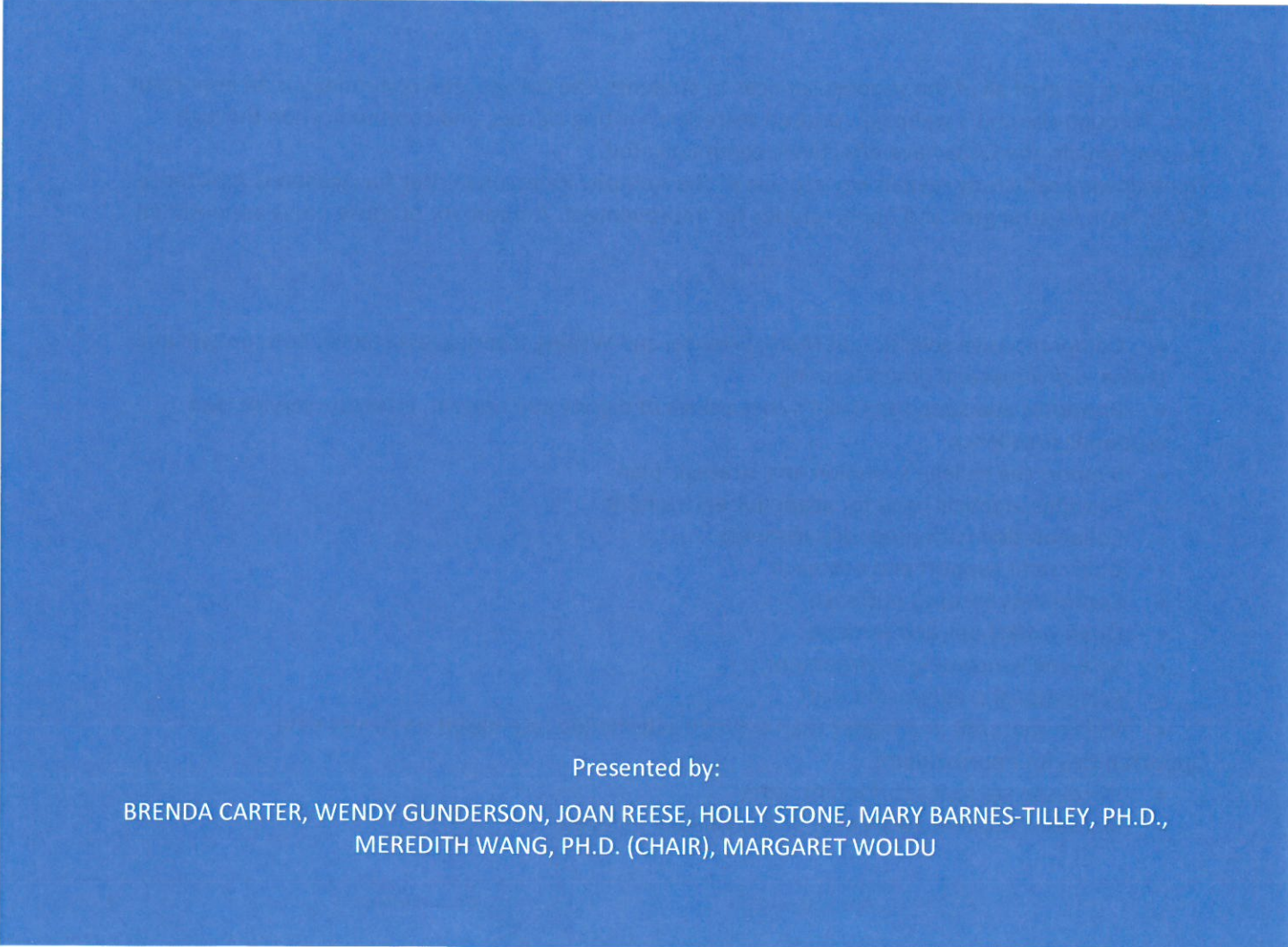




ANTHONY PETERSON CENTERS FOR ACADEMIC ASSISTANCE PROGRAM REVIEW

Presented by:

BRENDA CARTER, WENDY GUNDERSON, JOAN REESE, HOLLY STONE, MARY BARNES-TILLEY, PH.D.,
MEREDITH WANG, PH.D. (CHAIR), MARGARET WOLDU



EXECUTIVE SUMMARY:

The purpose of the CAAs is to offer students a variety of free services to support their academic success. The CAAs provide academic support related to a comprehensive selection of specific subjects as well as support for math and writing skills required across the College's coursework. The CAAs also offer support related to personal effectiveness strategies such as time-management, study skills, and mental health and well-being. These supports are available to community members on a limited basis, though student access is prioritized.

Like all Collin College academic and student services, the CAAs are governed by relevant sections of SACSCOC's (Southern Association of Colleges and Schools Commission on Colleges) 2018 Principles of Accreditation. The support the CAAs provide is consistent with the College's mission, "Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect."

Beyond connection to the College's mission, the CAA services support the **College's Strategic Plan 2020 Vision** – particularly the strategic goals to: (1) Increase outreach and streamline pathways from high schools, (2) Emphasize student achievement and streamline pathways to four-year colleges and universities, and (3) Create an increasingly welcoming environment for students, community members, faculty and staff.

Communication of all of the support services to students, the college, and community is an important task. Through the unit's webpage, printed materials, visiting classes, and communication through student emails, the CAAs have effectively communicated.

The following self-study reveals key aspects of the Anthony Peterson Center for Academic Assistance (CAA), both its strengths and opportunities for improvement. A summary of those areas are outlined below.

Strengths:

- Comprehensive selection of Math, Science, and Writing tutoring/assistance, both on-site and online, individual and group tutoring
- Promotes and supports Collin's core values of dignity and respect, integrity, service, and academic excellence
- Support the college's mission and strategic plan
- Provides practical tools for academic enrichment
- Collaboration with other departments
- Dual credit support and outreach
- Community focused outreach
- Open workshops and seminars
- Safe and welcoming environment
- Professional credentialed staff
- Visible footprint and higher than average satisfaction rate based on survey data

Opportunities for improvement:

- Increased student satisfaction rates
- Increased student awareness of all available services

- Expanded service hours
- Updating of physical structures, furniture, and technology
- Consolidation of physical space for units currently separated
- Expansion of physical footprint and full-time staff to better accommodate a growing student population
- Need for consistent standards for conduct and professionalism across service unit
- Decreased noise level and distraction

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

Section I. Are We Doing the Right Things?

1. WHAT DOES YOUR SERVICE UNIT DO?

Purpose of the Anthony Peterson Centers for Academic Assistance (CAAs)

Historically, Collin's main campuses have each had separate units for student writing and Math assistance – the Writing Centers and Math Labs. In 2017, following a gift from adjunct Math faculty member Anthony Peterson, these services were consolidated into The Anthony Peterson Centers for Academic Assistance (CAAs), now located on the McKinney, Plano, and Frisco Campuses, in A104 & C220, D203, and LH141 & F148, respectively. Writing and Math support services are consolidated under a single campus manager at the McKinney campus while writing and Math components operate under different leadership at the Plano and Frisco campuses.

The purpose of the CAAs is to offer students a variety of free services to support their academic success. The CAAs provide academic support related to a comprehensive selection of specific subjects as well as support for Math and writing skills required across the College's coursework. The CAAs also offer support related to personal effectiveness strategies such as time-management, study skills, and mental health and well-being. These supports are available to community members on a limited basis, though student access is prioritized.

In order to support the diverse scheduling needs of Collin's student population, the CAAs provide evening and weekend hours (see current schedules below). In addition, select services such as subject specific tutoring and writing consultant appointments can be accessed virtually, allowing students to receive support off-campus and after CAA hours.

McKinney Center is open Monday through Thursday 9 a.m. to 8 p.m., Fridays 9 a.m. to 5 p.m., and Saturdays 9 a.m. to 1 p.m.

Frisco Center is open Monday through Thursday 9 a.m. to 8 p.m. and Fridays and Saturdays 9 a.m. to 4 p.m.

Plano Center is open Monday through Thursday 8:30 a.m. to 8 p.m., Fridays 8:30 a.m. to 5 p.m., and Saturdays 8 a.m. to 5 p.m.

Overview of CAA Products and Services

The comprehensive variety of academic assistance and resources provided by the CAAs include:

- On-site group tutoring specific to subjects (such as natural sciences and Math) and courses (such as co-requisite Developmental English)
- Online subject-specific tutoring for subjects including Biology, Chemistry, Anatomy and Physiology, Algebra and Calculus
- Virtual writing consultant appointments hosted online through accounts with WOnline (Writing Center Online)

- In-person appointments with Writing Center consultants
- Walk-in support from Math tutors
- Open-seating study areas
- Computers to print and access internet, college resources including Collin Library, MS Office suite, and software used in courses
- Pharos Printing System
- Graphing calculators
- Textbooks used in Math classes
- Style guides and grammar guides needed for college-level writing
- Subject specific printable hand-outs
- TSI Prep Questions
- Open workshops and seminars on a wide variety of special topics
- Collaboration with multiple departments, including English, Speech, Math and Biology, to offer seminars on high-demand topics

In order to enhance student awareness of the CAA's many services and resources, a variety of communication methods are used (See Section II).

Relevant Regulatory Standards and Collin's Compliance

Like all Collin College academic and student services, the CAAs are governed by relevant sections of SACSCOC's (Southern Association of Colleges and Schools Commission on Colleges) 2018 Principles of Accreditation. SACS principles relevant to the CAAs and all Collin academic and student services are provided below.

SECTION 12: Academic and Student Support Services

Student success is significantly affected by the learning environment. An effective institution provides appropriate academic and student support programs and services, consistent with the institution's mission, that enhance the educational and personal development experience of students at all levels; contribute to the achievement of teaching and learning outcomes; ensure student success in meeting the goals of the educational programs; and provide an appropriate range of support services and programs to students at all locations. Qualified and effective faculty and staff are essential to implementing the institution's goals and mission and to ensuring the quality and integrity of its academic and student support programs and services. An effective institution has policies and procedures that support a stimulating and safe learning environment.

1. The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (Student support services) [CR]

2. The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution. (Student support services staff)

(Source: SACSCOC 2018 Principles of Accreditation)

As noted, the purpose of the CAAs is to offer students a variety of free academic support services and resources to augment their academic success. This support is consistent with the College's mission, "Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect." In order to develop skills,

students are provided instruction in the classroom reinforced with additional support and resources from the CAAs.

The CAAs provide a wide range of programs, services, and activities, including support for Math and writing skills required across the college's coursework, as well as other academic subject-specific tutoring. Assistance is offered in both face-to-face and online formats to reach the maximum number of students. In addition to tutoring services, the service units also offer programs focusing on time-management, study skills, bystander intervention strategies, and mental health and well-being, consistent with the College's mission of developing skills and strengthening character.

The institution also ensures an adequate number of academic and student support services staff with appropriate education or experience populate the CAAs. Hiring practices across the district are consistent with minimum education and experience requirements. Further, support from the CAAs is available every day of the week, evening and weekend hours, on-site and/or online, to serve all students and community members.

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

Connection of the CAAs to the College Mission

Collin College's *mission statement* is "Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect." Collin College's CAAs support the College's mission to be both student and community-centered. The wide variety of services described above are designed specifically to support student achievement by developing skills, strengthening character, and challenging the intellect.

As discussed above, data from the Spring 2019 Student Satisfaction Surveys administered by Institutional Effectiveness demonstrates that the CAAs are serving, or reaching, students at the following rates (full 2017 and 2019 results found in Appendix A):

- 74.7% of respondents reported being aware of the Writing Centers
- 55.7% of respondents reported using the Writing Centers
- 65.9% of respondents reported being aware of the Math Labs
- 49.6% of respondents reported using the Math Labs

In terms of the College's mission to be community-focused, community members may access CAA support, though enrolled students are prioritized. For example, writing appointments not booked by students are open to community members. On Plano Campus, the CAA recently assisted a local resident with revisions to his memoir. Similarly, community members may use walk-in Math support. Additionally, all CAA workshops are open to members of the public, who may access the workshop schedules on the CAA web sites and via flyers made available throughout each campus. Staff support community awareness of available CAA services through outreach activities such as visits to current College dual credit sites. During outreach, staff focus on creating awareness of services students can access while still enrolled in high school courses such as extra Math and writing support and Texas Success Initiative (TSI) test preparation.

While awareness of the CAAs is relatively high among students, regular use of the CAAs by students does reveal room for improvement. A review of qualitative comments from the Spring 2019 Student Satisfaction Surveys reveals a few comments about the inadequacy of weekend (e.g., Sunday) and evening hours, so this perceived shortage could be a potential barrier for part of the student population. It should be noted though, that students generally did report being satisfied with the convenience of the CAAs' hours (4.55 for the Math Labs; 4.58 for Writing Centers) and that the CAAs do offer on-site evening and Saturday hours, though the potential extension of in-house availability could be examined. While online services currently provide a support option when the CAAs are closed, the potential to expand on-site weekend and evening hours should be explored, based on student feedback.

Moreover, both qualitative and quantitative data from students illustrates that students are satisfied with the service provided by the CAAs. Based on Spring 2019 Student Satisfaction Surveys, students rate their overall satisfaction with the Writing Centers at 4.55 and overall satisfaction with the Math Labs at 4.43 (on a 5-pt scale). While these rates are strong, they do suggest areas for improvement in student satisfaction. A review of the qualitative comments reveals several comments regarding the CAA environment (concerns about space, noise, distraction, etc.), personnel customer service skills, and knowledge/tutoring skill of personnel (including providing specific, helpful feedback). Consideration of strategies for enhancing these aspects of service may prove useful.

As emphasized in Collin's mission statement, the CAAs' programming represents commitment to "developing skills, strengthening character, and challenging the intellect." The focus of the CAAs is supporting student development of skills needed to reach their academic goals. By providing a wide range of services, the CAAs support development of writing skills, reading skills, and mathematical skills. In addition, the CAAs support student success in specific courses and contribute to the development of students' character through providing workshops on study skills, stress reduction, and time-management.

CAA Connection to College's Strategic Priorities

Beyond connection to the College's mission, the CAA services support the ***College's Strategic Plan 2020 Vision*** – particularly the strategic goals to:

- Increase outreach and streamline pathways from high schools
- Emphasize student achievement and streamline pathways to four-year colleges and universities
- Create an increasingly welcoming environment for students, community members, faculty and staff

In terms of ***increasing outreach and streamlining pathways from high school***, CAA staff engage in outreach activities to inform Collin dual credit students and faculty as well as area high school students of the CAAs' available services and resources. Between Spring 2019 and Fall 2019, district CAA managers conducted a total of approximately 30 individual classroom visits and 9 all-day informative seminars at various dual credit sites. See Appendix A for itemized list of informative visits at district dual credit sites during 2019. To target current dual credit students, information is included in dual credit information packets distributed to enrolled students as well as included in course syllabi. Comprehensive information about services is also available on the CAA web site. Dual credit faculty are informed of CAA resources at dual credit faculty orientations and information sessions. As discussed previously, dual credit students may access any resource available to a Collin College student. Available evening, weekend, and virtual offerings help ensure access to resources for this

population of students.

The CAAs also support the College's strategic priority to ***emphasize student achievement and streamline pathways to four-year colleges and universities***. The CAAs' purpose is to offer free support services such as tutoring, consulting and seminars that enhance student success and aid them in achieving their academic goals which in turn promotes successful completion and transfer. In particular, writing services are useful to students needing to prepare essays for transfer applications. Although direct evidence of the impact of utilizing support services on students is not currently available, it stands to reason that a link does exist between use of these resources and student success. By the next program review cycle, actions will be taken to describe this impact with data. The Spring 2019 Student Satisfaction Surveys, however, do reveal that students use these services and are satisfied with the quality of service received.

The CAAs maintain an environment which supports the College's strategic priority to ***create an increasingly welcoming environment for students, community members, faculty and staff***. CAA management train staff to acknowledge visitors promptly and listen attentively to students' needs and concerns in order to suggest the best resource. Spring 2019 Student Satisfaction Surveys reveal that most students are satisfied with the services provided by the CAAs. Qualitative comments from in-house surveys reveal many positive comments about interactions with CAA staff. This positive interpersonal experience combined with available study tools and resources and open study areas, encourage students to use the CAAs frequently. While currently available data does not document return rates of individual students, Satisfaction Surveys do reveal strong rates of usage. Qualitative feedback from in-house surveys does indicate that students return to visit specific consultants or tutors and, in general, make routine use of this resource.

In short, the CAAs are firmly tied to the College's current strategic plan and priorities.

3. WHY DO WE DO THE THINGS WE DO?

CAAs' Purpose

The purpose of the CAAs is to support students' pursuit of their academic goals through providing services and resources that bolster skills needed to succeed in courses across the curriculum. CAA resources and services are also available to the community, though access for currently enrolled students is prioritized. While CAA support has traditionally focused on writing and Math skills, additional assistance on specific subject areas and courses is also increasingly available. Although data directly tying CAA usage to outcomes such as retention, persistence and completion does not exist, it stands to reason that without these resources, student success would suffer. Describing the linkage of CAA usage to outcomes such as retention, persistence and completion is a future goal for the CAAs. Anecdotally, based on in-house surveys, students who make use of the various support systems provided by the CAAs tend to feel more confident in their academic success and do return to use the services.

A primary reason for the CAAs services is to extend the amount of in-depth, one-on-one support available to students. Although faculty members support students both in and outside the classroom, through office hours and individual appointments, faculty are unable to provide a high number of contact hours to each individual student, due to student/instructor ratio. The CAAs, therefore, augment classroom instruction through services that support student mastery of skills. Services are available during evening and weekend hours. The CAAs ensure access to content related to topics such as citation styles and rules, study skills, mental health and well-being, and time management – all of which promote student success.

Evolution of the CAAs Over the Five-Year Cycle

In 2017, following a gift from adjunct Math faculty member, Anthony Peterson, the Writing Centers and Math Labs were re-named the Anthony Peterson Centers for Academic Assistance (CAAs). CAAs on Frisco and Plano campuses continue to operate the Writing Center and Math Labs as separate, independent services. On the McKinney campus the CAA operates under centralized campus leadership. Over the five-year cycle, additional changes have sought to provide students with targeted support necessary to their success. Most, but not all, of the services below are available on the three major campuses.

New and expanded services since the last review cycle include:

- Implementation of services specific to Developmental Education, such as corequisite tutoring
- Extension of subject-specific tutoring to include new subjects such as Economics, Accounting, Environmental Science, and Reading
- Increased tutoring in specific subject areas including Biology
- Discontinuation of asynchronous writing consulting through Dropbox due to concerns about effectiveness
- Enhancement of synchronous virtual writing tutoring through WCOonline
- Implementation of virtual Math and Science tutoring through WCOonline
- Initiation/increased collaboration with other service units and departments such as Developmental Education, Student Enrollment Services, Library, and various academic disciplines
- Initiation of seminars for dual credit students, based on the College's growing dual credit population
- Increased outreach visits to classrooms and dual credit sites, to increase faculty and student awareness of available resources
- Continued/increased hosting professors' office hours in the CAAs

Potential Results of Discontinuing/Outsourcing CAA Resources

Discontinuation and/or outsourcing of the CAAs' services and resources will negatively impact student success and is not recommended by this review committee.

As previously discussed, the CAAs' resources and services exist to support students in reaching their academic goals. Hands-on support from Math and writing staff, free seminars, and available resources such as style manuals, and Math textbooks all support student success by supplementing individual support provided by faculty. Although direct evidence is not currently available to link individual student use of the CAAs' services with student success, the Satisfaction Survey data cited in Section 1 indicates that the typical respondent was aware of these resources, used the resources and was highly satisfied with the services and resources received. Consideration of discontinuing resources students consider valuable to their academic success is not advised.

Although students can receive extra support from faculty members through office hours and individual appointments, the CAAs extend the amount of individual support available to students beyond what faculty can provide. The CAAs' services extend and supplement what faculty members can provide. The CAAs, therefore, ensure each student may access the amount of extra support needed to reach their goals.

Currently, the CAAs outsource tutoring services through NetTutor to provide student support outside CAA hours of operation. While NetTutor has proved a viable option for extension of services, the Satisfaction Surveys discussed in Section 1 have demonstrated a student preference for receiving in-person, on-site support. On top of student preference, additional outsourcing raises concerns about ensuring quality of personnel and ability to respond to student need quickly and efficiently. Currently, the hiring process allows screening to ensure CAA staff are highly-qualified to provide the most effective support to students. This also helps assure compliance with SACSCOC standards. Once onboarded, Collin CAA staff are trained in effective student support strategies, customer service strategies and topics unique to Collin such as Dean of Students and SOBI processes. Available CAA staff can be scheduled according to patterns of student need, to ensure available face-to-face support for students. Schedules may be altered as patterns shift, sometimes mid-semester. In Math labs, current and former students also serve as peer tutors, which provides a unique opportunity for students to serve as positive academic role models. Outsourcing these positions could hinder the College's ability to screen and recruit the best personnel, ensure their preparation to provide the best service, and decrease CAAs' flexibility to schedule in a way which responds to constantly-changing patterns of student need. As a worse-case scenario, lack of available on-site support could lead students to seek outside tutoring services, which can be expensive and place an unnecessary financial burden on the student.

In addition to providing academic support, the CAAs also provide a physical space for students to study and access resources, all while contributing to the College's goal of providing a welcoming environment for both students and community members. The CAAs provide computer software and hardware, as well as calculators, textbooks and other resources that an outsourced online support service would not provide. Extensive outsourcing could eliminate the CAAs' physical space and, by extension, student access to these resources. Moreover, the reduction of physical CAA space could eliminate locations for hosting the CAAs' many seminars, which support students in specific courses and in a variety of academic and personal effectiveness skills. In all, this would work against Collin's goals to support student success while providing a welcoming environment.

In short, this review body does not recommend increased outsourcing of CAA services due the variety of potential negative impacts of students.

Resources Involved in CAA Service Delivery Versus Value to College –

This review committee analyzed the resources involved in providing CAA services, versus the value to students and the College. We conclude that the College receives a good value as compared to their resource expenditure. However, increased investment in key areas may improve overall value to both students and the College.

The resources involved in the delivery of the CAAs services are largely personnel related – the salaries, benefits, pay rates, and time/effort of the full- and part-time personnel spread across the District. Resources such as the physical campus space utilized, supplies and equipment, contracts with outside vendors such as WOnline and NetTutor, and facility/equipment maintenance costs also contribute to the expense of operating the CAAs. The value to students is enormous, as they can access academic support on a consistent basis, including when the CAAs are physically closed and outside hours their professors are physically available on-campus.

