COLLIN COLLEGE

PROGRAM NAME: Student Engagement	**AUTHORING TEAM CONTACT:** Torrey West
PHONE: 972-377-1618	**EMAIL:** twest@collin.edu

GUIDELINES

Time Frames

1. **Scope:**

    The time frame of program review is five years, including the year of the review.

    Data being reviewed for any item should go back the previous four years, unless not available.

2. **Deadline Dates:**

    January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)

    February 1st – Program Review Document due to Program Review Steering Committee

3. **Years:**

    Years 1 & 3 – Implement Action Plan of (CIP) and collect data

    Years 2 & 4 – Analyze data and findings, Update Action Plan

    Year 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range of 1-2 pages or 500-1,000 words.

EVIDENCE GUIDELINES: In the following sections, you will be asked to provide evidence for assertions made.

    a. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission's CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are aware is encouraged.

    b. Examples of Evidence Statements:

        1. Poor example: Core values are integrated into coursework. (Not verifiable)

        2. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)

        3. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

FOR MORE INFORMATION: The Program Review Portal can be found at http://inside.collin.edu/institutionaleffect/Program_Review_Process.html. Any further questions regarding Program Review should be addressed to the Institutional Research Office (effectiveness@collin.edu, 972.599.3102).

Introduction/Preface

☐ EXECUTIVE SUMMARY:

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

EXECUTIVE SUMMARY (SUGGESTED SECTIONS/FORMAT-NOT REQUIRED FORMAT)

What does our unit do?

Why do we do the things we do: Unit relationship to the College Mission & Strategic Plan.

Why do we do the things we do?

How do we impact student outcomes?

How effectively do we communicate, and how do we know?

How well are we leveraging partnership resources and building relationships, and how do we know?

How have past Continuous Improvement Plans contributed to success?

How will we evaluate our success?

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008   2

Complete the Executive Summary below after you have completed your review.

In line with Dr. Vincent Tinto's findings in "Completing College, Rethinking Institutional Action" (2012), increased academic and social engagement correlates with higher rates of student persistence and graduation. The central mission of the Office of Student Engagement is to cultivate opportunities for student involvement. This involves organizing comprehensive and collaborative events that support civic engagement, educational pursuits, leadership development, and social activities. The coordination of these events extends to collaboration with student organizations, faculty, staff, and community non-profit organizations.

With the oversight of more than 60 student organizations, engaging approximately 1600 students annually, the Office of Student Engagement embodies the Collin College mission of being student-centered while helping our students develop their skills, strengthen their character, and challenge their intellect. Serving as advisors to the Student Government Association (SGA), the Collin College SGA was named the 2020 and 2021 Texas Junior College SGA Region 2 Chapter of the Year and the 2021 TJCSGA State Chapter of the Year.

Included in the responsibility of recognizing student organizations, the Office of Student Engagement must verify the student qualifications and identification of faculty/staff advisors for all organizations. Student organizations have the opportunity to secure funding for their initiatives through the Student Activity Fee Advisory Committee (SAFAC), which oversees annual allocations exceeding $400,000. Ensuring compliance in the awarding of these funds also falls under the purview of the Office of Student Engagement.
The department also manages the district's 'Lost and Found' at the Frisco, McKinney, Plano, and Wylie campuses, issues identification cards for students, faculty, and staff, as well as coordinates New Student Orientation throughout the district, including on-campus and online sessions.

Operating within a multi-campus district, the office diligently strives to provide consistent programs across all campuses, cater to the needs of an expanding student population, and uphold operational compliance with institutional, state, and federal guidelines. Although the department has successfully diversified its program offerings, there is a need for enhanced data analysis to understand the impact of these programs better. Through the ongoing program review process, the department aims to continually assess and improve the evaluation of the services it provides.

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

☐1. WHAT DOES OUR UNIT DO?

What is the service unit and its context?

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

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

Unit's purpose (Include the unit's purpose/mission statement if one exists.)

Mission Statement: The Office of Student Engagement strives to enhance student learning and development.

The Office of Student Engagement provides co-curricular civic, educational, leadership development, and social activities that contribute to and support Collin College's efforts to retain and develop well-rounded, successful students. Student Engagement also provides administrative oversight for on and off-campus program development, student organizations, the Student Activity Fee Advisory Committee (SAFAC), management of the student centers, oversight of district lost and found, and issuing of Collin College identification cards.

Services and products (i.e., event coordination, reports, promotional materials, handouts, etc.)

The Office of Student Engagement provides comprehensive support to Collin College's student organizations by facilitating the registration of new and returning organizations, processing event requests, and verifying travel documents. The guidelines for all student organizations can be found in the Student Organizations Procedures Manual (SOPM), which is made available online at https://joom.ag/J2yL (See Appendix A-SOPM). Student Engagement also coordinates each student organization's publicity, marketing, and promotion. (See Appendix B Samples of Program Flyers)

One of Student Engagement's most visible functions is assisting with developing, coordinating, and marketing district-wide programs (e.g., Annual Student Organization Festival, SpringFest, Safe Spring Break, and Weeks of Welcome activities). Student Engagement also supports numerous district-wide events that promote diversity awareness and encourage students to engage in conversations regarding these issues (e.g., African-American History Month, Women's History Month, Hispanic Heritage Month). Many of these on-campus events use the services of outside consultants and speakers. As such, the Office of Student Engagement is also responsible for ensuring contracts for these speakers, performances, services, and contract labor forms are submitted in a timely manner to the appropriate office(s).

Regulatory standards the unit must meet

Board policy FKC (LOCAL) outlines the parameters for the establishment of student organizations as well as the responsibilities of the Student Activity Fee Advisory Committee (SAFAC). Additionally, any student fees must also be approved by the Collin College Board of Trustees. Currently, every

---

student who attends Collin College is charged a student activity fee of $2.00 per credit hour when they register for classes each semester. These student activity fees are placed into an account that is administered by the Student Activity Fee Advisory Committee (SAFAC). It is the responsibility of the Office of Student Engagement Office to ensure that all relevant policies and procedures regarding the collection and disbursement of these funds are followed by SAFAC. Student organizations, as well as campus initiatives that support student persistence, have the opportunity to petition SAFAC for funding. During the 2022-23 year, more than 38 events were supported with a budget of nearly $235,000. A few of the events SAFAC supported include Wild West at the Park, Rockin' the Ridge, and Community College Day at the Capitol. Due to enrollment growth, the budget for SAFAC for 2022-2023 is an estimated $1,600,000. SAFAC requirements mandate that the Office of Student Engagement follow and enforce all Collin College policies and procedures related to fiscal responsibilities, purchasing, procurement, student travel, and liability, as well as the Texas Higher Education Code Sections 54.503 (Student Service Fees), 54.504 (Incidental Fees), and 54.513 (Student Service Fees Compulsory).

Service across campus/departments/district/community
Through the Leadership Empowerment and Development (LEAD) co-curricular events, the Office of Student Engagement connects students, faculty, and staff with numerous community organizations as well as personal enrichment activities. The Office of Student Engagement also collaborates with several wellness initiatives such as Safe Break and de-stressing activities during final exam weeks.

In addition to the oversight of the SAFAC Committee that supports academic and co-curricular activities, Student Engagement coordinates and manages New Student Orientation district-wide. New Student Orientation is mandatory for all entering First Time in College (FTIC) students and is offered both in person and online. Student Engagement is responsible for creating and developing the content, ensuring consistency for both delivery modalities. The content is created using multiple software programs for an enhanced and engaging student experience.

As a collaborative effort, the Office of Student Engagement reaches out to numerous departments and offices across the College District for the opportunity to host tables to promote classes, services, and programs during the in-person orientation sessions. Participating departments have included the library, counseling services, student housing, workforce programs, Weekend College, and others.

During the on-campus sessions, content specialists will present in their respective areas. Academic Advising discusses course registration and schedules, how to resolve registration holds, when to speak with an academic advisor, and how to pay for classes. The Dean of Students Office presents on various topics, which include but are not limited to accessibility services (i.e., the ACCESS Office), Counseling Services, the Student Code of Conduct and common violations, scholastic dishonesty, various federal and state laws, and how to maintain a healthy and safe campus environment. Student Engagement also produces identification (ID) cards for all current Collin College faculty, staff, and students. The ID cards are used at numerous campus events for registration check-in as well as access to testing and fitness centers. Within the physical offices of Student Engagement, the College District's "Lost and Found" is located at the Frisco, McKinney, Plano, and Wylie Campuses. Additionally, Student Engagement is responsible for campus postings for student organizations, campus activities, community news, and any other approved promotional and informational materials at the Frisco, McKinney, Wylie, and Plano Campuses. These postings are placed on bulletin boards and kiosks throughout the campuses.

