



A First Year Student Success Course

On-site Reaffirmation Review
Committee Visit
October 25 - 28, 2021

Table of Contents

Chapter I: Executive Summary.....	4
Chapter II: Process Used to Develop the Quality Enhancement Plan.....	5
Phase I.....	5
Phase II.....	17
Chapter III: Refining the Topic.....	22
College Readiness Definition.....	22
College Readiness in Texas.....	23
College Readiness at Northeast Lakeview College.....	24
Changes in Remediation Models: Moving from Developmental to Corequisite.....	25
Target Population.....	28
Course Designation.....	28
Course Design.....	30
Communication.....	32
Problem Solving.....	32
Reading Comprehension.....	34
Motivation.....	34
Self-Efficacy.....	35
Time Management.....	36
Course Participation.....	38
Course Partnerships: Math.....	39
Course Partnerships: Academic, Career, Student Support.....	40
Chapter IV: Student Success and Student Learning Outcomes.....	41
Student Success Outcomes.....	41
Student Learning Outcomes.....	43
Chapter V: Actions to Be Implemented.....	45
Student Orientation and Advising.....	46
Course Design and Piloting.....	48
Course Review and Redesign.....	48
Course Partnerships.....	49
Faculty Development.....	49
Chapter VI: Timeline.....	51
Chapter VII: Organizational Structure.....	52

Chapter VIII: Resources.....	53
Chapter IX: Assessment	55
Assessment Team and Responsibilities	55
Assessment Tools and Timeline.....	56
Student Success Outcome 1 Assessment Process	57
Student Success Outcome 1 Baseline and Target Measures	62
Student Success Outcome 2 Assessment Process and Targets:.....	63
Student Success Outcome 3 Assessment Process and Targets:.....	64
Student Learning Outcomes	66
Reporting Timeline	70
Chapter X: References.....	70
Chapter XI: Appendices	75
Committee Membership	75
QEP Phase II Committee Meeting Dates & Communication	77
PGR Comparison: FTIC Corequisite and FTIC College-Level Math Students (Fall 2018-Spring 2021).....	78
Sample <i>Soar Towards Success</i> Syllabus	79
Sample Classwork Activities, Formative Assessments, and Growth Mindset Rubric.....	82
Sample Summative Assessment and Rubric	91

Chapter I: Executive Summary

The vision of Northeast Lakeview College (NLC) is to be an institution that is “a transformative force in a culturally rich community, empowered by education, to meet the dynamic demands of the future.” NLC’s administration, faculty, staff, and students have worked collaboratively since the fall of 2019 to develop a Quality Enhancement Plan (QEP) that embodies this vision while also incorporating the six values of the college: *Students First*, *Respect for All*, *Community-Engaged*, *Collaboration*, *Can-Do Spirit*, and *Data-Informed*. The process used to develop NLC’s QEP followed the guidelines indicated by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). These guidelines include: a topic that arose out of institutional planning processes; a broad-based support of institutional constituencies; a focus on student learning; and a commitment to resources for viability.

Data-Informed: The QEP committees analyzed institutional data and research at all stages of the design process, from determining potential areas of focus to designing the project’s individual components. The plan is a natural extension of prior student success initiatives at NLC, such as implementing corequisite math courses, embedded supplemental instruction, and increased advocacy outreach, that have sought to improve student learning on campus.

Respect for All, Community-Engaged, and Collaboration: Faculty, staff, students, administration, and community members have embraced the QEP development process. Despite the challenges of the Covid-19 pandemic, a broad base of constituents has been able to participate, both formally and informally, in the conception, planning, and design of the QEP. These constituents have affirmed the project at all stages of the process.

Students First and Can-Do Spirit: Student success, particularly of at-risk students, is the cornerstone of our QEP. Guided by the analysis of institutional data, Northeast Lakeview College has identified the QEP’s target population: first-time-in-college students (FTIC) who are not college ready in math. In order to help these students, NLC will launch *Soar Towards Success*, a first-year student success course to help students develop the necessary readiness skills to navigate curricular experiences and to complete their first college-level math course successfully.

Chapter II: Process Used to Develop the Quality Enhancement Plan

Phase I

With the approval of the NLC Accreditation Steering Committee, NLC launched the QEP Phase I Topic Identification Team in the fall of 2019. The charge and scope of the team was to create and implement a plan to identify the QEP focus area that involved either student learning and/or an environment supporting student learning. The team worked together to ensure all elements of a QEP could be met: (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement (SACSCOC Standard 7.2).

The initial team was formed in the fall of 2019 and was composed of individuals from across the college, including faculty, student, staff, and administrative participants ([Table 1](#) lists participants according to campus role; see [Appendix: Committee Membership](#) for a list of participants by name and position).

Faculty
<ul style="list-style-type: none"> • Faculty from the Natural Sciences and Kinesiology Department • Faculty from the Business, Communications, Humanities and Psychology Department
Student Leadership
<ul style="list-style-type: none"> • Student Trustee
Academic Success
<ul style="list-style-type: none"> • Academic Program Coordinator (Tutoring) • Director of Library Services • Dean of Academic Success
Student Success
<ul style="list-style-type: none"> • Senior Coordinator (Assessment) • Director of High School Programs • Dean of Student Success
College Offices
<ul style="list-style-type: none"> • Coordinator of College Technology • Data Analyst (Institutional Research) • Director of Institutional Research • Director of Marketing and Public Relations • Director of Strategic Initiatives

Table 1: Phase I Committee Members by Position

The team began the process by identifying steps to take throughout the first phase. The first step involved educating the college community about the key elements and importance of an institutional QEP, telling them about the process and giving them topics and information based on prior institutional data to consider over the winter break. This step occurred on December 6, 2019, during an all-college meeting. This process educated those not familiar with the accreditation standard and prepared everyone for upcoming requests that would be carried out as the academic year progressed. Committee members were informed of the timeline for the first phase of the QEP planning and implementation process and of the steps in which they would be involved.

The timeline for the Phase I work took into account a representative process involving a wide range of constituents and considered institutional needs and viability of the plan:

- Dec 6, 2019: QEP information to college community and stakeholders.
- Jan 14, 2020: Focus groups with proposed broad topics: faculty and staff at spring convocation.
- Jan 14-Feb 15: continued to receive feedback and topic suggestions through links in Monday Minutes, Academic Success newsletters, Student Success newsletters, emails, and on the NLC website.
- Feb 15: Grouped similar topics into the broader categories and began to inform the college community about the suggestions
- Between Feb 17-Mar 6, 2020: Narrowed down to nine broad categories to take to additional focus groups: Board, community, and Dual Credit partners.
- April 6-13: Student feedback survey
- April 16-20: College vote to narrow down to three broad categories
- April 21-30: Feasibility and data inquiry on final three broad categories
- May 1-10: Final vote to narrow down to one broad category
- May 12: College Council review of final category
- May 15: Announcement of QEP focus

The work to gather broad-based institutional feedback from constituency groups was carried out through focus group meetings with our college community, our community partners, Board of Trustees members, and our Dual Credit partners. In addition to the focus groups, the committee also garnered responses through student surveys, online website links to information-gathering forms, and surveys delivered through the First Friday and Monday Minutes platforms. Information was also disseminated through emails, college newsletters, and college-wide meetings. Throughout Phase I, feedback was solicited from all constituency groups: faculty, staff, students, community members, Dual Credit partners, and Board of

Trustees. The goal of this step was to communicate out and to gain as much feedback on potential topics as possible from all stakeholders.

An initial list of possible barriers and obstacles to student learning was sent out to the college community in December 2019. The list included writing and reading skills; problem solving and critical thinking skills; experience with public speaking; technology skills; academic rigor in the curriculum; managing college and personal responsibilities; gaps in student knowledge; financial responsibilities associated with college; adjusting to the demands of class assignments and exams; institutional, faculty, and student expectations for student achievement; having culturally diverse environments; and materials, equipment, and resources for student success. It was not an exhaustive list. The college constituents were asked to think about what barriers were most difficult for students to overcome. At convocation in January 2020, faculty and staff were organized into twenty-four groups and asked to narrow down this list to what they felt were the top three barriers or obstacles to student learning at NLC. They were then asked, "What can the institution do over the next five years to overcome these obstacles or barriers to student learning?" They were given the following as a checklist for their solutions. The idea must be:

- specific and focused
- measurable and show data-substantiated proof of need
- achievable and feasible
- relevant to student learning and/or student environment at NLC
- time limited for the initial stage but possibly able to be institutionalized later

Similar focus groups were carried out with the NLC Dual Credit partners, with the Friends of Nighthawks - our community partner group - and with members of the Board of Trustees. A student survey was also distributed and compiled.

The data gathered from the focus groups and survey were sorted into categories using prior work done by the college with the John N. Gardner Institute for Excellence in Undergraduate Education through their Foundations of Excellence, First-Year Focus initiative. The proposed focus areas were organized into nine large "buckets" of topics (broad categories) that had already been identified as opportunities for improvement for the college. The proposed categories were:

- Academic Support
- Student Support
- Career and Transfer

- Communication Skills
- Critical Thinking
- Life Skills
- High School Transition
- Financial
- Other

All constituents that offered feedback into the original identification of focus areas had an opportunity to vote on the above-mentioned categories to narrow the options down to three main areas for the college to focus on for a feasibility and viability study. Based on an overall percentage vote, the top three categories, comprising over fifty-five percent of the total votes, were subjected to a deeper analysis to determine research-supported and data-substantiated proof of need. The figures below indicate the total overall vote percentages for each category ([Figure 1](#)) and disaggregated by constituency groups ([Figures 2 through 5](#)).

