UNIT NAME: DEVELOPMENTAL EDUCATION   **REVIEW CONTACT: TINA JACKSON**

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GUIDELINES

Time Frames:
1. **Scope**:
    The time frame of Program Review is five years, including the year of the review.
    Data being reviewed for any item should go back the previous four years, unless not available.
2. **Deadline Dates**:
    January 15th – Program Review Document due to Department Supervisor for review
    January 31st – Program Review Document due to Program Review Steering Committee
3. **Years:**
    Years 1 & 3 – Implement Action Plan of (CIP) and collect data
    Years 2 & 4 – Analyze data and findings, Update Action Plan
    Year 5 – Write Program Review of past 4 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

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

EVIDENCE GUIDELINES: In the following sections, you will be asked to provide evidence for assertions made.
  a. **Sources**: This evidence may come from various sources including Collin College faculty and staff, Service Unit Student Satisfaction Surveys, Service Unit Faculty/Staff Surveys, Ruffalo Noel-Levitz Student Satisfaction Surveys, IPEDS Data, National Community College Benchmarking Project data, peer surveys, or unit-level data and surveys. This evidence may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office (IRO) at: effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are aware is encouraged.
  b. **Examples of Evidence Statements**:
    1. Poor example: Employees are encouraged to embrace the College's core values. (Not verifiable)
    2. Good example: Core values are discussed with each employee in annual performance evaluations. (Verifiable, but general)
    3. Better example: Core values are discussed in annual performance evaluations and employees are expected to include one goal that will demonstrate personal improvement related to a core value and document, in the next annual performance evaluation, their accomplishment of that goal. (Replicable, Verifiable)

FOR MORE INFORMATION: Documentation can be found at http://inside.collin.edu/institutionaleffect/Program_Review_Process.html. Any further questions regarding Program Review should be addressed to the Institutional Research Office (effectiveness@collin.edu, 972-985-3714).

COLLIN COLLEGE

EXECUTIVE SUMMARY:
Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.) Using the questions in the template as headings in the Executive Summary can provide structure to the overview document.

Executive Summary

Developmental Education Service Unit Program Review
Submitted by: Tina Marie Jackson, PhD Director of Developmental Education

Collin College serves more than 59,000 credit and continuing education students annually, which includes serving approximately 10,000 developmental education students annually. The Developmental Education (DE) Service Unit includes courses and academic support services for students enrolled in English as a Second Language (ESL), Developmental Mathematics and Integrated Reading/Writing.

Over the past three years DE has redesigned the to include a Director of Developmental Education who functions as the main point of contact for district wide academic and student services related issues. The director is also responsible for working collectively with district wide leadership to maintain compliance with state mandates. DE provides supplemental support, tutoring and co-requisite courses. Developmental Education provides non course based interventions to students who don't pass the Texas Success Initiative (TSI) Assessment.

Collin College's Developmental Education Department is dedicated to preparing and supporting underprepared students for academic success in college level math, English and college level courses though the use of creative course design, technology, and interventions based on the belief that every student should have the opportunity to pursue their educational goals. Our goal is to prepare students to succeed in developmental courses at accelerated rates and strengthen their ability to complete their college courses.

In August 2018 Collin College received a College Readiness and Success Model (CRSM 2018) Grant for $294,985. To enhance and scale co-requisite models to meet the requirements of House Bill 2223 (85th Legislature, Regular Session). The overall goal of the CRSM grant is to increase the number of underprepared students completing college level courses in their first semester. In the Fall of 2018, Collin College began offering co-requisite courses, which pairs developmental education support courses with college level courses. Co-requisite courses have been successful with raising completion rates and assisting DE students with becoming TSI complete. In the 2018/2019 academic year 79% of DE students enrolled in a co-requisite INRW course became TSI met and 70% of DE students enrolled in a co-requisite Math course also met TSI requirements in one semester. In the Spring 0f 2019, data suggests

similar trends in completion rates with 72% of INRW students successful and 66% of DE Math students successfully completing TSI requirements in one semester.

In Spring 2018, Developmental Education also launched an Academic Planning Coach Program. This program has been successful with providing advising to our developmental education students and preparing students for academic milestones and long-term career goals. Faculty and staff will serve as group facilitators and meet with DE students three times throughout the 2019/ 2020 academic year. During these DE academic advising seminars facilitators discuss programs of study, goal setting, transfer pathways, the degree audit process, career exploration and internships.

Over a three month period members of the Developmental Education Service Unit reviewed websites and programs of comparable colleges servicing Texas developmental education students. These peer institutions offer similar co-requisite courses with different academic support options. One option that we are currently considering is offering a Texas Success Initiative Assessment (TSIA) Academic Boot Camp to assist students with preparing to take the TSI Assessment.

Beenah Moshay, Director of Effectiveness Analytics has been administering student and faculty surveys for developmental education. Students enrolled in co-requisite courses during the 2019 Spring Semester were surveyed and 68% of these students would recommend a co-requisite course to other students. Students top responses for what they liked most about co-requisite were the instructor, teaching curriculum and course format. Faculty surveys were also conducted in Spring 2019 and the data indicates that 46% of those surveyed believe co-requisite courses lead to students success.

Director Moshay is also coordinating the evaluation plan for the CRSM grant. The Continuous Improvement Plan (CIP) evaluation plan for the College Readiness & Success Model Grant focuses on three goals: 1) student success in co-requisite courses and beyond; 2) number of developmental students with an academic coach; and 3) faculty expertise in new models. The evaluation is framed by the curriculum and the success of the students. The curriculum is based on a co-requisite, concurrent model, which schedules the Developmental Education course/intervention immediately before or after the college-level credit course, providing just-in time support. The project's measurable outcomes will be based on student persistence and completion. The following data elements and targets will be used to measure the quantitative success of the project.

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

Developmental Education (DE) includes courses in English as a Second Language (ESL), Developmental Mathematics and Integrated Reading/Writing courses. The instructional formats of DE courses vary and include computer-based, lecture, online, express, weekend, self-paced, and non-course based formats. Collin College has implemented Co-requisite DE Courses - a course format which allows students to enroll in credit Math, English and other credit courses right away, when they also enroll in a developmental support course.

Over the past three years the Developmental Education Service Unit has been redesigned to include a Director of Developmental Education who functions as the main point of contact and district-wide coordinator of all academic, advising and scheduling issues related to DE, ensuring that compliance with all state requirements for DE courses, programs and support services are met. The Director of DE also collaborates with District wide Deans, Associate Deans to develop and manage a comprehensive plan for developmental education. Working with district including K-12 initiatives related House Bill 5 requires that school districts partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts to prepare students for success in entry-level college courses.

1. WHAT DOES YOUR SERVICE UNIT DO?

Students who do not pass the Texas Success Initiative (TSI) Assessment are required to enroll in a developmental intervention, which may be a course or a non-course-based intervention in order to develop college-level skills. Developmental Education provides these interventions.

Academic Planning Coach Program (APCP)

Faculty serve as Academic Planning Coaches for DE students. Developmental Education Students meet three times throughout the academic year with an assigned faculty coach. Coaches provide face to face advising to increase persistence and completion rates. Faculty coaches discuss enrollment options, programs of study, goal setting, transfer pathways, the degree audit process, career exploration and internships. Academic advising is a critical support for developmental education students. Working intentionally with student and enrollment services to provide programs to advise DE students about planning out their academic coursework has strengthened our ability to increase retention and completion rates.

APCP Advising & Student Enrollment Services DE Outreach 2019/2020 Academic Year

September 2019	Goal Setting DE Student Orientation	• Offer My Plan Career Assessment Test • Introduction to the PALS Program • Introduction to First Year Experience • An Introduction to Evening & Weekend College
October 2019	Focusing on your Program of Study: Preparing for Spring Registration	• Advising Action Step Make an Appointment with an Advisor • Workforce Education Degrees & Certificates
February 2020	Transfer & Workforce Expo	• Long-term goals • Attend transfer & Workforce Fairs
April 2020	Next Steps: Running Your Audit	• Seeking Internships • Visit the Career Center

Co-requisite Courses

During 2017-2018 academic year, Collin College served 5,267 students in Developmental Education classes. The Collin College Developmental Education department has implemented a variety of strategies to provide students with marketable literacy and numeracy skills. This project will build on those strategies implemented for developmental mathematics students to support increased success and completion by expanding co-requisite courses, adding supplemental instruction, using an active engagement curriculum and providing specialized advising support.

By incorporating the "just-in-time" approach to skill development, students will be better able to see how these skills are tied to problems that may actually occur in their chosen field. By requiring students to complete lab exercises that stress the practical application of data to workforce problems, students will be able to recognize the marketable skills they are learning. The anticipated higher success rate promises to bring more degree completers into the workforce, as mathematics courses are frequently considered gateway courses for degree completion.

Integrated Reading and Writing (INRW)

The ability to write clearly and accurately is critical to success in academic and professional pursuits. Integrated Reading and Writing courses provide instruction in all aspects of planning and producing academic prose in preparation for the TSI writing assessment and for ENGL 1301. Collin College offers the following INRW courses are offered: INRW 0300 Introduction to Integrated Reading/Writing, INRW 0405 Integrated Reading /Writing I, and INRW 0315 Integrated Reading /Writing II. Students who have completed or are enrolled in INRW 0315 are eligible to enroll in college courses that are designated as requiring college level reading and writing skills.

Developmental Math

Collin College offers pre-algebra and algebraic skills courses to enable students to acquire a solid foundation for successful performance in college level mathematics courses. Students can take developmental coursework at the same time they enroll in a credited Mathematics course through the co-requisite model. All Developmental Math students are required to visit with an Academic Advisor to help determine the most appropriate path to meet their education/career goals, as well as to consider for the requirements of potential transfer college or university programs. Students who are placed into Developmental Mathematics at Collin have an option of two pathways to complete their Developmental Math sequence: Algebra Intensive Path; MATH 0314: Support for College Algebra and MATH 0324; Support for Mathematics for Business and Social Sciences. The Quantitative Literacy Path Supports students enrolled in MATH 1342 Elementary Statistical Methods or MATH 1332: Support for Contemporary Mathematics.

The ESL Department started in 1991 and has grown to more than 740 students. It is fully accredited and nationally recognized as an institution of academic excellence. The ESL program helps students master a variety of English skills and understand American culture necessary for academic, professional, and personal success. ESL instructors also help you develop study skills and connections to people and resources in the community. Classes at the Plano (Spring Creek) Campus are taught by experienced instructors who provide students with an open and friendly environment that helps academic learning and personal growth. ESL instructors will also help you develop study skills and connections with people and resources in the community. Our program has three levels of mastery:

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

6

Transitioning (level 3)

Advanced (level 2)

Intermediate (level 1)

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

The Collin College mission statement includes the phrase "developing skills." Developmental Education works to help students develop skills that will make them successful in college-level courses. The developmental education mission for INRW has long been to serve students who for various reasons, such as gaps in previous education, gaps in English-language learning, and/or learning disabilities, need to become TSI complete in reading and writing through successful completion of our INRW program or successful preparation for re-taking the TSI test. Developmental Education is directly connected to Collin College's overall strategic priorities by increasing outreach and creating streamlined pathways from high school to higher education. Our program not only teaches college reading and writing strategies but also incorporates many college study strategies designed to prepare our students for success in the credit-level classroom.   Over the past five years, we have been seeing larger numbers of Adult Basic Education students enroll in our courses, as well as a large upswing in non-native English speakers. These changes are reflective of changes in the TSI cut scores as well as the county-wide influx of non-native speakers, including those who moved here for employment opportunities and refugees who have been relocated.

Collin College's Developmental Mathematics Department is dedicated to preparing and supporting underprepared students for academic success in college level math though the use of creative course design, technology, and interventions based on the belief that every student should have the opportunity to pursue their educational goals. Our goal is to prepare students to succeed in developmental math at accelerated rates and strengthen their ability to complete their college level math courses. DE Math also offers a Mastery extension course to help students successfully complete a DE Math course at the end of the semester. This extended course allows students to satisfy their developmental requirements without retaking the previously failed class.

3. WHY DO WE DO THE THINGS WE DO?

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

Developing skills is a basic part of the college mission. This preparation is also required by law Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter C). The developmental education program has evolved from independent courses to co-requisite

courses explicitly connected to college courses due to HB 2223 in the 2017 Texas legislative session that mandated a transition to co-requisite courses, serving at least 75% of defined students by the fall semester of 2020. Over the past five years this service unit has grown to include district wide services that support supplemental instruction, academic advising and faculty/staff professional development to strengthen the college's ability to increase successful completion of gateway courses for developmental education students.

On August 10th 2018, the Texas Higher Education Coordinating Board (THECB) awarded Collin College a College Readiness and Success Models for 60x30TX grant in the amount of $73,935 initial funding, with additional funds based on completions of a total award amount of $294,985 to provide developmental education services for Developmental Education Math students. These funds were provided from the THECB to accomplish overall academic success, faculty expertise in new models, and sustainable, scalable, co-requisite model delivery.

While meeting with Keylan Morgan, THECB staff during our February 20, 2019 site visit meeting. INRW faculty mentioned they could use a technology cart to assist with supplemental instruction and tutoring.   Mr. Morgan shared that Collin College could submit an addendum to the grant for potential consideration in the event additional funding became available, the maximum request could not exceed 10% of our current grant award of $294,985. On August 22, 2019 Collin was awarded an additional $29,204 to help design supplemental curriculum to assist with strengthening the reading comprehension levels of developmental education students in co-requisite statistic courses. Developmental Math & INRW Faculty are currently working together creating activities that will assist faculty teaching co-requisite courses.

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

Over a three month period members of the Developmental Education Service Unit reviewed websites and programs of comparable colleges servicing Texas developmental education students. These peer institutions offer similar co-requisite courses with different academic support options. One option that we are currently considering is offering a Texas Success Initiative Assessment (TSIA) Academic Boot Camp to assist students with preparing to take the TSI Assessment.

Institution	Website Address	Date Retrieved	Comments	Reviewer
Mountainvew College Developmental Education Studies	Developmental Education Studies https://www.mountainviewcollege.edu/cd/instruct-divisions/mvc/arco/devstudies/pages/default.aspx TSI Boot Camp https://www.mountainviewcollege.edu/services/academic-support/tutoring/tsi-test-prep-mvc/pages/default.aspx	11/20/19	DE website not user friendly.	Tina Jackson
Tarrant County Community College, S.E. Campus	https://www.tccd.edu/academics/courses-and-programs/courses/developmental-studies/	11/21/2019	Very well organized and easy for students and staff to find resources online.	Tina Jackson
SEVIS Student and Exchange Visitor Program	https://www.ice.gov/sevis	02/2018	Excellent resource for staff and students.	Nancy Megarity

4. HOW DO WE IMPACT STUDENT OUTCOMES?

Over the past three years the developmental education service unit has created an implementation plan to scale co-requisite courses, increase completion of developmental education courses and provide additional academic support for INRW and DE Math. Below you will find strategies that have been implemented district wide and action steps that have occurred annually.

Strategies	Action Steps Fall 2018/Spring 2019
Provide tutoring and other academic support services to increase academic engagement, retention and successful completion among students enrolled in co-requisite courses.	Hire 3 tutors to support Co-director with facilitation of Supplemental Instruction. 1-22-19 through 2-4-19
Provide increased access to technology for co-requisite courses by providing laptop carts for use in class and desktop computers in the AIM center for use outside of class, during tutoring and learning support.	Frisco and McKinney are offering Supplemental Instruction with services provided M-F and online (Please see attached document).
Supplemental Instruction (SI) The goal of Supplemental Instruction is to provide tutoring to increase academic engagement, retention and	The co-requisite developmental mathematics courses are designed to reinforce skills, directly tied to course outcomes of Contemporary Mathematics and Elementary Statistical Methods courses. Two different approaches will be used for Supplemental Instruction (SI), the first will be an in-class SI,

completion among students enrolled in co-requisite courses. Supplemental Instruction will support Contemporary Mathematics and Elementary Statistics Methods courses.	provided by in-class mentors chosen from experienced instructors and current tutors. Mentors will facilitate small group instruction during normal class hours. This will provide support for in class break-out sessions and assigned problems and projects. The second approach will be workshop-type SI in Collin College Accelerated Individualized Mathematics Centers (AIM). Workshops will cover topics being covered in class that week. Laptop computers will be accessed with ALEKS and or MyMathLab software allowing students to concentrate on topics individually during SI. Students will be expected to attend at least four SI workshops during the semester. Four part-time tutors have been hired to serve as supplemental instructors.
Conduct on-site faculty training in the development and instruction of co-requisite courses and research-integrated coursework.	**Fall 2018 Faculty Development** Focusing on Math, INRW, HIST and GOVT Co-requisites Professional Development August 20-21, 2019 - 75 participants Texarkana INRW Workshop September 7, 2019 25 participants University of Texas, Austin CTN Transformative Education Initiative Oct 26-27, 2018 4 faculty participated. CASP Conference Director, Co-Director and Associate Dean of Advising Participated. **Fall 2018 Advising Professional Development** 3 district wide advising workshops were conducted at each campus with Associate Dean of Student Enrollment Services Pamela Lee, Bill Hortsman and De'Aira Holoway.
Conduct faculty training in the use and development of	**Spring 2019 Faculty Development** January 17th, 2019 – 50 participants Professional Development focusing on Statistical Reasoning for Math/DE Math Faculty- Guest Speaker Professor Sharon

innovative teaching methods, to include team based learning	Jackson from DCCCD. * Please note during the Spring 2019 Professor Jackson provided faculty assistance on curriculum preparation for 10 hours between January 22- April 19, 2019
	INRW/ ENGL/HIST/GOVT Faculty participated in a session facilitated by Dr. Pamela Sawyer on her experience participating in the University of Texas, Austin CTN Transformative Education Initiative.
	April, 2019 we hosted two Professional Development Workshops to prepare for our Fall 2019 Planning to reach our goal of 50% of the DE population.
	Spring 2019 Advising Professional Development workshops Friday February 8th, 2019 8:00am-9:00am (District wide meeting zoom, Presenting at Frisco campus) Friday March 8th, 2019 8:00am-9:00am (District wide meeting zoom, Presenting at Plano campus) Friday April 5th, 2019 8:00am-9:00am (District wide meeting zoom, Presenting at McKinney campus
	Summer 2019 Faculty/Advising Professional Development Workshops June 2019- Co-requisite Math pathways July 2019- Guided Pathways

Advising Plan

QEP Academic Planning Coach Program for Developmental Education Students Starting in the Fall 2018 DE students will participate in group coaching in collaboration with the QEP Academic Coaching Program. Sessions will take place three times throughout the semester. Meeting will be conducted at the beginning of the semester, mid-semester and towards the end of the semester. Sessions will focus on career pathways, accessing academic resources, test techniques, and academic planning. Group meeting themes are focused on goal setting, transfer and workforce pathways, running an audit and seeking internships. Professional Development DE Advising Fall Workshops have been schedule for October 9, 2018 and October 10th, 2018 from 8:30-9:30am and 2:00-4:00pm in collaboration with the Enrollment Services Associate Deans we will provide updates to prepare for Spring Registration.

Evaluation Plan

Beenah Moshay Director of Effectiveness Analytics has been assigned to work on an evaluation plan for the CRSM grant. Gwynith Best from Institutional Research created a survey to gather feedback from faculty and administrators that participated in the DE Faculty Professional Development Workshops. Surveys conducted for each 2018-2019 faculty professional development workshop and can be found in the appendix of this report.

The DE Service Unit also has a continuous improvement plan (CIP) evaluation plan for our College Readiness & Success Model Grant that focuses on three goals: 1) student success in co-requisite courses and beyond; 2) number of developmental students with an academic coach; and 3) faculty expertise in new models. The evaluation is framed by the curriculum and the success of the students. The curriculum is based on a co-requisite, concurrent model, which schedules the Developmental Education course/intervention immediately before or after the college-level credit course, providing just-in-time support. The project's measurable outcomes will be based on student persistence and completion. The following data elements and targets will be used to measure the quantitative success of the project.

Measure	Target
Student success in co-requisite sections compared to student success in non-co-requisite sections	75% pass rate
Degree completion for these students	50% completion by Spring 2020
Number of developmental students with an academic coach	50% increase by Spring 2020
Number of faculty who attend the co-requisite workshops to better teach DE.	100% of those who teach coreq

Report on Faculty Progress Survey

Beenah Moshay, Director of Effectiveness Analytics

Project Description

Beginning in fall semester 2018 when Collin College began to adapt the Co-requisite model for developmental education courses as required by the State of Texas, faculty were asked by the project director to fill out progress reports each midterm. The purpose of the survey was to assess student's mid-term grade status, enrollment numbers and solicit faculty for comments and suggestions for improvement. This report focuses on the suggestions and comments of faculty members rather than the grades and enrollment, as that information is made available in separate reports, reflecting the final student counts and grades. While many faculty did not make suggestions, below is a report of some suggestions that were made. For a full list of comments, please see the raw files of Faculty Progress Reports. The following key findings cover the first three semesters of the Co-requisite experience beginning if fall 2018 through fall 2019.

Key Findings and Suggestions for Improvement:

- Faculty reported that students that had unsatisfactory grades showed the following behaviors:
  - Not turning in assignments, homework
  - High absenteeism rates
  - Not returning to class and but failing to withdraw from the course
  - Struggling with reading comprehension

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

- In terms of course composition and pedagogy:
  - Some faculty were experimenting with different teaching methods to see if it impacted student success (i.e. flipped classroom, hybrid courses)
  - Some math faculty reported concerns with appropriateness of the use of ALEKS and/or current textbook
  - Lack of coordination and team effort between the instructors
  - Too much material being covered in the curses

Recommendations:

- Based on instructor feedback, it may be appropriate to further evaluate the efficacy and use of the ALEKS program, as well as the textbook.
- Identifying teaching pairs of instructors for the support course and the core course, allowing them to work together over time, and matching them according to pedagogic style may indeed provide the best supportive learning experience for students.
- Explore the effectiveness of the in-class tutoring. Are those classes indeed more successful? And if so, could this be continued once the grant period expires?
- Determine an effective means to assist students who are exhibiting behaviors that may lead to failing grades (it may be that Zogotech could be used for this purpose).

INRW

Student retention and persistence can be influenced by constant contact with the students: by learning everyone's names and a bit about their interests and engaging with the students in every class by name, by reviewing the course calendar's upcoming assignments with the projection system at the start of every class session, by emailing absentees with information about missed content and assignments, by posting frequent Canvas announcements detailing upcoming events and assignments, by inviting students frequently to review material during office hours, and by providing copious amounts of feedback on their work. Retention can also be influenced by creating positive, affirming, engaging classrooms and building value-adds into every session. Persistence can also be improved by providing academic supports such as in-class reviews, peer-editing, required Writing Center or office hour visits or in-class mini-conferences to review each essay, and guest speakers or other activities to provide meaningful connections between the class objectives and the college as a whole. Finally, students should be frequently encouraged to get involved in at least one extracurricular activity outside the college classroom, as retention research proves that students who are involved on campus are more likely to succeed academically than those who are not involved.

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

15

MATH

Success rates of co-requisite classes are higher than success rates for students taking developmental math & credit level math sequentially. Over the past two years our DE service unit has seen a lot of success and higher completion rates. In addition to increased success in co-requisite courses. Students who participate in our Supplemental Instruction & Tutoring (SI/T) Program have a higher success rate than general population of co-requisite students. 80/124 students who were enrolled in College Algebra Co-requisite class at Frisco Campus Spring 2019 attended at least ONE Supplemental Instruction and Tutoring session. 87.5% of these students passed Math 1314 with D or higher, 88.75% of these students passed Math 0314 with C or higher and are now TSI complete. The charts below show co-requisite success and completion data from the 2018/2019 academic year.

