



SERVICE UNIT PROGRAM REVIEW

PROGRAM NAME: Academic Success [Orientation and Testing Centers]

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Note to committee reviewers: the Academic Success Program Review combines both the New Student Orientation program and Testing Center. Under the guidance of the Institutional Research Office, a single document is being submitted that contains both areas. Each section will contain content for both programs with [orientation](#) listed first, followed by [testing](#). For those sections where the content is the same, only one response will be provided.

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

1. WHAT DOES YOUR SERVICE UNIT DO?

A. What is the service unit and its context?

Orientation

Collin College Orientation welcomes new students and provides an explanation of a vast array of topics necessary for a student to understand in order to succeed at Collin College. Specifically, orientation informs students of:

- The advising and registration process
- Their role in the Collin College academic community, specifically, in the area of academic honesty
- Campus safety policies and procedures
- Opportunities to connect and engage with campus resources and services
- Resources available outside of the classroom

New Student Orientation became mandatory for all First Time In College (FTIC) students at Collin College for the entering freshman class the Fall of 2016.



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Testing Centers

The Testing Centers provide students with necessary facilities and support services for testing requirements in the following areas:

- Academic placement for the admissions process
 - a) Pre-Assessment Activity
 - b) The Texas Success Initiative (TSI) Assessment
 - 1) In-House testing
 - 2) Off-Site testing at high schools within the College's service area
 - 3) Remote testing for Collin College students outside our geographical area
 - c) The College-Level Math Assessment
 - d) The ESL Assessment
 - e) The Biology Placement Exam
- Assessment of a candidate for various academic programs
 - a) PSB (Psychological Services Bureau) for the Nursing program
 - b) PSB (Psychological Services Bureau) for the Allied Health programs
 - c) Compass/Accuplacer Assessment for Fire Science program
 - d) Compass/Accuplacer Assessment for EMS (Emergency Medical Services)
 - e) Compass/Accuplacer Assessment for the Police Academy
- Classroom support for faculty and select academic programs
 - a) Developmental Education courses
 - b) Online/Blended courses
 - c) Maymester/Wintermester courses
 - d) Express/Weekend College courses
 - e) Special accommodations for ACCESS students
 - f) Nursing lab exams
 - g) Make up exams
 - h) Faculty emergencies
- Serve as a testing site for students in distance learning from other institutions, community members taking state board exams, and certification exams for public service



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- a) Correspondence exams
- b) The American Hotel and Lodging Educational Institute/Convention Management & Service Examinations
- c) The State Fire Examinations
- Verification of prior learning for course credit
 - a) CLEP
 - b) Departmental Exams

B. 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.

Orientation

The New Student Orientation program at Collin College is under a constant state of evaluation and change. Peer institution offerings and research of best practices can only provide a limited framework of a quality program. Our orientation program provides a quality experience for our students because we customize the content to be the most relevant, timely information delivered through a dynamic presentation style. The program is led by highly qualified individuals and we are able to utilize talent from throughout the district to contribute to the development of this program.

While we present strong content in the program, one of the areas that needs to be enhanced is our program evaluation and data collection. Students entering Collin College in the Fall of 2016 are the baseline group for the mandatory orientation for the First Time In College (FTIC) cohort. While each student completes a program survey, we have limited research to evaluate the effectiveness of the program. Current institutional facilities are adequate but as the program grows (in expected proportion to our student population), preference for presentation space will need to be considered. The fluidity of this program is both a strength and a weakness. Our ability to adapt and change the content keeps us in a constant state of program review but the differing cohorts and content make evaluation a challenge.



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Testing Center

The Testing Center facilities offer a comfortable atmosphere conducive to a quality testing environment. Our testing staff collaborate with faculty and administrators, other colleges and universities, testing companies, and state and national organizations to keep abreast of the most recent changes in all aspects of our testing services. We recruit and retain qualified, professional, dedicated support staff, provide outstanding customer service by being friendly, courteous, responsible, informative, accurate and supportive; treating everyone with dignity and respect.

The Testing Centers are located on each of our comprehensive campuses: the Spring Creek Campus in Plano, the Preston Ridge Campus in Frisco, and the Central Park Campus in McKinney. We also serve our community by offering off site testing at our local high schools. We continually seek opportunities to keep up with the changing testing requirements both in terms of content and administration. Our current facilities are constantly being retrofitted to maintain security and surveillance requirements and equipment needs while adequate, must be regularly upgraded to support the latest testing platforms.

Since the Testing Center serves as a distribution mechanism for many standardized tests, we regularly receive notifications of updated requirements to be implemented and communicated throughout the district. The effectiveness of this service unit can be quantified not only by the volume of exams administered but also through the designation of being a Top 100 Testing Center site acknowledged by the College Board.

2. WHY DO WE DO THE THINGS WE DO? PROGRAM RELATIONSHIP TO THE COLLEGE MISSION, CORE VALUES & STRATEGIC PLAN.

Provide program-specific evidence of actions that the program supports the college mission: *“Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*

Orientation

As the first opportunity to provide students with in-depth information about Collin College, orientation serves as a platform for us to showcase the Mission and Values of the College. A review of the orientation agenda (See Addendum A: Orientation Agenda) reflects

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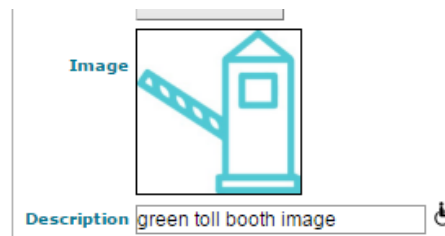
the program’s commitment to content that will assist prospective students in developing their skills (by connecting with appropriate campus resources) and strengthening character (through education of the College’s expectations as presented by the Dean of Students office). Identical content is offered both on-campus and online for maximum flexibility in scheduling, exemplifying our efforts to provide a student-centered program.

Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college core values: *“We have a passion for Learning, Service, Involvement, Creativity, Innovation, Academic Excellence, Dignity, Respect and Integrity.”*

Dignity, Creativity and Innovation: The Orientation program keeps its content up-to-date, using enhanced presentation software to retain student’s attention throughout the presentation session. Closed-captioning was added for students needing this service and the delivery platform for online orientation includes specialized features to support the Americans with Disabilities Act (ADA).



[Screen capture of PowToon software]



[ADA description provided for each photo loaded in presentation]

Academic Excellence: During the orientation sessions, the Dean of Students Office provides information on academic integrity and introduces the Collin College Student Code of Conduct.

Service and Involvement: Students learn about Student Organizations, Student Life Activities, the Center for Scholarly and Civic Engagement, and other opportunities to become involved on campus.

Provide program-specific evidence that supports how the program supports the college strategic plan

1.3.1 Develop system that requires orientation prior to course registration.



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Effective Fall 2016, all First Time In College (FTIC) students must complete orientation prior to registration. Online and face-to-face sessions served 6,841 students who were entering Collin College for the Fall 2016 term.

3.4.1 Create and implement customer service protocols to be used across the district

The mandatory orientation for First Time In College (FTIC) students provides consistency and ensures that all entering FTIC students are presented with important institutional resources.

Provide program-specific evidence of actions that the program supports the college mission: *“Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*

Testing Center

The Testing Centers are an integral part of the student’s path in determination of the successful completion of coursework by examination, learning outcomes, and readiness for the next step forward in the chosen academic discipline. The Testing Centers provide an environment conducive to the fair and impartial treatment of all test takers.

Through the administration of the Texas Success Initiative (TSI) Assessment and the English as a Second Language (ESL) Assessment, students are provided with a baseline for establishing the skills needed to be successful in the college environment.

Students are also given the opportunity to advance their placement in higher level courses through CLEP Exams and the College Level Math Assessment.

Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college core values: *“We have a passion for Learning, Service, Involvement, Creativity, Innovation, Academic Excellence, Dignity, Respect and Integrity.”*



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Dignity, Respect and Integrity: The Testing Centers have established procedures for the fair and consistent treatment of all test takers. The staff completes all required trainings and certifications for the administration of specialized tests (e.g., CLEP, TSI, ACCUPLACER, and correspondence exams for other institutions).

Innovation: The Testing Centers have established a new testing lab for online PSB administration at the Central Park Campus. A new online platform for making testing payments has been developed in an effort to remove time and/or geographic barriers. We have initiated the process to implement new monitoring software in the Testing Centers with the objective of ensuring ultimate test security and expediting the sign-in process for test takers.

Service: We support the Dual Credit initiative by administering off-site TSI Testing in the local high schools.

- During 2015-2016:
 - We served 8 high schools including Anna HS, Frisco SOC, McKinney Boyd HS, Melissa HS, Rockwall HS, The Colony HS, Wylie East HS, and Wylie HS
 - We administered the TSI Assessment to 460 high school students in the familiar environment of their local high school.

Involvement & Learning: We support academic departments like Developmental Education, Nursing, EMT, Fire Science, Law Enforcement, and ESL. By accommodating these students and proctoring their tests in the Testing Centers, faculty are given extended time for lecture and other activities required by their programs.

Academic Excellence: is exemplified through the receipt of accolades such as a Top 100 Testing Center site acknowledged by the College Board.

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Provide program-specific evidence that supports how the program supports the college [strategic plan](https://www.collin.edu/aboutus/index.html):
<https://www.collin.edu/aboutus/index.html>.

Testing Center

1.2.3 Enhance course placement assessment by implementing new Texas Success Initiative Assessment.

As part of the implementation for Collin College, we

- attended several TSI informational webinars and training sessions hosted by the THECB
- formed committees consisting of faculty, administrators and staff; in order to ensure college wide participation and to improve the dissemination of the information to all departments
- entered into a contract with Qualtrics to develop the Pre-Assessment Activity [§ 4.55](#) * with current technology to provide an easily accessible product. We developed an in house program to connect our student system and the Pre-Assessment Activity to keep documentation of completion as part of the student record
- acquired, set up and configured the new testing platform Accuplacer to administer the TSI Assessment [§ 4.62](#)*



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- adjusted our procedures to accommodate the new rules [§ 4.59*](#) (i.e. unlimited re-tests, save and finish later)
- collaborated with the Developmental Education department to establish cut scores for reading, writing and math courses and with credit faculty to establish cut scores for higher level math courses
- established a protocol for differentiated placement [§ 4.58*](#), resulting in set of weighted measures to embed in the placement rules for the TSI Assessment within the Accuplacer platform

(See Addendum B: TSI Assessment Updates)

1.6.1 Coordinate all district-wide academic support services to ensure consistency across the district: Tutoring, Writing Center, Math and Science Labs, Testing Center and Academic Advising.

In order to provide a consistent support across the district,

- we offer extended hours to accommodate all types of schedules,
- upon instructor request we make tests available at all 3 Testing Centers,
- specialized tests like CLEP, TSI Assessment and correspondence exams are available at all 3 Testing Centers
- we have a comprehensive testing manual to ensure consistency among all staff

2.5 Partnerships with local ISDs will be expanded leading high school students to certificates and associate degrees at Collin.

As part of the outreach effort to expand dual credit services within the area high schools, we created an Off-Site Testing Program to allow students to test at their high school.

