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: 2/16/2024   **Name of Program/Unit:** Math, Science, and Writing Labs-Anthony Peterson Centers for Academic Assistance

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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.)
Select and implement new Districtwide scheduling platform for APCAAs	Group collaboration and implementation of platform, set of procedures, and training to ensure consistent student experience across all Centers.	Clients will be able to utilize the new platform to schedule and sign in for services and resources by September 30, 2022.
Measure APCAA impact on student course completion rates and strategies for success.	Group collaboration to compile survey data and student academic records to measure completion rates and strategies for success.	70% of survey respondents will list a strategy for success learned during their tutoring sessions. The course completion rate of students enrolled in ENGL 1301 who attended two or more Writing Center tutoring sessions with the APCAA will be higher than the course completion rate of students enrolled in ENGL 1301 who did not attend a Writing Center tutoring session. The course completion rate of students enrolled in MATH 1314 who attended two or more Math Lab tutoring sessions with the APCAA will be higher than the course completion rate of students enrolled in MATH 1314 who did not attend a Math Lab tutoring session.

Increase completion rate for student surveys following appointments at APCAAs	Cross-District APCAA collaboration to create strategies to increase student survey completion following tutoring sessions.	Increase in survey completion rate
Streamline Districtwide APCAA operations based on developed mission and program-level outcomes	Group collaboration to develop training materials	Completed

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: Select and implement new Districtwide scheduling platform for APCAAs	
B. Measure (Outcome #1) Group collaboration and implementation of platform, set of procedures, and training to ensure consistent student experience across all Centers.	**C. Target (Outcome #1)** Clients will be able to utilize the new platform to schedule and sign in for services and resources by September 30, 2022.
D. Action Plan (Outcome #1) Meetings of CAA leadership to decide on and implement new Districtwide scheduling platform.	
E. Results Summary (Outcome #1) During the 2021-2022 academic year, an APCAA platform committee composed of APCAA managers was created to find a new scheduling and sign-in platform for APCAA services and resources. APCAA managers requested demonstrations from multiple scheduling platforms and collaborated with other colleges to solicit feedback on the different platforms before deciding on TracCloud as the finalist. TracCloud was notified of this decision on April 7,2022. APCAA managers started meeting with TracCloud support in May 2022 to begin building out the profiles and centers to implement the new system. Through summer 2022, APCAA managers held multiple in-person and online meetings to train district tutoring staff on the platform. In total, TracCloud was built with eight profiles, one for each campus and one to house online tutoring. There are over forty centers within those eight profiles. Staff tutoring schedules, appointment forms, automated emails, and scheduling limitations and policies were developed leading up to the Fall 2022 semester. To help facilitate students' transition with the platform implementation, ID card scanners were purchased to use at sign-in kiosks, APCAA staff created guides that walked students through	

how to schedule, cancel, and modify appointments, and verbiage was built out on the student TracCloud dashboard to include helpful tips, announcements, and guides. To streamline the flow of information around technical issues with the platform, two APCAA managers were designated as TracCloud support managers to troubleshoot issues and submit support tickets when needed. TracCloud was fully implemented for scheduling and sign-in services at the start of the Fall 2022 semester on Aug. 22, 2022. Since that date, APCAA managers have continued to meet on a regular basis and tailor profile and center setup to help mitigate student issues that arise around the platform, as well as to build out the SAGE (Student Alert and Group Events) feature for faculty referrals.

F. Findings (Outcome #1)
The implementation of TracCloud has centralized scheduling across the District. Before TracCloud, students would create a different account for each campus they visited for tutoring services. There was no way for students, faculty, or staff to search tutoring session availability across all campuses simultaneously. However, with TracCloud, Collin College students can now search for and schedule online or in-person tutoring appointments across different campuses, all from one dashboard.

TracCloud has also integrated with Collin College's OneLogin system, removing the need for students to enter their own information to create an account with the scheduling platform. Student information, including CWID, contact information, and current class registrations, is automatically imported from Banner each evening.

The centralization of tutoring schedules and student information in TracCloud also enables APCAA managers and staff to view student information and assist them with scheduling and technical issues that come up regardless of what campus they are on.

G. Implementation of Findings
TracCloud has enabled District APCAAs to streamline services. For example, through TracCloud, APCAAs can create one central online writing tutoring schedule and one online math tutoring schedule, in place of a separate online tutoring schedule per campus. Online workshops are now centralized on one schedule, and messaging, such as notices about District holiday closures or final exam review sessions, can now be presented on one student dashboard. This enables more direct communication about APCAA services to students, faculty, and staff.

Since TracCloud pulls student information from Banner, rather than relying on students to set up their own account and manually enter information, data and reporting capabilities have become more accurate. Additionally, because students can now access TracCloud through OneLogin, the implementation of this scheduling platform has reduced barriers between students and APCAA resources, as all District APCAA resources are now centralized through the TracCloud tile on students' OneLogin screen.

A. Outcome #2: Measure APCAA impact on student course completion rates and strategies for success.

B. Measure (Outcome #2)	**C. Target (Outcome #2)**
Group collaboration to compile survey data and student academic records to measure completion rates and strategies for success.	70% of survey respondents will list a strategy for success learned during their tutoring sessions. The course completion rate of students enrolled in ENGL 1301 who attended two or more Writing Center tutoring sessions with the APCAA will be higher than the course completion rate of students enrolled in ENGL 1301 who did not attend a Writing Center tutoring session.