FALL 2018 COREQUISITE SUCCESS & COMPLETION DATA

Integrated Reading & Writing

FALL 2018 INRW	TOTAL ENROLLED	TOTAL WITHDRAWLS	CREDIT A-C GRADES	CREDIT A-D GRADES	F
INRW 0315/ ENGL 1301	394	26 6.59%	267 67.76%	301 76.39%	67 17.02%
INRW 0315/ HIST 1301	46	4 8.69%	13 28.26%	19 41.30%	23 50.01%
INRW/GOVT 2305	44	4 9.09%	21 47.72%	31 70.45%	9 20.46%
TOTAL ENROLLMENT	484	34 7.02%	301 62.19%	351 72.52%	99 20.46%

*OVERALL SUCCESS RATES FALL 2018 DE INRW 0315 SUPPORT COURSE A-D=79.08% F=20.92%

FALL 2018 COREQUISITE SUCCESS & COMPLETION DATA
Math

FALL 2018 MATH	TOTAL ENROLLED	TOTAL WITHDRAWLS	CREDIT A-C GRADES	CREDIT A-D GRADES	F
MATH 0314/MATH 1314	440	50 11.36%	247 56.13%	321 72.95%	69 15.69%
MATH 0324/MATH 1324	37	2 5.30%	24 64.86%	31 83.78%	10 10.82%
MATH 0332/MATH 1332	53	4 7.54%	27 51.02%	38 73.46%	10 19%
MATH 0342/MATH 1342	104	6 5.76%	40 38.78%	73 70.41%	24 23.83%
TOTAL MATH ENROLLMENT	634	62 9.77%	338 53.32%	450 70.98%	122 19.25%

*DE MATH SUPPORT COURSE OVERALL A-D=58.90% F=41.10%

SPRING 2019 COREQUISITE SUCCESS & COMPLETION DATA

Integrated Reading & Writing

SPRING 2019 INRW	TOTAL ENROLLED	TOTAL WITHDRAWLS	CREDIT A-C	CREDIT A-D	F	OTHER INCOMPLETE
INRW 0315/ ENGL 1301	364	29 8%	230 63.18%	262 71.97%	72 19.78%	1
INRW 0315/HIST 1301	11	2 18.18%	7 63.63%	8 72.72%	1 9.09%	
INRW 0315/ GOVT 2305	21	0	19 90.47%	19 90.47%	2 9.52%	
TOTAL ENROLLMENT	396	31 7.82%	256 64.64%	289 72.97%	75 18.94%	

*OVERALL SUCCESS RATE SPRING 2019 INRW COREQUISITE COURSES A-D=72.8%

Math

SPRING 2019 MATH	TOTAL ENROLLED	TOTAL WITHDRAWLS	CREDIT A-C	CREDIT A-D	F	OTHER INCOMPLETE
MATH 0314/MATH 1314	374	18 4.81%	194 51.87%	254 67.91%	102 27.27%	
MATH 0324/MATH 1324	26	1 3.85%%	16 61.53%	21 80.76%	4 15.38%	
MATH 0332/MATH 1332	72	1 1.39%	36 50%	51 70.83%	19 26.38%	1
MATH 0342/ MATH 1342	103	9 8.74%	26 25.24%	55 53.39%	39 37.86%	
TOTAL ENROLLMENT	575	29 5.04%	272 47.30%	381 66.26%	164 28.52%	

*OVERALL SUCCESS RATES SPRING 2019 DE MATH COREQUISITE COURSES A-D=66.3%

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

Summer 2019

MATH	STUDENTS	COMPLETION RATES
MATH 1314/0314	55	85.45%
MATH 1332/0332	5	100%
MATH 1342/0342	22	86.36%
ENGL 1301/INRW 0315	92	80.43%

2018-2019 Academic Year

INRW	TOTAL ENROLLED	TOTAL WITHDRAWLS	CREDIT A-C	CREDIT A-D	F
FALL 2018 TOTAL ENROLLMENT	484	34 7.02%	301 62.19%	351 72.52%	99 20.46%
SPRING 2019 TOTAL ENROLLMENT	396	31 7.82%	256 64.64%	289 72.97%	75 18.94%
2018/2019 AY INRW TOTAL ENROLLMENT	**880**	**65 7%**	**557 63.29%**	**640 72.72**	**174 19.77%**
MATH	TOTAL ENROLLED	TOTAL WITHDRAWLS	CREDIT A-C	CREDIT A-D	F
FALL 2018 TOTAL ENROLLMENT	634	62 9.77%	338 53.32%	450 70.98%	122 19.25%
SPRING 2019 TOTAL ENROLLMENT	575	29 5.04%	272 47.30%	381 66.26%	164 28.52%
2018/2019 AY MATH TOTAL ENROLLMENT	**1,209**	**91 7.5%**	**610 50.45%**	**831 68.73%**	**286 23.65%**

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.   19

Section II. Are We Doing Things Right?

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

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

Over the past three years the developmental education service unit has updated promotional advising tools, DE website and literature to reflect the goals of 60x30 to assist with ensure that 60% of our population between ages 18-34 will have a certificate or degree to stay competitive in the global economy. Please see table 2-3 with details regarding printed literature, electronic communication and effective communication tools.

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

Developmental Education Website http://www.collin.edu/academics/deved/index.html

ESL Website http://www.collin.edu/department/esl/

INRW Website http://www.collin.edu/academics/deved/integratedreadingandwriting.html

DE Math Website http://www.collin.edu/academics/deved/developmentalmathematics.html

C. **In the Unit Literature Review Table, below, document that the elements of information listed on the website or other formats (services available, points of contact, current calendars, handouts, costs and additional fees, hours of availability) were verified for currency, accuracy, relevance, and are readily available to target audiences.**

Unit Literature Review Table 2-3 sources ESL

Title	Type (i.e. URL, brochure, handout, etc.)	Date of Last Review/Update		Responsible Party
Developmental Education Website	http://www.collin.edu/academics/deved/index.html	AY 2017-2018		Tina Jackson
DE Math Pathways Advising Tool	Brochure	AY 2017-2018		Tina Jackson
Co-requisite Fast Track Promotional Flyers	Handouts	AY 2018-2019		Tina Jackson
English as a Second Language (Collin College)	Brochure	12/2018		ESL Department
English as a Second Language (Collin College)	http://www.collin.edu/department/esl/	12/2018		Mark Fischer
Supplemental Instruction/Tutoring schedule	Flyer posted and emailed to all faculty		☐ Current ☐ Accurate ☐ Relevant	Cathy Thurman sent it out

			☐ Available	
Open Lab hours for all co-requisite and developmental students	Flyer posted and emailed to all faculty		☐ Current ☐ Accurate ☐ Relevant ☐ Available	Dawn Richardson emailed it out
ESL Program Brochure	Attached	Fall 2018		Mark Fischer
ESL Program Web site	http://www.collin.edu/department/esl/	Fall 2018		Mark Fischer
ESL Program Poster	Attached	Spring 2019		Mark Fischer
ESL Program Flyer	Attached	Spring 2019		Mark Fischer
ESL publicity board outside Plano Academic Affairs	Attached	Fall 2018		ESL Testing Coordinator
ESL Community partners mailer letter		Fall 2018		responsibility ESL Testing Coordinator
Term paired course handouts, revised produced and distributed in hard				DE Associate Deans

copy every term, responsibility				
DE publicity board outside Plano Academic Affairs, revised as needed each term,				DE Associate Dean
Mastery Extension courses	Flyers sent to students to enroll in a "catch up" class during the mini-mester sessions.			Leah Beck sent the emails out to our campus.
Math Enrollment course Options/Course sequencing charts	Handouts/charts			They are fantastic for our advisors and when we are working with students to show them what to take.
SIT session schedules	Students in College algebra co-requisite classes were administered a survey on the effectiveness of the SI/T program at the end of Spring 2019 & at end of Fall 2019 Semester. Results of Spring 2019 Survey can be found in the appendix of the program review.			

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

23

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

Developmental Education has partnerships with several departments district wide to ensure that students receive quality service. DE works closely with Student and Enrollment Services to collaborate on intrusive advising strategies. We also work closely with our district Testing Centers to strengthen our ability to provide academic support for passing the Texas Success Initiative Assessment (TSIA).

DE MATH
Developmental Math has partnered with Credit Level Math department to create and implement the co-requisite model required by HB 2223. We have co-requisite teams made up of faculty from each department working to create and improve 4 different co-requisite math courses. As textbooks come up for adoption we are working collaboratively to create textbook adoption committees that include both Developmental and Credit level Math instructors.

ESL
Advising, the Counseling Center, the Career Center, the Writing Center, the Honors Institute, Student Engagement, ESL Conversation Partners, Service Learning, the Undergraduate Interdisciplinary Student Research Conference, QUEST, the Multicultural Student Organization, Forces Academic Journal, The National Society of Collegiate Scholars, Intramural Sports, The Texas Working Class Studies Conference, the A Capella Pop Group, the reference librarians, the GOVT department, Student Government, the Veterans Resource Center and the ARTS Gallery.

INRW

As part of the co-requisite courses, we have worked extensively with the English Department to develop and implement INRW/English course pairings. We have also worked with History and Government to develop similar course pairings. Most INRW professors work closely with the library/librarians. We take our classes for library orientations every semester, and the librarians develop library guides for our classes. We work closely with advising to give and receive feedback about enrollment. They have supported our department to promote sections with low enrollment. This has allowed us to keep those sections open, which later fill during the last days before the semester starts.

INRW and the Writing Center on each campus work together to support our students. Professors promote the Writing Center to their classes. In addition, we are collaborating with them for the embedded tutor program. Many INRW professors have implemented service learning projects in their classes and have worked closely with the Service Learning Program. INRW faculty are working with Math DE faculty to develop literacy-building instructional resources for Math Faculty to assist with strengthening student reading

skills for Statistics specific lessons. Set of community partners who receive term mailings with ESL literature and brochures. Database of partners is maintained by ESL testing coordinator and updated each term. Each term, all partners receive the mailed letter with program schedule and brochures.

Partnership Resources Table

Partner/Organization	Description	Formal Agreement Duration, if any	Briefly explain the Partnership's Value to Service Unit
Partner/Organization	Description	Formal Agreement Duration, if any	Briefly explain the Partnership's Value to Service Unit
College Collin International Student Office	Provides I-20s and advice to ESL F-1 students.		F-1 students are a critical component of the academic ESL program.
Collin College Testing Center	Provides ESL Assessments to incoming ESL students for placement in the ESL program.		All students must be placed in appropriate levels of listening, speaking, grammar, reading and writing for success.
Database of community organizations	Prior to each semester, the ESL Testing Coordinator sends brochures and schedules to community partners (churches/mosques/temples, libraries, community organizations dealing with non-native-English speakers.		This is the "grass root" function for enrollment in Collin College's academic ESL program.

Credit Math Department Frisco	Teaching co-requisite classes and participating in SI/T Open Labs and on task forces		Provide consistency between stand alone and co-requisite courses
Plano ISD	Presentations to Plano ISD staff		Our ESL Testing Coordinator has gone to present in Plano ISD about Collin's ESL program in schools with a high percentage of students whose first language is not English.

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

Developmental Education conducted two faculty led Fall 2018 Professional Development Workshops for ENGL, INRW & MATH faculty to prepare faculty for co-requisite courses (August 20-21st, 2018). 75 faculty participated. Presentations and resources have been posted on the DE Website. INRW & ENGL faculty met with colleagues from Texarkana College on September 7, 2018 10 faculty and administrators participated (Presentations and resources posted on DE Website).

We were also fortunate to have colleagues from DCCCD and Grayson College to conduct two faculty led Spring 2019 Professional Development Workshops for ENGL, INRW & MATH faculty to prepare faculty for co-requisite courses on January 17th 2019, April 21st, 2019. To come and present about Statistical Reasoning Co-requisite courses and promising practices in Active Engagement in the classroom.

On December 6th, 2018 from 1:30-3:000pm Collin College hosted a Fall HB5 College Prep with our ISD Partners. 25 colleagues from Allen, Anna, Cornerstone Christian Academy, Farmersville, Frisco, Lewisville, Lovejoy, McKinney, Plano and Prosper ISD were in attendance. During our meeting we discussed course offerings, how schools marketed the course, Collin faculty shared about the Buddy program and we had small break-out sessions with ENGL and MATH faculty from Collin and the high schools. High school partners reported that only one English Language Arts College Prep course made for the Fall 2018 semester at Frisco ISD and the Math College Prep course made at Anna, Cornerstone, Farmersville, Frisco, Lewisville, Lovejoy, McKinney and

Prosper ISD. During small group discussion faculty and high school administrators discussed thing that were working well and implementation challenges.

During our meeting an update on development education and how House Bill 2223 is impacting community colleges in the state of Texas. ISD District leads shared brief reports on plans to offer English & Math Prep course offerings for the 2019-2020 academic school year. Suggestions were made to invite high school advisors to participate in Collin Colleges monthly advising update meetings via zoom. As a follow up high school leads from partnering ISD's were also be invited to participate in the state-wide advising webinar that will take place on June 25, 2019 from 11:00am-1:00pm. 20 colleagues representing Allen ISD, Anna ISD, Cornerstone Christian Academy, Frisco ISD, Lewisville ISD, Lovejoy ISD and Plano ISD were in attendance.

On April 29-30, 2019 faculty professional development sessions were held to discuss teaching co-requisite courses in the Fall 2019. Over 50 faculty and staff attended and presentations were conducted by INRW, History and Developmental Math faculty. Institutional Research also attended the workshops to share information about the program evaluation that will be conducted over the summer and throughout the next academic year.

<u>Summer 2019 Co-requisite Professional Development District-wide Sessions</u>

- Summer I Friday June 21, 9:00am-11:30am
- Summer II Friday July 19, 9:00am-11:30am
- July 25, 209 State-wide Co-requisite Advising Professional Development Webinar

<u>Fall 2019/ Spring 2020 Co-requisite Professional Development Roundtable Discussions</u>

- August 21, 2019 9-11:00am Faculty Roundtable Discussions about Statistical Reasoning Co-requisites & ENGL1031 Partnerships
- August 22, 2019 4-6:00pm Faculty Roundtable Discussions about Statistical Reasoning Co-requisites & ENGL1031 Partnerships
- January 14, 2020 9-11:00am Faculty Roundtable Discussions about Embedded Tutoring & Reading Comprehension Resources for Math, English, History, INRW, Government Faculty
- January 15, 2020 4-6:00pm Faculty Roundtable Discussions about Embedded Tutoring & Reading Comprehension Resources for Math, English, History, INRW, Government Faculty

Additional Co-Requisite Professional Development District-wide Sessions

- 4th Annual McCabe Conference: Sponsored by: North Texas Community College Consortium Paving the Way to Student Success. June 28, 2019
- Continuous Improvement conference. "Continuous Improvement and Data Use in Action: The Experiences of Texas Colleges". June 8, 2019
- Co-requisite Advising As Onramp to Guided Pathways Statewide Webinar June 25, 2019
- Plano Campus Roundtable Presentation April 8, 2019
- Frisco Campus Roundtable Presentation March 22, 2019
- Catch The Next Transformative Teachers Institute Presentation "Embracing Change: Promising Practices for Scalable Co-requisite Implementation."3/8/19 & 3/9/19
- North Texas Regional Convening on Co-requisites March 1, 2019
- THECB Data Fellow Training, January 7, 2019
- Co-requisite Conference January 25-26, 2019
- University of Texas at Austin, Catch the Next Presentation October 26-28, 2019

Employee Resources

Employee Name	Role in Unit	Professional Development since Last Program Review**
Nancy Megarity	ESL Discipline Lead	CASP, Fall 2015, Presenter TexTESOL V, Fall 2017 Annual Trends in Teaching College Composition, Fall 2018, Presenter
Jey Venkatesan	Professor of ESL	TESOL, 2015, 2017, 2018, 2020, Presenter (2014-2015) TexTESOL V, 2015, 2016, 2017, 2020, Presenter TexTESOL State, 2018, Presenter
Mark Fischer	Professor of ESL	TexTESOL V, Fall 2017 TexTESOL State, 2018

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

28

Employee Name	Role in Unit	Professional Development since Last Program Review**
Phil Ramirez	Instructor	Serving on the MATH 0405 curriculum committee
Connie Chan, Math Faculty Ivy Langford, Math Faculty Catherine Thurman, Math Faculty Jennifer Rice, Math Faculty Pinal Thakore, Math Faculty Michael Holtfrerich, Math Faculty Ellen Bell, Math Faculty Catherine Duke, Math Faculty Shahina Shad, Math Faculty Phil Ramirez, AIM Center Staff Jens Stubblefield, AIM Center Staff	Supplemental Instruction Tutoring	Provide open lab hours in the AIM Center for tutoring
Leah Beck Sally Haas Brandy Jumper Wang	Tutor	Each faculty member does 1 hour a week in the Math Lab for student support. (This also includes non-DE math faculty).
Leah Beck	Organizer	Leah Beck works with Cathy Thurman concerning Supplemental Instruction & Tutoring (SIT) sessions including scheduling, organizing content, etc.

Please Note: INRW Department Professional Development Faculty Log can be found in the Appendix		

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

The facilities and equipment need to be expanded to include:

- To expand our SI/T program we would request Document Cameras for each faculty/staff member involved in offering SI/T through online (Zoom) platform.
- Funding for additional SI/T tutors to increase the number of hours we have tutors embedded in co-requisite classes and to increase number of opportunities for students to get outside of class assistance through our SI/T program.
- Funding for furniture & space to expand the SI/T program. Some of the rooms were SI/T takes place are not set up to encourage student collaboration and group work. Redesigning these rooms with better lighting and seating could increase the effectiveness of the SI/T program.

  We need embedded tutors at the INRW 0300 and INRW 0405 levels, especially. Placing embedded tutors in our highest level co-requisite courses is helpful, but the lower level students would especially benefit from an embedded tutor, particularly on drafting and peer-editing class days.

  Access to ESL support materials or websites for our increasing numbers of non-native students.

- (INRW) It is crucial that we have more access to computer labs for our co-requisite courses. Many students in these sections have limited computer skills and most credit classes require strong computer skills. For INRW 0315/English 1301 pairings, it would be helpful to have the computers for lessons on typing, MLA formatting, citing, doing research, online assignments, how to use Canvas, uploading assignments, and using email. These skills are crucial for all their classes.
- The use of embedded tutors in a few sections of INRW has been very successful. We would like to expand this program to more co-requisite pairings as well as INRW 0405 and INRW 0300. Students would especially benefit from an embedded tutor, particularly on drafting and peer-editing class days. We have a high number of ESL and ACCESS students that would benefit from one on one support in the classroom.
- We also need access to ESL support materials or websites for our increasing numbers of non-native students.

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

31

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

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
H124-Frisco AIM Center	Updated computer desks and lighting.	N	N	Currently the room is very bulking and poorly lit. Students at the back of the room have difficulty seeing notes on the whiteboard. The current set up of computer desks makes one-on-one and group tutoring very difficult.

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
District- wide Allen Frisco McKinney Plano Wiley $600.00 per document camera	Document cameras and web cameras	N	N	The cameras will be useful for facilitating supplemental tutoring and instruction virtually and in the development on online co-requisite courses.
District- wide Allen Wiley	Additional laptops/cart			Currently we have one cart w/laptops that is shared between two classrooms for our co-requisite classes. As our number of co-requisite students increases to 75% we will need additional access to technology.
District- wide Allen Frisco	Furniture & Room for Supplemental Instruction	N	N	Furniture & space to expand Supplemental Instruction &

McKinney Plano Wiley				Tutoring. Some of the rooms were SI/T takes place are not set up to encourage student collaboration and group work. Redesigning these rooms with better lighting and seating could increase the effectiveness of the SI/T program.

Section III. Continuous Improvement Plan (CIP)

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

There is no prior review, here are some steps the college has taken with DE to improve success:

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): Student Outcomes
1. Received 2yr THECB College Readiness & Success Model Grant (CRSM 2018)
2. Implemented co-requisite courses Fall 2018, we served 25% of the DE population.
3. Implemented HB5 Faculty liaison program with 12 ISD's from Collin county.
4. Created and implemented promotional flyers for co-requisites, which were published in Cougarnews and on CV courgar connect slides.
5. Created and implemented advising tools for math pathways faculty, staff and students.
6. Provided supplemental instruction for co-requisites courses district-wide.
7. Hosted the North Texas Regional Convening on co-requisite work in collaboration with TACC, Complete College America and Charles A. Dana Center.
8. Revised the DE website and added pages for professional development, AIM Center, Co-requisite Courses, HB5 program and academic advising.
9. Coordinated year two of HB5 Faculty liaison program with 12 Collin County ISD's.
10. 75 laptops arrived in January 2019, each campus has received 25 laptops to assist with math supplemental instruction.
11. February 2019 three DE Math tutors were hired to assist with district wide supplemental instruction.

12. DE Academic Coaching Program piloted at McKinney campus, serving 30 district wide students who were paired with 30 academic coaches.
13. Action evidence of success: Inaugural National Award from National Organization for Student Success (NOSS)

*Please attach previous CIP Tables in the appendix

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.

Beenah Moshay, Director of Effectiveness Analytics has been administering student and faculty surveys for developmental education. Students enrolled in co-requisite courses during the 2019 Spring Semester were surveyed and 68% of these students would recommend a co-requisite course to other students. Students top responses for what they liked most about co-requisite   were the instructor, teaching curriculum and course format. Faculty surveys were also conducted in Spring 2019 and the data indicates that 46% of those surveyed believe co-requisite courses lead to students success.

Director Moshay is also coordinating the evaluation plan for the CRSM grant. The Continuous Improvement Plan (CIP) evaluation plan for the College Readiness & Success Model Grant focuses on three goals: 1) student success in co-requisite courses and beyond; 2) number of developmental students with an academic coach; and 3) faculty expertise in new models. The evaluation is framed by the curriculum and the success of the students. The curriculum is based on a co-requisite, concurrent model, which schedules the Developmental Education course/intervention immediately before or after the college-level credit course, providing just-in   time

support. The project's measurable outcomes will be based on student persistence and completion. The following data elements and targets will be used to measure the quantitative success of the project.

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

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

A. Expected Outcome(s) Results expected in this unit (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services)	B. Measure(s) Instrument(s)/process(es) used to measure results (e.g. survey results, exam questions, etc.)	C. Target(s) Level of success expected (e.g. 80% approval rating, 10 day faster request turn-around
Increase Developmental Ed Success Rates	Course success rates from developmental education courses in AY15, 16, 17	Year to year increase
Advising Plan Developing Block Schedules for M3 Developmental Education students. DE Pathways Pathway A: Certificate Pathway B: Workforce Pathway C: Core	Analyze data from focus groups, surveys and interviews with faculty & administrators. Conduct three CIP group action planning meetings to finalize block schedule pathways	25% Of DE M3 students in DE pathways FALL 2020 50% Of DE M3 students in DE pathways FALL 2021 75% of DE M3 students in DE pathways FALL 2022

Providing academic support for DE students with low reading comprehension skills	Work with Deans/ Associate Deans to prepare for academic support and supplemental instruction district wide. DE Math/ INRW Faculty will present needs that will directly affect future professional development events as well as document formation and skill building exercises to use in the classroom. Compare success rates across different levels of reading readiness.	District wide Supplemental Instruction Fall 2020, 2 DE MATH / 2 INRW Tutors Faculty Resources for reading comprehension Available District wide Fall 2020 Professional Development FALL 2020 SPR 2021; FALL 2022
Increasing success rates in co-requisite courses in MATH 1342/ MATH 0342	Conducting professional development sessions for faculty & staff. Offer professional development to address issues related to supplemental curriculum for reading comprehension.	Professional Development FALL 2020 SPR 2021 FALL 2022
Increasing ESL/ F1 program participants	Outreach to community programs and working with student & enrollment services.	Increase of 10% by 2022

Description of Fields in the Following CIP Tables:
A. Outcome(s) - Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).
B. Measure(s) - Instrument(s)/process(es) used to measure results
(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)
C. Target(s) - Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).
D. Action Plan - Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
E. Results Summary - Summarize the information and data collected in year 1.
F. Findings - Explain how the information and data has impacted the expected outcome and program success.
G. Implementation of Findings – Describe how you have used or will use your findings and analysis of the data to make improvements.

Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)

A.   Outcome #1 Developmental Education Pathways

Block Schedules for all M3 students

B. Measure (Outcome #1)	C. Target (Outcome #1)
Analyze data from focus groups, surveys and interviews with faculty & administrators.	Developmental Education students that test into Math, Reading & Writing. Starting Pilot Fall 2020 25% of DE students in pathways

D. Action Plan (Outcome #1)
Conduct three CIP group action planning meetings to finalize block schedule pathways

E. Results Summary (Outcome #1)
Data will be complied in Summer 2021 to review and evaluate

F. Findings (Outcome #1)
N/A

G. Implementation of Findings
N/A

A. Outcome #2
Providing academic support for DE students with low reading comprehension skills

B. Measure (Outcome #2)	C. Target (Outcome #2)
Work with Deans/ Associate Deans to prepare for academic support and supplemental instruction district wide.	

D. Action Plan (Outcome #2)
DE Math/ INRW Faculty will create resources that will be shared with DE Math and INRW faculty through canvas and professional development workshops.

E. Results Summary (Outcome #2)
Data will be complied in Summer 2021 to review and evaluate

F. Findings (Outcome #1)
N/A

G. Implementation of Findings

N/A

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.**

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

Additional Resources

Developmental Education Continuous Improvement Plan 2019/2020
Submitted by Dr. Tina Jackson, District Director DE June 20, 2019

CIP Developmental Ed Problem of Practice: Students testing into all three areas of DE with low reading comprehension skills
CIP Co-requisite Problem of Practice: Lower successful completion rates in co-requisite course MATH 1342/MATH 0342

CIP Program Evaluation Questions:
1. What percentage of students in the elementary statistics co-requisite were not college ready in reading?
2. What are the needs of the faculty to address low reading comprehension skills?
3. What percentage of students who were not college ready in reading were successful in the elementary statistics co-requisites?
4. What percentage of the students that are college ready in reading were successful in MATH1342/MATH0342?
5. What percentage of students taking MATH1342/0342 felt prepared to handle the reading level?

	Spring/Summer 2019	Fall 2019	Spring 2020	Summer 2020	Communication Plan
Targets What milestones are required to meet your year-one goals?	Conducting two professional development sessions for faculty & staff Conducting Spring 2019 surveys for faculty and students. Work with Deans/ Associate Deans to prepare for academic support and supplemental instruction district wide for Fall 2019	Conduct one advising staff focus group Conduct three CIP group action planning meetings Work with Deans/ Associate Deans to build Spring 2020 co-requisite schedule	Conduct three CIP group action planning meetings to finalize block schedule pathways Faculty will present needs that will directly affect future professional development events as well as document formation and skill building exercises to use in the classroom. Compare success rates across different	TBD Spring 2020	Mid-semester and End of semester reports district wide. Fall 2019, Spring 2020, Summer 2020

		levels of reading readiness.			
Deliverables • What needs to be developed?	1)Faculty surveys 2)Student surveys	Faculty & Academic Support Staff Offer professional development to address issues related to supplemental curriculum for reading comprehension.	Deans & Ass Deans Advising Plan Developing Block Schedules for M3 Developmental Education students. DE Pathways A)Certificate B)Core C)Technical	TBD Spring 2020	Mid-semester and End of semester reports district wide.
Data collection • What data will be collected? • Who will be responsible for collecting it? • When will the data be collected?	1) Zogotech reports 2) Faculty/Student surveys	Beenah Moshay, Director, Effectiveness Analytics Fall 2019 mid-semester faculty focus groups Fall 2019 end of semester Survey's	Analyze data from focus groups, surveys and interviews with faculty & administrators.	TBD Spring 2020	
Check-ins • When will you review data and note progress to the team?		End of semester Fall 2019 (December 2019)	End of semester Spring 2019 (April 2019)	Beginning of Summer 2020	Mid-semester and End of semester reports district wide.

