COLLIN COLLEGE

UNIT NAME: _____   **REVIEW CONTACT:** _____

PHONE: _____   **EMAIL:** _____

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 Supervisor for review
   January 31st – 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 4 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.

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 Collin College faculty and staff, Service Unit Student Satisfaction Surveys, Service Unit Faculty/Staff Surveys, Ruffalo Noel-Levitz Student Satisfaction Surveys, IPEDS Data, National Community College Benchmarking Project data, peer surveys, or unit-level data and surveys. This evidence may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office (IRO) 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: Employees are encouraged to embrace the College's core values. (Not verifiable)
      2. Good example: Core values are discussed with each employee in annual performance evaluations. (Verifiable, but general)
      3. Better example: Core values are discussed in annual performance evaluations and employees are expected to include one goal that will demonstrate personal improvement related to a core value and document, in the next annual performance evaluation, their accomplishment of that goal. (Replicable, Verifiable)

FOR MORE INFORMATION: Documentation 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, 972-985-3714).

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.) Using the questions in the template as headings in the Executive Summary can provide structure to the overview document.

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

1. WHAT DOES YOUR SERVICE 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*

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** mission statement: "*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**: http://www.collin.edu/aboutus/strategic_goals.html

  Suggested/possible points to consider:
  - *What evidence is there to support assertions made regarding how the Service Unit relates to the Mission and Strategic Plan?*

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

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- *Analyze the evidence you provide. What does it show about the Service Unit?*

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.

4. HOW DO WE IMPACT STUDENT OUTCOMES?

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

Section II. Are We Doing Things Right?

5. HOW EFFECTIVELY DO WE <u>COMMUNICATE,</u> 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.*
- *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.**

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.**

Unit Literature Review Table

Title	Type (i.e. URL, brochure, handout, etc.)	Date of Last Review/Update		Responsible Party
			☐ Current ☐ Accurate ☐ Relevant ☐ Available	
			☐ Current ☐ Accurate ☐ Relevant ☐ Available	
			☐ Current ☐ Accurate ☐ Relevant ☐ Available	

6. WHAT PARTNERSHIPS AND PARTNER RESOURCES ARE ESTABLISHED BY THE UNIT, AND HOW ARE THEY VALUABLE?

Partnership Resources: 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

7. WHAT PROFESSIONAL DEVELOPMENT OPPORTUNITIES ADD VALUE TO YOUR SERVICE UNIT? LIST PLEASE EXAMPLES.

Make a case with evidence that staff keep current, and fulfill roles that advance the service unit and the College. List service unit employees, their roles, and known professional development activity in the last four years.

Employee Resources

Employee Name	Role in Unit	Professional Development since Last Program Review**

**For convenience, if providing a listing of professional development activities, this list may be included in this document as an addendum.

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.]

Make a case with evidence that current deficiencies or potential deficiencies related to service unit facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the service 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 service unit improvement plan, be sure to justify the need in this section with qualitative and/or quantitative data evidence of the need.*

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

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

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

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**

*Please attach previous CIP Tables in the appendix

This unit's previous CIP focused mainly on assessing student awareness and satisfaction levels among students and set specific goals for satisfaction and awareness. A district wide survey tool was planned for development that would assess this, as well as the impact of utilizing the services, on students.

Due to the institution's re-organization, the planned instrument was not developed and administered, however, based on student surveys conducted by IRO, it is possible to assess that the unit – at least based on those results – does perform well in terms of awareness and satisfaction of the unit. Based on those results, the unit does succeed in these areas. An important area for the new CIP will be developing measurements that can demonstrate, at a district level, the impact of consuming services on students – in other words, student outcomes.

10. HOW WILL WE EVALUATE OUR SUCCESS?

NOTE: THE CIP HAS BEEN REVISED AS OF NOVEMBER 2018. 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 in your Program Review submission to this point, please summarize the strengths and weaknesses of this unit. This response should be based on information from prior sections of this document. Please describe how the continuous improvement plans you propose below will capitalize on the strengths, mitigate the weaknesses, and improve student success.

Based on the analysis provided in this document, the unit has a number of considerable strengths. Above all, the unit effectively supports the College's mission, core values and several key strategic priorities.