	The course completion rate of students enrolled in MATH 1314 who attended two or more Math Lab tutoring sessions with the APCAA will be higher than the course completion rate of students enrolled in MATH 1314 who did not attend a Math Lab tutoring session.

D. Action Plan (Outcome #2)

Meetings of CAA leadership to compile District data after each long semester and brainstorm strategies to increase response rate on strategy for success survey question, completion rate of ENGL 1301, and MATH 1314.

E. Results Summary (Outcome #2)

Surveys:

In the fall of 2021, the managers collaborated to establish consistency among the questions that were being asked of students who used the APCAA centers. Prior to that, each center conducted their surveys independently; some of the questions were the same/similar, while others were specific to a location. After collaborating, the survey consisted of 8 questions presented in a certain order that were the same across the district. Individual centers may choose to ask additional questions if they desire, but having the initial 8 questions be the same ensures district-wide comparable data.

This outcome related to question 8 where students were asked the following question: "Please describe one writing, math, science, or study strategy you learned during your session today." (Free text area). The goal was to encourage students to reveal a specific content-related benefit they had received from tutoring.

As shown in Appendix A, for the period from Fall 2020 through Summer 2023, the percentage of students who answered that question was 77% across the district, with a range from 59% - 86%. The data is shown separately by campus in Appendices B and C.

ENGL and INRW Course Completion Rates:

To examine this completion rate comparison, appointment data from all District labs were compiled to create lists of CWIDs for students who completed a tutoring appointment during each long semester. APCAA managers used Collin College ZogoTech Data Warehouse (ZogoTech) to receive the completion rates below. Over the past two years, APCAA managers have expanded this data to include looking at completion rates of ENGL 1301, INRW 0315, and INRW 0405 and have clarified "course completion rate" to mean earning a grade of C or higher in the course. (On the corresponding Appendices D, E, and F from ZogoTech, completion rate with a grade of C or higher is labeled as "Success Rate.") The results are broken down by semester below.

Fall 2022: Students who attended two or more Writing Center tutoring sessions had a 95% completion rate of ENGL 1301 compared to a 74% completion rate of students who did not attend a Writing Center tutoring session. Students who attended two or more Writing Center tutoring sessions had an 88% completion rate of INRW 0315 compared to a 53% completion rate of students who did not attend a Writing Center tutoring session. Students who attended two or more Writing Center tutoring sessions had an 89% completion rate of INRW 0405 compared to a 54% completion rate of students who did not attend a Writing Center tutoring session. (In Appendix D from ZogoTech, the completion rate with a grade of C or higher is labeled as "Success Rate.")

Spring 2023: Students who attended two or more Writing Center tutoring sessions had an 83% completion rate of ENGL 1301 compared to a 56% completion rate of students who did not attend a Writing Center tutoring session. Students who attended two or more Writing Center

tutoring sessions had an 88% completion rate of INRW 0315 compared to a 55% completion rate of students who did not attend a Writing Center tutoring session. Students who attended two or more Writing Center tutoring sessions had an 88% completion rate of INRW 0405 compared to a 47% completion rate of students who did not attend a Writing Center tutoring session. (In Appendix E from ZogoTech, the completion rate with a grade of C or higher is labeled as "Success Rate.")

Fall 2023: Students who attended two or more Writing Center tutoring sessions had a 94% completion rate of ENGL 1301 compared to a 76% completion rate of students who did not attend a Writing Center tutoring session. Students who attended two or more Writing Center tutoring sessions had a 92% completion rate of INRW 0315 compared to a 51% completion rate of students who did not attend a Writing Center tutoring session. Students who attended two or more Writing Center tutoring sessions had an 88% completion rate of INRW 0405 compared to a 51% completion rate of students who did not attend a Writing Center tutoring session. (In Appendix F from ZogoTech, the completion rate with a grade of C or higher is labeled as "Success Rate.")

MATH Course Completion Rates:
To examine this completion rate comparison, appointment data from all District labs were compiled to create lists of CWIDs for students who completed a tutoring appointment during each long semester. APCAA managers used ZogoTech to receive the completion rates below. Over the past two years, APCAA managers have examined completion rates of MATH 1314 (College Algebra), MATH 1324 (Math for Business and Social Sciences), MATH 1342 (Elementary Statistical Methods), and MATH 0405 (Math Foundations) and have clarified "course completion rate" to mean earning a grade of C or higher in the course. (On the corresponding Appendices D, G, and H from ZogoTech, completion rate with a grade of C or higher is labeled as "Success Rate.") The results are broken down by semester below.

Fall 2022: Students who attended two or more Math Lab tutoring sessions had a 68% completion rate of MATH 1314 compared to a 64% completion rate of students who did not attend a Math Lab tutoring session. Students who attended two or more Math Lab tutoring sessions had an 55% completion rate of MATH 1324 compared to a 50% completion rate of students who did not attend a Math Lab tutoring session. Students who attended two or more Math Lab tutoring sessions had an 74% completion rate of MATH 1342 compared to a 64% completion rate of students who did not attend a Math Lab tutoring session. Finally, students who attended two or more Math Lab tutoring sessions had an 80% completion rate of MATH 0405 compared to a 59% completion rate of students who did not attend a Math Lab tutoring session. (In Appendix D from ZogoTech, the completion rate with a grade of C or higher is labeled as "Success Rate.")