DE District-wide Initiatives connected to VISION 2020 Strategic Plan
Submitted by Dr. Tina Jackson, District Director DE June 20, 2019

Starting in Fall 2019 DE students will participate in academic advising seminars district wide. Faculty and staff will serve as group facilitators and will meet with DE students three times throughout the 2019/ 2020 academic year. During these DE academic advising seminars facilitators will discuss programs of study, goal setting, transfer pathways, the degree audit process, career exploration and internships. A two part-time academic advisors have been hired to coordinate the DE Academic Advising Program and advise DE students district wide.

Listed below are the DE academic advising seminar topics for 2019/2020 academic year: September 2019 "Goal Setting"

DE Student Orientation

- Offer My Plan Career Assessment Test
- Introduction to the PALS Program
- Introduction to First Year Experience
- An Introduction to Evening & Weekend College

October 2019 Focusing on your Program of Study/ Preparing for Spring Registration

- Advising Action Step Make an Appointment with an Advisor
- Workforce Education Degrees & Certificates

February 2020 "Transfer & Workforce Expo"

- Long-term goals
- Attend transfer & Workforce Fairs April 2020 "Next Steps" Running Your Audit Seeking Internships
- Visit the Career Center

DE Continuous Improvement Plan 2019/2020

As part of the DE district wide Continuous Improvement Plan our CIP Committee will meet throughout the academic year to discuss implementing block schedules for DE students testing into all three developmental education areas. These block schedules will consist of three DE pathways: A) Certificate Pathway B) Core Transfer Pathway C) Technical Pathway

To ensure that our plans to provide DE block schedule pathways is comprehensive and connects students to pathways to certificates, transfer core pathways and associate degrees. A districtwide advisory committee will be established. Consisting of Deans and Associate Deans from Academic Affairs and Student/Enrollment Services.

Developmental Education 2018-2019 Highlights
Submitted By Tina Marie Jackson, PhD Director Developmental Education

Development Education Highlights 2018-2019

- Received 2yr THECB College Readiness & Success Model Grant (CRSM 2018)
- Implemented co-requisite courses Fall 2018, we served 25% of the DE population.
- Implemented HB5 Faculty liaison program with 12 ISD's from Collin county.
- Created and implemented promotional flyers for co-requisites, which were published in Cougarnews and on CV courgar connect slides.
- Created and implemented advising tools for math pathways faculty, staff and students.
- Provided supplemental instruction for co-requisites courses district-wide.
- Hosted the North Texas Regional Convening on co-requisite work in collaboration with TACC, Complete College America and Charles A. Dana Center.
- Revised the DE website and added pages for professional development, AIM Center, Co-requisite Courses, HB5 program and academic advising.
- Coordinated year two of HB5 Faculty liaison program with 12 Collin County ISD's.
- 75 laptops arrived in January 2019, each campus has received 25 laptops to assist with math supplemental instruction.
- February 2019 three DE Math tutors were hired to assist with district wide supplemental instruction.
- DE Academic Coaching Program piloted at McKinney campus, serving 30 district wide students who were paired with 30 academic coaches.
- Inaugural National Award from National Organization for Student Success (NOSS)

2018-2019 DE Student Success Champions

Staff & Faculty were recognized by the developmental education department as Student Success Champions: Pamela Lee, Associate Dean of Student Enrollment Services, Candance Hamilton-Meserole, SES Campus Lead, Shayla Andrews, Student Development Specialist, Dr. Suzanne Jones, INRW Discipline Lead & Faculty, Jacqueline Hernandez, INRW Faculty, Dr. Lisa Hull Forrester,

ENGL Faculty, Linda Kapocsi, INRW/ ESL Faculty, Dr. Michael McConachie, GOVT Faculty, Dr. Pamela Sawyer, ENGL & INRW Faculty, Leah Beck, DE Math Faculty, Jason Smoot DE Math Faculty, Catherine Thurman, DE Math Faculty.

Co-requisite Continuous Improvement Planning Institute

Collin College's Developmental Education department has been selected to participate in a continuous improvement planning institute focusing on co-requisites. The conference will happen June 7-8, 2019. We have a team of five colleagues who have been identified for our team. Dr. Tina Jackson-Lead, Dr. Dianna Hopes-QEP, Beenah Moshay-IR, Jason Smoot-DE Math and Shayla Andrews-Advising. A Pre-Work Assignment will be turned in the Texas Co-requisite Project to Dr. Gaye Lynn Scott by Thursday May 24th, 2019.

Professional Development Workshops

On April 29-30, 2019 faculty professional development sessions were held to a discuss teaching co-requisite courses in the Fall 2019. Over 40 faculty and staff attended and presentations were conducted by INRW, History and Developmental Math faculty. Institutional Research also attended our Spring 2019 workshops to share information about the program evaluation that will be conducted over the summer and throughout the next academic year. Our next steps, suggestions and challenges are listed below:

Summer 2019 Co-requisite Professional Development District-wide Sessions

- Summer I Friday June 21, 9:00am-11:30am
- Summer II Friday July 19, 9:00am-11:30am
- State-wide Co-requisite Advising Professional Development Webinar

Supplemental Instruction & Tutoring

Supplemental Instruction for INRW starting Fall 2019-Update. I have been working with Joan Reese to work on a supplemental instruction for INRW co-requisite at our Plano campus for Fall 2019. INRW Supplemental Instruction Tutors will be assigned to classrooms and will have group lesson times in the Plano Campus Writing Center. Math Fall 2019 there will be district wide supplemental instruction for just in time review and to reinforce difficult topics currently being taught in class. We will also have online zoom supplemental instruction and tutoring.

Developmental Education Invited Talks, Lectures and Presentations

4th Annual McCabe Conference: Sponsored by: North Texas Community College Consortium Paving the Way to Student Success. June 28, 2019

Continuous Improvement conference. "Continuous Improvement and Data Use in Action: The Experiences of Texas Colleges". June 8, 2019

Co-requisite Advising As Onramp to Guided Pathways Statewide Webinar June 25, 2019

Plano Campus Roundtable Presentation April 8, 2019

Frisco Campus Roundtable Presentation March 22, 2019

Catch The Next Transformative Teachers Institute Presentation "Embracing Change: Promising Practices for Scalable Co-requisite Implementation."3/8/19 & 3/9/19

North Texas Regional Convening on Co-requisites March 1, 2019

THECB Data Fellow Training, January 7, 2019

Co-requisite Conference January 25-26, 2019

University of Texas at Austin, Catch the Next Presentation October 26-28, 2019

Student Survey of Co-Requisite Courses

The survey was emailed to all 978 students still enrolled in co-requisite courses towards the end of the 2019 Spring Semester, with one follow-up reminder sent to students. 124 students responded to the survey, a 13% response rate.

Key Takeaways:

- Most students (82%) were aware that the developmental course was paired with a credit level course.
- On a scale of 1 to 7, with 1 being strongly disagree and 7 being strongly agree, students average score for level of satisfaction with instruction received in this course was 5.4.
- Of the support services provided, most students utilized tutoring, ALEKS, and faculty advising.
- On a scale of 1 to 7, with 1 being strongly disagree and 7 being strongly agree, students rated the helpfulness of those support services a 5.
- 76% of students expected to receive a C or better in the course.
- 68% of students would recommend a co-requisite course to other students.

In terms of suggestions for improving the course, the following were the 3 most frequent categories of suggestions:

- More Time/Slower Pace
- Everything Good
- Too Many Assignments

And lastly, when asked what students liked most about the course, the following were the top 3 categories:

- Instructor
- Teaching/Curriculum
- Course Format

Listed below are the questions asked in the survey, along with tables and charts displaying student responses in more detail.

Q2 - Before enrolling in this course, were you aware that the developmental education course was 'paired' with another credit level course?

Table 2

Awareness That Developmental and Credit Course were Paired

Answer	Percent	Count
Yes	82%	102
No	18%	22
Total	100%	124

Distribution of Responses for Table 2
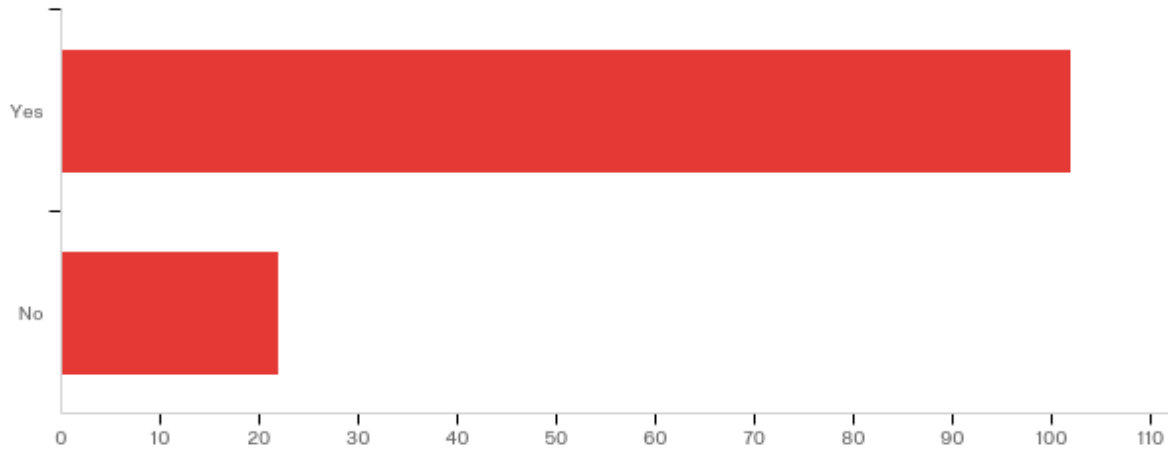
Q3 - I believe that the instruction I received in this course was satisfactory.

Table 3

Belief That Instruction was Satisfactory

Minimum	Maximum	Mean	Count
1.00	7.00	5.36	124

Distribution of Responses for Table 3
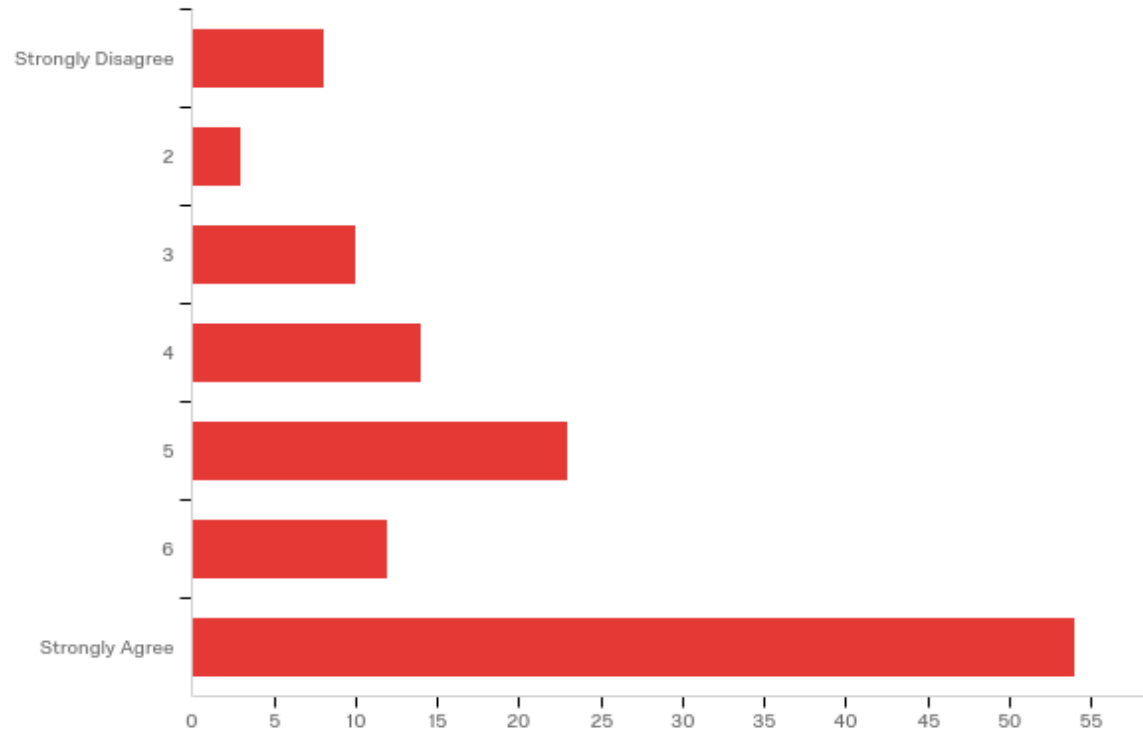
Q4 - Have you received/used any of the services listed below? (select all that apply):

Table 4

Services Received by Respondents

Answer	Percent	Count
Supplemental Instruction (SI)	9%	17
Tutoring	26%	52
Faculty Advising	20%	40
Academic Coach	5%	9
AIM Center	4%	8
ALEKS	27%	53
Other	10%	19
Total	100%*	198

*numbers may not equal 100 due to rounding

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

52

Distribution of Responses for Table 4
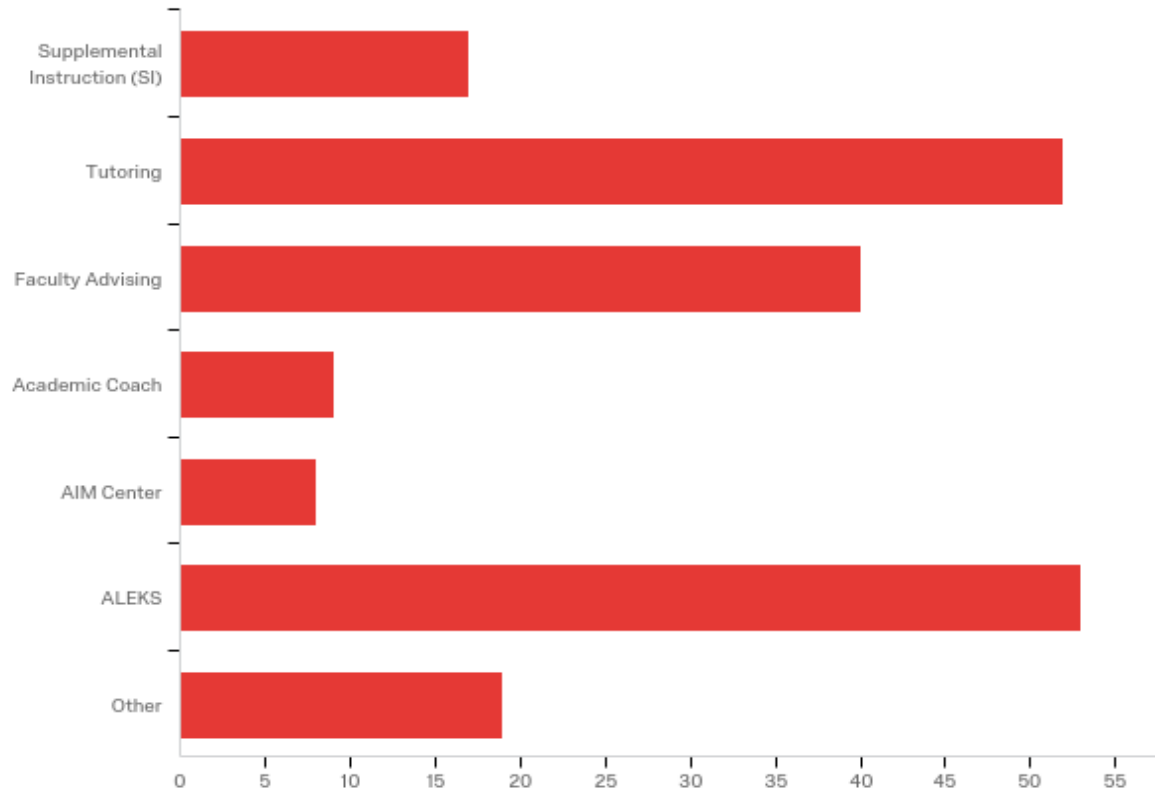
Q5 - Overall, I believe the services I received have helped me be more successful in this course.

Table 5

Services Helped Me Succeed in Course

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

53

Minimum	Maximum	Mean	Count
1.00	7.00	4.97	121

Distribution of Responses for Table 5
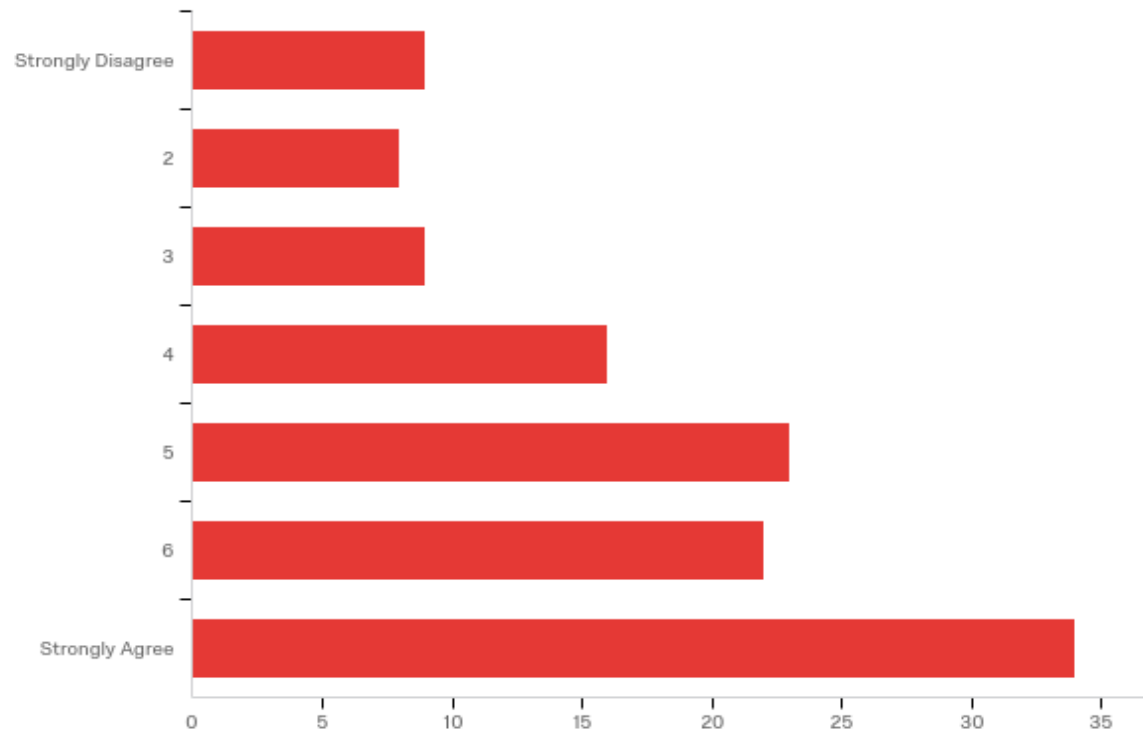
Q6 - What grade do you expect to receive in this course?

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

54

Table 6

Grade Expected in Course

Answer	Percent	Count
A	28%	35
B	30%	37
C	18%	22
D	5%	6
F	5%	6
I	2%	2
Not Sure	13%	16
Total	100%*	124

*numbers may not equal 100 due to rounding

Distribution of Responses for Table 6
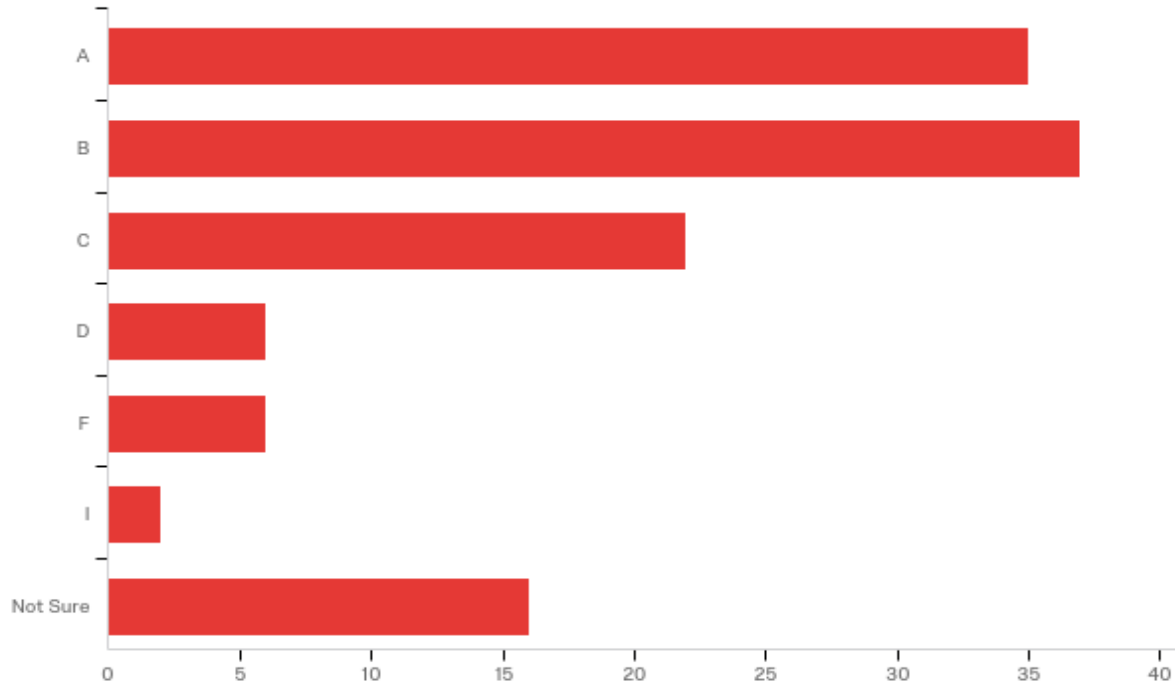
Q7 - Would you recommend this course to other students?

Table 7

Would you recommend this course to other students

Answer	Percent	Count
Yes	68%	84
No	23%	28
Not Sure	10%	12

Total	100%*	124

*numbers may not equal 100 due to rounding

Distribution of Responses for Table 7
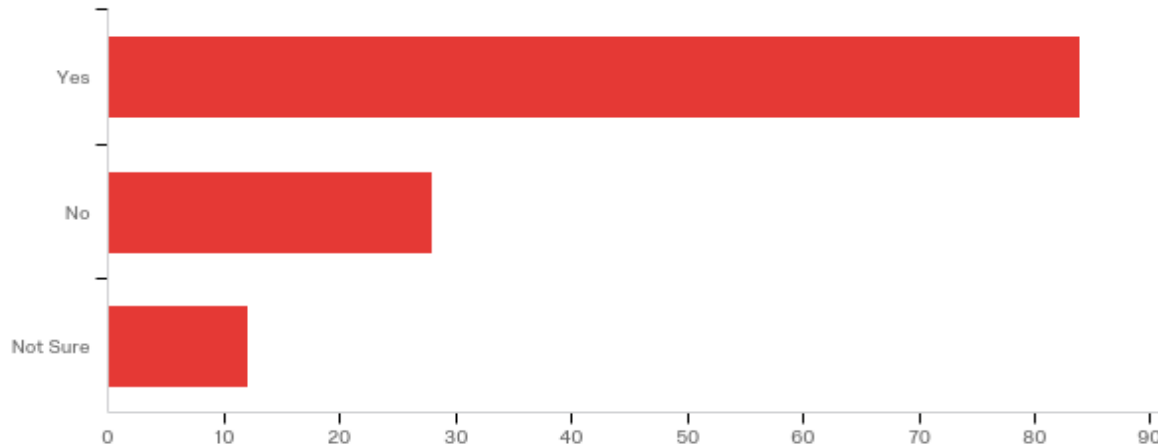
Q8 - What one thing would you suggest to improve this course?

Table 8

Response Categories to Suggestions to Improve Course

Response Categories	Percent	Count
Revise ALEKS	17%	16
Other (non-responsive/difficult to interpret)	17%	16
More Time/Slower Pace	13%	12
Everything Good	11%	10

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

Too Many Assignments	11%	10
Explain Course Format/Expectations	5%	5
Improve Teaching/Pedagogy	4%	4
Communication	3%	3
Not Enough Writing/Media	3%	3
More Focus/Organization to Class	2%	2
Books	2%	2
Same Teacher Both Classes	2%	2
Grading Schema	2%	2
Too Long	2%	2
Class Materials Never Received	2%	2
Support Services/Supplemental Instruction	2%	2
Everything	1%	1
Total	100%	94

Q9 - What one thing did you like most about this course(s)?

Table 9

Response Categories to What Students Liked Most About Course

Response Categories	Percent	Count
Instructor	38%	35
Teaching/Curriculum	18%	17
Course Format/2 Classes at Once	13%	12
Nothing	10%	9
Easy	3%	3
Individualized Attention	3%	3

Other (non-responsive/difficult to interpret)	3%	3
ALEKS/My Math Lab	2%	2
Life Skills	2%	2
Online	2%	2
More Time for Assignments	2%	2
Students	1%	1
Hours/Schedule	1%	1
Total	100%	92

Collin IRO; bmb; 06/05/2019

J:IRO\Moshay\Grant for Dev Ed College Readiness and Success Models\Report on Student Survey of Corequisites Spring 2019.docx

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

59

Student Survey 2019 on Supplemental Instruction & Tutoring

How many SI/T sessions did you attend this semester?