Other key strengths of the unit are its wide selection of services and variety of delivery modes, academic tools it offers to students, the safe environment it offers students and its focus on hiring and training properly credentialed staff. The quality of the unit is reflected in its relatively high satisfaction levels of students as reported in surveys administered by IRO. The unit's ability to effectively publicize its services is also reflected in the relatively high awareness levels of the unit among students, as also demonstrated by the IRO satisfaction surveys.

This review group identified a few opportunities for improvement, including – working to boost student satisfaction rates even higher, working to continue increasing satisfaction with services, expanding service hours, and various updates and improvements to physical spaces. Also identified was a need for standardization in training and expectations of staff across the district.

Primary Self Study Questions were adapted from Academic Program Review "Structuring the Six Self Study Questions," Michigan State University, 2008.

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As a result of this program review process, and examination of the CAAs' many strengths and areas for growth, a continuous improvement plan (CIP) was developed to steer future program improvements. The four elements of the CIP include: (1) developing a clear mission statement for the CAAs, (2) developing program level outcomes for the CAAs, (3) developing pre- and post-test surveys to identify impact of CAA visits on students, and (4) activities to streamline CAA operations. These activities will enhance the CAAs ability to support the college's mission of serving students and the community.

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.

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.)
Define and communicate district CAA mission	Group collaboration to determine collective mission for the district; Publish mission on web site, training materials and on signage in the Centers	Completed
Based on mission developed, develop program level outcomes to effectively benchmark program quality	Group collaboration to develop program level outcomes that effectively benchmark program quality	Completed
Implement measurement techniques to demonstrate impact of CAA contact on students	Create standard pre- and post-test surveys to be administered district wide before and after student visits. Standard question set with additional campus specific questions needed	Completed
Streamline district operations of CAAs based on developed mission and program-level outcomes	Group collaboration to develop district-wide operations manual, training materials and web site.	Completed

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. 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 Define and communicate district CAA mission	
B. Measure (Outcome #1) Group collaboration to develop mission and include on training materials, web site and Center signage	**C. Target (Outcome #1)** Deliverables completed
D. Action Plan (Outcome #1) Meetings of Center leadership to develop mission for presentation to/approval by supervising Deans	
E. Results Summary (Outcome #1) Managers developed an initial draft of a Districtwide mission statement for the APCAAs. Once this draft was finalized, it was submitted to the deans for feedback. Dean feedback was incorporated into the mission statement, the second draft of the mission statement was resubmitted, and it was approved. The APCAA mission statement was added to the District APCAA webpage, tutoring schedule pages, manuals, and center signage across the District. Managers worked with Collin College Public Relations to create a mock-up for signs to be placed in each	

APCAA. Mission statement signs were then purchased and are now displayed in District APCAAs. Newer campuses will purchase mission statement signs as the District continues to expand.

The finalized mission statement is below.

The mission of the Anthony Peterson Center for Academic Assistance is to provide free learning support to students and community members in a welcoming environment of integrity, dignity, and creativity. By offering professional tutoring services and educational resources for improving key skills related to various content areas, the center strives to empower learners to become independent thinkers, poised for success in college and beyond.

F. Findings (Outcome #1)
The APCAA mission statement serves as a set of guiding principles for creating and implementing program level outcomes and interpreting survey results. It also communicates the APCAA's goal clearly to all who access services.

G. Implementation of Findings (Outcome #1)
Looking to the future, the central mission statement will continue to serve as a guide for all APCAAs as each continues to improve the ways they serve their students and community members. The mission statement will continue to be displayed for all students, faculty, staff, and community members in all available forms of communication and internal training documents.

Table 2. CIP Outcomes 1 & 2 (continued)

A. Outcome #2 Based on the mission developed, develop program level outcomes to effectively benchmark program quality

B. Measure (Outcome #2) Group collaboration to develop program level outcomes that effectively benchmark program quality	**C. Target (Outcome #2)** Deliverable completed

D. Action Plan (Outcome #2)
Meetings of Center leadership to develop outcomes for presentation to and review by supervising Deans

E. Results Summary (Outcome #2)
APCAA managers developed three District-wide program level outcomes utilizing the newly developed mission statement and insight gained from newly developed District survey questions. The three program level outcomes were submitted to District deans and approved. These program level outcomes target rates of course completion among students in certain English and Math courses, as well as the rate of response from survey respondents when asked to list a strategy for success they learned during their tutoring appointments with the APCAA.