3. WHY DO WE DO THE THINGS WE DO?

- A. Make a case with evidence to show that the primary functions/services of the unit are necessary, should be modified, or should eliminated.**



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Orientation

After the process of admissions, Orientation is the first opportunity students have to learn about Collin College. Our Orientation program has a history of growing and changing to meet the needs of our students. Over time, the Orientation staff has worked to refine the purpose of orientation and at the same time adjusting to the expectations of our institution, including moving from optional to mandatory and offering both on-campus and online options. The result is the continued growth of student participation with increased exposure to support services, policies and procedures, and other campus resources.

| Orientation Overview | | | | | |
|---|--|--|---|---|--|
| Purpose/Reason | Has it evolved in 5 years? | What would happen if no longer provided/outsourced | Unit Functions requiring the most resources | Interdependencies | Efficient service? |
| <ul style="list-style-type: none"> • Provide the first time at Collin College student with the knowledge needed to progress through the subsequent steps of starting at Collin College • Inform new students of the services and resources available to them • Serve as a recruiting tool for students who are unsure of their next academic steps | <p>Yes.</p> <ul style="list-style-type: none"> -Agendas have been adjusted from 8 hour sessions to 2 hour sessions. -An overnight orientation was piloted. -Online orientation has been added (and recently significantly enhanced). <p>Most important to note it has gone from voluntary to mandatory for First Time In College (FTIC) students.</p> | <p>The absence of Orientation would result in students lacking the initial understanding of the Advising and Registration process. Students would be deficient in the understanding of their role in the academic community. Faculty and staff would have to work much harder to help students acclimate to the institution.</p> | <ul style="list-style-type: none"> • Personnel to run the face-to-face sessions • Creative team to develop presentations utilizing specialized software • IT support to update and maintain online orientation | <p>Orientation now impacts every FTIC student at Collin College. All faculty are invited to participate. Student and Enrollment Services must collaborate with IT for successful execution of online orientation.</p> | <p>The orientation program is absorbed in the functions of existing departments whereas many universities have a dedicated department.</p> |



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Previous participation rates

- Fall 2011-Spring 2012: on-campus: 1413 / online: n/a
- Fall 2012-Spring 2013: on-campus: 1358 / online: n/a
- Fall 2013-Spring 2014: on-campus: 1575 / online: n/a
- Fall 2014-Spring 2015: on-campus: 1775 / online: 57
- Fall 2015-Spring 2016: on-campus: 1956 / online: 224

Except for a small dip for the 2012 – 2013 year, Orientation numbers have grown steadily. The biggest growth has been in the online option. This growth is on track to continue, as presently 1438 students have completed on-campus Orientation and 6130 students have completed the online Orientation.

Research identifies the importance of Orientation. The NSSE survey characterizes a supportive campus environment as one that includes “high-quality student relationships with other students, faculty, and the institutional administrative personnel” (Kuh, Kinzie, Schuh, Whitt, and Associates, 2005, p 241). The primary benefit is that Orientation educates students on the advising and registration process, college expectations and opportunities. Institutionally, we benefit in that the time spent by a student (via either on-campus or online Orientation) at the front end will mean less class time will be used to cover institutional operational procedures and class time can be dedicated to the curriculum.

Given all the offices the Orientation staff interacts with, the staff has become very adept at communicating with these office as needed and in a timely manner. Orientation staff bring the needed stake holders to the table for planning and needed changes. Some stake holders are directly included in discussion, while others are brought in as needed to support the creation of the Orientation program.

In conclusion, Orientation serves a number of purposes for Collin College. Orientation provides students with the initial information needed to start off on the right foot as they begin their college careers. Without Orientation students would lack the direction needed to get started and be successful. Because of this lack in direction, Collin College staff and faculty would have to provide the information not available during Orientation. The planning, preparation, and presentation is labor intensive, but necessary. With each semester, based on experience and assessment feedback Orientation continues to make the changes needed in order to be offered and conducted in a manner beneficial to each student.



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- *What unit functions require the most resources including staff time? Which functions add the biggest value to the college? Discuss any discrepancies between the functions named in these two questions.*

Testing Center

The functions that require the most resources are

- 1) TSI Assessment / Off-site Testing
- 2) Correspondence (Distance Learning)
- 3) PSB
- 4) Classroom tests

Purchase of the TSI test units from the College Board is the largest upfront financial cost to our budget. However these costs are reimbursed to the general fund, by way of students' TSI payments. The demand for staff resources are highest for classroom exams and TSI administration. During Off-Site Testing administration, we face challenges to adequately staff the sessions. Also, with the transition of PSB to a web-based format, we encounter challenges with respect to staffing an additional lab due to the restrictions of the exam.

The functions that add the biggest value to the college are

- 1) TSI Assessment
- 2) Classroom tests

While Correspondence (Distance Learning) Exams provide a convenient service to our community members, it has no positive impact on our students. These have the added challenge of having to be proctored by a full time staff member (not a part time staff or a student assistant). Nevertheless, revenue is generated to offset staff salaries (\$30 per exam). It is important to consider that these tests consume resources which could be otherwise allocated toward services to our students.

The Testing Center provides the staff resources to proctor the PSB exams. The scheduling and payments are administered by the Nursing department.

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Resource Utilization

| | Charge to Student | Cost to Collin | Other resources |
|--------------------------------------|-------------------|---|--|
| TSI Assessment | \$29 | Between \$8.75 and \$14.00 (Collin purchases units) The TSI Assessment will adapt to each student as they test. Up to 8 testing units may be required if routed into the diagnostic portion in all three areas. | Shared staff (only full/part time staff) Shared facilities |
| TSI Off-Site | \$29 | Between \$8.75 and \$14.00 (Collin purchases units) | Shared staff (Dual Credit, Advising, Testing, Recruitment) - 2 to 10 designated proctors Local travel expense Off-Site facilities and Collin designated labs |
| CLEP Exam | \$15 | | Shared staff (only certified staff) Shared facilities |
| Correspondence | \$30 | | Shared staff (Only full time staff) Shared facilities |
| College-Level Math Assessment | \$11 | Unit cost is \$1.75 | Shared staff (only full/part time staff) Shared facilities |
| Departmental Exams | \$30 | | Shared staff Shared facilities |
| ESL Assessment | \$0 | \$9.63 | Shared staff Shared facilities |
| Nursing PSB Exam | \$40 | \$20 | 2 designated proctors Designated lab |
| Allied Health PSB Exam | \$20 | \$20 | Shared staff (only full/part time staff) Shared facilities |
| Fire Science Assessment | \$0 | \$5.25 | Shared staff (only full/part time staff) Shared facilities |
| EMT Assessment | \$0 | \$5.25 | Shared staff (only full/part time staff) Shared facilities |
| Police Academy Assessment | \$0 | \$3.50 | Shared staff (only full/part time staff) Shared facilities |
| Classroom Test | \$0 | \$0.00 | Shared staff Shared facilities |



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What are the interdependencies with other unit functions and other units of the college? Is the unit duplicating any functions with other units? All academic departments depend on our services, either by the initial placement exams for students or by the administration of classroom exams in certain circumstances. Academic programs that require departmental entrance exams rely on the Testing Center to administer, proctor, and score the specialized exams. We must not only keep up with the current version of the exams but also any security and monitoring requirements. Our functions are not duplicated by any other department.

- Is there a clear line of communication with other units involved in or supporting each of these functions? Yes, we work daily with faculty, staff and administration in person, by phone, and/or through e-mail.
- Does the unit or the college have alternate ways of providing any of these functions? Yes. The ACCESS Office is available to proctor some classroom exams, CLEP, TSI, College-Level Math Assessments, and ESL Assessments. Faculty are given the alternative of administering their own classroom tests.

Are the functions offered/conducted as efficiently as possible? See chart “Testing Center Functions” below.

Testing Center Functions

| Area | Test | Purpose/Reason | Has it evolved in 5 years? | What would happen if no longer provided/outsourced | Interdependencies | Efficient service? |
|-------------------|-------------------------|---|---|---|--|---|
| Admission Process | Pre-Assessment Activity | To comply with regulation established by the THECB To provide students with information about TSI, TSI Assessment, Resources and Sample Questions. To improve student’s performance on the TSI because they will be more familiar with the exam and the significance of it. | Yes. First launch in August, 2013. It has gone through several revisions | We would not be in compliance with the state-mandated directives from the THECB *Refer to THECB - TSI | Prerequisite to take the TSI Assessment | Yes. It’s offered online, the student can take it anywhere |
| | TSI Assessment | To comply with regulation established by the THECB To determine the correct placement for a student. | Yes. First launch in August, 2013. Several updates have been made per Developmental | We would not be in compliance with the state-mandated directives from the THECB *Refer to THECB - TSI | Prerequisite to register. Results impact every academic course | It’s available on a walk-in basis. We do not have an adequate number of workstations during peak time. Wait times can exceed 2.5 hours. |



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| | | Education/College Board directives. | | offered by institution | |
|-------------------------------|---|---|--|--|---|
| Test | Purpose/Reason | Has it evolved in 5 years? | What would happen if no longer provided/outsourced | Interdependencies | Efficient service? |
| College-Level Math Assessment | It accurately measures a student's knowledge to ensure proper placement for courses beyond the College Algebra level. | Yes. Switched from Compass platform to Accuplacer platform | All College-Ready (Math) students would have to start with College Algebra or equivalent, therefore extending time to graduate and increasing costs | All math courses at institution | Yes. It's available twice per semester on a walk-in basis |
| ESL Assessment | To determine proficiency in the English language | Yes. Switched from Compass platform to Accuplacer platform | Would restrict student's placement options prior to TSI readiness | International student office and all ESL courses | Yes. It's available once per semester on a walk-in basis. There is no charge to the student. |
| Biology Placement Exam | To determine readiness for higher level Biology courses | No | Students would have to start with BIOL 1406 prior to eligibility to more advanced courses, therefore extending time to graduate and increasing costs | Departments of Nursing and Allied Health | Yes. It's available on a walk-in basis. |
| Academic Programs | PSB Nursing | To establish readiness for the nursing program | Yes. Switched from paper and pencil to web-based administration - November, 2016 | Nursing department | |
| | PSB Allied Health | To establish readiness for the Allied Health program | Yes. Switched from paper and pencil to web-based administration - November, 2016 | Allied Health programs | |
| | Fire Science/EMT/Police Academy Assessment | To establish readiness for the Fire Science, EMT, or Police Academy program | Yes. Switched from Compass platform to Accuplacer platform | Fire Science, EMT and Police programs | Yes. It's available twice per semester on a walk-in basis. There is no charge to the student. |

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| | | | | | | |
|--------------------------|---|---|--|---|--|---|
| | The American Hotel and Lodging Educational Institute/Convention Management & Service Examinations | To support the Culinary Arts Department for students completing their program | No | | Culinary Arts | |
| | Test | Purpose/Reason | Has it evolved in 5 years? | What would happen if no longer provided/outsourced | Interdependencies | Efficient service? |
| Distance Learning | Texas State Fire Exam | The state written exam is one part of the overall state exam process. In addition to the written exam, students are required to complete a skills exam. We are approved by the Texas Commission on Fire Protection (TCFP) to conduct the entire exam process at our campus. All training providers must establish testing procedures as part of the required course approval process. | | If Collin College did not provide facilities for conducting written and skills testing, we would not be approved to offer state certification training. | Fire Science program | |
| | Correspondence | To support the community, we provide the adequate testing environment and the appropriate proctoring services for distance education students of accredited institutions of higher education | N/A. Our procedures adapt to the other institutions' requests | Community members would have to find an alternate institution to meet their proctoring needs, having to travel farther and increasing their cost | Serves institutional mission of being "community centered" | We administer a vast array of online and paper/pencil exams for online students for other colleges and universities, this entails scheduling, communication, logistical, and technical challenges; as each test is different in nature. |
| Prior Learning | CLEP | To expedite the student's path to course completion | Yes. We make adjustments following the College Board directives- Last updated on May, 2016 | Community members and our students would have to find an alternate institution to meet their proctoring needs, having to travel farther and increasing their cost | Depending on course impacts numerous academic programs | Yes. We offer them at all the testing centers, Monday through Friday. |
| | Departmental Exams | To expedite the student's path to course completion | No. | It would increase demand on faculty to administer | | Yes. We adapt to the needs of the academic departments. |



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| | Test | Purpose/Reason | Has it evolved in 5 years? | What would happen if no longer provided/outsourced | Interdependencies | Efficient service? |
|----------------|---|--|--|---|-------------------|---|
| Faculty | Developmental Education Online/Blended courses Make up exams Special circumstances | To free lecture time To allow more time (than class) to test To create a fair and consistent environment To accommodate students with mobility impairment To provide a secure and fair testing environment To support faculty when emergencies arise To meet the need of students with documented disabilities | N/A. Our procedures adapt to the faculty needs | Faculty will not have the lecture time. Students will only have the allotted time for class. The classroom would have to provide the equipment (computers). | | Yes. We adapt to the needs of the academic departments. |

B. Benchmarking: Review two or three comparable, leading colleges for the way they accomplish these functions. Discuss lessons to be learned and new ideas for service improvement.