Choose one of the following categories that best encompasses what NLC should focus on for our QEP (please see the document linked in the email for all feedback given within each category): https://drive.google.com/file/d/13ALB8_MobSdpVT3y8mDNobkamm9A2/view

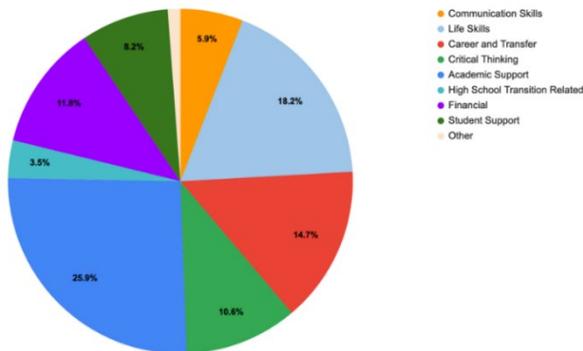


Figure 1: Focus Area Vote

The results disaggregated by constituency group were as follows:

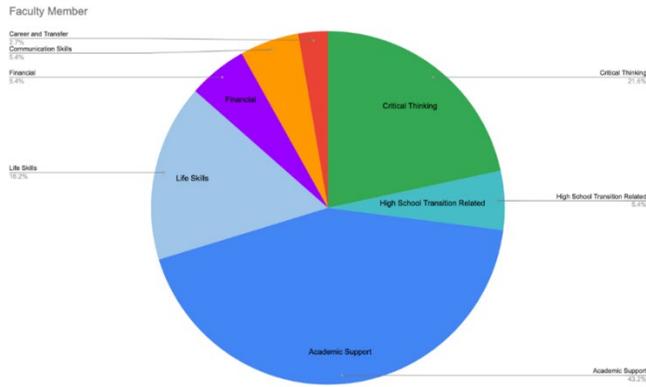


Figure 2: Focus Area Vote by Faculty

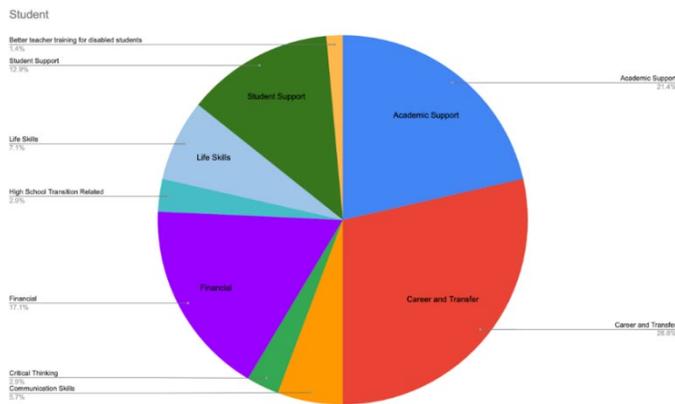


Figure 3: Focus Area by Students

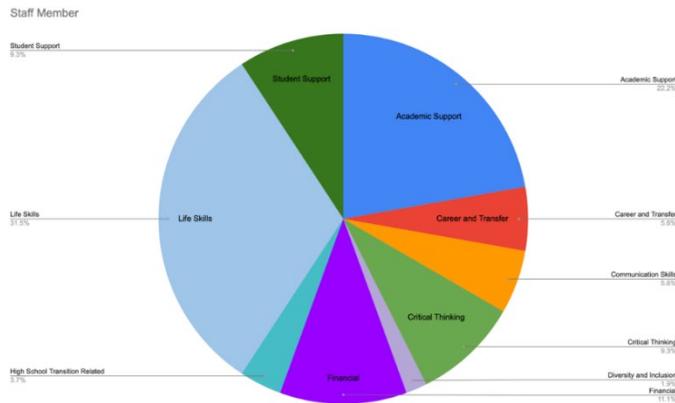


Figure 4: Focus Area by Staff

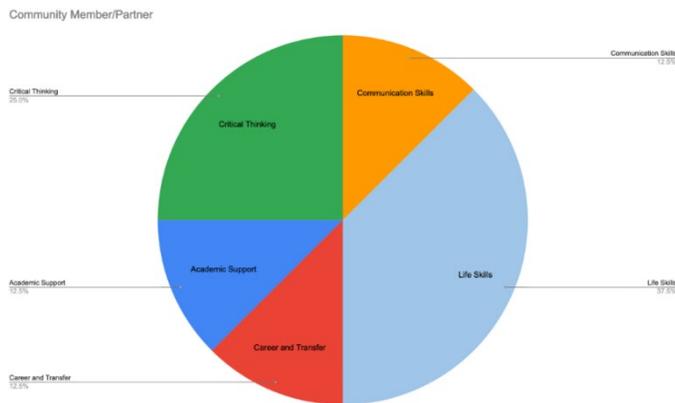


Figure 5: Focus Area by Community Member/ Partner

The following sections detail the information found in the top three categories of Academic Support, Life Skills, and Career and Transfer. Subcommittees were formed to work on the feasibility and need for the proposed topics. The teams that performed the feasibility reports were directed to identify recommendations that were tied to the NLC Mission and Strategic Plan, that showed data-substantiated proof of need, that were measurable and achievable, and that the institution had sufficient resources to initiate, implement, and complete. They were charged with finding research that demonstrated that their topic is perhaps a broader problem than just at NLC. They were also directed to identify sub-groupings of topics within the broader topic that could be taken forward into Phase II for refinement. This work aimed to

identify viable QEP topic areas that the Phase I committee felt confident could result in a plan with a defined purpose that was related to, or supported, student learning.

Academic Support was the number one choice by all constituent groups with a 29.5% result. 42.1% of Faculty felt that this category was the most important one for the college to focus on for the next five years. The Academic Support team removed recommendations that focused more on strategies and processes and noted them instead as areas of improvement that NLC could focus on independent of the QEP. Those recommendations did not focus on the primary goal of creating a QEP project directed at student learning. The remaining recommendations were synthesized into three viable sub-categories, along with accompanying descriptions composed of the original recommendations: structural issues, college readiness gap, and special programming.

Within the Academic Support area, benchmark data indicate that NLC is improving the support for learners' scores with tutoring services in English and Math across the board. The [table](#) below compares the Productive Grade Rate (PGR) of Math and English students at NLC who attended tutoring with those who did not. PGR is the percent of students who earn an A, B, or C in a course; students must earn a C or higher to receive credit for a course.

Course	Fall 2017		Spring 2018	
	Tutored	Non-Tutored	Tutored	Non-tutored
ENGL 1301	77.5%	73.15%	91%	64%
ENGL 1302	78.05%	80.77%	92%	71%
MATH 0320	86.84%	73.40%	67%	40%
MATH 1314	72.09%	51.61%	79%	63%

Table 2: PGR Comparison Between Fall 2017 and Spring 2018 English and Math Students According to Tutoring Status

However, there are still differences amongst the learners by equity demographics, particularly among males who come to NLC with a college readiness gap. [Figure 6](#) below illustrates the wide variation in course completion rates and productive grade rates of various demographic groups of males at NLC in developmental Math 0320, from Fall 2014 through Fall 2018.

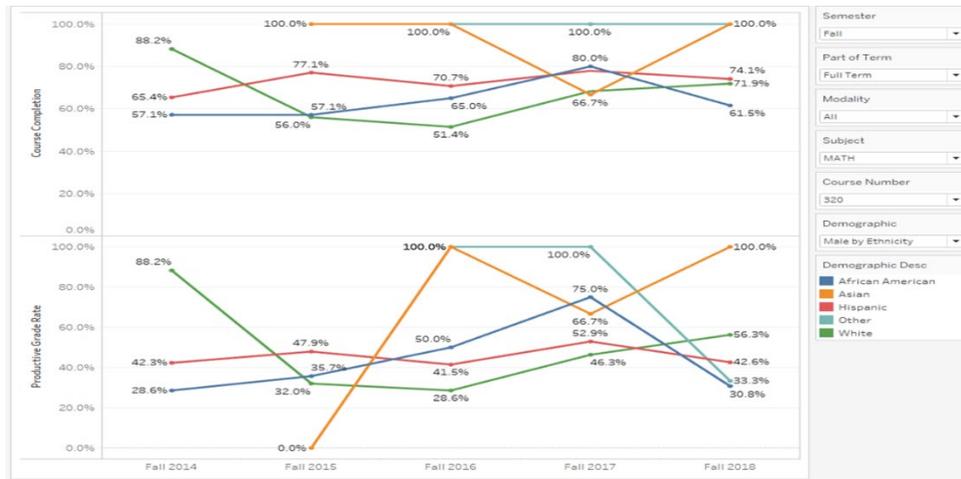


Figure 6: Males by Ethnicity Success in Math 0320 (Fall 2014 Through Fall 2018)

Student Demographics from Fall 2019 indicate 70.2% of NLC students are part-time; fifteen percent are Dual Credit; 12% are veterans; and 54.5% of FTIC students require some type of remedial preparation. In addition to those statistics, twenty-seven percent of NLC students are economically disadvantaged. Alamo Colleges District institutional research and effectiveness benchmark data from 2020 indicates that only 30.4% of students from within the Alamo Colleges District transfer to a senior institution. Additionally, NLC's four-year graduation rate is slightly below both the state and the very large community college (VLCC) average, as can be seen in [Figure 7](#). These data show that students must be encouraged to continue their education toward a baccalaureate degree and that NLC has room for growth in this role.