The finalized program level outcomes are below.
1. 70% of survey respondents who had an appointment with the APCAA are able to articulate one strategy for success that they learned during their tutoring sessions.
2. The course completion rate of students enrolled in ENGL 1301 who attended two or more Writing Center tutoring sessions with the APCAA was higher than the course completion rate of students enrolled in ENGL 1301 who did not attend a Writing Center tutoring session.
3. The course completion rate of students enrolled in MATH 1314 who attended two or more Math Lab tutoring sessions with the APCAA was higher than the course completion rate of students enrolled in MATH 1314 who did not attend a Math Lab tutoring session.

F. **Findings (Outcome #2)**
Once the district APCAA mission statement is finalized, outcomes rooted in this mission statement will help managers measure and gain insight into program quality.
These three APCAA program level outcomes will help measure student success regarding study strategies learned during tutoring sessions with the APCAAs as well as through course completion rates regarding specific courses. APCAA managers will measure progress towards these program level outcomes at the end of each long semester in order to track trends over time and gain insight into APCAA efficacy and student success.

To establish a baseline for the current percentage of survey respondents who included at least one strategy they learned during their tutoring sessions, survey data from Fall 2021 was compiled from all District campuses. The District rate of response for Fall 2021 was 66%.

To gain insight into current rates of completion in ENG 1301 for students who attended two or more Writing Center tutoring sessions with the APCAA and the completion rates in MATH 1314 of students who attended two or more Math Lab tutoring sessions with the APCAA in comparison to students who did not attend any tutoring sessions with the APCAAs, appointment data from all District labs was compiled to create lists of CWIDs for students who visited an APCAA during Fall 2021. APCAA managers utilized ZogoTech to receive data for these PLOs. The results of the Fall 2021 data are below.

Students who attended two or more Writing Center tutoring sessions had a 97% completion rate of ENGL 1301 compared to a 78% completion rate of students who did not attend a Writing Center tutoring session.

Students who attended two or more Math Lab tutoring sessions had a 66% completion rate of MATH 1314 compared to a 69% completion rate of students who did not attend a Math Lab tutoring session.

G. **Implementation of Findings (Outcome #2)**
The ability to benchmark program quality will be an essential tool in identifying key areas for growth within each district APCAA.

APCAA managers will continue to monitor and interpret trends in data related to these three program level outcomes and utilize their findings to better serve students and community members and adjust programs and strategies as needed.

Table 2. CIP Outcomes 3 & 4 (continued)

A. Outcome #3 Implement measurement techniques to demonstrate impact of CAA content on students	

B. Measure (Outcome #3) Create standard pre- and post-test surveys to be administered district wide before and after student visits. Standard question set with additional campus specific questions needed	**C. Target (Outcome #3)** **Deliverable completed**

D. Action Plan (Outcome #3)
Meetings of Center leadership to develop standard survey for presentation to and review by supervising Deans. Campus leads to develop campus specific survey items in cooperation with supervising Dean

E. Results Summary (Outcome #3)
During the first year of this CIP cycle, District APCAA managers created a set of eight survey questions and corresponding answer sets. These questions were approved and implemented with the decision to compile responses from all APCAAs after each long semester to capture campus and District-wide averages. Once initially implemented, the answer choices for the survey question regarding how students learned about the APCAA were regrouped to more accurately measure which promotional methods were working best for survey respondents.

The finalized survey questions are below.

1. For which subject did you need assistance?
2. What is your class format?
3. How did you learn about the Anthony Peterson Center for Academic Assistance?
4. Please indicate how much you agree with the following statement: After this session I feel better prepared to complete the assignment for which I sought help.
5. On a scale of 1-5, with 5 representing "excellent," rate your satisfaction with the overall quality of your tutoring experience. Include specific feedback and contact information (if desired) under Question 7.
6. What kinds of workshops have you attended or viewed this semester?
7. Are you satisfied with the current services offered through the Center for Academic Assistance? Any comments or suggestions?
8. Please describe one writing, math, science, or study strategy you learned during your session today.

Primary Self Study Questions were adapted from Academic Program Review "Structuring the Six Self Study Questions," Michigan State University, 2008.

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Survey results were compiled for Fall 2021. Although this provides only a snapshot of responses, a few findings include that most survey respondents learned about the Anthony Peterson Centers for Academic Assistance through their professor/Canvas course. 69% of survey respondents indicated that they felt better prepared to complete the assignment for which they sought help. 88% of survey respondents rated their satisfaction with the overall tutoring experience with "excellent." Writing workshops were attended more frequently by students surveyed than math workshops. 91% of survey respondents indicated satisfaction with current APCAA services, and 66% of survey respondents District-wide articulated one writing, math, science, or study strategy they learned during their tutoring session.