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

- **Provide unit-specific evidence of actions that the unit supports the <u>mission statement:</u>** "*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.*"

- **Provide unit-specific evidence that supports how the unit supports the college strategic plan (2020-2025 Strategic Plan)**: http://www.collin.edu/aboutus/strategic_goals.html

Suggested/possible points to consider:
- *What evidence is there to support assertions made regarding how the unit relates to the Mission and Strategic Plan?*
- *Analyze the evidence you provide. What does it show about the unit?*

What evidence is there to support assertions made regarding how the Service Unit relates to the Mission?

The Office of Student Engagement offers numerous events, training sessions, and collaborative projects that support Collin College's mission. The following list contains a few examples of these initiatives with explanations of how they relate to the mission statement:

Student Organizations:
The Office of Student Engagement provides oversight and support to over 60 student organizations annually. These organizations represent wide-ranging interests such as academics and honors, community service, identity and culture, politics and social action, student government, sports and recreation, performing arts, hobbies and social activities, and religion and spirituality. Participation in a student organization requires time management, planning, working with and leading a team, budget management, fiscal responsibility, and self-governance. There is no greater service offered by the Office of Student Engagement that embodies Collin College's mission to develop skills, strengthen character, and challenge the intellect. There are approximately 1500 students currently active and participating in student organizations at the college.

The Student Engagement professionals also serve as advisors to the Student Government Association (SGA). This guidance since December 2019 has increased overall student involvement in this organization, helped the organization become an active voice for students with college administration, provided numerous leadership opportunities at the regional and state level, and regional and state recognition as the Collin College SGA was the 2020 & 2021 Texas Junior College SGA Region 2 Chapter of the Year and the 2021 TJCSGA State Chapter of the Year.

StrengthsQuest Workshops:
These workshops utilize the Gallup Clifton Strengths Finder assessment, allowing students to learn about their strengths. These workshops focus on developing students skills and challenging their intellect while teaching them how to effectively utilize and maximize their identified strengths. The primary goals of these workshops are to assist student development and provide valuable tools for self-improvement and the support of other individuals with whom they interact. The workshops are held at each campus at various times to serve as many students as possible.

Make a Difference Day and Alternative Spring Break:

These two community-centered initiatives are cooperative service events marketed to the local community. These events allow students to interact with community members to understand better that they are a part of the local community, their roles, and how they can effectively serve, assist, and support others.

Rock the Vote:
In collaboration with the Collin County League of Women Voters, this event increases civic engagement by encouraging students to register to vote, participate in upcoming elections, and promote the College District's campus polling locations to the local community.

Love Does Not Hurt:
An Oath Against Domestic Violence: This event, held in collaboration with Collin College's Student Government Association (SGA) and Muslim Student Association, provides students, faculty, and staff with a unified voice to speak up against and end domestic violence. This program also includes information on the impact of domestic violence on the family unit and the entire community. This event has been attended by the mayors of Plano and McKinney, Senator Van Taylor, and more than 150 students and community members.

Dr. Martin Luther King Jr. Power Leadership Breakfast:
In collaboration with the City of Plano, this annual community-centered event honors the legacy of Dr. Martin Luther King, Jr. and encourages all participants, regardless of race, creed, or religious affiliation, to continue their seminal work to end discrimination and racial injustice. This event provides Collin College students, faculty, and staff the opportunity to interact with local community members to discuss these issues and advocate for a more equal, just society. Additionally, Collin College's student leaders can gain public speaking and performance skills during the student-led performance at the event. There are more than 500 attendees at this annual event.

Smart Money:
This event is hosted in collaboration with local businesses to provide Collin College students with information on financial literacy. Presenters provide support, education, and skills to help students make informed decisions regarding their finances and budgets. Given the nationwide student loan debt crisis, the information and skills presented are essential tools for all Collin College students. This program encourages students to incur as little student loan debt as possible.

Leadership Empowerment and Development (LEAD) Workshops:
These interactive workshops and training sessions bring in professional speakers who assist students with identifying and developing various leadership skills that are essential for success both at Collin College and in their chosen career fields.

Provide unit-specific evidence that supports how the unit keeps the college strategic plan: http://www.collin.edu/aboutus/strategic_goals.html. What evidence is there to support assertions made regarding how the Service Unit relates to the Strategic Plan?

The Office of Student Engagement at Collin College plays a pivotal role in advancing the institution's Strategic Plan Goal 1, which aims to improve student outcomes and meet or exceed accreditation thresholds. Additionally, the office actively supports the college's Master Plan Priority 6, focusing

on the assessment and enhancement of facilities and extracurricular programs to improve student recruitment, engagement, and success. By providing a range of co-curricular activities and overseeing various aspects of student life, the Office of Student Engagement contributes significantly to creating a vibrant and supportive campus environment.

Student Engagement facilitates student development and provides administrative oversight for on and off-campus program development. Through co-curricular civic, educational, and leadership activities, the office fosters student growth, cultivating essential skills. Simultaneously, its administrative role ensures that extracurricular programs align with the college's goals, promoting a holistic approach to education that goes beyond the classroom.

Student Engagement manages student centers at each campus along with the production of identification cards. The department also works closely with the Student Activity Fee Advisory Committee (SAFAC) providing guidance and support for the committee while also facilitating the application process and funds management and distribution processes. Efficient management of student centers and the issuance of identification cards contribute to a well-organized campus environment, facilitating student access to resources. SAFAC's involvement ensures strategic allocation of funds, supporting initiatives such as educational conferences and field trips that enhance student engagement and contribute to successful outcomes.

Student Engagement plays an important role in enriching the college experience and the assessment and prioritization of extracurricular programs. By offering a diverse array of opportunities, such as conferences, entertainment, and cultural events, the office actively contributes to a vibrant college experience. Simultaneously, its involvement in assessing current facilities and programs ensures a strategic focus on areas that will have the most significant impact on student recruitment, engagement, and success. These assessments have led to the creation of a student center at the Plano campus in 2021 and the remodel of the student center at the McKinney Campus in 2023. These strategic improvements further underscore the commitment of the Office of Student Engagement to create dynamic spaces that enhance the overall student experience and contribute to the college's goals.

In looking at the 2019 and 2021 Student Survey of Satisfaction with Units, the Student Engagement mean scores averaged slightly higher than the average satisfaction of all other Collin departments surveyed in all areas with an increase in scores from 2019 to 2021.

2019 Student Survey Means

Unit's Mean Scores Compared to the Averages of All Surveyed Units
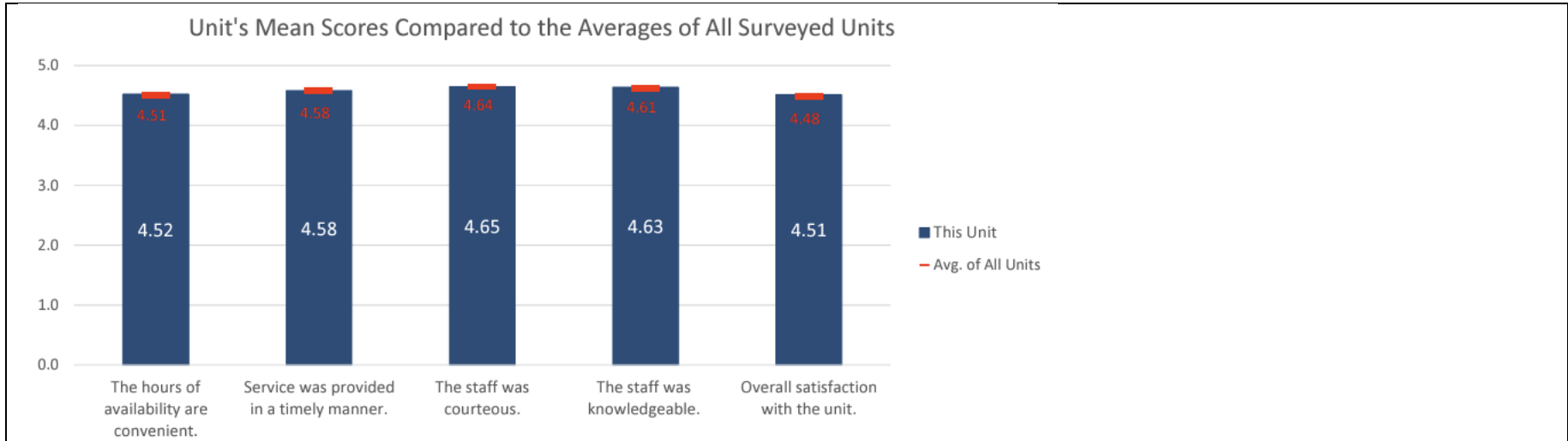
2021 Student Survey Means
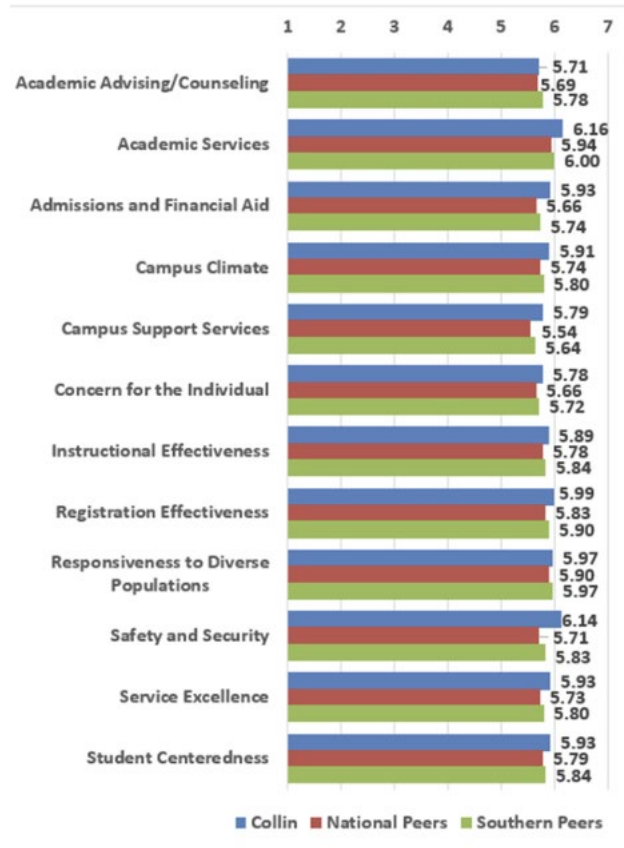