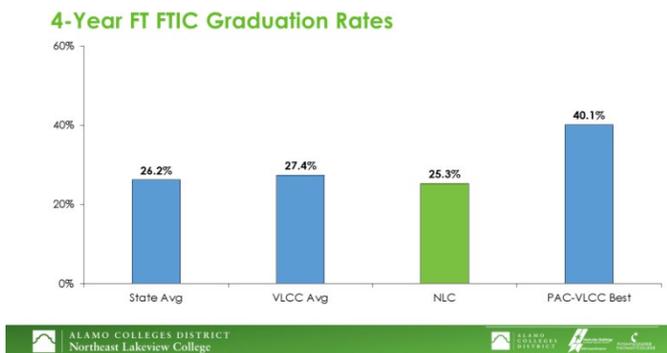


Figure 7: Alamo Colleges Four-Year FTIC Graduation Rates

More than half of entering freshmen across the country discover they are ineligible for college-level coursework each year (Logue et al.). Of these students, only a fraction ever manages to earn a degree (Bradley). Students in developmental math courses struggle with math language, reasoning, and cannot effectively communicate orally or through written means with others (Yamada and Byrk). In addition to feeling discouraged, these students take longer to graduate, thereby increasing the total money spent on a degree or certificate. There are additionally a large percentage of FTIC students that arrive to the college not prepared for college-level coursework in Math and English (see [Figure 13](#) and [Figure 14](#)). The use of peer leaders, tutoring, and access to faculty interaction has shown promise for improving achievement in high-challenge courses as well (Lloyd and Eckhardt). Research validates that tutoring works for students of color, and in particular male students of color (Wood et al.), indicating that any intervention that addresses these factors, like student mentoring by faculty/staff, experiential learning and internships, and collaborative learning both in and outside of the classroom (co-curricular activities), could be beneficial for students.

Life Skills was the second highest choice among the topic categories, with 18.2% of the results. Among the constituent groups, Life Skills received the highest votes from Community Members/Partners (37.5%) and Staff Members (31.5%). Faculty members rated Life Skills at 15.8% and Students at 7.1%. Overall, Community Members/Partners felt this category was the most important for the college to focus on for the next five years. There was some overlap between the topics, and after removing the recommendations that were not viable, the team compressed the remaining recommendations into two viable sub-categories: college engagement and transferable skills.

Reviewing both 2017 and 2018 data, the “Non-Returner” student, who has not graduated or transferred to a four-year institution, falls primarily between twenty-two to twenty-four years of age. This age group forms part of Generation Z. According to Forbes, “8 Ways Generation Z Will Differ in the Workplace,” these students are motivated by security, are more competitive and independent than students from other generations and enjoy face-to-face communication. As an institution, NLC will need to create innovative strategies to engage this population.

Data gathered from Noel-Levitz revealed four areas ranked high in importance by students but with sizeable gaps between the ranking of importance and the satisfaction-ranking for those same areas (see [Table 3](#) for an example of this gap). Although these questions in Noel-Levitz belong to Registration Effectiveness and Institutional Effectiveness, the scoring of

the responses could reflect the students' lack of connection to the campus or to an individual that might be able to lend assistance when needed.

Registration Effectiveness	Importance	Satisfaction
Q. 15 - I am able to register for classes I need with few conflicts.	86%	61%
Q. 35 - Policies and procedures regarding registration and course selection are clear and well-publicized.	85%	59%
Instructional Effectiveness	Importance	Satisfaction
Q. 18 - The quality of instruction I receive in most of my classes is excellent.	87%	68%
Q. 23 - Faculty are understanding of students' unique life circumstances.	81%	59%

Table 3: Excerpt from Noel-Levitz Illustrating Importance/Satisfaction Gap

To determine how NLC can best meet employers' current and future employment and program needs, the Clarus Corporation was hired to survey employers within the service area. In the survey, area employers were asked to identify some of the most important transferrable skills for new hires. The results identified several top competencies for their industries: 82% of the employers rated personal responsibility (defined as the ability to connect choices, actions and consequences to ethical decision-making) as very important in a new hire. 80% of the employers rated teamwork as very important. 77% of the employers rated communication (defined as effective development, interpretation, and expression of ideas through written, oral, and visual communication) as very important. 65% of the employers rated critical thinking (defined as creative thinking, innovation, inquiry, as well as analysis, evaluation, and synthesis of information) as very important. Key findings from a 2014 Hanover research study, "Best Practices in Retention at Community Colleges," state that a varied offering of student orientation and first-year experiences courses improve many student outcomes, including retention.

Disaggregating the data by group type, students ranked Career and Transfer the highest among all other group members, at 28.6%. This is significantly higher than the second highest importance of 12.5% by community member/partner. Staff ranked this third at 5.6%, while faculty ranked it the lowest level of importance at 2.6%. Based on a review of the recommendations by the QEP Career and Transfer Subcommittee, recommendations were compressed down to four: workforce offerings, alumni salaries, education without gaps, and career development.

Alamo Colleges District Workforce and Career Education completed a review of programming needs in 2020, confirming a Clarus Corporation finding that Healthcare, IT, and Manufacturing programming continue to be critical needs in the greater San Antonio area. Work-based experiences, such as internships, are important for students to gain industry insight, become familiar with employer expectations, and attain knowledge of industry lingo and technical skills.

The Association of Career and Technical Education (ACTE) notes that workforce education has provided opportunities for students to seek education and future employment in fields that provide higher wages, fill needed gaps in the local workforce, and boost economic vitality in their communities. Additionally, nationally, “there are about 30 million ‘good jobs’ – jobs that pay a median income of \$55,000 or more and require education below a bachelor’s degree” (“CTE Works”). Experiential learning is an important way to close the skills gap between the skills students bring to the workforce and what employers require of new hires. Research contends that experience is necessary for learning (Kolb). A common theme in the literature is the ability of community colleges to bridge qualified applicants with local employer needs. Due to their accessibility, community colleges are effective in addressing the skills gap of the current workforce and meeting the demands of a future job market (Jacobs and Worth).

The feasibility study document was sent out to the college community for review in preparation for a college vote to determine the final broad focus area that would be taken to the College Council for discussion. After the college vote, the determination was to move forward with Academic Support as the broad bucket category. Results are below:

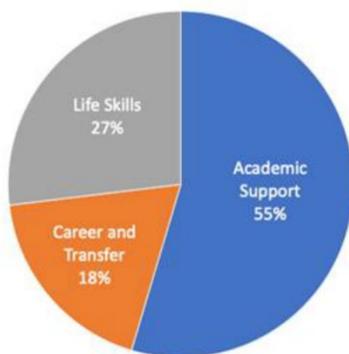


Figure 8: College Vote Results

The Phase I committee also asked the college community to choose one of the sub-areas they thought the QEP should focus on.

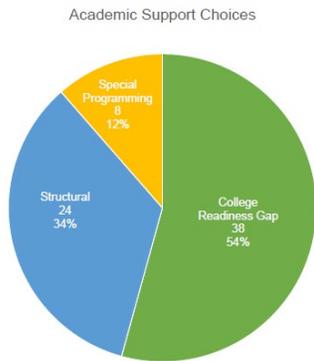


Figure 9: Academic Support Sub-Topic Vote Results

Disaggregated results are below:

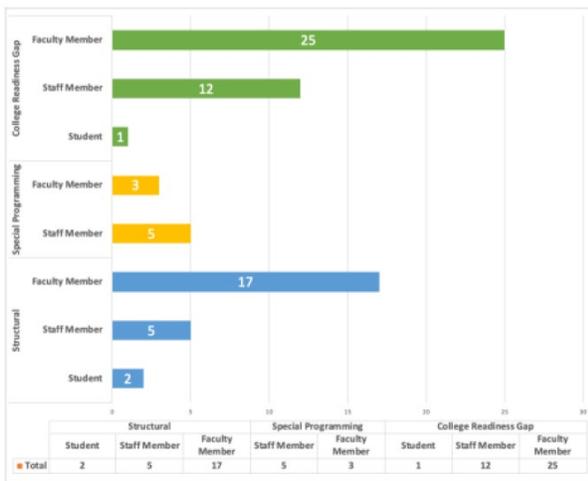


Figure 10: Disaggregated Sub-Topic Results

College Council met on May 12, 2020, for a work session to discuss the category of Academic Support in an attempt to identify a sub-category that could move forward. After the work session, another vote was taken, and the results are below:

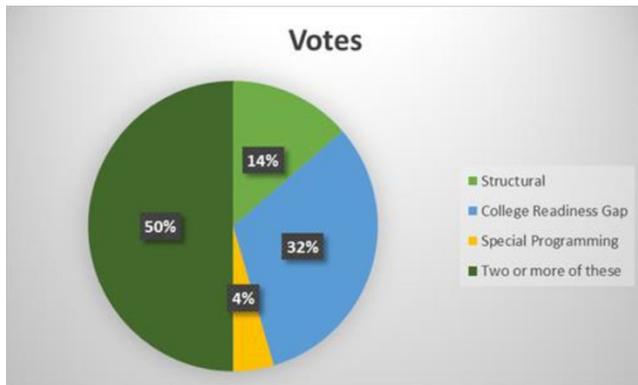


Figure 11: College Council Vote Results

After in depth discussion of the three sub-categories, fifty percent of the membership of College Council clearly felt that the QEP should focus on two or more of the sub-categories. Therefore, the recommendation ratified by the NLC Accreditation Steering Committee as the plan to be moved forward to the Phase II QEP team was to

- focus on the College Readiness Gap, and
- incorporate relevant elements from the Structural or Special Programming sub-categories because the college did not have an opportunity to choose this option in their vote, and the College Council felt that this was their top selection.