74 responses

- 0 sessions
- 1-2 sessions
- 3-4 sessions
- 5-6 sessions
- 7-8 sessions
- 9 or more sessions
- 11

31.1%
9.5%
20.3%
13.5%
14.9%
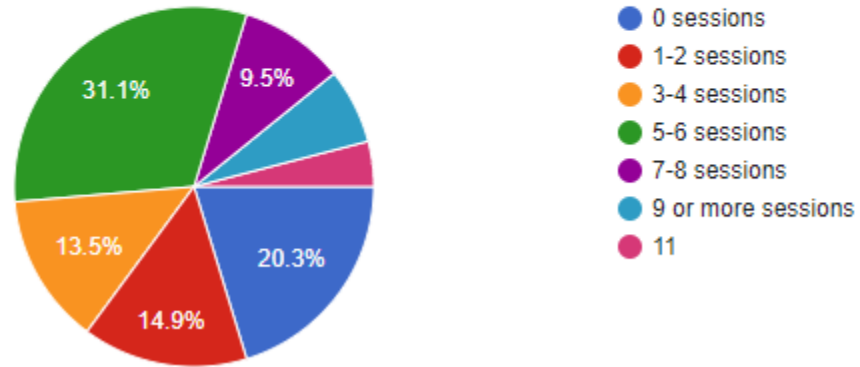
Was attendance required by your professor?

73 responses
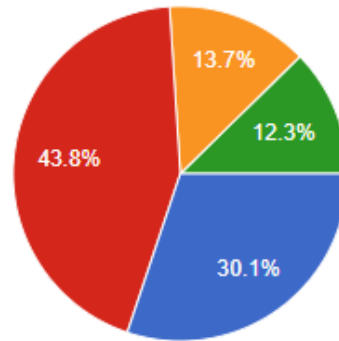
- Yes, it was for a grade
- Yes, it was a grade, but also had an extra credit option
- No, it was not a grade but I could use it for extra credit
- No, it was not for a grade or extra credit
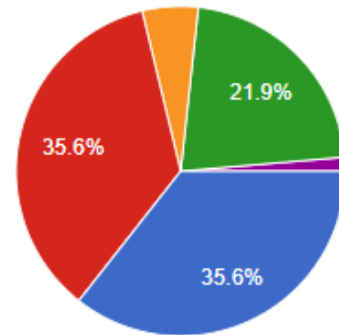
13.7%
12.3%
43.8%
30.1%

Did you find the SI/T sessions helpful?

73 responses

- Yes, I found them all very helpful.
- Some sessions were more helpful than others.
- I did not find the sessions very helpful at all.
- I did not attend enough sessions to have an opinion
- I was only able to attend one session due to scheduling at work but I found the session very helpful.

21.9%
35.6%
35.6%

Did you find the SI/T sessions helpful?

73 responses

- Yes, I found them all very helpful.
- Some sessions were more helpful than others.
- I did not find the sessions very helpful at all.
- I did not attend enough sessions to have an opinion
- I was only able to attend one session due to scheduling at work but I found the session very helpful.

35.6%
21.9%
35.6%

Which features were helpful? (mark all that apply)

73 responses

Feature	Value
The instructor examples	44 (60.3%)
The opportunity to work with other stud...	24 (32.9%)
	47 (64.4%)
Extra practice on topics from class	44 (60.3%)
	30 (41.1%)
Less stressful/intimidating setting	22 (30.1%)
	14 (19.2%)
I did not find the sessions helpful	5 (6.8%)
	14 (19.2%)

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

Please leave any comments on what you found helpful or why it was not helpful.

32 responses

Some people were not on the topics my specific class was on so i felt out of place because i was ahead.

N/A

The teacher explained things that we have already been working on so I learned more.

The instructor asked questions and gave us tips for material as well as preparing us for our next math class.

I feel like on the days we went over subjects before the class days were helpful because I got a basic understanding of what I was going into. I also enjoyed the days where we reviewed because the class is so small I got to ask questions about things I was having a hard time understanding and getting examples of them done.'

I enjoyed being able to have more practice

The teacher for the si/t on tuesdays from 12-1250 was an amazing teacher

I was really helpful for me because I got more time understanding, of what I didn't understand in class like few questions. The examples were great that were given, it really made sense. I like how they make sure that students got it.

Professor was always helping us on whatever we needed help on not just on what the topic was for that particular week.

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

63

You had to do work instead of just listening.

I already knew how to do everything, because our class always seemed to be ahead of what they were teaching on.

Ask what we needed more help on as a group and went over that

I liked how the students were involved

The Instructor was really engaged

The insructor was engaged

The Instructor

It was helpful to get another professors view or way on how to do a certain topic.

I found the session helpful because I was able to get more practice on the topic.

I liked the sit labs they boosted confidence and sharpened my skills. However they were not at the same speed as the lecture so sometimes I had to learn the new skill in Lab

sit labs were very helpful

working with other students was very helpful

I found it very helpful because I was able to ask as many questions as I needed and the instructor was not in a hurry to move on to another subject. He was very patient with me.

Answered every question asked in an understanding manner

i think the notes my professor provided were helpful, but i wish they already were completed for me to look over and to double check.

good help, felt like we could ask any questions

the further explanation

n/a

I had a hard time going to the sessions due to work and my children' s academic routine.

Add more sessions with more times available at night and in the morning/afternoon, I didn't attend that many sessions due to the fact that I am working a full time job and I am also taking 18 hours at Collin. Any free time I had seemed to not work with the session times. I also didn't feel like I needed the S/I tutorials, so I didn't make it a priority. I was able to take care of everything on my own. I don't think it should be for a grade because some kids don't need the extra help, maybe just make it for extra credit purposes only.

Tutoring sessions were not scheduled for students who take evening sessions. Unless we took off work was really the only option especially for zoom sessions.

I liked that there were different examples of problems to be able to work through. The instructor would give us time to work it out and ask questions too.

My professor is such a great one and she teaches great.

If you attended 0-2 sessions, what was the reason? (Choose all that apply)

62 responses

The sessions were not at times convenie... — 19 (30.6%)
I do not think they would have helped me — 1 (1.6%)
I attended one or two, but did not find... — 3 (4.8%)
I was doing fine on my own and did not ... — 8 (12.9%)
I was too busy to attend — 18 (29%)
Not applicable...I attended more than 2... — 31 (50%)
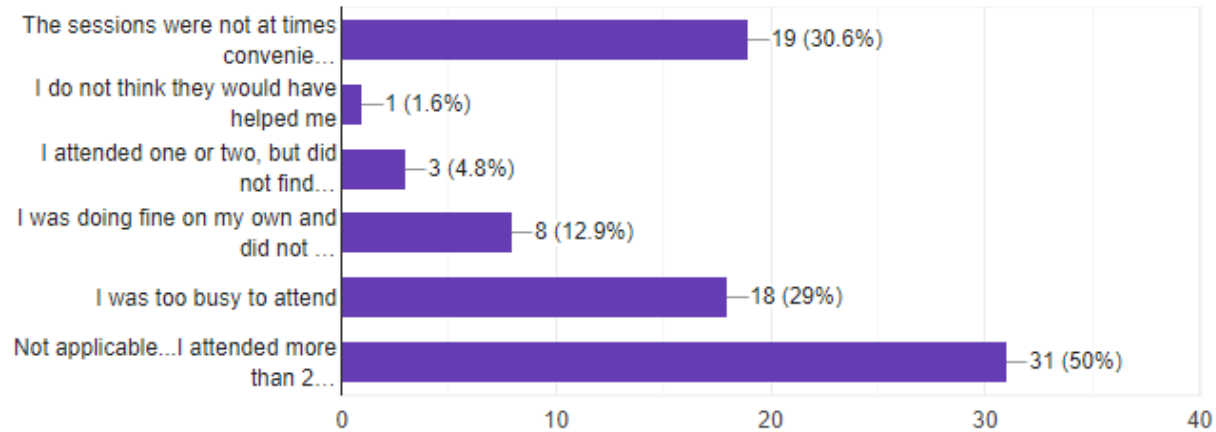
Do you think SI/T helped you improve your grade?

72 responses
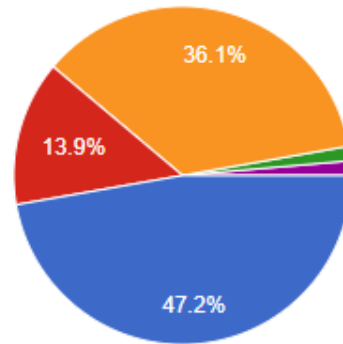
- Yes, I learned the material better and it helped my grade
- No, it did not help me perform any better
- I am not sure
- Did not attend
- No, however, it gave me tools to do better

36.1%

13.9%

47.2%

Do you think SI/T should be for a grade?

73 responses
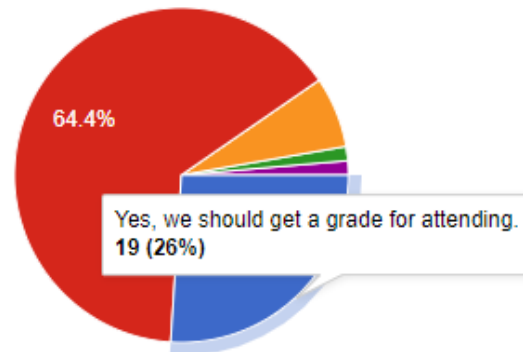
- Yes, we should get a grade for attending.
- It should not be for a grade, but extra credit is good.
- It should be completely voluntary...not for a grade or extra credit.
- I am on the fence because Sometimes it's hard to balance a w...
- If it is during or immediately following a class

64.4%

Yes, we should get a grade for attending.
19 (26%)

How can we change the SI/T program to make it better?

46 responses

Sometimes the topics we were learning were in the future maybe next time making the schedule to were it matches what students are learning that week in class.

Make sure the topics are what we are doing in class

N/A

keep it going for students who do need help

Make sure everyone is on the same topic first

NA

Nothing

It could be improved by having more variety of times for everyone to be able to attend. As well as more flexible online zooms.

More online sessions !! I work 40+ hours a week as well as two other classes. The online sessions were pretty much my only option and I still was only able to attend one of them. Making those accessible at home would make it much easier to attend and get extra practice.

I think it's going well, it had been a very positive experience. Because you get more 1 on 1 time with the teacher rather than having to sit and wait for someone at the math lab. I think this is a very helpful tool for people who struggle with college math.

N/a it was well organized

Time slots that are feasible for full time working students.

Make more hours available

Evening SI/T so that full time working adults can attend after work.

it should be open morning through 6pm becasue those people can come who can't make it to the class.

We had to attend 5 session throughout the whole semester for a 100, but if we attended more than one session in one week only one would count as part of the required. So basically only one per week which I think it's unfair because if we are making the effort to be there more than once is because we need the help and should be counted.

Change the times. I have classes at all the times it's available!

I think it was a good experience and provides a different perspective on a subject that can be intimidating.

Mrs Rice is awesome. Does she teach them?

It's already good the way it is, the teachers are great and everything, but I just don't think it should be for a grade.

Have a couple more times to attend, and make the review final day of tutoring longer

Maybe have a separate classroom

Having the teaching going a long with the class that the Prof, teaches I felt that it was a couple weeks behind

Have the session go along with what the prof. is teaching

Having them go with the prof. and what they are teaching in class

offer more class times during the day

I believe there should be more sessions throughout each day to accommodate to anyone that has a busy work and/or school schedule.

time to be more convenience for students

time to be more convenient for students

SERVICE UNIT REVIEW

I am very content with the sit program and am thankful for all they do

nothing

More one on one sessions.

more one on one

make it longer

To me everything seems great from all the sessions I attended

not making it a grade

it's good how it is

have more times available.

It is just fine the way it is.

The time should be longer

More option of times for working parents or a link to video of these sessions to have a library for students would be most helpful as a back up option, I know I would watch when my schedule allowed.

more times for sessions. its hard with 4 hours of homework a week at the minimum, while sitting in a 3 hour class twice a week, on top of being in other classes and enrolled in a full schedule, and also working full time, it can be hard to find the time to attend the sessions. I do not believe it should be for a grade.

Make it more interactive, let the students decide what they need to work on rather than having a set out schedule of topics. Having more times and sessions available, online and in person.

Allow more evening sessions.

I think if there were more times during the middle of the day versus just morning and one near the end of the afternoon.

Faculty CoRequiste Survey Spring 2019

In spring 2019 fifty-two surveys were sent out to faculty teaching co-requisite courses in developmental education. A total of thirty-three faculty responded (with no follow-up survey sent out) to the initial request, a response rate of 63%.

Key Findings:

When asked

Faculty CoRequiste Survey Spring 2019
May 20th 2019, 9:28 am CDT

Q1 - Please list co-requisite course(s) you taught in spring 2019:

Please list co-requisite course(s) you taught in spring 2019:

Math 0314 with Math 1314

Math 0314.S30 and Math 1314.S30 Math 0314.S32 and Math 1314.S32 Math 0314.S37 and Math 1314.S37

Math 1332/0332

ENGL 1301 and INRW 0315 (taught the pair)

INRW 0315

N/A: MATH0324/MATH1324 at CPC--McKinney Campus was canceled Spring 2019 due to low enrollment.

INRW 0315

College algebra support

Math0314/1314.S34

College Algebra Co-requisite Contemporary Mathematics Co-requisite

Math 1324

English 1301-S80

GOVT 2306-S91

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

73

Math 0332/1332 Math 0342/1342

ENGL 1301/INRW 0315

English 1301

INRW 0315, ENGL 1301

Government

Math0314/1314

College Algebra with Support

HIST 1302

Math 1314/Math 0314 Math 1324/Math 0324

INRW 0315.S91

0314/1314

MATH 0314/1314

ENGL 1301/INRW 0315

Co-Req College Algebra Co-Req Statistics

ENGL 1301

Math 0314/1314

Please list co-requisite course(s) you taught in spring 2019:

Math 0314 with Math 1314

Math 0314.S30 and Math 1314.S30 Math 0314.S32 and Math 1314.S32 Math 0314.S37 and Math 1314.S37

Math 1332/0332

ENGL 1301 and INRW 0315 (taught the pair)

INRW 0315

N/A: MATH0324/MATH1324 at CPC--McKinney Campus was canceled Spring 2019 due to low enrollment.

INRW 0315

College algebra support

Math0314/1314.S34

College Algebra Co-requisite Contemporary Mathematics Co-requisite

Math 1324

English 1301-S80

GOVT 2306-S91

Math 0332/1332 Math 0342/1342

ENGL 1301/INRW 0315

English 1301

INRW 0315, ENGL 1301

Government

Math0314/1314

College Algebra with Support

HIST 1302

Math 1314/Math 0314 Math 1324/Math 0324

INRW 0315.S91

0314/1314

MATH 0314/1314

ENGL 1301/INRW 0315

Co-Req College Algebra Co-Req Statistics

ENGL 1301

Math 0314/1314

Q2 - How would you rate your level of comfort with teaching the new co-requisite model?
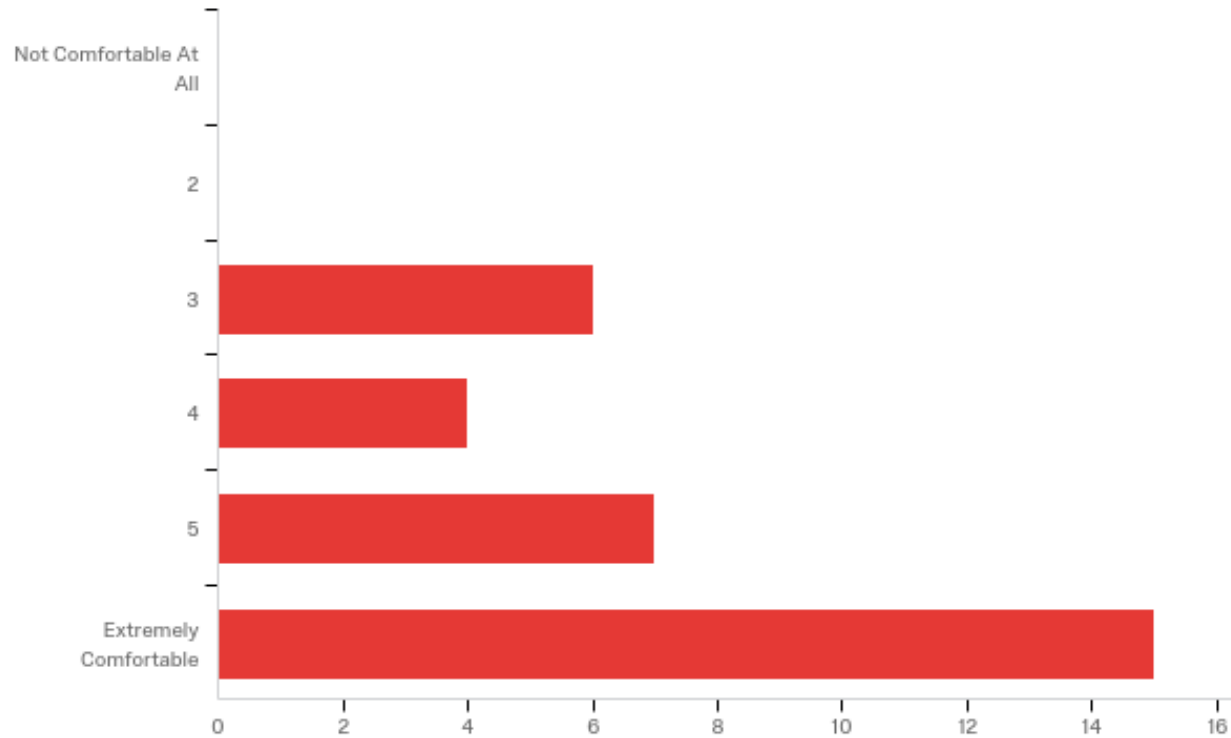
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate your level of comfort with teaching the new co-requisite model?	3.00	6.00	4.97	1.16	1.34	32

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

77

#	Answer	%	Count
1	Not Comfortable At All	0.00%	0
2	2	0.00%	0
3	3	18.75%	6
4	4	12.50%	4
5	5	21.88%	7
6	Extremely Comfortable	46.88%	15
	Total	100%	32

Q3 - Have the professional development workshops hosted at Collin College provided useful information to assist you with teaching the co-requisite model?
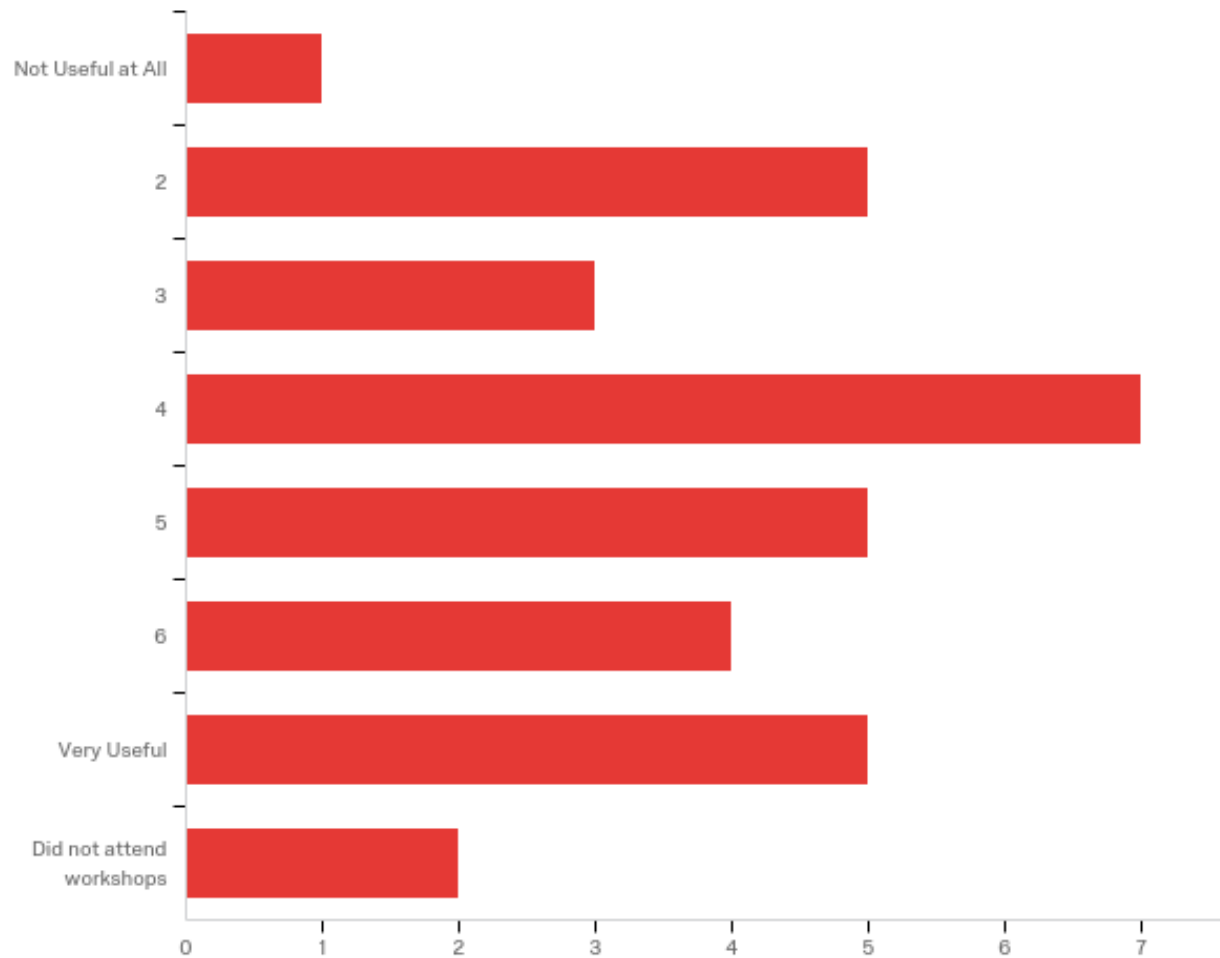
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have the professional development workshops hosted at Collin College provided useful information to assist you with teaching the co-requisite model?	1.00	8.00	4.63	1.92	3.67	32

#	Answer	%	Count
1	Not Useful at All	3.13%	1
2	2	15.63%	5
3	3	9.38%	3
4	4	21.88%	7
5	5	15.63%	5
6	6	12.50%	4
7	Very Useful	15.63%	5
8	Did not attend workshops	6.25%	2
	Total	100%	32

Q4 - Do you believe the new co-requisite model has led to students being more successful in your course?
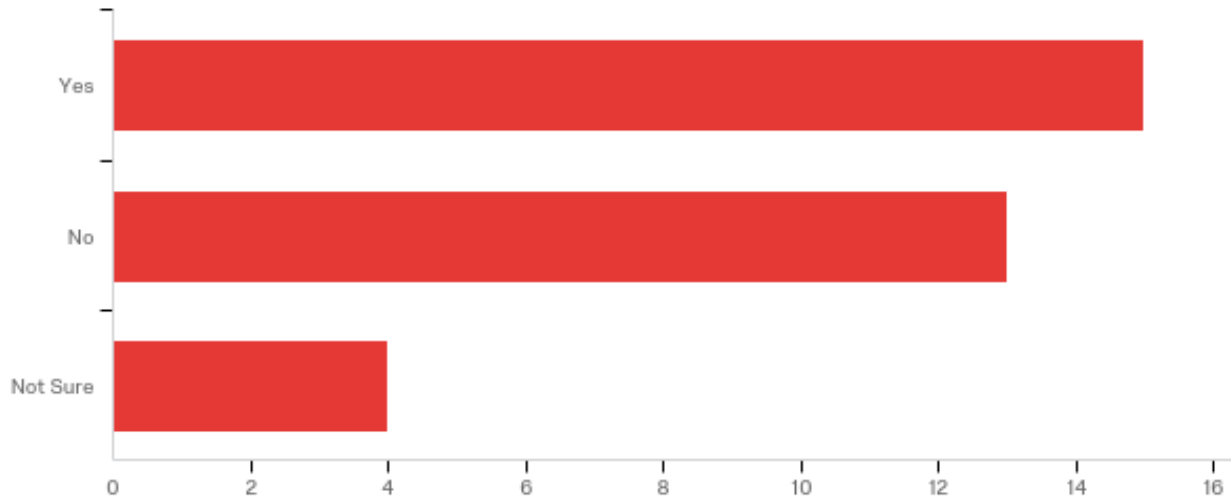
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you believe the new co-requisite model has led to students being more successful in your course?	1.00	3.00	1.66	0.69	0.48	32

#	Answer	%	Count
1	Yes	46.88%	15
2	No	40.63%	13

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

3	Not Sure	12.50%	4
	Total	100%	32

Q5 - Do you have any suggestions on ways we could have a more efficient schedule with fewer hours for our developmental education support course that is attached to the credit level?

Do you have any suggestions on ways we could have a more efficient schedule with fewer hours for our developmental education support course that is attached to the credit level?
I think the way it is setup now is necessary for these students especially since the Fall semester is going to have even weaker students in the course.
The co-requisite class needs to support College Algebra concepts, not cover all of the material in Math 0310, Intermediate Algebra. Mat 1414 was a successful class and what I envisioned the co-requisite classes to be.
I think having the amount of time for two classes is needed for best support-- especially if more students are going to be involved from lower cut scores. For students who are right on the bubble of cut scores MAYBE the class could be shortened.
No, I think fewer hours for the developmental course would hurt the students. They need the scaffolding and support to be successful in the credit course.
<mark>Use the suggested schedules provided by faculty--their expertise in knowing what day/time works best for students is going largely ignored. Trust their wisdom is based upon data from prior semesters.</mark>
Reduce the amount of material required for successful completion.
I think we could be more efficient by keeping "college ready" students out of the corequisite courses. We also need to develop a 1 hour option for students at the 349 level.
I think a cohort of credit course-co-requisite course-Learning Frameworks should be developed
Math 0332 may be able to be covered in an online/hybrid format. The main issue I have with students is retention in a six-hour course.
no
If there are two professors teaching as a pair, there must be more a push, possibly even a mandate, that they work together to "scaffold" and complement what is beig taught in both courses.
not sure I understand the question
They need more hours, not fewer.
They need more help. Many of the students lack basic reading and writing skills which makes it difficult to complete assignments.