Spring 2023: Students who attended two or more Math Lab tutoring sessions had an 60% completion rate of MATH 1314 compared to a 52% completion rate of students who did not attend a Math Lab tutoring session. Students who attended two or more Math Lab tutoring sessions had a 58% completion rate of MATH 1324 compared to a 49% completion rate of students who did not attend a Math Lab tutoring session. Students who attended two or more Math Lab tutoring sessions had a 74% completion rate of MATH 1342 compared to a 71% completion rate of students who did not attend a Math Lab tutoring session. Finally, students who attended two or more Math Lab tutoring sessions had an 67% completion rate of MATH 0405 compared to a 56% completion rate of students who did not attend a Math Lab tutoring session. (In Appendix G from ZogoTech, the completion rate with a grade of C or higher is labeled as "Success Rate.")

Fall 2023: Students who attended two or more Math Lab tutoring sessions had a 65% completion rate of MATH 1314 compared to a 64% completion rate of students who did not attend a Math Lab tutoring session. Students who attended two or more Math Lab tutoring sessions had a 69% completion rate of MATH 1324 compared to a 52% completion rate of students who did not attend a Math Lab tutoring session. Students who attended two or more Math Lab tutoring sessions had a 79% completion rate of MATH 1342 compared to a 63% completion rate of students who did not attend a Math Lab tutoring session. Finally, students who attended two or more Math Lab tutoring sessions had a

66% completion rate of MATH 0405 compared to a 59% completion rate of students who did not attend a Math Lab tutoring session. (In Appendix H from ZogoTech, the completion rate with a grade of C or higher is labeled as "Success Rate.")

F. Findings (Outcome #2)

Surveys:
For the projected outcome of 70% of survey respondents listing a strategy for success, the goal was met with an average response rate of 77% district-wide during those three school years. However, the campus breakdown reveals that two campuses did not meet the goal individually: Celina and Farmersville. The actual number of surveys collected during the period for those two campuses was quite small--17 and 24 surveys respectively. Since the total number of surveys collected district wide totaled 4,059, the limited responses from these two campuses should not be considered separately. Even if they are considered, their averages are not far from the goal, with Celina at 59% and Farmersville at 65%. (See Appendix B for survey breakdown by campus.)

Two issues developed in relation to student responses to this question:
1. Students were confused by the wording. Since it used the word "strategy," some students didn't know how to respond if they didn't specifically learn a strategy or technique. They may have gained knowledge but didn't know how to fit that into a response to the question as worded. This caused some to respond with N/A, to leave it blank, or to write something very general like "math help" or "writing." These answers were counted as "non-answers" for the purposes of our data. The managers have agreed to reword the question as "Please describe one concept or strategy you learned during this tutoring session" from Spring 2024 forward. This takes the emphasis off of strategy and includes the idea of learning any type of concept during the session.

2. Beginning in August of 2022, a couple of the centers had marked this question as "required," which means students were forced to answer it before submitting their survey. This may have slightly skewed our numbers in relation to response rate. However, because the response rates were relatively high, and it was only in two of the 8 centers, we don't believe this made a significant difference. As of October of 2023, all centers now have this question marked as optional.

ENGL and INRW Course Completion Rates:
During Fall 2022, Spring 2023, and Fall 2023, course completion rates with a grade of C or higher for ENGL 1301, INRW 0315, and INRW 0405 courses were higher among students who had attended two or more Writing Center tutoring appointments compared to students who did not attend any tutoring appointments during that semester. As many factors could contribute to this higher completion rate, it is impossible to conclude that Writing Center tutoring appointments have directly caused the higher completion rates in these courses. However, this data does show a positive correlation between Writing Center tutoring appointment participation and course persistence and success sustained over three long semesters.

MATH Course Completion Rates:
During Fall 2022, Spring 2023, and Fall 2023, course completion rates with a grade of C or higher for MATH 1314, MATH 1324, MATH 1342, MATH 0405 courses were higher among students who had attended two or more Math Lab tutoring appointments compared to students who did not attend any tutoring appointments during that semester. As many factors could contribute to this higher completion rate, it is impossible to conclude that Math Lab tutoring appointments have directly caused the higher completion rates in these courses. However, this data does

show a positive correlation between Math Lab tutoring appointment participation and course persistence and success sustained over three long semesters.

G. Implementation of Findings

Surveys:
Although the goal was met, the managers don't believe it completely reflects the learning that is happening in the tutoring centers. As described above, some issues with the question have prevented complete accuracy with the answers to this question. However, the overall satisfaction rates were very high across the district. (See Appendix B for overall survey satisfaction rates and rates broken down by campus). Students would likely not indicate a high level of satisfaction if they did not feel they were learning concepts and getting value from their sessions.

The data attached also reflects the responses to Question 5: "How would you rate your satisfaction with the overall quality of your tutoring experience?" The choices were Poor, Below Average, Good, Very Good and Excellent. Considering a rating of Good or better as "positive," 97% of surveys indicated positive satisfaction across the district (see Appendix B); by campus the overall ratings ranged from 96% to 100% positive. Appendices I and J contain data and graphs of positive satisfaction ratings by campus. In addition, the majority of these ratings were at the Very Good or Excellent level. For example, in Frisco in the Fall of 2022, 97% of the surveys were Good or higher, and 91% were Very Good or higher (Appendix C).

With the rewording of Question 8 that occurred a few months ago, the managers believe the number of students identifying a concept learned during a session will increase in the future because they will better understand the question. Of course, there will always be some students who choose not to answer in the interest of time, since it is coded as "optional."