Offering increased full-time staff positions in the CAAs, and fewer part-time staff positions, might increase value to both the College and students. While a few long-time part-time staff members are employed by the CAAs, the typical part-time CAA staff member is seeking a permanent full-time position at the College or elsewhere and leaves their part-time CAA position when such a position is secured. Continued turnover poses a challenge in providing high-quality service in addition to periodically creating gaps in service due to sudden resignations. This turnover of part-time staff results in intense training needs which occupy staff time that could be used supporting students. Though the CAAs have yet to create a standardized district training program, which is a goal for this program review cycle, CAA managers report that at least two weeks of training and shadowing are required before staff can effectively work independently. Completing orientations and trainings occasionally for planned, permanent full-time hire would mitigate the frequency with which this training must be completed while reducing coverage gaps in the CAAs.

Another challenge is the mandate to maintain compliance with the Teacher Retirement System of Texas (TRS) regulations on staffing of part-time faculty and staff, which can reduce the ability to utilize part-time CAA staff when responding to sudden changes in scheduling needs. Since TRS limits part-time staff to a specific number of work hours each month, and regulates the amount of months in each fiscal year a part-time staff member may exceed these limits, overtime must be carefully scheduled and planned to maintain compliance. Moreover, individuals formerly retired from within the TRS system are limited to the same number of weekly hours, but unable to work overtime at any point. While working within these limits is important and achievable, it does limit the CAAs ability to address sudden coverage issues using part-time staff. In that full-time staff have more easily flexed schedules, additional full-time staff would help promote consistent coverage of the CAAs by helping managers respond to unforeseen scheduling conflicts and challenges.

Effectiveness of CAA Communication with Other Campus Service Units

The CAAs communicate with faculty in many different disciplines, although much of the communication is with the Mathematics and English departments on the campuses. Since the last review of this unit, communication with academic disciplines has expanded. For example, the CAAs have worked with Developmental Education faculty and leadership to plan and initiate support services for students enrolled in the Developmental English and Math courses.

Changing service offerings combined with influx of new students and turnover in faculty require the CAAs to promote their services and resources on an ongoing basis. As previously discussed, outreach strategies to students and the community include classroom visits, information included in course syllabi, CAA web sites, and information included in dual credit student information packets. Additional methods of promotion to faculty members include presentations at Division faculty meetings, presentations at adjunct faculty meetings, and direct email promotion to faculty and campus academic leadership. Physical communication around campus, through posters and display boards, also promote the CAAs services to the campus community. In that the CAA web site is such an important method of informing students and the campus community about the CAA services and resources, this review team recommends conducting a full review of the CAA web site and revising materials as needed to ensure a clear and informative experience for web site visitors.

Potential Alternate Methods of CAA Service Delivery –

The CAAs currently contract with outside entities, including Writing Center Online (WOnline) and NetTutor, to provide virtual writing consulting and tutoring appointments. Virtual services support

populations who may be unable to visit campus, such as fully-online students, and help extend services after CAA hours. While the College could consider increased contracting with these types of services as an alternate to physical, on-campus services, this review committee does not recommend this for several reasons. These include students' stated preference for the on-site services and high current student usage of the on-site services. Campus CAAs contribute to the welcoming environment emphasized by Collin's current strategic plan. Moreover, maintaining Collin-employed CAA staff allows Collin to ensure the best qualified staff (an important factor in meeting SACSCOC accreditation standards) as well as to provide consistent training to ensure quality service district-wide. Moreover, in-house staff allow CAA managers the flexibility to adjust schedules and services to adapt to changing student needs. While the launch of Collin College's Virtual Campus may require a re-examination of how the district provides virtual support services for students, this review committee recommends maintaining or increasing current amounts of Collin staff.

Review of Peer Institution Service Delivery

As part of this review process, the review committee conducted a survey of student support service delivery at two nearby peer institutions – Tarrant County Community College District (TCCCD) and Dallas County Community College District (DCCCD). This review reveals some key differences in how services are organized and delivered. The feasibility and appropriateness of implementing these strategies at Collin College may be considered.

Review of TCCCD Student Support Services

TCCCD provides similar academic support as Collin College. TCCCD's academic support services include – advising, library support, labs and group tutoring, and supplemental instruction. Tutoring and labs are available on each of TCCCD's six campuses. A review of the services provided, as well as their locations, reveals that, unlike Collin, tutoring and support for different skill types and academic areas are spread across the campuses. For example, the Northwest Campus offers labs and tutoring for ten specific skills and/or subject areas all of which take place in a separate physical location. While the subjects for which support is provided are largely similar to what Collin provides, TCCCD does offer Veteran-to-Veteran Tutoring as well as tutoring specifically for ESL students. Like Collin, TCCCD provides virtual support options. For example, students can access online tutoring 24/7. An interesting service TCCCD provides which Collin does not is online career services support.

Of interest during the review of TCCCD was the structure for their supplemental instruction. Supplemental instruction is in its beginning phases at Collin, so this information is of particular interest at this juncture. TCCCD uses a supplemental instruction model in which sessions are offered on a structured schedule to support specific courses. Supplemental instruction sessions are led by students who have formerly performed well in that specific course. Student leaders work with students enrolled in the course to help them compare notes, discuss class content, study for the course, and predict exam items. The intent is to learn the specific course's contents and boost grades in that specific course while also honing general success skills such as study strategies and organization. Based on TCCCD's web site, they have observed average grades of one letter grade higher for students participating in supplemental instruction as opposed to those who do not participate in supplemental instruction.

Also of interest is TCCCD's (Students Targeting and Reaching Success) STARS program. This program is described as helping students transition into college and succeed in college. The program additionally

provides students support to address challenges to their success, including financial challenges, through helping educate students about effectively managing money.

Review of DCCCD Student Support Services

A review of DCCCD's web site reveals similar services to those offered by Collin, but some additional services that Collin does not offer. Student support services are described on the "services and resources" web page, and categorized into – do well in class, get help along the way, stay healthy and safe, and get connected online. In terms of student success resources, DCCCD features tutoring services, both online and on-site, similar to Collin. Tutoring is available on a drop-in basis as well as one-on-one and virtually. Based on the institution web site, DCCCD does not seem to offer supplemental instruction programs.

Of interest are two programs DCCCD offers called the Success Coach program and the TRIO program. The Success Coach program offers students a variety of online resources related to college success skills, such as how to adjust to college, how to register, and how to prepare for and succeed in class. Students can also access Success Coaches on each of DCCCD's main campuses. Success Coaches are available in person or via email and phone, Monday-Friday, 8:00 a.m. to 5:00 p.m.

The TRIO program is billed as helping students overcome class, social, and cultural barriers to success in college. TRIO is available on four of the district's main campuses and targets low-income, first generation, and differently abled students. Services provided include tutoring, mentoring, study skills workshops, scholarships, academic advising, including transfer support, career counseling, and assessment test preparation guides. Services exist for students preparing for college, enrolled in college, and beyond. For example, TRIO Upward Bound works with high school students to help prepare them for success in college through providing resources such as tutoring, test preparation, help completing FAFSA paperwork, and exposure to cultural events. There is also a specialized track for veterans entering or returning to college. Students must apply and be accepted into TRIO, though the District does also seem to recruit in area K-12 schools through the TRIO Talent Search Program.

Insights from Benchmark Review of Peer Institutions

Based on a review of peer institutions' services, the basic services offered are largely the same as Collin College. Some interesting themes from reviewing peer institution services are the below:

- Student-led student support services and tutoring
- Emphasis on supplemental instruction over traditional tutoring
- Cohort-based student support units, sometimes based on course enrollment or high school enrollment
- Integration of academic support services, career services and general personal effectiveness/study skills services
-

While these methods of service delivery may not best serve Collin's specific needs and population, additional investigation may determine if they could, or should, be successfully implemented at Collin.

4. HOW DO WE IMPACT STUDENT OUTCOMES?

Unit Influence on Student Outcomes

The CAAs exist to aid in student retention and completion, an important focus of the 2020 Vision plan. Currently, most of the data available analyzes student awareness of the CAAs, self-reported use of the CAAs, and satisfaction with the CAAs. Available records do not currently allow for analysis of impact on student retention, persistence, and completion. While the CAAs' results are positive when considering overall awareness, use, and satisfaction, a goal for this program review's CIP will be to incorporate measures that include analysis of service impact on students. This addition will allow leadership to consider how well the CAAs fulfill their mission.

Qualitative feedback from in-house surveys conducted by the CAAs also highlights satisfaction with available services (e.g., "I am impressed with what is currently available."), with staff customer service skills (e.g., "The lady who answered the phone was great. She walked me through [setting up a virtual muse appointment] step by step."), and with expertise of the consultants (e.g., "I was thankful to review the basics of writing a paper. I needed help refocusing on how to organize my research paper."). While not currently quantifiable with district-wide data, it stands to reason that the current high use of the CAAs supports student outcomes. See Appendix B for complete in-house surveys for the district.

Service Unit Influence on Student Environment and Safety

The CAAs support Collin's current strategic priorities related to safety and creating a welcoming environment by contributing to both priorities in a positive manner. The CAAs strive to enhance students' campus experience through an emphasis on safety and by creating a welcoming environment. Both the CAAs' physical configurations and personnel training support these priorities.

CAA personnel work to maintain a safe environment for students, and the physical set up of the CAAs reflects that desire. Managers' offices are located inside the CAAs to facilitate rapid response to emergency situations. In order to support appropriate crisis response, CAA staff attend SOBI/Dean of Students training to learn which concerns should be directed to SOBI and how to refer concerns to the Dean of Students. Staff are also informed about counseling center locations and instructed as to when and how to refer students. Student assistants and CAA front desk personnel are provided emergency contact training, and emergency contact materials are posted at all front desks. To further facilitate rapid response in a crisis, signs with emergency contact numbers and room location details are posted in the CAAs, as they are in all classrooms on campus. First aid kits are available in each CAA. As discussed previously, hiring additional full-time CAA staff would enhance student safety, as CAA leadership's ability to ensure thorough safety training would be enhanced.

CAA personnel work to ensure that the CAAs are not only safe, but welcoming and positive environments. Welcome signs are posted and students are encouraged to visit the CAAs to work with experts or use available study spaces. A variety of subject tutors are available and subjects and schedules are posted online, in handouts and flyers, on notice boards, and in CAAs to encourage students to use facilities and return for further assistance. In order to maintain an open, welcoming, and friendly environment, staff are trained to immediately acknowledge visitors, to greet everyone with a smile, and to promptly respond to questions. Students with appointments are directed to their tutors. Telephone calls are answered and returned in a timely manner, and hold times are kept to a

minimum. Full-time staff or CAA managers address student concerns immediately and follow-up as needed. Evening and weekend hours in the CAAs ensure that evening and weekend students receive the same welcome as students who visit campus during day-time hours.

In short, the CAAs contribute positively to the College's strategic priority to offer a safe and welcoming environment for all campus constituents.

Although we have identified some opportunities for further growth and development, over-all the service unit performs well and meets or exceeds the rigorous standards required by the accrediting agency. The unit also upholds and instills Collin College core values and supports the mission and strategic plan developed by the College.

Section II. Are We Doing Things Right?

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

The purpose of the CAAs is to offer students a variety of free services to support their academic success in a variety of subject areas. Additionally, the CAAs offer support related to personal effectiveness strategies such as time-management, study skills, and mental health and well-being. As such, communication of all of the support services to students, the college, and community is an important task. Through a variety of ways, the CAAs have effectively communicated with these groups. These include communication through the unit's webpage, printed materials, visiting classes, and communication through student emails.

The first way the CAAs communicate is through the unit webpages, monitored by the managers. Maintenance of websites is performed on a semester basis, with updates throughout the semester, as needed. The managers work together to provide one place for students to view service unit general information while also providing links to specific individual campus centers. Managers verify the service unit hours of operation, semester dates, and post campus closings. They also upload semester workshop flyers, tutor availability, and subject tutoring times. With a recent website-wide update, accessing information about the service units has become more confusing resulting in students clicking through at least three links to access specific information about each unit. A review of the webpage is needed to help make student access to these pages more user friendly.

The second way that the CAAs effectively communicate is through printed materials (hard copy elements outlined below). All printed literature is updated to reflect the variety of support options available to students and community members through the three CAAs during their operating hours. Additionally, based on student feedback, literature includes days and times faculty hold office hours in the CAAs and group tutoring sessions. Managers post printed materials around campuses and on the webpage in order to attract the largest number of students to the weekly seminars and workshops. Locations outside of the CAAs include information desks, student engagement boards, academic division boards, New Student Orientations, and Adjunct Faculty meetings and in offices. Flyers are also imported into Faculty Canvas pages for students. In the last few years, managers have been collaborating with seminar presenters from various departments to make sure presentations do not overlap in order to provide students with the most choices. Consolidating information in this way ensures that students receive fewer notifications yet more information helpful to supporting both their retention and completion plans.

All campus CAAs take actions to receive feedback from students, including on the effectiveness of

various literature in reaching students and meeting their needs. For example, the CAAs administer nightly surveys to all students who used WOnline that day, either online or in-house. Questions focus on the student's experience, if they intend to return, and how they learned about the Center. This last item allows the Center to determine which literature is most effective in reaching students and adapt or direct resources accordingly. Surveys also include an item in which the student can ask to be contacted directly if they wish to provide feedback on the CAA. Similarly, all attendees to CAA workshops/seminars throughout the semester complete an exit survey in which they report how they learned about the workshop. Students can also express feedback or concerns in-person by request at the CAA front desk, to the CAAs' generic email address as publicized on the CAA web sites, or via phone. All CAAs strive to respond to student concerns within two business days. A recent example of CAA response to student feedback is the creation of a Group Tutoring flyer listing all campus math and science tutoring options as well as an easy to carry postcard with all tutoring listed by subject, since students had specifically requested a resource summarizing all available campus tutoring in one location. In general, this student feedback allows the CAAs to determine which literature is most effective in reaching students as well as to adapt and direct resources according to students' expressed need. For example, student feedback from workshops/seminars is used to increase offerings of workshops students consider most beneficial and helpful, while seminars with a less positive response can be de-prioritized.

Third, managers and key staff members effectively communicate by visiting classes, including dual credit classes, and provide the students literature about the variety of support options provided by the CAAs. Many students in the dual credit high school classes aren't immediately aware of the services that Collin provides both onsite and online. Providing students with timely and detailed literature helps to steer them more effectively toward obtaining all the tools Collin provides for accelerating academic success. Finally, the CAAs effectively communicate regularly through student emails. In order to eliminate multiple student email notifications, one manager is designated to distribute monthly announcement emails to students through students' Collin email addresses. The manager compiles a condensed list of all service unit seminars and workshops and then prepares the email to provide accurate, timely, and relevant information to all students.

Following is a breakdown of hard copy elements managers create and maintain to inform students about the Centers:

- Brochures include relevant phone numbers, website links, email contact information, room locations, and hours of operation for each unit
- Bookmarks with relevant contact data and hours of operation
- Colorful and informative trifold and flyers outlining the seminars/workshops available each semester
- Pedagogical handouts provide an extension of the information from tutor conferences and math sessions, and students are encouraged to take them to use off campus. Folders uploaded to student computers in the units offer electronic copies students may print as well. Examples of available handouts are "MLA Parenthetical Citations," "How to Write about Art," "Uses of the Comma," "Asymptotes," "Function Transformations," and "Trigonometry Definitions."

Unit Literature Review Table

Title	Type (i.e. URL, brochure, handout, etc.)	Date of Last Review/Update		Responsible Party
Literature	Brochure	10/22/2019 (as required)	x Current x Accurate x Relevant x Available	CAA Manager
Literature	Bookmarks	08/14/2019	x Current x Accurate x Relevant x Available	CAA Manager
Literature	Seminar Flyers	10/24/2019 (weekly)	x Current x Accurate x Relevant x Available	CAA Manager
Literature	Handouts	10/14/2019 (monthly)	x Current x Accurate x Relevant x Available	CAA Manager
Literature	Discipline-focused journals for ongoing professional development	10/19/2019 monthly	x Current x Accurate x Relevant x Available	CAA Manager

Technology	WOnline Nightly Surveys www.mywconline.com	10/23/2019 (daily)	x Current x Accurate x Relevant x Available	CAA Manager
Technology	Cougarmail Student email @cougarmail.collin.edu	09/10/2019 (every semester)	x Current x Accurate x Relevant x Available	CAA Manager
Technology	Social Media https://www.facebook.com/collinwritingcenters	10/19/2019 (weekly)	x Current x Accurate x Relevant x Available	CAA Manager
Technology	Online Academic Calendar http://calendar.collin.edu/EventList.aspx?fromdate=10/24/2019&todate=11/22/2019&view=Summary	10/04/2019 (every semester and as needed)	x Current x Accurate x Relevant x Available	CAA Manager
Technology	Campus-wide & District-wide Faculty/Staff email @collin.edu	10/04/2019 (as needed)	x Current x Accurate x Relevant x Available	CAA Manager
Technology	WOnline client mass email https://collin.mywconline.com/f_admin.php?type=MASSEMAIL	10/21/2019 (weekly + as needed)	x Current x Accurate x Relevant x Available	CAA Manager
Technology	WOnline appointment scheduler www.collin.mywconline.com https://collincpc.mywconline.com/ https://collin.mywconline.net/	10/24/2019 (hourly)	x Current x Accurate x Relevant x Available	CAA Manager
Technology	Individual email responses to student surveys @cougarmail.collin.edu	10/22/2019 (as required)	x Current x Accurate x Relevant x Available	CAA Manager
Technology	Individual Collin College website web pages: Math Lab: https://www.collin.edu/studentresources/mathlab/	09/27/2019 (as required)	x Current x Accurate x Relevant x Available	CAA Manager
Technology	Individual Collin College website web pages: Writing Center: https://www.collin.edu/studentresources/writingcenter/	10/11/2019 (as required)	x Current x Accurate x Relevant x Available	CAA Manager
Promotional/ Marketing Communication	Logo Pencils Logo Rulers Logo Pens Logo notebooks Logo backpacks Logo cell phone wallets	08/19/2019 (3-4x/yr.)	x Current x Accurate x Relevant x Available	CAA Manager
In-person Marketing/ Communication	Information table	10/17/2019 (throughout semester)	x Current x Accurate x Relevant x Available	CAA Manager
In-person Marketing/ Communication	Classroom visit	10/29/2019 (as requested)	x Current x Accurate x Relevant x Available	CAA Manager

In-person Marketing/Communication	In-class seminar	10/25/2019 (as requested)	<input checked="" type="checkbox"/> Current <input checked="" type="checkbox"/> Accurate <input checked="" type="checkbox"/> Relevant <input checked="" type="checkbox"/> Available	CAA Manager
-----------------------------------	------------------	------------------------------	--	-------------

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

Partnership Resources Table

Partner/Organization	Description	Formal Agreement Duration, if any	Briefly explain the Partnership's Value to Service Unit
Dual Credit	Assist dual credit high school students with Math and Writing support: Online and on-site appointments, class visits, in-class and on-campus seminars and workshops.	Agreement consists of one to two-year contracts with each high school, with two-year predominating.	Mutually beneficial partnership. Increases visibility of Centers and enrollment adds to student contact numbers. For example, student contacts for dual credit students total 3692 in-house appointments across all campuses since 2015.
Library	Reference librarians have collaborated every semester with the Writing Center to enhance support for teaching students reference strategies and research tools.	None	This partnership is invaluable to the Writing Centers as an enrichment to the breadth of their seminar and workshop offerings and it increases visibility of the CAAs and student support.
Study Skills	The Developmental Math and Writing Department collaborate yearly to present subject specific workshops and seminars through the CAAs. They have covered subjects such as "That Pesky Punctuation," and "TI graphing calculator: Beyond the basics" specifically to support developmental students.	None	Including Developmental Study Skills Seminars in the list of offerings the CAAs already create each semester increases the reach of the CAAs to all students requesting/needing extra assistance in their courses and helps provide a variety of subjects from which to choose.
English Department	Professors from the English Department volunteer their time and expertise every semester, including Winter, May, and Summer, to present workshops and seminars in all things Writing and research. The English Department supports our service unit by asking us to visit their classes, give in-class seminars, and by encouraging their students to make use of the Writing Center regularly. The partnership is a long and equally beneficial one.	None	When professors volunteer their time and expertise to collaborate with the Writing Center, they not only experience a closer relationship with staff members, but they can see for themselves the value of our services close at hand. Those who work directly with us to support students' learning also reap the benefits of better engagement of their own students with the service unit. Communication between departments is enhanced resulting in more student participation. Anecdotally, when students use CAAs, their overall scholastic success is usually improved.

Co-requisite Math Professors/Embedded Tutors	Math tutors embedded into corequisite courses are hired through a Coordinating Board grant. These tutors support professors and students by providing extra assistance while their presence allows for smaller groups of students per lesson taught.	This is a grant funded pilot program. The grant monies end in August 2021, and in order to keep the program viable, other monies will have to be secured through increasing service unit budgets.	When non-embedded, tutors work in the CAAs and other designated areas on campus to assist co-requisite students with math assistance one-on-one. The tutors also give occasional open workshops through the CAAs on key course concepts which increase the CAAs visibility and add to student success.
Math Department	The Collin College Math Lab partners with full-time faculty to provide academic support and resources outside the classroom to currently enrolled students and community members. The Math Lab is staffed with degreed professionals, and full-time faculty assist students in the lab as well. The Math Lab hosts several faculty-led review sessions each semester for students and interested community members.	None	A mutual partnership with the Math Department improves communication of Collin's Core Math Curriculum. The Math Lab provides outside classroom support by employing degreed professionals to tutor students while collaborating with the faculty to follow the curriculum from the classroom. The Math Lab partners with faculty in offering students Math Review Sessions each semester before final exams.
Weekend College	The Service Unit provides tutoring services on-site and virtually during the evening and Saturdays. Virtual hours for writing assistance are available on Sundays. Unit managers ensure that evening and weekend faculty are informed about service unit availability, including Math and Writing tutors, workshops, and in-class visits.	None	Providing services to students and faculty on campus in the evenings and weekends is invaluable for those who are not traditional students. The Service Unit emphasizes to all students that services are available to them seven days, on campus or by virtual appointment.