Student Engagement
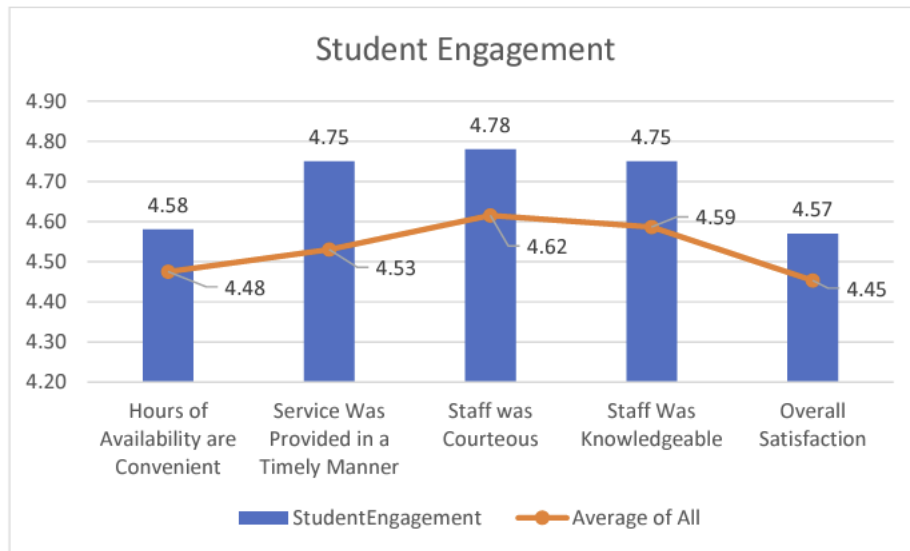
It should also be noted that the overall student satisfaction with the department was 90% in 2019 and 91.5% in 2021.

In looking at the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI), there is no scale listed that directly correlates to Student Engagement although the Campus Climate does somewhat align. The Campus Climate scale assesses the extent to which the college provides experiences that promote a sense campus pride and feelings of belonging. While the scale is a composite of the total student experience, the mission of Student

Engagement and the work the department performs contributes to the scale. In 2020, the SSI showed that Collin's satisfaction rate for campus climate was higher than the national average with Collin having a mean satisfaction score of 5.82 versus the national average of 5.64. In 2022, the SSI showed Collin's satisfaction rate for Campus Climate to be higher than the national average as well as our peers in the southern region as demonstrated in the chart below.

2022 Ruffalo Noel Levitz Student Satisfaction Inventory

COLLIN VS. PEERS

	Collin	National Peers	Southern Peers
Academic Advising/Counseling	5.71	5.69	5.78
Academic Services	6.16	5.94	6.00
Admissions and Financial Aid	5.93	5.66	5.74
Campus Climate	5.91	5.74	5.80
Campus Support Services	5.79	5.54	5.64
Concern for the Individual	5.78	5.66	5.72
Instructional Effectiveness	5.89	5.78	5.84
Registration Effectiveness	5.99	5.83	5.90
Responsiveness to Diverse Populations	5.97	5.90	5.97
Safety and Security	6.14	5.71	5.83
Service Excellence	5.93	5.73	5.80
Student Centeredness	5.93	5.79	5.84

■ Collin   ■ National Peers   ■ Southern Peers

The Office of Student Engagement at Collin College stands as a vital force in achieving the institution's strategic and master plan goals. Through its multifaceted approach, combining student development initiatives, resource management, and an unwavering commitment to enriching the college experience, the office contributes significantly to creating an environment where students can thrive academically and personally. As Collin College continues to prioritize student success, the Office of Student Engagement remains a cornerstone in this effort.

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008

11

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

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

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

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

What is the purpose and reason for the service?

The purpose of student engagement is to foster active involvement, participation, and commitment among students in various aspects of their academic journey. This includes activities inside and outside the classroom, co-curricular involvement, and community engagement. Promoting student engagement enhances the overall educational experience, contributes to personal and intellectual development, and creates a vibrant campus community. The Office of Student Engagement's primary functions are:

- Coordinate campus activities that include social and cultural awareness initiatives; educational, service, leadership, and student involvement opportunities; and offer workshops to enhance personal growth and development
- Manage the student centers, providing a place to connect and create a sense of belonging
- Provide oversight, training, and support for Student Organizations, including the Student Government Association
- Coordinate New Student Orientation sessions and provide campus tours
- Manage lost and found for the district
- Print faculty, staff, and student identification cards

How has the function evolved during the 5-year cycle? How have the reasons for the service changed over time?

The functions of student engagement have evolved over time in response to changing student demographics, technological advancements, and educational trends. For example, virtual engagement opportunities have become more prevalent with the integration of technology and the creation of iCollin. The department created specific online programming to meet the needs of this changing environment for our students, including a virtual

---

orientation, virtual bingo, virtual esports leagues, and more. We have increased our virtual programming efforts to account for approximately 10% of our overall programming schedule. (That number does vary from semester to semester, depending on staffing and student participation.)

Another impactful change over the past five years has been the reorganization of the student engagement office, which has been the centralization of the departmental leadership. Previously, the assistant directors of student engagement reported to the Associate Dean of Student and Enrollment services on their campus. In March of 2023, the decision was made to unify that leadership and have the assistant directors of student engagement report to one Associate Dean of Student and Enrollment services in an effort to ensure consistent decision-making, programming, and quality of services.

What would happen if the unit no longer provides these services and/or the services were outsourced?

If the services currently provided by the Office of Student Engagement were to cease or be outsourced to other departments, the first consequence would be a noticeable reduction in student engagement. The office plays a pivotal role in enhancing student learning and development through a variety of co-curricular activities, leadership programs, and social events. Without these services, students may find fewer opportunities to participate in extracurricular activities that contribute to their personal and academic growth, potentially diminishing the overall vibrancy of campus life.

The absence or outsourcing of services may also lead to a decline in program diversity. The Office of Student Engagement organizes a wide range of programs including educational conferences, entertainment, field trips, guest speakers, and cultural events. If these responsibilities are distributed to other departments, there may be a reduction in the variety of programs available to students. This limitation could hinder their exposure to different learning experiences and perspectives, ultimately impacting the holistic development of the students.

Additionally, the potential outsourcing of administrative oversight functions, such as program development, the Student Activity Fee Advisory Committee (SAFAC), and management of student centers, may pose logistical challenges. In a decentralized system, coordinating these efforts among various departments could lead to miscommunication, duplication of efforts, and an overall lack of cohesion in the college's co-curricular offerings. This lack of centralized coordination might result in inefficiencies, affecting the overall effectiveness of administrative processes and potential diminishing the campus culture that the Office of Student Engagement helps foster.

When looking specifically at New Student Orientation, the college could revisit the registration requirements with this department or require another department to oversee the program. However, Collin College requires all new First Time in College students to participate in mandatory orientation. This would increase the workload on another service area. Currently, the coordination, planning, and implementation of the on-campus new student orientation sessions throughout the year and the online orientation program fall within the scope of responsibilities of the Office of Student Engagement. This program is fully customized-reflecting the specific services and resources of Collin College. It would be challenging to outsource this program entirely.

What unit services require the most resources, including staff time? Which services add the most significant value to the college? Discuss any discrepancies between the services named in these two questions.

