate course work in Reading Education. We are supporting these faculty members with professional development sessions focused on teaching Reading, and by organizing the Partnering for Student Success Conference.

For the coreqs, the INRW 0315/ENGL 1301 coreqs, and the INRW 0315 GOVT 2305 coreqs had great success, and they met or exceeded the target pass rate set in outcome #2. Coreqs with HIST 1301 did not meet the target pass rate but have demonstrated improvement. We will

continue to work on improving this pass rate. The coreq with SOCI 1301 has shown tremendous improvement, and it did meet the target pass rate for Fall 2022.

G. **Outcome #3** Increase ESL success rates	
H. Measure (Outcome #3) Course success rates in ESL by skill bands – communication, grammar, reading, writing Course success rates in ESL by program levels – advanced, intermediate, transitioning Include, Fall, Spring and Summer	**I. Target (Outcome #3)** *Target success rates in ESL by skill bands* Communication: 75% Grammar: 75% Reading: 75% Writing: 75% *Target success rates in ESL by program levels* Advanced – 75% Intermediate – 75% Transitioning – 75%

J. Action Plan (Outcome #3)
Strategies to be implemented include:
- Embedded Tutoring for Reading and Writing – all levels- with the Writing Center (must go at least 3X a semester)
- Meet with all ESL faculty for support of students among the classes – focus on student success early

K. Results Summary (Outcome #3)

The goal of 75% success rate for every ESL course was met in all but 0325 level grammar and 0325 level extra skills.

The goal of 75% success rate in all advance level courses was not met due to the above 0325 level results.

The following were the Success rates for each course:
ESL C – 0305 85% success rate
   - 0310 84% success rate
   - 0325 82% success rate
ESL G – 0305 77% success rate
   - 0310 85% success rate
   - 0325 71% success rate
ESL R – 0305 80% success rate
   - 0310 81% success rate

- 0325 77% success rate
ESL W – 0305 79% success rate
    - 0310 81% success rate
    - 0325 78% success rate
ESL X - 0305 89% success rate
    - 0310 80% success rate
    - 0325 66% success rate

L. Findings (Outcome #3)

Most of the courses continued above the 75% target success rate suggesting that implemented strategies were successful.

ESLC – 0305 85% success rate - low enrollment and high failure rate in '21 – success rate dropped to 73%
    – 0310 84% success rate – low enrollment and high failure rate in '21 - success rate dropped to 73%
ESLG – 0305 77% success rate – low enrollment and high failure rate in '21 - success rate dropped to 60%
    – 0325 71% success rate – high withdrawal rate '22 - success rate dropped to 69%
ESLR – 0325 77% success rate - low enrollment and high failure/ withdrawal rate in '22 - success rate dropped to 53%
ESLW– 0305 79% success rate – high failure rate '20 & '22 - success rate dropped to 81%
    – 0310 81% success rate – high failure rate '22 - success rate dropped to 78%
    – 0325 78% success rate – low enrollment and high failure/ withdrawal rate '22 – success rate dropped to 59%
ESLX – 0310 80% success rate – high failure rate and withdrawal rate '22 - success dropped to 75%
    – 0325 66% success rate – low enrollment and high withdrawal rate '22 - success rate dropped to 63%

Success rates were positive. There are clearly concerns about the failure rates as well as the withdrawal rates for the '22 school year. However, the ESLX 0325 course should be considered for revision. The ESLG 0325 success rate fell below the 75% success rate based on withdrawals from the program.

M. Implementation of Findings (Outcome #3)

The embedded tutoring showed correlated success and should be continued for the future. Based on the success rates, additional focus should be given to retain students once they enter the course until the completion of the course for ESLX 0325, ESLG 0325, ESLR 0325, ESLW 0325, ESLG 0310, and ESLG 0305.

O. Outcome #4
Increase reading comprehension professional development or workshops for faculty/tutors

P. Measure (Outcome #4)	**Q. Target (Outcome #4)**
Sessions held	At least one PD session held each AY

R. Action Plan (Outcome #4)

Host professional development sessions or workshops for faculty, ideally during Faculty Development Conference. Audience would be current DE instructors as well as credit faculty in ENGL and MATH, likely to teach DE in the future. Content should include information/best practices related to reading comprehension in math. Utilize workshops to generate interest for later meet-ups and to identify instructional materials that can be shared through repository.

S. Results Summary (Outcome #4)

This CIP goal was met as described below.