I think that for Math, the full 3 hours are necessary. I am working on a hybrid model to pilot in Spring 2020 that moves some of these hours online.

I would NOT recommend fewer hours for the DE support course. DE students need plenty of time for teaching demonstrations, guided practice, and independent practice before testing. I would NOT want fewer hours for the support course. That would be disastrous.

I don't see what we could do to reduce the dev ed portion. We have to meet our students where they are at!

Not really. Students are coming into the coreq with little to no foundational skills, note taking skills, calculator skills and little to no concept of what a college level course with support demands in order to be successful.

No. Honestly, some of the developmental students need all the support they can get.

I don't think this is a good idea at all. Part of what makes the INRW side effective is that we have time to teaching strategies for reading and writing, neither of which are something that can be learned from a computerized lab component (I've taught this model before, with a 1 hour support course that felt more like glorified babysitting). At least for INRW, we need the class time affording my the hours.

I do not think it can be shortened at all. Since we are no longer allowed to use the testing center for tests, we need every minute of class time to help students learn the material and take their assessments. In fact, I think STEM majors in college algebra co-req probably need an even longer support course.

Q6 - Did you serve as a faculty coach?
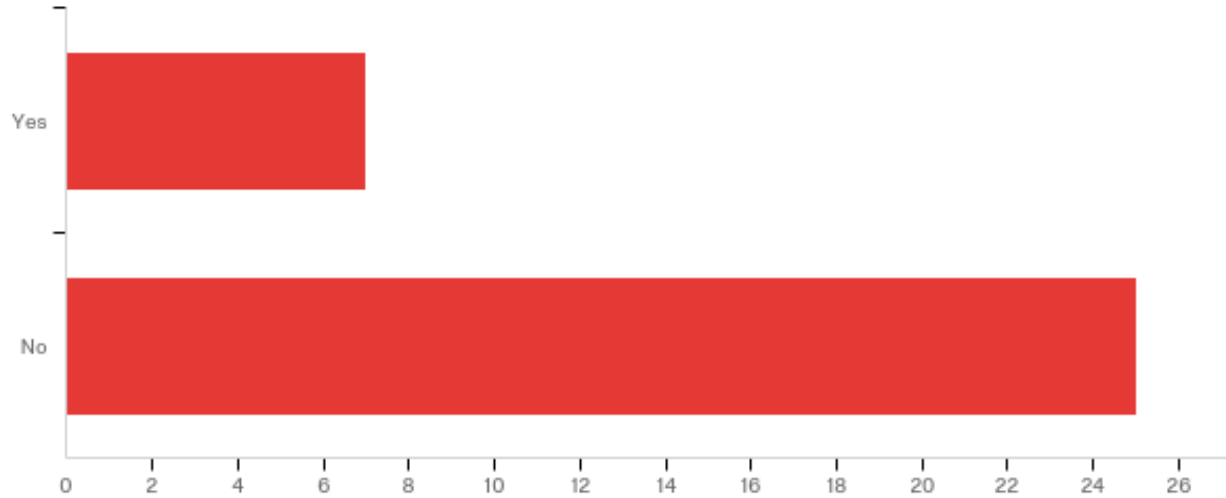
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you serve as a faculty coach?	1.00	2.00	1.78	0.41	0.17	32

#	Answer	%	Count
1	Yes	21.88%	7
2	No	78.13%	25
	Total	100%	32

Q7 - Would you recommend other faculty serve as a faculty coach?
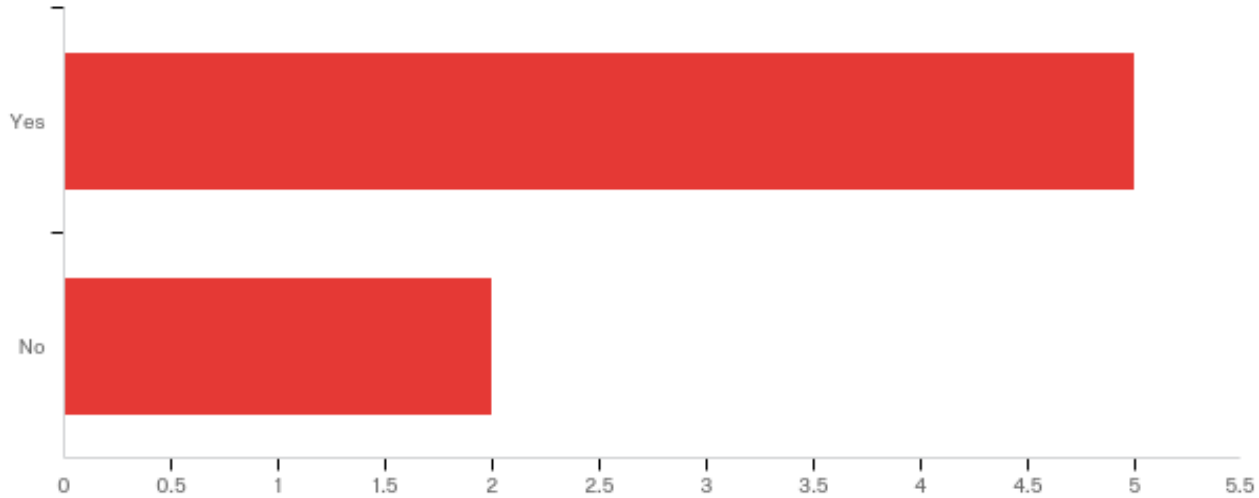
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you recommend other faculty serve as a faculty coach?	1.00	2.00	1.29	0.45	0.20	7

#	Answer	%	Count
1	Yes	71.43%	5
2	No	28.57%	2
	Total	100%	7

Q8 - Why or Why not?

Why or Why not?

Q9 - Overall, how helpful do you believe the advising office has been in providing support for you and/or your students?
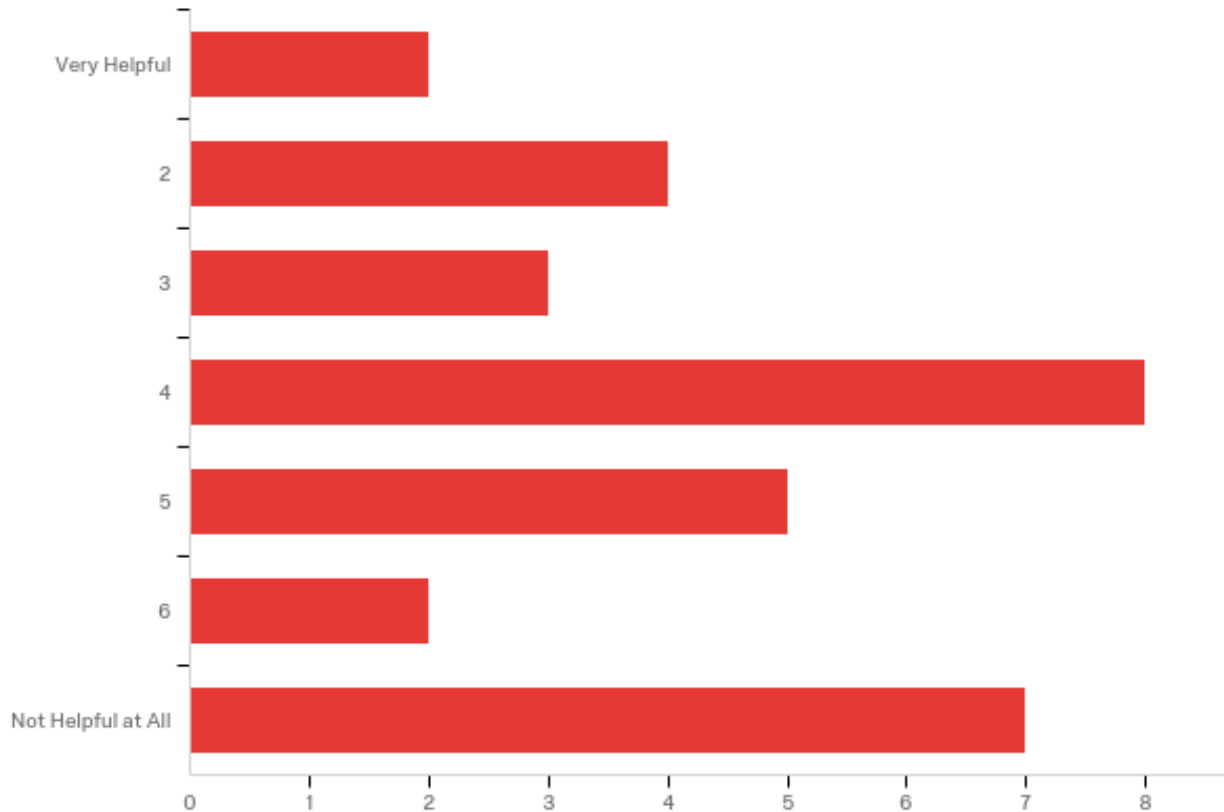
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall, how helpful do you believe the advising office has been in providing support for you and/or your students?	1.00	7.00	4.42	1.86	3.47	31

#	Answer	%	Count
1	Very Helpful	6.45%	2
2	2	12.90%	4
3	3	9.68%	3
4	4	25.81%	8
5	5	16.13%	5
6	6	6.45%	2
7	Not Helpful at All	22.58%	7
	Total	100%	31

Q10 - Any other suggestions on ways to improve for next year?

Any other suggestions on ways to improve for next year?

For the college algebra coreq pair I think we need to adopt a new book or a different online platform (ALEKS isnt cutting it) and I think we need fewer tests.

Students need to understand that they are signing up for two courses and have the homework load for two courses. I would like for Collin to have a math placement test at the same time the students take the TSI. This has been done in the past. Students can guess on the TSI and be placed in courses that they are not prepared for.

I think the PD should include specific breakout groups for people who are teaching both sides of the pair as that dynamic is different enough from co-teaching with someone else that the conversation would be different. Additionally, I think instructors of the credit-bearing course would benefit from specific PD on how to help teach students so that their growing knowledge from DE transfers more easily. Instructors can absolutely maintain standards and SLOs while becoming more transparent about how to support, scaffold, and instruct students. I think the reason many students in the history/gov't pairs struggle more is because the instructors are not doing anything to help the students with knowledge transfer. Things as simple as giving a reminder to take notes or reminder of what types of assessments for the reading would be helpful, and I have heard instructors say that they don't feel they should do this.

We need to meet with advising and also have them visit our classes right before registration starts.

Please stop telling students to take College Algebra instead of MATH1324--Business Mathematics. MATH1314 is not the only course that transfers to the university.

In order for this model to work, the main professor needs to have an actual course set up for the coreq teacher to follow. The main teacher also needs to allow access to the course shell. The two teachers ideally should work together each semester and have a very clear idea of expectations and assignments.

No

Each student could be more successful in a Co-Req classs if their class attendance, participation in class, completion of assignment were all a part of their grade.   s were all

no

For professional development, it would be beneficial to have more presenters and be given more time for professors to share what they do in their co-requisite classes.

Reduce the size of the corequsite classes

Advising needs to be more fully informed and comfortable recommending co-requisite classes to new students. Co-requisite faculty should have designated advisor contacts that they can reach out to with questions and information during the semesters.

Better publicity that explains co-requisites and how to register for them. There are also technological hurdles that prevent students from registering on their own, particularly for students who wish to move from INRW 0405 to the last level, INRW 0315. Co-reqs should be explained in the Student Orientation sessions and brochures distributed there. The credit faculty are sorely underprepared to teach DE co-reqs. Depending on the Associate Dean and the particular faculty member, sometimes there's little to no training for those faculty. If the DE partner does not step in and help facilitate training, it's a recipe for disaster. The co-req trainings the DE Director offers are not provided directly to the credit faculty. There's a disconnect between the DE Director and the credit faculty. I have 3 credit faculty co-req partners, only one of whom was invited to the most recent training for co-req partners. Advisers absolutely need to understand the benefits of the co-req model and be able to explain those to the students and promote the courses.

I don't think Aleks is the best choice.

All advising needs to be aware and act consistently on the most proper placement of our students. I know they have been shown flowcharts etc but students are still being pushed into College Algebra.

No contact with the advising office

If we're talking about Advising, I'd like to know what Advising covers and does not, how a student appointment runs, that kind of thing. If we're talking about improving on co-requisite all around, I'd like to see more involvement from my campus (McKinney), especially because we aren't running our ENGL/INRW co-reqs like the other two campuses.

Collin IRO bmb; 05/20/2019
J:IRO\Moshay\Grant for Dev Ed and College Readiness Success Models\Faculty Survey Results Spring 2019.pdf

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.   91

Developmental Math Professional Development Log

Faculty Member Name: Catherine Thurman

Name of Training/Conference	Date/Location	Short Description
CASP 2019	Oct 2019, Waco, TX	College Academic Support Programs conference – focusing on promising practices in corequisite classes
CASP 2018	Oct 2018, El Paso, TX	College Academic Support Programs conference – focusing on promising practices in corequisite classes
CASP 2017	Oct 2017, Galveston, TX	College Academic Support Programs conference
Quality Enhancement Plan Academic Coaching training	Fall 2016, Spring 2019, Collin College	
College College Faculty Development Conference	Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019	Various Topics including: Harnessing Brain Potential in the Classroom, Helping 1st Generation Students Succeed, Strategies for Addressing Cheating in the Classroom, Games, Gamification, and the Quest for Student Engagement, COAT Assessments
TCCTA 2018	March 2018, Frisco, TX	Texas Community College Teacher Association Annual Conference, included TexMATYC meetings
AMATYC Southwest Regional Conference	June 2019, Frisco, TX	Southwest Region of American Mathematical Association of Two Year Colleges Conference,

		attended sessions focusing on active learning and presented session on using Plickers to encourage student engagement in the classroom
Knewton training	Nov 2019, Collin College	Training in using Knewton, the new online platform for Math 0405 class
Co-requisite Professional Development	Aug 2019, Collin College	Training and discussion on best practices with co-requisite classes
Co-requisite Professional Development – Impact of Reading in Today's Math Classroom	July 2019, Collin College	Presented by Dr. Shannon Solis and Dr. Ellene Polidore
McGraw Hill Pathways Event	Fall 2017, Dallas, TX	Publisher McGraw Hill invited faculty from around the state to present promising practices in corequisite teaching
AMATYC 2015	Fall 2015, New Orleans, LA	American Mathematical Association of Two Year Colleges Annual Conference – attended as member of Project ACCCESS and co-presented project on Study Skills in Mathematics
AMATYC 2014	Fall 2014, Nashville, TN	American Mathematical Association of Two Year Colleges Annual Conference – accepted as fellow in Project ACCCESS
CASP 2015	Fall 2015, Allen, TX	College Academic Support Services Conference -

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

93

| TCCTA 2015 | Spring 2015, Dallas, TX | Texas Community College Teacher Association Annual Conference, included TexMATYC meetings |
| CoRequisite Conference | Spring 2019, Austin, TX | Hosted by Austin Community College presenting options and success stories for corequisite classes around the state |

Faculty Member Name: **Yassmin Ansari**

Name of Training/Conference	Date/Location	Short Description
CASP 2019 Conference	Waco, Texas, Fall 2019	College Academic Success Programs
Attending the Quality Matters Workshop	Collin College, Spring 2020	Online Teaching Training
Faculty Professional Development	Collin College, Fall 2019	Corequisite Courses
Faculty Development Conference	Collin College, Fall 2019	"Supporting Students with Disabilities: Access Services and Innovative Instructional Practices"
Faculty Professional Development	Collin College, Summer 2019	Corequisite Courses
Canvas Workshop	Collin College, Summer 2019	Canvas New Gradebook
TCCTA	Houston, Texas, Spring 2019	Texas Community College Teachers Association
Faculty Development Conference	Collin College, Spring 2019	"Enriching Students' Learning and Achievement by Applying creative Thinking Practices"
Faculty Development Conference	Collin College, Spring 2019	"Tools for Video Development and Editing: Creating Tutorials, Clips and More at Home, Your Office and the eLC"

Faculty Development Conference	Collin College, Spring 2019	"Confronting a Quiet Classroom"
Statistics Corequisite Training	Collin College, Spring 2019	Statistics Corequisite Training
Faculty Performance Training	Collin College, Spring 2019	Training for online annual performance review format in Cornerstone
ALEKS Training Workshop	Collin College, Fall 2018	Software training
Faculty Professional Development	Collin College, Fall 218	Corequisite Courses
Faculty Development Conference	Collin College, Fall 2018	" Academic Effectiveness"
Canvas Bootcamp	Collin College, Fall 2018	Hands-on group sessions were focused on building Canvas course
ALEKS Training Workshop	Collin College, Summer 2018	Software training
Faculty Development Conference	Collin College, Spring 2018	"The Benefits of Present-Moment Awareness for Our Student and Ourselves"
Faculty Development Conference	Collin College, Spring 2018	"Mayan Calendars"
Faculty Development Conference	Collin College, Spring 2018	"I taught it …. why don't they know it?"
Faculty Development Conference	Collin College, Fall 2017	"Games, Gamification and the Quest for Student Engagement"
TCCTA Convention	Spring 2017, Austin, TX	*Texas Community College Teachers Association*
Faculty Development Conference	Collin College, Spring 2017	"Mathematics in Novels and Short Stories"
Faculty Development Conference	Collin College, Spring 2017	"Millennials, Gen X, Gen Next---What Next?"
Faculty Development Conference	Collin College, Spring 2017	"Assessing Student Progress with Metacognition"
Faculty Development Conference	Collin College, Spring 2017	3 Best Practices in Online Education: Google Docs, Group Work, and Deaf Education"

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

95

Faculty Development Conference	Collin College, Spring 2017	"Travel Hacking 101: How to Travel the World for Cheap (or Free!)"
Pearson Training Workshop	Collin College, Spring 2017	Software training
Faculty Development Conference	Collin College, Fall 2016	"Harnessing Brain Potential in the Classroom: Applying Neuroscience not Neuro-myths to Teaching"
CASP Conference	Austin, Spring 2016	College Academic Success Programs
Faculty Development Conference	Collin College, Spring 2016	"Multilingual Students at Collin College"
Faculty Development Conference	Collin College, Spring 2016	"Facilitating Mindfulness Practices: Cultivating Awareness, Attention, and Acceptance in the Classroom"
Faculty Development Conference	Collin College, Spring 2016	"Strange Attractors: Mathematics and Poetry"
Faculty Development Conference	Collin College, Fall 2015	"How to Help People Learn"
CASP Conference	Allen, TX, Fall 2015	College Academic Support Program Conference
Mathematics Faculty Workshop	Collin College, Fall 2015	"Literary Mathematicians"
Mathematics Faculty Workshop	Collin College, Fall 2015	"Underprepared Students"
Mathematics Faculty Workshop	Collin College, Fall 2015	"College Algebra Lab Brainstorming"

Faculty Member Name: Jason Smoot

Name of Training/Conference	Date/Location	Short Description
Collin College Corequisite Advisor Trainings	Fall 2017 – Spring 2018; Various Campuses	Led trainings for advisers on the significance of each course and the path student groups should be taking

Dana Center Math Pathways Conference	Summer 2017; Arlington, TX	Conference to collaborate on accelerating and guiding students through Mathematics coursework
The Corequisite Conference	Summer 2017; Austin, TX	THECB's initial conference following the passage of the HB2223. Initiating plans to meet the bill requirements and collaborated with other institutions.
North and East Texas Regional Workshop	Fall 2017; Dallas, TX	Collaborative conference for continued corequisite implementation
The Corequisite Conference III	Spring 2018; Fort Worth, TX	Seminars and collaboration with THECB members to ensure mandate is being met. Also, continued planning for scaling.
TX Corequisite Project Conference	Spring 2019; Austin, TX	Seminars on current corequisite structures, their successes and their failures.
NADE/NOSS Conference	03/2019; Atlanta, GA	National Conference for Developmental Education focused on the development and implementation of corequisite courses.
Collin College Corequisites Workshop	Spring 2019; McKinney, TX	Reflection and sharing of success and failures in corequisite courses
Lone Star Learning Circle	Spring 2019; Las Colinas, TX	Curriculum updates and implementation techniques
Continuous Improvement in Corequisites	Summer 2019; Austin, TX	Seminars and collaboration on developing continuous improvement plans, data

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

97

		collecting, and evaluating program goals.

James Weldon Mergerson:

Name of Training/Conference	Date/Location	Short Description
Annual Convention Texas Community College Teachers Association	Spring 2019/Frisco, Texas	
Mathematics and Statistics Co-requisite Summit	Fall 2018/ Irving, Texas	
Texas Undergraduate Mathematics Conference	Fall 2018/ Nacogdoches, TX	
StatCrunch Workshop	Fall 2018	Statistical Software
Faculty Professional Development Co-requisite Courses	Fall 2018	
Mathematics Faculty Workshop	Spring 2019	
Mathematics Faculty Workshop	Fall 2019	
CANVAS Boot Camp	Fall 2018	
American Mathematical Association of Two-Year Colleges Southwest Regional Conference	Summer 2019/Frisco	
International Technology and Leadership Conference	Fall 2019/Plano	
International Technology Symposium	Fall 2016/Plano	
Quality Enhancement Plan Workshops	Spring 2017	
Quality Enhancement Plan Academic Planning Coach Training	Fall 2017, Fall 2018 and Fall 2019 – Collin College	
Personalizing Pathways to Academic Readiness	Fall 2017	
Games, Gamification and the Quest for Student Engagement	Fall 2017	

Quality Enhancement Plan Professional Development, Appreciative Advising; The Student Centered Approach	Fall 2018	
Faculty Development Conference	Fall 2016	
Faculty Development Conference	Spring 2017	
Faculty Development Conference	Fall 2017	
Faculty Development Conference	Spring 2018	
Faculty Development Conference	Fall 2018	
Faculty Development Conference	Spring 2019	
Faculty Development Conference	Fall 2019	
Faculty Council Summer Institute	Summer 2018	
Academic Planning Coach Refresher Training	Spring 2019	
Quality Enhancement Plan Professional Development, "Understanding Degrees Majors, and Programs at Collin"	Summer 2019	
Customer Service in Higher Education	Summer 2019	
Teaching Techniques: Writing Effective Learning Objectives	Spring 2019	Lynda.com
Office Mix: Creating Flipped Classroom Lessons	Spring 2019	Lynda.com
Keynote for Educators	Spring 2019	Lynda.com
Teaching Techniques: Developing Curriculum	Spring 2019	Lynda.com
Teaching Technical Skills Through Video	Spring 2019	Lynda.com
PowerPoint for Teachers: Creating Interactive Lessons	Spring 2019	Lynda.com
Flipping the Classroom	Spring 2019	Lynda.com
Communication in the 21st Century Classroom	Spring 2019	Lynda.com
Learning to Teach Online	Spring 2017	Lynda.com
Learning How to Increase Learner Engagement	Spring 2017	Lynda.com
Teaching Techniques: Making Accessible Learning	Spring 2017	Lynda.com
Teaching Technique: Classroom Management	Spring 2017	Lynda.com
Instructional Design: Adult Learners	Spring 2017	Lynda.com
Core Strategies for Teaching in Higher Ed	Spring 2018	Lynda.com

Teaching Complex Topics	Spring 2018	Lynda.com
Teaching Techniques: Creating Multimedia Learning	Spring 2018	Lynda.com
Teaching Techniques: Blended Learning	Spring 2018	Lynda.com
Learning to Write a Syllabus	Spring 2017	Lynda.com
The Neuroscience of Learning	Spring 2017	Lynda.com
Teacher Tips	Spring 2017	Lynda.com

Faculty Member Name: Elizabeth Johnson

Name of Training/Conference	Date/Location	Short Description
Games, Gamification, and the Quest for Student Engagement	Fall 2017/Plano, TX	Faculty Development Conference
Collin Mathematics Faculty Workshop	Fall 2017-Fall 2019/Plano, TX	Workshops hosted by Collin Mathematics Faculty
Pearson Hosted Online Webinars	Fall 2017-present/Online	Short webinars hosted by Pearson
Faculty Development Conference	Fall 2018/Plano, TX	Faculty Development Conference
"How to Create Your Own Instructional Whiteboard Videos in Minutes," "Disarming and Engaging Students: Collaborating Our Way to Student Success," "Unconscious Bias"	Spring 2018/Plano, TX	Workshops hosted by Collin Faculty
International Conference on Technology in Collegiate Mathematics	Spring 2018/Washington, D.C.	National Mathematics Conference focusing on Technology
American Mathematical Association of Two-Year Colleges	Fall 2018 (Orlando, FL) and Fall 2019 (Milwaukee, WI)	National Mathematics Conference
"Textpectations," "Central Limit Theorem," and	Spring 2019/Plano, TX	Workshops hosted by Collin Faculty

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

"Confronting the Quiet Classroom"		
Gradebook Management Workshop	Spring 2019/Plano, TX	Canvas Workshop
Supporting Students with Disabilities: Access Services and Innovative Instructional Practices	Fall 2019/Plano, TX	Faculty Development Conference
Academic Coach Training	Fall 2018 and Fall 2019/McKinney, TX	Training for the Academic Coach Program