The services that require the most resources are supporting student organizations, producing campus programs, and coordinating New Student Orientation. Each semester, student organizations must verify their active membership, including confirming the enrollment and grade point averages

of each student member and the confirmation of the faculty/staff advisor. The campus programs offered require event planning, marketing, and hosting. In order to serve multiple student populations, events are held during the day, in the evenings, and on the weekend. With the oversight of New Student Orientation, the department coordinates with numerous departments and individual faculty members for participation in the program. This initiative is time-intensive and requires much personal correspondence.

Not surprisingly, the services that require the most resources are the same services that add the most significant value to the college. The foundational research to support student involvement originated with Alexander Astin's theory of Student Involvement (Astin, 1984), which concluded that student development and academic performance are directly proportional to the extent to which students are involved. The programs that support the most students are student organizations, event programming, and New Student Orientation. These initiatives have the most significant impact on the college's level of participation. They also provide the most essential value by aiding student retention.

Is there a clear line of communication with other units involved in or supporting each of these services?
Effective communication with other areas of the college involved in supporting student engagement is crucial for a seamless and comprehensive student experience. This includes collaboration with academic departments, counseling services, career centers, and administrative units. Establishing a clear line of communication ensures that student engagement efforts are aligned with the broader goals of the institution and that support services work in tandem to address the holistic needs of the student population. For this reason, as discussed above, student engagement was reorganized from a campus-based model to a district-based one, reporting to one associate dean. This change ensured that communication, up and down to leadership and other college departments, was streamlined and consistent. The assistant directors of student engagement were added to their campus leadership teams as a part of this effort. There are regular bi-weekly meetings between the assistant directors and the associate dean to facilitate information. Regarding communication with other units at the college, communications are sent weekly to campuses to ensure that information about upcoming student engagement programming is shared.

Are the services offered/conducted as efficiently as possible?
The Office of Student Engagement has worked to digitize and automate some of its operations, there are still some areas where improvement could be made. One of the more recent strategies is to develop a comprehensive Student and Enrollment Services master event calendar. This exercise brings together all areas in the division to plan their events collaboratively, preventing the scheduling of competing programs, and to maximize the times of guest speakers. Due to the unique nature of student programs, each event may require a different set-up, contract, or resources.

B. Benchmarking
The benchmarking process involved contacting Mesa Community College, Central Piedmont, Portland Community College, and San Jacinto College. However, only Mesa Community College and San Jacinto College responded regarding their student services department. While there were some variations in services, most core functions were similar, with the notable exception that neither benchmark institution's student engagement offices hosted orientation.

The Collin College Office of Student Engagement identified valuable ideas from these benchmark institutions that could enhance its current programs to include:

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008

14

Programming Diversity: Mesa Community College and San Jacinto College offered a wide array of programs (e.g., Graduation Fair, Lunch & Learn, cultural awareness programs, and food pantry). Implementing similar initiatives could expand program accessibility and reach a larger student population.

Student Organization Support: Suggestions included providing training, checklists, written reports at the end of the year, and involving student government in programming decisions. Incorporating these ideas could improve the student organization experience and boost participation. Student Learning Outcomes (SLOs): The idea of incorporating and evaluating SLOs for each program and event was suggested. This alignment with academic expectations would allow students to choose events based on their goals and enable more accurate program evaluation.

Additional Student Services: Peer institutions addressed homelessness, transportation, and food insecurity. While Collin College refers homeless students to community resources, there's potential for enhancing support. The monthly food truck service, currently available at one campus, could be expanded, and discussions about addressing transportation issues should occur district-wide.

The benchmarking process highlighted opportunities for enhancing program diversity, improving support for student organizations, incorporating SLOs, and addressing critical student needs such as homelessness, transportation, and food insecurity.

☐4. HOW DO WE IMPACT STUDENT OUTCOMES?

Make a case with evidence to show effects of the unit on student outcomes.
   Suggested/possible points to consider:
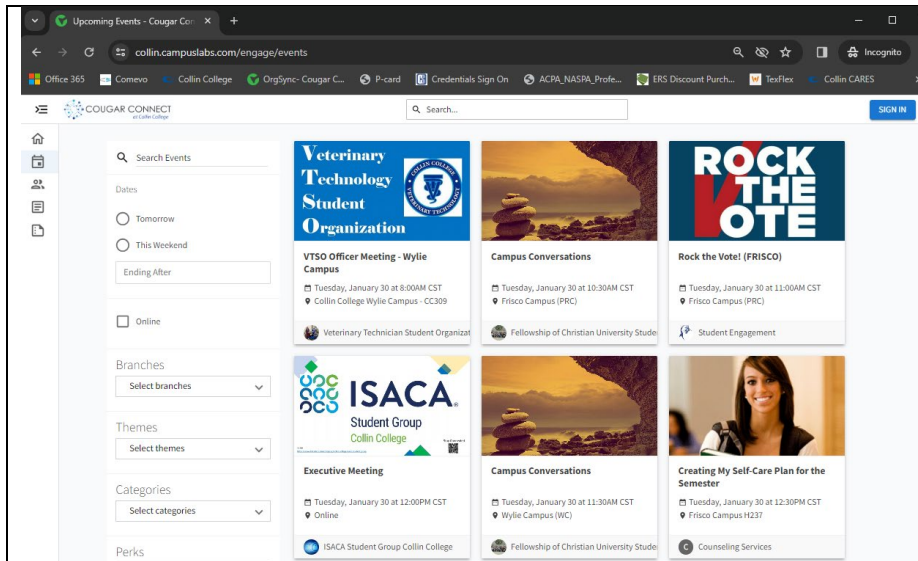   - *How does the unit influence the student experience?*
   - *How does the unit influence the student environment and/or safety?*
   - *In what way does the unit influence student enrollment, retention, persistence, and/or completion?*
   - *What services are provided for a diverse student population?*
   - *Analyze the evidence you provide. What does it show about the unit?*

How does the service unit influence the student experience?
According to Kuh and Pike (2005), student involvement in co-curricular activities such as student organizations, leadership positions, and campus activity positively correlates with retention and academics. Student engagement provided support, training, and guidance to between 63 and 75 student organizations annually over the five-year review period. These organizations had at least ten members, three student officers, and one professional staff or faculty advisor. Student engagement manages the institution's student leadership program through the Certificate of Leadership Development. This program encourages student participation at leadership events, service through leadership hours, and a self-reflection of the experience students have developed through their leadership program participation. Two of the most popular leadership programs Student Engagement hosts are the Alternative Spring Break and Student Leadership Camp. Alternative Spring Break is a one-day, off-site service project within the Collin County community. Students can connect with the community through their service, which helps them realize the importance of civic engagement and understand their roles in a global society. The Student Leadership Camp is a one-day intensive experience that provides opportunities for students to learn and develop various leadership characteristics. These characteristics include identifying leadership goals for the future, connecting with fellow student leaders, faculty, and staff in an immersive environment focused on leadership, and utilizing problem-solving, teamwork, and communication skills.
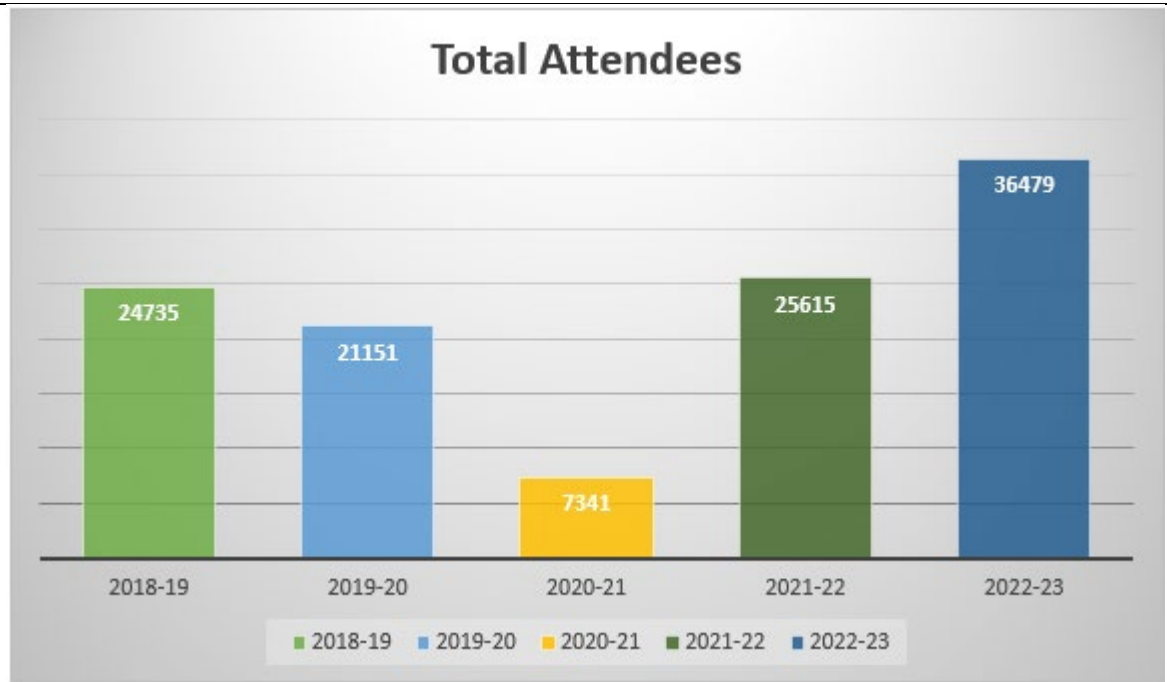
Student engagement also facilitates various student activities each semester to enhance the student experience. Two student activities to highlight are the Thanksgiving Feast event and the Rock the Vote events. The Thanksgiving Feast provides international students with a traditional Thanksgiving meal and an opportunity to connect with others. This event is an annual program, and over 500 students participate on average. Collin College serves as a polling site for local, state, and national elections, so the Rock the Vote voter registration drives were created to encourage students to become active citizens and participate in these election processes.