Developmental Math Results:

For the 2021-2022 Academic Year the session "How Can we Help Students Read and Succeed with Application Problems in Math?" was held at the Spring Faculty Development Conference in January 2022 for Collin College Faculty. The session was facilitated by both Developmental Math and Credit Math Faculty. Presenters were Leah Beck (Developmental Math), Sally Haas (Developmental Math), Lisa Juliano (Credit Math), Shawna Masters (Credit Math), and Katy Musashi (Credit Math, often teaches Developmental courses). Description of session was: For many students, application problems are the most difficult part of math courses. Students often understand the general concepts discussed in class and can solve standard algorithm problems, but applying their knowledge to word problems is challenging. In this session, we will discuss general reading and problem-solving techniques that may help students. We will also break into smaller groups to discuss application problems unique to College Algebra, Statistics, Business Math, Pre-Calculus, and Developmental Math 0405. Please join us as we share ideas and brainstorm new ones to help our students. Approximately 40 faculty attended from throughout the district attended.

For the 2022-2023 Academic Year three Developmental Math faculty (Leah Beck, Ellen Bell, and Julie Turnbow) presented a session titled "How to Help Students Read and Succeed with Word Problems." The session was held on August 9th at the Collin Higher Education Center. About 25 participants from both developmental and credit math faculty attended. There was a mix of both full-time faculty, adjunct faculty, and AIM staff. Each presenter shared an activity or two that they use in their classes to help students with word problems unique to that course. Activities were specifically for Co-Req Statistics, Co-Req College Algebra, and Math 0405. The activities were generally card-sorting or other partner activities. The activities were also

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posted on the Synergy site which can be accessed through the Math Starting Line Canvas page for faculty who could not attend or wanted to view the activities later. Collin will host the Partnering for Student Success conference on March 24th, 2023 at the Frisco Campus. The program is still being finalized (as of Feb. 14th) but there may be sessions or presentations that would help with reading.

INRW Results:
For the 2021-2022 Academic Year the following sessions were offered:
Fall 2021 –Dr. Javeed and Professor Hernandez offered a training session for Writing Center tutors. "Tutoring for INRW Students" 8/28/21

Spring 2022 Faculty Development Conference-
"Supporting & Assessing Students' Reading Comprehension across Disciplines" presented by Lubna Javeed & Jacqueline Hernandez 1/6/22
"Course Design and Collaboration for Co-Requisite Assessments" presented by Linda Kapocsi, Tawnya Hillin-Smith, & Rosalinda Valenzuela 1/6/22

For the 2022-2023 Academic Year the following sessions will be offered:
Spring 2023
We will offer additional training sessions focused on teaching reading at the Collin College Partnering for Student Success conference on 3/24/23.
"Supporting and Assessing Students' Reading Processes in the INRW Classroom" presented by Dr. Lubna Javeed and Professor Jacqueline Hernandez
"Reading Strategies: Possibilities for Canvas's Student Engagement" Dr. Tawnya Hillin-Smith

T. Findings (Outcome #4)
Developmental Math:
The goal of having a professional development session each year to focus on reading comprehension in math was met. Activities were posted in the Synergy website which is accessible through Canvas for all math instructors. The sessions had good attendance from full-time and part-time faculty in both developmental math and credit math. Collaboration and discussion were excellent.

INRW: The goal to offer professional development sessions each year on how to teach reading was met. Sessions were announced to all faculty teaching INRW by email though at least two reminders. Adjunct faculty, Writing Center tutors, INRW full-time faculty, and English full-time faculty attended these sessions. The sessions were well attended and well received.

U. Implementation of Findings
Developmental Math:
It is difficult to track the results of such sessions. It is hard to determine if faculty used the activities in their classrooms or if student success was directly related to the use of activities.

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General consensus is that such sessions promote collaboration between faculty and give good ideas that faculty can use in their classrooms. At some point, such sessions do become repetitive. Perhaps guest speakers or presentations from outside the college would be helpful.

INRW: These sessions were important for English faculty who were new to teaching INRW and reading comprehension. Since so many INRW sections are taught by faculty who do not have any course work or experience in teaching reading, it is important to continue offering these professional development sessions, but other options should be explored. One option is for English faculty who teach INRW each semester to enroll in Reading Education graduate courses at a university.