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

Employee Resources

Employee Name	Campus	Role in Unit	Professional Development since Last Program Review**
Penny Aguirre	Plano	Tutor III Writing Ctr	Staff Development 09/16, 09/17, SOBI 09/19, Online Tutor Training 09/19
Olivia Andrews-Beard	Plano	Tutor III Writing Ctr	Staff Development 09/16, 09/17, 09/18 North Texas Writing Center Association Conference 04/15, 04/18
Laura Blankenship	Plano	Tutor III Writing Ctr	Staff Development 09/16, 09/17, 09/18, SOBI 09/19
Chip Cullum	Plano	Tutor III Writing Ctr	Staff Development 09/16, 09/17, 09/18, SOBI 09/19
Patrick Dennis	Plano	Tutor III Writing Ctr	Staff Development 09/16, 09/17, 09/18, SOBI 09/19
Julie Gavran	Plano	Tutor III Writing Ctr	Staff Development 09/16, 09/17, 09/18, SOBI 09/19

Anne Griffin	Plano	Tutor III Writing Ctr	Staff Development 09/16, 09/17, 09/18, SOBI 09/19
Joe Guy	Plano	Tutor III Writing Ctr	Staff Development 09/16, 09/17, 09/18, SOBI 09/19
Peter (Jay) Ingrao	Plano	Tutor III Writing Ctr	Staff Development 09/16, 09/17, 09/18, SOBI 09/19, 11/15 South Atlantic Modern Language Association Conference 03/17 South Asian American Studies Conference 05/17, 05/19 American Library Association Conference 02/18 Society for Study of Southern Literature Conference
Saba Khan	Plano	Tutor III Writing Ctr	Staff Development 09/18, SOBI 09/19, Online Tutor Training 09/19
Parvin Kujoory	Plano	Tutor III Writing Ctr	Staff Development 09/16, 09/17, 09/18, SOBI 09/19
Karen Long	Plano	On leave Tutor III	Staff Development 09/16, 09/17, 09/18, SOBI 09/19
Gay Lynn Millerman	Plano	Tutor III Writing Ctr	Staff Development 09/16, 09/17, 09/18, SOBI 09/19
Jonathan Peoples	Plano	Tutor III Writing Ctr	Staff Development 09/16, 09/17, 09/18, SOBI 09/19
Joani Reese	Plano	Manager, Plano Writing Center	Staff Development Meetings 09/16, 09/17, 09/18, SOBI 09/19 International Writing Center Association Conference 10/15, 10/16, 11/17, 10/18, 10/19 Association of Writers and Writing Programs Conference 02/14, 04/16, 02/17, 03/18, 03/19 Conflict Mgmt. 04/16 Canvas Training 08/16, 08/18 Director of First Impressions 02/17, 03/18 Trends in Teaching Composition Conference 10/15, 10/18 Texas Center for Working Class Studies 02/19 General Communication Concepts 12/17 Director of First Impressions 03/18 HR Training 06/18 English Dept. Hiring Committee 07/18 Faculty Development Conference 08/18 Mentor Training 01/19 Supervisor Training 05/19 Practical Employee Relations for Leaders 05/19 Customer Service in Higher Education 06/19 Co Requisite INRW tutor meetings & roundtables 02/19, 04/19, 07/19, 08/19,

			10/19 Member Association of Writers and Writing Programs, International Writing Center Association, South Central Writing Center Association
Mark Smith	Plano	Tutor III Writing Ctr	Staff Development 09/16, 09/17, 09/18
Kris Springate	Plano	Tutor III Writing Ctr	Staff Development 09/16, 09/17, 09/18, SOBI 09/19

Katherine Wallis	Plano	Tutor Writing Ctr	Staff Development 09/16, 09/17, 09/18, SOBI 09/19 Director of First Impressions 02/17, 03/18 International Writing Center Association Conference 10/16, 11/17, 10/18 North Texas Writing Center Association Conference 04/15, 10/16, 04/18 Trends in Teaching Composition 10/18 Working Class Studies Conference 02/18 Embedded INRW classroom tutor 02/19 - 05/19 In-house Training, Science Writing Collaborative 10/19
Juan Gurrola	Plano	Embedded co-requisite Tutor II Writing Ctr	College Reading and Learning Association Certification 01/18, 03/18, 04/18 Tutor Level I Certification – 04/18, 08/18, 09/18, 10/18, 01/19 Tutor Level II Certification – 01/19, 03/19, 04/19 INRW Review 10/19
Andrea Martinez	Plano	Embedded co-requisite Tutor II Writing Ctr	Certification: Pedagogy and Professional Responsibilities 08/18, English Language Arts and Reading 10/18 INRW Review 10/19
Frank Irby	Plano	Tutor V Instructional	Staff Development 09/18, SOBI 09/19
Angie Deane	Plano	Tutor IV Instructional	Anatomy & Physiology Review 06 – 08/17 Statistical Exam Review 12/18 Staff Development 09/18, SOBI 09/19 Online Tutor Training 09/19
Mark Lovil	Plano	Tutor IV Instructional	Staff Development 09/18, SOBI 09/19, Online Tutor Training 09/19
Shaima Khan	Plano	Tutor V Instructional	Staff Development 09/18, SOBI 09/19
Jim Hallmark	Plano	Tutor II Math Lab	10/17 WebAssign Training 01/18 My MathLab Training 10/18 ACCESS Training 08/17 Canvas Training
Mike Kavanaugh	Plano	Tutor II Math Lab	10/19 In-house Training, Science Writing Collaborative
Dennis Keeton	Plano	Director, Plano Math Lab	05/19 HR Training 05/19 Campus Roundtable 01/19 Canvas Training 05/19 Cornerstone Training 10/18 ACCESS Training 02/17 Director of First Impressions

Steve Rowley	Plano	Tutor II Math Lab	10/19 In-house Training, Science Writing Collaborative
Bryan Valenzuela	Plano	Full Time Math Lab Instructor	09/19 Online Tutor Training
Chang-Feng Wan	Plano	Tutor II Math Lab	01/17 - 05/17 Math1342
Marek Anczura	Frisco	Tutor II Math Lab	Tutor Essentials online training by Purdue University 01/19
Sarah Bruce	Frisco	Tutor I Instructional	Enrolled in higher level math courses. Staff Development 9/19
Priyank Chauhan	Frisco	Tutor III Instructional	Enrolled in higher level math courses
Yun-Hsiang Huang	Frisco	Tutor I Math Lab	Staff Development 01/16, 04/16, 09/16, 11/16, 02/17, 09/17, 03/18, 09/18, 11/18, 03/19, 09/19 Tutor Essentials online training by Purdue University 09/18
Mary Love	Frisco	Tutor I Math Lab	Staff Development 04/16, 09/16, 02/17, 03/19, 09/19 Tutor Essentials online training by Purdue University 11/18
Tan Le	Frisco	Tutor I Math Lab	Staff Development 03/18, 09/18, 11/18, 03/19, 09/19 Tutor Essentials online training by Purdue University 11/18
David Katz	Frisco	Tutor II Math Lab	Staff Development 01/16, 04/16, 09/16, 11/16, 02/17, 09/17, 03/18, 09/18, 11/18, 03/19, 09/19
Arian Maddah	Frisco	Tutor I Instructional	Enrolled in higher level math courses
Neslihan Oguzman	Frisco	Tutor II Math Lab	Staff Development 01/16, 04/16, 09/16, 02/17, 09/17, 03/18, 09/18, 11/18 Tutor Essentials online training by Purdue University 11/18
Peter Schumacher	Frisco	Tutor II Math Lab	Staff Development 01/16, 4/1/2016, 11/16, 2/17, 09/17, 11/18, 09/19
Derek Sommer	Frisco	Tutor III Instructional	Tutor Essentials online training by Purdue University 01/19

Jake Williams	Frisco	Tutor II Instructional	Staff Development 01/16, 04/16, 09/16, 02/17, 09/17, 03/18, 09/18, 11/18, 03/19, 09/19 Tutor Essentials online training by Purdue University 12/18
McKenna Wallace	Frisco	Student Assistant	Staff Development 09/19
Ryan Nguyen	Frisco	Student Assistant	No PD attended
Brandon Barnhart	Frisco	Lab Instructor	Staff Development 01/16, 04/16, 09/16, 11/16, 02/17, 09/17, 03/18, 09/18, 11/18, 03/19, 09/19 Tutor Essentials online training by Purdue University 01/19
Margaret Woldu	Frisco	Manager, Frisco Math Lab	Staff Development 01/16, 04/16, 09/16, 11/16, 02/17, 09/8/2017, 03/18, 09/18, 11/18, 03/19, 09/19 National College Learning Center Association Milwaukee 10/15 Mathematics Association of America MathFest, Chicago 07/17 Mathematics Association of America MathFest, Denver 08/18 National College Learning Center Association conference, Niagara Falls 10/18 Training in Canvas 01/18 Online Teaching Certification 01/19 HR Training – 09/19
Litonya Celestine	Frisco	Tutor III Writing Ctr	Trends in Teaching Composition Conference 10/18 Collin Associate Faculty Conference 08/19 Staff Development 08/19 Minority Serving Institution 10/19
Monica Davenport	Frisco	Manager, Frisco Writing Center	North Texas Writing Center Association Conference 10/15, 04/19 Purdue OWL Certification 08/17 Prof. Devel. Mtg. 08/15, 01/16, 08/17, 01/18, 08/18, 01/19 International Writing Center Association Conference 10/19 Active Shooter 09/19 SOBI Training 09/19, 10/19
Laura Goldstein	Frisco	Tutor II Writing Ctr	North Texas Writing Center Association Conference 10/17, 04/18, 10/18, 04/19, 10/19 South Center Writing Center Association Conference 09/18 International Writing Center Association Conference 11/18 Graduate Teaching English as a Second Language Certificate 08/19

Diane Hedrick	Frisco	Tutor III Writing Ctr	Purdue OWL Tutor Certification 08/17 Professional Development 08/15, 01/16, 08/17, 01/18, 08/18, 01/19, 08/19
Nate Hillberg	Frisco	Tutor III Writing Ctr	1 st Year Comp. Training 08/15, 01/16, 08/16 Professional Development 04/19
Marzia Mariwala	Frisco	Tutor II Writing Ctr	North Texas Writing Center Association Conference 08/19
Matthew Nelson	Frisco	Tutor III Writing Ctr	Archer City Story Center Writer's Workshop 07/16 Professional Development 08/19
Shannon Robinson	Frisco	Tutor III Writing Ctr	Professional Development 08/19
Darcy Rudnick	Frisco	Tutor III Writing Ctr	Purdue OWL Tutor Certification 08/17

			Professional Development 08/15, 01/16, 08/17, 01/18, 08/18, 01/19, 08/19 Active Shooter 09/19
Jennifer Solomon	Frisco	Tutor III Writing Ctr	North Texas Writing Center Association Conference 10/18, 04/19, 10/19 Purdue OWL Certification 08/17 Professional Development 08/18, 01/19, 08/19 Customer Service 09/19
Emily Vernon	Frisco	Tutor III Writing Ctr	North Texas Writing Center Association Conference 10/19
James Weatherford	Frisco	Tutor III Writing Ctr	Tutor Level 1 Certification, College Reading and Learning 08/17 North Texas Writing Center Association Conference 03/17
Jarrett Wilson	Frisco	Tutor III Writing Ctr	Texas Continuing Professional Education for Secondary Education 06, 07, 08/16, 06/17
Shannon Abbott	McKinney	Part Time Tutor III	Staff Development 01/18, Trends in Teaching Conference 02/15 North Texas Writing Center Association Conference 15
Diana Behannese	McKinney	Part Time Tutor III	Staff Development 01/18,
Bonnie Ford	McKinney	Part Time Tutor III	Staff Development 01/18, North Texas Writing Center Association Conference 14
Sally Hogue	McKinney	Part Time Tutor III	Staff Development 01/18 North Texas Writing Center Association Conference 2014/15/16/17
Shailen Scott	McKinney	Part Time Tutor II	College Reading and Learning Association Certified Tutor Level 3 North Texas Writing Center Association Conference 2016
Brittany Whitstone	McKinney	Part Time Tutor III	Staff Development Mtg 01/18 North Texas Writing Center Association Conference 2013/15/16/ 17
Anna Rieve	McKinney	McKinney Full Time Tutor	Staff Development 01/18 North Texas Writing Center Association Member North Texas Writing Center Association Conference 2015/16/17/19 Membership Committee

Holly Stone	McKinney	Manager, Anthony Peterson Center for Academic Assistance, McKinney	North Texas Writing Center Association Conference 2011/12/13/14, 15/16/17/18/19 National College Learning Center Association Annual Conference 2012/ 15/16/17/18/19 WC Online Webinars Counseling Workshop- Academic Supports for "Spectrum Disorders" 2015 Performance Appraisal Process 2017/18/19 Conflict Management Seminar 04/16 Write to Work Conference 06/19 HR Informational Session 09/19 Finding and Onboarding Talent 08/19 Creating an Effective Team 08/19 Walking in Supervisor's Shoes 06/19 Managing Performance 10/19 Writing Skills: Students Needing Assistance 09/15
-------------	----------	--	--

			Disney Institute Approach to Quality Service October 11/16 and 01/18
Christopher Arthur	McKinney	Part Time Math Tutor II	Staff Meeting 2012 Math Co Requisite Meeting Spring 2018
Jillian Cyr	McKinney	Full Time Math Lab Instructor	Math Co Requisite Meeting Spring 2018 Calculus III Class Immersion
Jose Diaz	McKinney	Part Time Math Tutor I	Stats Class Immersion Fall 2019
Luis Garcia	McKinney	Part Time Math Tutor II	Staff Meeting 2012 Math Co Requisite Meeting Spring 2018
Saranya Rajendran	McKinney	Part Time Math Tutor I	Math Co Requisite Meeting Spring 2018 Stats and Calculus Class Immersion
David Stiegelmeier	McKinney	Part Time Math Tutor II	Math Co Requisite Meeting Spring 2018 Stats and Calculus Class Immersion

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

Facilities Resources Table

Room/Office Location and Designation	Description (i.e. Special Characteristics)	Meets Needs (Y or N): Current For Next 5 Years	Describe additional needs for any "N" answer
A104- McKinney	Writing Center	N	The CAA is one service unit but the unit is split between two floors. The WC (1155 SQ FT) is on first floor with computer stations for students and appointments for the Writing Center. This space also allows room for some subject tutoring and small seminars. Expanding space to include the Math Lab (1,064 SQ FT) will create a cohesive environment that allows the CAA to operate as a whole. With this change, the supervisor also has immediate access to all employees and can manage professionalism while tutoring and assisting all students/faculty and staff. The supervisor is able to observe and provide safety for the unit if everyone is in the same place.
C220- McKinney	Math Lab	N	The Math Lab is under the umbrella of the CAA but located on the 2 nd floor in a small space of about 1,064 square feet. Computer stations line the middle with small space for the students and/tutor to work on their outside assignments. There are four oversized tables where students can complete their written homework and use their textbooks and calculators. Students and tutors can also use these tables to work in groups. The small space is inconvenient when all computers are being used by students and tutors need to work with them. By combining the space with the Writing Center and

			<p>allowing one place on campus for tutoring, students, staff, and faculty will know there is one location for these important academic resources. Adding the two spaces together provides safety and security for the service unit.</p>
D203 Plano	Math/Writing	N	<p>Both depts. share one space and serve an ever-increasing student population. Since 2014, Writing Center student contacts have grown to over 15,000 with the Math Lab topping 20,000. Writing still uses one-third of the room and the same six tables and eight desktop computers they have used since 2014, when student contacts were 3000. Unlike the two full-time math instructors, the full-time Writing lead has no office. No quiet space/study room is available for students with special needs, and the noise factor is one of the main complaints students express in anonymous surveys. Ideally, the space would be remodeled to be large enough to accommodate Science tutors and Science equipment alongside Math and Writing since we have already invited various Science professors to tutor walk-in students in the Center this semester to positive results. Adding space would serve to make the Center truly a one stop shop for student support.</p> <p>Another concern is the current barstool style chairs, which are challenging for disabled students and staff to use.</p>
D225 Plano	Dedicated Seminar Room	N	<p>Projector, screen, computer desk, chair. Some students cannot see the TV screen during seminars due to its size. Because six departments present over 200 workshops and seminars throughout the academic year, the dedicated seminar room needs a ceiling projector/screen system instead of the current small flat screen TV.</p>
F148 Frisco	Math Lab	N	<p>The Frisco Math lab is a unit of the AP-Center for Academic Assistance; however, it is separate from the Writing Center, which is located in a different building. The Math Lab moved to the current location in the Fall of 2014 due to the space restrictions at the previous location. The new location is more spacious and totals 1600 square feet in size; however, the new space becomes crowded at peak times. One common complaint from students regarding the Frisco math lab is the noise level. Thus, adding a quiet study room to the math lab would help to address this. The addition of permanent offices would facilitate meetings with staff, instructors and students in which potentially</p>

			sensitive information is discussed. Additionally, private offices would provide locations to store sensitive documents. Ideally, the renovated space would also include a location for staff breaks and storage of personal items during their shifts. To accommodate changes in how students use technology, some tables should be added/replaced with new ones equipped with power outlets.
L141 Frisco	Writing Center		The Writing Center has sufficient space for tutor-student interactions for the moment, but our student contacts are up 16% this year over last fall. If that kind of increase continues, we will quickly outgrow our space. We already lack enough space for students to work individually at computers and be able to ask quick questions of staff as needed, a service which we have found students appreciate. We currently have only six computers for student use, and typically two or three of those will be in use by tutors engaged in sessions with students. A computer classroom sits adjacent to the center and is often empty but has not been released for our use. We have no quiet space to work with students who may have sensory issues. We are interested in incorporating tutoring for other subjects in the Center but have no space to do so. We have no dedicated space for holding workshops and must schedule and send our staff to rooms all over campus. The manager's cubicle lacks privacy which makes it difficult when meeting with students, discussing performance reviews/issues with employees, and conducting interviews with candidates.

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

Current Equipment Item or Budget Amount	Description	Meets Needs (Y or N): Current For Next 5 Years	For any "N", justify needed equipment or budget change
Writing Center McKinney A104 Plano D203	Updated Computer Stations	N	Student computers will need to be updated to keep with the trend of advancing technology and our tech savvy students. Current PC computers are adequate but the increase in campus enrollment calls for a more innovative way to assist students. Using tablets or laptops for consultations, having "slim" or mobile equipment and using online tutoring are some of the more advanced uses of tutoring in the future.
Math Lab McKinney C220	Updated Computer Stations and Large Study Tables and Chairs	N	The Math Lab in McKinney is a small 1,064 SQ FT space with 13 student desktop computers and 3 staff computers taking up the biggest part of the room. The lab also has four huge study tables that

		are outdated and are 10+ years old. Chairs are as old and some do not match exactly. The data ports for the computers and network are bulky under the computer tables and becomes a very tight space for students to work at. Updating the math lab with "slim" computer stations, more laptop space for student and smaller more student-friendly tables would give an outdated center the facelift it needs. Tutors would have the convenience of working with wireless capabilities by using tablets to consult with students in math problems.
--	--	--

Financial Resources Table

Source of Funds (i.e. college budget, grant, etc.)	Meets Needs (Y or N): Current for Next 5 Yrs	For any "N", explain why	For any "N", identify expected source of additional funds if needed
College Budget Writing Center-McKinney	N	2019-Five PT Tutors One FT Tutor Five tutors are assisting more students and still maintain the current hours of operation. One FT tutor was hired in March 2019 to add and additional 20 hours but she is also tasked with administrative work, as well. The WC must hire additional tutors to compliment the increasing enrollment for the McKinney Campus. One of the five PT tutors is completely online while the other four are limited in their hours due to PT/TRS status. The FT tutor is tutoring at the maximum to assist students thus not allowing time for innovation of new program ideas for the center or Professional Development Training for staff. The small 1100 square foot space is limited to writing center student appointments, 10 computers stations and scheduled subject tutoring. There is no space for seminars/ workshops or adding	Proposing additional funds from the Collin College Budget for the Fiscal Years 2020-2025, the service unit would be able to hire qualified candidates with the proper education and experience. Hiring three full time tutors over the course of the next five years would compliment the Writing Center and better serve students academically. Tutoring hours could be aligned to be more synergistic with student need, both on campus and virtual. The Manager would be able to offer a variety of resources to students not specifically tied to a writing course but to communication overall. The Center can expand their services to offer more workshops, classroom visits; both on and off campus (High School). The staff can meet with faculty on a semester basis to provide feedback on student learning outcomes while following the curriculum set forth by the college. An expanded staff would be able to provide students and community members with adequate resources for general education classes, additional dual credit services for those students and provide more services for the online community. Adding funding will also help support Professional Development and Training for the Service Unit.

		additional appointments to the schedule.	
College Budget Math Lab- McKinney	N	<p>2019-Five PT Tutors One FT Lab Instructor for the Math Lab maintain the current hours of operation, the ML must hire additional tutors to compliment the increasing enrollment for the McKinney Campus. The five PT tutors are limited in their hours due to PT/TRS status. The FT tutor is tutoring at the maximum to assist students thus not allowing time for innovation of new program ideas for the center or Professional Development Training for staff. The Math Lab has about 1,000 square feet and 10 computers stations. Additionally, four large tables are available for students to study. The increase in on campus enrollment in Fall 2018 and 2019 has exceeded 6,000 students just at McKinney. The Math Lab is used at capacity with tutors working very closely with students in relatively small space. Seminar/Workshop space is unavailable. There is no tutor workroom or space for personal items and/or an office for the FT Lab Instructor.</p>	<p>Proposing additional funds from the Collin College Budget for the Fiscal Years 2020-2025, the service unit would be able to hire qualified candidates with the proper education and experience. Hiring three full time tutors over the course of the next five years would compliment the math lab to better serve students academically. Tutoring hours could be aligned to be more synergistic with student need, both on campus and virtual. The Manager would be able to offer a variety of resources to students not specifically tied to a math course but to math learning overall. The Math Lab can expand their services to offer more workshops, classroom visits; both on and off campus (High School). The staff can meet with faculty on a semester basis to provide feedback on student learning outcomes while following the curriculum set forth by the college.</p> <p>An expanded staff would be able to provide students and community members with adequate resources for general education classes, additional dual credit services for those students and provide more services for the online community.</p> <p>Adding funding will also help support Professional Development and Training for the Service Unit.</p>
College Budget, Writing Center - Frisco	N	<p>We currently have 11 PT tutors whose hours vary according to teaching load and other jobs. It is difficult to coordinate all that to cover all the shifts adequately. Having a full-time tutor would help to ensure that the schedule can be covered, as the manager is not always available, due to teaching or meetings, to cover for tutors. The other two campuses employ one full-time tutor each, but we have not been allowed to hire one. Having funds for a second student</p>	

		assistant would be helpful as well. When the current assistant is not working, staff must interrupt sessions to assist other students or answer the phone. Otherwise, the manager must remove appointment times from the schedule and place tutors at the front desk., which seems a poor use of funds and expertise.	
College Budget, Math Lab - Frisco	N	Currently the math lab employs 12 PT tutors, 1 FT lab instructor and lab manager. PT tutors are limited in their hours due to PT/TRS status which makes it difficult to schedule tutors to provide balanced coverage. PT tutors have high turnover and it is challenging to develop and retain good quality tutors in the part-time status. The FT lab instructor is tutoring maximum hours and together with the lab manager is filling in the time slots when PT tutors are not available. Combining these reasons with the predicted growth in student population and increasing need for online tutoring it would be beneficial to hire additional FT lab instructor. Moreover, if we expand our services to online tutoring, we will need proper equipment with online interface to host videos, audio, and other digital contents. It is also very important to provide employees with a proper training and offer professional development.	
College Budget, Writing Center, Plano	N	Two tutors currently work as embedded co-requisite tutors for INRW/ENGL1301 courses. They also spend free time in the CAA, working almost exclusively with co-requisite students from their classes	The grant from which they are paid runs out in 2021. The department's budget would ideally increase in order to absorb these tutors as well as the hiring of two, possibly even three, new embedded co-requisite tutors to best serve the support needs of our growing student population.
College Budget, Math Lab, Plano	N	Twenty-five part-time tutors, two full-time Lab Instructors	The Math Lab budget would need to be increased to cover the additional

	<p>and three Student Assistants currently support the math and science tutoring requirements in the Lab.</p> <p>At present there is a significant increase in demand for Science tutors. As a result, there is a need to increase the workspace available for tutoring and to hire a minimum of five additional part-time tutors and one full-time Lab Assistant.</p>	<p>staffing. Remodeling of the workspace would be required to accommodate the increase in student usage and staffing levels.</p>
<p>College Budget, Writing Center and Math Lab, Plano</p>	<p>The Center's furniture is six years old as of 2020 and will not last through 2025.</p> <p>Both depts, Math and Writing, share one space and serve an ever-increasing student population. Since 2014, Writing Center student contacts have grown to over 15,000 with the Math Lab topping 20,000. Writing still uses one-third of the room and the same six tables and eight desktop computers they have used since 2014, when student contacts were 3000. The current barstool style tables and chairs would ideally be replaced with something accessible to disabled students and staff.</p> <p>Refurbishment of seminar room. 100s of workshops and seminars take place in D225 over the course of one semester. The technology should be replaced with up-to-date models and the computer area requires new furniture.</p> <p>Office space/quiet space Unlike the two full-time Math instructors, the full-time writing lead has no office where she can send professors notices, complete a myriad of</p>	<p>The budgets of both the math lab and writing center would have to be increased in order to cover the cost of furniture replacement, 1/3 writing budget and 2/3 math since math uses 2/3 of the Center, its tables, chairs, and computers.</p> <p>Projector, screen, computer desk, chair: Room D225: Some students cannot see the TV screen during seminars due to its size. Because six departments present over 200 workshops and seminars throughout the academic year, the dedicated seminar room needs a ceiling projector/screen system instead of the current small flat screen TV. Furniture would ideally be updated to items which complement each other visually. The office space could be resolved by allowing the math tutors to share an office which would open up a space for both a quiet area when needed, and a space for the full-time lead consultant.</p> <p>The quiet space could be added when the Center itself is remodeled to accommodate a science area. Both depts.. should share the cost of adding a quiet space.(See next).</p> <p>As Science is a part of the Math/Science Academic Affairs Division, the cost for remodeling to accommodate a Science section should come from that budget.</p>

semester projects, and conduct online tutoring. No quiet space/study room is available for students with special needs, and the noise factor is one of the main complaints students express in anonymous surveys.