Student engagement has increased the number of student activities it offers annually over the past five years to approximately 330 events per academic year. Over 18,000 participants have engaged in these programs and activities during that time frame. Student engagement significantly and positively influences the Collin College student experience.

Snapshot of events students can attend listed in Cougar Connect.

In addition to student organizations hosting and registering events through Cougar Connect, many campus departments (Makerspace and All College Day) are also included in the activities that student engagement supports. The overall volume for the district is represented in the chart below with the dip in 2020-2021 due to Covid and the reduced campus presence.

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008

17

How does the service unit influence the student environment and/or safety?

Student engagement creates a safe and positive environment for Collin College students, faculty, and staff by continually seeking input regarding the programs and physical spaces in the student centers. Student Engagement often partners with Counseling Services to present programs that positively impact students' emotional well-being and teach them various skills such as self-care, reducing test anxiety, and recognizing when they or a fellow student may need appropriate assistance from a mental health professional. The on-campus and online New Student Orientations provide information to students about the campus environment and safety. These sessions discuss campus resources and student expectations and also allow students to connect with faculty and staff to discuss personal safety, sexual harassment, domestic violence prevention, and hazing. Student engagement co-hosted with the Muslim Student Association for the Love Does Not Hurt - An Oath Against Domestic Violence event. This program brought together community leaders and survivors of domestic violence to encourage current victims and bystanders to utilize the resources available to them. This event also provided education on how to recognize possible signs of domestic violence. It encouraged students to take a personal oath to stand up against and not perpetuate domestic violence. Student engagement has also collaborated with Counseling Services and the Dean of Students Office to host the Safe Break events. These events provide educational opportunities for students to keep themselves and their friends safe during Spring Break and throughout the year. Topics such as personal safety, alcohol education, and safe sex awareness are presented, and a drunk driving simulator is available to educate students about the dangers of drinking and driving.

In what way does the service unit influence student retention, persistence, and/or completion?

As mentioned throughout this document, much research has been conducted (e.g., Kuh and Pike, Tinto, Astin) that indicates the programs and activities offered by Student engagement positively correlate to student retention, persistence, and completion, especially during students' first year of college. Campus Resource Fairs occur during the fourth week of the fall and spring semesters and involve campus resources and departments that support student success, such as the Library, Writing Center, Math Lab, Intramurals, Counseling Services, and the Career Center. By hosting this event in the fourth week, it serves as a refresher to those who attended orientation as well as for students who may require support later in the semester. Students can learn about these services and are encouraged to utilize these resources. Student engagement incentivizes participation by offering prizes and food to students who visit a specific number of resources during the event. The Cougar SmartBar event brings together Collin College's technology resources, such as Canvas, Cougar Connect, and Cougar Compass. Subject matter experts provide technical demonstrations and support for students during this event to assist them with effectively utilizing these resources. The StrengthsQuest Workshops provide students with an assessment to evaluate their character, ability, and strengths to leverage these for success. These workshops allow students to learn more about self-reflection and growth as well as providing ways to enhance their skills and capitalize on their talents and aptitudes. These events provide students with the skills and tools they need to be successful at Collin College, positively impacting retention, persistence, and completion.

Analyze the evidence you provide. What does it show about the Service Unit?
Student engagement is committed to creating a holistic, student-centered experience throughout the department's activities. Student engagement offers a wide range of leadership, academic, financial, social, service, self-reflective, and interactive activities to encourage student involvement and growth throughout the year. Student engagement provides training and opportunities both on and off campus. Student engagement effectively collaborates with numerous Collin College departments and community agencies to offer activities, events, and programs that aim to increase student success, retention, persistence, and completion. Student engagement serves all Collin College students, from prospective students still matriculating to those completing degrees and certificates and preparing to transfer or graduate. Student engagement also provides the same services to students taking courses for personal growth or skills development rather than earning a certificate or degree. Student engagement spaces are supportive, relaxing, and designed to give students the ability to have a place on campus to call their own. Student engagement effectively promotes student involvement so they can succeed at Collin College, attain their educational and career goals, and build a solid network of connections to help them graduate.

Section II. *Are We Doing Things Right?*

☐ **5. HOW EFFECTIVELY DO WE COMMUNICATE, AND HOW DO WE KNOW?**

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

    Suggested/possible points to consider:

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

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

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

Reflects Institutional Dynamism:

Current Information: Regularly updated printed literature and electronic communication demonstrate the dynamism of the college. They provide an accurate representation of ongoing initiatives, showcasing the institution's commitment to staying current with the evolving needs and interests of the student body. The Assistant Director of Student Engagement at the Plano and McKinney campuses, are primarily responsible for updating and maintaining the Office of Student Engagement website.

Accurate Representation of Offerings:

Program Offerings: Ensuring that printed and electronic materials accurately represent the current array of student engagement programs and initiatives is vital. This accuracy enhances the credibility of the college, presenting a true reflection of the opportunities available to students. Other Student Engagement staff members frequently visit the websites to ensure the content is accurate and up-to-date, and any issues are referred directly to the Assistant Directors of Student Engagement at the Plano and McKinney Campuses. Additionally, the Office of Student Engagement's website provides an email address for individuals to submit questions and/or concerns regarding the unit's website. The Office of Student Engagement website was last updated on October 21, 2023, and currently reflects the most accurate and up-to-date information available.

Supports Recruitment Efforts:

Attractive and Relevant Content: Current and representative communication materials play a pivotal role in attracting prospective students. They highlight the vibrant and engaging campus life, making the college an appealing choice for those considering enrollment. The Student Engagement

---

team uses Canva an online graphic design tool for the creation of promotional materials for events. These flyers (and digital postings) are sent to the Communications department for review and approval prior to posting on campus and online through social media platforms.

Enhances Retention Strategies:
Informed Student Body: Updated literature keeps the existing student body well-informed about the latest opportunities and resources available through student engagement. This information contributes to a positive campus experience, fostering a sense of belonging and connection that supports student retention efforts.

Adapts to Changing Trends:
Technological Adaptability: Electronic communication allows for real-time updates and adaptation to changing communication trends. This agility ensures that the college remains at the forefront of effective communication strategies, catering to the preferences of a tech-savvy audience. Students are able to use the Cougar Connect app (CORQ) and/or can access all campus through the Cougar Connect portal. Most events have a physical flyer and digital posting so all students have access to the information.
 Maintaining current and representative printed literature and electronic communication from the Office of Student Engagement is integral to supporting the college's recruitment, retention, and completion plans. These materials serve as dynamic tools that not only attract prospective students but also inform and engage the existing student body, contributing to a positive campus experience and fostering success on the path to completion.