G. Outcome #5
Increase developmental support offerings for Dev Math and INRW students

H. Measure (Outcome #5)	I. Target (Outcome #5)
Study Skills Seminars -- # of sessions offered (INRW)	Increase of 10% in sessions offered (at least 14 sessions each Fall and Spring)
SIT – content developed; # of sessions held (Dev Math)	Host 75 Math SIT sessions by end of Spring 2023
Embedded tutoring -- # of embedded classroom hours (Dev Math and INRW)	Host 25 hours/week of embedded Dev Math tutoring and 10 hours/week INRW

J. Action Plan (Outcome #5)
Planned strategies include:
Enhance efforts to recruit faculty involvement in hosting seminars to increase INRW Study Skills Seminars by 10% (at least 14 sessions each Fall and Spring)
Hire additional Math SIT tutors in order to increase sessions offered. Increase efforts to recruit faculty involvement in hosting SIT sessions. Host 75 Math SIT sessions by end of Spring 2023
Hire additional Math and INRW SIT tutors to support increase in embedded tutoring hours. Host 25 hours/week of embedded Dev Math tutoring and 10 hours/week INRW

K. Results Summary (Outcome #5)

This CIP goal was met.

Developmental Math Results:

Fall 2021

Supplemental Instruction & Tutoring Lessons were completed for Business Math co-req. We now have lessons for 1314, 1324, and 1342 co-req classes. They are stored in Synergy which is accessible through a Canvas shell. Tutors have access to the site. Sessions were taught by AIM staff and faculty volunteers.

This fall we had 43 sessions per week of SIT sessions outside of class.

This fall we had about 4 hours per week of embedded tutoring at the Plano campus. Other campuses had occasional sessions, but the 4 at Plano were part of the AIM staff's weekly schedule.

Spring 2022—Transition to FAST Program

Foundational Academic Success Program

APCAA lab managers managed program. Attempted to hire 5 part-time tutors (McKinney, Frisco, Plano, Wylie, online out of Frisco) but hiring challenges made it difficult. Most sessions taught by AIM staff and faculty volunteers. Faculty were encouraged to offer some sort of grade but it was not required.

This Spring we had 38 FAST sessions per week outside of class districtwide.

This spring we had 1 hour each week of embedded tutoring at Farmersville and 7 each week at Plano for a total of 8 hours each week. In addition, Wylie had 5 hours scattered throughout the semester.

Fall 2022

Complete transition to FAST Program. The APCAA managers schedule sessions, hire tutors, and oversee the program. Though the tutoring positions have been posted, not all have been hired as managers continue to search for the best applicants. Most sessions are taught by AIM staff or faculty volunteers. Different campuses used different scheduling strategies to best fit the needs at their campus. Some offered isolated 30 minute, 45 minute, or 1 hour sessions. Some offered longer blocks of time where students could use a more come-and-go format. Some sessions were for individual courses and others were for multiple courses. Some sessions were offered only once to offer test reviews or help on a specific topic, while most were on an ongoing, weekly basis. Most of the embedded tutoring was on a weekly basis, but some instructors requested an embedded tutor only for a few specific class periods.

McKinney—10 weekly FAST sessions for a variety of courses and 2 embedded tutoring session per week.

Plano—34 hours per week of FAST sessions for a variety of courses and 12 embedded tutoring sessions per week. Held 4 isolated online sessions as test reviews.

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Wylie—started semester with 5 hour-long session per week for group FAST sessions. Later transitioned to individual appointments and had 124 possible hours for individual appointment sessions. Had 9 hours of embedded tutoring per week.

Frisco—16 sessions per week of FAST sessions

Farmersville—2 sessions per week for FAST sessions

Summary:

This Fall we had 67 FAST sessions outside of class districtwide if you count Wylie as 5 sessions per week.

This Fall we had 23 embedded tutoring sessions per week districtwide.

INRW Results for Study Skills Seminars Offered:

(Baseline for calculating gains)- Fall 2020 - 10 Study Skills Seminars were offered.

Fall 2021- 27 Study Skills Seminars were offered.

Spring 2022- 62 seminars offered

Fall 2022- 49 seminars offered

FAST Tutoring Update for INRW:

Spring 2022

Wylie

MyFAST 1 to 1: 52 appointments

FASTReview/Workshops: 112 students attended

Class Visits: 12

Embedded Tutors: 2

Embedded Classes: 4

Embedded Days: 64

Dedicated FAST Tutor: None

Frisco

Total students - 108 students for 284 sessions

One-on-one sessions: My FAST

Total visits: 284

o May not be completely accurate as noted above due to WCOnline subject feature

o No way to break this down by INRW or Co-req

Embedded Tutors: Tutors visited classes and offered tutoring 12 times.