To improve survey response rate, in October 2021, a list of the top 20 professors whose students used the online tutoring system was compiled. Managers reached out to these professors to encourage them to encourage their students to complete a survey following their tutoring appointment.

F. Findings (Outcome #3)

APCAA managers drafted, submitted for approval, gained approval for, and implemented District-wide survey questions. Results were then compiled to begin identifying trends.

A few trends that have been identified from survey data collected during Fall 2021 and Spring 2021 include that District faculty's communication with students continues to be an effective method of promotion of APCAA services, speaking to the importance of the strength of relationship between APCAAs and professors. Across semesters, survey responses were generally positive in terms of student satisfaction. Across both semesters, writing and math workshops were the most well attended by survey respondents.

An additional key piece of data in the findings is the percentage of survey respondents who articulated one writing, math, science, or study strategy they learned during their tutoring session. Focusing in on the APCAA mission statement to "empower learners to become independent thinkers, poised for success in college and beyond," this survey question helped to drive forward one of program-level outcomes, which aims at increasing this percentage to 70% in coming semesters.

G. Implementation of Findings (Outcome #3)

The creation and implementation of these District-wide survey questions provides a standard tool for measurement of APCAA services. Through collecting and compiling survey results each semester and examining trends that will start to appear across semesters and years, managers, deans, and District leadership can gain a more detailed picture of what is working well and how APCAA services can be improved.

Table 2. CIP Outcomes 3 & 4 (continued)

A. **Outcome #4** Streamline district operations of CAAs based on developed mission and program-level outcomes

Primary Self Study Questions were adapted from Academic Program Review "Structuring the Six Self Study Questions," Michigan State University, 2008.

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B. **Measure (Outcome #4)** Group collaboration to develop district-wide operations manual, training materials and web site.	C. **Target (Outcome #4)** **Deliverable completed**

D. **Action Plan (Outcome #4)** Meetings of CAA leadership to develop materials for presentation to and approval by supervising Deans.

E. **Results Summary (Outcome #4)**
APCAA managers created a template for an operations manual for tutors to compliment the student assistant manual that was previously approved for use. The operations manual for tutors template was approved by District deans. Each manager is tailoring the template to fit the needs of their specific campus (room numbers, locations of medical equipment on campus, etc.) before implementing the manual in their center. This manual will provide the basis for future development of training materials for District APCAAs.

The District APCAA website was also continuously updated throughout this past year. Improvements included the deletion of outdated District tutoring pages, the addition of the District APCAA mission statement, an extended appointment time request form for students in INRW or ESL courses and those with ACCESS accommodations, the addition of a general information tab designed to allow students to select a campus before viewing their location and contact information as opposed to previously automatically landing on a specific campus when visiting the District page, the addition of District tutoring schedules, and information about content and Foundational Academic Success Tutoring (FAST).

F. **Findings (Outcome #4)**
The creation of a District-wide operations manual and ongoing updates to the District APCAA website have helped in streamlining communication of services to students, faculty, staff, and community members. The creation of one manual to be used across the District allows for consistency in messaging to APCAA staff, clear communication of common goals and mission, and consistency in onboarding practices. A secondary effect of this is that students can travel between campuses and services within District APCAAs and be met with the same level of professionalism and common mission from all center staff. It also creates the foundation for tutor training materials to be developed in the next two years. The manual currently includes best practices and APCAA procedures, and this will serve as a starting point from which APCAA managers will build comprehensive onboarding and ongoing training.

The creation of the District APCAA website has streamlined communication regarding APCAA services, providing students with important information regarding mission statement, contact information, and current schedules and services, all found in one central location. With changes such as the consolidation of online tutoring to one District schedule and the addition of the Foundational Academic Success Tutoring (FAST), the APCAA District website has helped in providing clear information to students who can now view all District tutoring information on one page.

G. **Implementation of Findings (Outcome #4**

APCAA managers have streamlined District operations and messaging in the past two years through the creation of the tutor operations manual and ongoing maintenance and improvement of the APCAA website. Managers will continue to collaborate on a regular basis to build training materials for tutors and improve the District webpage.

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 department.

B. **Unit responses to the Program Review Steering Committee recommendations received by August 1st 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.**