B. Provide unit website URLs.   If no website is available, describe plans for the creation of a website or explain the absence.
- Student Engagement FAQ: http://www.collin.edu/campuslife/studentlife/faqs.html
- CAT Camp: https://www.collin.edu/orientation/catcamp.html
- Student Ambassadors: https://www.collin.edu/explore/studambassadors.html
- Campus Life: http://www.collin.edu/campuslife/
- Campus Tours: https://www.collin.edu/explore/campus_tours.html
- Student Government Association: https://www.collin.edu/studentresources/sga/index.html
- Student Organization Procedures Manual: https://joom.ag/J2yL
- Online Student Organization Officer and Advisor training: https://launch.comevo.com/collin-se/4448
- Student Organizations: https://collin.campuslabs.com/home
- Student ID Cards: https://www.collin.edu/campuslife/studentlife/id_card.html

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

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008

Unit Literature Review Table

Title	Type (i.e. URL, brochure, handout, etc.)	Date of Last Review/Update		Responsible Party
Student Organization Procedures Manual (SOPM)	Procedures manual and reference guide for student organization members, officers, and advisors containing information about the Office of Student Engagement, student organization policies and procedures, and Collin College's policies and procedures	11/6/2023	☒Current ☒Accurate ☒Relevant ☒Available	Stephen Roger, Cheri Root, Michael Gregorash, Andreshia Kelley (Assistant Directors of Student Engagement) Content was also reviewed by Dr. Alicia Huppe (AVP-SES), Dr. Jay Corwin and Monica Velazquez prior to posting
Office of Student Engagement Sections in the *2023-2024 Collin College Student Handbook*: Section 1 *Campus Ambassadors* (p.27), *Campus Postings* (p.27), *Leadership Empowerment and Development (LEAD)* (p.61), *Lost and Found* (p.63), *New Student Orientation* (p.64), *Office of Student Engagement* (p.71-72) *Student ID Cards* (p. 73), and *Student Organizations* (p. 74)	Student handbook outlining Collin College's policies and procedures, and describing the college's various student services	4/26/2023	☒Current ☒Accurate ☒Relevant ☒Available	Stephen Roger, Cheri Root, Michael Gregorash, Andreshia Kelley (Assistant Directors of Student Engagement)
Office of Student Engagement - Cougar Connect postcard	An informational flyer detailing how, when, and where students can obtain their student ID cards	7/14/2023	☒Current ☒Accurate ☒Relevant ☒Available	Stephen Roger, Cheri Root, Michael Gregorash, Andreshia Kelley (Assistant Directors of Student Engagement)

Various Bulletin Boards at the Frisco Campus, McKinney Campus, Wylie Campus, and Plano Campus	Information and flyers regarding student organizations as well as campus and community news items	12/1/2023	☒Current ☒Accurate ☒Relevant ☒Available	Stephen Roger, Cheri Root, Michael Gregorash, Andreshia Kelley (Assistant Directors of Student Engagement)

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

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

Partnership Resources Table

Partner/Organization	Description	Formal Agreement Duration, if any	Briefly explain the Partnership's Value to Service Unit
Carter Blood Care	Premier Partners (as defined by Carter Blood Care) and the Office of Student Engagement coordinates campus blood drives five times a year at the Frisco, McKinney, and Plano Campuses	N/A	Provides students, faculty, and staff the ability to give back to the community through their donation of blood. Each individual donation can save up to three lives.
Intramural Sports	Partner with Intramural Sports to coordinate and promote various district-wide events (e.g., Ropes Course, Cougar-Palooza, Field Day, individual sports tournaments).	N/A	Provides students with the opportunity to participate in activities that will increase their physical activity levels and support a healthy, active lifestyle.
Counseling Services Office	Partner with the Counseling Services Office to coordinate and promote various district-wide events (e.g., Safe Spring Break).	N/A	Provides students with the opportunity to prepare, learn, and make smart decisions regarding their mental health.
African American History Month Committee	Partner with the African American History Month Committee to coordinate and promote district-wide events to celebrate African American History Month.	N/A	Provides an opportunity to celebrate the achievements and contributions of African Americans throughout history and offers students the opportunity to connect and learn about African American culture.

Health and Safety Fair at the McKinney Campus	Partner with the Health and Safety Fair Committee to coordinate, promote, and procure vendors for this annual event.	N/A	Provides students with access to free health screenings and access to health-related information and resources within the community.
North Texas Food Bank	Partner with the North Texas Food Bank (NTFB) to bring their mobile food pantry to the Plano Campus.	N/A	By partnering with the NTFB, Office of Student Engagement supports Collin College students who are experiencing food insecurity and gives students, faculty, and staff the ability to volunteer at the event.
Hispanic Heritage Month	Partner with the Hispanic Heritage Month Committee and LULAC student organization to plan and promote district-wide events.	N/A	Provides an opportunity to celebrate the achievements and contributions of Hispanic nations and individuals to connect and learn about the culture.
Student Government Association (SGA)	Partner with SGA to help with operations advice and leadership, and manage and oversee SGA financial resources. The Office of Student Engagement staff serve as primary advisors for the organization.	N/A	Ensures that SGA can continue to grow and develop as student leaders each year. SEE ADDITIONAL PARTNERSHIPS IN APPENDIX C

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008

25

☐ 7. WHAT PROFESSIONAL DEVELOPMENT OPPORTUNITIES ADD VALUE TO OUR SERVICE UNIT?

> The Office of Student Engagement staff are a part of Collin College's Student and Enrollment Services (SES) division, and participate in numerous staff development events hosted by the College District and within the SES division. Additionally, the Office of Student Engagement staff participate in individual events to stay up to date with Collin College's goals and their own professional development. The Assistant Directors of Student Engagement supervise the Fitness Center managers so in addition to individual professional development opportunities, each one is trained in CPR and basic first aid.
> Please see below for listing of staff and their professional development activities over the past five years.

PROVIDE A LIST OF PROFESSIONAL DEVELOPMENT ACTIVITIES EMPLOYEES HAVE PARTICIPATED IN SINCE YOUR LAST PROGRAM REVIEW.

Employee Resources**

Employee Name	Role in Unit	Professional Development Summary	How is it Valuable to the Unit?
Stephen Rogers	Full-Time Assistant Director of Office of Student Engagement	M.S., College Student Personnel (Student Affairs Administration) ; Gallup Certified Strengths Coach; CSAed-CAStudent Affairs Educator Certification with Campus Activities Specialty	Stop the Bleed Training for ERT (12/7/22) Green Zone (6/24/21) American Red Cross CPR/AED Certification Training (8/2023) Collin College Leading for Excellence Academy Graduate (12 sessions) August 2022 NACA Region Conference-2018 Student Success Professional Development Conference (2/22/23) NODA Region 4 Conference-2018, 2019, 2020, 2021, 2022, 2023 Gallup Strengths Facilitator Training (August 2022)

			TJCSGA Region Conferences-2019, 2020, 2021, 2022, 2023 NODA Annual Conference-2019, 2020, 2021, 2022, 2023 NODA Board Meetings-2022, 2023 TJCSGA State Convention-2019, 2020, 2021, 2022, 2023 NACA Student Government Institute (Facilitator)-2023 University of South Florida Inclusive and Ethical Leadership Certificate, May 2022 University of South Florida Diversity, Equity and Inclusion in the Workplace Certificate, May 2022 2020 NODA Annual Conference Planning Committee-2019-2020 TJCSGA Region 2 Co-Advisor-2020-2021 TJCSGA State Advisor-Elect-2021-2022 TJCSGA Advisors' Association President-2023-2024 NODA Two-Year Institutions Network Co-Chair-2021 One Love "Effective Facilitating" Training, September 2021 Student Affairs Educator Certification Campus Activities Specialty Committee-2023 Student Government Association University training-2021, 2022

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008

27

			Circle of Change Virtual Leadership Conference-2020 NODA Directors and Managers Institute-April 2023 NACA Mid-Level Professionals Course-Spring 2023 NODA Transition Symposium-2021 NODA Retention Symposium-2020 NODA 2-Year Summit-2021, 2022 UNT Next Generation Leadership Conference-2018, 2019 NODA 2-Year Summit-2021, 2022
Michael Gregorash	Full-Time Assistant Director of Student Engagement	M.Ed, Educational Administration	Certificate of Completion – Clery Act and Campus Security Authorities (December 3, 2018) Connect Conference (July 17 – 19, 2019) TJCSGA (Texas Junior College Student Government Association) Region II Conference (February 28, 2020) Certificate of Completion – FERPA Basics (October 25, 2021) Certificate of Completion – Introduction to Ransomware (October 25, 2021) CPR, AED & Stop the Bleed Training for ERT (November 16, 2021) Certificate – Clery Act Basics (December 15, 2021)

			TJCSGA (Texas Junior College Student Government Association) Region II Conference (March 5, 2022) NODA (Orientation) Region IV Conference (March 11 – 13, 2022) TJCSGA (Texas Junior College Student Government Association) State Conference (March 24-27, 2022) Certificate – Clery Act Basics (October 5, 2022) TJCSGA (Texas Junior College Student Government Association) Region II Fall Conference (October 22, 2022) Student and Enrollment Services Professional Development Conference (February 23, 2023) TJCSGA (Texas Junior College Student Government Association) Region II Spring Conference; won "TJCSGA Advisor of the Year" for Region II (consisting of 8 community colleges within 21 counties of northern Texas) (February 24, 2023) HR Supervisor Training – Employee Relations (March 2, 2023) NACA (National Association for Campus Activities) Conference (March 29 – April 2, 2023) TJCSGA (Texas Junior College Student Government Association)