Dedicated FAST Tutor: 1

Plano

Total students – 101 students for 228 sessions

One-on-one sessions: My FAST

Total visits: 228

Embedded Tutoring- Total class sessions supported: 6

Dedicated FAST Tutor: None

Fall 2022

Frisco

Total students - 170 for 484 tutoring sessions

One-on-one sessions: My FAST

Total visits: 484

Co-req - 327

INRW 0405 - 157

Total Unique students: 170

Co-req - 115

INRW 0405 – 55

Embedded Tutors: Tutors visited classes and offered tutoring 13 times.

Dedicated FAST Tutor: 1

Plano

Total students – 188 for 456 tutoring sessions

One-on-one sessions: My FAST

Total visits: 456

Co-req - 202

INRW 0405 - 254

Total Unique students:

Co-req - 84

INRW 0405 – 104

Embedded Tutoring- Total class sessions supported: 14

Dedicated FAST Tutor: None

Wylie

MyFAST 1 to 1: 132 appointments

FASTReview/Workshops: 153 students attended

Class Visits: 8

Embedded Tutors: 2

Embedded Classes: 5

Embedded Days: 80

Dedicated FAST Tutor: None

McKinney

The FAST INRW tutor held 46 visits with 38 unique students. The breakdown is as follows:

ENGL: 18

INRW: 15

Other courses: 13

Dedicated FAST Tutor: 1

Online

Total students: 226 for 478 tutoring sessions

One-on-one sessions: My FAST

Total visits: 478

Co-req - 212

INRW 0405 - 266

Total Unique students: 226

Co-req - 111

INRW 0405 – 115

Dedicated FAST Tutor: 1

K. Findings (Outcome #5)

Developmental Math:

The goal of 75 sessions per week outside of class and 25 hours per week of embedded tutoring for math was not quite met. But, offerings increased every semester, and in Fall 2022 we had 67 outside of class sessions per week and 23 hours of embedded tutoring per week. This is short of the goal, but very close. The college approved funding for permanent tutor positions and the program transitioned to the Anthony Peterson Center for Academic Assistance in Spring of 2022. Despite the dip in success rates in Fall 2021 and Spring 2022, scores did improve in Fall 2022 and perhaps is correlated to the increase in session offerings.

INRW:

The goal to increase by 10% the number of study skills seminars offered each fall and spring semester was met. The baseline was Fall 2020 when 10 seminars were offered. In Fall 2021, 27 seminars were offered; that was an increase of 170%. In Spring 2022, 62 seminars were offered; that is an increase of 129% over Fall 2021. For Fall 2022, 49 seminars were offered. Although that is not an increase over Spring 2022, it is well above the minimum requirement that at least 14 sessions are offered in Fall and Spring.

In Fall 2021, there were no campuses offering FAST Tutoring. By Spring 2022, Frisco Campus hired a tutor and began offering FAST Tutoring. Wylie and Plano began to offer FAST tutoring despite not having a dedicated FAST tutor. The program has grown to include FAST tutoring at Wylie, Plano, Frisco, McKinney, and Tech Campuses. Despite this growth, only Frisco, McKinney, and Online have a designated FAST tutor each.

L. Implementation of Findings (Outcome #5)

The APCAA lab managers are adjusting schedules and offerings at each campus based on the staffing and needs of individual campuses. While this flexibility does help fine tune the program to the individual campus needs, it does make it more challenging to track the data, particularly how many sessions students attended and whether they were successful in their

course. Some campuses are hosting shorter, specific sessions for specific courses while others are offering more "come and go" sessions for longer blocks of time for multiple courses. Others prefer students to schedule specific appointments in advance. Faculty promotion of the program to students is also a big factor but is difficult to track. While support of the program is high, some faculty promote the program more than others. Some faculty require students to attend for a grade, others give extra credit, and others simply list the service as an option but do not require attendance.

FAST Tutoring for INRW shows great promise to support INRW students. It is important that we begin gathering data on this program in a consistent manner, so that we can gage its impact on INRW classes. This program is relatively new, and we did not establish clear guidelines on the data that needs to be gathered each semester. A meeting this summer with Dr. Gainer, INRW Lead Jacqueline Hernandez, and all the Writing Center managers is needed to establish the data gathering criteria.