Orientation

| Institution | Mandatory Orientation? | Cost | On-campus session length | Number of on-campus sessions offered | Average number of attendees | Separate parent or family sessions offered | Student Orientation Leaders | Orientation Leader pay |
|---------------------|------------------------|------|--------------------------|--------------------------------------|-----------------------------|--|-----------------------------|------------------------|
| Collin College | Yes, FTIC only | Free | 2 hours | 29 | 75 | Yes, summer only | Yes | \$10.75 |
| Lone Star College | Yes, FTIC only | Free | 1-3 hours | 600 | 23 | Yes | Yes | \$10.40 |
| San Jacinto College | Yes | Free | 2 ½ hours | 40-50 | 28 | No | Yes | \$8.50 |

(Sources: *Lone Star Community College*: <http://www.lonestar.edu/orientation.htm> *San Jacinto*: <http://www.sanjac.edu/student-services/student-support/orientation-campus-tours>)



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Observations:

- Collin College, similar to these schools (and a majority of others in the state of Texas) require new students to attend some form of Orientation
- The length of Collin College on-campus Orientation (2 hours) is similar to these schools.
- The number of students attending Orientation for these colleges is similar
- When compared to the other schools in terms of staffing Collin College Orientation is strong with our professional staff.
- Collin College Orientation is comparable to the other schools in terms of including students in Orientation and pay.

Upon review, the benchmarking process clarifies how similar we are to our comparable schools. These similarities suggest we are meeting the needs of our students at least as well as other schools. We have identified opportunities to enhance our Orientation based upon review of our peer institutions including increasing the number of orientation sessions offered and extending the time-frame in which they are held. The completion of this program review, when taking into account this benchmarking would suggest Collin College Orientation can be a leader in the state when it comes to preparing students to attend our school.

Testing

| Institution | Staff | # Computer stations | # Regular desk stations | # Test administered annually | Hours of operation | TSI exam cost | Biggest challenge |
|----------------------------------|---------------|---------------------|-------------------------|---|---|----------------|--|
| Collin College – Entire District | 15 FT 4 PT | 82 | 172 | 58,000 (includes: classroom, CLEP, TSI (on and off campus), correspondence, ESL, PSB, etc.) *See Addendum C: Testing Center Statistics | M – Th 8am to 9pm Friday 9am to 4pm Sat 8am to 5 pm | \$29 each time | Staffing to meet the increased demand, specifically for off campus testing within ISDs and increased monitoring/security requirements for PSB testing. |



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| | | | | | | | |
|--------------------------------------|--------------|----|----|---|---|--|--|
| San Jacinto College – Central Campus | 5 FT 4 PT | 75 | 75 | 10,000 (includes: classroom, CLEP, TSI (on and off campus), correspondence, ESL, GED, HESI, etc.) | M -Th 8am to 7pm Friday 8am to 5pm Sat and Sun Closed | 1 st test = Free \$30 for retest | Need additional staff and facilities to meet increased demand, especially for specialized accommodation testing. |
|--------------------------------------|--------------|----|----|---|---|--|--|

After numerous attempts, we were unsuccessful in getting responses from peer institutions for comparisons. However, when looking to implement any changes in testing fees, a state-wide sampling was pulled [See Addendum D: TSI Testing Fees Survey] to ensure comparable cost. Additionally, we strive to provide quality testing services by maximizing institutional resources and collaborating with our community partners. Our designation as a Top 100 Testing Center site acknowledged by the College Board exemplifies our commitment to quality testing services.

4. HOW DO WE IMPACT STUDENT OUTCOMES?

Make a case with evidence to show effects of the service unit on student outcomes.

Orientation

Based on a review of the most recently completed Orientation schedule (for fall 2016) assessment:

| | Very dissatisfied | Somewhat dissatisfied | Neither satisfied / dissatisfied | Somewhat satisfied | Very satisfied |
|---|-------------------|-----------------------|----------------------------------|--------------------|----------------|
| Satisfaction with on-campus Orientation (n = 1242) | 30 / 2 % | 24 / 1% | 97 / 7% | 349 / 28% | 742 / 59% |
| Satisfaction with online Orientation (n = 65) | 0 / 0% | 2 / 3% | 6 / 9% | 32 / 49% | 23 / 35% |
| | Very unhelpful | Unhelpful | Neither helpful / unhelpful | Slightly helpful | Very helpful |



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| | | | | | |
|---|-----------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|
| Academic Advising and Registration portion: | On-campus: 193 Online: 2 | On-campus: 5 Online: 3 | On-campus: 57 Online: 6 | On-campus: 224 Online: 35 | On-campus: 763 Online: 23 |
| CougarWeb portion: | On-campus: 189 Online: 2 | On-campus: 13 Online: 0 | On-campus: 75 Online: 12 | On-campus: 216 Online: 31 | On-campus: 749 Online: 25 |
| Dean of Students portion: | On-campus: 187 Online: 2 | On-campus: 23 Online: 0 | On-campus: 78 Online: 6 | On-campus: 186 Online: 35 | On-campus: 789 Online: 16 |
| | Not at all | Not so well | Somewhat well | Very well | Extremely well |
| How well did Orientation enhance your knowledge of Collin College | On-campus: 12 Online: 0 | On-campus: 9 Online: 4 | On-campus: 297 Online: 20 | On-campus: 626 Online: 29 | On-campus: 297 Online: 12 |
| | No, too short | No, too long | Yes | | |
| Was an adequate amount of time given for Orientation? | On-campus: 16 Online: 4 | On-campus: 134 Online: 2 | On-campus: 1093 Online: 59 | | |
| | No | Yes | | | |
| Do you feel you received enough information regarding campus programs and services? | On-campus: 48 Online: 7 | On-campus: 1195 Online: 58 | | | |

Selected Noel – Levitz Comparison data (2014 – 2016)

| | May 2016 | May 2014 | May 2012 |
|--|----------|----------|--------------|
| 59. New student orientation services help student adjust to college | 6.10 | 6.02 | 6.08 |
| 79. Campus item: The new student orientation class I attended during my first semester was beneficial. | 6.00 | 5.99 | Not assessed |



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Some observations to consider:

- The majority of students in both on-campus and online were satisfied with Orientation
- Regarding the main points of Orientation (Advising and Registration, CougarWeb training, Dean of Students, Campus programs and services) the majority of students in both on-campus and online were satisfied with portions
- The majority of students in both on-campus and online felt Orientation enhanced their knowledge of Collin College
- The majority of students in both on-campus and online felt the length of Orientation was sufficient

While there is not a past *Program Review* to compare with, the Noel – Levitz surveys from 2012 through 2016 reflect a sum improvement of student satisfaction over the past four years regarding Orientation helping students adjust to college. There was also an improvement over the past two years regarding the perceived benefits of Orientation.

Testing

By providing a secure, consistent, safe environment with minimal distractions, we contribute to a positive result towards the students’ successful completion of course requirements. We reduce test anxiety by providing a friendly, compassionate, knowledgeable, resourceful staff. We provide special accommodations to meet individual student’s needs. Our facilities are monitored by a video surveillance system throughout the testing centers. Exams are secured in locked cabinets. Staff and student assistants are required to have a criminal background check. Staff are trained to follow procedures for disruptive test takers and Campus Police are always available.

We continue to show improvement in this area as evidenced by student surveys. **(See Addendum E: Service/Program Student Surveys).**

| | Fall 2014 | Spring 2016 |
|---|-------------|-------------|
| The staff was courteous | Mean = 4.44 | Mean = 4.71 |
| Overall satisfaction with the service/program | Mean = 4.44 | Mean = 4.58 |

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.**

All printed materials pertaining to Orientation and Testing Centers for distribution are designed through the institution's Public Relations office. This helps ensure quality control and design integrity. These documents are reviewed on an annual basis taking in to consideration any district initiatives related to recruitment, retention and completion.

- B. Provide program website URLs. If no website is available, describe plans for creation of website.**

Orientation

- Orientation overview with links to additional Orientation information - <http://www.collin.edu/orientation/>
- Orientation registration - https://www.collin.edu/gettingstarted/explore/orientation_registration.html
- Orientation leader information and position application
<https://www.collin.edu/gettingstarted/explore/orientationleader.html>

Testing Center

TESTING CENTER GUIDELINES - <https://www.collin.edu/studentresources/testing/guidelines.html>

TESTING CENTER HOMEPAGE - <https://www.collin.edu/studentresources/testing/>

- Classroom Tests - https://www.collin.edu/studentresources/testing/availabletesting/classroom_tests.html
 - a) Testing Center Guidelines – [duplicate link] <https://www.collin.edu/studentresources/testing/guidelines.html>
- TSI (Texas Success Initiative) - <https://www.collin.edu/studentresources/testing/availabletesting/tsi.html>
 - a) Mandatory Pre-Assessment Activity (PAA) - <https://www.collin.edu/preassessment/>
 - b) Full Exemptions - https://www.collin.edu/studentresources/testing/availabletesting/tsi_full-exemptions.aspx
 - c) Partial Exemptions - https://www.collin.edu/studentresources/testing/availabletesting/partial_exemptions.aspx

- d) Conditional TSI Compliance Contract - <https://www.collin.edu/studentresources/testing/availabletesting/Conditional%20TSI%20Compliance%20Contract%2092616.pdf>
- e) Temporary Waivers - https://www.collin.edu/studentresources/testing/availabletesting/temporary_waivers.aspx
- f) Temporary Waivers for Dual Credit Students - https://www.collin.edu/studentresources/testing/availabletesting/temporary_waivers_dc_students.html
- g) Frequently Asked Questions About the TSIA - <https://www.collin.edu/studentresources/testing/availabletesting/faqs.aspx>
- h) Collin & Community Resources - https://www.collin.edu/studentresources/testing/availabletesting/collin_community_resources.aspx
- i) Texas Success Initiative Assessment Content - <https://www.collin.edu/studentresources/testing/availabletesting/TSIASSESSMENTTestContentJuly2013.pdf>
- j) MyFoundationsLab Registration Assistance - <https://www.collin.edu/studentresources/testing/availabletesting/MFL%20Registration%2020161107.pdf>
- College-Level Math Assessment – <https://www.collin.edu/studentresources/testing/availabletesting/placement.aspx>
- CLEP (College Level Examination Program) – [duplicate link] <https://www.collin.edu/studentresources/testing/creditbyexam/clep.aspx>
- ESL Assessments - https://www.collin.edu/studentresources/testing/availabletesting/esl_assessments.html
- PSB (Psychological Services Bureau) - <https://www.collin.edu/studentresources/testing/availabletesting/psb.html>
- EMT/Fire Science/Paramedic Assessments - https://www.collin.edu/studentresources/testing/availabletesting/emt_fire.html
- Law Enforcement Assessments - https://www.collin.edu/studentresources/testing/availabletesting/emt_fire-1.html
- Correspondence Exams - <https://www.collin.edu/studentresources/testing/availabletesting/correspondence.html>

CREDIT BY EXAM - <https://www.collin.edu/studentresources/testing/creditbyexam/>

- Advanced Placement (AP) - <https://www.collin.edu/studentresources/testing/creditbyexam/ap.html>
- CLEP (College Level Examination Program) – [duplicate link] <https://www.collin.edu/studentresources/testing/creditbyexam/clep.html>
- Institutional Credit by Examination - <https://www.collin.edu/studentresources/testing/creditbyexam/departmentalexaminations.html>
- International Baccalaureate (IB) - <https://www.collin.edu/studentresources/testing/creditbyexam/ib.html>

STATE/NATIONAL TESTING - <https://www.collin.edu/studentresources/testing/statenational/>

- ACT - <https://www.collin.edu/studentresources/testing/statenational/act.html>
- CLEP – [duplicate link] <https://www.collin.edu/studentresources/testing/creditbyexam/clep.html>

HELPFUL LINKS - <https://www.collin.edu/studentresources/testing/links.html>

C. Describe the process used to keep all literature and electronic sites updated.

Both departments conduct an annual review of content. After final review, publications are sent to the Public Relations department for review of graphic style. Content on the websites, Collin College Catalog, and Student Handbook are updated as needed between annual reviews.