Enlarge Center to Accommodate all disciplines. Ideally, the entire Center space would be remodeled to be large enough to accommodate Science tutors and Science equipment alongside Math and Writing since we have already accommodated various Science professors who tutor walk-in students in the Center. At present, they use whatever small space they can find. Adding space would serve to make the Center truly a one stop shop for student support.

Section III. Continuous Improvement Plan (CIP)

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

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

Please describe how you have used your continuous improvement plan (CIP) to make the following improvements to your unit over the past 4 years (your last review can be found on the Program Review Portal):

- 1. Student Outcomes**
- 2. Overall improvements to your unit**

This unit's previous CIP focused mainly on assessing student awareness of the Centers for Academic Assistance and satisfaction with CAA services among students. That CIP also set specific goals for target satisfaction and awareness levels. The CIP planned to assess these two outcomes using the Institutional Research satisfaction surveys as well as an in-house CAA survey that was to be developed and implemented in Centers district-wide, to supplement the IR results. Please see Appendix C for 2014-2015 Program Review and CIP for the CAAs.

As discussed previously in this document, when compared to the IR survey results, the Centers performed fairly well in addressing the planned outcomes. Based on 2017 IR surveys, both the Math Lab and Writing Centers had hit the target awareness goal of 65% and the CIP then recommended adjusting the goals to 67% for the Math Labs and 77% for the Writing Centers. When assessed again in 2019, each unit component had again hit the original target, though modest drops were observed in awareness levels of the Writing Center as compared with 2017. The extensive marketing and publicity methods discussed in the literature review section, combined with the CAAs responsiveness to students requests for additional information based on direct feedback or in-house surveys likely account for these outcomes. Based on this success, the CAAs continued their marketing and publicity efforts. As also discussed previously in this document, the service unit had not met the targets for satisfaction levels based on the IR surveys and the CIP recommended additional efforts to improve satisfaction. As discussed previously, the various in-house surveys being performed routinely at the various campuses, which did not include uniform items and measurement scales, do provide evidence of student satisfaction particularly in the qualitative comments while they also include areas for improvement. Nevertheless, as also discussed in the literature review section, the unit did make impacts during the prior review period to respond to in-house data suggesting student preferences and demand. One example would be utilizing quick feedback collected after CAA seminars to prioritize sessions students find most helpful and supportive.

Due to the institution's re-organization, the planned instrument mentioned in the 2014-2015 was not developed and administered. Without a consistent instrument with a common question set and measurement scale being administered consistently throughout the district to CAA patrons, it is difficult to assess the impact of the CAAs as a group on student outcomes. It should be emphasized that the CAAs have been performing in-house surveys, as previously discussed, to patrons of the Center. These are available in Appendix B. But, since these in-house surveys were not consistent, using different question sets and scales of measurement, it is difficult to assess them collectively as a group to generate a clear picture of how the Centers as a whole impact students and student outcomes. It is for this reason that the present program review utilizes these results in a qualified manner and utilizes Institutional Research surveys, which are conducted district-wide to a random sample of students, when discussing district performance of the CAAs. Again, this is why the present program review includes an item dedicated to generating a district-wide tool for measuring CIP impact, so that we can generate data which accurately describes the impact of the CAAs as a whole throughout the district. While, based on student surveys conducted by IRO, it is possible to assess that the unit – at least based on those results – does perform fairly well in terms of awareness and satisfaction of the unit, an important area for the new CIP will be developing measurements that can demonstrate, at a district level, the impact of consuming services on students – in other words, student outcomes.

10. HOW WILL WE EVALUATE OUR SUCCESS?

NOTE: THE CIP HAS BEEN REVISED AS OF NOVEMBER 2018. PLEASE CONTACT THE INSTITUTIONAL EFFECTIVENESS OFFICE IF YOU NEED ASSISTANCE FILLING OUT THE CIP TABLES.

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

Based on the information, analysis, and discussion that have been presented in your Program Review submission to this point, please summarize the strengths and weaknesses of this unit. This response should be based on information from prior sections of this document. Please describe how the continuous improvement plans you propose below will capitalize on the strengths, mitigate the weaknesses, and improve student success.

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

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

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

A key vulnerability identified during this program review process was a lack of a standardized instrument uses to assess the CAA impact on students, thus demonstrating CAA contributions to student outcomes such as skill development, success, retention and completion with data. As discussed previously, part of the CIP developed during the 2014-2015 program review progress was to create a standardized unit survey that

would be deployed across the district, thus generating data that could effectively describe the impact of the Centers as a group on student outcomes. However, likely due to the institutional reorganization among other factors, this instrument was not developed and the Centers have instead been using individual surveys that utilized different questions and also different scales for measurement. This results in data that is difficult to analyze as a group to describe the impact of the Centers on student outcomes. Therefore, in order to generate this needed data, this new CIP is again recommending the development of a survey for district-wide use that will describe the impact of the Centers on student outcomes. If more personalized, campus-specific questions are necessary, those can be included, but the survey itself should consist of a standardized question set deployed at each Center throughout the District. Deploying this common instrument consistently throughout the district will result in the ability to describe the impact of the Centers as a whole on student outcomes. It is because this kind of information is not presently available that the current program review relies heavily on data from Institutional Research and mentions data from in-house center surveys in a qualified manner only. To be clear, going forwards the unit intends to measure itself according to the in-house surveys that will be developed and administered.

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

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

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

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

<p>A. Expected Outcomes Results expected in this unit (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services)</p>	<p>B. Measures Instrument(s)/process(es) used to measure results (e.g. sign-in sheets, surveys, focus groups, etc.)</p>	<p>C. Targets Level of success expected (e.g. 80% approval rating, 10 day faster request turn-around time, etc.)</p>
<p>Define and communicate district CAA mission</p>	<p>Group collaboration to determine collective mission for the district; Publish mission on web site, training materials and on signage in the Centers</p>	<p>Completed</p>
<p>Based on mission developed, develop program level outcomes to effectively benchmark program quality</p>	<p>Group collaboration to develop program level outcomes that effectively benchmark program quality</p>	<p>Completed</p>
<p>Implement measurement techniques to demonstrate impact of CAA contact on students</p>	<p>Create standard pre- and post-test surveys to be administered district wide before and after student visits. Standard question set with additional campus specific questions needed</p>	<p>Completed</p>
<p>Streamline district operations of CAAs based on developed mission and program-level outcomes</p>	<p>Group collaboration to develop district-wide operations manual, training materials and web site.</p>	<p>Completed</p>

Continuous Improvement Plan

Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose up to 2 outcomes from Table 1 above to focus on over the next two years.

- A. Outcome** - Result expected in this unit (from column A on Table 1 above--e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services).
- B. Measure** - Instrument(s)/process(es) used to measure results (e.g. surveys, test results, focus groups, etc.).
- C. Target** - Degree of success expected (e.g. 80% approval rating, 10-day faster request turn-around time, etc.).
- D. Action Plan** - Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
- E. Results Summary** - Summarize the information and data collected in year 1.
- F. Findings** - Explain how the information and data has impacted the expected outcome and unit success.
- G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make unit improvements.

Table 2. CIP Outcomes 1 & 2

A. Outcome #1 Define and communication district CAA mission	
B. Measure (Outcome #1) Group collaboration to develop mission and include on training materials, web site and Center signage	C. Target (Outcome #1) Deliverables completed
D. Action Plan (Outcome #1) Meetings of Center leadership to develop mission for presentation to approval by supervising Deans	
E. Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2	
F. Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2	

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

Table 2. CIP Outcomes 1 & 2 (continued)

A. Outcome #2 Based on the mission developed, develop program level outcomes to effectively benchmark program quality	
B. Measure (Outcome #2) Group collaboration to develop program level outcomes that effectively benchmark program quality	C. Target (Outcome #2) Deliverable completed
D. Action Plan (Outcome #2) Meetings of Center leadership to develop outcomes for presentation to and review by supervising Deans	
E. Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2	
F. Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2	
G. Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2	

Table 2. CIP Outcomes 3 & 4 (continued)

A. Outcome #3 Implement measurement techniques to demonstrate impact of CAA content on students	
B. Measure (Outcome #3) Create standard pre- and post-test surveys to be administered district wide before and after student visits. Standard question set with additional campus specific questions needed	C. Target (Outcome #3) Deliverable completed

D. Action Plan (Outcome #3) Meetings of Center leadership to develop standard survey for presentation to and review by supervising Deans. Campus leads to develop campus specific survey items in cooperation with supervising Dean
E. Results Summary (Outcome #3) TO BE FILLED OUT IN YEAR 2
F. Findings (Outcome #3) TO BE FILLED OUT IN YEAR 2
G. Implementation of Findings (Outcome #3) TO BE FILLED OUT IN YEAR 2

Table 2. CIP Outcomes 3 & 4 (continued)

A. Outcome #4 Streamline district operations of CAAs based on developed mission and program-level outcomes	
B. Measure (Outcome #4) Group collaboration to develop district-wide operations manual, training materials and web site.	C. Target (Outcome #4) Deliverable completed
D. Action Plan (Outcome #4) Meetings of CAA leadership to develop materials for presentation to and approval by supervising Deans.	
E. Results Summary (Outcome #4) TO BE FILLED OUT IN YEAR 2	
F. Findings (Outcome #4) TO BE FILLED OUT IN YEAR 2	
G. Implementation of Findings (Outcome #4) TO BE FILLED OUT IN YEAR 2	

WHAT HAPPENS NEXT? THE PROGRAM REVIEW REPORT PATHWAY

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

- B. Unit responses to the Program Review Steering Committee recommendations received by August 1st will be posted with the Program Review Report.**

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

Appendix A

**Collin College Service Unit
Student Survey: Spring 2019**

SERVICE UNIT: Math Labs

Table 55. Awareness and Use of Service Unit

Service Unit	Count	%
Are aware of Math Labs ¹	683	65.9%
Have used Math Labs ²	339	49.6%

¹ Percentage out of total survey respondents (n=1069).

² Percentage out of number who are aware of this unit (683).

Table 56. Please use a five-point scale to tell us about your experience with the service

Location	Item		1	2	3	4	5	No response	Total	Mean*	SD*
Central Park Campus (McKinney)	Hours are convenient	Count	0	1	5	7	64	4	81	4.74	0.64
		%	0.0%	1.2%	6.2%	8.6%	79.0%	4.9%	100.0%		
	Service is timely	Count	1	0	3	9	64	4	81	4.75	0.65
		%	1.2%	0.0%	3.7%	11.1%	79.0%	4.9%	100.0%		
	Staff is courteous	Count	2	2	2	4	64	7	81	4.70	0.87
		%	2.5%	2.5%	2.5%	4.9%	79.0%	8.6%	100.0%		
Staff is knowledgeable	Count	0	0	4	9	62	6	81	4.77	0.54	
	%	0.0%	0.0%	4.9%	11.1%	76.5%	7.4%	100.0%			
Overall satisfaction	Count	1	0	8	9	63	0	81	4.64	0.76	
	%	1.2%	0.0%	9.9%	11.1%	77.8%	0.0%	100.0%			
Preston Ridge Campus (Frisco)	Hours are convenient	Count	2	3	7	16	79	5	112	4.56	0.88
		%	1.8%	2.7%	6.3%	14.3%	70.5%	4.5%	100.0%		
	Service is timely	Count	2	3	5	17	77	8	112	4.58	0.87
		%	1.8%	2.7%	4.5%	15.2%	68.8%	7.1%	100.0%		
	Staff is courteous	Count	1	3	3	11	82	12	112	4.70	0.76
		%	0.9%	2.7%	2.7%	9.8%	73.2%	10.7%	100.0%		
Staff is knowledgeable	Count	1	2	4	19	76	10	112	4.64	0.74	
	%	0.9%	1.8%	3.6%	17.0%	67.9%	8.9%	100.0%			
Overall satisfaction	Count	2	2	7	20	81	0	112	4.57	0.84	
	%	1.8%	1.8%	6.3%	17.9%	72.3%	0.0%	100.0%			
Spring Creek Campus (Plano)	Hours are convenient	Count	3	3	10	39	84	6	145	4.42	0.88
		%	2.1%	2.1%	6.9%	26.9%	57.9%	4.1%	100.0%		
	Service is timely	Count	9	5	20	20	84	7	145	4.20	1.21
		%	6.2%	3.4%	13.8%	13.8%	57.9%	4.8%	100.0%		
	Staff is courteous	Count	6	2	11	16	99	11	145	4.49	1.02
		%	4.1%	1.4%	7.6%	11.0%	68.3%	7.6%	100.0%		

Table 56. Please use a five-point scale to tell us about your experience with the service

Location	Item		1	2	3	4	5	No response	Total	Mean*	SD*
Spring Creek Campus (Plano)	Staff is knowledgeable	Count	4	3	13	26	93	6	145	4.45	0.96
		%	2.8%	2.1%	9.0%	17.9%	64.1%	4.1%	100.0%		
	Overall satisfaction	Count	7	6	20	29	83	0	145	4.21	1.13
		%	4.8%	4.1%	13.8%	20.0%	57.2%	0.0%	100.0%		
Other	Hours are convenient	Count	0	0	0	0	1	0	1	5.00	-
		%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%		
	Service is timely	Count	0	0	0	0	1	0	1	5.00	-
		%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%		
	Staff is courteous	Count	0	0	0	0	1	0	1	5.00	-
		%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%		
	Staff is knowledgeable	Count	0	0	0	0	1	0	1	5.00	-
		%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%		
	Overall satisfaction	Count	0	0	0	0	1	0	1	5.00	-
		%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%		
Total	Hours are convenient	Count	5	7	22	62	228	15	339	4.55	0.84
		%	1.5%	2.1%	6.5%	18.3%	67.3%	4.4%	100.0%		
	Service is timely	Count	12	8	28	46	226	19	339	4.46	1.01
		%	3.5%	2.4%	8.3%	13.6%	66.7%	5.6%	100.0%		
	Staff is courteous	Count	9	7	16	31	246	30	339	4.61	0.91
		%	2.7%	2.1%	4.7%	9.1%	72.6%	8.8%	100.0%		
	Staff is knowledgeable	Count	5	5	21	54	232	22	339	4.59	0.81
		%	1.5%	1.5%	6.2%	15.9%	68.4%	6.5%	100.0%		
	Overall satisfaction	Count	10	8	35	58	228	0	339	4.43	0.98
		%	2.9%	2.4%	10.3%	17.1%	67.3%	0.0%	100.0%		

* The mean and standard deviation are calculated on a 5-point scale by excluding the "No response" category.

SERVICE UNIT: Math Labs

Table 57a.

Math Lab Comments from Central Park Campus (McKinney)

Always willing to download software into my calculator

I don't know what I would've done without the MathLab. Chris is awesome and always helpful.

Positively

Sometimes they can be bad at exposing their reasoning.

This is a wonderful program and has been very helpful to me.

Very helpful with students who are stuck on a question, and they are very friendly.

Table 57b.

Math Lab Comments from Preston Ridge Campus (Frisco)

Angry professors

EXTREMELY LOUD, overcrowded, and difficult to receive help. A math lab should be QUIET, and small.

Good resource

hours are ok but some of the people are not friendly and don't explain the problem sufficiently to you

I went in since I didn't understand something and was told they wouldn't "teach it to me". Really, could you just do a problem and show me how it was done? Or is that teaching?

It is a very loud environment and that can make studying hard. And the tutors are so busy with different students that require help that they do not have time to really sit down with you to make sure you really understand. Plus, when asked what hours might not be as crowded or if private tutoring was an option, they were very rude and bluntly explained that "what you see is what you get. If its right before a test and the room is packed or if it is at a time where the room is empty, that is just luck based. There is no real way to plan ahead."

Only excellent experiences with it.

The tutors never had a set appointment. So it was hard to ask questions. and avoid wasting time. Some of the tutors didn't know statistics and I struggled even more.

Table 57c.

Math Lab Comments from Spring Creek Campus (Plano)

4 for CPC and PRC - great help just need better (longer) hours. 1 for SCC - hard to identify who the tutors are or to get help. Should have their own space like the other two campuses.

Every tutor that helped me knew nothing about the math I was doing

Frisco campus staff is good but a couple of them are like ..Jesus..help them with their ATTITUDE

Going to the math lab is helpful however it's very hard to get help especially because there are so many students they're needing help and there are so few instructors. Primarily is the ratio of instructors to students that's off. Unfortunately more instructors are needed.

Great resource with lots of friendly staff; very helpful

helpful

I got a lot of help last semester in the math lab, the tutors helped me get through college algebra!

Table 57c.

Math Lab Comments from Spring Creek Campus (Plano) (Continued)

I have not used math labs recently, but the times I went, they were helpful

I wish the math lab was open on Sundays for the last month of the semester. The month of finals is very stressful, and if the math lab was open everyday I feel that I would be better prepared to take on that stress.

It has really helped me in my math and physics courses

Needs more tutors during certain hours or a better algorithm on how to manage time between students.

No one is ever available to help. very load. was told they couldn't remember how to explain algebra cause it was so easy.

one Tutor there, one I raised my hand she came to me and said indicating another tutor, that "he can not help you here, because he is a professor. But I saw that professor was tutoring other students. Few days back, I went to math lab, when that lady saw me, she started saying "I am busy with other student, I cannot help you, indicating another tutor and saying he can not help you either, because he is busy, even though I did not ask for help or raised my hand for help. Her attitude towards me is so much embracing and hart my feelings. Other people are so nice and friendly and always shows honor all the time.

people know what they are doing

Some of tutors aren't helpful at all. They gave me wrong answers.

The math lab was too loud. I could not concentrate.

The Math tudor tried to answer my questions but didn't know how to explain how the question worked.

The people helping students in the math lab often times just provide the answer to a question rather than explain how to obtain it. Also, it takes way too long to get help fro someone.

The Plano math lab is worse than cancer. Frisco is very helpful, I would give them a 4-5

The raising of the hand was not very clear and the people at the front desk don't acknowledge if you want to ask how to get help.

There are a couple of tutorsers there that are excellent but a few of them have actually told me to figure it out on my own when they could not figure it out instead of finding someone who knew how to do the problems. These few tutorsers were not polite about it either.

These people are awesome. Mike is my favorite

They were all nice and good at teaching perfect

Though things made easy

Too busy not enough help

Tutors are friendly and knowledgeable.

When I was taking Statistics I would ask a question but was informed that that person does not do Statistics causing me to have to wait for the person who does

**Collin College Service Unit
Student Survey: Spring 2019**

SERVICE UNIT: Writing Centers

Table 94. Awareness and Use of Service Unit

Service Unit	Count	%
Are aware of Writing Centers ¹	774	74.7%
Have used Writing Centers ²	431	55.7%

¹ Percentage out of total survey respondents (n=1069).

² Percentage out of number who are aware of this unit (774).

Table 95. Please use a five-point scale to tell us about your experience with the service.