			State Convention; won 2nd place for State Advisor of the Year (April 13 – 16, 2023)
Andreshia Kelley	Full-Time Assistant Director of Student Engagement	M.Ed, Counseling for Student Affairs Gallup Certified Strengths Coach	CPR, AED & Stop the Bleed Training for ERT (2/17/21) Green Zone (6/4/21) APCA Regional Conference (Advisor Sessions) (Oct. 21-24, 2021) CPR Certification Training (12/18/21) Supervisor Training Series: Employee Relations - Best Practice training. (2/16/22) APCA Regional Conference (Advisor Sessions) (Sept. 29 - Oct.2. 2022) Student Success Professional Development Conference (2/22/23) Leading for Excellence Academy (6/23/21 – 3/1/23) NODA Region 4 Conference (Various sessions) (March 17-19, 2023) Gallup Strengths Facilitator Training (June 26-30. 2023) C.R.A.S.E. Training (10/6/23)

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008

30

Cheri Root	Full-Time Assistant Director of Student Engagement	BA Business Administration	APCA Leading the Way Best Practices for Online Student Leadership Training (February 2024) TJCSGA Region II Conference (February 24, 2023) Student Success Professional Development Conference (February 2023) HR Supervisor Training (March 2, 2023) Gallup Strengths Training (April 2023) All College Day (August 11, 2023) Student Employment Supervisor Training (September 8, 2023) APCA Conference (October 2023)
Laura Pierce	Full-Time Student Engagement Specialist	Bachelors of Science/Business Administration	Risk Management Leadership for Student Government and Campus Clubs and Organizations, June 2022 One Love "Effective Facilitating" Training, July 2022 NACA Summer Series Advisors Week, July 2022 Adult CPR/EAD certified, August 2022 North Texas Community College Consortium Fall Leadership Conference, September 2022 Green Zone Certified, November 2022

			Random Acts of Core Values, November 2022 The Science of Stress Management, February 2023 Student Success Professional Development Conference, February 2023 Anthology Together Conference, July 2023 All College Day, August 2022 and 2023
Suzette Clement	Full-t ime Student and Enrollment Services Specialist	BAAS- Organizational Leadership	Green Zone Training- Oct. 2021; Leadership Camp-Oct 2021; CPR, AED, and Stop the Bleed Training-Dec 2021; All College Day-Jan 2022, Aug 2022, Jan 2023, Aug 2023; Leadership Symposium-Nov 2021 & 2022, April 2022 & 2023, Tcard Training- Jan 2023; Cougar Connect Training- Jan 2022; TJCSGA Region 2 Conference Brookhaven-Feb 2022; Student Orientation Leadership Training- March 2022;ERT Training-April 2022 & 2023;Cybersecurity Training-April 2022 & 2023; SGA University Webinar- June 2022; SWABiZ Training Webinar-July 2022; RAD Self Defense Training-Sept 2023; StrengthsQuest Finder-Sept 2022; Clery Act Training-Oct 2022; Love

			Doesn't Hurt Webinar-Oct 2022; SGA Region 2 Conference- Oct 2022; Comevo Webinar-Dec 2022; Focus Group Student Housing-Feb 2023; Student Success Professional Development Feb 2023; SGA Institute June 2023; APCA Conference Oct 2023
Jovanna Dollins	Full-time Student and Enrollment Services Specialist (2018-2021)	M.A-Higher Education Administration	TJCSGA State Convention- 2020 TJCSGA Region 2 Conference- 2020, 2021 NACA Summer Student Government Training, 2020 National Association of Parliamentarians-Parliamentary Procedures Training, 2020 All College Day, August 2018, 2019, 2020
Donna Okaro	Full-Time Assistant Director of Student Engagement (2018-2021)	M.Ed. Women's Studies	TJCSGA State Convention- 2020 TJCSGA Region 2 Conference- 2020 NACA Summer Student Government Training, 2020 National Association of Parliamentarians-Parliamentary Procedures Training, 2020 All College Day, August 2018, 2019, 2020

| Brooke Klinger | Full-time Student and Enrollment Services Specialist (2019-2021) | M.A. English | National Association of Parliamentarians-Parliamentary Procedures Training, 2020
TJCSGA Region 2 Conference-2020, 2021
TJCSGA State Convention-2020, 2021
Mental Health First Aid USA-November 2019
One Love "Effective Facilitating" Training, September 2020
Green Zone trained, June 2021
NACA Summer Student Government Training, 2020
All College Day, August 2018, 2019, 2020
Disney's Institute "Employee Engagement"
Disney's Institute "Leadership Excellence"
Disney's Institute "Quality Service"
One Love "Effective Facilitating" Training, September 2020
TJCSGA Region 2 ConfeXXX
NACA Summer Student Government Training, 2020
National Association of Parliamentarians-Parliamentary Procedures Training, 2020
All College Day, August 2018, 2019, 2020 |

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008

34

Leah Kelly	Full-time Student and Enrollment Services Specialist (2021-2022)	Bachelors of Arts	TJCSGA Region 2 Conference-2021
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**If Employee Resource Table contains more than 18 rows it may be included at the end of this document as an appendix.

☐8. ARE FACILITIES, EQUIPMENT, AND FUNDING SUFFICIENT TO SUPPORT YOUR SERVICE UNIT? IF NOT, PLEASE EXPLAIN.

[ONLY RESPOND TO THIS PROMPT IF YOU ARE REQUESTING ADDITIONAL RESOURCES, OTHERWISE PROCEED TO PROMPT 9.]

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

Suggested/possible points to consider:

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

The Office of Student Engagement is not requesting additional resources at this time.

Facilities Resources Table**

Room/Office Location and Designation	Description (i.e. Special Characteristics)	Meets Needs (Y or N): Current	For Next 5 Years	Describe additional needs for any "N" answer
Click or tap here to enter text.	Click or tap here to enter text.	Yes	No	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.

Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008

37

Equipment/Technology Table ($5,000 or more) **

Current Equipment Item or Budget Amount	Description	Meets Needs (Y or N): Current	For Next 5 Years	For any "N", justify needed equipment or budget change
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.

Financial Resources Table**

Source of Funds (i.e. college budget, grant, etc.)	Meets Needs (Y or N): Current	For Next 5 Years	For any "N", explain why	For any "N", identify expected source of additional funds if needed
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.

**If tables do not contain enough rows the information may be included at the end of this document as an appendix.

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008

Section III. Continuous Improvement Plan (CIP)

☐9. HOW HAVE PAST CONTINUOUS IMPROVEMENT PLANS CONTRIBUTED TO SUCCESS?

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

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

The only CIP completed for this program review period was for the 2020-2021 academic year (See Appendix D – Previous Continuous Improvement Plan). The first measure noted in the CIP was to increase student satisfaction with the Office of Student Engagement. We were to measure this by surveying the student organization officers. Due to the COVID-19 pandemic, we could not complete this task as no recognized student organizations were active during this time frame. However, below is a comparison over a five-year time frame in which the general student body was surveyed regarding its satisfaction with student engagement.

	Spring 2017	Spring 2019	Fall 2021
Are aware of Student Engagement	65.7%	54.8%	44.7%
Have used Student Engagement	47.6%	41%	37.8%
The hours of availability are convenient	4.43	4.52	4.48
Service was provided in a timely manner.	4.56	4.58	4.53
The staff was courteous	4.65	4.65	4.62
The staff was knowledgeable.	4.57	4.63	4.59
Overall satisfaction with the unit.	4.52	4.51	4.45

As part of the department's improvement process, we began surveying our students as they were leaving events in order to ensure their feedback and reflections were being captured at the time of the event and not several months later and only during the spring semester. This event survey was started in 2022-23 academic year. Please see the results of the 2022-23 survey results from students below:

506 surveys
==Based on today's event, please rate your overall satisfaction with this event==. 96% Overall Satisfied
Highly Satisfied: 361 (71%)

Satisfied: 128 (25%)

Neither Satisfied or Dissatisfied: 12 (2%)

Dissatisfied:4

Highly Dissatisfied: 1

==Do you feel that this program will help with your success as a student?== 77% Overall definitive yes

Definitely Will: 259 (51%)

Probably Will: 130 (26%)

It might or might not: 87 (17%)

Probably will not: 24 (5%)

Definitely will not: 6 (1%)

==Based on today's event, would you participate in future Student Engagement events?== 88% YES

Yes: 446 (88%)

No: 3

Maybe: 57 (11%)

Additional Program ideas

Hands on Activities

Video Game Tournaments

Silent Disco/Foam Party

Mid-semester stressbuster

Positive Feedback

Friendly people; helpful information.

Was a great break in the day! I'd love to do it again!

So much fun, the activities were amazing

so much fun, we love the giveaways and we also love tshirts. please get some more

It was fun and a nice break from class

I always love events like this, with good food, some simple fun, and obviously free stuff! As simple as "free stuff" sounds, it's a good way to attract more people to an event they may not have otherwise gone to.