Program Literature Review

| Title | Type (i.e. URLs, brochures, handouts, etc.) | Date Last Reviewed and Updated |
|--|--|--------------------------------|
| Credit by Exam [Testing] | Brochure (See Addendum F) | 10/25/16 |
| How to Get Score Reports [Testing] | Brochure (See Addendum G) | 9/15/16 |
| TSI Frequently Asked Questions [Testing] | Brochure (See Addendum H) | 11/1/16 |
| Website [Testing and Orientation] | See links previously provided | Updated as needed |
| Catalog [Testing and Orientation] | Collin College catalog, program content referenced on several pages Orientation – page 14 Testing Center – pages 16 – 20 and page 45 | August 2016 |
| Handbook [Testing and Orientation] | Student Handbook, program content referenced on several pages | August 2016 |



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| | | |
|--|---|--|
| | Orientation – pages 16 and 29 Testing Center – page 71 | |
|--|---|--|

6. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?

Partnership Resources

| Partner/Organization | Description | Contract Duration, if any | Briefly explain the Partnership's Value to Service Unit |
|---|--|---------------------------|--|
| NODA (National Orientation Directors Association) http://www.nodaweb.org/ | Professional organization - The mission of NODA is to provide education, leadership and professional development in the fields of college student orientation, transition and retention. | Annual membership | NODA provides educational research to support 'best practices' for student programming and retention. The conferences also serve professional networking opportunities for our staff and students. |
| NCTA: National College Testing Association | NCTA is dedicated to the promotion of professionalism and quality in the administration of testing services and programs, including issues relating to test administration, test development, test scoring and assessment. The objectives of the organization are to enhance professional testing practices, | Annual membership | Lists Collin College as a test site for administration of correspondence exams for distance education students from other institutions |

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|--|---|-----------------------------------|---|
| | offer opportunities for professional development, encourage professional support activities, and advance collaborative efforts among testing professionals, testing companies, and other policy-making agencies. | | |
| TACTP-Texas Association of Collegiate Testing Personnel | <p>The Texas Association of Collegiate Testing Personnel is a non-profit organization comprised of testing professionals working in post-secondary institutions, in companies with test-related products and services, and in other professional testing venues.</p> <p>Dedicated to the professional development of testing professionals, and providing quality in the administration of testing services and programs.</p> | Annual membership | Communication and professional development are promoted through an active mailing list, quarterly newsletters, and projects advancing the mission of the organization. TACTP hosts an annual conference which draws members from across the state and provides opportunities for professional networking, valuable information on technical and operational developments related to testing, and chances to interface with representatives from all of the major testing companies. |
| Qualtrics | Survey and Research Engine | Sole source annual contract (IT). | Provides platform utilized for the Pre-Assessment Activity administration. |

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| | | | |
|-------------------|-------------------------------|-------------------------------|---|
| Accuplacer | Testing platform | Sole source contract (annual) | Provides the platform for the TSI, College-Level Math, ESL, Law Enforcement, Fire Science, and EMS Assessments. |
| ACT | National testing organization | | Source of score reports for proving TSI exemptions. |
| SAT | National testing organization | | Source of score reports for proving TSI exemptions. |
| CLEP | National testing organization | | Provides the testing platform for CLEP examination |

7. ARE WE HIRING QUALIFIED STAFF, AND SUPPORTING THEM WELL WITH PROFESSIONAL DEVELOPMENT, AND HOW DO WE KNOW?

Make a case with evidence that staff are qualified, keep current, and fulfill roles that advance the service unit and the college. List service unit employees (full-time and part-time), their roles, credentials, and known professional development activity in the last four years.

Employee Resources

| Employee Name | Role in Unit | Credentials | Professional Development since Last Program Review** |
|--------------------------|---|--|--|
| Dr. Bill Horstman | Associate Dean, Student Enrollment Services | Ph.D. Education Leadership MS – Higher Education Administration | New Collin College hire -Collin College-Policies and Acceptance |



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| | | | |
|-----------------------------------|--|--|---|
| <p>Stephen Rogers</p> | <p>Coordinator, Programs for New Students</p> | <p>MS – College Student Personnel</p> | <ul style="list-style-type: none"> -NODA Region IV Leadership Team, 2017 Region IV Conference Co-Host -Collin College-Policies and Acceptance -Comevo software training -Graduate Certificate: Dispute Resolution |
| <p>Susan Miller</p> | <p>Director of Testing/TSI Coordinator</p> | <p>BS Degree – Speech and Language Therapy</p> | <ul style="list-style-type: none"> -Collin College-Policies and Acceptance -Communication Cornerstones: Building Trust -Stress: You are in Control -Conflict Resolution: A Win-Win Approach -Enhancing Communication Skills -Ability To Benefit Assessment Center test Administrator -Leading Change -Communicating with Impact -Essentials of Leadership -Resolving Conflict -Avoiding Retaliation Charges -Preventing Discrimination and Sexual Violence: Title IX and SaVE for Faculty and Staff -QEP: What, When, and How: SOBI Referrals -Director of First Impressions -Working with Students With Mental Health Issues and Related ADA Regulations -CLEP Administrator Certification |
| <p>Gloria Hurtado Diaz</p> | <p>Technical Coordinator Student & Enrollment Services</p> | <p>BS in Computer Engineer</p> | <ul style="list-style-type: none"> -Collin College-Policies and Acceptance -BANNER Workflow -Argos (Report Writer and Datablocks Designer) |



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| | | | |
|--------------------------|--|---------------------|--|
| | | | <ul style="list-style-type: none"> -OU Campus (Collin website) -AXIOM -ACCUPLACER -Qualtrics -CLEP |
| Oveta R. Smith | Division Secretary, Testing & Assessment | | <ul style="list-style-type: none"> -Collin College-Policies and Acceptance -Director of First Impressions Conference |
| Natalie Tuggle | Supervisor - Testing Center (CPC) | BA in Arts and Film | <ul style="list-style-type: none"> -Collin College-Policies and Acceptance -Supervisor Practicum |
| Jennifer Trammell | Clerk I-Testing Center | | <ul style="list-style-type: none"> -Collin College-Policies and Acceptance |
| Paul Shim | PT Clerk I-Testing Center | | <ul style="list-style-type: none"> -Collin College-Policies and Acceptance |
| Jacob Jones | PT Clerk I-Testing Center | | <ul style="list-style-type: none"> -Collin College-Policies and Acceptance |
| Diane Eure | Clerk I-Testing Center | | <ul style="list-style-type: none"> -Collin College-Policies & Acceptance -EEO Laws and Discrimination Prevention for Higher Education -FERPA for Higher Education -Preventing Discrimination & Sexual Violence: Title IX, VAWA and Clery Act for Non-Residential Faculty & Staff -Unlawful Harassment Prevention for Higher Education Staff |
| Betsy Rajan | Clerk 1 | AS in Biology | <ul style="list-style-type: none"> -Collin College-Policies and Acceptance -EEO Laws and Discrimination Prevention for Higher Education -FERPA for Higher Education -Preventing Discrimination and Sexual Violence: Title IX, VAWA and |



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|-----------------------------|-----------------------------------|------------------------------|--|
| | | | <ul style="list-style-type: none"> Clery Act for Non-Residential Faculty & Staff -Unlawful Harassment Prevention for Higher Education Staff |
| Carole Kaplan | PT Clerk I-Testing Center | Masters in Counseling | <ul style="list-style-type: none"> -Collin College-Policies and Acceptance -EEO Laws and Discrimination Prevention for Higher Education -FERPA for Higher Education -Preventing Discrimination and Sexual Violence: Title IX, VAWA & Clery Act for Non-Residential Faculty & Staff -Unlawful Harassment Prevention for Higher Education Staff |
| Dena Abbas Pritchett | Supervisor - Testing Center (SCC) | BA & Masters in Liberal Arts | <ul style="list-style-type: none"> -Collin College-Policies and Acceptance -EEO Laws and Discrimination Prevention for Higher Education -FERPA for Higher Education -Preventing Discrimination and Sexual Violence -Unlawful Harassment Prevention for Higher Education Staff -Certified Proctor CLEP -Certified Proctor ACCUPLACER -Approved distance proctor -Supervisor Training -Conflict Resolution -Director of First Impressions -Motivating Others -Nominated Ambassador Award -You Did What? Training -Student Development Excellence Award -Certificate of Recognition for Women in Transformation Seminar |



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| | | | |
|--------------------------------|------------------------|---|---|
| | | | <ul style="list-style-type: none"> -Debunking the MYTHS of SOBI & DOSD -Non Verbal Communication -Essentials of Leadership |
| James Hamilton | Clerk I-Testing Center | AA General Studies | <ul style="list-style-type: none"> -Collin College-Policies & Acceptance -EEO Laws and Discrimination Prevention for Higher Education -FERPA for Higher Education -Preventing Discrimination and Sexual Violence -Unlawful Harassment Prevention for Higher Education Staff -Certification for ACCUPACER Administration -Certification for CLEP Administration -Certification for Correspondence Testing |
| Tiffany Anne Boyd Enloe | Clerk I-Testing Center | AA & BA in Historical Studies and Literary Studies | <ul style="list-style-type: none"> -Collin College-Policies and Acceptance -ACCUPLACER trained -Banner trained -Director of First Impressions -Offsite TSI Proctor trained -Correspondence Testing trained -EEO Laws and Discrimination Prevention for Higher Education -Unlawful Harassment Prevention for Higher Education Staff -FERPA for Higher Education -Preventing Discrimination and Sexual Violence |
| Sumera Syed | Clerk I-Testing Center | AAS, OSA Child Development Administration of Programs for Children, & BA in Education | <ul style="list-style-type: none"> -Collin College-Policies and Acceptance -EEO Laws & Discrimination Prevention for Higher Education |



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| | | | |
|-----------------------|------------------------|--|---|
| | | | <ul style="list-style-type: none"> -FERPA for Higher Education -Preventing Discrimination and Sexual Violence: Title IX, VAWA & Clery Act for Non-Residential Faculty and staff -Unlawful Harassment Prevention for Higher Education Staff -Certified Proctor CLEP -Certified Proctor ACCUPLACER -Approved distance proctor -Director of First Impressions |
| Mibrak Teklay | Clerk I-Testing Center | AAS in Health Management, Registered Health Information Technician, Comp TIA Project+ | <ul style="list-style-type: none"> -Collin College-Policies and Acceptance -CLEP Certified Proctor -ACCUPLACER Certified Proctor -Approved distance proctor -Collin College Policies -EEO Laws and Discrimination Prevention for Higher Education -FERPA for Higher Education -Preventing Discrimination and Sexual Violence -Unlawful Harassment Prevention -Director of First Impressions |
| Stephen Hatton | Clerk I-Testing Center | AS in Computer Systems, BFA in Music Education, Teaching Certificate-K-12 Music, Teaching Certificate-K-12 Technology Applications | <ul style="list-style-type: none"> -Collin College-Policies and Acceptance -OrgSync Trainer -LDI/LEAD Trainer -Attended 2015 PTK National Convention -Unlawful Harassment Prevention for Higher Education Training -Collin College-Policies and Acceptance -EEO Laws and Discrimination Prevention for Higher Education -Preventing Discrimination and Sexual Violence: Title IX, VAWA and |



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| | |
|--|--|
| | Clery Act for Non-Residential Faculty and Staff -The Clery Act and Campus Security Authorities -CLEP Test Administrator -TSI Test Administrator Certified Proctor (Local and Distance) |
|--|--|

8. DO WE SUPPORT THE SERVICE UNIT WELL WITH FACILITIES, EQUIPMENT, AND THEIR MAINTENANCE AND REPLACEMENT, AND HOW DO WE KNOW?