Location	Item		1	2	3	4	5	No response	Total	Mean*	SD*	
Allen Center	Hours are convenient	Count	0	0	1	0	2	0	3	4.33	1.16	
		%	0.0%	0.0%	33.3%	0.0%	66.7%	0.0%	100.0%			
	Service is timely	Count	0	0	0	1	2	0	3	4.67	0.58	
		%	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	100.0%			
	Staff is courteous	Count	0	1	0	1	1	0	3	3.67	1.53	
		%	0.0%	33.3%	0.0%	33.3%	33.3%	0.0%	100.0%			
	Staff is knowledgeable	Count	0	0	0	1	2	0	3	4.67	0.58	
		%	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	100.0%			
	Overall satisfaction	Count	0	0	1	1	1	0	3	4.00	1.00	
		%	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%			
	Central Park Campus (McKinney)	Hours are convenient	Count	0	1	5	10	71	6	93	4.74	0.62
			%	0.0%	1.1%	5.4%	10.8%	76.3%	6.5%	100.0%		
Service is timely		Count	1	1	3	8	76	4	93	4.76	0.68	
		%	1.1%	1.1%	3.2%	8.6%	81.7%	4.3%	100.0%			
Staff is courteous		Count	0	1	3	6	76	7	93	4.83	0.54	
		%	0.0%	1.1%	3.2%	6.5%	81.7%	7.5%	100.0%			
Staff is knowledgeable		Count	1	0	2	5	82	3	93	4.86	0.55	
		%	1.1%	0.0%	2.2%	5.4%	88.2%	3.2%	100.0%			
Overall satisfaction		Count	1	3	2	8	79	0	93	4.73	0.75	
		%	1.1%	3.2%	2.2%	8.6%	84.9%	0.0%	100.0%			
Preston Ridge Campus (Frisco)		Hours are convenient	Count	2	6	10	21	90	4	133	4.48	0.94
			%	1.5%	4.5%	7.5%	15.8%	67.7%	3.0%	100.0%		
	Service is timely	Count	2	2	7	25	88	9	133	4.57	0.81	
		%	1.5%	1.5%	5.3%	18.8%	66.2%	6.8%	100.0%			
	Staff is courteous	Count	4	0	6	14	100	9	133	4.66	0.85	
		%	3.0%	0.0%	4.5%	10.5%	75.2%	6.8%	100.0%			

Table 95. Please use a five-point scale to tell us about your experience with the service.

Location	Item		1	2	3	4	5	No response	Total	Mean*	SD*
Preston Ridge Campus (Frisco)	Staff is knowledgeable	Count	2	1	4	18	100	8	133	4.70	0.72
		%	1.5%	0.8%	3.0%	13.5%	75.2%	6.0%	100.0%		
	Overall satisfaction	Count	3	1	6	28	95	0	133	4.59	0.81
		%	2.3%	0.8%	4.5%	21.1%	71.4%	0.0%	100.0%		
Spring Creek Campus (Plano)	Hours are convenient	Count	1	3	13	43	130	11	201	4.57	0.74
		%	0.5%	1.5%	6.5%	21.4%	64.7%	5.5%	100.0%		
	Service is timely	Count	1	3	11	37	138	11	201	4.62	0.72
		%	0.5%	1.5%	5.5%	18.4%	68.7%	5.5%	100.0%		
	Staff is courteous	Count	3	4	11	31	139	13	201	4.59	0.83
		%	1.5%	2.0%	5.5%	15.4%	69.2%	6.5%	100.0%		
	Staff is knowledgeable	Count	5	5	11	35	139	6	201	4.53	0.91
		%	2.5%	2.5%	5.5%	17.4%	69.2%	3.0%	100.0%		
Overall satisfaction	Count	5	4	17	43	132	0	201	4.46	0.92	
	%	2.5%	2.0%	8.5%	21.4%	65.7%	0.0%	100.0%			
Other	Hours are convenient	Count	0	0	0	0	1	0	1	5.00	-
		%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%		
	Service is timely	Count	0	0	0	0	1	0	1	5.00	-
		%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%		
	Staff is courteous	Count	0	0	0	0	1	0	1	5.00	-
		%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%		
	Staff is knowledgeable	Count	0	0	0	0	1	0	1	5.00	-
		%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%		
	Overall satisfaction	Count	0	0	0	0	1	0	1	5.00	-
		%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%		
Total	Hours are convenient	Count	3	10	29	74	294	21	431	4.58	0.79
		%	0.7%	2.3%	6.7%	17.2%	68.2%	4.9%	100.0%		
	Service is timely	Count	4	6	21	71	305	24	431	4.64	0.74
		%	0.9%	1.4%	4.9%	16.5%	70.8%	5.6%	100.0%		
	Staff is courteous	Count	7	6	20	52	317	29	431	4.66	0.79
		%	1.6%	1.4%	4.6%	12.1%	73.5%	6.7%	100.0%		
	Staff is knowledgeable	Count	8	6	17	59	324	17	431	4.65	0.79
		%	1.9%	1.4%	3.9%	13.7%	75.2%	3.9%	100.0%		
	Overall satisfaction	Count	9	8	26	80	308	0	431	4.55	0.86
		%	2.1%	1.9%	6.0%	18.6%	71.5%	0.0%	100.0%		

* The mean and standard deviation are calculated on a 5-point scale by excluding the "No response" category.

SERVICE UNIT: Writing Centers

Table 96a.

Writing Center Comments from Central Park Campus (McKinney)

Always good when I need help with a paper.

Always showed ways to improve my papers.

Improve to collect the thoughts on the subject

Positively

The staff in their can be really loud with laughing and personal life talk and it's really distracting,

The writing center is wonderful. The employees are super nice, helpful, and overall good people.

Visiting here was required. I tried to BS my way through the time because I felt like I didn't need it. Needless to say, the tutor was so knowledgeable she caught me on it. She knew more about Art eras than I did after a week worth of lectures

Whenever I send something in for my world lit class they have no idea what I'm talking about.

Wonderful ideas & help, even with hard subject matter.

Table 96b.

Writing Center Comments from Preston Ridge Campus (Frisco)

I worked and left work to attend a writing seminar I was told I couldn't get my paper signed.

Knowledgeable staff

Knowledgeable, courteous.

More hours at the weekend and evening please

People have bad attitudes here

Some are good, some are not.

The writers centers at Collin College are very good. I was at the University of Texas at Dallas campus and can say for sure, the staff here know what they are doing and are extremely helpful when one is writing an academic paper.

The writing center hours are convenient.

very helpful

Table 96c.

Writing Center Comments from Spring Creek Campus (Plano)

Amazed that a short visit could make a huge difference in my writing skills. Special gratitude to the consultants.

Anne is amazing!!!

Good service thank you.

Great tips given

Great turn-around time

Have had very good experiences with writing advisors.

helpful

Helps me improve my writing.

Table 96c.

Writing Center Comments from Spring Creek Campus (Plano) (Continued)

I attended the WC on 3/22 at 4:30 and MR. Cooper seemed annoyed, tried to show him something on my phone regarding the rubric and he just tossed it as he was annoyed. not going back to the writing center any time soon.

I love the people and it's a very good service to help with writing issues.

I recently brought in transfer essays for my applications to some prestigious universities, so I wanted my writing to both flawless and interesting. "John" could only offer some grammar tips but was otherwise unhelpful. He said he was not "smart enough" for what those schools were asking for.

It's nice to get help for my papers

Knowledgeable

let students know ahead of time that its by appointment and walk-in is rare (save time in the end)

Mark was very nice and worked with me on the fine details for my papers. I loved that he could also give me other resources to look at to help me.

Some of the people weren't very friendly

Some of the teachers are non-professionals.

The one time I went to the writing center, the man who "helped me" didn't even know what MLA format was. He didn't help me in the slightest. He spent more time talking to me about my class than my paper. He didn't even finish reading it before it was time for me to go.

The rest of the staff is incredible: computer labs, library and writing center

There are not too many available spot for appointment

there're always changing appoinments without enough time to cancel or to get there

They were all kind and explained pretty well perfect

This service took a long time to get to me and then we were rushed to get through the help because this person was only filling in for someone else who had called in sick.

Time for Creative learning

Very helpful

Wanted critique on my writing, was given no suggestions. Just "it's good".

GENERAL COMMENTS / SUGGESTIONS

Table 97.

General Comments or Suggestions

1. There are few options for evening students at the cafe. I have yet to see the chicken available, it's always gone. Please offer something besides dried hamburgers and stale fries. The food at the grill looks dead and has been sitting there for an unknown amount of time. (if things were just covered that would help) { Don't pre-cook things at night. do everything to order maybe?? and teach people how to cook and do it fast.} 2. Mentor program- I know it exists, but not how it works. I could use a mentor but I haven't a clue how to do it.

A bigger cafeteria would be nice

A cafeteria option with reasonable prices. The Starbuck in the library is fine, but I would like to see more food options and student-friendly prices. Please...

Admission should be more formative with students at the time of enrollment.

Advising services are great, Suzie does a great job but Jeremy is a terrible advisor. He does not care about you and your plans for the future.

All of my professors at this campus have been great. The sole except being Mrs. Estes. Nearly the whole class has dropped and some have reported her. Nothing has been done, no one has come to sit in on classes and observe the fact she doesn't really teach. I study and try hard and can't even make a 70. I'm a honor student on the deans list. She single handedly is the most incompetent teacher I've ever seen.

All of these questions had to do with out of class experience. Is there a survey that would allow students to express some in class concerns?

All the professor are wonderful and very helpful. The dean of student and the people that work in the dean of students office are wonderful and supper helpful. I had a problem with student harassment and they were effiicient and we're very supportive

As an older student, I was anxious when coming to Collin college. The staff including my professors and fellow students make me feel comfortable and encourage me in my journey to a college degree. attending Collin College has been a convenient and affordable experience. Thanks.

As I said, Crystal and Lindy Henry have really been amazing and helpful and I think someone higher up deserves to know that their staff is doing a great job. I used to be a manager at GameStop and it made my day to hear good feedback about my employees. The other thing, the bookstore is nice, but it isn't open on the weekends. A few weeks ago, no one could buy scantrons for a test we weren't exactly prepared for. There's a vending machine but it's really bad. It only takes small bills (most of us don't carry cash on us anymore). I know some campuses have machines that accept credit card, please update the spring creek campus soon! Thank you.

Bill Similaridis is very rude and i even dropped his class because his word choice is distasteful and very rude. he is not professional at all and he treats people like they're stupid.

Bookstore staff is nice, but all the prices are ten times higher than anywhere else. Hours of most services very inconvenient for working students

Table 97.

General Comments or Suggestions (Continued)

Canvas is my favorite tool available as a distance /evening business professional student. While I am delighted with the proactive instructors who utilize this fantastic tool, I am profoundly disappointed with the instructors who do not. I feel that the instructors who do not fully utilize canvas prevent students enrolled in their classes from being able to fully engage in the learning process. 2) I utilize the free Wi-Fi at Collin College every time I am on the campus. I'm very concerned with the security of this wi-fi and logging into it with my personal computer. Is there anything that can be done to provide a more secure internet option?

Collin College has allowed me to balance school and work hours, and the course prices are unbeatable. I love how clean and beautiful the Spring Creek Campus is. However, there are a few issues I would like to address. I would love to see more equipment and computers in the science labs to help us science majors out! I also sincerely hope that the school recycles and that those bins are not just for show. My biggest qualm with the school is that my Collin staff member friends (from various departments) generally feel underappreciated and frustrated. Please give your staff more credit, as they are generally doing their best!

Collin College is a great college.

Collin College is a unique college with a fantastic atmosphere. Thank you everyone for making it such a place like that.

Collin College needs to reiterate that they are there for the students. Every single interaction I've had has not been a good one.

Collin is a wonderful college. I would recommend it for anyone. All staff are knowledgeable and friendly.

Don't allow your online classes to schedule homework during scheduled breaks, like Spring Break.

Financial aid dept is awesome!

Give me scholarship please

Good job!

Hang more flyers or send e-mails for all of these services. A lot of these are things I didn't know we had here, but would gladly use them.

Have more afternoon classes available at around 3-4ish for people who work morning shifts and don't want to go to night classes

How about working with DART to get busses to all campuses

I absolutely adore collin college, it is an amazing school. However, as I'm sure I've already harped on enough in this survey, the advising department is awful and ends up hurting students instead of helping them more often than should be acceptable.

I absolutely love attending Collin College and am extremely impressed with the school.

I always hope support services are growing up

I AM CURRENTLY TAKING A DMATH CLASS AND IN THE MIDDLE OF THE SEMESTER WE CAN NO LONGER TAKE THE TEST IN THE TESTING CENTER. I AM VERY UPSET ABOUT THIS CHANGE AS IT MAKES IT MORE CONVENIENT AND ALLOWS ME TO HAVE MORE TIME TO STUDY AND TAKE THE TEST. THE TESTING CENTER IS ALSO QUIET WITH LESS DISTRACTIONS. I HAVE A LOT OF ANXIETY WHEN TAKING TEST AND I WAS HAPPY THAT I WAS ABLE TO GO IN THE EVENINGS AND TAKE TEST BUT NOW I CANT AND AFRAID MY GRADES WILL SUFFER BECAUSE OF IT. I THINK ALL STUDENTS SHOULD BE ABLE TO TAKE THEIR MATH TEST IN THE TESTING CENTER ESPECIALLY IF YOU ARE ATTENDING CLASSES ON THE WEEKEND.

I am proud of Collin College, central park

Table 54c. Libraries Comments from SCC

All of the assistance I have recieved in the libraries at both CPC and SCC have been wonderful
Always available, wish they stayed open past 9pm
Anne in the writing center is wonderful! She is very positive and gave me self confidence in my writing.
Convenient times and friendly staff.
courteous
Friendly and knowledgeable staff
good accessible
Good place to study
Great people behind the desks, library is reasonably organized and clean.
Great place to study for tests and catch up on homework when you have a free period
Hours need to be longer. Especially on Fridays and weekends.
I enjoy spending time in the library to study, and the staff is always there to help me.
I like this place. It is usually pretty quite and the librarians are helpful.
I love being able to find research for papers and how helpful the staff are.
I love going to the library to study, the staff is amazing and it is a great learning environment. I just wish it was open later, especially on Sundays. Working a job, sometimes Sunday afternoons are all I have available and I struggle to study at home. I also love using the study rooms when they are available.
I personally enjoy the library, the atmosphere is serene and the staff so far have been very helpful.
I wish the open hours were 24/7
Library staff is always great. Efficient, kind and helpful!
Never checked out anything but I use the computers to print work off frequently. Always nice and clean and the staff is usually nice.
Nice atmosphere. Quiet helpful
positive
Printer lines are long at times, printers could eventually be updated and have more paper available
SCC Library is state-of-the art. Great collections, print and digital. Online resources fabulous. Wonderful people.
Some times the staff not as friendly as expected but I have been satisfied with the library experience itself.
Super nice and clean and study room
The campus library is fantastic, the scale of the building itself is very impressive. The service itself and the quality of the service is definitely on par with major universities such as UNT or UTD. Amazing staff!
The library is also an invaluable part of the campus, as I am on it as I type this.
The librarians are always ready to help me.
The librarians are reachable and kind.
The opening and closing hours need to be extended
There is one lady that works there that doesn't communicate directly and has a condescending attitude
There was one man who was working the desk who was condescending towards me, but everyone else was nice.

Table 54c. Libraries Comments from SCC (Continued)

They are great all campuses i just wish they were open longer on the weekends

This is definitively the most helpful ressource on campus.

Utilize the library all the time, wonderful place with a variety of resources

Very helpful and always have a smile on their face.

Very helpful.

Very kind staff

Wish for longer open hours

Wonderful, but if there was stricter enforcement of noise-level that would be great. Often people talking and rarely will anyone say anything.

Table 54d. Libraries Comments from Other Locations

Super helpful. The librarians at PRC are the best. Shout-out to SCC too though.

The first time at the SCC library and just the campus in general, the staff was rude. I had no idea where to go and the woman behind the desk laughed at me for being unaware. Other than that, the online library is okay.

The libraries have good hours, and the staff is always a great help.

**Collin College Service Unit
Student Survey: Spring 2017**

SERVICE UNIT: Math Labs

Table 55. Awareness and Use of Service Unit

Service Unit	n	%
Are aware of Math Labs ¹	676	65.3%
Have used Math Labs ²	315	46.6%

¹ Percentage out of total survey respondents (N=1036).

² Percentage out of number who are aware of this unit (n= 676).

Table 56. Please use a five-point scale to tell us about your experience with the service.

Location	Item		1	2	3	4	5	No response	Total	Mean*	SD*
Central Park Campus	Hours were convenient	n	0	1	4	11	42	4	62	4.62	0.697
		%	0.0%	1.6%	6.5%	17.7%	67.7%	6.5%	100.0%		
	Service was timely	n	0	1	2	11	44	4	62	4.69	0.627
		%	0.0%	1.6%	3.2%	17.7%	71.0%	6.5%	100.0%		
	Staff was courteous	n	0	0	5	10	41	6	62	4.64	0.645
		%	0.0%	0.0%	8.1%	16.1%	66.1%	9.7%	100.0%		
Staff was knowledgeable	n	0	0	4	11	41	6	62	4.66	0.611	
	%	0.0%	0.0%	6.5%	17.7%	66.1%	9.7%	100.0%			
Overall Satisfaction	n	0	0	5	15	39	3	62	4.58	0.649	
	%	0.0%	0.0%	8.1%	24.2%	62.9%	4.8%	100.0%			
Preston Ridge Campus	Hours were convenient	n	3	2	6	18	57	2	88	4.44	0.977
		%	3.4%	2.3%	6.8%	20.5%	64.8%	2.3%	100.0%		
	Service was timely	n	3	2	8	15	54	6	88	4.40	1.017
		%	3.4%	2.3%	9.1%	17.0%	61.4%	6.8%	100.0%		
	Staff was courteous	n	1	3	5	17	55	7	88	4.51	0.868
		%	1.1%	3.4%	5.7%	19.3%	62.5%	8.0%	100.0%		
Staff was knowledgeable	n	1	3	5	12	60	7	88	4.57	0.865	
	%	1.1%	3.4%	5.7%	13.6%	68.2%	8.0%	100.0%			
Overall Satisfaction	n	2	2	7	17	59	1	88	4.48	0.913	
	%	2.3%	2.3%	8.0%	19.3%	67.0%	1.1%	100.0%			

Location	Item		1	2	3	4	5	No response	Total	Mean*	SD*
Spring Creek Campus	Hours were convenient	n	3	1	14	33	102	7	160	4.50	0.844
		%	1.9%	0.6%	8.8%	20.6%	63.8%	4.4%	100.0%		
	Service was timely	n	6	8	11	26	97	12	160	4.35	1.093
		%	3.8%	5.0%	6.9%	16.3%	60.6%	7.5%	100.0%		
	Staff was courteous	n	2	4	16	28	98	12	160	4.46	0.891
		%	1.3%	2.5%	10.0%	17.5%	61.3%	7.5%	100.0%		
Staff was knowledgeable	n	1	4	18	24	103	10	160	4.49	0.857	
	%	0.6%	2.5%	11.3%	15.0%	64.4%	6.3%	100.0%			
Overall Satisfaction	n	3	7	20	33	95	2	160	4.33	0.987	
	%	1.9%	4.4%	12.5%	20.6%	59.4%	1.3%	100.0%			
Other	Hours were convenient	n	0	0	0	1	4	0	5	4.80	0.447
		%	0.0%	0.0%	0.0%	20.0%	80.0%	0.0%	100.0%		
	Service was timely	n	1	0	0	1	3	0	5	4.00	1.732
		%	20.0%	0.0%	0.0%	20.0%	60.0%	0.0%	100.0%		
	Staff was courteous	n	0	0	0	1	4	0	5	4.80	0.447
		%	0.0%	0.0%	0.0%	20.0%	80.0%	0.0%	100.0%		
Staff was knowledgeable	n	0	0	0	0	5	0	5	5.00	0.000	
	%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%			
Overall Satisfaction	n	0	0	0	1	4	0	5	4.80	0.447	
	%	0.0%	0.0%	0.0%	20.0%	80.0%	0.0%	100.0%			
Total	Hours were convenient	n	6	4	24	63	205	13	315	4.51	0.854
		%	1.9%	1.3%	7.6%	20.0%	65.1%	4.1%	100.0%		
	Service was timely	n	10	11	21	53	198	22	315	4.43	1.013
		%	3.2%	3.5%	6.7%	16.8%	62.9%	7.0%	100.0%		
	Staff was courteous	n	3	7	26	56	198	25	315	4.51	0.837
		%	1.0%	2.2%	8.3%	17.8%	62.9%	7.9%	100.0%		
Staff was knowledgeable	n	2	7	27	47	209	23	315	4.55	0.813	
	%	0.6%	2.2%	8.6%	14.9%	66.3%	7.3%	100.0%			
Overall Satisfaction	n	5	9	32	66	197	6	315	4.43	0.907	
	%	1.6%	2.9%	10.2%	21.0%	62.5%	1.9%	100.0%			

* The mean and standard deviation are calculated on a 5-point scale by excluding the "No response" category.

SERVICE UNIT: Math Labs

Table 57a. Math Labs Comments from CPC

Helpful staff

I have absolutley nothing negative to say about the math lab, this facility has helped me pass my classes with A's, it is a very good way of helping students who need the one on one help outside of class. Not to mention the fact that the staff is sooo understanding and kind, they all know how to work with studnets and help them improve on the areas needed.

I needed help with business calculus and there were not many tutors who knew business calculus. The ones who did, however, were very knowledgeable and extremely helpful. However, I work full time and had to take off to get to the lab before class and there were times a business calculus tutor was not there and no one was able to help. Maybe have a schedule of when each tutor will be there and what courses they can help in so students don't waste their time.

The Math Lab tutors were quite helpful when I had trouble on a problem. I also love their enthusiasm for math.

The Mckinney math lab it a life saver

The staff in the math lab is wonderful. I credit them for the A I received in college algebra

They were fast and handled everything neatly

Table 57b. Math Labs Comments from PRC

Always very knowledgeable

Everyone in the math lab is always super happy you're there and are eager to help. It does sometimes get very loud in there, which makes it difficult to concentrate on homework.

Have only been to one at PCC. The tutors were helpful, but definitely busy with a lot of students.

helpful but sometimes they don't even understand the math questions i have questions about

I have mixed feeling about the math labs. On some days, you may get a person who is happy to help with math questions and on other days, you may come across someone who will help if you have questions, but if you ask too many times, you will get a look that the person is annoyed and doesn't want to help you any longer. There are a few ladies in the math labs who are super nice and don't mind helping students no matter how many times students ask questions.

I will go out of my way to use the PRC math lab. They are AMAZING!

instructors are very helpful because of their support my math grade went up.

The people at the Frisco location are the best!

The math lab was useless to me. They barely helped me understand my problems because there were too many students to help at the same time. The math lab is understaffed, it would take me around 30 minutes on average to receive help for one problem

Tutors are always willing to help me when I'm struggling on a problem

**Collin College Service Unit
Student Survey: Spring 2017**

SERVICE UNIT: Writing Centers

Table 97. Awareness and Use of Service Unit

Service Unit	n	%
Are aware of Writing Centers ¹	779	75.2%
Have used Writing Centers ²	394	50.6%

¹ Percentage out of total survey respondents (N=1036).

² Percentage out of number who are aware of this unit (n= 779).

Table 98. Please use a five-point scale to tell us about your experience with the service.