Going forward, managers will continue to evaluate the responses to Question 8 on a routine basis.
• They should review non-responses to make sure the student did appear to get something out of the session. Some of the answers to other questions from the same student may be good indicators, such as how they rated their experience. Since this is an optional question, a student may simply not have wanted to take the time to respond, even though they do feel they learned something specific.
• If the student says "nothing" was learned, the manager can review those for possibly tying the lack of learning to particular tutor, course, instructor, etc. with the goal to improve learning outcomes for tutoring sessions.

ENGL and INRW Course Completion Rates:
The Fall 2022, Spring 2023, and Fall 2023 data pulled for this CIP that demonstrates higher completion rates for students in ENGL 1301, INRW 0315, and INRW 0405 who attended two or more Writing Center tutoring appointments can be built into marketing and promotional materials to further encourage students and encourage faculty to encourage their students to take advantage of the resources Collin College offers. Additionally, data organization and ZogoTech reporting for this CIP outcome has provided a framework for further research on the relationship between students who use APCAA resources and their performance in other courses, including HIST, GOVT, PSYC, and EDUC, as well.

MATH Course Completion Rates:

The Fall 2022, Spring 2023, and Fall 2023 data pulled for this CIP that demonstrate higher completion rates for students in MATH 1314, MATH 1324, MATH 1342, MATH 0405 courses who attended two or more Math Lab tutoring appointments can be built into marketing and promotional materials to encourage students further and to encourage faculty to encourage their students to utilize the academic assistance resources Collin College offers. Additionally, data organization and ZogoTech reporting for this CIP outcome has provided a framework for further research on the relationship between students who use APCAA resources and their performance in other courses, particularly those with a mathematics emphasis.

A. Outcome #3: Increase completion rate for student surveys following appointments at APCAAs

B. Measure (Outcome #3) Cross-District APCAA collaboration to create strategies to increase student survey completion following tutoring sessions.	**C. Target (Outcome #3)** Increase in survey completion rate

D. Action Plan (Outcome #3)
Meetings of CAA leadership to brainstorm and implement strategies to increase survey completion rate following appointments with District APCAAs.

E. Results Summary (Outcome #3)
The APCAAs used automated surveys that were generated through our scheduling and data system. From August 2021 through August 2022, that was through WCOnline and from August 2022 forward, it was through TracCloud. With WC Online, the surveys were sent every evening to all students who received tutoring. Once the APCAAs switched to TracCloud, the surveys were sent each night to any student who received any type of service, including using the center for equipment use, independent work or printing. This means that multiple surveys may have been from the same student and may not accurately represent all student experiences.

In addition, the frequency of surveys after the switch to TracCloud caused some students who use the center often to receive multiple surveys per week, creating possible "survey fatigue." This may have resulted in some students choosing not to give important feedback.

Beginning with January of 2024, the managers have decided to set the surveys to send after the student's first visit, and then at every 4th visit thereafter. This will allow managers to receive feedback at different points in the semester from students who come more often, while preventing them from getting too many surveys overall.

As noted in Appendices A and B, the completion rate over the course of the three school years of data averaged 5% district-wide. The data is shown separated by campus as well, with a range from 2% - 9%. Separated by school year, district-wide, the rounded response rate was 4% for the 2020-21 school year, then dropped to 3% for the 2021-22 school year. For the 2022-23 school year, it jumped to 7%.

Therefore, an overall increase in survey response rate was observed between the beginning and end of the data gathering period, but a drop did occur in the middle.

F. Findings (Outcome #3)
The data in Appendix C shows there is lack of consistency in survey response rates from semester to semester. Of course, with the pandemic and the addition of new campuses during this period, some of the data may be skewed. The relatively low enrollment numbers at the newer

campuses resulted in few surveys being collected. This can cause those "averages" to be affected greatly by only a few surveys. It was during this time that the managers began to coordinate the survey process, which likely led to an increased overall response rate of 7% for the 2022-23 school year.

When examining the data per campus, there is quite a bit of fluctuation from semester to semester. For example, at the Plano campus, the response rate varied from 0% - 6% depending on the term. The terms with fewer students enrolled (especially Winter- and Maymesters) had so few students that a center may not have received a single survey. It may be better to only consider the long semesters in terms of response rates. Beyond the fluctuation of enrollment, it would be hard to determine what other factors may have caused those differences.

The managers' goals also included making the survey better. By evaluating the surveys, the managers have discovered how to improve them, how to better encourage participation, and how to make them more efficient, thereby making the data more useful.

G. Implementation of Findings
Through designing and using the surveys with TracCloud, as well as coordinating the questions across all the APCAA centers, the managers have been able to establish a somewhat higher response rate to student surveys, exhibited by the data gathered. The managers will continue reviewing these on a regular basis, adding, changing, or rewording survey questions as necessary for a specific response. Such changes will not occur mid-semester so as not to throw off any data gathering. In addition, they will monitor TracCloud updates to ensure the process is correctly administered for the purposes of the APCAA centers.

When breaking down the data by campus and semester, the managers have been able to look for patterns in student responses that may help suggest where improvements or changes are needed. In addition, individual managers can gather information from any negative surveys that may be related to a specific tutor or policy, thereby allowing them to make appropriate changes that would improve outcomes and student experiences for the future.