The ratified plan was forwarded to NLC stakeholders on May 15, 2020. Shortly thereafter, the Phase II team was created and began work on the design for the NLC QEP.

Phase II

Soon after the Phase I team completed their work, two full-time faculty members were identified as the QEP Phase II Committee Co-Chairs so that they would have the summer to review documentation and come up to speed in preparation for the kick-off of the work in the fall. The complete QEP Phase II Team was formed in the fall of 2020. The charge and scope of

the team was to identify the QEP strategies and to create the NLC QEP plan for submission to SACSCOC. This plan would be built around the focus area of Academic Support and target the College Readiness Gap, as identified by the constituency groups in Phase I. The team worked collaboratively to ensure that all elements of the QEP as detailed in SACSCOC Standard 7.2 would be met. All meetings were held remotely due to the Covid-19 pandemic.

The committee participants represented a diverse coalition of campus constituents. In addition to the two faculty co-chairs, eight full-time faculty members, ten staff members, and three deans served on the committee. In total, four academic departments and nine campus programs were represented on the Phase II committee. [Table 4](#) below lists participants according to campus role. (For a list of participants by name, see [Appendix: Committee Membership.](#))

Faculty
<ul style="list-style-type: none"> • Four faculty from the English and Education Department, including Department Chair • Three faculty from the Math Department, including Department Chair • Two faculty from the Social Sciences Department, including Department Chair and the Coordinator of College Assessment • One faculty/ Department Chair from the Science and Kinesiology Department
Academic Success
<ul style="list-style-type: none"> • Academic Program Coordinator (Tutoring) • OER Librarian • Deans of Academic Success
Student Success
<ul style="list-style-type: none"> • Enrollment Coach Team Lead • College Coordinator of High School Programs • Senior Coordinator (Assessment) • Director of Student Success (Campus Life) • Director of Advising
College Offices
<ul style="list-style-type: none"> • Data Analyst (Institutional Research) • Director of Marketing and Public Relations • Director of Strategic Initiatives

Table 4: Phase II Committee Members by Position

The team began by identifying the steps to take throughout the second phase. Because only five members of the Phase II committee had participated in Phase I, the committee’s first meeting on August 19, 2020, focused on educating the new committee on its purpose and

charge, sharing Phase I documents, and distributing information from the SACSCOC *Handbook for Institutions Seeking Reaffirmation* for them to review before the next meeting on September 11, 2020. This ensured that everyone on the Phase II committee would be familiar with the standards and processes that would guide the committee's work over the next academic year.

During the September 11 meeting, the committee reflected on the data and feedback from constituent groups in the Phase I Feasibility Report. From this, the committee recognized the need to more clearly define the terms "Academic Readiness" and "College Achievement Gap" for the purposes of the QEP. The committee understood that establishing a clear definition would guide the direction of the QEP by helping determine the target population. Through the review of the Phase I report, it became clear that the data and comments from the constituent groups supported two possible definitions:

- academic readiness and achievement gaps as measured by formal data from college-entrance assessment data, like the Texas Success Initiative Assessment (TSIA) (see [Figure 13](#) and [Figure 14](#)).
- academic readiness and achievement gaps as observed by instructors in college-level courses (ex: students entering college-level courses seemingly unprepared for the rigor and expectations of college).

The committee held a robust discussion about the possibilities that each offered, potential topic avenues to explore, and the need to do more research. Consequently, subcommittees were formed in the areas of: English & Social Sciences, Math, Academic Support, Student Support, and First Year Companion Course. Every committee member served on one subcommittee. The subcommittees were tasked with researching data related to their subcommittee's topic and its relationship with college readiness and the achievement gap in order to present possible suggestions for the QEP Project at the next meeting.

Each subcommittee presented its findings at the September 25 full committee meeting. The goal of this meeting was to review the subcommittees' presentations and discuss how well each identified a current need on campus. Two preferred topics emerged by clear consensus: a college readiness course (presented by FYE subcommittee) and writing across the curriculum (presented by the English & Social Sciences subcommittee). The subcommittees were tasked with producing a research-based proposal about their topic that included goals and actions to be presented on October 23, 2020, the next Phase II whole-committee meeting date. The English subcommittee further split into two subcommittees during the research process: Information Fluency and Early Alert.

At the October 23 meeting, the three potential QEP projects were presented to the full Phase II Committee for consideration and voting. Overall, the response to each presentation was positive. The Information Fluency subcommittee recommendation was to explore creating a QEP that would focus on embedding informational literacy in several English and Social Sciences courses in order to improve students' skills in identifying, assessing, and incorporating information with proper attribution. The Phase II committee recognized that this project would have a cross-disciplinary impact and benefit students throughout their academic careers. There were concerns about the scale of the project and whether the data fully supported that this was an area requiring such intense intervention.

The Early Alert subcommittee recommended developing a program that would connect students who are referred to Advising by their instructors with the appropriate support programs. The Phase II committee agreed that reaching and supporting at-risk students would have myriad benefits but also expressed concerns about feasibility and whether or not this would be a project focused on student learning or if it would be an institutional process redesign.

The FYE subcommittee proposed designing a First Year Experience course for students in corequisite math that would help them develop readiness skills to be more successful in multiple areas. Findings by Columbia Community College Research Center (CCRC), Cho and Karp, and Schnell and Deotkott, among others, indicate that first-year courses that target student success can have significant impact on multiple aspects of student success. The Phase II committee acknowledged that students who are not college ready in math represent a significant percentage of at-risk students at NLC and that focusing on this population could have a notable impact. The subcommittee's presentation also included a recommendation that this course fulfill student success course requirement that all FTIC students at NLC have. Because all FTIC students are required to take a student success course, an added benefit of choosing this topic for the QEP is that students could receive additional academic support without adding an additional course. Concerns raised centered on the feasibility of a complete course design during the allotted timeline.

After the presentations and discussion, Phase II committee members were emailed a copy of each presentation along with a ballot. Upon the advice of the Coordinator of Academic Assessment, the co-chairs created a head-to-head voting system in which members were asked to choose between pairs of options. This would allow the committee to gauge if there were clear

first, second, and third place rankings of projects. By using this voting model, the committee would immediately have a replacement project idea should the first-choice project become unfeasible for any reason. Members were given a week to review the presentations and to ask clarifying questions of the subcommittees before voting.

The results of the vote indicated a clear order of preference: FYE was the clear top choice over the other two options in a head-to-head matchup. The co-chairs shared the vote results with the Vice President for Academic Success in order to gain approval for a course curriculum redesign and authorization for the QEP course to fulfill the student success course requirement that all FTIC students at NLC must take. After securing this approval, the results of the vote were revealed to the whole QEP Phase II committee on November 13, 2020. Based upon this vote, and with the approval from campus leadership, it was decided that NLC's inaugural QEP would be a first-year student success course for FTIC students who are not college ready in math.

After sharing the results at the November 13 meeting, new subcommittees were formed to continue researching and working in the areas of Target Population, Course Designation, and Existing Models. These three subcommittees worked through the end of the fall semester and winter break, researching and analyzing their assigned area in order to present their findings and recommendations to the QEP Phase II Committee on January 22, 2021. The Phase II QEP committee was asked to vote on the subcommittee's recommendations and to provide feedback on these recommendations by January 28, 2021. The three subcommittees' findings are detailed in [Chapter III: Refining the Topic](#).

Beginning in February 2021, the Phase II committee's focus shifted to working on the individual components of the course and the project, like researching, drafting Student Learning Outcomes, developing a marketing plan, and course planning. New subcommittees were formed to work on these and other projects. Information from these subcommittees was disseminated regularly to the entire Phase II committee via email and bi-weekly committee meetings. Committee members were invited to provide feedback at any time throughout this process.