Location	Item		1	2	3	4	5	No response	Total	Mean*	SD*
Central Park Campus	Hours were convenient	n	5	0	5	14	52	5	81	4.42	1.086
		%	6.2%	0.0%	6.2%	17.3%	64.2%	6.2%	100.0%		
	Service was timely	n	3	1	5	13	51	8	81	4.48	0.988
		%	3.7%	1.2%	6.2%	16.0%	63.0%	9.9%	100.0%		
	Staff was courteous	n	2	2	5	7	58	7	81	4.58	0.936
		%	2.5%	2.5%	6.2%	8.6%	71.6%	8.6%	100.0%		
Staff was knowledgeable	n	1	2	2	15	54	7	81	4.61	0.791	
	%	1.2%	2.5%	2.5%	18.5%	66.7%	8.6%	100.0%			
Overall Satisfaction	n	2	2	6	16	51	4	81	4.45	0.940	
	%	2.5%	2.5%	7.4%	19.8%	63.0%	4.9%	100.0%			
Preston Ridge Campus	Hours were convenient	n	1	5	3	21	67	2	99	4.53	0.867
		%	1.0%	5.1%	3.0%	21.2%	67.7%	2.0%	100.0%		
	Service was timely	n	1	2	6	15	69	6	99	4.60	0.796
		%	1.0%	2.0%	6.1%	15.2%	69.7%	6.1%	100.0%		
	Staff was courteous	n	2	3	7	7	75	5	99	4.60	0.920
		%	2.0%	3.0%	7.1%	7.1%	75.8%	5.1%	100.0%		
Staff was knowledgeable	n	1	3	5	11	73	6	99	4.63	0.818	
	%	1.0%	3.0%	5.1%	11.1%	73.7%	6.1%	100.0%			
Overall Satisfaction	n	0	2	6	19	68	4	99	4.61	0.704	
	%	0.0%	2.0%	6.1%	19.2%	68.7%	4.0%	100.0%			

Location	Item		1	2	3	4	5	No response	Total	Mean*	SD*
Spring Creek Campus	Hours were convenient	n	3	2	15	37	139	7	203	4.57	0.804
		%	1.5%	1.0%	7.4%	18.2%	68.5%	3.4%	100.0%		
	Service was timely	n	4	3	11	38	132	15	203	4.55	0.848
		%	2.0%	1.5%	5.4%	18.7%	65.0%	7.4%	100.0%		
	Staff was courteous	n	1	2	6	36	139	19	203	4.68	0.643
		%	0.5%	1.0%	3.0%	17.7%	68.5%	9.4%	100.0%		
Staff was knowledgeable	n	3	1	5	35	146	13	203	4.68	0.702	
	%	1.5%	0.5%	2.5%	17.2%	71.9%	6.4%	100.0%			
Overall Satisfaction	n	4	3	8	44	141	3	203	4.58	0.811	
	%	2.0%	1.5%	3.9%	21.7%	69.5%	1.5%	100.0%			
Other	Hours were convenient	n	0	0	1	1	8	1	11	4.70	0.675
		%	0.0%	0.0%	9.1%	9.1%	72.7%	9.1%	100.0%		
	Service was timely	n	0	0	2	0	9	0	11	4.64	0.809
		%	0.0%	0.0%	18.2%	0.0%	81.8%	0.0%	100.0%		
	Staff was courteous	n	0	0	1	0	10	0	11	4.82	0.603
		%	0.0%	0.0%	9.1%	0.0%	90.9%	0.0%	100.0%		
Staff was knowledgeable	n	0	0	0	1	9	1	11	4.90	0.316	
	%	0.0%	0.0%	0.0%	9.1%	81.8%	9.1%	100.0%			
Overall Satisfaction	n	0	0	1	0	10	0	11	4.82	0.603	
	%	0.0%	0.0%	9.1%	0.0%	90.9%	0.0%	100.0%			
Total	Hours were convenient	n	9	7	24	73	266	15	394	4.53	0.880
		%	2.3%	1.8%	6.1%	18.5%	67.5%	3.8%	100.0%		
	Service was timely	n	8	6	24	66	261	29	394	4.55	0.862
		%	2.0%	1.5%	6.1%	16.8%	66.2%	7.4%	100.0%		
	Staff was courteous	n	5	7	19	50	282	31	394	4.64	0.785
		%	1.3%	1.8%	4.8%	12.7%	71.6%	7.9%	100.0%		
Staff was knowledgeable	n	5	6	12	62	282	27	394	4.66	0.743	
	%	1.3%	1.5%	3.0%	15.7%	71.6%	6.9%	100.0%			
Overall Satisfaction	n	6	7	21	79	270	11	394	4.57	0.809	
	%	1.5%	1.8%	5.3%	20.1%	68.5%	2.8%	100.0%			

* The mean and standard deviation are calculated on a 5-point scale by excluding the "No response" category.

SERVICE UNIT: Writing Centers

Table 99a. Writing Centers Comments from CPC

All of the professors there are so helpful

I Have used this center three times throughout my collin career, and they have helped a lot.

I like how the Writing Center tutors were helpful in making papers better; they like to dig deep!

Love the hours, the tutors are great!

She gave me a worksheet stating why Trump is a terrible candidate vs Hillary on voting day and she was quite rude

Staff was not helpful and rude about assisting with a research paper rough draft.

The staff is very rude and gives no direction.

There is one staff member in the writing center that is extremely unsupportive to the writing process and to students. I have never returned.

Very helpful that they book appointments late

Table 99b. Writing Centers Comments from PRC

helpful but insist on changing everything and don't come off very nicely

Honestly thought it would be teachers but instead it's kids my age

Hours should reflect all students in attendance. Including students who work during the hours that the campus is open but closed when they get off.

I was using Preston Ridge Writing center a lot, instructors were very nice and helpful but due to behavior of manager of the center was rude, very bossy and discouraging to the students. I am foreign educated, older than average class as well as have disability, but manager declined to give me more than 30 minutes to go over my assignment but she did it very rude way. 30 minutes not enough even for me to open my assignment and explained to my instructor (15 minutes is already gone). Even though there was no body in the center to take advise she was not allowing us to ask questions to the instructors that they were always willing to help to the students. Instructor was telling me I am willing to help nobody on line but manager is not allowing us to tutor until your appointment term comes. While manager was talking to us was pointing with fingers to us and to the instructors why they were answering the questions that not our appointment time yet. I am very offended about her behavior, even though Preston Ridge campus is my campus I decided not to use that campus any more and I drove 20 minutes to go to the Cetral Park Campus to get help for my writing needs and I am glad I did without any interruption they helped me any way possible, I am thankful to them.

The free writing workshops helped me pass my English classes.

They were very helpful.

Tutor helped me to learn how to write well for any course I am taking. I also appreciate that we get a whole half hour with the tutor to work on our assignment.

Table 99c. Writing Centers Comments from SCC

Allow one hour services rather than 30 minutes

didn't help w/ essay. had no valuable feedback

Experienced staff who are ready to help. Hire more and increase help time from 30 to 45 minutes. Increase staff during crunch time.

good accessible

good!

had a bad experience, submitted a paper for review & never was done

Helped me improve my essay and gave me tips

Helpful

I love the drop box for writing center.

I wish the lab was open longer and there were more tutors.

It's better to speak deal with one person for the same work from the day you ask for help and when you go back for more help with the same [aper.

It is always brainstorming to see the staff look steadily at the job and telling what to do in order to have a good paper.

Most helpful people there. Tutors help go through the essay sentence by sentence. Helped me with future writing assignments.

My visit at the writing center was very beneficial for my academic work.

positive

straight to the point and told me what to do in order to get better.

Super helpful when you're stuck on an essay

The professors helped me improve my writing and improved my success.

The tutors are great but they are always super booked...frustrating at times.

The writing center is legitimately the most helpful aspect of Collin College.

The writing center needs to be scheduled more like the math center.

These are wonderful center i just dont know why there is a wait when the lady in the front office doesn't help people that are wait Mckinney

Very helpful

Very knowledgable and helpful

Writing center is very beneficial and they take a lot of time to help you out.

Writing center staff is awesome! I have never had a bad experience with the tutors. The receptionists sometimes sound uncertain.

Table 99d. Writing Centers Comments from Other Locations

LOVE THE WRITING CENTER! i wish i could give 10 stars!!!! they help so much and have taught me a lot! Thank you writing center staff!!!!

Nice teachers.

The writing centers are great. They have helped me mend and patch many written works. I am thankful to their staff, especially Pam.

The Writing Centers have good hours, and the staff is always a great help.

GENERAL COMMENTS

Table 100. General Comments or Suggestions

1. Advising is horrible. 2. Why does night classes have less selection than day? My electives have become whatever is left, because I have ran out of classes to choose.

Adding Intramural Sports was an awesome step toward making Collin College feel MORE like a college experience than it was previously- before, Collin had a "High School, but beyond that" feel to it. Now, with Intramurals, the atmosphere just feels more collegiate.

Advising and registration should go to Paris College to see how a program should be ran. Transcripts should be available on site for free. Paying \$5 per transcript and having to wait a week is ludicrous.

Better bicycle parking at Preston Ridge campus would be nice, the current location is not convenient. More bicycle awareness signs around all the campuses would be great, with lower speed limits too. Cycling should be prevalent at all college campuses, but few people are able to do it in Collin County. It would be a great benefit to our community to have more people riding bicycles. The grounds crew is hard working, but they over use the leaf blowers. Most of the time they are blowing a few leaves off the sidewalk or blowing straight into the grass to remove embedded organic debris. This is a waste of resources, time and causes excess noise and air pollution. Their time would be better used if they could maintain a compost facility. This would divert organic waste out of landfills and provide nutrient dense soil the landscaping.

CCCC is an amazing college and I'm proud to be a student here.

Central Park needs more food services available to us and more microwaves. In the health sciences building we have 2 microwaves for over 200 students and faculty. Seriously? You have to wait in line to heat up your lunch, we only get 30 minutes and there's no other food options available on campus. Get it together.

Collin College has come a long way. I am proud to be attending this college.

Collin College is a good school

Collin College. You are the greatest community college in the world! I will always love this school!

Collin has been as a great place full of very valuable resources

Collin should have a swim team and a bowling team

CPC should have convenient food. Send help. I'm about to graduate, but think of the children! Where will they get nasty hot lamp chicken fingers like SCC has?! :) <3 Collin.

Did you get your professors and common courtesy politeness customer service and how to be appropriate when trying to relay a lesson at work on "[expletive]" is not appropriate by any means

disappointed

Discipline rude staff

Even though I'm in my 40's, this is my very first time taking college credit courses trying to pursue my A.S. degree and then work on transferring to University of North Texas at Frisco, TX. I'm loving it here at Collin College so far.

Everything has been very fine since I have been a student here.

Food!!!! REAL FOOD, not crappy vending machines! Some of us are here ALL day, especially the health science students. It would be nice if the other HS programs were given the same conveniences as the nursing students - like tables and nice chairs and lounge/study areas. We had to beg for 2 benches so that we didn't have to sit on the floor during check offs.

Table 100. General Comments or Suggestions

From my past experience working with the various departments and offices of Collin, it seems like they are all disconnected from one another and do not communicate properly. Also, please update cougar web. It is so difficult just to look up classes and other information. I feel like if these two aspects were changed, it would make it easier for the students and also the staff.

Get a new science den overseer. The Indian one constantly gives people an attitude as well as she was no help to me when I asked her where some of the buildings were located when I first enrolled.

Get better staffing for student services. Worst ever. Ashamed to be a cougar

Go back to Blackboard. It was significantly less of a flaming trashheap. And windows 10? Really? The over-designed nonfunctional piece of garbage marketed through Halo references? Whose bright idea was that? Also, update flash. And Java. It's not that hard. You've got tech support, you'd think this was common sense at this point.

Graduation email. I believe its graduationteam@collin.edu email never goes through. I've been waiting 2 weeks for it, but I've been assured it will come. But I'm not sure.

Group projects in college are a pain in the butt and should not be a requirement for teacher's to have there students do, especailly when it requires the students to meet up together out of class.

Have definitely enjoyed my Collin College experience so far. Thanks! =) -S.L., Frisco

Having to log into the wifi network every time I get on campus can be slightly annoying, however I don't know if there is a feasible solution.

I absolutely love Collin!!

I am overall satisfied with Collin. Collin is the 1st college I've attended and I will be a 1st time graduate. I do believe their should be services that accomodates students who work Full-Time that can't access certain features of the school to be successful. tutoring, the access center, student life etc. I travel 2 hours to and from work and most services I need I am unable to use due to there not offered when I'm off work. Hope to see Collin progress as I've seen since my attendance.

I am overall very pleased with Collin and everything the schools offer. I love being a student here!

I am terrible at using new websites, and CCCC's is no exception. It takes me forever to figure out where to see information about my upcoming classes, where to find a list of available courses, and even on 'help' pages, I have to sift through a million with similar sounding contents. Can't we just call "Week at a Glance" "Weekly Class Schedule?" And change "My Class Schedue" to "My Semester Overview?" I'm extremely literal, and this sort of thing annoys me to no end.

I am writing because I am upset about how this semester has planned out for me. When I signed up for College Algebra, I had no intention of what it was going to be like. However, when I read from my professors hand outs that "if I didn't pass the first test, I could be eligible to be transferred to another lower ranking class" What it should have said is, "I could be eligible IF CLASSES ARE AVAILABLE". Like an idiot, I waited to take the first test as though it was a necessity to do. Come to find out, I was too late to sign up for the pre-requisites for algebra since I truly waited for the first test. I had already purchased his required math books and a calculator, costing me over \$200! I just wish there could have been more details about what the class was going to be like - like another pre-test prior to signing up for it?

I do not like the fact that I registered for a particular professor for my Biology class and then I get a completely different teacher and she is by far one of the hardest teachers I have ever had, this sentiment is shared by the entire class. We feel like Collin pulled a bait and switch on us.

I don't know if other F1 students are having difficulties like am facing trying to get a job on campus but it would have been better if there was more jobs opening for students.

Table 100. General Comments or Suggestions

I felt so good about my communications with Academic Advising UNTIL this semester when a degree audit showed I did not have all the classes I needed to graduate. This has caused a major disruption in my life plan. Thankfully I have the option of adjusting by taking the extra classes I need, but I have quit my job to focus on this so that I can go ahead and graduate in May. This also puts me out into the work force one month later than I would have been so I am missing out on five months of income because of this error. As a 60 year old student I want to say that I have loved every minute of my time at Collin College, except for the above-mentioned issue. I feel very supported, and I feel that it is not possible for me to fail with all the support services that are offered.

I like Collin college

I love central park advising, they always do a great job and are nice to me they don't make me feel stupid for not knowing like SCC. I love Hayley Barron English 1301 shes fantastic and you can tell shes passionate about students and learning.

I really appreciate the honors institute lab on this campus, I have utilized this resource quite frequently.

I really enjoy the Collin College I am going for another degree now and I would not think this would even be possible but it is. Thank you Collin.

I really want to stress how Important Collin college has been to me and my academic career. This institution has helped me, improve and prepare so much for the real world as well as the rest of my academic career. The professors, and staff members are all great people who know what their doing. I would very much recommend this college to every current or returning student out there!

I really want to stress the issue with the academic advisors. I have talked to other students in my same major and one of them was told to take classes she didn't need, she did, and found it it was a complete waste. Another had to find an advisor all the way at the McKinney campus to get what she needed. It's important to have people that care about their job and the students they are advising and I feel that some of the advisors at the Spring Creek Campus do not.

I still don't know where the fitness center is.

I suggest that Collin should look further into who they allow to teach at the campus. There should have never been an incident where a class goes from almost 30 students to less than 15 due to a professor.

Table 100. General Comments or Suggestions

I used to attend Collin College back in 2009 for transfer credit and decided to return to improve my GPA in 2016. I am currently taking classes to improve my undergraduate GPA for PA school. I love what Collin College has done over the past 7+ years. Faculty and staff have been amazing along with the kind and efficiently, helpful administrative staff. Collin College has been better than my Undergraduate and Masters program staff and faculty were. And one thing I constantly commend Collin College on is their open and progressive ideology that takes current issues on race, discrimination, and sexual assault and violence on campus, and makes sure the community talks about it. Because of this, there is increased knowledge about women oppression and human rights. This topic has come up in classes, school events, orientation, etc. I love this. As a rape survivor from my Masters program and being shunned for reporting my traumatic event by a faculty member, Collin College brought tears of joy to me when I was required to take an online sexual assault and dating violence course prior to registering for courses. I finally feel that I found a school that deserves the money I put into it because it respects me, my knowledge and my body. Because of this new positive environment, I am excelling each year. Thank you so much Collin College for this. I hope you continue to progress up this path and you are a role model for not only the Dallas/Fort Worth community but the whole entire United States.

I will want to use this space to comment on my experience so far at Collin College. Prof. M. Palacios and Ms. Candance Hamilton have been a source of inspiration to me and I thank them for making love Collin College and EDUCATION as a whole. I love my campus.

I wish student life was more promoted and the bookstore wasn't so expensive.

I would suggest having more places to sit outside and study. I love being outside but all the benches seem to take up when I go out there.

If there was an ability to request which classes we want at which times - this would give better chances of there being the class we need and at the time we could take it. Searching for classes and trying to find the classes that are most convenient is how it's currently done. However, I'm taking a maymester class and I wanted a night time English 1302 at CPC and it wasn't an option. If there was a way to request what days and time we need classes to be scheduled prior - a night time English 1302 @ CPC class for maymester could have been added.

I'm a retired Veteran of the United States Air Force, Collin Community College is a very good campus!!!!

I'm not that big of a fan of the bookstore. I think the staff needs to be better trained and they need to DEFINITELY make sure they let people know about the return policy. I lost \$130 because of them

It would be a great deal of help if we could be advised BEFORE class registration starts, and not a month and a half after. It has caused a lot of stress while trying to also find other classes I need to take to have a fitting schedule.

It would be great if more online classes were offered at Collin and degrees were completely online.

It would be nice to be informed via CANVAS or email about things happening in the Conference Center. Often, I pass by the Conference Center, and there are things going on that I was not aware of. The only way I hear about these things is through professors who want us to attend.

Keep up the great work, and to anyone reading this, have a nice day :)

Library hours need to improve!

Love Collin College, thank you!!

Love the campus lots of places to sit very laid back great school

Table 100. General Comments or Suggestions

Love the college, sad to be leaving. Go SGA and go COGS!

More advisors during busy weeks/periods so the student is seen faster. For example, at the beginning of a semester and for a week or two when registration opens for following semester or summer session.

My biggest complaint, is there are never enough tables with access to power outlets for laptops/devices. There are very few of these located sparsely throughout the campus and they are always taken.

My first concern is with international advising office. My friends, family and I have been receiving the wrong information on different issue. International students are the ones representing Collin abroad and paying a lot of money. I think you ought to look at the that department. Writing lab provides the best service. I wish the library is open 24/7.

My time at Collin college so far has been very good.

next time the cashiers office decides to just drop a student at least give the common courtesy and call them first before they withdraw a student for non payment.. it might just be they need to update the card on file. The student shouldn't have to jump through hoops to get re enrolled in a class that they never withdrew from in the first place

Not the best survey composition

Offer more web only classes.

Other than the bookstore, this is a wonderful educational institution. We are three months into our program and they still do not have the required uniforms for us....

Overall good friendly people it's just everything tends to be a bit slow

Overall I have greatly enjoyed the additional resources available at the Preston Ridge and Central Park campus in comparison to the Spring Creek campus. The staff members just seem much more willing to work and overall more knowledgeable.

Overall, I love the affordability, diversity and courses offered at Collin but I do feel the "Customer Service" level could be raised in some areas.

Overall, I really enjoy everything about Collin at all campuses. Keep it up.

Overall, my personal experience at Collin has been very beneficial to my education. The staff can come across as rude sometimes in certain situations out of my control, but overall it's been wonderful. I may be just one student who has experienced a grumpy adviser in a predicament over course selection, but only one disrespectful encounter with a student can impact the entire department in the student's perspective. I would like to see more advisers who genuinely listen to the student's wishes. That is my only comment.

Please bring more food options for those of us who are vegan. I'm starving.

Please fight Campus Carry. Its not right to allow students to have guns.

Please make video tutorials for the recommended resources, such as OWL, as it is outdated and unclear on how to use.

Please offer ALL classes and labs online or at ALL campus. This is the first semester that it has been very hard finding the classes I need for my degree, online and available at Preston Ridge.

Please place more recycling bins around campus!

Please provide a room for mothers who need to pump milk during school hours that is not an office and often unavailable.

Please provide more support for students dealing with abuse and mental health issues

Table 100. General Comments or Suggestions

Please reconsider the current staff or policies at the Academic Advising Center. I have visited their office three times for assistance with transfer student information and have been given undetermined answers. I currently don't have a degree plan, because I was repetitively advised not to create one.

Please work on the SCC and CPC Maths Labs. They are currently in shambles, absolute disarray. THE PRC MATHS LAB IS AMAZING I CAN'T SAY ENOUGH GOOD THINGS ABOUT IT!! Please provide a wider variety of meal options for students. Many of us have restricted dietary needs and very little time between classes to eat if we choose to eat off campus. I'd like to see more options for food with sides that aren't all just carbs or sugar...there's not enough healthy food at Collin. :(Otherwise, I love my college and am so, so grateful to attend it. It wouldn't be the amazing school it is without the hard work of the faculty. Big, big thank you to Sherry Jeffrey at PRC registration office for helping me resolve my registration problems, and a shout-out to Brandon at the PRC maths lab for being an amazing and caring tutor who really takes his time working problems with needy students. Would also like to thank Margaret Wolffe for running a tight ship over at PRC and keeping the maths lab there in such great shape. PLEASE get the cup system going for the SCC/CPC maths labs...it is such an incredible resource overall, and I am very thankful for it.

Professor Jackson is a great teacher!

Professors have gone downhill. Please bring back your seasoned professors. Preston Rodge has some of the most unhelpful staff in comparison to spring creek!

Proud to be a Collin student

Something I feel strongly about that I have seen the other collin campuses have is the filtered water station for your water bottles. It's very environmental friendly and it tastes better than the water fountains.

Starbucks as well as an ATM would be cool additions.

Taking away the direct link to EBSCO and JStore from the CougarWeb site is really frustrating. It's also not implemented well in the Library tab.

Thank you for all you do! People are learning at Collin.

Thank you for being available to students of all ages. I started my first class at the age of thirteen and have grown up on the various campuses. The experience and knowledge I gained at Collin gave me a great advantage and jump start to my career. I believe it played a huge roll in obtaining a full scholarship to UTD and prepared me for their Collegium V and Computing Scholars programs.

Thank you.

thanks(:

The Financial aid office is not good at all, I always go there to have someone help me with that and they don't even help! The staff only gives you papers to look at but no actual help! Also, there's not any help for students in accounting class (there should be some type of help similar to math lab) in addition, I think that there's a lot of departments in college that remain "hidden" and no one knows about. To know which ones those are make another survey and take action!