Faculty Member Name: Helen Wang

- Faculty Development Conference presentation, "How to Help People Learn Workshop", Fall 2015
- College Academic Support Programs 34th Annual Conference, Allen, TX, Fall 2015
- Faculty Development Conference presentations: "Broad(cast) Brush Strokes", "Strange Attractors: Mathematics and Poetry", "Coaching Techniques for Faculty", Spring 2016
- Math workshop, "PreCalculus", Spring 2016
- eLC workshop, "Blackboard Clean up", Spring 2016
- Texas College Reading and Learning Association webinar: "Examining the Core Principles: Benefits, Drawbacks, and Data", Summer 16
- Completed online course, "Canvas from Scratch", Summer 2016
- Faculty Development Conference, "Harnessing Brain Potential in the Classroom: Applying Neuroscience Not Neuro-myths to Teaching", Fall 16
- Quality Enhancement Plan Professional Development Workshop, Fall 16
- Faculty Conference Workshop, "Millennials, Gen X, Gen Next--What Next? Teaching and Reaching the Students Who Are Not Prepared for the Reality of College Expectations"; "Gaming: Learning and Teaching"; "Academic Art galleries as a Teaching Resource"; "Mindfulness in Academia: Creating a Positive Environment with Social-Emotional Strategies and Contemplative Practices"; "Memory Magic! Learn All Your Students' Names in the First Week of the Semester", Spring 17
- Quality Enhancement Plan Professional Development Workshop, Spring 17
- 12th Annual Developmental Education Regional Forum, Dallas, Spring 17
- The Teaching Professor Conference, St. Louis, MO, Summer 17
- Faculty Development Conference "Games, Gamification and Quest for Student Engagement", Fall 17
- Quality Enhancement Plan Professional Development Workshop, Fall 17

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

- Faculty Development Conference, "How to Create Your own Instructional Whiteboard Videos in Minutes"; "Disarming and Engaging Students: Collaborating Our Way to Student Success"; "Quick Games – with a Few Twists"; "Turn on, Tune in, and Drop Out: Psychedelic History and Therapeutic Applications", Spring 18
- TCCTA 71th Annual Convention, Frisco, TX, Spring 18
- Collin College Undergraduate Interdisciplinary Student Research Conference Reviewer Training, Spring 18
- Math Workshop, "Ukulele Math Songs", Spring 18
- ALEKS for College Algebra Corequisite training, Spring 18
- Faculty Conference, Assessment and Evaluation, presented by Dr. Loraine Phillips, Fall 18
- Corequisite Professional Development, Fall 18
- ALEKS 360 training, Fall 18
- Leading with Appreciative Advising, Fall 18
- Section 504 and Academic Accommodation Training, Fall 18
- Faculty Development Conference, "Scaffolding: Toward a Better Artifact", "Digitizing the Classroom", "Tools for Video Development and Editing: Creating Tutorials, Clips and More at Home, Your Office and the eLC", "Music and War: The Role of Conflict in the Creation of Masterpieces" Spring 19
- Corequisite Faculty Professional Development Workshop, Spring 19
- How Continuous Education Can Boost Student Success, Spring 19
- Searching Committee Training, Spring 19
- HR's Faculty Annual Performance Appraisal Process Training, Spring 19
- Corequisite Faculty Professional Development, Spring 19
- Faculty Development Conference, guest speaker Paul Grossman, "Supporting Students with Disabilities: Access Services and Innovative
- Instructional Practices", Fall 19
- Mentor Training, Fall 19
- Academic Planning Coaches Training, Fall 19
- Team Based Learning (TBL) 101 Workshop, Fall 19

Faculty Member Name: Catherine Duke

Name of Training/Conference	Date/Location	Short Description
Collin Faculty Development Conference	Spring 2014/Collin Spring 2015/Collin Fall 2015/Collin Spring 2016/Collin	

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

	Fall 2016/Collin Spring 2017/Collin Fall 2017/Collin Spring 2018/Collin Fall 2018/Collin Spring 2019/Collin Fall 2019/Collin	
NADE Conference	Spring 2014/Dallas Spring 2016/Denver Spring 2017/Oklahoma City Spring 2018/WashingtonDC	Also volunteered.
Collin Wellness Lecture "The Quest for ZZZs"	Spring 2014/Collin	
Conference for the Advancement of Mathematics Teaching	Summer 2014/Fort Worth	
eLC eLearning Seminar "Your Faculty Website: We've Got a Template for That"	Fall 2014/Collin	
CASP Conference	Fall 2015/Dallas	Moderator Coordinator
Webinar "CoRequisite Models that Work"	Fall 2017	
Webinar "Concepts Through Functions College Algebra Corequisite MyLabMath"	Fall 2018	
Collin Corequisite Best Practices workshop	Spring 2019/Collin	
Collin SOBI Training "Everything you Wanted to Know…"	Fall 2019/Collin	
Collin SOBI Training "Behavioral Intervention in Turbulent Times"	Fall 2019/Collin	

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

Faculty Member Name: Nasrin Bemani

Name of Training/Conference	Date/Location	Short Description
I will be attending the NOSS Conference	Nashville, TN, Spring 2020	National Organization for Student Success Conference
I will be attending the Quality Matters Workshop	Collin College, Spring 2020	Online Teaching Training
Faculty Professional Development	Collin College, Fall 2019	Corequisite Courses
Faculty Development Conference	Collin College, Fall 2019	"Supporting Students with Disabilities: Access Services and Innovative Instructional Practices"
Faculty Professional Development	Collin College, Summer 2019	Corequisite Courses
Canvas Workshop	Collin College, Summer 2019	Canvas New Gradebook
NADE Conference	Atlanta, GA, Spring 2019	National Association for Developmental Education Conference
Faculty Development Conference	Collin College, Spring 2019	"Enriching Students' Learning and Achievement by Applying creative Thinking Practices"
Faculty Development Conference	Collin College, Spring 2019	"Tools for Video Development and Editing: Creating Tutorials, Clips and More at Home, Your Office and the eLC"
Faculty Development Conference	Collin College, Spring 2019	"Confronting a Quiet Classroom"
Statistics Corequisite Training	Collin College, Spring 2019	Statistics Corequisite Training
Faculty Performance Training	Collin College, Spring 2019	Training for online annual performance review format in Cornerstone
ALEKS Training Workshop	Collin College, Fall 2018	Software training

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

Faculty Professional Development	Collin College, Fall 218	Corequisite Courses
Faculty Development Conference	Collin College, Fall 2018	" Academic Effectiveness"
Canvas Bootcamp	Collin College, Fall 2018	Hands-on group sessions were focused on building Canvas course
ALEKS Training Workshop	Collin College, Summer 2018	Software training
Faculty Development Conference	Collin College, Spring 2018	"The Benefits of Present-Moment Awareness for Our Student and Ourselves"
Faculty Development Conference	Collin College, Spring 2018	"Mayan Calendars"
Faculty Development Conference	Collin College, Spring 2018	"I taught it …. why don't they know it?"
Faculty Development Conference	Collin College, Fall 2017	"Games, Gamification and the Quest for Student Engagement"
AMATYC Conference	San Diego, CA, Fall 2017	American Mathematical Association of Two-Year Colleges Conference
TCCTA Convention	Spring 2017, Austin, TX	*Texas Community College Teachers Association*
Faculty Development Conference	Collin College, Spring 2017	"Mathematics in Novels and Short Stories"
Faculty Development Conference	Collin College, Spring 2017	"Millennials, Gen X, Gen Next---What Next?"
Faculty Development Conference	Collin College, Spring 2017	"Assessing Student Progress with Metacognition"
Faculty Development Conference	Collin College, Spring 2017	3 Best Practices in Online Education: Google Docs, Group Work, and Deaf Education"
Faculty Development Conference	Collin College, Spring 2017	"Travel Hacking 101: How to Travel the World for Cheap (or Free!)"

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

Pearson Training Workshop	Collin College, Spring 2017	Software training
Faculty Development Conference	Collin College, Fall 2016	"Harnessing Brain Potential in the Classroom: Applying Neuroscience not Neuro-myths to Teaching"
NADE Conference	Anaheim Hills, Spring 2016	National Association for Developmental Education Conference
Faculty Development Conference	Collin College, Spring 2016	"Multilingual Students at Collin College"
Faculty Development Conference	Collin College, Spring 2016	"Facilitating Mindfulness Practices: Cultivating Awareness, Attention, and Acceptance in the Classroom"
Faculty Development Conference	Collin College, Spring 2016	"Strange Attractors: Mathematics and Poetry"
Faculty Development Conference	Collin College, Fall 2015	"How to Help People Learn"
CASP Conference	Allen, TX, Fall 2015	College Academic Support Program Conference
Mathematics Faculty Workshop	Collin College, Fall 2015	"Literary Mathematicians"
Mathematics Faculty Workshop	Collin College, Fall 2015	"Underprepared Students"
Mathematics Faculty Workshop	Collin College, Fall 2015	"College Algebra Lab Brainstorming"

Faculty Member: Melissa Bird

Name of Training/Conference	Date/Location	Short Description
Leadership Symposium	10/25/2019 (Collin McKinney)	Authentic Leadership session provided tips on training students to change negative

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

		thoughts to positive actions in their learning
Brown Bag Session	9/18/2019 (Collin McKinney)	Interactive Engagement Classroom Techniques: From ABCD Cards to Lecture Tutorials to gauge student involvement and improve interaction and retention
Math Faculty Workshop	8/14/2019 (Collin CHEC)	McGraw-Hill Training on ALEKS system, diagnostics, setup, and settings for Coreq classes
Pearson Training	11/9/2018 (Online)	Training on use of Learning Catalytics as a means for creating an interactive environment for student learning
Hybrid and Co-requisite courses	10/20/2018 (Collin Frisco)	Training on Coreq/Hybrid class structure and design
Co-requisite Faculty Workshop	8/20/2018 (Collin CHEC)	Presentation and discussion of House Bill 2223; Best practices of Coreq courses
MyMathLab	8/18/2018 (NCTC Corinth)	College Algebra Training
Instructor Resources	8/15/2018 (Collin CHEC)	Training on instructor resources available to help support student learning for online platforms (MML, WebAssign, Connect Math)
Associate Faculty Conference	2/25/2017 (Collin CHEC)	Session on Helping First Generation Students Succeed
Associate Faculty Meeting	1/10/2015 (Collin Plano)	ALEKS Prep training

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

Faculty Member Name: Leah Beck

Name of Training/Conference	Date/Location	Short Description
Co-Requisite Statistics by Michael Sullivan III	March 2, 2018 at Plano Campus	Sullivan was in town for the TCCTA convention and held a session for just Collin stats and co-req stats people. He offered his advice on how to organize a stats co-req class (co-mingled with same instructor for both courses).
Spring Corequisite Professional Development Workshop	January 17, 2019 at CHEC	Tina Jackson gave an update of fall successes and upcoming plans. Professor Sharon Jackson for DCCCD presented on promising practices in a stats co-req. Professors Thurman and Beck presented on SI/T program Collin will pilot this spring.
Elementary Statistics Co-Requisite Workshot	April 5, 2019 at CHEC	Workshop included training from Pearson staff on how to use MyStatLab's features, Nathan Torno presented on StatCrunch, we heard a sample lesson from Professor N'Tchobo, and we had a brainstorming session for how to help our co-requisite students.
Spring 2019 Professional Development Session	April 30, 2019 at CHEC	Tina Jackson hosted the session and gave some district data. Professor Beck lead the math break-out session where attendees shared activities and

		ways to improve student success.
"Mission Impossible? Improving Outcomes While Maintaining Rigor" by Amy Collins Montalbano and Kelli Bradshaw at the American Mathematical Association of Two-Year Colleges Annual Conference	November 15, 2018 in Orlando, Florida	This session highlighted how they organized their co-req program (it was different from ours).
"Strangers in a Strange Land: the Pairing of GOVT 2305 and INRW 0315" by Mike McConachie and Linda Kapocsi	January 10, 2019 at CHEC Faculty Development Conference	Although this session was not about math, a lot of my co-req math students take other co-req courses in INRW, history, etc. It was nice to learn what else is happening at Collin for my students.
"Practical Activities to Engage the College Ready & Non-College Ready Students" by Deeanna Antosh	June 7, 2019 AMATYC Southwest Regional Conference in Frisco, TX	The presenter gave several classroom activities that she uses in her co-req classes. Most were games like "speed dating" for test reviews where students rotated quickly with different partners to work on test review problems. She also used think/pair/share.
"Do Your Intro Stats Students Really Comprehend Inferential Procedure?" by Chris Oehrlein	June 8, 2019 AMATYC Southwest Regional Conference in Frisco, TX	The presenter gave several practice problems where students had to focus on the interpretation of inferential statistics rather than the computation or decision (reject or fail to reject). Students had to truly understand the

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		concepts rather than just memorize procedures.
Co-Requisite Summer Professional Development Series	June 21, 2019 at McKinney Campus	Tina Jackson lead the session with updates on Collin's successes. We also heard from a couple of other statewide faculty on what was working at their college, specifically regarding statistics co-req.
Faculty Roundtable Discussion on Co-Requisite Courses for Fall PD Session	August 21, 2019 at CHEC	Tina Jackson hosted the session. She gave program updates. We hear updates on Supplemental Instruction, the grant, and how INRW is expanding their program.
Statistics Committee Meeting	11-15-19 at AMATYC National Conference in Milwaukee, Wisconsin	I was able to hear lots of updates on what is happening at the national level with statistics education. I heard about a program called StatPrep that I want to check out as well.
"Is Frustration Encouraging Your Students to Quit" by Peg Hohensee	11-16-19 at AMATYC National Conference in Milwaukee, Wisconsin	The presenter gave several reasons why students typically drop classes and some discouraging data on the retention rates of students who drop classes. She also gave us some practical advice on ways we can design courses so that students are less likely to drop. Suggestions included being approachable, predicting trouble spots in the curriculum and offering extra support,

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		creating clear instructions, and others.
"Literacy in Developmental Math and Quantitative Literacy" by Lindsey Gerber and Debra Ward	11-16-19 at AMATYC National Conference in Milwaukee, Wisconsin	This session gave some in-class activities that could be done to help students read textbooks and better process the material. It was also discussed that students are less likely to actually read the text than in years past.
"Teaching Introductory Statistics: Ask Good Questions" by Allan Rossman	11-16-19 at AMATYC National Conference in Milwaukee, Wisconsin	The session gave several "good questions" that really make students think about the content rather than just how to calculate an answer. He also shared his blog site where he posts weekly questions that are also "good."

Faculty Member Name: Kyle Kundomal

Name of Training/Conference	Date/Location	Short Description
Faculty Development Conference	8/20/15. Collin College	How to Help People Learn Workshop
AMATYC Conference	11/19 – 11/22/15. New Orleans, LA	American Mathematical Association of Two-Year Colleges Conference. Attended multiple sessions
Faculty Development Conference	1/8/16. Collin College	Attended multiple sessions
TCCTA Convention	2/25 – 2/27/16. Houston, TX	Attended multiple sessions
Faculty Development Conference	8/16/16. Collin College	Harnessing Brain Potential in the Classroom

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AMATYC Conference	11/17 – 11/20/16. Denver, CO	American Mathematical Association of Two-Year Colleges Conference. Attended multiple sessions
Faculty Development Conference	1/6/17. Collin College	Attended multiple sessions
TCCTA Convention	2/23 – 2/25/17. Austin, TX	Attended multiple sessions
Faculty Development Conference	8/17/17. Collin College	Games, Gamification and the Quest for Student Engagement
AMATYC Conference	11/9 – 11/12/17. San Diego, CA	American Mathematical Association of Two-Year Colleges Conference. Attended multiple sessions
Faculty Development Conference	1/5/18. Collin College	Attended multiple sessions
TCCTA Convention	3/1 – 3/3/18. Frisco, TX	Attended multiple sessions
Math Faculty Workshop	8/15/18. Collin College	
Corequisite Courses Workshop	8/21/18. Collin College	
AMATYC Conference	11/15 – 11/18/18. Orlando, FL	American Mathematical Association of Two-Year Colleges Conference. Attended multiple sessions
Faculty Development Conference	1/10/19. Collin College	Attended multiple sessions
TCCTA Convention	2/28 – 3/2/19. Houston, TX	Attended multiple sessions
Faculty Development Conference	8/15/19. Collin College	Supporting Students with Disabilities: Access Services and Innovative Instructional Practices
AMATYC Conference	11/14 – 11/17/19. Milwaukee, WI	Attended multiple sessions

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Faculty Member Name: Kristen Ewing

Name of Training/Conference	Date/Location	Short Description
Fall 2018 Co-requisite Professional Development Workshop	Aug 2018/CHEC	What to expect for teaching the new co-requisite courses.
Sullivan Co-requisite Solution Webinar	Nov 2018/online	Presentation on the co-requisite course that Sullivan has on my math lab and all that they have integrated in it.
Spring 2019 Co-requisite Professional Development Workshop	Jan 2019/CHEC	Updates on the co-requisite courses and best practices
Elementary Statistics Co-requisite Training Event	Apr 2019/CHEC	Instructional information for teaching statistics co-requisite
Co-requisite Courses Professional Development	Apr 2019/CHEC	Updates on the co-requisite courses and best practices
Co-requisite Courses Professional Development	Jun 2019/CHEC	Updates on the co-requisite courses and best practices
Faculty Roundtable Discussion Co-requisite Courses	Aug 2019/CHEC	Updates on the co-requisite courses and best practices

Faculty Member Name: Michael Holtfrerich

Name of Training/Conference	Date/Location	Short Description
Aleks Software Training for Co-req	Jan. 4 2018 / Collin College	Were taught how to use the math homework system Aleks with our College Algebra Co-req
Attended TCCTA teaching conference	March 1-3 2018 / Frisco TX.	Attended talks about the use of co-req across the state of Texas
Attended the Co-req Faculty Development day	August 21 2018 / CHEC	Learned about how to approach teaching Co-reqs

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Attended a Stat workshop	October 4 2018 / CHEC	Learned about how to better teach and use resources for our 1342 and 1342 Co-req
Attended AMATYC conference	November 15-17 2018 / Orlando FL	Attended sessions on many topics including Co-req and how others are approaching its implementation.
Attended Southwest Region AMATYC	June 7-8 2019 / Frisco	Gave a talk and attended talks including co-req topics
Attended AMATYC Conference	November 14-16 2019 / Milwaukee WI	Attended sessions on many topics including Co-req and how to approach reaching our students

Faculty Member Name: Rosemary Karr

Name of Training/Conference	Date/Location	Short Description
Corequisite Workshop	Collin College, Fall 2019	Led by Dr. Tina Jackson
Faculty Development Conference	Collin College, Fall 2019	"Supporting Students with Disabilities: Access Services and Innovative Instructional Practices", Paul Grossman
THECB Webinar	Webinar, Fall 2019	TSIA2 Information and Implementation Plan Overview
NADE Conference	Atlanta, GA, Spring 2019	National Association for Developmental Education Conference
Faculty Development Conference	Collin College, Spring 2019	"Enriching Students' Learning and Achievement by Applying creative Thinking Practices" Gary Wilson and Steven Rizzo
Faculty Development Conference	Collin College, Spring 2019	"Tools for Video Development and Editing: Creating

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114

		Tutorials, Clips and More at Home, Your Office and the eLC," Sharon Hirschy et al
Faculty Development Conference	Collin College, Spring 2019	"Confronting a Quiet Classroom," Courtenay Jauregui and Rebecca Buron
Statistics Corequisite Training	Collin College, Spring 2019	Statistics Corequisite Training
Developmental Education Corequisite Workshop	Collin College, Spring 2019	Led by Dr. Tina Jackson
Faculty Performance Training	Collin College, Spring 2019	Training for online annual performance review format in Cornerstone
ALEKS Training Workshop	Collin College, Summer 2018	Software training
Faculty Development Conference	Collin College, Fall 2018	" Academic Effectiveness," Dr. Loraine Phillips
Pearson Publisher Webinar	Webinar, Fall 2018	Learning Catalytics, Pearson
THECB Webinar	Webinar, Fall 2018	The Texas Corequisite Project
Faculty Development Conference	Collin College, Fall 2018	" Games, Gamification and the Quest for Student Engagement," Dr. Karl Kapp
Faculty Development Conference	Collin College, Spring 2018	"The Benefits of Present-Moment Awareness for Our Student and Ourselves," Rosenfeld et al
Faculty Development Conference	Collin College, Spring 2018	"Core Objectives Assessment," Dr. Jon Hardesty
Faculty Development Conference	Collin College, Spring 2018	"Quick Games – with a Few Twists," Angela Payne
Faculty Development Conference	Collin College, Spring 2018	"Mayan Calendars," Chip Galloway
Faculty Development Conference	Collin College, Fall 2017	"Games, Gamification and the Quest for Student Engagement", Dr. Karl Kapp
Faculty Development Conference	Collin College, Spring 2017	"Mathematics in Novels and Short Stories" by Chip Galloway

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Faculty Development Conference	Collin College, Spring 2017	"Can the 'Flipped Learning' Approach to Teaching Pre-Calculus Work?", by Sofya Antonova
Faculty Development Conference	Collin College, Spring 2017	"Assessing Student Progress with Metacognition" by Joan Kennedy, Cathy Molina, Kim Nyman
Faculty Development Conference	Collin College, Fall 2016	"Math History: Beauty and Order in Numbers and Geometry" by Chip Galloway
Canvas Training	Collin College, Fall 2016	eLC Faculty Champion Training
Faculty Development Conference	Collin College, Fall 2016	"Harnessing Brain Potential in the Classroom: Applying Neuroscience not Neuro-myths to Teaching", Dr. Jacque Gamino
Faculty Development Conference	Collin College, Spring 2016	"Strange Attractors: Mathematics and Poetry", Chip Galloway
CASP Conference	Allen, TX, Fall 2015	College Academic Support Programs Conference
Faculty Development Conference	Collin College, Fall 2015	"How to Help People Learn," Julie Schell, Director of OnRamps and Strategic Initiatives at The University of Texas at Austin's Center for Teaching and Learning

Faculty Member Name: Ivy Langford

Name of Training/Conference	Date/Location	Short Description
McGraw-Hill Education Developmental Math Learning Science Symposium	Fall 2016/Chicago, IL	Shared challenges, collaborate on what was working and what needed modification as well as to advance the dialogue regarding solutions for the

		evolving learning environment in developmental math; shared and critique the different approaches taken to help our students succeed in our courses.
ALEKS Student Experience Review	Fall 2016/Web	Used ALEKS as a student and provided feedback.
Hawkes Learning Systems Training for Mastery Extension	Spring 2017/Frisco Campus	Trained for Hawkes Learning Systems
Faculty Development Conference	Fall 2017/CHEC	Attended "Games, Gamification and the Quest for Student Engagement"
Math Faculty Workshop	8/19/2017/Plano Campus	Participated in Leveraging Technology: Teaching Tools
43rd AMATYC	11/8/2017-11/11/2017/San Diego, CA	Attended sessions and workshops regarding corequisite courses and classroom technologies.
Pearson Statistics Co-requisite Workshop	Spring 2018/CHEC	Learned MyStatLab for Statistics Corequisite course
ALEKS software training for College Algebra Co-requisite Course	1/2018/CHEC	Learned ALEKS for College Algebra Corequisite course
Knewton software training for Mastery Extension	4/27/2018/CHEC	Learned Knewton for Mastery Extension courses
National Institute for Staff and Organizational Development Webinar	7/19/2018/Web	Participated "Fostering Habits of Mind in Today's Students; A New Approach to Developmental Education"
Math Faculty Workshop	8/15/2018/CHEC	Attended technology break-out sessions for ConnectMath and MyMathLab

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Corequisite Faculty Professional Development Workshop	8/20/2018/CHEC	Collin College faculty shared lessons learned and provided resources to strengthen the ability to create a supportive learning environment for developmental education students taking corequisite courses.
Collin College StatCrunch Workshop	10/4/2018/CHEC	Learned about how StatCrunch can enhance Elementary Statistical Methods course through incorporating real-world data, in-class surveys, and interactive applets demonstrating statistical concepts.
44th AMATYC Conference	11/15/2018-11/18/2018/Orlando, FL	Attended sessions and workshops regarding corequisite courses and classroom technologies.
Knewton Webinar	3/27/2019/Web	Attended "Redesigning the Math Curriculum with alta: Corequisite Mapping, Implementation, and Training"
Elementary Statistics Corequisite Professional Development	4/5/2019/CHEC	Attended sessions of Teaching Elementary Statistics: Course Requirements & Technology Use, StatLab Training, and Statcrunch Training
Math Faculty Workshop	8/14/2019/CHEC	Attended leveraging technology session
TBL 101 Workshop	8/21/2019/McKinney Campus	Learned how to implement Team-Based Learning in classes

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

BEAM Professional Development	10/3/2019/Frisco Campus	Attended "Appreciative Education and Advising"
Team-Based Learning Workshop	10/4/2019/Plano Campus	Evaluating Multiple Choice Questions for Readiness Assurance Tests and Application Activity
Quality Matter Workshop	11/8/2019/CHEC	Explored the Quality Matters Rubric and learned the framework to improve the quality of online courses

Faculty Member Name: Ellen Bell

Name of Training/Conference	Date/Location	Short Description
TEXMATYC Conference	2019; Collin College, PRC Campus, Frisco, TX	Regional Conference for Math Teachers; sessions included co-requisite Statistics activities and online graphing tools
AMATYC Conference	2018; Orlando, FL	Sessions included helping students use organizing tools, and teaching with minimal lecture to build critical thinking
TCCTA Conference	2018; Frisco, Tx	State conference for math teachers. Attended several sessions specific to new co-requisite requirements in Texas.
NADE Conference	2017; Oklahoma City, OK	National Developmental Education Conference. Sessions included early models for co-requisite classes.
Co-requisite Convening coordinated by the Dana Center	2/28/2018; Collin Higher Education Center	Professional gathering of professors and administrators from various stages of

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		implementation. This was a best practices brainstorming session.
Knewton Training	12/2018; Collin College	Training in new software to be used in developmental mastery extension courses.