Orientation

Presently the Conference Center space of each campus is sufficient for scheduled Orientations. There are however, times, especially during the summer months when Orientation has to compete for space on campus due to both academic and non-academic programs.

Facilities Resources

| Room/Office Location and Designation | Description (i.e. Special Characteristics) | Meets Needs (Y or N): | | Describe additional needs for any "N" answer |
|--------------------------------------|---|-----------------------|------------------|--|
| | | Current | For Next 5 Years | |
| Preston Ridge Conference Center | Campus specific location used for group orientation | Y | Y | |
| Central Park Conference Center | Campus specific location used for group orientation | Y | Y | |
| Spring Creek Conference Center | Campus specific location used for group orientation | Y | Y | |

Equipment (\$5,000 or more)

| Current Equipment Item or Budget Amount | Description | Meets Needs (Y or N): | | For any "N", justify needed equipment or budget change |
|---|---|-----------------------|------------------|--|
| | | Current | For Next 5 Years | |
| COMEVO software package | Program used for Orientation registration | Y | Y | |



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Financial Resources

| Source of Funds (i.e. college budget, grant, etc.) | Meets Needs (Y or N): | | For any "N", explain why | For any "N", identify expected source of additional funds if needed |
|--|-----------------------|------------------|--------------------------|--|
| | Current | For Next 5 Years | | |
| College budget | Y | Y | | |

Testing

District-wide guidelines for upgrades/maintenance and replacement of all equipment in the testing centers, orchestrated by Academic Technology and Network Services (ATNS) are followed. As the need for more workstations becomes evident (i.e., long wait times), requests are made to the appropriate Vice-President/Provost.

Increased popularity of web-based testing and the College's growing student population indicate an urgent need to update computers and testing facilities at a faster rate.

Facilities Resources

Central Park

| Room/Office Location and Designation | Description (i.e. Special Characteristics) | Meets Needs (Y or N): | | Describe additional needs for any "N" answer |
|---|---|-----------------------|---------------------|--|
| | | Current | For Next 5 Years | |
| A109 | Testing Center Office | N | N | Area insufficient to properly accommodate equipment, documents, and the flow of staff. |
| A109B | Small Testing Lab | N | N | Not sufficient to meet the needs for web-based testing for Nursing, Allied Health, Fire Science, and peak TSI testing. |



SERVICE UNIT PROGRAM REVIEW

| | | | | |
|-------|-------------------|---|---|-----------|
| A110 | Large Testing Lab | N | N | See above |
| A109A | Supervisor Office | Y | Y | |

Preston Ridge

| Room/Office Location and Designation | Description (i.e. Special Characteristics) | Meets Needs (Y or N): | | Describe additional needs for any "N" answer |
|--------------------------------------|---|-----------------------|------------------|---|
| | | Current | For Next 5 Years | |
| F209 | Testing Center Office | Y | N | Space is not conducive to a stream-lined flow of students in and out of the center |
| F210 | Testing Lab | Y | N | Not sufficient to meet the needs for increased web-based testing, and peak TSI testing. |
| F208 | Supervisor Office | Y | Y | |

Spring Creek

| Room/Office Location and Designation | Description (i.e. Special Characteristics) | Meets Needs (Y or N): | | Describe additional needs for any "N" answer |
|--------------------------------------|---|-----------------------|------------------|---|
| | | Current | For Next 5 Years | |
| J232 | Testing Center Office | Y | Y | |
| J207 | Small Testing Lab | Y | N | Not sufficient to meet the needs for increased web-based testing, and peak TSI testing. |
| J233 | Large Testing Lab | Y | N | See above |
| J225 | Supervisor Office | Y | Y | |



SERVICE UNIT PROGRAM REVIEW

Testing Equipment (\$5,000 or more)

| Current Equipment Item or Budget Amount | Description | Meets Needs (Y or N): | | For any "N", justify needed equipment or budget change |
|---|--|-----------------------|------------------|---|
| | | Current | For Next 5 Years | |
| Central Park | | | | |
| Printer/scanner/copier | Konica Minolta Bizhub 364e | Y | Y | |
| Video Surveillance system- 16 cameras | C540MD2VAI | Y | N | There is a request for additional workstations, therefore the number of cameras needs to be adjusted. |
| Preston Ridge | | | | |
| Video Surveillance system – 24 cameras | IV-DV720LT | Y | Y | |
| Spring Creek | | | | |
| Printer | Konica Minolta Color (not Collin property) | Y | Y | |
| Video Surveillance system – 32 cameras | IV-DC132C | Y | Y | |

Financial Resources

| Source of funds (i.e. college budget, grant, etc.) | Meets Needs (Y or N): | | For any "N", explain why | For any "N", identify expected source of additional funds if needed |
|--|-----------------------|------------------|---|---|
| | Current | For Next 5 Years | | |
| Testing: College Budget | N | N | Additional space for more workstations to accommodate | Revenue is generated from the administration of the tests. As this |



SERVICE UNIT PROGRAM REVIEW

| | | | | |
|--|--|--|---|---|
| | | | web-based testing for many of our Allied Health programs, peak TSI testing periods, including current and future outreach/enrollment in partnerships with Collin County ISD's and Dual Credit students. | currently goes to the general operating budget of the district, it is anticipated that as demands for the services increase, so should the budget allocation. |
|--|--|--|---|---|

Section III. Continuous Improvement Plan

9. GIVEN OUR PRESENT STATUS, HOW DO WE INTEND TO CHANGE IN WAYS THAT HELP US ADVANCE?

Orientation

Strengths:

- Prepares students for advising and registration
- Dynamic content and collaboration across the district
- Student (Orientation Leader) involvement in the Orientation program / presentation. Orientation serves as a personal development opportunity
- There is a logical flow / similarity in both the online and on-campus presentation
- The on-campus Orientation is designed to be interactive
- Orientation reflects the strengths of Collin College

Weaknesses:

- A number of program specific Orientations (Music Department, Culinary Arts, ACCESS) confuse students
- Competing for space/facilities during peak times. During the summer months conference room space is dedicated to week-long conferences
- Seeking additional input from the standing Orientation Committee
- Ability to adequately assess effectiveness of program

SERVICE UNIT PROGRAM REVIEW

Actions:

- Identify baseline student cohort for monitoring and tracking
- Develop means of assessing effectiveness of orientation program, especially taking in to consideration the timing and access to advising
- Conduct a more in depth review of orientation programs at other institutions
- Evaluate role of orientation in a First Year Experience program

Testing

Strengths:

- Serving multiple constituents throughout the district with quality service
- Institutional support for expansion of physical resources needed

Weaknesses:

- Surveillance and equipment upgrades are installed in a reactive response to new mandates
- Limited scalability of services with existing personnel

Actions:

- Keeping abreast of changes in rules and policies concerning testing and assessments, including training for all staff
- Upgrading technology (both equipment and software) to meet the needs of testing programs
- Maintaining facilities and equipment commensurate with the student population growth
- Look for ways to standardize the process for evaluation of equipment and facilities concerning acquisition, upgrades, and updates

10. HOW WILL WE EVALUATE OUR SUCCESS?

Complete the Continuous Improvement Plan (CIP) form that follows. From the discussion in #9, please select and focus on 1 or 2 service unit priorities. The action plan produced by the CIP will begin to be implemented during the next academic year. Include the data summary and findings on which the improvement action is based.



SERVICE UNIT PROGRAM REVIEW

Orientation's Mission: To provide new Collin College students with a welcoming learning opportunity and successful transition to Collin College which will foster student success.

Testing's Mission: The Collin College Testing Centers are committed to providing a high quality of support services to students, faculty, and community. We provide students access to a comfortable, secure test environment designed to facilitate their personal and professional educational goals.

| A. Outcome(s) Results expected in this program | B. Measure(s) The instrument or process used to measure results | C. Target(s) The level of success expected |
|--|--|---|
| Increase student awareness using: SOAR (Student Orientation Advising Registration) – a common Orientation model which easily identifies to everyone involved the purpose and flow of orientation | <ul style="list-style-type: none"> • A pre and post-test learning outcomes assessment • Orientation satisfaction survey | Baseline data to be gathered for 2016-2017 |
| Development of Flight Plan – A personalized guiding tool to direct students from enrollment to individual completion. | <ul style="list-style-type: none"> • Students will compare Flight Plan developed during orientation to degree plan when meeting with advisors | Increase in student satisfactions responses for both orientation and advising student services. |
| Develop standardized evaluation for Testing Center equipment | Collaborate with Business Office and Information Technology for inventory assessment and acceptable shelf life of equipment. | Equipment upgrades will be on a rotation, preventing any loss of service due to machines being out of service. |
| Enhanced testing environment for student comfort | Conduct survey of Testing Center facilities, consulting best practices in facilities operations, management, and design | Increase in Mean score for overall student satisfaction of Testing Center from Spring 2016 results [current 4.67] |



SERVICE UNIT PROGRAM REVIEW

From Part I

| A. Outcomes | D. Action Plan Years 5 & 2 | E. Implement Action Plan Years 1 & 3 | F. Data Results Summary Years 2 & 4 | G. Findings Years 2 & 4 |
|---|---|--|--|-----------------------------------|
| Results expected in this department/program | Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses. | Implement the action plan and collect data | Summarize the data collected | What does data say about outcome? |
| Students are prepared and ready to move to the advising and registration steps of starting at Collin College | | | | |
| Students are aware of the policies they are expected to follow as a member of the Collin College academic community | | | | |
| Students are knowledgeable of campus students support services and campus resources | | | | |
| The Orientation Program will have identified a baseline cohort for persistence tracking | Students identified as FTIC for Fall 2016 have been identified for tracking purposes | | | |
| Testing Centers equipment needs will be operationalized to include retention cycle | | | | |
| The physical space of the Testing Center will be enhanced to support student needs in the areas of technology, security, physical comfort, and timeliness of services | | | | |



SERVICE UNIT PROGRAM REVIEW

Addendum A: Orientation Agenda

| Time | Topic | Time | Topic |
|------------|---------------------------------|-----------|---------------------------------|
| 8:30-9:00 | Registration | 5:00-5:30 | Registration |
| 9:00-9:15 | Welcome & Staff Introductions | 5:30-5:45 | Welcome & Staff Introductions |
| 9:15-10:30 | Roadtrip to Collin College | 5:45-7:00 | Roadtrip to Collin College |
| | Ticket Time | | Ticket Time |
| | Academic Advising | | Academic Advising |
| | Ticket Time | | Ticket Time |
| | CougarWeb & Cougarmail | | CougarWeb & Cougarmail |
| | Tollway/Express Lanes | | Tollway/Express Lanes |
| | Icebreaker | | Icebreaker |
| | Rules of the Road and DOS Intro | | Rules of the Road and DOS Intro |
| | Dean of Students Office | | Dean of Students Office |
| | Campus Resource Skits | | Campus Resource Skits |
| 10:30-11 | Faculty Round Tables | 7-7:30 | Faculty Round Tables |
| 11:00 | Arrived at Your Destination | 7:30 | Arrived at Your Destination |
| 11:00 | Evaluation | 7:30 | Evaluation |
| 11-12:30 | Option A: Advising | 7:30-9pm | Option A: Advising |
| 11-12:30 | Option B: Campus Tour | 7:30-9pm | Option B: Campus Tour |