It is also important for each campus to have a designated FAST tutor.

G. Outcome #6 Increase support offerings for ESL students		
H. Measure (Outcome #6) Planned strategies include: In-class TSI prep sessions for students at transitioning level -- 4 sessions offered/2 sections included in each semester of ESL 0325 Transitional Test Taking Course Study Skills seminars -- 5 seminars – throughout each semester	**I. Target (Outcome #6)** Offer 2 sessions TSI sessions – in Transitional courses = ESLR/W0325 and ESLX0325 Offer TSI boot camp sessions - offered each semester by the college Goal of 5 study skills seminars offered per semester/10 total per AY	

J. Action Plan (Outcome #6)

Actions to be taken include:

- Establish a committee to examine student challenges with the TSI, and revise Test-Taking and Study Skills course content to include a minimum of 2 TSI prep lessons
  Professors Estes, Springate, and Brown have created information about implementing strategies and taking the TSI exam. These lessons are taught in the ESL X Test Taking course during the semester.

- Survey students and establish a list of skills of interest/ need. Coordinate with Karen Hanvey to ensure a minimum of 5 – 7 seminars are available and approachable for ESL students. Ensure awareness of all seminars among ESL students.

    1. College 101: Test Anxiety and Test-Taking Skills 101 Plano Campus Wednesday, September 07 1:00P–2:00PM Plano Campus D-210 Yajaira Diaz, Counseling Services; hosted by Linda Kapocsi

    2. College 101: Networking and Working 101: Career Services, Service Learning, and Student Associations Plano Campus Wednesday, September 14 1:00PM—2:00PM Plano Campus D-210 Arturo Silva, Career Center Manager; Student Association Officers; hosted by Linda Kapocsi

    3. How to Meet People and Plan for a Successful Semester Plano Campus Thursday, September 15 1:00PM—2:15PM Plano Campus D210 Kristine Springate

    4. Writing Form and Process Plano Campus Tuesday, September 20 12:00PM—1:00PM Plano Campus D210 Lisbeth Zuercher

    5. College 101: Financial Aid 101: Foundation Scholarships and Financial Aid Office Plano Campus Wednesday, September 21 1:00-2:00 Pm Plano Campus D-210 Kim A. Dalfonso, Scholarship Coordinator for the Collin College Foundation; Ana Chavez, Financial Aid; hosted by Linda Kapocsi

    6. That Pesky Punctuation! Plano Campus Thursday, September 22 2:00PM—3:00PM Plano Campus D210 Charlene Houston

    7. College 101: Planning for Next Semester 101: Academic Advising, Financial Aid and Work Study, and Honors 101 Plano Campus Wednesday, October 05 1:00PM—2:00PM Plano Campus D-210 Ana Chavez, Financial Aid; Academic Advising; Dr. Michael Latham--Honors Institute; hosted by Linda Kapocsi

    8. American Pronunciation Plano Campus Thursday, October 06 1:00PM—2:00PM Plano Campus D210 Mark Fischer

    9. Building Personal Effectiveness and Using Collin Resources Plano Campus Thursday, October 13 1:00PM—2:15PM Plano Campus D210 Kristine Springate

    10. American Holidays and Traditions Plano Campus Thursday, October 20th 2:00PM—3:00PM Plano Campus D210 Charlene Houston

K. Results Summary (Outcome #6)

This CIP goal was met.

There were more than 10 study skills seminar sessions that ESL students were recommended to attend throughout the semester. The seminars were repeated in the Spring semester and the ESL professors encouraged them to attend the seminars. Some of the professors attended with their students in the beginning to ensure that the students understood the concepts. The professors discussed which ones were best to attend and geared toward the ESL population. The ESL professors (past and current) taught many of the sessions that ran in the Fall and Spring semesters.

Two TSI focused sessions were offered in support of TSI preparation each semester.

L. Findings (Outcome #6)

The Test Taking course is an area of concern. The course should contain more prep for TSI or TOEFL exams. We need additional input from the professors about the success rate (pass/ fail) of the TSI. We need to re-evaluate and rename the course to appeal to the ESL students.
The College 101 seminars were great hands-on, question and answers study skills seminars.