Faculty Member Name: Aime NtChobo

Name of Training / Conference	Date/Location	Short Description
Pearson	11/8/2019	Pearson presentation for Book search
Faculty development	Fall 2019	Faculty development

Faculty Member Name: Shahina Shad

Name of Training/Conference	Date/Location	Short Description
CASP	10/2019 Waco	
Collin Corequisite Training	8/2019, Collin	
Collin Corequisite Training	Spring 2019, Collin	

Faculty Member Name: Pinal Thakore

Name of Training/Conference	Date/Location	Short Description
Corequisite faculty round table	8/21/2019 CHEC 225	Discussed the effectiveness of ALEKS, went over the numbers of passing students from the previous semester results, also had a institutional effectiveness personnel presented the results from previous semesters and

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

		what to do to bring student success up
McGrawhill training on ALEKS	8/14/2019 CHEC	Had training with Werner on how to use ALEKS and advantages of using ALEKS. It was very good to have this training and discussion as I was using ALEKS for the first time.

Faculty Member Name: Connie Chan

Name of Training/Conference	Date/Location	Short Description
New Faculty Academy	8/13/19 @ CHEC107 8/22/19 9/6/19 10/4/19 11/1/19	Collin's in-house training seminars for new faculty
Math Faculty Workshop	8/14 @ CHEC	• Tech Toolbox • Calculator Programs • Synergy • Textbook Pearson
Appreciative Education & Advising	10/3 @ Frisco Campus	Workshop on the "6D's" model of Appreciative Education
Fulbright Scholar Workshop	11/5/19 @ CHEC	Presentation from IEE Outreach on how to look up and apply for awards, the timeline and expectations of the application process

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

Faculty Member Name: Jim Miggans

Name of Training/Conference	Date/Location	Short Description
Spring 2019 Corequisite Professional Development April 29-30th Led by Dr. Tina Jackson	April 29-30, 2019 CHEC	Need and purpose of coreq courses.
Co-Req Classes Presenters Dr. Shannon Solis, Distinguished Math Faculty San Jacinto College & Consultant Dr. Ellen Polidore, K-12 Math Educator & Consultant	July 19, 2019	Summer program regarding math literacy and how educators incorporate literacy into math classes at any level (developmental to academic/credit) What is the importance of literacy and vocabulary in STEM classes

Faculty Member Name: Collin Byrnes

Name of Training/Conference	Date/Location	Short Description
Math Faculty Workshop	8/14/19 @ CHEC	Presentations over recording videos in PowerPoint, writing programs on TI-series graphing calculators, and publisher tips for new MyMathLab functionality.
Associate Faculty Meeting	8/19/19 @ Central Park Conference Center	General meeting for Associate Faculty members in regards to 2019-2020 school year
Adjunct Faculty Academy	9/21/19 @ CHEC	Presentations over audience engagement strategies, service

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		opportunities at Collin College, and how to prepare a CV.
Adjunct Faculty Academy	10/19/19 @ CHEC	Presentations over current legislation concerning duties to report incidents and SOBI, creating culture in the classroom, the hiring process at Collin College, and online interview strategies.
Quality Matters: Improving Your Online Course	11/7/19 @ CHEC	General overview of the QM rubric, and how to use the rubric to analyze an online class.
Adjunct Faculty Academy	11/1/19 @ CHEC	Presentations over active and collaborative learning games and strategies, how to conduct a teaching demonstration, dressing for success, and the function of the hiring committees with relation to the associate deans in the hiring process.

Faculty Member Name: Kim Woods-Bowen

Name of Training/Conference	Date/Location	Short Description
ALEKS	11/30/18 Chec	ALEKS operations
Canvas	1/6/17 ELC	For student interactions

Faculty Member Name: Saeid Darabadey

Name of Training/Conference	Date/Location	Short Description
Coreq. Training	CHEC	

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Aleks Training	Plano campus	Use of ALEKS
AMATYC 2015	2015/ New Orleans, LA	
AMATYC 2017	2017/ San Diego, CA	
Carnegie Foundation	2015/ San Fransisco, CA	Teaching methods
Corequisite Conference	2015/ Austin, TX	

Professional Development Integrated Reading & Writing (INRW) Faculty Log

Faculty Members	Status
Suzanne Jones (FT) (EDUC)	Done
Tawnya Smith (FT)(INRW)	Done
Rhonda Lewis (FT) (ENG)	Done
Mark Azard (FT) (ENG)	Done
Lubna Javeed (FT)(INRW)	Done
Sarah Fish (FT) (ENG)	Done
Tara Zappe	Done
YoTonja Benjamin (Tonya)	Done
Jaclyn Hilberg (FT) (ENG)	Done
Laurie Scott	Done
Sally Pyun	Done
Linda Kapocsi (FT)(INRW)	Done
Sumita Dore	Done
Janet Kimbriel	Done
Candace Cooper (FT) (ENG)	Done
Nagia E. Moharram	Done
Jacqueline Hernandez (FT)(INRW)	Done
Karen Hanvey (FT) (INRW)	Done
Pam Sawyer (FT) (INRW)	Done
Laura Foster (FT) (INRW)	Done

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

Faculty Member Name: **Suzanne Jones**, Ed.D.

Name of Training/Conference	Date/Location	Description
INRW In House PD	1/8/14 - SCC	Reading Strategies
Faculty Development Conference	1/8/15 - CHEC	Technology, collaboration, flipped learning
FYE Conference	2/2015 - Dallas	Supporting first year learners
LINK	5/2015 - CHEC	English Conference
Faculty Development Conference	1/8/16 - CHEC	Microaggressions, mindfulness, social media in the classroom
Summer Institute	6/16-8/16 – Collin Campuses	Canvas Tools
CASP Conference	2016 – Corpus Christi	Infographics, Grit, THECB requirements, visual literacies, digital literacy, online student success
Faculty Development Conference	1/6/17 - CHEC	TBL, service learning
HB5 English Chair – Frisco ISD Curriculum Writing	Summer 2018 and Summer 2019 – Frisco High Schools	Connecting HB5 Curriculum to INRW
OLC Conference	11/2018 - Orlando	Online Pedagogy
Trends in English Conference	10/5/18 - CHEC	Trends in English
Starlink Trainings	4/2019 - Online	Online Pedagogy
Co-Req Trainings	Three of them - CHEC	Co-req Pedagogy

Faculty Member Name: **Tawnya Smith**

Name of Training/Conference	Date/Location	Description
Spring 2019 Corequisite Professional Development	4/29 4:30-6:30 p.m./ CHEC 200	District Developmental Education Update
Hawkes Textbook Training for INRW 0405	7/17 1-3 p.m./SCC J129	Initial training for the Hawkes companion website (lab component). Reps answered questions and helped set up course sections online
Faculty Professional Development Corequisite Courses Summer 2019 Series	7/19 9-11 a.m./SCC K215	Focused on: • Math literacy and how educators incorporate literacy into math classes at any level (developmental to academic/credit) • What is the importance of literacy and vocabulary in STEM classes
Fall 2019 Faculty Roundtable Discussion on Corequisite Courses	8/21 9-11 am/CHEC 225	Discussed promising practices in teaching corequisite courses. Collin College faculty shared lessons learned and provided resources to strengthen faculty ability to create a supportive learning environment for developmental education

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

		students taking corequisite courses. Discussed supplemental instruction for INRW and DE Math. Beenah Moshay, director of effectiveness analytics, presented student survey findings from Spring 2019
Hawkes Textbook Training for INRW 0405	8/21/SCC	Additional training for the Hawkes companion website (lab component). Reps answered questions and helped set up course sections online
Bedford/St. Martin's "Strategies and Tools for Texas Corequisite Composition" Workshop	10/25 9:00-3:10 pm./ Cityplace, Dallas, TX	Professional development workshop: Strategies and Tools You Can Use for Texas Corequisite Composition Included presenters from the region, sharing their best practices in teaching corequisite composition, as well as a keynote address from Peter Adams.
Program Review for Developmental Education Orientation	10/29 1:00-3:00 p.m./Preston Ridge LH 142	Reviewed Service Template Discussed need for Data Evidence Reviewed and discussed connections to Outcomes-

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

		Discussed goals, process, and assessment of Continuous Improvement Plan
TX A&M-Commerce Co-Requisite Courses/ Developmental Education Research Mtg—Exploring Best Practices	11/01 1:00 pm/Zoom meeting/CHEC	Discussed promising practices in teaching corequisite courses. Discussed reading related strategies. Texas A&M-Commerce faculty shared classroom strategies, resources, and data on creating a supportive learning environment for developmental education students taking DE Math corequisite courses.

Faculty Member Name: **Dr. Rhonda Lewis**

Name of Training/Conference	Date/Location	Description
Co-Requisite Webinar	November 9, 2019 webinar	Webinar for the State of Texas to discuss current issues in INRW/Developmental Education
Co-Requisite Conference	Collin College	Collin College faculty shared lessons learned and provided resources to strengthen our ability to create a supportive learning environment for developmental education

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

		students taking co-requisite courses.
Co-Requisite Conference	January 17, 2019 Collin College	Collin College faculty shared lessons learned and provided resources to strengthen our ability to create a supportive learning environment for developmental education students taking co-requisite courses.
Trends in Teaching College Composition	October 5, 2018 Collin College	The Trends in Teaching College Composition Conference will take place at the Collin Higher Education Center on Friday, October 5, 2018, and will feature keynote speaker Dr. Krista Ratcliffe, Professor and Chair of English at Arizona State University.
English Discipline Meeting	August 15, 2019 Collin College	
Co-Requisite Roundtable Discussion	August 21, 2019 Collin College	Collin College faculty shared lessons learned and provided resources to strengthen our ability to create a supportive learning environment for developmental education students taking co-requisite courses.

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

Faculty Member Name: **Mark Azard**

Name of Training/Conference	Date/Location	Description
Co-req Workshop	July 19, 2019/Spring Creek Campus	Workshop focused on how Math co-req is responding to INRW issues
Strategies and Tools You Can Use for Texas Co-requisite Composition	October 25th, 2019/Dallas	Peter Adams (pioneer of co-req) was the keynote. The conference spotlighted other 2 years-community colleges have addressed INRW issues.

Faculty Member Name: **Lubna Javeed**

Name of Training/Conference	Date/Location	Description
NCTE/National Council Teacher of English	Houston/2017	National conference
ALER/Association of Literacy Educators and Researchers	Corpus Christi/2019	National conference and presentation
Faculty Development Conference: Gamification	Plano/2017	Faculty development
Faculty Development Conferences Sharing Our Expertise	Spring 2019	Faculty development

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

Faculty Development Conference: The Power of Service Learning and I taught it…why don't they know it?	January 2018	Faculty development
Corequisite Conference at TCCD	February 2018, Spring 2019 CHEC	Coreq program
North Texas regional meeting on corequisite models at Collin College	February 2018	Coreq program
Corequisite roundtable at CHEC	2019	Coreq program
Master's program with Texas A&M University-Commerce	2019	Courses in rhetoric and literature

Faculty Member Name: **Sarah Fish, Ph.D.**

Name of Training/Conference	Date/Location	Description
2019 Conference for Two-Year College English Association, Southwest	24-26 October 2019 The Woodlands, Texas	Sessions Attended: 1. "Empower Students through Co-Requisite Digital Learning Platforms" (Hawkes Learning) 2. "A Conversation about Embedded Tutors"

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.
131

		3. "Perspectives on Instructing and Administering the Texas Co-Requisite" (Lamar University) 4. "Mandated by the State: A Great Opportunity: The Co-Requisite Model at a Large Community College" (Houston CC) Presented: 1. "So You're Teaching a Co-Req: Now What? Strategies for Revising Courses to Work with Co-Requisite Students"
Created Case Study for McGraw-Hill	Completed 4 October 2019 (individual research)	For this research, I had to examine my pilot co-requisite course and the integration of McGraw-Hill's digital platform. The research included qualitative data from student responses about in-class activities and helpful learning components. This piece will eventually be published by their consultants team as an example of better practices in the classroom.
Invited Presentation with McGraw-Hill's Professional Development Webinars for English Instructors	20 September 2019 (provided online)	I presented a webinar available to faculty interested in learning about co-requisite teaching and the recommendations provided by students. This presentation material was built from a professional article publication my co-req students completed in Spring 2019.
Developmental Education Workshop (Collin College)	22 August 2019	The session provided an overview for data from co-req courses run Fall 2018-Spring

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

	CHEC	2019, with information about plans for DE changes and improvements for this year.
Edited Student-Created Articles about Co-Requisite Courses	May 2019 (online)	Articles: http://tycasw.org/Newsletters/Spring2019.pdf 1. "Co-Req, DeClassified: Helpful Advice for Students from Students" 2. "Habits of Mind for Postsecondary Co-Requisite Instructors:
Developmental Education Workshop (Collin College)	29 April 2019 CHEC	The session provided an overview of plans for the Fall 2018-Spring 2019 for requirements for co-requisite courses and included a break-out session for English.
2018 Conference for Two-Year College English Association, Southwest	25-27 October 2018 Galveston, Texas	Sessions Attended: 1. "Help—Texas has Created a Tidal Wave for Linked Courses!" 2. "Surfing the New Wave: Innovations and Effective Practices in ALP/IRW Models—What Works?"
McGraw-Hill's Professional Development Webinars for English Instructors	21 September 2018 (online)	"Challenges and Solutions for Students Reading and Writing Online"
McGraw-Hill's Professional Development Webinars for English Instructors	14 September 2018 (online)	"A Positive Approach to Teaching Grammar in the Context of Reading and Writing"

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

133

Developmental Education Workshop (Collin College)	20 August 2018 (CHEC)	The session provided an overview of plans for the Fall 2018-Spring 2019 for requirements for co-requisite courses and included a break-out session for English.
Serving, McGraw-Hill Board of Advisors for Co-Requisite Program Development	ongoing	In this capacity, I helped build the co-requisite English materials for their digital learning platform and was responsible for building a list of related Rhet/Comp research for developmental, remedial, and co-requisite writing instruction. This position requires being up to date about changes and best practices.
2018 for the Two-Year College Teachers Association	2-3 March 2018 Frisco, Texas	Sessions Attended: 1. "Metacognitive Activities that Promote Academic Student Success" 2. "TSI, DE, and HB 2223 Updates" 3. "Co-Requisite Models for INRW" 4. "Using Researched Best Practices & Technology to Scaffold Metacognitive Strategies in Co-Req Composition Courses"
McGraw-Hill Education invited workshop	1 March 2018 Frisco, Texas	"Instructional Solutions for Teaching Co-Requisite English Focus Group"

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

Future Professional Development Plans: **Sarah Fish, Ph.D.**

McKinney Campus Teachingpalooza Roundtable about English Co-Requisite Instruction	Intended January 2019 (before school begins)	Various faculty who attended workshops, conferences, and/or have done research into co-requisite teaching will present the information they learned at their respective spaces and share with interested faculty.

Faculty Member Name: **Tara Zappe**

Name of Training/Conference	Date/Location	Description
Hawkes Textbook Training	05/2019; Collin College	Training for new textbook
Podcast Training	2019;Collin College	Using Podcasts in the English Classroom
Reflection Training	2019; Collin College	Using Reflection time in class
Associate Faculty Training	2018; Collin College	Writing with today's student in mind
Classroom Management	6/2017; Collin College	Tips for Classroom Interactions
Challenges of Engaging Early College Students	6/2017; Collin College	Stressors, Solutions, Challenges for Today's students
Metacognition	10/2016; Collin College	Metacognition in Research Reflection
Writing Ideas from 1301	10/2016; Collin College	Journaling, Word Logs, Jouralog
AVID Note Taking Process	05/2018; McKinney ISD	Note Taking Hints

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

Qualitative Factors of Text Complexity	05/2018; McKinney ISD	Coherence Complexities with Text
Hexagonal Writing	05/2018; McKinney ISD	Summary, Personal Allusions, Literary Allusions, Theme, Analyze, Evaluate
Kagan Strategies	07/2019; McKinney ISD	Hands on grouping and activities to promote information retention
Purposeful Craft from a Mentor Text	07/2019; McKinney ISD	Using mentor texts to teach reading skills
Making Grammar Tangible	07/2019; McKinney ISD	Hands on grammar
Book in Question	07/2019; McKinney ISD	Creating a community of readers
Writing Teachers Patterns of Power with Jeff Anderson	07/2018; McKinney ISD	Author's purpose, conventions of power
Readers and Writer's Workshop	06/2018; McKinney ISD	Reading and Writing Reflection in the same genre
Behavior and Brain Retention of Information	03/2018; McKinney ISD	Using brain functioning to maintain optimal performance of information from English
Increasing Levels of Inquiry and Rigor	06/2016; McKinney ISD	Maintaining appropriate levels of investigation
Voice and Choice with Donalyn Miller	09/2016; McKinney ISD	Love of reading and genre reflection

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

Faculty Member Name: **YoTonja Benjamin (Tonya)**

Name of Training/Conference	Date/Location	Description
Adjunct Faculty Hiring Process	10/2019/CCC	Full-time hiring process
Associate Faculty Meeting	8/2019/CCC	Department updates
Hawkes Training	7/2019/ SCC	Training for the new book
Associate Faculty Meeting	8/2018/SCC	Department updates
Service Learning Faculty and Community Partner Camp	8/2018/ Heard Museum	Connecting community service with content area courses
Submitted a proposal for NCTE	7/2017/ St. Louis. MO	Reflective writing to include the whole child (SEL)
Associate Faculty Meeting	8/2017/SCC	Department updates
Presenter at NCTE Conference	11/2016/ Atlanta, GA	Advocacy for underrepresented populations
Associate Faculty Meeting	8/2016/SCC	Department updates

Faculty Member Name: **Jaclyn Hilberg**

Name of Training/Conference	Date/Location	Description
Strategies and Tools for Texas Co-requisite Composition	October 25, 2019; Dallas, TX	This day-long event, hosted by Bedford/St. Martin's, included a variety of speakers with experience teaching co-requisite composition at community colleges in Texas and beyond. A central focus of the event was dealing with students' "non-cognitive" issues in the classroom. I also participated in a focus group centered around a new textbook for INRW/1301.

Faculty Member Name: **Laurie Scott**

Name of Training/Conference	Date/Location	Description
Adjunct Faculty Academy	9/21/19: CHEC McKinney	Dr. Brandy Fair and other speakers spoke about tapping into ideas for best practices/pedagogy.
Associate Faculty Spring Conf.	2/23/19; CHEC McKinney	Keynote Speaker Dr. Craig McKinney, Language Arts Instructional Specialist from Plano ISD, gave suggestions for using effective instructional

		strategies and for being aware of students' social needs.
		Dr. Amy Throop and others spoke about helping troubled students and available resources through SOBI.
		Dr. Sharon Eaves offered methods to help students to learn and be successful.
INRW Meetings/Trainings	7-17--19; Plano Campus	Professor Jaqueline Hernandez led our training, and our Hawkes representative, Joanna Graber, introduced our new curriculum and showed how to sync the lab with our Canvas system.
	8-19-19; McKinney Campus	Professor Jaqueline Hernandez met with the McKinney INRW professors before our adjunct faculty meeting to share expectations for our courses.
	1-15-19; Plano Campus	Dr. Laura Foster presented curriculum and ideas for writing.
	8-23-18; Plano Campus	Our Pearson representative offered some training, and Professor Suzanne Jones

		reviewed expectations and procedures.

Faculty Member Name: **Sally Pyun**

Name of Training/Conference	Date/Location	Description
	8/21/18/ Mckinney	Co-Req Workshop
	8/22/19 SCC	Associates meeting
Pearson Training	8/23/19 SCC J 129	INRW associates & Pearson
Canvas	1/14/19 SCC J132	Canvas Training
Gradebook	1/14/19 SCC	Gradebook Training
Not sure	Zoom online spring 2019?	Zoom training – teacher practices and how to get hired
Co-Req Training	8/21/19 CHEC	Co-req training
	8/21/19 SCC	Associates Meeting
Hawkes Lab New adoption training	7/17/19 SCC	Hawkes Lab training

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

Faculty Member Name: **Linda Kapocsi**, M.Ed. INRW Faculty

Name of Training/Conference	Date/Location	Description
"One Classroom: Many Voices- Best Practices for ESL" - Texas Community College Teachers Association/State Convention	February 27-29, 2020/State Convention/Dallas-Frisco Convention Center and Embassy Suites/Frisco, Texas	Scheduled to present a panel session regarding teaching ESL college students at the spring state convention
Leading for Excellence Academy- Performance Management: Rewarding, Coaching, and Disciplining	November 11, 2019/CHEC	Learned about rewarding, coaching, and stages in termination of employees
"The Big FOUR"- Associate Faculty Academy Speaker	October 19, 2019/CHEC	Developed and presented a training session on the hiring grid for Associate Faculty
"U.S. Culture 101: Fall Customs, Holidays, and Traditions" College-Wide Seminar	October 9, 2019/Plano Campus	Invited by college seminar coordinator to present again a college-wide seminar about understanding U.S. fall customs for international students
"U.S. Culture 101: Fall Customs, Holidays, and Traditions" College-Wide Seminar	September 25, 2019/Plano Campus	Presented a college-wide seminar about understanding U.S. fall customs for international students
"Lights, Camera, Action"-Associate Faculty Academy Speaker	September 16, 2019/Plano Campus	Developed and presented a training session on ways to be involved faculty for Associate Faculty

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

"Five Ideas from the Frontlines"- Co-Req Roundtable	August 21, 2019/CHEC	Presented five teaching strategies for co-requisite faculty
Leading for Excellence Academy- Creating an Effective Team	August 21, 2019/CHEC	Learned team-building in departments
Math & Reading Go Hand-in-Hand: The Impact of Reading in Today's Math Classroom --Faculty Professional Development Co-Requisite Courses	July 19, 2019/CHEC	Learned classroom teaching strategies/ presented by Dr. Ellene Polidore & Dr. Shannon Solis from San Jacinto College
Online Faculty Certification/eLearning	Summer, 2019/Webinars	Completed Collin College's Online Faculty Certification Program
"Making your Semester POP with Planning, Organization, and Productivity"/ QEP Workshop	July 12, 2-19/CHEC	Learned strategies for faculty time management
Co-Requisite Training	April 30, 2019/CHEC	Learned teaching strategies for co-req pairings
"Walking a Mile in the Students' Kutsu, Zapatos, and Air Jordans: Pedagogy for Today's Multicultural Classroom" at the Texas Working Class Studies Conference	February 28, 2019/Plano Campus	Presented techniques for teaching multi-cultural classes
HR Hiring Committee Training	January 18, 2019/ Plano Campus	Learned about chairing a hiring committee, the updated hiring grid, and recommended processes

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

Best Practices for Teaching Online/eCollin	January 15, 2019/Plano Campus	Learned methods to help students successfully navigate and complete online assignments
Faculty Mentor Training	January 14, 2019/Plano Campus	Learned ways to help Associate Faculty assimilate
Faculty Development Conference	January 8, 2019/CHEC	"Would You Like to Play a Game? Role-Playing as Dialogic Learning in the Classroom" "Service Learning Pedagogy" "Get Published for Free This Year!" "Group Testing: Maximizing Learning and Assessment through Group Communication"
"Strangers in a Strange Land: The Pairing of GOVT 2306 with INRW 0315"/ Faculty Development Conference	January 8, 2019/CHEC	Presented findings and best practices for teaching co-req pairings
Professional Organization Memberships	2019	Texas Community College Teachers Association National Institute for Staff and Organizational Development

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

Developmental Education Academic Planning Coach Program	December 12, 2018/McKinney Campus	Learned how the DE Academic Coach Program operates
"The Big Four: The Hiring Grid" /Associate Faculty Academy	December 6, 2018/Plano Campus	Presented a workshop for Associate Faculty about how they can build their resume's
"Strengths Quest" /QEP Workshop	November 9, 2018/ CHEC	Learned about how students and faculty can focus on strengths to build teams and cooperative learning groups
The Texas Corequisites Project/Texas Higher Education Coordinating Board	November 9, 2018/ Webinar	Learned about state-wide co-req best practices and resources for faculty
"What You Should Know if You Plan to Teach a Co-Requisite Course" /Trends in Teaching Composition Conference	October 5, 2018/CHEC	Presented teaching ideas for composition faculty and INRW co-requisite courses
'Hire' Learning: What Employers REALLY Want You to Learn in College/Study Skills Seminar	September 28, 2018/Plano Campus	Presented a college-wide seminar
Co-Req Roundtable	September 18, 2018/CHEC	Learned about co-req teaching strategies
Faculty Mentor Training	August 22, 2018/Plano Campus	Learned about best practices for mentoring new faculty

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

The Bad News is Time Flies. The Good News is You're the Pilot!/First Year Experience Seminar	April 13, 2018/Plano Campus	Presented a college-wide seminar about time-management for college students
Texas Center for Working Class Studies Conference	March 22, 2018/State Convention/Plano Campus	Presented "Working Class Students: The Hungry Among Us"
Texas Center for Working Class Studies Conference State Convention	March 22, 2018/State Convention/Plano Campus	Attended the following sessions: "A Woman's Worth: Prostitution, Living Wages, and Working Class Women in Early Twentieth Century Texas The Ku Klux Klan and Ruling – Class Violence during Reconstruction "The Curious Case of the Princeton, Texas, Migratory Labor Camp in Historical Memory" "The Free State of Jones: Class, Kinship, and Revolt in Civil War Era Mississippi" "Blue Texas: Looking Back to the Future"

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

		"A Form of Payment" "The Changing of the Upper Class" "Insider Without: Journey across the Working –Class Academic Arc" "George Clifton Edwards" "Eugene D. Genovese: Up from Marxism"

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

Faculty Member Name**: Sumita Dore**

Name of Training/Conference	Date/Location	Description
Adjunct Faculty Training	Zoom-Frisco Campus, September 2019	Professional training for getting hired full time
Adjunct Faculty Training	Zoom-Frisco Campus, October 2019	Professional training for getting hired full time
Conference for Bilingual Education	Oklahoma City, OK October 25 &26	Professional development courses for teaching English Reading and Writing courses.
Adjunct Faculty Training	Zoom-Frisco Campus, November 2019	Professional training for getting hired full time

Faculty Member Name: **Janet Kimbriel**

Name of Training/Conference	Date/Location	Description
Co-Requisite	4/29/2019 CHEC	
Co-Requisite	1/17/2019 CHEC	
Co-Requisite	9/18/2018 CHEC	
Co-Requisite	8/20/2018 CHEC	
Textbook Committee	1/29/2019 Plano Campus	
Textbook Committee	2/21/2019 Plano Campus	

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.
147

Textbook Committee	3/26/2019 Plano Campus	
Textbook Training	8/2019 Plano Campus	

Faculty Member Name: **Candace Cooper**

Name of Training/Conference	Date/Location	Description
CoReq Roundtable	2019 – Collin College	Information for Co-Reqs
Catch the Next Conference	2018 – Austin, Texas	Information for Co-Reqs
NISOD	2018 – Austin, Texas	Information for Co-Reqs Online
NADE	2017	Information for Dev. Ed.
CASP	2015	Information for Dev. Ed

Faculty Member Name: **Nagia E. Moharram**, ENGL and INRW

Name of Training/Conference	Date/Location	Description
Adjunct Faculty Meeting	Fall 2018 (end of summer)	Pre-Semester Information
Adjunct Faculty Meeting	Fall 2019 (end of summer)	Pre-Semester Information
DE Professional Development Workshop	Fall 2018 (end of summer)	Co-requisite information and ideas for teaching

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148

DE Professional Development Workshop	Spring 2019	Co-requisite information and ideas for teaching
DE Professional Development Workshop	Fall 2019 (end of summer)	Co-requisite information and ideas for teaching
eLC Canvas Bootcamp and Readiness Workshops	Fall 2018	Canvas use and tools
eLC individual learning appointments (~ 3)	Summer 2018-present	Canvas use
Trends in Teaching College Composition Conference	Fall 2018	Rhetoric and Pedagogy
Adjunct Faculty Academy #2	Fall 2019	

Faculty Member Name: **Jacqueline Hernandez** M.Ed. INRW Full Time Faculty

Name of Training/Conference	Date/Location	Description
Attended two sessions of the eLC Faculty Council Summer Institute 2017.	Summer 2017 Collin College	"Assessing Online Learning Dynamic Student Assessment" "Move Your Lecture to the Cloud"-
Fall 2017 Faculty Development Conference.	August 2017 Collin College	"Gamification"-the use of games as teaching tools in the classroom was presented.
Spring 2018 Faculty Development Conference	January 2018 CHEC Collin College	"I taught it . . . why don't they know it?"