Throughout this process, the QEP Phase II committee worked to keep the college community informed and involved in the process. On March 5, 2021, the co-chairs of the QEP

committee presented an update on the QEP Phase II process, including unveiling the focused project and its goal, to NLC faculty and staff at the monthly First Friday meeting.

- Project: NLC’s inaugural QEP is a first-year student success course for FTIC students who are not college ready in math.
- Goal: The goal of the NLC QEP is to help students develop the readiness skills to navigate curricular experiences and to complete their first college-level math course successfully.

Weekly updates from the QEP Phase II committee were communicated to the NLC community via Monday Minutes. Additional presentations to faculty, staff, and business community occurred throughout the end of the Spring 2021 semester. Constituency groups were invited to provide feedback at every communication point, including selecting the name of the QEP project—*Soar Towards Success*—at the final faculty meeting of the Spring 2021 semester (see [Appendix Communication](#)).

Chapter III: Refining the Topic

Soar Towards Success is a three-credit-hour, semester-long course designed to help students develop the readiness skills to navigate curricular experiences and to complete their first college-level math course successfully. This course will target FTIC students who have been designated not college ready in math according to the Texas Success Initiative Assessment (TSIA). At NLC, in order to be classified as FTIC, students must have fewer than twelve credit hours, excluding Dual Credit hours.

[College Readiness Definition](#)

In the state of Texas, students must demonstrate that they have the requisite level of preparation in English language arts (reading and writing) and mathematics in order “to enroll and succeed, without remediation, in an entry-level general education course for credit in that same content area for a baccalaureate degree or associate degree program” (“The College-and Career-Readiness Component”). Unless students qualify for TSI exemptions as detailed on the Texas Education Code §51.338 and Coordinating Board rules §4.54, all incoming students are required to have their college readiness in mathematics and English language arts assessed via

the Texas Success Initiative Assessment (“Overview: Developmental Education”). Students who demonstrate college readiness are able to enroll in entry-level college credit courses.

College Readiness in Texas

Pre-pandemic, about forty percent of FTIC students in Texas began college identified as not-college-ready in one or more subject areas. The majority of those students began their post-secondary education at public community colleges in Texas (*2020: Texas Public Higher Education Almanac*). There is a strong correlation between college readiness and college success. The state data indicate that students who begin college identified as not-college-ready are less likely to meet readiness standards within two years. Of the previously-mentioned 40% of FTIC students in Texas who were not college ready in one or more areas, about 50% of the students who were not-college-ready in math and over 60% of the students who were not-college-ready in English met readiness standards within two years. Only about 30% of these students who were not-college-ready in math and about 40% of them who were not-college-ready in English went on to complete a college-level course within two years (see [Figure 12](#)). Furthermore, only 23% of these students completed a degree or certificate within six years when compared to 46% of their college-ready peers (“Overview: Developmental Education”).

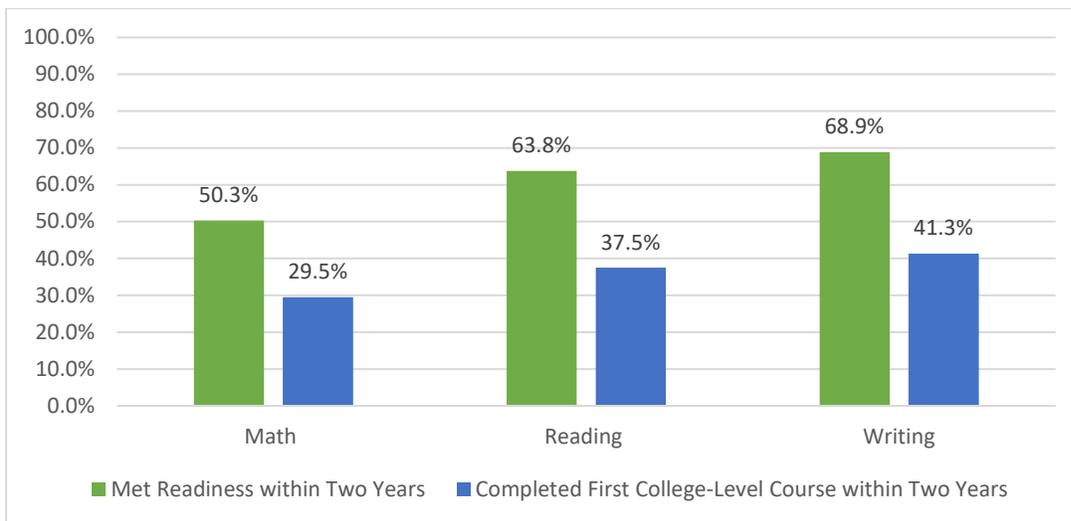


Figure 12: Two-Year Success of Texas FTIC Students Who Were Not College Ready (2017 Cohort)

College Readiness at Northeast Lakeview College

The college readiness of incoming FTIC students at NLC mirrors that of the State of Texas: a high percentage of FTIC students are not college ready in at least one area; the majority of these students are not college ready in math. As [Figure 13](#) illustrates, the current trend at NLC is that over 50% of FTIC students enter as not college ready in at least one area (“Development Education Data”). FTIC students who enter college identified as not college ready are less likely to persist when compared to their college-ready peers. As of 2018, the percent of NLC FTIC undergraduate students of the 2015 cohort who have graduated or who are still persisting after three years was 42.1% for students who were not college ready in at least one area and 61.4% for students who were college ready (“Development Education Data”).

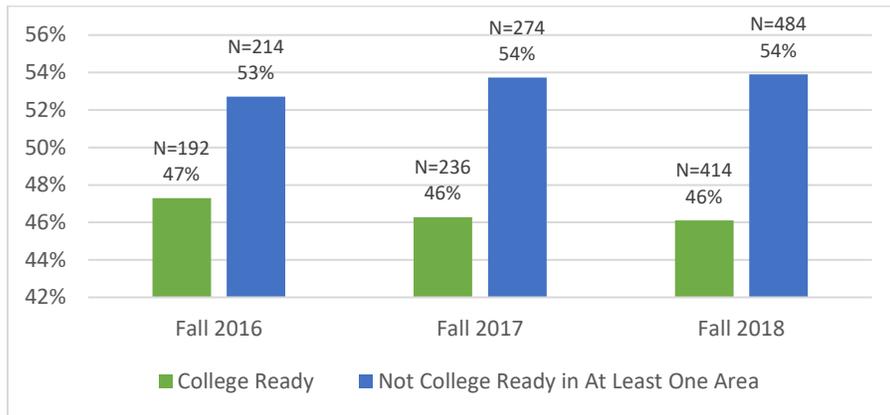


Figure 13: FTIC College Readiness 2016-2018

The majority of these students enter NLC identified as not college ready in math, and there is a significant difference between the number who are not college ready in math as compared to in English (see [Figure 14](#)). Between Fall 2016 and Fall 2018, 47% of FTIC students did not meet college readiness standards in Math, as opposed to an average of about 20% in English during this same period (“Developmental Education Data”).

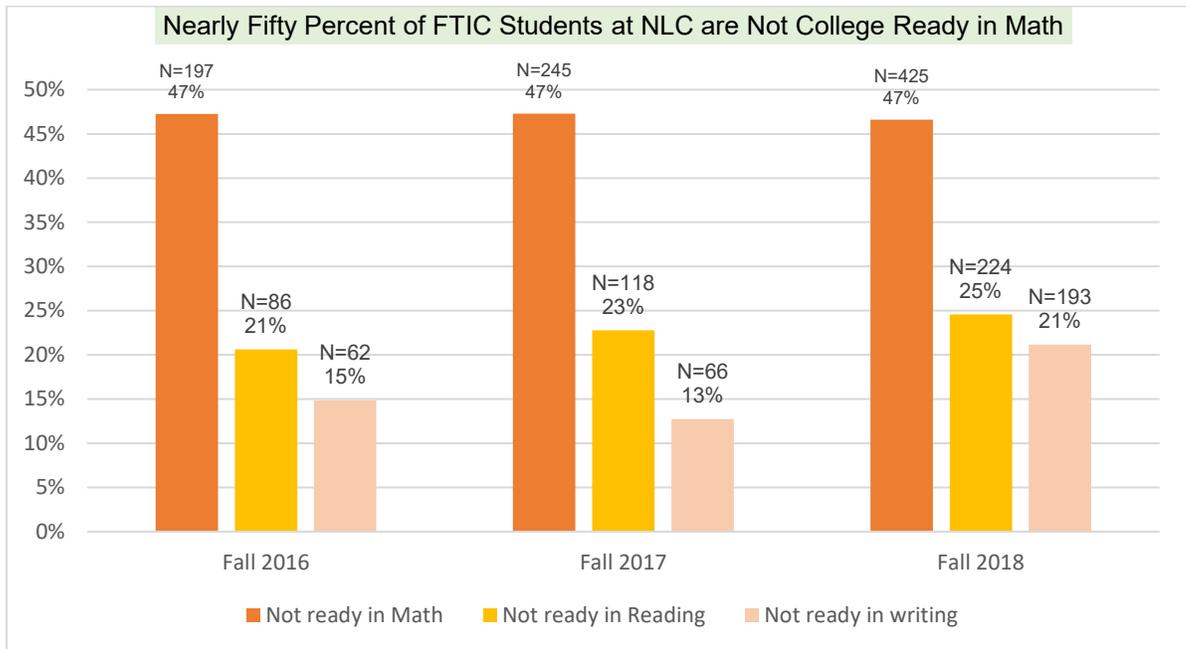


Figure 14: NLC FTIC College Readiness Comparison Math and English (2016-2018)

Changes in Remediation Models: Moving from Developmental to Corequisite

When students demonstrate that they are not college ready, they “must be provided with a plan for academic success, which may include corequisite or other developmental education courses/interventions” (“Overview: Texas Success Initiative”). A developmental course is a non-credit course in which students receive direct remediation in the subject area. Students must demonstrate satisfactory performance before they are allowed to matriculate to a college-level course. A corequisite course is a college-level course that is paired with an intervention course that provides additional support in the subject areas.