A. Outcome #4: Streamline Districtwide APCAA operations based on developed mission and program-level outcomes

B. Measure (Outcome #4)	**C. Target (Outcome #4)**
Group collaboration to develop training materials	Completed

D. Action Plan (Outcome #4)
Meetings of CAA leadership to create and implement Districtwide training materials.

E. Results Summary (Outcome #4)
The official *Tutor Handbook* was originally updated in 2022 and is revised as needed, but with the website changes recently, more information changed, including links that no longer worked or became irrelevant and changes in some safety procedures. The Handbook is completely revised as of December 13, 2023. As this is a fluid document, we will continue to revise to maintain current information for extant tutors and new staff members. The *Student Assistant Handbook* was originally created in 2016. The *Student Assistant Handbook*, too, has been updated to reflect all college changes as of 01/01/2024.In addition to the handbooks for staff onboarding and training, the APCAA managers decided to

explore options and resources regarding professional development for tutors as well, in order to support tutors with enhancing their tutoring skills and subject competencies.

F.   Findings (Outcome #4)

Maintaining up-to-date *Tutor* and *Student Assistant Handbooks* is critical to our new staff training as well as to our desire to create and maintain consistent policies and standards for all tutorial staff and student assistants across the District APCAAs. Using the handbooks for training purposes and to reinforce staff knowledge of procedure is key to our continuing effort to support faculty and students as they seek success in their courses. Students can expect, and do receive, the same quality tutoring as they move from one Center to another, and using these training manuals is critical to ensuring customer satisfaction and academic success. After exploring options for professional development opportunities and resources for tutors, the managers decided in their June 2023 meeting to move forward with building a collaborative, shared cloud-based drive that managers could use to share resources with all APCAA managers and tutors, and to utilize as needed to facilitate campus staff learning needs. This shared drive allows managers to compile and distribute reliable, pertinent professional development and training materials, providing consistency in best practices and course related information from which APCAA tutors can draw to tutor students, which can further enhance the quality of tutoring available at each campus location.

G.   Implementation of Findings

The manager in charge of creating and maintaining the *Handbooks* regularly checks for changed, new, and pertinent information from the college and Center managers. Manuals are updated on an on-going basis. Should new ideas or areas of concern arise during staff training sessions, such as new tutors asking questions not addressed in the *Handbook*, we include that information in the next revision. As the college's footprint expands throughout the county, both training handbooks are and will continue to be works in progress. In January 2024, the link to the shared drive for professional development resources was shared with the current APCAA managers. Folder and file digital structures in the shared drive include areas for current training materials and tutoring resources (e.g. "Getting Started" and "Best Practices in Tutoring") and areas of planned development, in anticipation of areas where more training materials are needed (e.g. "Subject Tutoring Resources") as well as updates to current materials as they evolve. New professional development materials will be added to this repository on an ongoing basis as they become available.

District Totals

Success Stategy and Satisfaction

Data Collection Dates	# Visits	% Surveys Completed	% of surveys with Strategy Q	% of surveys with Positive Satisfaction (Good, Very Good, Excellent)	% of surveys with Positive Satisfaction (Very Good/Excellent)
Fall 2020 through Summer 2023	83608	5%	77%	97%	92%

Survey Completion Rates Annual Comparison

Data Collection Dates	% of Completed Surveys
Fall 2020 - Summer 2021 (FY21)	4%
Fall 2021 - Summer 2022 (FY22)	3%
Fall 2022 - Summer 2023 (FY23)	7%

Campus Snapshot

Campus	# Visits	# Surveys Completed	# Tutoring Specific Surveys	# Surveys with Strategy Q Completed	# Surveys with Positive Satisfaction	% Survey Completion	% of surveys with completed Strategy Q	% of surveys with Positive Satisfaction (Good, Very Good, Excellent)	% of surveys with Positive Satisfaction (Very Good/Excellent) 2022-2023
Frisco	22353	805	761	529	747	4%	70%	98%	91%
Plano	19847	802	779	552	758	4%	71%	97%	87%
McKinney	14393	518	512	388	496	4%	76%	97%	89%
Wylie	8047	296	278	234	274	4%	84%	99%	96%
Celina	750	17	17	10	17	2%	59%	100%	100%
Farmersville	276	24	20	13	20	9%	65%	100%	89%
Technical Totals	2096	121	118	102	117	6%	86%	99%	97%
Online	15846	1476	1476	1237	1411	9%	84%	96%	88%
District Total	**83608**	**4059**	**3961**	**3065**	**3840**	**5%**	**77%**	**97%**	**92%**