The international student department must improve their service. If a student has a simple question they are putting students in que. For a five minutes question answer we have to wait for one hour, two hours untill we get our number. Advising has one person always to give quick answer. But international student department behaves like we are in a jail and we have to stay in que to meet our family. Foods are also not good. Many times my stomach got hurt after eating chicken over there. If there are two levels of nay subject with different names, it allows in system to get in same semester. I faced lots of problems for that this semester.

Appendix B

Plano Campus Writing Center Off-site Dual Credit Visits 2019

Date	School	Professor	Staff	Time	Seminar	Info. Class Visit
01/31/2019	Lovejoy	Allen	Reese	2 – 4:30 pm	Y	Y
02/07/2019	Plano East	Shubb	Reese	2 – 4 pm	Y	Y
02/19/2019	Allen	Gunter	Reese	1:15 – 2:45 pm	N	Y
02/21/2019	Allen	Gunter	Reese	8:30 – 9:45 am	N	Y
02/21/2019	Allen	Gunter	Andrews-Beard	11:30 am – 12:45 pm	N	Y
08/28/2019	Lovejoy	Allen	Andrews-Beard	2:45 – 3:15 pm	N	Y
08/29/2019	Lovejoy	Allen	Reese	2 – 3 pm	N	Y
09/04/2019	Lovejoy	Allen	Reese	2:30 – 4:30 pm	Y	N
09/10/2019	Allen	Gunter	Reese	9 – 10 am	N	Y
09/11/2019	Wylie East	Simmons	Reese	12:45 – 2 pm	Y(Power Hour)	Y
09/11/2019	Wylie East	Simmons	Wallis	12:45 – 2 pm	Y (Power Hour)	Y
09/17/2019	Wylie	Fajardo	Reese	11 am – 12:30 pm	Y	Y
09/26/2019	Wylie	Fajardo	Reese	1:15 – 2:30 pm	Y	Y
09/27/2019	Wylie	Fajardo	Reese	9 – 9:50 am	N	Y

Frisco Campus Writing Center Off-site Dual Credit Visits 2019*

Date	School	Professor	Staff	Time	Seminar	Info. Class Visit
08/20/2019	The Colony	Multiple	Davenport	8:20 - 3:35	Y	Y
09/03/2019	Hebron	Nelson	Nelson	9:30 am	N	Y
09/03/2019	Hebron	Williams	Nelson	9:30 am	N	Y
09/09/2019	Wakeland	Malin	Rudnick	8:00 am	N	Y
09/09/2019	Reedy	Malin	Treder	12:40 pm	N	Y
09/17/2019	Wakeland	Zuiderweg	Robinson	8:10 am	N	Y
09/18/2019	Prosper	Davis	Mariwala	8:30 – 9:45 am	N	Y
10/25/2019	The Colony	Multiple	Davenport	8:20 - 3:35	Y	N

*No data is available for the Spring 2019 semester.

McKinney Campus Writing Center Off-site Dual Credit Visits 2019

Date	School /Location	Professor	Staff	Time	Seminar	Info. Class Visit
09/04/2019	Farmersville High	Serrano	Stone	6:00 AM	Info	Y
9/12/2019	McKinney North	Libby	Stone	8:30 AM	Info	Y
9/16/2019	Anna High School	Shelton	Stone/Rieve	11:30AM	Info	Y
9/16/2019	Anna High School	Shelton	Stone/Rieve	12:45 PM	Info	Y
11/1/2019	HSA-Symposium McKinney Conference Center		Stone/Rieve Whitstone	9:00 am	Workshop-mini consults	Y
11/8/2019	McKinney North CNA	Fields	Stone	7:30 AM	Info/APA	Y
11/8/2019	McKinney North CNA	Sweet	Stone	1:00 PM	Info/APA	Y

Appendix C

2014-15 SERVICE UNIT REVIEW

SERVICE UNIT NAME: WRITING CENTER AND MATH LAB SERVICE UNIT REVIEW

SERVICE UNIT REVIEW

The timeframe of unit review is five years, including the year of the review. Data being reviewed for any item should go back the previous four years, unless not available. Questions regarding forms, calendars & due dates should be addressed to the Kathleen Fenton (ext. 3737) or David Liska (ext. 3714) in the Institutional Effectiveness Office.

Are We Doing the Right Things?

This introductory section requires a description of unit/staff effort in service, outreach and engagement, and collaboration across the district/campus. It should be a comprehensive and functional depiction which sets the context of the service unit and should serve as the framework for the rest of the document. Topics presented in this self-definition explanation should appear later in the self-study in greater detail and explanation. This section should also begin to draw alignments with other processes, such as institutional initiatives.

This section is not meant to be merely a descriptive narrative of demographics. For example, reporting service figures for the past four years is useful only if they are illustrative of something that is impacting the unit (for example, growth in service demand, substantial increase or decrease in the number of students with unmet service needs; a disruptive technology impacting service delivery). This is also not meant to be a statement which establishes the level of quality of the unit or services delivered. It should be focused clearly on what is done in the name of the service unit.

1. WHAT DOES YOUR UNIT DO?

A. What is the service unit and its context? Provide evidence to make the case for each assertion made.

Points to consider:

- Primary services provided by unit staff
- Primary products produced by unit staff
- Service across the campus by unit staff
- Outreach and engagement efforts by unit staff



2014-15 SERVICE UNIT REVIEW

- Areas where the unit is working in an isolated silo
- Identified barriers to effective service

The Writing Center offers support services to students enrolled in courses at Collin College. Many of the students that come to the Writing Center are there for support for their ENGL and Developmental Education classes, however, students come to the Writing Center for support in any of the classes they many have writing assignments in, or need help with their writing. The Writing Center provides resources, free of charge, such as access to writing center consultants, various workshops to address common problems, access to computers, access to grammar and style manuals, and assistance in using these resources, both individually and sometimes in groups.

The Writing Center staff cooperates with faculty, especially English faculty, to support their classroom instruction. The Writing Center is there as one of the options to provide support for those freshman level English classes that require lab time outside of the classroom. Some of the full time English faculty volunteer their time to help students in the Writing Center, and some associate faculty are employed by the Writing Center.

The Math Lab offers support services to students enrolled in developmental math, college level math, and natural science courses that have math-based assignments. The center provides numerous resources, such as free of charge professional tutoring, access to current textbooks and student solutions manuals, computer hardware and software, calculator-including assistance with the usage of technology, as well as opportunities for students to work individually and in groups.

The Math Lab staff cooperates with math faculty to support their classroom instruction; some of the full time math faculty members volunteer their time and regularly help students in the lab and some associate instructors are employed in the Math Lab. This gives students more opportunities to interact with professors outside of the classroom and makes the Math Lab a more valuable place for them.

The Writing Center and Math Lab staff is involved in promoting the center and lab, participating in resource fairs for students and faculty, communicating via email to faculty members, preparing fliers every semester (with the Writing Center Workshops offered and hours of the center), (the Math Lab fliers and bookmarks have the current schedule for the Math Lab) to distribute on campus, the current Writing Center schedule and Math Lab schedule are posted on the college website, and the Writing Center workshops are posted there, as well as on the main college calendar. The Writing Center Schedules are as follows:

Central Park Campus Writing Center: M-R 9am-8pm, Friday 9am-5pm, and Saturday 9am-1pm.

Preston Ridge Campus Writing Center: M-R 9am-8pm, Friday 9am-5pm, and Saturday 10am-4pm.



2014-15 SERVICE UNIT REVIEW

Spring Creek Campus Writing Center: M-R 8am-8pm, Friday and Saturday 8am-5pm, Sunday 1pm-5pm with Walk-in hours when tutors are available.

The Math Lab Schedules are as follows:

Central Park Math Lab: M-R 8:30am-7pm, Friday 8:30am-5pm, Saturday 9am-1pm

Preston Ridge Math Lab: M-R 9am-7pm, Friday 9am-4pm, Saturday 9am-1pm

Spring Creek Math Lab: M-R 8am-8pm, Friday 8am-5pm, Saturday 8am-5pm

The Writing Centers and Math Labs promote academic success and help students to achieve their academic goals and aid them to be better communicators of the written word and members of society who are mathematically competent.

No barriers to effective service are identified for either the Writing Centers or the Math Labs.

B. Briefly summarize the topics that are addressed in this self-study:

This self-study focuses on the ways in which the Writing Center and Math Lab assist students, aid the college in sustaining its mission and strategic goals, and the reasons why we feel the services offered by the Writing Center and Math Lab should not be outsourced.

2. WHY WE DO THE THINGS WE DO: UNIT RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN

The question of “why we do the things we do?” is one which focuses on the mission of the unit, goals and priorities, and the role of the unit within its division and college. Describe unit-level actions that demonstrate the college mission, impart the core values or contribute to the strategic goals. Provide unit-specific evidence of actions that support the case that the unit and its staff contribute to fulfillment of the college mission, core values, and goals.

Poor example: The unit supports the college mission to be student-centered in all that we do.

Better example: The unit supports the college mission to be student-centered by providing financial aid to qualifying students.

Best example: The units supports the college mission by providing financial aid for higher education to more than 8,000 students per term within 45 days from the date the application is received. (This is verifiable evidence of how the unit supports the college mission.)

A. Make a unit-specific case that shows the unit supports the college [mission](#).



2014-15 SERVICE UNIT REVIEW

The Writing Center supports the college mission to be student-centered by providing writing skills support to students; The number of student consultations to the Writing Center have reached the following in Spring 2014 (PRC-1627; CPC-1643; SCC-3527) and the workshops offered by the center in Spring 2014 served the following numbers of students: PRC- 450; CPC-533; SCC-447. (see Appendix A for detailed numbers from 2010-2014)

By providing students with support for their writing, students are at the center of the learning process. Writing Center consultants provide one-on-one support for students and give academic assistance based on the student's individual needs, helping them improve their basic skills for writing, as well as general academic skills for critical thinking and communication.

The Math Lab supports the college mission by providing math tutoring services to students; the number of student visits to the Math Lab exceeds over 20,000 district-wide. (PRC- 7500, CPC 2580; SCC 11,290) (see Appendix A for detailed numbers from Fall 2010-2014)

The Math Labs by providing students with tutors, place the student at the center of the learning process. Tutors can help students to develop their general academic skills such as note taking, study skills, problem solving, computer skills, calculator skills and using texts and other reference materials.

The Math Lab also employs student tutors. These student tutors are developing their own mathematical skills by tutoring others and reinforcing their mathematical knowledge and are also developing their communication and teaching skills. Employing these student tutors also contributes to a student centered environment by providing valuable work experience for these student tutors.

Collin's mission statement also declares that the college seeks to "provide a program of student developmental services and learning resources designed to assist individuals in achieving their academic and career goals". It also states that it seeks to provide "developmental education" designed to "improve the basic skills of students." The Writing Centers and Math Labs serve as a developmental service where all students can receive the aid they need to achieve their goals. These units also serve as learning resources by providing tutoring, books, calculators, computers and a quiet environment to study.

- B. Make a case that the unit and its staff contribute to fulfillment of the college [core values](#).
Collin's core values of learning, service and involvement, academic excellence, dignity and respect and integrity are modeled through the staff in the writing centers and math labs.

2014-15 SERVICE UNIT REVIEW

Learning is promoted through the processes in the Writing Centers and Math Labs. Students are encouraged to ask questions and understand concepts.

The support in the writing centers is a service to the students and for the faculty in whose classes these students are enrolled. Tutoring, in its very essence, is a service to others. The Math Lab employs student tutors which gives student tutors the great opportunity to participate in service to their peers. Tutors model the value of service in the math lab. The support for these students in the Writing Centers and Math Labs promotes academic excellence aiding the students to be better prepared and able to succeed in their classes. It allows students the support to improve upon their grades and continue their success in their academic classes.

The Writing Center and Math Lab promote our core values of dignity and respect by modeling these qualities. Each student is treated with dignity and respect when they enter these areas. Integrity is also modeled in the Writing Center and Math Lab. Students are aided in the proper documentation for their papers to maintain the integrity of the sources for those papers. Integrity in using their own thoughts and ideas in their writing is also wholly supported in the centers. Students in the Math Lab are encouraged to be academically honest at all times. Students are encouraged to always do their best and to maintain the core values in all they do.

C. Make a case that the unit supports the college [strategic plan](#).

The Writing Center and Math Lab support the college strategic plan. The first strategic goal listed is “improve academic success by implementing strategies for completion.” The writing center and Math Lab help to accomplish this in several ways. First of all, the writing center and math lab provide students with assistance in their coursework.

The Writing Center and math Lab provide an environment that is conducive to learning. The centers/labs have resources for students in a quiet learning environment. Students are encouraged and assisted through the Writing Center, which helps them to improve their writing and communication skills, and through the Math Lab, their mathematical skills and knowledge, all helping them to complete their course and their degree.

Another strategic goal listed for the college is “Engage faculty, students, and staff in improving a district-wide culture of adherence to the Collin College Core Values.”

By promoting learning, modeling service and integrity, treating others with dignity and respect, and helping students to achieve academic excellence, the core values of Collin College are part of the culture within the math lab and writing center. It is this culture that influences students and faculty alike who work within these support services.

2014-15 SERVICE UNIT REVIEW

3. WHY WE DO THE FUNCTIONS WE DO?

A. Make a case that the functions of the unit are necessary, should be modified, or should be deleted.

Points to consider:

- What is the origin of, and reason for, the function?
- Has the function evolved over time? Is it continuing to fulfill the original reason or has the reason also changed over time?
- What would happen if the unit no longer provided these functions?
- What unit functions require the most staff time?
- Are the functions that require the most time the same functions that add the biggest value for the college?
- What are the interdependencies with other unit functions and other units of the college? Is the unit duplicating any functions with other units? Is there a clear line of communication with other units involved in or supporting each of these functions?
- Does the unit or the college have alternate ways of providing any of these functions?
- Are the functions as automated as possible?

The functions of the Math Lab and Writing Center area necessary to support our students.

The Math Lab is there to provide tutoring for students. It is necessary in that it is useful for those students taking online courses who have limited access to their instructor. Furthermore, since many of the professors here at Collin College are associate faculty, students may not have as much access to their instructors as they would if their professors were on campus throughout the day. Thus the Math Lab provides a place where students can come to ask questions when they do not have access to their professors.

A second way in which the Math Lab is necessary is in the function as a study area. Many students meet in the Math Lab to work on their homework. Thus, it provides a meeting place for group study and students can come in before/after class to go over material they did not understand.

A third way the Math Lab is necessary is that it serves as a resource center for students. The Math Lab provides texts, calculators, computers, work areas, and a quiet environment in which to study.

A fourth way in which the Math Lab is necessary is that it provides free tutoring. STEM subjects are critical areas which need to be nurtured during this time because of overall lack of interest in these areas. Furthermore, many students who leave high school are lacking these vital



2014-15 SERVICE UNIT REVIEW

quantitative skills which are required in almost every major. Collin also has students who are returning to school after a long absence. This absence has left gaps in their math skills. Thus, it is vital that we offer help in math to all students who need it so they can complete their degree in a timely manner.

In much the same way, the Writing Center is necessary for our students. One reason is for students whose writing and communication skills need extra help. This can be said for many of our students, including those recently out of high school who are underprepared for college, as well as for those students returning to college after a long absence. MLA and other forms of documentation change regularly, and some students need extra help to gain that knowledge. Students in the online classes can have the support of the on-site Writing Center, or the Online Writing Lab to help them in their written communication and the text-to-tutor option, which started in Fall 2013.

Secondly, many of our students take writing intensive courses before they have completed their fundamental English classes. These students need the support in the Writing Center to improve their writing and successfully complete these courses.

The free support from the Writing Center consultants is critical for many of our students who could not financially afford the extra help they need if it were not provided by the college through the Writing Center.

If the Math Lab and Writing Center did not exist, there would not be the support many students need to be successful. They would have to rely on private tutors which is expensive and may not be properly trained. If students did not have the support, they may simply have to take a lower grade rather than getting the help they need to improve their grades.

Most of the staff time in the Math Lab is devoted to tutoring, while in the Writing Center time is spent in one-on-one consultations with students as well as some group consulting. This is indeed the function which gives the most benefit to the students and to the college as a whole as it is the primary function of these support units.

Comparison:

After reviewing services provided by Brookhaven College and Texas Woman's University, we found that their mode of service is much the same as Collin's. Both have tutoring services for Math and for Writing, and seem to relay these services in much the same way as Collin College currently does, however, there is some difference between Collin and the others in the hours their services are available. (Collin seems to have more support on weekend and evening).



2014-15 SERVICE UNIT REVIEW

At Brookhaven, their Writer's Corner offers one-on-one consultations with students as well as some group support, but they are only available at various times during week days (M 8am-4pm, T 8:30am-5pm, W 8am-5pm, R 8am-12:30pm).

Texas Woman's University has their Write Site, which offers one-on-one consultations with students, as well as some workshops on stages of the writing process or on common problems. They also have an Online Writing Lab, however, they also have their Write Site Night appointments Sunday – Wednesday 6pm-9pm in the Library, but students must provide their own computers. Their regular hours are M-R 9am-5pm and Friday 9am-1pm.

At Brookhaven College they have tutoring for Mathematics Monday-Thursday 9am-7pm, Friday 10am-2pm and Saturday noon-4pm. They support group and individual tutoring and just as our Math lab, have support for calculators, textbooks, etc. available for students.

At Texas Woman's University they have their Mathematics & Technology Success Center which provides tutoring for any math class or course with technology. They also can tutor in statistics and for the statistical software used in certain classes. They are open Monday-Thursday 7:30am-8pm and Friday 8am-5pm.

C. Make a case that each of the primary services should, or should not be, outsourced.

If tutoring/writing consulting, in either the Math Lab or Writing Center, were to be outsourced, it would become more difficult to control the quality of tutors/writing consultants, or the availability of support for our students. For the Math Lab, since some of their tutors are peer tutors, by keeping the tutoring lab as an internal department, we can ensure that some of the tutors are Collin College students. These tutors are important in that they serve as models for other students at Collin.

Also, some of the tutors/writing consultants are Collin instructors, and the Math Lab and Writing Center cooperate with our faculty to support the students. Again, if the services are outsourced, there may be no guarantee by the contractor that instructors are used as tutors or that their tutors would cooperate with our faculty. Having instructors serve in the support areas, and having the support areas work well with our faculty areas extremely beneficial as it gives students more access to instructors and allows instructors to have more one-on-one interaction with students, and faculty get feedback on where students may need more support.

Both the Math Lab and the Writing Center play important roles in creating a productive learning environment for our students. Both offer a multitude of indispensable resources:

2014-15 SERVICE UNIT REVIEW

- Free in-person support (tutor/consultant)

A large number of community college students have significant personal or family commitments and often experience financial strains when hiring private tutors/writing support. It is essential for a college to provide a supportive learning environment, where resources like math tutoring and writing support are available. Due to the diverse student population of community college in which there is a high variation regarding academic level for math and writing, the Math Lab and Writing Center are imperative resources for student educational success.

Mathematics is more than simply numbers and formulas and writing is a formal mode of communication that can be very complex. Acquiring mathematical skills and communication skills involves personal interaction between students and faculty, tutors/consultants and peers. The Math Lab and Writing Center create such opportunities by offering one-on-one tutoring, group tutoring, providing a collaborative study space, and place outside of the classroom to meet with professors, as some associate faculty work in the Math Lab or Writing Center, and some full time faculty volunteer hours in the Math Lab or Writing Center. Research shows that people alone are capable of creating a culture of excellence and can push others to meet greater standards.

- Provide access to computer software and hardware, as well as calculators to maximize the learning of mathematics. (Math Lab)
- Students use the technology provided for online assignments or online tutoring while in the Math Lab, and can receive immediate tutor assistance either with the use of technology and/or with questions related to the assignment. While online tutoring should be used to enhance learning mathematics; however, it should not be the sole method of instruction. Wendy Kopp (CEO of Teach All) emphasizes in her research that cautions must be taken when focusing on technology and reflects on the importance of promoting people as knowledge sources.
- Provide access to resources for various kinds of citation format (MLA, Chicago Style, APA, etc.) (Writing Center)
- Students need to understand the citation format required of them by their professors. Since many students take writing intensive classes prior to taking ENGL 1302 (and sometimes prior to taking ENGL 1301), they are not always aware of the different formats that could be required by their professors. The Writing Centers have resources and staff to explain how to properly cite sources and explain why proper citation is needed.
- Supply of current textbooks and resources

2014-15 SERVICE UNIT REVIEW

Many students are unable to afford textbooks and must use online versions of textbooks as a cheaper alternative to the physical books, however e-books are found to be rather difficult to navigate. To help students in these situations, current copies of math textbooks are supplies for student use while in the math lab. In the Writing Center several resources for writing and English textbooks are available for students to utilize while in the Writing Center.

- Offer Workshops
Math workshops are offered to refresh math material previously learned and as a complement to classroom instruction. Students have the option of attending the workshop and improving critical math skills.
Writing workshops are offered on various parts of the writing process, as well as citation format, knowing your audience, and typical problems in writing, as well as letter writing (for admissions, job applications, etc.). Students are able to attend any of the Writing Center workshops to learn and improve on their formal communication processes.
- Maintain a selection of high-quality tutors/consultants.
Having the Math Lab and Writing Center on campus provides various knowledgeable tutors/consultants for students; tutors/consultants working in our support services have completed a degree, (for some, multiple degrees), or are students (in the Math Lab) recommended by the full time faculty in math.
- Create professional work experience (Math Lab)
The Math Lab creates work opportunities and professional experience for student tutors.

As the evidence demonstrates, the Math Lab and Writing Center provide vital services and an abundance of resources for students; therefore, they should not be outsourced.

4. WHY DO WE PRODUCE THE PRODUCTS WE DO?

A. Make a case that products of the unit are necessary.

Points to consider:

- What is the origin of, and reason for, each of the products?
- Have the products evolved over time? Are the products continuing to fulfill the original reason or has the reason also changed over time?

2014-15 SERVICE UNIT REVIEW

- What would happen if the unit no longer produced these products?
- What unit products require the most staff time?
- Are these the same unit products that add the biggest value for the college?
- What are the product interdependencies with other unit functions and other units of the college?
- Does the unit or the college have alternate ways of producing any of these products?
- Are there competing products that do the same job? What are the advantages and disadvantages of the unit's product and the competition?

N/A

B. Make a case that the production of the products should, or should not be, outsourced.

N/A

C. Unit Public Communications: List all Unit literature and other public communications (brochures, web presence, catalog entries, etc.) and provide the last date each was updated. All Unit public communications must be reviewed and updated no earlier than three months prior to the Unit review due date or provide a schedule to demonstrate that a review is periodically conducted to keep the contents current.