Prior to the Texas 85th Legislative Session, Regular Session, traditional approaches to helping underprepared students prepare for college-level coursework required enrollment in non-credit remediation courses. Depending on assessment results and other factors, such as high school GPA and courses taken, students were sometimes required to take up to three non-credit remediation courses. Changes made during the 85th Legislature to the Texas Success Initiative (TSI) statute mandated that colleges and universities in Texas incrementally increase the percentage of their developmental students enrolled in corequisite classes each year,

beginning with 25% during the 2018-2019 academic year. HB 2223 requires that 100% of an institution’s developmental education enrollments be in corequisite models by the fall of 2021 (“Overview: Developmental Education”). According to the Texas Higher Education Coordinating Board, this change aims to increase student success (Smith).

NLC offers five different corequisite math courses for students who are not college ready in math. The first college-level math course students take depends upon the requirements of their institute (educational pathway toward specialized careers) or major. Those corequisite courses are:

- Math 1314: College Algebra
- Math 1324: Mathematics for Business and Social Sciences
- Math 1332: Contemporary Math I
- Math 1342: Elementary Statistical Methods
- Math 1414: College Algebra (Precalculus Track)

Although NLC offers five different corequisite courses, Math 1314: College Algebra has been used as the gateway math course for most programs of study. It is a widely-accepted first-year course compared with courses that are aligned to specific fields of study. On average, over 70% of the FTIC students enrolled in math course since Fall 2018 have taken corequisite Math 1314: College Algebra ([Figure 15](#)).

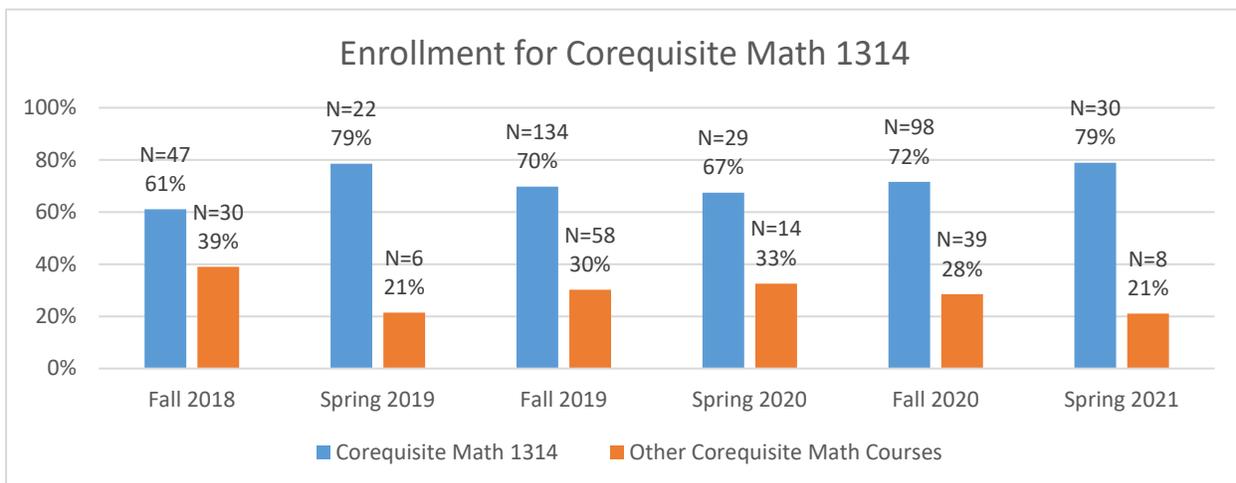


Figure 15: FTIC Participation in Corequisite Math 1314

The percentage of FTIC students enrolled in corequisite math courses at NLC has been increasing since 2018. As of spring 2021, corequisite math courses now account for about 30% of FTIC math enrollment at NLC ([Figure 16](#)).

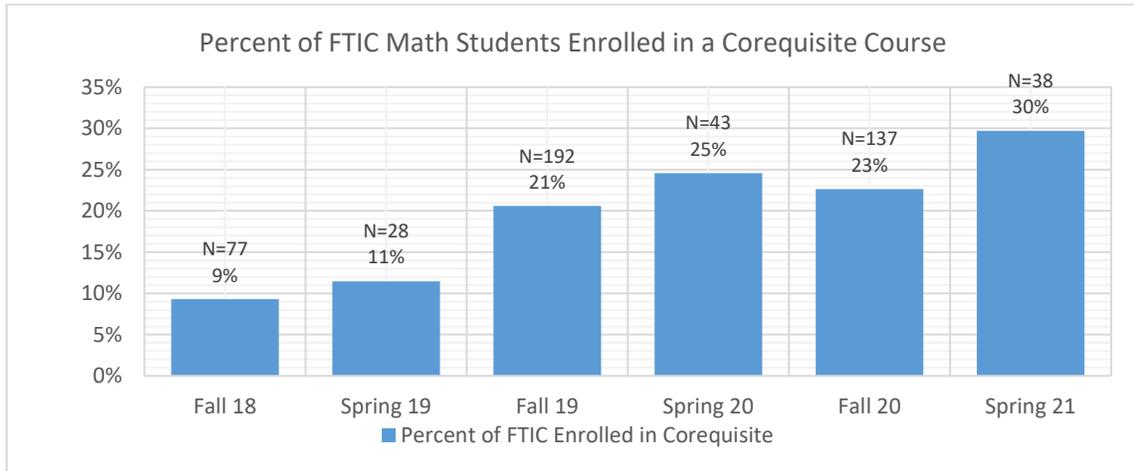


Figure 16: Percent of FTIC Math Enrollment in Corequisite Math Courses Fall 2018-Spring 2021

In order for students to receive credit for a course, they must earn at least a C in the course. At NLC, the percentage of students who earn an A, B, or C in a course is called the Productive Grade Rate (PGR). As the number of students enrolled in corequisite math courses has grown, the differential between the PGR of college-level math students and corequisite math students has increased. Students who are college-ready and take college-level math courses outperform their peers who are not college-ready and take corequisite math courses. [Table 5](#) compares the overall PGR of FTIC college-ready math students in college-level math courses with the overall PGR of FTIC students who were not college-ready in math and who took corequisite math courses. (See [Appendix: PGR Comparison](#).)

	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
PGR in College-Level Math Courses	80.33%	60.42%	77.40%	79.73%	73.93%	79.55%
PGR in Corequisite Math Courses	80.52%	64.29%	47.92%	62.79%	64.96%	57.89%

Table 5: PGR Comparison FTIC College-Level Math and Corequisite Math at NLC (2018-2021)

Target Population

The charge of the Phase II QEP Committee was to develop a QEP plan to address Academic Support targeting the College Readiness Gap. Nearly 50% of all incoming FTIC students at NLC are not college ready in math. State data indicate that these students are significantly less likely to complete their first college-level math within two years than their college-ready peers. FTIC students at NLC who are not college ready in math is a high-need population. The data support selecting them as the target population of the QEP. By selecting this population as the focus of the QEP, NLC has the potential to transform the futures of the students who participate in *Soar Towards Success*.

Course Designation

After having selected the target population, the Phase II Committee turned its focus to course designation. Before any specific curriculum design and planning could begin, the committee needed to decide which current NLC course would undergo a curricular redesign and be transformed into the *Soar Towards Success* course: a three-hour, semester-long course designed to help FTIC students who are not college ready in math develop the readiness skills to navigate curricular experiences and complete their first college-level math course successfully.

All FTIC students at NLC who have fewer than fifteen transfer semester hours are required to take a student success course during their first term of enrollment, so the committee considered it to be advantageous for students if the course selected for redesign could fulfill this requirement. With this recommendation in mind, the Course Designation subcommittee explored three existing course options that could potentially be redesigned to serve as the *Soar Towards Success* course. Two of these options would fulfill the student success course requirement, while one would not. The QEP Phase II committee weighed the advantages and disadvantages of each option, giving particular weight to the amount of curricular flexibility for the innovative redesign the course designation would offer. The three options considered were:

- Non-Course Based Option (NCBO)
- EDUC 1300
- SDEV 0370

The first option the subcommittee considered was to create and offer a new Non-Course Based Option (NCBO). This programming type presented several advantages over the other two options. NCBOs can be offered at low or no cost to students; they do not generate excessive credit hours; and, furthermore, curriculum designers can determine the number of contact hours. The drawbacks of the NCBO, however, are substantial. NCBOs are not mandatory, have low completion rates, do not count towards full-time or part-time status, and cannot fulfill the student success course requirement. Because the QEP Phase II committee felt strongly that the *Soar Towards Success* course should satisfy the student success course requirement and because of the low completion rates of NCBO offerings, this option was eliminated as a course for consideration.