M. Implementation of Findings (Outcome #6)

Based on the study skills that were offered, the students need more interactive study skills seminars. They need to be more involved in the skill that they are learning (not lecture). We will discuss with faculty members what their students want from the study skills seminars. ESL will continue to speak with Rebecka Scott on attendance numbers for the seminars. ESL students will come and participate more if the seminar is given by ESL. The students come when the professor is going to attend the seminar.

M. Outcome #7 Students enrolled in INRW0405 will increase Lexile level while enrolled in course	
N. Measure (Outcome #7) Score on Pearson My Skills Lab Lexile Assessment; pre-test and post-test	**O. Target (Outcome #7)** We will observe an average rate of improvement of at least 100 pts for each INRW0405 section offered. Count # of sections out of total sections that reached this goal.

P. Action Plan (Outcome #7)
Planned strategies include:

- Offer professional development sessions on teaching research-based reading comprehension strategies
- Recommend all students in INRW 0405 to complete 25 stories inside My Skills Lab by the end of the semester
- Recommend all INRW 0405 sections use My Skills Lab for the lab portion of the course
- Recommend all INRW 0405 sections implement a vocabulary development assignment in the course

Q. Results Summary (Outcome #7)

This CIP goal was met.

Fall 2021

- Total number of students in data collection, 613

- 427 students show improvement equal to or greater than 100 points.

- Students improved by an average of 208 points.

  Note: For Fall 2021, faculty submitted all their students for the report. Starting in Spring 2022, only students who completed at least 15 stories in My Skills Lab were included in the data. That was to exclude no shows, students who did not finish the assignment, and/or course.

  Spring 2022

- Total number of students in data collection, 366

- 293 students show improvement equal to or greater than 100 points.

- Students improved by an average of 196 points.

  Fall 2022

- Total number of students in data collection, 533

- 385 students show improvement equal to or greater than 100 points.

- Students improved by an average of 198 points.

-

R. Findings (Outcome #7)
Lexile Levels INRW Results:
Each semester, the goal of having INRW 0405 students show an improvement of at least 100 Lexile level points on their reading level, based on the readings completed in Pearson My Skills Lab, was met.

In Fall 2021, 70% of INRW 0405 students improved their reading level by more than 100 points. Out of students who showed improvement, the average improvement was 208 points. That is equivalent to students improving their reading level by an entire academic year in one semester.

In Spring 2022, 80% of INRW 0405 students who completed at least 15 stories in My Skills Lab improved their reading level by more than 100 points. Out of students who showed improvement, the average improvement was 196 points. That is equivalent to students improving their reading level by an entire academic year in one semester.

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In Fall 2022, 72% of INRW 0405 students who completed at least 15 stories in My Skills Lab improved their reading level by more than 100 points. Out of students who showed improvement, the average improvement was 198 points. That is equivalent to students improving their reading level by an entire academic year in one semester.

S. Implementation of Findings (Outcome #7)

This goal was a great opportunity to see the reading gains that students enrolled in INRW 0405 make each semester. Most students enrolled in INRW 0405 who completed at least 15 stories in My Skills Lab improved their reading level by one academic year in one semester. That is an incredible gain. Most students test into INRW due to reading. It is important that the curriculum therefore addresses reading instruction, and that the instruction is assessed for effectiveness. This data collection demonstrated that INRW 0405 students are making gains in their reading level.

We will be phasing out this goal after Spring 2023. Pearson is planning to eliminate the My Skills Lab program in the future, and INRW 0405 will need to select a new textbook/reading lab.

A. Outcome #8
ESL enrollment will continue to increase

B. Measure (Outcome #8)	**C. Target (Outcome #8)**
Final semester ESL enrollments	ESL enrollments should increase by at least 50% each year, using enrollment as of census

D. Action Plan (Outcome #8)
Strategies to be implemented include:
- Plano International Festival Presence
- Reach out to community agencies: churches, community centers, etc.
- Update website - testimonies

E. Results Summary (Outcome #8)

Fall semester – 245 students ('21)
             – 326 students ('22) we had an increase of 81 students/ 33% increase
 	
Spring semester – 369 students ('22)
             – 338 students ('23) this was a decrease of 31 students/ 10% decrease – The decrease came from moving the non-credit to credit. A few students were not able to make this transfer this semester.

F. Findings (Outcome #8)
Overall, moving the CE seats caused an increase of 50% for the spring semester.

G. Implementation of Findings (Outcome #8)

The ESL Department will continue to maintain successful outreach initiatives locally as well as explore additional strategies.