Addendum B: TSI Assessment Updates

| THECB DIRECTIVES | POINTS TO CONSIDER | POTENTIAL IMPACT ON COLLIN |
|---|---|---|
| <u>§ 4.55 Assessment</u> | | |
| <p>(b) Prior to the administration of an approved instrument in 4.56, an institution shall provide to the student a pre-assessment activity(ies) that addresses at a minimum the following components in an effective and efficient manner, such as through workshops, orientations, and/or online modules:</p> | <p>Format for the Pre-Assessment Activity (PAA). Online vs. Paper-Pencil</p> <p>If we go with online, which software tool do we have that can meet our needs? Blackboard?</p> <p>Incorporate PAA in New Student Orientations?</p> <p>The PAA needs to include a discussion point about the time involved in completing the test, emphasizing the results (course placement) and that the test is not a part of the Admissions process</p> | <ul style="list-style-type: none"> • Immediate need for research, review and implementation to meet August deadline • Significant increase in workload, especially with paper-pencil format • Potential delay in student registration, especially since new TSI is longer • IT's role |
| <ul style="list-style-type: none"> • (1) Importance of assessment in students' academic career; | <p>Possible additional time and money if placed in lower level classes</p> | |
| <ul style="list-style-type: none"> • (2) Assessment process and components, including practice with feedback of sample test questions in all disciplinary areas; | <p>Link to practice questions on College Board site or incorporate into a video</p> | |
| <ul style="list-style-type: none"> • (3) Developmental education options including course-pairing, non-course-based, modular, and other non-conventional interventions; | | |
| <ul style="list-style-type: none"> • (4) Institutional and/or community student resources (e.g. tutoring, transportation, childcare, financial aid); | <p>How will we keep this current?</p> <p>How will this intersect with the QEP?</p> <p>Collin County Cares provides information on their website: http://www.assistancecenter.org/top-how-you-can-help and a paper publication entitled Collin County Cares.</p> | |
| <u>§ 4.58 Advisement and Plan for Academic Success</u> | | |
| <p>(b)(1) Be designed on an individual basis to provide the best opportunity for each student to succeed in obtaining his or her career and/or academic goals. At a minimum, the individual plan shall address:</p> | <p>Additional staff needed to do one on one advising?</p> <p>How will this interact with the QEP?</p> | |

Addendum B: TSI Assessment Updates - continued

| THECB DIRECTIVES | POINTS TO CONSIDER | POTENTIAL IMPACT ON COLLIN |
|---|--|----------------------------|
| <ul style="list-style-type: none"> (A) Career advising; | Career Coach on web | |
| <ul style="list-style-type: none"> (B) Course-based and/or non-course-based developmental education options; | | |
| <ul style="list-style-type: none"> (C) Campus and/or community student support services/resources; | | |
| <ul style="list-style-type: none"> (D) Degree plan or plan of study; | Use ready-made online services or configure Banner to address this? | |
| <ul style="list-style-type: none"> (E) Regular interactions between student and designated point of contact (e.g., advisor, faculty member, peer and/or community mentor, etc.); | Additional staff needed to do one on one advising? How will this interact with the QEP? | |
| <ul style="list-style-type: none"> (F) Registration for next semester/next steps; and | | |
| <ul style="list-style-type: none"> (G) Differentiated placement. | | |
| <u>§4.59 Determination of Readiness to Perform Freshman-level Academic Coursework</u> | | |
| (a) An institution shall determine when a student is ready to perform freshman-level academic coursework using: | "C" or better in highest DE course or successful completion of TSI retest. | |
| <ul style="list-style-type: none"> (1) Developmental education coursework and/or intervention learning outcomes developed by the Board based on the Texas College and Career Readiness Standards and | Reassessment will be required for NCBOs, possibly adding to Testing Center volume. | |
| <ul style="list-style-type: none"> (2) Student performance on one or more appropriate assessments. | | |
| (b) As indicators of readiness, institutions shall consider, as appropriate: | | |
| <ul style="list-style-type: none"> (1) Performance in developmental education. | | |

Addendum B: TSI Assessment Updates - continued

| | | |
|--|---|--|
| <ul style="list-style-type: none"> (2) Performance in appropriate non-developmental coursework. | | |
| <p>(c) A student may retake an assessment instrument at any time, subject to availability, to determine the student's readiness to perform freshman-level academic coursework.</p> | <p>Increased volume in the Testing Centers.</p> <p>Banner will only accept scores once per day, per test.</p> <p>An appropriate fee must be determined and approved</p> | |
| <p>(d) An institution shall, as soon as practicable and feasible, indicate a student's readiness in reading, mathematics, and writing on the transcript of each student.</p> | <p>Looking into the possibility of changing DE grade to "P", upon successful completion of TSI, if taken in the middle of a semester.</p> | |
| <p>4.62— Required Components of Developmental Education Programs</p> | | |
| <p>An institution of higher education must base developmental coursework on research based best practices that include the following components:</p> | | |
| <ul style="list-style-type: none"> (1) assessment; | | |
| <ul style="list-style-type: none"> (2) differentiated placement and instruction; | | |
| <ul style="list-style-type: none"> (3) faculty development; | | |
| <ul style="list-style-type: none"> (4) support services; | | |
| <ul style="list-style-type: none"> (5) program evaluation; | | |
| <ul style="list-style-type: none"> (6) integration of technology with an emphasis on instructional support programs; | | |
| <ul style="list-style-type: none"> (7) non-course-based developmental education interventions; and | | |
| <ul style="list-style-type: none"> (8) course pairing of developmental education courses with credit-bearing courses. | | |

Addendum C: Testing Center Statistics

Testing Center Statistics
(9/1/2015 – 8/31/2016)

| | Central Park | Preston Ridge | Spring Creek | District |
|-----------------------------------|--------------|---------------|--------------|--------------|
| Assessment | 89 | 139 | 284 | 512 |
| Classroom | 4944 | 10453 | 20575 | 35972 |
| CLEP | 47 | 80 | 358 | 485 |
| Correspondence | 131 | 625 | 818 | 1574 |
| Emergency Services Fire Science | 444 | | | 444 |
| Emergency Services Paramedic | 95 | | | 95 |
| Emergency Services Police Academy | 92 | | | 92 |
| ESL | 14 | 31 | 638 | 683 |
| Misc | 43 | 72 | 344 | 459 |
| PSB Allied Health | 181 | | | 181 |
| PSB Nursing | 488 | | | 488 |
| Texas State Fire Exams | 312 | | | 312 |
| TSI | 3538 | 4267 | 8900 | 16705 |
| | 10418 | 15667 | 31917 | 58002 |



SERVICE UNIT PROGRAM REVIEW

Addendum D: TSI Testing Fees Survey

TSI Testing Fees Survey

| Institution Name | Current Pricing | | Anticipated New Pricing | | Comments |
|-----------------------------|-----------------|----------------|-------------------------|----------------|---|
| | Complete | Partial | Complete | Partial | |
| Alamo College | \$29 | \$10/\$10/\$10 | Undecided | Undecided | Note: Additional fee (\$20) for non-Alamo students to take the test. |
| Austin Community College | \$29 | \$10/\$10/\$10 | Undecided | Undecided | |
| Cisco College | \$36 | \$12/\$12/\$12 | \$36 | \$12/\$12/\$12 | |
| Grayson County College | \$40 | \$40 | Undecided | Undecided | |
| Hill College | \$39 | \$39 | Undecided | Undecided | |
| Kilgore College | \$40 | \$20 | \$40 | \$20 | |
| Lone Star College | \$29 | \$10/\$10/\$10 | Undecided | Undecided | |
| North Central Texas College | \$39 | \$39 | Undecided | Undecided | |
| Northeast Texas CC | \$36 | \$15/\$15/\$15 | Undecided | Undecided | |
| Paris Junior College | \$25 | \$15 | \$25 | \$15 | Note: If students go through placement "bootcamp" then retesting is free. |
| Richland College | \$0 | \$10 | \$0 | \$10 | |
| San Jacinto College | \$0 | \$0 | \$0 | \$30 | |
| TAMU - Commerce | \$55 | \$25 | \$40 | \$20 | |
| Tarleton State University | \$30 | \$30 | Undecided | Undecided | |
| Tarrant County College | \$29 | \$29 | \$29 | \$29 | |
| Tyler Junior College | \$35 | \$35 | Undecided | Undecided | Note: Non TJC student \$50 |
| University of North Texas | \$30 | \$30 | \$30 | \$30 | |
| UT - Arlington | \$40 | \$15/\$15/\$30 | \$50 | \$20 | |
| Westherford College | \$25 | \$25 | Undecided | Undecided | |
| Average Costs: | \$31 | \$22 | \$28 | \$22 | |

Addendum E: Service/Program Student Surveys

**Collin Educational Support Services/Programs
Student Survey: Fall 2014
Collin College**

SERVICE/PROGRAM: TESTING CENTER

Table 1. Awareness and use of service/program

| | N | % * |
|-------------------------|-----|-------|
| Aware of Testing Center | 691 | 77.1% |
| Used Testing Center | 523 | 58.4% |

* Percentage out of total respondents (N= 896).

Table 2. Please use a five-point scale to tell us about your experience with the service/program.

| Items | | Response on 5-point scale | | | | | No response | Total | Mean* | SD |
|--|---|---------------------------|------|-------|-------|-------|-------------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | | | | |
| The hours the service/program is available are convenient. (1= Very inconvenient, 5= Very convenient) | n | 14 | 12 | 60 | 123 | 285 | 29 | 523 | 4.32 | 0.974 |
| | % | 2.7% | 2.3% | 11.5% | 23.5% | 54.5% | 5.5% | 100% | | |
| The service was provided in a timely manner. (1= Strongly disagree, 5 = Strongly agree) | n | 7 | 6 | 41 | 112 | 324 | 33 | 523 | 4.51 | 0.815 |
| | % | 1.3% | 1.1% | 7.8% | 21.4% | 62.0% | 6.3% | 100% | | |
| The staff was courteous. (1= Strongly disagree, 5 = Strongly agree) | n | 7 | 9 | 56 | 110 | 312 | 29 | 523 | 4.44 | 0.868 |
| | % | 1.3% | 1.7% | 10.7% | 21.0% | 59.7% | 5.5% | 100% | | |
| The staff was knowledgeable. (1= Strongly disagree, 5 = Strongly agree) | n | 6 | 8 | 44 | 114 | 328 | 23 | 523 | 4.50 | 0.817 |
| | % | 1.1% | 1.5% | 8.4% | 21.8% | 62.7% | 4.4% | 100% | | |
| Overall satisfaction with the service/program. (1= Very unsatisfied, 5 = Very satisfied) | n | 6 | 8 | 54 | 133 | 314 | 8 | 523 | 4.44 | 0.831 |
| | % | 1.1% | 1.5% | 10.3% | 25.4% | 60.0% | 1.5% | 100% | | |

*The means are calculated on a 5-point scale by excluding the "No response" category.

Addendum E: Service/Program Student Surveys – continued

Collin College Service Unit
Faculty/Staff Survey: Spring 2016

SERVICE UNIT: Testing & Placement

Table 118. Awareness and Use of Service Unit

| Service Unit | n | % |
|-----------------------------------|-----|-------|
| Are aware of Testing & Placement* | 419 | 72.9% |
| Have used Testing & Placement** | 164 | 39.1% |

* Percentage out of total survey respondents (N= 575).

** Percentage out of number who are aware of this unit (n= 419).

Table 119. Please use a five-point scale to tell us about your experience with the service.

| Items | | Response on 5-point scale | | | | | Don't know | No response | Total | Mean* | SD* |
|--|---|---------------------------|------|------|-------|-------|------------|-------------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | | | | | |
| The procedures are user friendly. | n | 3 | 4 | 7 | 28 | 112 | 6 | 3 | 163 | 4.57 | 0.854 |
| (1= Strongly disagree, 5 = Strongly agree) | % | 1.8% | 2.5% | 4.3% | 17.2% | 68.7% | 3.7% | 1.8% | 100% | | |
| The procedures are efficient. | n | 3 | 6 | 9 | 24 | 109 | 9 | 3 | 163 | 4.52 | 0.923 |
| (1= Strongly disagree, 5 = Strongly agree) | % | 1.8% | 3.7% | 5.5% | 14.7% | 66.9% | 5.5% | 1.8% | 100% | | |
| My needs were met in a timely fashion. | n | 4 | 2 | 5 | 22 | 125 | 2 | 3 | 163 | 4.66 | 0.820 |
| (1= Strongly disagree, 5 = Strongly agree) | % | 2.5% | 1.2% | 3.1% | 13.5% | 76.7% | 1.2% | 1.8% | 100% | | |
| The staff was courteous. | n | 4 | 1 | 6 | 15 | 131 | 3 | 3 | 163 | 4.71 | 0.795 |
| (1= Strongly disagree, 5 = Strongly agree) | % | 2.5% | 0.6% | 3.7% | 9.2% | 80.4% | 1.8% | 1.8% | 100% | | |
| The staff are knowledgeable. | n | 3 | 3 | 7 | 19 | 125 | 3 | 3 | 163 | 4.66 | 0.814 |
| (1= Strongly disagree, 5 = Strongly agree) | % | 1.8% | 1.8% | 4.3% | 11.7% | 76.7% | 1.8% | 1.8% | 100% | | |
| Overall satisfaction with the unit. | n | 3 | 4 | 8 | 27 | 118 | 0 | 3 | 163 | 4.58 | 0.850 |
| (1= Very unsatisfied, 5 = Very satisfied) | % | 1.8% | 2.5% | 4.9% | 16.6% | 72.4% | 0.0% | 1.8% | 100% | | |

***The mean and standard deviation are calculated on a 5-point scale by excluding the "Don't know" and "No response" category.