Campus Totals

Campus	Semester	# Visits	# Surveys Completed	# Tutoring Specific Surveys	# Surveys with Strategy Q Completed	# Surveys with Positive Satisfaction	% Survey Completion	% of surveys with completed Strategy Q	% of surveys with Positive Satisfaction (Good, Very Good, Excellent)	% of surveys with Positive Satisfaction (Very Good/Excellent)	Survey Completion by Year
Frisco	**Fall 2020**	3009	129	129	30	125	4%	23%	97%		
	Wintermester 20-21	11	0	0	0	0	0%	0%	0%		
	Spring 2021	2092	62	62	62	62	3%	100%	100%		3.60%
	Maymester 2021	10	0	0	0	0	0%	0%	0%		
	Summer 2021	467	11	11	10	10	2%	91%	91%		
	Fall 2021	3378	46	46	37	46	1%	80%	100%		
	Wintermester 21-22	6	0	0	0	0	0%	0%	0%		1.99%
	Spring 2022	3556	92	92	57	89	3%	62%	97%		
	Summer 2022	836	17	17	7	17	2%	41%	100%		
	Fall 2022	4089	231	206	169	200	6%	82%	97%	91%	
	Wintermester/Spring 2023	3862	176	163	127	163	5%	78%	100%	85%	4.98%
	Summer 2023	1037	41	35	30	35	4%	86%	100%	97%	
	Totals	**22353**	**805**	**761**	**529**	**747**	**4%**	**70%**	**98%**	**91%**	
Plano	**Fall 2020**	2762	146	146	114	135	5%	78%	92%		
	Spring 2021	2083	26	26	26	26	1%	100%	100%		3.58%
	Summer 2021	878	33	33	33	32	4%	100%	97%		
	Fall 2021	3381	100	100	71	97	3%	71%	97%		
	Wintermester 21-22	49	2	2	2	2	4%	100%	100%		
	Spring 2022	2935	54	54	39	53	2%	72%	98%		2.50%
	Maymester 2022	8	0	0	0	0	0%	0%	0%		
	Summer 2022	1219	38	38	16	38	3%	42%	100%		
	Fall 2022	3051	197	178	112	176	6%	63%	99%	89%	
	Wintermester/Spring 2023	2690	168	164	114	161	6%	70%	98%	80%	6.10%
	Summer 2023	791	38	38	25	38	5%	66%	100%	92%	
	Totals	**19847**	**802**	**779**	**552**	**758**	**4%**	**71%**	**97%**	**87%**	
McKinney	**Fall 2020**	1899	98	98	98	94	5%	100%	96%		
	Wintermester 20-21	24	1	1	1	1	4%	100%	100%		
	Spring 2021	1279	60	60	60	57	5%	100%	95%		5.10%
	Maymester 2021	4	0	0	0	0	0%	0%	0%		
	Summer 2021	360	24	24	24	24	7%	100%	100%		
	Fall 2021	1946	63	63	51	61	3%	81%	97%		
	Wintermester 21-23	20	0	0	0	0	0%	0%	0%		2.60%
	Spring 2022	1700	40	40	26	40	2%	65%	100%		
	Summer 2022	460	5	5	4	5	Insufficient data	80%	100%		
	Fall 2022	2996	105	103	53	102	4%	51%	99%	90%	
	Wintermester/Spring 2023	3016	109	105	64	99	4%	61%	94%	85%	3.38%
	Summer 2023	689	13	13	7	13	2%	54%	100%	92%	
	Totals	**14393**	**518**	**512**	**388**	**496**	**4%**	**76%**	**97%**	**89%**	
Wylie	**Fall 2020**	802	No data	No data	No data	No data	No data	No data	No data		
	Wintermester 20-21	12	No data	No data	No data	No data	No data	No data	No data		
	Spring 2021	1045	No data	No data	No data	No data	No data	No data	No data		
	Maymester 2021	6	No data	No data	No data	No data	No data	No data	No data		
	Summer 2021	357	No data	No data	No data	No data	No data	No data	No data		
	Fall 2021	1180	31	31	19	30	3%	61%	97%		
	Wintermester 21-22	No data	No data	No data	No data	No data	No data	No data	No data		2.60%
	Spring 2022	No data	No data	No data	No data	No data	No data	No data	No data		
	Summer 2022	No data	No data	No data	No data	No data	No data	No data	No data		
	Fall 2022	2466	137	129	114	127	6%	88%	98%	91%	
	Wintermester/Spring 2023	1831	86	79	64	78	5%	81%	99%	96%	5.70%
	Summer 2023	348	42	39	37	39	12%	95%	100%	100%	
	Totals	**8047**	**296**	**278**	**234**	**274**	**4%**	**84%**	**99%**	**96%**	

Appendix C

Campus Totals

Campus	Term										
Celina	Spring 2022	78	2	2	0	2	3%	0%	100%		
	Summer 2022	16	0	0	0	0	0%	0%	0%		2.10%
	Fall 2022	329	5	5	5	5	2%	100%	100%	100%	
	Wintermester/Spring 2023	265	8	5	5	8	3%	100%	100%	100%	2.28%
	Summer 2023	62	2	2	0	2	3%	0%	100%	100%	
	Totals	**750**	**17**	**14**	**10**	**17**	**2%**	**71%**	**100%**	**100%**	
Farmersville	Fall 2021	68	3	3	0	3	4%	0%	100%		
	Spring 2022	63	4	4	0	4	6%	0%	100%		5.26%
	Summer 2022	2	0	0	0	0	0%	0%	0%		
	Fall 2022	No data	No data	No data	No data	No data	No data	No data	No data		
	Wintermester/Spring 2023	125	13	9	9	9	10%	100%	100%	78%	11.88%
	Summer 2023	18	4	4	4	4	22%	100%	100%	100%	
	Total	**276**	**24**	**20**	**13**	**20**	**9%**	**65%**	**100%**	**89%**	
Technical Totals	Fall 2020	209	10	10	10	9	5%	100%	90%		
	Wintermester 20-21	10	0	0	0	0	0%	0%	0%		5.85%
	Spring 2021	380	24	24	24	24	6%	100%	100%		
	Summer 2021	118	8	8	8	7	7%	100%	88%		
	Fall 2021	45	3	3	2	3	7%	67%	100%		
	Wintermester 21-22	2	0	0	0	0	0%	0%	0%		5.55%
	Spring 2022	77	6	6	5	6	8%	83%	100%		
	Summer 2022	56	1	1	1	1	2%	100%	100%		
	Fall 2022	667	39	37	31	38	6%	84%	103%	100%	
	Wintermester/Spring 2023	453	22	21	15	21	5%	71%	100%	90%	5.75%
	Summer 2023	79	8	8	6	8	10%	75%	100%	100%	
	Totals	**2096**	**121**	**118**	**102**	**117**	**6%**	**86%**	**99%**	**97%**	
Online	Fall 2021	3818	169	169	109	160	4%	64%	95%		
	Wintermester 21-22	71	5	5	5	5	7%	100%	100%		4.00%
	Spring 2022	3181	116	116	73	112	4%	63%	97%		
	Summer 2022	1088	37	37	24	36	3%	65%	97%		
	Fall 2022	3422	571	571	514	544	17%	90%	95%	87%	
	Wintermester/Spring 2023	3297	444	444	397	422	13%	89%	95%	87%	14.94%
	Summer 2023	969	134	134	115	132	14%	86%	99%	90%	
	Totals	**15846**	**1476**	**1476**	**1237**	**1411**	**9%**	**84%**	**96%**	**88%**	