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

		"The Power of Service Learning"
Co-Requisite Conference	February 28, 2018 Collin College	Sessions focused on approaches to developing a successful co-requisite pairing.
Faculty Development Conference	August 2018 Collin College	Dr. Loraine Phillips' presentation focused on aligning assessment and curriculum through backward design.
Trends Conference	October 2018 Collin College	Krista Ratcliffe, Arizona State University, "Rhetorical Listening to Cultural Logics of Race" Gary Wilson, Collin College, "Empowering Instructors to Teach Multi-media Essays" Adam Wright, University of Texas-Dallas, "Writing from Experience: The Personal Narrative or The Auto ethnography" Sarah Riddick, University of Texas-Austin, "Designing for Collaborative Writing in the Digital Classroom"
South Central Modern Language Association Conference	October 11-14, 2018 in San Antonio, TX.	Several of the panels were very applicable to INRW /English pairings. I am interested in implementing more technology

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		into these classes, and the panels I attended focused on that. The sessions presented how students can create websites, e-portfolios, pod casts, and videos as part of an effort to explore different ways for them to write and communicate for various audiences.
Catch the Next Transformative Teaching Track	March 8-9, 2019 in Austin, TX.	This was a two-day conference about co-requisite developmental courses and ways to motivate/retain developmental students.
14th Annual Developmental Education Forum	March 29, 2019 Gainesville, TX	Sessions included information about grant opportunities to serve our developmental student population, different ways to offer co-requisite courses, and measures of success for co-requisite pairings and developmental students in general.
Faculty Development Conference	August 2019 Collin College	Attorney Paul Grossman presented an overview of adapting universal design in our classroom for the benefit of all

		students, not just ACCESS students with accommodations.
Faculty Roundtable training sessions	August 2019 Collin College	Presentations focused on analyzing data from previous semesters to analyze the success of co-requisite pairings. Faculty presented promising practices from their classrooms.
Two Year College English Association-Southwest Conference	October 24-26, 2019 in Conroe, TX.	Several sessions focused on different ways to implement the coreqs. Other sessions focused on how to have students give input on the type of academic support they need to be successful in our class.

Faculty Member Name: **Karen Hanvey**

Name of Training/Conference	**FALL 2019—Date/Location**	**Description**
Professional Development Day	SCC Conference Center from 8:00 a.m. - noon	Seminars
Mentor Training	CHEC 114, August 15 3:00-4:00	Seminars
DE PD	CHEC 225, August 20 9:00-11:00	Training

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PD--Conference Dallas__Strategies and Tools You Can Use for Texas requisite Composition	Dallas, October 25	Co-requisite training session
Graduate classes	Fall 2019/ASU	Classes
Name of Training/Conference	**SUMMER 2019—Date/Location**	**Description**
Graduate classes	Summer 2019/ASU	Classes
Name of Training/Conference	**SPRING 2019—Date/Location**	**Description**
Faculty Development Day	01/10/2019—Spring 2019	Seminars
INRW Co-req training sessions	01/14/2019—Spring 2019	Seminars
HR Training	CHEC 01/24/2019—Spring 2019	Training
Officer/Advisor Training	SCC 04/24/2019—Spring 2019	Training
Co-Requisite Faculty Development	04/29/2019—Spring 2019	Seminars
Name of Training/Conference	**FALL 2018—Date/Location**	**Description**
Faculty Development	08/16/2018—Fall 2018-PRC	Seminars
Co-Req Training meeting	08/20/2018—Fall 2018/CHEC 219	Training

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CANVAS Workshop	08/22/2018—Fall 2018/SCC J132	Training
Texarkana Co-Req Zoom	09/07/2018—Fall 2018/ZOOM Webinar	Webinar
Trends in Teaching Composition Conference	10/05/2018—Fall 2018/SCC	Seminars
Conferencing in the English Classroom	11/09/2018—Fall 2018/ Webinar	Webinar
HB5 College Prep Faculty Liaison Fall 2018 Check-In Meeting	11/09/2018—Fall 2018	
Activating Schema and Building Background Knowledge in the English Classroom	11/30/2018—Fall 2018/Webinar	Webinar

Professional Development Conference	01/17/2017—Spring 2017	Seminars
Concur training—Booking and Expense	CHEC 03/03/2017—Spring 2017	Training
Two webinars: --Raised on the Internet --College Completion	04/28/2017—Spring 2017	Webinar

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HB5 Committee meeting, Spring 2017		Meeting
Faculty Development Conference	08/11/2016—Fall 2016	Seminars
Active Shooter Training	SCC 08/16/2016—Fall 2016	Seminars
Tips and Tricks in the INRW Classroom	10/10/2016—Fall 2016—Webinar	Webinar
Aiming for Integrity: What Students Don't Understand About Plagiarism	Fall 2016—Webinar	Webinar
Campus Concealed Carry Session	10/26/2016—Fall 2016	Seminars
Canvas Training—Introduction 1	CHEC 06/29/2016—Summer 2016	Class
Canvas Training—Introduction 2	CHEC 07/07/2016—Summer 2016	Class
Canvas Training—Basics	CHEC 07/19/2016—Summer 2016	Class
Canvas Training—Grading	CHEC	Class

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	07/21/2016—Summer 2016	
ABE Meeting --Meeting with VP of Workforce & Economic Development, **Jennifer Blalock**	SCC D102 04/08/2016—Spring 2016	Meeting
0300 Meeting --Provide information for associate faculty who will be teaching the course in the summer and fall	05/05/2016—Spring 2016	Meeting
College Academic Support Programs 34th Annual Conference	Fall 2015	Seminars
Center for Scholarly and Civic Engagement Service Learning Faculty Camp, Collin College	Fall 2015	Seminars
Library of Congress webinars	Fall 2015—Webinar	Webinar
Faculty Development Workshop with Dr. Scott Barry Kaufman	Fall 2015	Seminars
ELearning Day workshops	Fall 2015	Training
THECB IRW Workshop: Dallas	Fall 2015	Training

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One-on-one computer training throughout the semester with Nirisha Garimella	Fall 2015	Training
Faculty Development Conference presentation with Dr. Julie Schell	SPRING 2015	Seminars
TWU Reading Recovery and Literacy Institute	SPRING 2015	Meeting
Learning and the Brain Conference, San Francisco	SPRING 2015	Seminars
On Course training	SPRING 2015	Training

Faculty Member Name: **Dr. Pamela Sawyer**

Name of Training/Conference	Date/Location	Description
Fall Academic Support for Co-requisite Courses	08/17/209 Collin College, CHEH	During this meeting we will discuss a plan to prepare for supplemental instruction and tutoring district wide to prepare for our Fall 2019 HB2223 mandate of 50% of students enrolled in DE co-requisite courses.
DE Professional Development	04/29/2019 Collin College, CHEH	Additional Corequisite Professional Development series for faculty and academic support staff teaching or supporting corequistes courses

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

		in the Fall 2019. Please note faculty only need to attend one of the two offered sessions.
NADE Conference	03/06-09/2019 Atlanta, GA	The titles of some of break-out sessions I attended include the following: Opening Reception: "Prepared for Takeoff" Ready or Not: How We Went Coreq All at Once ◊ Using Embedded Academic Support Strengthen Links Between Co-Requisite Learning the Impact on Course Completion ◊ Building Writing Confidence and Reducing Anxiety in Adult Learners: Overcoming Dispositional Roadblocks in the Online Composition Classroom Beyond Civility: Transforming Learning Communities through Gratitude ◊ Using Problem Based Learning Strategies to Boost Student Engagement in Developmental English, Reading, and Math Classes You Don't Need to Fix Me The Positive Education Movement ◊ Not Another diversity Training: A Human Library Project
McGrawHill course creation meeting	Multiple appointments between 12/6-18/2018 Online	Worked with tech rep to create course content for online corequisite class.
CASP Statewide Conference	10/12-17/2018 El Paso, TX	As CRLA-TX past president, I managed all of the proposals

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		and breakout sessions for this conference. Additionally, I attended several sessions that informed me of the ways in which corequisite classes are being taught in Texas and participated in the state meeting in which Dr. Morales-Vales informed the conference attendees of legislative initiatives concerning the corequisite classes.
College Reading & Learning Association (CRLA) 50th anniversary conference	11/1-4/2017 Pittsburgh, PA	
Catch the Next	10/26-27/2017 Austin, TX	Backwards Design: Guided Activity Goal: Participants will be given a framework to design their courses together Lessons Learned from Learning Communities Goal: Participants will explore how the best principles of learning communities can be used in Co-Requisite delivery. Allegra 1:30-2:15 Setting Norms and Expectations Goal: Participants will be guided through a norms setting activity to foster teamwork and collaboration. English/INRW Co-Requisites: Structure and Content

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		Goal: Participants will explore the possibilities for corequisites in mathematics and future implications for STEM and non-STEM pathways. Literacy Across Disciplines: Reading and Writing Support Goal: Principles of metacognition will be introduced. Leveraging Cultural Capital: An Asset-Based Approach Goal: Participants will explore their personal reading histories and share these in teams. Making Thinking Visible: Introducing Critical Thought on an Issue Goal: Participants will experience how multiple perspectives can be brought into class discussion in social studies, and liberal arts subjects using critical thinking strategies. When Student and Teacher Identities Collide: Fostering Equity and Access in the Classroom Goal: Participants will discuss the issues that can arise in the teacher/student dynamic and how these can be handled to create a more equitable classroom. Visual Storytelling: Using the Power of the Image in Today's Classroom Goal: Participants will explore

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		the ways visuals can be used in various disciplines to engage students and push them to think critically about the world around them. Co-Requisites and Co-Curriculars: Moving from Policy to Practice Goal: Attendees will discuss HB 2223, and the implications on pedagogical practice moving forward. A Q&A session will be part of this
The Corequisite Conference	07/5-7/2017	National Perspectives on Using Corequisites to Support Student Success Bruce Vandal, Senior Vice President of Strategy, Math Pathways and Corequisite Remediation, Complete College America PANEL DISCUSSION: Corequisite Models: Voices from Texas Institutions Hear from administrators at Texas institutions on how they address the various opportunities and challenges to developing, implementing, and scaling their corequisite models. Panelists will provide first-hand insights on their journey in using these models and other pathway initiatives to improve retention and completions for

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		their students and core components of 60x30TX. Moderator: Dr. Suzanne Morales-Vale, THECB Effective Scaling of Corequisites Peter Adams, Director of the Accelerated Learning Program (Retired), Community College of Baltimore County Rob Jeffs, Math Faculty, Ivy Tech Community College Sarah Tucker, Chancellor, Community and Technical College System of West Virginia Additionally, there were several breakout sessions attended by me.
DE Regional Forum North Texas Community College Consortium	04/21/2017 Dallas, TX	Regional session in which the state presented their pending changes in funding and the connections to work force programs. As this is the 12th Annual Developmental Education Regional Forum, all of the information offered here applies to my classroom instruction and district goals. The Texas Higher Education Coordination Board will be presenting on the legislative proposals and how they affect out institution overall. Additionally, the break-out

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		sessions are presented by developmental education professionals.
CRLA National Conference	11/3-6/2016 Louisville, KY	Saundra McGuire – Keynote: Facilitating and Tracking Student Transitions: Keys to Janet Zadina – Endnote: Teaching and Learning in the Presence of Anxiety, Stress, or Professional Promise. The Future of Learning Assistance Programs Attended several breakout sessions on corequisite models being used in the nation.
CASP Statewide Conference	10/15-18/2016 Corpus Christi, TX	Texas Town Hall: Dr. Suzanne Morales-Vale, THECB 3:40 pm – 4:40 pm TxCRLA State of Texas Meeting Dinner on the Town Attended numerous breakoutsessions in which the corequisite model was discussed. Specifically, a session presented various corequisite models being offered in Texas and the effectiveness of each according to their outcomes.
All of the professional development after 2016 did not address the corequisite model directly.		

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

Faculty Member Name: **Laura Foster**

Name of Training/Conference	Date/Location	Description
Faculty Roundtable Professional Development Series.	August 21, 2019. CHEC	..... spring 2019 Student Survey Finding ..... Co-Requisite Promising Practices in INRW Courses Linked to English, History, and Government Courses ....Reading Comprehension Co-Requisite
"Supporting Students with Disabilities: Access Services and Innovative Instructional Practices" by Paul Grossman, Civil Rights Attorney and Professor of Disability Law.	August 15, 2019. Plano Campus	Faculty Development Conference
North Texas Community College Consortium 2019 Fall Leadership Conference "Practical Strategies to Develop and Nourish Relationships and Encourage, Support, and Motivate Faculty and Staff."	September 13, 2019. Tyler, Texas.	…"Using Behavioral Messaging to Boost Student Enrollment" Mike Weiss and Justine Yu from MDRC. …"THECB 86th Legislative Session Updates." Rex Peebles will share updates from the 86th Legislative Session and forecast higher education impacts and implementation timelines. …"From Day One: Focus Your Class on Success." Charlie Warnberg. …"Seven Strategies to Nourish Relationships & Encourage, and Motivate Students." Manouchehr Khosrowshahi
"Generate a Comprehensive Set of Instructional Material	Fall 2018. Location: N/A	Completed a sabbatical.

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that will be Adaptable Enough for Use in Free-Standing Course, Paired Courses, Tutoring Centers, and Self-Paced Pathways"		
CASP 2018 Conference	El Paso Texas October 14 - October 16, 2018	…Participated. "Content and Pedagogy for Developmental Co-Requite IRW Course for Reading and Writing Intensive History Course." Pre-Conference Institute. October 14 … Attended. "Engage, Connect, and Innovate in Teaching" Majd Sarah. October 15 … Presented. "Cluing 'Your' Reader In: Teaching Co-requisite Students to Consider the Reader Perspective" October 15 …Attended "Teach Positivity: Supporting Our Students and Ourselves in an Age of Uncertainty" Marti Miles-Rosenfield. October 16
Co-Requisite Committee	Ongoing. Location: N/A	(creating curriculum and course design related to HB2223, providing feedback on co-req success rates)
McGraw-Hill Reverse Class Test Co-Requisite Master Course	Fall 2018. Location: N/A	Exposure to course ideas
Spring 2019 Co-requisite Professional Development Workshop	January 19, 2019. CHEC	In-house PD
Collin College Developmental Education Program received the NADE/NOSS Programs of Promise Award.	(Spring 2019)	Member of honored program

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"Co-Requisite Courses: A Journey to Success." at the	West Houston Institute. Houston Community College Friday, June 21, 2019 and Saturday, June 22, 2019	Attended
Co-Requisite Committee	AY 2017-18	(creating curriculum and course design suggestions related to HB2223, providing feedback on the piloted courses)
North Texas Regional Co-requisite Convening	February 28, 2018 at Collin Higher Education Center (McKinney) sponsored by the Texas Association of Community Colleges, Complete College America, and University of Texas at Austin, Charles A Dana Center	Attended
Collin College First Year Experience program	February 23, 2018 at Spring Creek Campus in Plano	Attended (via zoom) informational meeting
Co-requisite Conference III @ DFW	February 12, 2018 Tarrant County College – Trinity River Campus	Attended
Faculty panel	(September 15, 2017)	interviewing Director of Developmental Education
"Personalizing Pathways to Academic Readiness Presentation" Angie Smajstrla	11/10/17. Plano Campus	Attended
Fall 2016 Faculty Development Conference	August 11, 2016. CPC Conference Center	"Harnessing Brain Potential In The Classroom: Applying Neuroscience Not Neuro-Myths To Teaching" -- Jacque Gamino, Ph.D.
Spring 2017 Faculty Development Conference	January 5, 2017. CHEC.	• "Dual Credit Across the Disciplines: A Faculty

		Roundtable" (Scott Cheney, Shellene Foster, Giant Aryani, Marc Azard, Kyle Kundomal) • "Assessing Student Progress with Metacognition" (Joan Kennedy, Cathy Molina, Gary Wilson, Kim Nyman) • "Tall Tales, Excuses and Justifications: Strategies for Addressing Cheating in the Classroom" (Cathy Donald-Whitney, Cheri Jack)
NADE 2017	March 1 - 4, 2017. Oklahoma City, OK	• Keynote Breakfast, Major Ed Pulido, Keynote Speaker • "Incorporating Student Success Strategies in the INRW Classroom" -- Emily Peebles • "Cultural Competence Among Students in Developmental Education" --Russ Hodges, Emily Summons, Daniel West, and Emily Suh • "Langston Hughes to Tupac: Bridging Cultural Barriers and Inspiring Success" -- Gretchen Meinhardt • "Grading Sans Chocolate or Alcohol: Researched Strategies that Make Grading Writing Pedagogical, Effective, and Efficient " --Lisa Hoeffner • •"The Power of Personal Stories: Coaching Students to Frame

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		Experiences for Successful Outcomes" -- Mary Haynes
"Annotations in the Age of the Smartphone" –Laura Foster-Eason (Copies requested by three participants)	Oklahoma City, OK / March 2017	NADE 2017 presentation
2017 Dual Credit Conference	Collin College Central Park Campus / Wednesday, April 12, 2017	• GENERAL SESSION I Texas Higher Education Coordinating Board Dual Credit Study Data And Discussion -- Andrew Lofters, Program Director, Texas Higher Education Coordinating Board • "Creating a Resilient Community Network for At-Risk Dual Credit Students" --Roxanne Del Rio, Dean of Strategic Student Initiatives & Multicultural Outreach; with Jessica DeRoche, Director of Flower Mound Campus, North Central Texas College; Diane Mannion, Dual Credit Coordinator, North Central Texas College; and Ann Pape, Chief Executive Officer, Communities in Schools of North Texas • "Survivor: Dual Credit Edition Room" -- Leon Deutsch, Dean, Teaching & Learning; with Paula Cavender, Director, Dual Credit, Grayson College • "The Building Blocks of a Strong Dual Credit Program: A Facilitated Discussion" -- Susan Henderson, Deputy Director of Programs, Educate Texas; with Denise Devora,

		Deputy Director of Programs, Educate Texas; and Natalie Farinacci, Programs Associate, Educate Texas
On Course Workshop	Summer 2015. Plano, TX.	In house PD
Summer 2015 Faculty Institute,	Summer 2015. CHEC	interactive sessions focused on the use and integration of YouTube in the classroom. At the outset, we walked through the basics of setting up/customizing a YouTube channel; later, we uploaded videos and edited them using YouTube's built-in editor. http://iws.collin.edu/mgarcia/faculty-development/
•CASP 2015: A Fusion of Innovation, Implementation, and Investigation.	Allen, Texas. September 30, 2015 - October 2, 2015.	34th Annual Conference.
DW focus group for Texas A &M.	October 2, 2015. Allen, Texas.	participated
3rd Annual Trends in Teaching College Composition Conference.	October 23, 2015. McKinney, TX.	Attended
Faculty Development Conference,	January 8, 2016. CHEC	Attended
NTCCC 11th Annual Developmental Education Regional Forum	Spring 2016	Served, member of the planning team,
NTCCC 11th Annual Developmental Education Regional Forum	April 1, 2016. Arlington, Texas.	Attended

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Faculty Development Conference featuring Scott Barry Kaufman	August 14, 2014. Living Legends Conference Center — SCC Plano, Texas	Attended
COSU Department's new Brown Bag Lunches	(September 2014) Plano.	Participated/Presented
North Texas Community College Consortium 9th Annual Outcomes and Assessment Conference	Plano, Texas, October 17, 2014	"State of the State: Assessing the Core Curriculum" (keynote address) Rex Peebles - LEAPING Forward in Assessment" (panel discussion) Karen Mongo, Rex Peebles, Jeanne Tunks and Karen Laljiani "Comptency-Based Programs: Nuts and Bolts of Implementation and Assessment" (general session) Van Davis
Lisa Hoeffner's "Effective Teaching Strategies for IRW: Improve student outcomes and increase your impact on the Integrated Reading and Writing course"	October 22, 2014.	Attended,
"May I Take Your COAT? Adapting COAT Techniques to INRW's Program Evaluation" (In-house Integrated Reading and Writing Professional Development)	February 6, 2015. Plano	Presented in-house PD
"Lunch & Learn: Improving Student Retention and Performance"	February 9, 2015. Dallas, TX	Participated (focus group) for 34th Annual Conference on The First-Year Experience Dallas, TX

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Attended "Using Adaptive Technology to Improve Outcomes for Developmental Students"	February 9, 2015 Dallas, TX	34th Annual Conference on The First-Year Experience
10th Annual Developmental Education Regional Forum (North Texas Community College Consortium)	(North Texas Community College Consortium) March 27, 2015	Attended
"Testing,Testing: Readjusting Tests for a New INRW Curriculum."	(North Texas Community College Consortium) March 27, 2015	Presented @ 10th Annual Developmental Education Regional Forum
NADE 2014: Nebula of Stars	March 6-8, 2014. Dallas, TX	- attended/moderated "Educating Educators: Preparing Traditional Educators to Teach Underprepared Students" by Sheryl Bone, Barbara Green, and Katie O'Neil - attended/moderated "Writing Collaboratively and Kinesthetically" by Susan Konantz - attended "Best Instructional Practices in Developmental Education – NADE Member Survey" by Calisa Pierce - attended/moderated "I Read, We Read, You Read" by Lora L Bagwell, Ines Gibson, and Allison McKittrick - attended/moderated "THECB Proposed ABE Plan: Overview and Feedback" by Suzanne

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		Morales-Vale, Linda Munoz, Alan Bugbee, and Terri Daniels (Texas Higher Education Coordinating Board) • attended "Fast Tracking to College-Level: English 'Boot Camp'" by Elizabeth H. Kee • attended "Retooling Annotation to Encourage Metacognition during the Writing Process" by Christina Havenland
"In-house Professional Development: Creating, Constructing, and Complementing Faculty Needs"	March 8, 2014	–presented-- (NADE 2014 Post-Conference Institute of Pam Sawyer, Karen LaPanna, Marti Miles-Rosenfield and Suzanne Jones, and Laura Foster-Eason)
attended "The Texas Higher Education Coordinating Board and Developmental Education: 2014 Updates"	April 11, 2014	(keynote address of the NTCCC 9th Annual Developmental Education Regional Forum conducted by Suzanne Morales-Vale)
"Panel Discussion: Integrated Reading and Writing"	April 11, 2014	served as panelist (luncheon address of the NTCCC 9th Annual Developmental Education Regional Forum conducted by Monica Stansberry, Laura Foster-Eason, Pamela Sawyer, and Marti-Miles Rosenfield)
"INRW on Your Campus"	April 11, 2014	Attended (replacement) breakout session of the NTCCC 9th Annual Developmental Education Regional Forum)

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