Addendum F: Credit by Exam Brochure

LOCALLY ADMINISTERED EXAMS (DEPARTMENTAL)

Credit in certain courses offered at Collin may be earned by department examinations. On the basis of previous training or experience, any student who has reason to believe that he or she can pass an examination in one or more of these courses may be permitted to make application for such examination with the approval of the instructor in each particular department. Students must be currently enrolled or have a transcript on file in order to take departmental exams. Students must pick up the Credit by Exam Form from the Campus Testing Center.

A fee of \$30 is charged for each locally administered examination. A minimum score of 70 is required for credit by examination. An exam score or credit earned is not included in the computation of the grade point average.

For specific information, contact the appropriate department listed below:

BUSINESS AND COMPUTER SYSTEMS

972.377.1900

FINE ARTS

972.881.6162

MATHEMATICS AND NATURAL SCIENCES

972.881.6880

ACADEMIC AFFAIRS/HEALTH SCIENCES

972.648.6679

SOCIAL AND BEHAVIORAL SCIENCES

972.881.6800

INTERNATIONAL BACCALAUREATE DIPLOMA (IB)

The International Baccalaureate Diploma is an international program of courses and exams offered at the high school level.

In keeping with Senate Bill 111 passed in 2005, Collin will award up to 24 hours of course specific college credit in subject appropriate areas on all IB exams scores of 4 or above with an IB Diploma. With an IB certificate or DP Course, the limit of 18 hours (non-traditional credit) will apply. The student must have an official IB transcript sent to Collin College.

For a list of eligible credits for qualifying IB scores, please see our website at:

<https://www.collin.edu/students/ourcampustesting/creditbyexam/ib.html>

For more information, please contact the Director of Testing at 972.548.6773.

Students must contact the Director of Testing Office in order to receive credit for any College Level Examination Program (CLEP), Advanced Placement Examination (AP), International Baccalaureate (IB) or locally administered exam.

Collin College
Attention: Director of Testing Office
Central Park Campus
2200 W. University Dr.
McKinney, TX 75070
972.548.6773



Updated 10/25/16

Collin College is an equal opportunity institution and provides educational and employment opportunities without discrimination on the basis of race, color, religion, sex, age, national origin, disability, veteran status or other legally protected class. In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973, Collin College provides accommodations as required by law to afford equal educational opportunities to all people.

**CREDIT
by
Exam**

2016-2017

Advanced Placement Program

College Level Examination Program

Locally Administered Exams

International Baccalaureate Diploma



SERVICE UNIT PROGRAM REVIEW

CREDIT BY EXAMINATION

Collin College awards college credit on the basis of a variety of departmental and nationally available examinations.

The examinations utilized are:

- 1) The Advanced Placement Examination (AP) of the College Board
- 2) The College Level Examination Program (CLEP) of the College Board
- 3) Departmental Examinations
- 4) International Baccalaureate (IB)

Credit by examination is subject to the following general limitations:

- 1) Must be a currently enrolled student or enrolled within the past 12 months at Collin.
- 2) A combined total of 18 hours of credit earned by examination may be transferred.
- 3) The student must have completed 6 hours of traditional course work at Collin prior to credit by exam being transferred.
- 4) Credit by examination may not be earned in any course for which the student has previously received a grade either at this institution or elsewhere. (Grades of "F" or "W" are included.)
- 5) Credit previously applied at another institution of higher education does not automatically transfer to Collin.
- 6) Credits earned by examination are not included in the computation of grade point average.
- 7) Collin will award up to 24 hours of course specific college credit in subject appropriate areas on all IS exams with diploma.

Credit will be awarded according to the policies in place at the time the exam is taken.

ADVANCED PLACEMENT EXAMINATION (AP)

Beginning freshmen who have received college level training in secondary school and who have scores of 3, 4, or 5 on the appropriate Advanced Placement Examination will be granted, on request, placement and credit for comparable courses at the college. After enrolling, students must complete six semester hours at the college before credit is given.

The student must contact the Director of Testing Office to request AP credit be applied to his/her record. This process is not automatic upon receipt of the College Board Score Report.

The AP College Code for Collin is 1551.

| AP Examination | Collin Equivalent |
|------------------------------------|--|
| Art General (2-D or 3-D) | ARTS 1311 |
| Art Drawing | ARTS 1316 |
| Art History | ARTS 1303 |
| Biology | BIOL 1405-1407 |
| Calculus (AB) | MATH 2413 |
| Calculus (BC) | MATH 2413 (score of 3) MATH 2413 and 2414 (score of 4 or 5) |
| Chemistry | CHEM 1411 and 1412 |
| College Composition Modular | ENGL 1301 |
| Computer Science A | COBC 1436 |
| Economics (Macro) | ECON 2301 |
| Economics (Micro) | ECON 2302 |
| English Language and Composition | ENGL 1301 (score of 3) ENGL 1301 and 1302 (score of 4 or 5) |
| English Literature and Composition | ENGL 1301 (score of 3) ENGL 1301 and 1302 (score of 4 or 5) |

| AP Examination | Collin Equivalent |
|-----------------------------------|--------------------|
| Environmental Science | ENVR1401 |
| European History | HIST2311 and 2312 |
| French Language | FREN1411 and 1412 |
| German Language | GERM 1411 and 1412 |
| Government & Politics US | GOVT 2305 |
| Human Geography | GEOG 1302 |
| Music Theory | MUSI 1311 |
| Physics 1 | PHYS 1401 |
| Physics 2 | PHYS 1402 |
| Physics O/Mechanics | PHYS 2425 |
| Physics O/Electrical and Magnetic | PHYS 2426 |
| Physics B (Historical) | PHYS 1401 and 1402 |
| Psychology | PSYC 2301 |
| Spanish Language | SPAN 1411 and 1412 |
| Statistics | MATH 1342 |
| US History | HIST 1301 and 1302 |
| World History | HIST 2311 and 2312 |

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

The Registrar's Office certifies credit earned on a CLEP Subject Examination with a score at or above the minimum score for credit (see table following). For CLEP credit to be certified at Collin, a student must have completed a course with Collin within the last 12 months and have earned at least 6 hours with Collin.

Collin College will not replace an existing grade with CLEP credit, including a grade of "W". Please note a course must be dropped before the census date to avoid a "W" grade.

Exam scores may be sent to any institution that the student requests. Each institution determines its own policies regarding CLEP examinations, required scores, and credit given. The student is responsible for contacting the institution where scores are being sent to determine which exams are required. A candidate can register and pay for a CLEP exam at <http://clep.collegeboard.org/started>. The candidate will create an account, pay for the exam fee, and print out a ticket for the test on this site.

A \$15 administration fee payable to Collin College is also required. CLEP exams are given by appointment only. For information concerning scheduling and test selection, please contact the Testing Center at: SCC at 972.881.5922, PRC at 972.377.1522, or OPC at 972.548.6849.

Listed at right are the CLEP Subject Examinations for which a student may receive credit at Collin. Examinations are 90-minute multiple-choice objective tests. The Subject examination in College Composition Modular also has a 90-minute essay section, which is required by some colleges. Students must check with the institution that they are planning to attend for its requirements. Collin requires the essay section. If the essay section is attempted for credit at Collin College, the score will be weighted as follows:

| | |
|-----------------|------------|
| Essay section | 70 percent |
| Multiple-choice | 30 percent |

The CLEP College Code for Collin is 2250.

| Subject Examinations | Collin Course No. | Semester Hrs. Credit | Minimum Score For Credit |
|---------------------------------------|------------------------------|----------------------|--------------------------|
| BUSINESS | | | |
| Financial Accounting | ACCT 2301 | 3 | 50 |
| Introductory Business Law | BUSI 2301 | 3 | 50 |
| Principles of Management | BMGT 1327 | 3 | 50 |
| Principles of Marketing | MRKG 1311 | 3 | 50 |
| Principles of Macroeconomics | ECON 2301 | 3 | 50 |
| Principles of Microeconomics | ECON 2302 | 3 | 50 |
| COMPOSITION AND LITERATURE | | | |
| American Literature | ENGL 2327-2328 | 6 | 50 |
| Analyzing and Interpreting Literature | ENGL 2342-2343 | 6 | 50 |
| College Composition Modular | ENGL 1301 | 3 | 50 |
| English Literature | ENGL 2322-2323 | 6 | 50 |
| SCIENCE AND MATHEMATICS | | | |
| Biology | BIOL 1405-1407 | 8 | 50 |
| Chemistry | CHEM 1411-1412 | 8 | 50 |
| College Algebra | MATH 1314 | 3 | 50 |
| Pre-Calculus | MATH 2412 | 4 | 61 |
| Calculus | MATH 2413 | 4 | 50 |
| FOREIGN LANGUAGES | | | |
| French Language | FREN 1411-1412 | 8 | 50 |
| | FREN 1411-1412 and 2311-2312 | 14 | 59 |
| German Language | GERM 1411-1412 | 8 | 50 |
| | GERM 1411-1412 and 2311-2312 | 14 | 60 |
| Spanish Language | SPAN 1411-1412 | 8 | 50 |
| | SPAN 1411-1412 and 2311-2312 | 14 | 63 |
| HISTORY AND SOCIAL SCIENCES | | | |
| American Government | GOVT 2305 | 3 | 50 |
| History of the US I | HIST 1301 | 3 | 50 |
| History of the US II | HIST 1302 | 3 | 50 |
| Human Growth & Development | PSYC 2314 | 3 | 50 |
| Introductory Psychology | PSYC 2301 | 3 | 50 |
| Introductory Botology | BOCI 1301 | 3 | 50 |
| Western Civilization I | HIST 2311 | 3 | 50 |
| Western Civilization II | HIST 2312 | 3 | 50 |

Addendum G: How to Get Score Reports Brochure

CLEP SCORE REPORTS

If you did not indicate a score recipient institution at the time of your exam and you want to request your CLEP scores, you can do so by ordering a CLEP Transcript. This Transcript is a cumulative score report of all the CLEP exams you have taken and the scores you earned in the last 20 years. There is a \$20 fee per transcript request.

To obtain a CLEP transcript, you may download the Transcript Request Form at:
<https://secure-media.collegeboard.org/digitalServices/pdf/clep/clep-transcript-request-form.pdf>

Mail the completed form with your payment to CLEP:
 CLEP Transcript Services
 P.O. Box 6600
 Princeton, NJ 08541-6600

Phone: 800.257.9558 (8 a.m. to 6 p.m., ET, Monday-Friday) if ordering with a credit card (American Express, MasterCard or VISA only).

Transcripts for Military Personnel:
 Military personnel should call 877.471.9860 (toll free) or 651.603.3012 to order a military transcript or visit <http://clep.collegeboard.org/military> to download a transcript request form. There is a fee of \$30 for each military transcript.

Please include:

- Completed Transcript Request Form
- \$30 for each requested transcript
- Name and date of birth
- Exam title, test center, and test date
- Where you want the transcript sent

CLEP College Code for Collin is 2290.

INTERNATIONAL BACCALAUREATE TRANSCRIPT

An official IB transcript is required to obtain credit at Collin for IB exams. Transcripts may be ordered by mail or online with a debit/credit card for payment.