Writing Center/Math Lab Participant Analysis
Fall 2022
Collin College

Participants
Writing Center: 3,136
Math Lab: 985

Writing Center Participation		Headcount	Enrollment	Success Rate	Completion Rate	Conclusion Rate	Withdrawal Rate
ENGL-1301	District-Wide	8,013	8,018	78%	82%	94%	6%
	Writing Center Participation	1,770	1,770	92%	95%	98%	2%
	Writing Center Participation 2+	1,074	1,074	95%	97%	99%	1%
	Non-Writing Center Participation	6,243	6,248	74%	78%	93%	7%
INRW-0315	District-Wide	793	793	65%	65%	91%	9%
	Writing Center Participation	294	294	84%	84%	98%	2%
	Writing Center Participation 2+	195	195	88%	88%	98%	2%
	Non-Writing Center Participation	499	499	53%	53%	87%	13%
INRW-0405	District-Wide	1,117	1,117	62%	62%	93%	7%
	Writing Center Participation	328	328	81%	81%	97%	3%
	Writing Center Participation 2+	213	213	89%	89%	100%	0%
	Non-Writing Center Participation	789	789	54%	54%	91%	9%

Math Lab Participation		Headcount	Enrollment	Success Rate	Completion Rate	Conclusion Rate	Withdrawal Rate
MATH-1314	District-Wide	3,910	3,915	64%	72%	87%	13%
	Math Lab Participation	358	358	64%	74%	87%	13%
	Math Lab Participation 2+	220	220	68%	78%	90%	10%
	Non-Math Lab Participation	3,552	3,557	64%	71%	87%	13%
MATH-1324	District-Wide	813	814	50%	61%	81%	19%
	Math Lab Participation	117	117	56%	66%	85%	15%
	Math Lab Participation 2+	73	73	55%	64%	86%	14%
	Non-Math Lab Participation	696	697	50%	60%	80%	20%
MATH-1342	District-Wide	1,318	1,322	64%	71%	87%	13%
	Math Lab Participation	120	120	69%	78%	93%	7%
	Math Lab Participation 2+	72	72	74%	83%	96%	4%
	Non-Math Lab Participation	1,198	1,202	64%	71%	87%	13%
MATH-0405	District-Wide	1,780	1,780	60%	60%	94%	6%
	Math Lab Participation	92	92	77%	77%	97%	3%
	Math Lab Participation 2+	51	51	80%	80%	98%	2%
	Non-Math Lab Participation	1,688	1,688	59%	59%	94%	6%

Source: Collin College ZogoTech Data Warehouse & Business Intelligence System
Note: Success Rate is defined as grades of ABC; completion rate is defined as grades of ABCD; conclusion rate is defined as grades of ABCDF.

Writing Center Analysis
Spring 2023
Collin College

Participants
Writing Center: 2,852

Writing Center Participation		Headcount	Enrollment	Success Rate	Completion Rate	Conclusion Rate	Withdrawal Rate
ENGL-1301	District-Wide	2,757	2,764	61%	65%	89%	11%
	Writing Center Participation	623	623	78%	84%	96%	3%
	Writing Center Participation 2+	334	336	83%	89%	97%	2%
	Non-Writing Center Participation	2,134	2,139	56%	60%	87%	13%
INRW-0315	District-Wide	798	798	67%	67%	90%	10%
	Writing Center Participation	310	310	85%	85%	97%	3%
	Writing Center Participation 2+	183	183	88%	88%	99%	1%
	Non-Writing Center Participation	488	488	55%	55%	86%	14%
INRW-0405	District-Wide	735	736	59%	59%	92%	8%
	Writing Center Participation	239	239	84%	84%	98%	2%
	Writing Center Participation 2+	162	162	88%	88%	99%	1%
	Non-Writing Center Participation	496	497	47%	47%	89%	11%

Source: Collin College ZogoTech Data Warehouse & Business Intelligence System
Note: Success Rate is defined as grades of ABC; completion rate is defined as grades of ABCD; conclusion rate is defined as grades of ABCDF.