It was fun and felt like I was part of the community

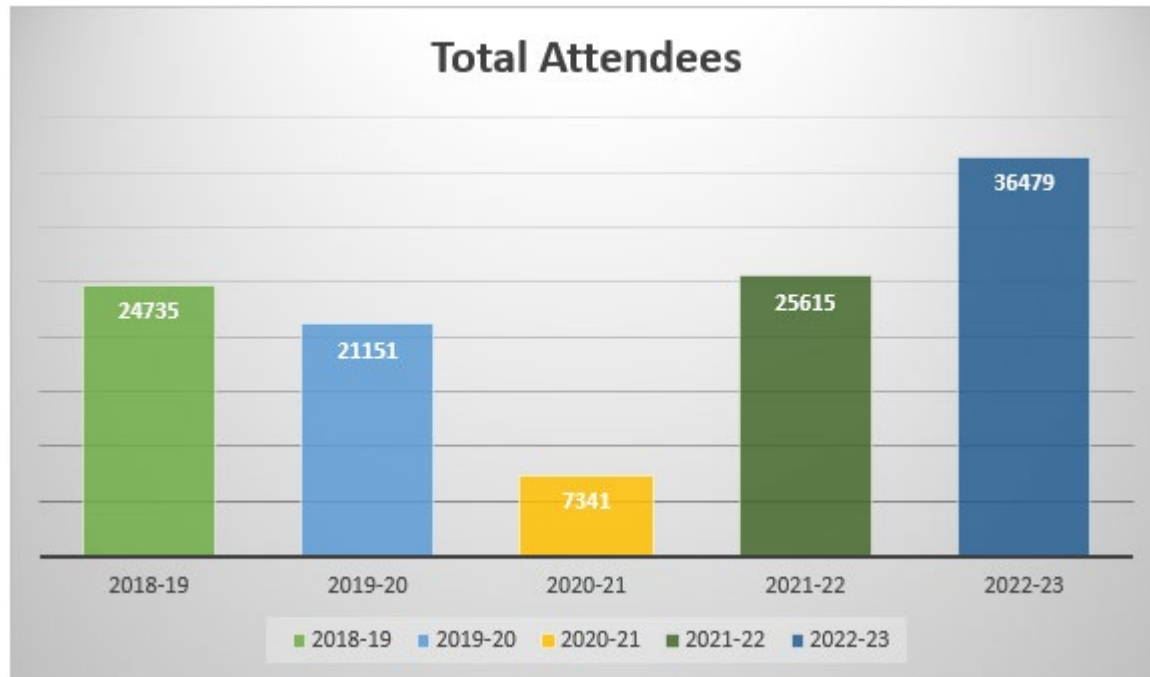even though I forgot my ID, they made it easy for me to still participate

Opportunities to Improve

Not as interactive as anticipated.

To begin with a bit more explanation or use a slide will be helpful and appreciated.

Took a while for me to check-in because i didn't have my ID with me

The next outcome listed in the CIP was to increase student participation in the office of student engagement activities. There was some data migration and the numbers reflected in the chart below are comprehensive of all activities approved by Student Engagement in the Cougar Connect portal. This has been an area identified for further refinement and improvement. The decrease in attendance is due to Covid.

Total Attendees

Year	Attendees
2018-19	24735
2019-20	21151
2020-21	7341
2021-22	25615
2022-23	36479

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

☐ **10. HOW WILL WE EVALUATE OUR SUCCESS?**

NOTE: PLEASE CONTACT THE INSTITUTIONAL EFFECTIVENESS OFFICE IF YOU NEED ASSISTANCE FILLING OUT THE CIP TABLES.

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

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

Strengths of the Student Engagement Department:

1. **Increased Accessibility:**

   - The presence of the student engagement department at Collin College provides greater accessibility for students across different locations and virtually, ensuring that a diverse student body can access engagement opportunities.

2. **Diverse Program Offerings:**

   - The wide range of engagement programs and activities catering to diverse student interests, academic disciplines, and community needs.

3. **Resource Sharing:**

   - Shared resources and collaborative efforts can lead to cost savings and efficient utilization of staff expertise, allowing for a more robust and varied set of engagement initiatives throughout the district.

Weaknesses of a Collin College Student Engagement Department:

1. **Communication Challenges:**

   - Coordinating activities and maintaining effective communication across multiple campuses can be challenging, leading to potential inconsistencies in messaging and program delivery. This weakness has been mitigated by reorganizing the reporting structure from a decentralized model of 5 different associate deans to one centralized associate dean.

2. **Limited Personalization:**

- Tailoring engagement initiatives to individual campus cultures and student demographics is sometimes challenging, potentially resulting in less personalized experiences for students. The Office of Student Engagement works with all campus stakeholders, including academic deans, the Provost's office, and students on the campus, to ensure that all aspects relating to these challenges are addressed.

☐ **11. COMPLETE THE CONTINUOUS IMPROVEMENT PLAN (CIP) TABLES THAT FOLLOW.**

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

Outcome 1: Increase student awareness of and participation in Office of Student Engagement Activities

Action Plan:
Develop a Student Engagement awareness campaign. Expand promotion and branding of Student Engagement events. Ensure affiliated services provided are properly credited to Student Engagement. Collaboration with the Communications department, student focus groups, and other stakeholders to coordinate targeting of events that students want to participate in throughout the district. Increase social media participation and presence.

Outcome 2: Establishing a departmental culture of regular assessment of services and programming provided to students.

Action Plan:
Provide staff with training on data collection and assessment. Alignment of current assessment practices to best practice. Establish yearly cycle of evaluation and assessment. Designate an annual assessment reporting period.

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

A. Expected Outcomes Results expected in this unit (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services)	B. Measures Instrument(s)/process(es) used to measure results (e.g. sign-in sheets, surveys, focus groups, etc.)	C. Targets Level of success expected (e.g. 80% approval rating, 10 day faster request turn-around time, etc.)
Increase student satisfaction with Office of Student Engagement staff.	IE Student Survey of Service Units courteousness of staff item.	4.70 rating on a 5-point scale
Increase the amount of virtual/online/hybrid programming events offered to reflect growing population of online students. Measure: Programming calendar (Measure field frozen)	IE Student Survey of Service Units knowledge of staff item.	10% of programming provided will be virtual/online/hybrid.
Increase student awareness of and participation in Office of Student Engagement Activities	Student Survey of Service Units: Awareness and Use of Service Unit 2A. Are aware of Student Engagement. 2B. Have used Student Engagement.	2A. Target – 60% (54.8% in 2019, 44.7% in 2021) 2B. Target – 45% (41% in 2019, 37.8% in 2021)
Establishing a departmental culture of procedural review as well as assessment of services and programming provided to students.	Develop departmental assessment plan outlining data collection, processing, and disaggregation.	Yearly reporting on departmentally collected data to include event evaluations, event attendance tracking, number of events, and impact on retention and completion. Development of a district-wide Student Engagement data dashboard in Tableau.

Continuous Improvement Plan

Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. You may add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose up to 2 outcomes from Table 1 above to focus on over the next two years.

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

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

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

D. Action Plan - Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

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

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

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

Table 2. CIP Outcomes 1 & 2

A. Outcome #1 Increase student awareness of and participation in Office of Student Engagement Activities	

B. Measure (Outcome #1)	**C. Target (Outcome #1)**
Student Survey of Service Units: Awareness and Use of Service Unit	2A. Target – 60% (54.8% in 2019, 44.7% in 2021)
2A. Are aware of Student Engagement.	2B. Target – 45% (41% in 2019, 37.8% in 2021)
2B. Have used Student Engagement.	

D. Action Plan (Outcome #1)

Develop a Student Engagement awareness campaign. Expand promotion and branding of Student Engagement events. Ensure affiliated services provided are properly credited to Student Engagement. Collaboration with the Communications department, student focus groups, and other stakeholders to coordinate targeting of events that students want to participate in throughout the district. Increase social media participation and presence.

E. Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2

F. Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2

G. Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2

Table 2. CIP Outcomes 1 & 2 (continued)

A. Outcome #2 Establishing a departmental culture of regular assessment of services and programming provided to students.	
B. Measure (Outcome #2) Development of departmental assessment plan outlining data collection, processing, and disaggregation.	**C. Target (Outcome #2)** Yearly reporting on departmentally collected data to include event evaluations, event attendance tracking, number of events, and student participant retention and completion.
D. Action Plan (Outcome #2) Provide staff with training on data collection and assessment. Alignment of current assessment practices to best practice. Establish yearly cycle of evaluation and assessment. Designate an annual assessment reporting period.	
E. Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2	
F. Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2	
G. Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2	

WHAT HAPPENS NEXT? THE PROGRAM REVIEW REPORT PATHWAY

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

B. **Unit responses to the Program Review Steering Committee recommendations received before July 31st will be posted with the Program Review Report.**

C. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

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