Students may request up to three universities (one of which may be a U.S. institution) free of charge within the first three months after an exam session.

Questions about transcripts should be directed to the IB transcript officer at:
transcripts.ibid@ibo.org


To have an official IB electronic transcript sent to Collin:
https://rrs.ibo.org/replacement_orders/index.cfm

The following information is required on the form:

- Select "Request for results to Institutes of higher education"
- Select "United States"
- Select "Texas"
- Select "Collin College—Central Park Campus"
- Click "Add" transcript request
- Enter the visual code and make payment.

Collin College Contact info:

Susan Miller - Director of Testing
smiller@collin.edu
 2200 W. University Dr.
 McKinney, TX 75071
 Phone: 972.548.6773
 FAX: 972.548.6577




11/12/16
10161-1798

How to Get Score Reports

Information compiled from testing company website
postings on September 14, 2016.

Prepared by the
TESTING DEPARTMENT
at



SERVICE UNIT PROGRAM REVIEW

AP SCORE REPORTS

The score reporting services listed below are available to students. Students can order their score report by contacting AP Services:

AP Services
P.O. Box 6671
Princeton, NJ 08541-6671
Phone: 212.632.1780 or toll free at 888.225.5427
Fax: 610.290.8979

When Requesting Scores

Be sure to include the following information with each of your requests:

- Your full name, home address, phone number, gender, date of birth, AP number(s), and social security number
- Name and address of your school
- Full name of the exams for which you are requesting additional score reports and the year(s) you took the exam(s)
- A credit card number and expiration date, or a check or money order for the exact amount due. Make checks and money orders payable to AP Exams
- The name, city and state, and four-digit college code(s) of the college(s) you would like to receive your report
- A signature from you or your parent/guardian

Scores Online

You can view your AP scores online and submit an online request for additional score reports for colleges, universities, and scholarship programs. You will not receive scores in the mail. Visit apscore.org to learn when you can access your scores.

Additional Score Reports

If you are unable to use the online score reporting system to send additional score reports to colleges, universities, or scholarship programs, you can mail or fax a signed, written request with payment to AP Services. Note: faxed requests must include a credit/debit card number and expiration date. Mailed requests must include a check or money order payable to AP Exams. The fee for standard delivery is \$15 per report and will be delivered within 14 business days. Requests with rush processing are \$25 per report and are processed within two working days from the day they are received.

Archived AP Scores

Complete the Archived AP Scores Request Form and mail or fax it to AP Services. The fee is \$25 per college. Archived AP Score Reports are mailed via first-class mail within seven to ten business days after AP Services receives the request, and a confirmation copy will be sent to your home address.

AP College Code for Collin is 1951.

SAT SCORE REPORTS

In addition to the score reports you chose to send when you registered for the SAT, you can send score reports at any time from your "MySAT" account.

The time frames for score delivery vary based upon each institution's method of receiving scores. Please remember an additional week may be needed for the score recipients to process your scores once they receive them. There is a fee for sending score reports after registration. However, if you are a fee-waiver-eligible student, you may have additional flexible score report credits.

Score Choice gives you the option to choose which scores (by test date for the SAT and by individual test for SAT Subject Tests™) you send to colleges—in accordance with an institution's stated score-use practice.

Four score sends are included free with your registration. If you choose to send more than four, or to send scores outside the registration time period, you will be charged \$11 per score send. If you are a fee-waiver-eligible student, you may have additional flexible score report credits.

You can request your score reports to be sent using Rush service. Once your request is received, rush reports are typically sent to institutions within 2 business days (not counting holidays and weekends). Rush reporting is only available for scores that have already been released.

Additional Information

Your official printed score report will be mailed to you, your high school, and to colleges and scholarship programs designated on your Registration Form about five weeks after the test.

Online requests can be made at:

<http://sat.collegeboard.com/scores/sending-scores>

A fee of \$12 per report applies.

For telephone requests:

866.756.7346

An additional fee of \$15 applies. NOTE: this service does not send scores to colleges any earlier.

SAT College Code for Collin is 1951.

ACT SCORE REPORTS

REGULAR REPORT is a complete report that is processed within one week after your request is received. ACT delivers these to colleges and agencies you've selected depending on their preferred schedule, at least every two weeks.

Fees (effective 9/1/16 through 8/31/17)

Tested after 9/1/2014—\$12 per test date per report

Tested before 9/1/2014—\$35 per test date per report

(includes a nonrefundable \$23 archived scores fee)

PRIORITY REPORT is normally processed two working days after ACT receives your request and usually delivered three to four business days later.

Fees (effective 9/1/16 through 8/31/17)

Tested after 9/1/2014—\$16.50 per test date per report

Tested before 9/1/2014—\$39 per test date per report

(includes a nonrefundable \$23 archived scores fee)

Notes:

- If you tested before September 1, 2014, those score reports have been archived. Archived reports cost \$23 more per report and take an additional working day to process. The additional fee covers the cost of searching for archived reports and is nonrefundable, even if no scores are located.
- Once you submit your request, by any method, it cannot be changed or canceled.
- Priority reports can be sent only within the United States and include only your identifying information and scores, but not career planning and educational background information.
- As standard follow up, colleges and agencies that receive your priority report will also receive your complete report when ACT sends more student reports—at least every two weeks.

Online requests can be made at:

www.act.org/content/act/en/products-and-services/the-act/your-scores.html

For telephone requests:

319.337.1270

ACT College Code for Collin is 4046.

Addendum H: TSIA Frequently Asked Questions Brochure

**Partial Exemptions
from the TSIA**

A student with an ACT Composite Score of 23 (or higher) is exempt from TSI Math with an ACT Math score of 19 (or higher) even though the ACT English may be less than 19. A student with an ACT Composite Score of 23 (or higher) is exempt from TSI Reading and TSI Writing with an ACT English score of 19 or higher, even though the Math may be less than 19. Scores must be less than 5 years old. (College Code 4046)

A student with a new SAT qualifying score of 480 Evidence-Based Reading & Writing is exempt from TSI Reading and TSI Writing. A student with a SAT Math score of 530 or above is exempt from TSI Math. This exemption is for SAT administration after March 1, 2016. (College Code 1951)

A student with an old SAT I combined Reading and Math score of 1070 (or higher) is exempt from TSI Math with a SAT Math score of 500 (or higher) even though the SAT Reading may be less than 500. A student with a combined Reading and Math score of 1070 (or higher) is exempt from TSI Reading and TSI Writing with a SAT Reading score of 500 (or higher) even though the SAT Math may be less than 500. Scores must be less than 5 years old. This exemption is for SAT administration prior to March 2016. (College Code 1951)

A student with a TAKS Math score of 2200 (or higher) is exempt from TSI Math. A student with a TAKS English Language Arts score of 2200 with a TAKS Writing sample of 3 is exempt from TSI Reading and TSI Writing. The TAKS English Language Arts component is "all or nothing." In other words, a student with a TAKS English Language Arts score of 2200 with a TAKS Writing sample of 2 is NOT exempt from either TSI Reading nor TSI Writing. Scores must be less than 5 years old.

A student with a STAAR Algebra II level 2 (score of 4000) is exempt from TSI Math. A student with a STAAR English III score of level 2 (score of 4000) is exempt from TSI Writing and Reading. Scores must be less than 5 years old.

All test scores must be documented on an official document (transcript). Faxes, student score reports, or Xerox copies are not considered official.

**May I register for classes pending
the arrival of my official scores?**

YES, YOU CAN!

Once your application has been processed by Admissions, you may submit a Conditional TSI Compliance Contract (CTCC) and an *unofficial* copy of your qualifying scores to:

The Director of Testing Office by email at vrsmith@collin.edu or by fax at 972.548.6577 or

Academic Planning / Advising (must be in person)

or

Admissions (must be in person)

This contract will allow an additional 30 days for your OFFICIAL TSI documentation to arrive!

The CTCC can be found on www.collin.edu.

Search "CTCC"!



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

Updated 11/15/16

10182-17PB

**TSIA
Frequently
Asked
Questions**

Prepared by the

TESTING DEPARTMENT

at



What is the Texas Success Initiative Assessment (TSIA)?

The Texas Success Initiative (TSI) is a program designed to determine if a student is ready for college-level course work in the general areas of reading, writing and mathematics. This program will also help determine what type of course or intervention will best meet the student's needs and to assist in becoming better prepared for college-level course work.

Who must take the TSI Assessment?

Unless otherwise exempt or waived, all degree-seeking students registering at a Texas public college or university must take the TSI Assessment.

Why is the Pre-Assessment Activity (PAA) required prior to taking the TSI Assessment?

This activity reiterates the importance of the TSI Assessment, provides information about options if the minimum passing standard is not met, and also includes a practice test and feedback immediately upon completion. The Certificate of Completion for this activity is required to take the TSI Assessment.

When do I have to take the TSI Assessment?

The assessment must be taken before you can enroll in any college-level course at any Texas public institution of higher education.

How do I register and pay for the TSI Assessment?

The TSIA is available to all incoming Collin students. Payment for the TSIA can be made on our website at www.collin.edu.

A student needing a partial TSIA must see an Advisor

to receive a Testing Referral Form, specific to the areas needed to complete the TSI requirement.

The student will take the receipt for payment, the PAA Certificate of Completion, and the Testing Referral Form, if applicable, to the Testing Center. Walk-in testing is available within the following start times for ALL campuses:

| | | |
|----------------------|------------------------|--------------|
| Spring Creek Campus | J232 | 972.881.5922 |
| Preston Ridge Campus | F209 | 972.377.1522 |
| Central Park Campus | A109 | 972.548.6849 |
| Monday - Thursday | 8:00 a.m. - 4:00 p.m. | |
| Friday | 9:00 a.m. - 11:00 a.m. | |
| Saturday | 8:00 a.m. - Noon | |

Are calculators allowed for the TSI Assessment?

No calculators are allowed to be brought in to the testing room. A calculator is provided within the testing program, as appropriate.

What happens if I do not pass all three sections of the TSI Assessment?

Students who initially fail to be placed at college level on a portion of the TSI cannot take a college-level course in the failed subject area until they complete the required developmental courses and/or successfully retest. *Dual credit students are not permitted to take developmental courses while in a high school program.*

For additional questions about the Pre-Assessment Activity (PAA) or the TSI Assessment (TSIA), please contact:

The Director of Testing Office at 972.548.6773 or by email at TSI_Info@collin.edu.

Full Exemptions from the TSIA

A student is exempt on the basis of new SAT scores, administered after March 2016, (less than 5 years old) with a minimum qualifying score of 480 Evidenced-Based Reading & Writing and 530 Math. This exemption is for SAT administrations after March 1, 2016. (College Code 1951)

A student is exempt on the basis of old SAT I scores, administered prior to March 2016, (less than 5 years old) with a minimum qualifying combined score of 1070, utilizing Reading and Math only, with at least 500 Reading and at least 500 Math. This exemption is for SAT administrations prior to March 1, 2016. (College Code 1951)

A student is exempt on the basis of the ACT (less than 5 years old) with a minimum qualifying score of 23 composite, with at least 19 English and at least 19 Math. (College Code 4046)

A student is exempt on the basis of high school exit level TAKS (less than 5 years old) with a minimum qualifying score of 2200 Math and 2200 English Language Arts with Writing sub-score of 3.

A student is exempt on the basis of high school end of course STAAR (less than 5 years old) with a minimum qualifying score of level 2 English III (score of 4000) and level 2 Algebra II (score of 4000).

TSI exemption given by another Texas public institution. Official transcript must be on file to document exemption.

A student has an associate degree or higher from a United States regionally accredited institution.

Transfer student from a U.S. private or out-of-state regionally accredited institution with three or more credit level hours (C or better).

A student who on or after August 1, 1990, was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member of a reserve component of the armed forces of the United States. Must provide a copy of DD214 to document exemption.

A student who is enrolled in a workforce certificate program of one year or less (42 or fewer semester credit hours or the equivalent)

A non-degree-seeking student