Appendix F

Writing Center Participant Analysis
Fall 2023
Collin College

Participants
Writing Center: 3,996

Writing Center Participation		Headcount	Enrollment	Success Rate	Completion Rate	Conclusion Rate	Withdrawal Rate
ENGL-1301	District-Wide	8,809	8,813	79%	83%	93%	6%
	Writing Center Participation	2,179	2,179	91%	94%	98%	2%
	Writing Center Participation 2+	1,200	1,200	94%	97%	99%	1%
	Non-Writing Center Participation	6,630	6,634	76%	79%	92%	8%
INRW-0315	District-Wide	722	722	64%	64%	90%	10%
	Writing Center Participation	272	272	85%	85%	96%	4%
	Writing Center Participation 2+	142	142	92%	92%	97%	3%
	Non-Writing Center Participation	450	450	51%	51%	86%	14%
INRW-0405	District-Wide	1,139	1,139	63%	63%	90%	9%
	Writing Center Participation	453	453	82%	82%	94%	5%
	Writing Center Participation 2+	294	294	88%	88%	96%	3%
	Non-Writing Center Participation	686	686	51%	51%	87%	11%

Source: Collin College ZogoTech Data Warehouse & Business Intelligence System
Note: Success Rate is defined as grades of ABC; completion rate is defined as grades of ABCD; conclusion rate is defined as grades of ABCDF.

Math Lab Participant Analysis
Spring 2023
Collin College

Participants
Math Lab: 1,190

Math Lab Participation		Headcount	Enrollment	Success Rate	Completion Rate	Conclusion Rate	Withdrawal Rate
MATH-1314	District-Wide	2,417	2,425	53%	61%	83%	17%
	Math Lab Participation	370	371	58%	70%	88%	12%
	Math Lab Participation 2+	250	251	60%	75%	91%	9%
	Non-Math Lab Participation	2,047	2,054	52%	60%	82%	18%
MATH-1324	District-Wide	707	707	50%	59%	81%	19%
	Math Lab Participation	116	116	53%	64%	81%	19%
	Math Lab Participation 2+	64	64	58%	69%	84%	16%
	Non-Math Lab Participation	591	591	49%	58%	81%	19%
MATH-1342	District-Wide	2,022	2,024	71%	78%	89%	11%
	Math Lab Participation	114	114	68%	82%	92%	8%
	Math Lab Participation 2+	76	76	74%	84%	93%	7%
	Non-Math Lab Participation	1,908	1,910	71%	78%	88%	12%
MATH-0405	District-Wide	1,133	1,133	57%	57%	92%	8%
	Math Lab Participation	91	91	74%	74%	99%	1%
	Math Lab Participation 2+	42	42	67%	67%	100%	0%
	Non-Math Lab Participation	1,042	1,042	56%	56%	91%	8%

Source: Collin College ZogoTech Data Warehouse & Business Intelligence System
Note: Success Rate is defined as grades of ABC; completion rate is defined as grades of ABCD; conclusion rate is defined as grades of ABCDF.

Math Lab Participant Analysis
Fall 2023
Collin College

Participants
Math Lab: 1,522

Math Lab Participation		Headcount	Enrollment	Success Rate	Completion Rate	Conclusion Rate	Withdrawal Rate
MATH-1314	District-Wide	4,220	4,222	64%	71%	86%	14%
	Math Lab Participation	506	507	60%	69%	86%	14%
	Math Lab Participation 2+	326	327	65%	76%	90%	10%
	Non-Math Lab Participation	3,714	3,715	64%	71%	86%	14%
MATH-1324	District-Wide	863	863	53%	63%	81%	19%
	Math Lab Participation	153	153	56%	70%	86%	14%
	Math Lab Participation 2+	90	90	69%	79%	92%	8%
	Non-Math Lab Participation	710	710	52%	62%	80%	20%
MATH-1342	District-Wide	1,337	1,337	64%	72%	88%	12%
	Math Lab Participation	129	129	72%	82%	93%	7%
	Math Lab Participation 2+	75	75	79%	88%	95%	5%
	Non-Math Lab Participation	1,208	1,208	63%	71%	87%	13%
MATH-0405	District-Wide	1,848	1,848	59%	59%	93%	7%
	Math Lab Participation	118	118	64%	64%	93%	7%
	Math Lab Participation 2+	61	61	66%	66%	92%	8%
	Non-Math Lab Participation	1,730	1,730	59%	59%	93%	7%

Source: Collin College ZogoTech Data Warehouse & Business Intelligence System
Note: Success Rate is defined as grades of ABC; completion rate is defined as grades of ABCD; conclusion rate is defined as grades of ABCDF.

Semester Comparison

Campus	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Total
Celina					100%	0%	100%	100%	100%	100%
Farmersville				100%	100%	0%	No Data	100%	100%	100%
Frisco	97%	100%	91%	100%	97%	100%	97%	100%	100%	98%
McKinney	96%	95%	100%	97%	100%	100%	99%	94%	100%	97%
Online				95%	97%	97%	95%	95%	99%	96%
Plano	92%	100%	97%	97%	98%	100%	99%	98%	100%	97%
Technical	90%	100%	88%	100%	100%	100%	100%	100%	100%	98%
Wylie				97%			98%	99%	100%	99%

Student Satisfaction

Percent of Surveys with Positive Experience

Legend: Celina, Farmersville, Frisco, McKinney, Online, Plano, Technical, Wylie

Percent of Surveys with Positive Experience
Celina

Percent of Surveys with Positive Experience
Frisco

Percent of Surveys with Positive Experience
McKinney

Percent of Surveys with Positive Experience
Plano

Percent of Surveys with Positive Experience
Technical

Student Satisfaction

Percent of Surveys with Positive Experience
Farmersville

Percent of Surveys with Positive Experience
Online

Percent of Surveys with Positive Experience
Wylie