Table I-B: Unit Public Communication

Title	Type	Last Updated
www.collin.edu – Student Resources – Math Lab and Writing Center	Internet	Updated at the start of the semester 1/28/15 (ML); 1/21/15 (WC)
Fliers, bookmarks (ML) with current schedule	Handouts distributed among students and posted on faculty offices	1/15/15

2014-15 SERVICE UNIT REVIEW

Notification to faculty	e-mail	Always sent at start of semester 1/21/15, with updates during semester
-------------------------	--------	--

5. INSTITUTIONAL DATA TO CONSIDER

A. Gather any relevant, available information for the unit. Possibilities include:

1. Student Satisfaction Surveys
 - a) IE Student Service Unit Satisfaction Survey 2010 and 2012. 2014 student survey data will be available on a unit basis by December 2014.

The institutional data from the IE Student Service Unit Satisfaction Survey has been favorable to the Writing Centers and Math Labs. In 2010 and 2012 less than 4% of students were very unsatisfied with the math labs and in 2010, there were 5.1% of students that were very unsatisfied with the timely manner of the Writing Center, while the other areas were even less that were unsatisfied. In 2012, the numbers for unsatisfied students had decreased to 2.7% and that was in the overall satisfaction (it had been 5% in 2010). (See Appendix B and see the Math Labs tab and the Writing Center tab)

The institutional data from the IE Student Service Unit Satisfaction Survey for 2014 was not originally compiled by the end of December 2014 due to a resignation in IRO and I received the numbers for the units by request to Institutional Effectiveness, which is in a different format than the 2010-2012 report, while IRO is still compiling the 2014 main survey data. (see Appendix C for IE data and Appendix D for the IRO compiled data which was received 2/5) The data for the Math Lab had 896 survey completions. 55.9% (501/896) indicated they were aware of the Math Lab while 30.1% (270) indicated they had utilized the Math Lab. The data for the Writing Center had 896 survey completions with 67% (601/896) aware and 32% (287) indicated they had utilized the Writing Center. This awareness is down a little for both the Math Lab from 2010 (62.4% aware) and 2012 (67.7% aware), and for the Writing Center from 2010 (72.8% aware) and 2012 (78.8% aware).

This shows that although the units attempt to make students aware, since we have brand new students coming to our institution every semester, our awareness campaigns for the units must be continuous.

2014-15 SERVICE UNIT REVIEW

2. IE Faculty/Staff Service Unit Satisfaction Surveys 2010, 2012, and 2014.

The institutional data from the IE Faculty/Staff Service Unit Satisfaction Surveys in 2010, 2012 and 2014 consistently show that the Faculty/Staff at Collin see the Writing Centers and Math Labs as units with user friendly procedures that are efficient, staff who are courteous and knowledgeable and the units met needs in a timely manner. The overall satisfaction from faculty and staff with the services/programs used in these units has been positive. (See Appendix E for Math Labs and Appendix F for Writing Centers).

3. Unit-level Data, if available

a) Number of delivered service units by function

The Unit-level Data continues to show the growth and use of the Writing Center and Math Labs. (Appendix A). Even though the IE Student Survey of Service Units showed a decreased awareness of the Writing Center and Math Lab, the numbers of students who are utilizing these support services continues to increase overall (with the exception of Fall 2013 and Spring 2014 at CPC where there was a slight decrease due to being short staffed and unable to support as many students).

2014-15 SERVICE UNIT REVIEW

6. UNIT RESOURCES WE HAVE AND THEIR STATUS

- A. Partnerships Resources: List any unit partnerships with university/business and industry partnerships and briefly describe them. If a contract is involved, indicate its duration.

Table 6-A: Partnership Resources.

University/Business & Industry	Partnership type	Contract, if any	Benefits to unit and/or college
N/A			

- B. Employee Resources: List Unit employees (full- and part-time), their role, credentials, and professional development activity during the last four years.

Table 6-B: Employee Resources

Employee Name	Role in Unit	Credentials	Professional Development since last Unit Review
Anczura, Mark (PT) PRC ML	Math Lab Specialist-I-III	MS, Math	
Chimdambaram, Uma (PT) PRC ML	Math Lab Specialist-I-III	MS, Math	
Chauhan, Priyank (PT) PRC ML	Tutor (Instructional) Level III	Transfer UTD Student	
Elizondo, George (PT) PRC ML	Math Lab Specialist-I-III	BS Math	

2014-15 SERVICE UNIT REVIEW

Ferdowsali, Sara (PT) PRC ML	Tutor (Instructional) Physics Level I	Associate	
Katz, David (PT) PRC ML	Math Lab Specialist-I-II	MS Math	
Oguzman, Nesli (PT) PRC ML	Math Lab Specialist-I-II	MS Statistics	
Shad, Shahina (PT) PRC ML	Math Lab Specialist-I-II	MS Math	
Yun-Hsiang, Huang (PT) PRC ML	Math Lab Specialist-I-II	MS EE	
Mampilli, Ann (PT) PRC ML	Tutor (Instructional) Level III	MS Physics	
Norouzi, Amid (PT) PRC ML	Tutor (Instructional) Level II	Student	
Barnhard, Brandon (FT) PRC ML	Lab Instructor	BS Math	
Woldu, Malgorzata (FT) PRC ML	Lab Manager	MS Math MS MIS	MAA Conference – Hartford 2013; Portland 2014M
Adjei, Francis (PT) SCC ML	Math Lab Specialist-II	MS Math	
Bird, Melissa (PT) SCC ML	Math Lab Specialist-II	MS Math	

2014-15 SERVICE UNIT REVIEW

Boy, Christie (PT) SCC ML	Math Lab Specialist-II	MS EE	
Celan, Violeta (PT) SCC ML	Math Lab Specialist-II	PhD Chemistry	
Chow, Chung (PT) SCC ML	Math Lab Specialist-II	MS Math	
Damavanti, Shansi (PT) SCC ML	Math Lab Specialist-II	MS Math	
Dattalo, Lidia (PT) SCC ML	Math Lab Specialist-I	MS Math	
Dixit, Prabhath (PT) SCC ML	Math Lab Specialist-II	MS Math	
Elakodical, Joseph (FT) SCC ML	Lab Instructor	MS Math	Attended multiple training sessions on software applications for Web Assign, Connect math, ALEKS, and Blackboard, 2014. Attended training on upgrading operating systems (OS) for Texas Instruments calculators using a computer interface as opposed to a calculator-to-calculator transfer
Feldkoren, Boris (PT) SCC ML	Math Lab Specialist-II	PhD Chemistry	
Gupta, Neelam (PT) SCC ML	Math Lab Specialist-II	MS Math	
Hallmark, Jim (PT) SCC ML	Math Lab Specialist-II	PhD Math	

2014-15 SERVICE UNIT REVIEW

Jenciragic, Jasmirna (PT) SCC ML	Math Lab Specialist-II	MS Math	
Karimi, Ava (PT) SCC ML	Tutor (Instructional) Level-III	60+ credit hours w/ 2 sophomore-level courses in discipline	
Kavanaugh, Mike (PT) SCC ML	Math Lab Specialist-II	MS Physics	
Keeton, Dennis (FT) SCC ML	Manager II, Math Lab	MS Math	<p>Attended multiple training sessions on software applications for Web Assign, Connect math, ALEKS, in order to train the Math Lab staff, 2014</p> <p>Additional training completed on how to upgrade the operating system (OS) for Texas Instruments calculators using a computer interface as opposed to a calculator-to-calculator transfer. 2014</p> <p>Developed a cross reference college algebra guide for students to use that helped prepare them for the math placement test 2014.</p>
Kemp, Franklin (PT) SCC ML	Math Lab Specialist-II	MS Math ???	
Krishna Moorthy, Prishha (PT) SCC ML	Student Assistant	Current student-enrolled in 6+ hrs/yr	
Kumar, Ashok (PT) SCC ML	Math Lab Specialist-II	MS Physics	
Kumar, Jyoti (PT) SCC ML	Tutor (Instructional) Level-I	Student—completed one freshman-level course in discipline	
Lin, Denis (PT) SCC ML	Math Lab Specialist-II	MS Math	

2014-15 SERVICE UNIT REVIEW

Lu, Ying (PT) SCC ML	Math Lab Specialist-II	MS Math	
Mangarolla, Purnima (PT) SCC ML	Tutor (Instructional) Level-I	60+ credit hours w/ 2 sophomore-level courses in discipline	
McCarthy, Cliff (PT) SCC ML	Math Lab Specialist-II	MS Math	
McMurry, Cienna (PT) SCC ML	Student Assistant	Current student-enrolled in 6+ hrs/yr	
Patel, Jagruti (PT) SCC ML	Math Lab Specialist-I	BS Computer Science	
Platt, Stephanie (PT) SCC ML	Math Lab Specialist-II	MS Statistics	
Popokh, Raisa (PT) SCC ML	Math Lab Specialist-II	MS Math	
Porter, Beth (PT) SCC ML	Math Lab Specialist-II	MS Math	
Proctor, Hannah (PT) SCC ML	Student Assistant	Current student-enrolled in 6+ hrs/yr	
Rogers, Duncan (PT) SCC ML	Math Lab Specialist-II	PhD Physics	
Subedi, Ramesh (PT) SCC ML	Math Lab Specialist-II	MS Math	

2014-15 SERVICE UNIT REVIEW

Tehraniyan, Mohammad (FT) SCC ML	Lab Instructor	PhD Education	Attended multiple training sessions on software applications for Web Assign, Connect math, ALEKS, and Blackboard, 2014. Attended training on upgrading operating systems (OS) for Texas Instruments calculators using a computer interface as opposed to a calculator-to-calculator transfer
Valenzuela, Bryan (PT) SCC ML	Math Lab Specialist-I	BS Math	
Wan, Chang-Feng (PT) SCC ML	Math Lab Specialist-II	PhD Physics	
Zargar, Neda (PT) SCC ML	Math Lab Specialist-II	MS Physics	
Zhou, Anna (PT) SCC ML	Math Lab Specialist-I	BS Math	
Stone, Holly (FT) CPC AAC	Manager, Academic Assistance Center	MS MGMT	Attended North Texas Writing Center Association Conference 2010, 2011, 2012, 2013, 2014, Serves as Vice President of North Texas Writing Center Association April 2014-present, Attended the National College Learning Center Association Conference, 2012
Arthur, Christopher (PT) CPC ML	Math Lab Specialist-II	MS Math	
Basse, Emily (PT) CPC ML	Math Lab Specialist-II	MS Math	
Cooper, Marilyn (PT) CPC ML	Math Lab Specialist-II	MS Statistics	



2014-15 SERVICE UNIT REVIEW

Cyr, Jillian (PT) CPC ML	Math Lab Specialist-I	BS Math	
Garcia, Luis (PT) CPC ML	Math Lab Specialist-II	MS Applied Math	
Hagenimana, J-Bosco (PT) CPC ML	Math Lab Specialist-II	MS Actuarial Science	
Natarajan, Chell (PT) CPC ML	Math Lab Specialist-II	MS Math	
Stiegelmeier, David (PT) CPC ML	Math Lab Specialist-II	MS Math	
Xu, Rui	Math Lab Specialist-II	PhD Statistics	
Davenport, Monica (PT) PRC WC	Writing Center Assistant-III	MA ENGL	
Hedrick, Diane (PT) PRC WC	Writing Center Assistant-III	MLA Graduate hours in ENGL	
Jackson, Karen (PT) PRC WC	Writing Center Assistant-III	BA ENGL MA Teaching	
Mayeur, Betty (PT) PRC WC	Writing Center Assistant-III	MED Secondary Ed	North Texas Writing Center Association Conference 2013, 2014
McPeak, Kim (PT) PRC WC	Writing Center Assistant-III	BA ENGL Graduate work in ENGL	

2014-15 SERVICE UNIT REVIEW

Moore, Kathleen (PT) PRC WC	Writing Center Assistant-II	MLS- Library Studies and ENGL	
Oats, Nancy (PT) PRC WC	Writing Center Assistant-III	BA ENGL	
Owens, Bettina (PT) PRC WC	Writing Center Assistant-II	BA ENGL	
Perrotta, Sharon (PT) PRC WC	Writing Center Assistant-III	BA ENGL	
Quinn, Doris (PT) PRC WC	Writing Center Assistant-II	BA ENGL	
Rudnick, Darcy (PT) PRC WC	Writing Center Assistant-III	MS ENGL	
Troyer, Ann (PT) PRC WC	Writing Center Assistant-II	MED Secondary Ed	
Wood, Joy (PT) PRC WC	Writing Center Assistant-II	BA ENGL MED	
Reese, Joani (FT) SCC WC	Manager, Writing Center	MFA ENGL	
Allen, James (PT) SCC WC	Writing Center Assistant-II	MA MUSI	
Andrews-Beard, Olivia (PT) SCC WC	Writing Center Assistant-III	MA EDUC	



2014-15 SERVICE UNIT REVIEW

Campbell, Ashlea (PT) SCC WC	Writing Center Assistant-III	MA EDUC	
Cullum, Chip (PT) SCC WC	Writing Center Assistant-II	MA ESL	
Dennis, Patrick (PT) SCC WC	Writing Center Assistant-III	MA HUMA History of Ideas	
Dickson, Debbie (PT) SCC WC	Writing Center Assistant-II	BA ENGL + 36 Grad hrs ENGL	
Durkee, Patrick (PT) SCC WC	Writing Center Assistant-II	PhD Literature	
Griffin, Anne (PT) SCC WC	Writing Center Assistant-III	MA ENGL	
Johnson, Lucas (PT) SCC WC	Writing Center Assistant-III-OWL	MFA HUMA	
Kruse, Luanne (PT) SCC WC	Writing Center Assistant-III	MA ENGL	
Kujoory, Parvin (PT) SCC WC	Writing Center Assistant-III	MLS (Library Science) PhD ENGL	
Lee, Paul (PT) SCC WC	Writing Center Assistant-III-OWL	MA ENGL PhD ENGL	
Long, Karen (PT) SCC WC	Writing Center Assistant-III	MA Liberal Arts	



2014-15 SERVICE UNIT REVIEW

Lusher, Sarah (PT) SCC WC	Writing Center Assistant-II	BA ENGL/HIST	
Mack, Eliee (PT) SCC WC	Writing Center Assistant-III-OWL	MA ENGL	
Millerman, Gay Lynn (PT) SCC WC	Writing Center Assistant-III	MA Liberal Arts	
Newton, Rubi (PT) SCC WC	Writing Center Assistant-III	MA HUMA-Studies in Literature	
Peters, Pat (PT) SCC WC	Writing Center Assistant-III	BA ENGL	
Rowntree, Mimi (PT) SCC WC	Writing Center Assistant-II	BA ENGL MA Creative Writing	
Salinas-Arredondo, Sonya (PT) SCC WC	Writing Center Assistant-III	MA EDUC	
Smith, Mark (PT) SCC WC	Writing Center Assistant-II	MA Divinity	
Sorensen, Heather (PT) SCC WC	Writing Center Assistant-II	MA HUMA – Studies in Literature	
Springate, Kris (PT) SCC WC	Writing Center Assistant-III	MA in Teaching	
Sullivan, Renee (PT) SCC WC	Writing Center Assistant-III	MA HUMA/Interdisciplinary ED	

2014-15 SERVICE UNIT REVIEW

Tavera, Stephanie (PT) SCC WC	Writing Center Assistant-I	MA HUMA Studies in Literature	
Wallis, Katie (PT) SCC WC	Writing Center Assistant-III	MA ENGL	
Wilson, Alexis (FT) SCC WC	Tutor-Writing Center	MA ENGL PhD ENGL	
Abbott, Shannon (PT) CPC WC	Writing Center Assistant-III	MA Creative Writing & Lit	
Behanesey, Diana (PT) CPC WC	Writing Center Assistant-III	BA FREN	
Ford, Bonnie (PT) CPC WC	Writing Center Assistant-III	MA Journalism and Government	Attended North Texas Writing Center Association Conference 2012, 2013
Hogue, Sally (PT) CPC WC	Writing Center Assistant-III	MA HUMA BA ENGL	Attended North Texas Writing Center Association Conference 2012, 2013
Hutton, Robert (PT) CPC WC	Writing Center Assistant-II	BA ENGL/Creative Writing	
Kiser, Gay (PT) CPC WC	Writing Center Assistant-II	MED	
Manuel, Abigail (PT) CPC WC	Writing Center Assistant-II	MA HUMA+ 18 grad hrs English Lit	Attended North Texas Writing Center Association Conference 2012, 2013
Ragusa, Daniel (PT) CPC WC	Writing Center Assistant-III	MA ENGL	

2014-15 SERVICE UNIT REVIEW

Rieve, Anna (PT) CPC WC	Writing Center Assistant-III	MA Rhet/Comp	Attended North Texas Writing Center Association Conference 2012, 2013
Whitstone, Brittany (PT) CPC WC	Writing Center Assistant-III	MA ENGL	Attended North Texas Writing Center Association Conference 2012, 2013

C. Facilities Resources: List/describe any facility resources dedicated to the unit's use.

Table 6-C: Facilities Resources

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any "N" answer in columns 5 or 6.
Math Lab PRC F148				Y	Y	
Writing Center PRC LH 141				Y	Y	
Math Lab CPC C220				Y	N	With the expansion coming of the Health Sciences Building, enrollment may increase, leading to more need and therefore more space to serve that need
Writing Center CPC A 104				Y	N	With the expansion coming of the Health Sciences Building, enrollment may increase, leading to more need and therefore more space to serve that need

2014-15 SERVICE UNIT REVIEW

Current space for the SCC math lab does not meet the needs during peak times of the semester. More "overflow" resources are needed-areas peripheral to the lab could be used if properly planned for those peak times					
Math Lab SCC D203			N	N	
Writing Center SCC D203			Y	Y	

D. Equipment and Supplies: List all equipment valued at \$5,000 or more each

Table 6-D: Equipment and Supplies

Current Equipment Item or Budget Amount	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change
None			

E. Financial Resources: List all financial resources in the table below.

Table 6-E: Financial Resources

2014-15 SERVICE UNIT REVIEW

Source of Funds (i.e. college budget, grant, etc.)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
College Budget	Y	N	Current budget will need to be expanded as enrollment increases and need for services increased with enrollment. In those units where space is not an issue, the number of personnel may need to increase to serve the growing needs of students, thus an increase in budget may be needed to cover increased personnel costs.	The ENGL 1301 and ENGL 1302 classes as well as many of the MATH classes have the Lab hour, which generates funds in reimbursement for the supplemental instruction, however, those funds generated from the state are not specifically put back into the math lab or writing center to help support those units for the lab hour.

7. UNIT PLANNING

- A. Use the Institutional and Unit Data and Resources to respond to the following questions.
1. Strengths: What strengths can this unit build on in the near future?
 1. Good Personnel in both the Writing Center and Math Lab
 2. Students that are aware of the units, do feel these resources are valuable
 3. Faculty Buy-in
 - a. Some FT and PT faculty serve in these units

2014-15 SERVICE UNIT REVIEW

- b. Faculty continue to refer students to this support
2. Weaknesses: What unit weaknesses must be addressed in the near future?
 - 1) Data Collection and establishing metrics to relate to effectiveness
 - 2) Evaluation Process of Tutors
 - a. Deficiency Planning
 - b. Training—technical but also develop customer service standards and training for that
 - 3) Awareness Efforts must continue, but better if through the faculty
3. What are the perceived consequences if the weakness(es) is(are) not addressed?

The units could be less than optimally effective.
4. Threats and Opportunities: Describe any forecasted trends or changes in the areas listed below that may impact the way this unit functions five to ten years from now:

Technology (learning new technological support for students as technology changes)
Changes in TSI according to state legislation: TSI Level Math Scores increasing for from Phase 1 (350) to Phase 2 (356 for Freshman in Fall 2017) and again for Phase 3 (369 for Freshman in Fall 2019), leading to more unprepared students entering college-level classes, straining the capacity of the math labs and their ability to provide enough support.

Opportunities:
Finding new ways to utilize technology to help serve students, however, with the younger generation more dependent on Smart phones, they seem less prepared in basic math and writing skills.
- B. Complete the next Continuous Improvement Plan form that follows. This plan will be implemented the academic year following this Unit Review.

2014-15 SERVICE UNIT REVIEW

- C. Use the available data and any Unit Review Committee conclusions to justify/support the new action plan.
- D. Summarize expectations and general plans for the next five years. Under ideal circumstances, how might this unit move the college forward in terms of effectiveness, efficiency or customer satisfaction?
- Over the next five years, the Writing Center and Math Lab will be better known by the students at the college. Awareness efforts, utilizing faculty to spread the word, as well as continuing to promote services on the College website, (both via the websites for each support area and the main college calendar), and direct emails to the students via cougarmail, will be the major parts of the plan to promote the services of the Writing Center and Math Lab.
- With the feedback we will get from the students and staff regarding student needs, both the Writing Center and Math Lab will be able to better address identified student needs. Training for customer service, as well as continuing professional development for the staff in both the Writing Center and Math Lab, will increase student satisfaction with the service units, and help increase traffic of students to these support services, as students will be more satisfied with the Writing Center and Math Lab, and return more often as the units continue to focus on the direct needs of students. This can lead to greater retention of students, and increased completion and success.
- As changes in technology happen, the Math Lab and Writing Center may be adjusting some services or developing new ones to address the new needs and possibilities for services for students.



2014-15 SERVICE UNIT REVIEW 2015-16 Continuous Improvement Plan

Name of Administrative or Educational Unit: _____ Writing Centers and Math Labs

Contact name: Deans Brenda Carter, Cameron Neal, Wendy Gunderson, Jon Hardesty, Don Weassenforth _____ Contact email: wgunderson@collin.edu

Contact phone: 972-377-1015 _____ Office Location: _____ PRC LH106 _____

Unit Mission:

The Writing Center and Math Labs mission is to support student success, academic excellence and a passion for learning by providing quality supplemental instruction for mathematics and writing for our students at Collin.

Math Labs: Provide supplemental instruction for the lab portion of mathematics courses, provide additional mathematics tutoring, and tutoring for Other math intensive courses (e.g. natural sciences, engineering, etc).

Primary Functions: Listen to students' request for assistance, pair them with appropriate support services, empower them to acquire specific knowledge and skills needed to successfully complete assignments while building the foundation for future academic success.

Writing Centers: Provide supplemental instruction for lab portion of English courses, as when assisting students with writing and research-based assignments for English and other writing intensive courses as well as offering workshops related to college writing.

Primary Functions: Listen to students' requests for assistance, provide help with writing formats, grammar and sentence structure, academic citations, essay and research paper development, business and professional communication, scientific writing and assistance to speakers of languages other than English.

Writing center services are also utilized by college employees who desire assistance with written projects.

Key Institutional Outcome Indicators: Overall Satisfaction, Completers, Efficiency, Effectiveness