The second option that the subcommittee considered was EDUC 1300. Like the NCBO, EDUC 1300 presented several advantages, namely that the course that is currently offered on campus, is well known, and fulfills the student success requirement. In fact, EDUC 1300 is the student success course that the overwhelming majority of FTIC students at NLC take to fulfill this requirement. EDUC 1300 is a college-level, three-credit-hour, theory-based learning frameworks course that studies the psychology of learning, cognition, and motivation. EDUC 1300 underwent a curricular redesign of its own in 2019. The purpose of this redesign was to improve the content of the course so that it would better align with the theories, psychology, and learning frameworks explored in the course. This recent redesign has resulted in a class that focuses on different theories about how students learn.

Research that was conducted during Phase I and Phase II indicated that students in the target population have skills gaps in several areas and would benefit from target interventions to address these skills gaps. The Phase II Committee viewed *Soar Towards Success* as the vehicle to target these gaps through a curriculum that is skills-based practices rather than an exploration of theories and psychology. The fact that EDUC 1300 was less than two years into its curricular redesign, coupled with the desire for *Soar Towards Success* to be a skills-based course, were the primary drawbacks of the course for the purposes of the QEP.

The final option that the subcommittee considered was SDEV 0370, an existing course at NLC that has rarely been offered due to shifting student need. Historically, enrollment in SDEV 0370 was dependent on English TSIA scores, but as the number of students in developmental-level English decreased, so did the need for SDEV 0370. In fact, the last time

that SDEV 0370 was taught at NLC was fall of 2019 when two sections were offered (as compared to over forty sections of EDUC 1300 that same semester). In the past, SDEV 0370 was used as a transition seminar for FTIC students to help students better understand college requirements, campus culture, and resources. Like EDUC 1300, SDEV 0370 fulfills the student success requirement.

This course has relatively few disadvantages, namely that it is a non-credit developmental course and does not count towards a degree. Its advantages, however, are numerous. In addition to fulfilling the student success course requirement, SDEV 0370 can be covered by financial aid. However, its primary advantage is one that is necessary to the successful implementation of the *Soar Towards Success* QEP--curricular flexibility.

As a developmental course that has not undergone any recent curricular redesigns, SDEV 0370 offers curricular flexibility that EDUC 1300 cannot. Selecting SDEV 0370 would offer the QEP Implementation Team freedom to design a responsive, skills-based curriculum with an appropriate level of customization and programming to help students achieve the goal of the QEP: to develop the readiness skills to navigate curricular experiences and to complete their first college-level math course successfully. For these reasons, the QEP Phase II committee selected SDEV 0370 as the course to be redesigned for the *Soar Towards Success* QEP.

Course Design

Although performance on the TSIA is one indicator that students in the target population are significantly less likely to succeed in college, their lack of college readiness in math is not the only barrier to success that they potentially face. Students who are not college ready generally have multiple areas of need, including communication and comprehension (Yamada and Byrk). Students enter college with gaps in foundational skills necessary for success in college-level courses, including college-level math courses (Baxter 37).

Feedback from NLC's math department echoes these research findings. Math instructors at NLC have observed that students in the target population struggle with skills like close reading, multimodal communication, abstract reasoning, and behaviors like time management and self-efficacy. Although these students have multiple areas of need, the corequisite math model offers support in only one area: math. The corequisite component of the

math course is designed to provide content-level support with math skills and math topics that students need to be successful in their college-level math course. The course does not allow for interventions that do not pertain specifically to the math component. The *Soar Towards Success* course; however, can provide more comprehensive support.

Soar Towards Success represents a new approach to intervention at NLC. Although students in the target population are FTIC students who are not college-ready in math, *Soar Towards Success* will not be a math course. It is a student success course that will focus on three core skills and three core behaviors. *Soar Towards Success* will be centered around three core academic skills:

- communication
- problem solving
- reading comprehension

and three core behaviors:

- motivation
- self-efficacy
- time management

These three skills and behaviors are essential for student success in an academic setting. Although the three core skills and behaviors of the course are applicable to any academic discipline or context, research indicates that they correlate to success in math, especially for students in the target population. The three core skills and behaviors are closely related and interconnected. In *Soar Towards Success*, students will receive focused instruction on these skills and behaviors guided by research-based best practices. They will practice applying strategies in a variety of contexts, including specifically within the context of math. A review of the impact of student success courses by the Community College Research Center (CCRC) indicates that student success courses are a “venue...for giving students an extended opportunity to apply and practice skills and habits that are necessary for college success” while also noting that “[l]asting improvements to student outcomes can only occur if students emerge from success courses with the ability to apply skills and knowledge to different contexts as they progress through college” (1). Students in *Soar Towards Success* will engage in a continual

practice of core skills and behaviors applied to multiple contexts, which should result in students who are more successful learners who are better prepared for future curricular experiences, including their first college-level math course.

Communication

Communication is the exchange of ideas that includes listening, writing, and speaking skills; it is essential to success in all courses, including mathematics courses. Students need to be able to express themselves clearly and effectively in speaking and in writing, whether it be to ask clarifying questions, to express needs, to respond in a style appropriate to audience and purpose, etc. Although many students struggle with aspects of multimodal, interpersonal communication, these struggles are frequently amplified for students who struggle with math because they have not received much direct instruction on how to communicate effectively within the discipline.

Mathematical communication, oral and written, is specific to the context of the discipline and students must practice communicating within the context of the discipline. In order to communicate effectively in math, students need to develop “the ability to express their ideas precisely when speaking or writing about math so that others can understand them” (Sammons 11). Students who are not-college-ready in math would benefit from improving their communication skills in math for many reasons. Developing communication skills within math “encourages [students] to focus more intently on the mathematical content they are learning, on how well they are learning it, and on what they can do to improve their learning” (Sammons 14). This will not only result in students who are better communicators, but also in students who have a deeper understanding of the content and discipline.

Problem Solving

Problem solving is central to success in any college course. Throughout their academic careers and their lives, students will encounter problems that need to be solved. These problems may range from the personal (how to pay for college), to the interpersonal (how to work with a partner on a project) to the occupational (how to solve an issue relating to school or work). Although every course requires students to engage in problem solving, mathematics is a

course that students readily associate with the task—the questions written on a whiteboard or on a page are more often than not math problems that need to be solved.

Although problem solving is a task that students engage in throughout their academic careers, they frequently have little experience in the metacognitive process of problem solving. Traditionally, students are taught subject-specific tools to apply to a subject-specific problem (example: how to add or how to use a dictionary) rather than problem solving strategies. This results in students who do not understand the process behind problem solving and has a direct impact on student success. Research indicates students who are successful problem solvers are those who are taught how to use and develop metacognitive problem-solving techniques and who engage in the deliberate and reflective process of problem solving (Mason et al.) Problem solving is a multi-step process that students must be taught and must have practice engaging in. Although multiple problem-solving processes exist, some more complex than others, most of them include variations of Polya's four-stepped approach:

- understanding--What is the problem? What is the purpose? What is known/ unknown?
- planning--How does this connect to prior knowledge? Where are there gaps in knowledge? How to proceed?
- solving--How to carry out the plan? Where to stop and check progress along the way?
- reflection--Is the solution correct? What have I learned?

Students who are not college-ready in math struggle with problem solving as a process. Often, they try to answer problems by using subject-specific tools like formulas or equations without stopping to understand the problem and engage in problem solving. This results in students who frequently fail to arrive at a solution and end feeling defeated and demoralized about their success in math (Yuan 99). Students who are not college ready in math benefit from being taught stepped problem-solving techniques and strategies, practicing those steps, and reflecting on their learning. Engaging in this process results in students who are able to make connections and understand material that they otherwise would not (Yuan 99-104). Students in *Soar Towards Success* will be taught problem solving strategies and engage in this metacognitive process. This practice will benefit students in all their courses and will help them develop a necessary readiness skill for their college-level math course.

Reading Comprehension

Reading comprehension is important to student success, regardless of discipline. Students who are strong readers tend to have a deeper understanding of the texts they read and engage in critical thinking.

Although students may practice reading strategies in their English courses, research indicates that discipline-specific reading practice benefits students by helping them better understand the discipline and encouraging retention of the content taught (Butler 160). Additionally, helping students be proficient in the language of the discipline, including symbols and non-verbal representations, can impact success in the discipline (Mason et al). Students frequently struggle with reading comprehension in math. These difficulties include “insufficient prior knowledge that comes from underdeveloped concept images; ... dealing with the syntax and precision of mathematical definitions, examples, and exposition in mathematical writing; and ... grounding the abstractness of mathematical ideas in concrete objects or actions while reading” (Shepherd et al. 6).

To help students improve their reading comprehension, they need to be taught specific strategies for reading comprehension. Although reading comprehension can be discipline-specific, strategies used in other disciplines (like English) can be used to help students improve their comprehension in math (Shepherd et al. 8). These strategies include using pre-reading strategies, reading a text multiple times, using graphic organizers for vocabulary, exploring denotative differences in vocabulary words that are domain-specific, connecting reading to prior knowledge through various scaffolds, structural analysis of texts, active reading, and utilizing examples and non-examples (Butler 167-173; Shepherd et al. 19-22). The practice of reading comprehension strategies in *Soar Towards Success* will introduce students to a variety of scaffolds and approaches that they can apply in other courses, including their first college-level math course, to help them complete courses successfully.

Motivation

In general, being identified as not college ready may discourage students and cause these students to view themselves as not “college material.” This, in turn, may diminish their college aspirations (Scott-Clayton and Rodriguez) and result in them being less actively

engaged in their learning. Active engagement and developing a sense of community play important roles in student persistence (Jacobs and Archie). When students are motivated, they are more likely to engage in authentic learning (qtd. in Nguyen). Research indicates that learner motivation is directly linked to success in math and that focused instruction that addresses learner mindsets can have an impact on student success in math (Benken et al.; Silva and White 12).

When student motivation is increased, student math success increases (Nguyen). Many students, especially at-risk students like those in our target population, struggle with motivation because they must “expend great amounts of effort to succeed in a mathematics course” (Nguyen and Goodin 48). This means that the students are less likely to persist in a subject when it gets difficult (Nguyen and Goodin 48) and are more likely to give up (Nguyen and Goodin 76). *Soar Towards Success* will target the core behavior of motivation and teach students how to develop both intrinsic and extrinsic motivation so that they are more likely to persist when faced with difficulties. This should result in students who are better prepared for future courses, including their first math class.

Self-Efficacy

Self-efficacy is students’ belief in their own capabilities to complete a given task. It includes an evaluation of the skills they have in the context of the situation. Self-efficacy is closely tied to motivation; a student’s level of self-efficacy can directly affect how motivated that student is to succeed in a course (Nguyen and Goodin 51-52). Research indicates there is a positive correlation between academic self-efficacy and academic performance and that addressing lack of self-efficacy early in students’ academic careers can have a long-term influence on students’ success in college (Krumrei-Mancuso et al. 8-20).

Furthermore, research also indicates that self-efficacy is a predictor of success in first-year college math courses (Seifeddine 221) and struggling math students frequently bring negative attitudes about math with them to the classroom (Baxter et al. 38). Lack of self-efficacy about math competence can affect processing and memory, which leads to reduced performance in math (Benken et al. 16). However, “[s]tudents with higher mathematical self-efficacy will be more diligent when faced with difficult mathematical problems and more accurate in computing mathematics than students with lower mathematical self-efficacy” (Prabawanto 1).

Students who have low academic self-efficacy frequently have fixed mindsets. Learners who embrace growth mindset understand that they develop and improve their skills and abilities through focused work and perseverance (Dweck). Interventions, particularly those that address a learner's mindset, can affect student anxiety, self-efficacy (Samuel and Warner) and success in math (Silva and White). Increasing self-efficacy is fundamental to the process of "building or rebuilding the mathematical foundation for underprepared mathematics students" (Baxter 38) which "should improve their confidence in mathematics while simultaneously improving their mathematical ability" (Baxter 51). To help students develop their academic self-efficacy, *Soar Towards Success* will address the negative self-efficacy that students in the target population have so that when these students take their first college-level math course, they will have increased self-efficacy and confidence to face the challenges of the college-level math course and succeed.

Time Management

Students, especially FTIC students, may struggle with how to use and manage their time well. New students may have difficulty transitioning to college and adjusting to the realities of the post-secondary environment, including independent studying and managing the expectations of college learning (van der Meer et al.). Proper time management behaviors can reduce students' academic stress (Misra). Students who fail to practice effective time management risk failing not only academic courses, but in some cases, they fail to complete their intended degree (Baldwin). Time management at the college level involves more than assignment completion; it involves effective decision-making and evaluation (Baldwin). Students who have poor time management skills benefit from identifying the primary reasons behind poor time management to include factors such as (1) lack of energy or motivation, (2) lack of focus, (3) fear of failure, and (4) loss of self-esteem or self-efficacy (Baldwin). Students who utilize time management strategies have attitudes that are more positive, views themselves as more effective, and report lower levels of stress (Kearns and Gardiner 242). Research suggests that students would benefit from instruction related to time management so they can learn about the impact that time management strategies can have on their academic stress and success (van der Meer and Misra). Students who identify their individual underlying factors and areas of weakness in time management are far more likely to be successful in college (Baldwin).

Students in *Soar Towards Success* will be introduced to time management strategies that they can apply to their future courses to help improve their performance within these courses.

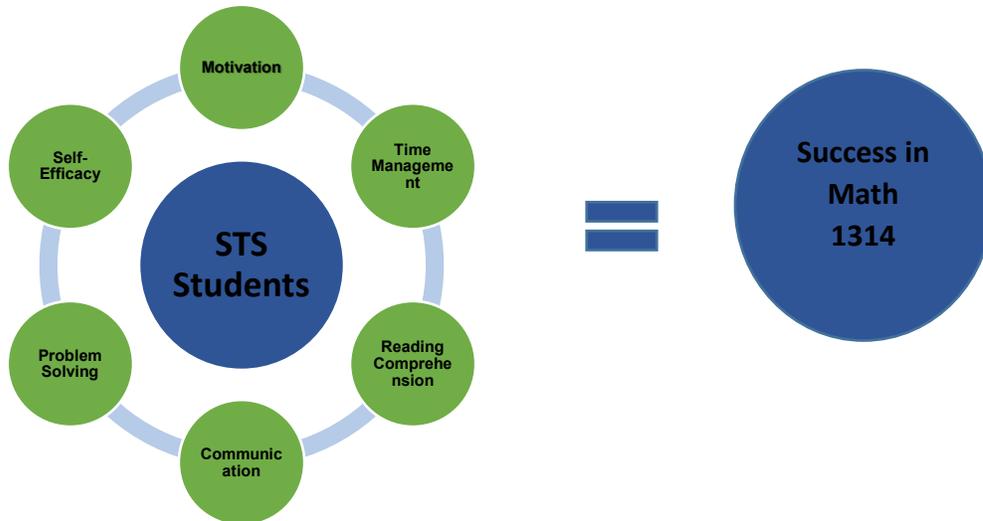


Figure 17: Relationship of Soar Towards Success Skills and Behaviors and Academic Success

These three core skills and behaviors will be woven in and practiced continuously throughout the semester and in a variety of contexts, including specifically in the context of math. Because *Soar Towards Success* is a student success course that focuses on three high-leverage skills and three high-leverage behaviors that are connected to student learning (but are not themselves content-specific math skills and behaviors), the course will be taught by faculty who are credentialed to teach within the field of education. These faculty are highly qualified to teach *Soar Towards Success* students how to utilize interventions to address the skills and behaviors of the course.

Through the semester that students are enrolled in *Soar Towards Success*, they will learn how to identify their individual strengths and potential barriers to success within the core skills and core behaviors. Students will explore the nature of their challenges—are they academic or personal? Within a single challenge, is it only in a particular area or in multiple? Students will be introduced to a variety of research-based best practices and strategies to address those challenges and will engage in a continual practice of implementing those strategies in a variety of contexts, including focused implementation in the context of math. Findings by the CCRC suggest that the student success courses that have the most impact are

those that teach students how to use “strategies that emphasize application and sustained practice,” which is a core tenet of *Soar Towards Success*.

Each time a skill, strategy, or intervention is introduced in the course, the student will have multiple opportunities to practice and refine that skill, strategy, or intervention. In order to support developing the readiness skills to navigate general curricular (i.e., applicable to any course, regardless of discipline) experiences, students will practice the core skills and strategies in these three areas. For example, students might explicitly be taught a strategy for problem solving and then practice applying that strategy to a scenario they will likely encounter as they continue in their studies and their careers, like working as a team to accomplish a task. This continual practice in a variety of general contexts will increase the likelihood that students will retain those skills and apply them in the future.

Because the students in *Soar Towards Success* are identified as not college ready in math, students will be provided with ample opportunities to practice applying the core skills and strategies specifically in the context of math. For example, as a practice of the core skill of reading comprehension, the *Soar Towards Success* faculty might introduce a specific strategy to support how to read math word problems. The practice of the strategy would focus on utilizing the reading comprehension strategy to address common comprehension issues like how to determine what a question is asking or how to clarify vocabulary within the context of the question. The instructor would not teach any direct math; instead, students will regularly engage with math by learning how to apply strategies for success in the core skills and behaviors to math-specific tasks. This will encourage students to see the connection between what they are learning in class and their corequisite college-level math course. By developing a connection between *Soar Towards Success* and math through the continual practice of the core skills and strategies in the context of math, students are more likely to refine and utilize these skills and strategies in their math courses, which will increase student success in math.

Course Participation

All FTIC students are required to take a student success course; however, participation in *Soar Towards Success* will be voluntary. Any FTIC student who places in a corequisite math course will be eligible to take *Soar Towards Success* in place of EDUC 1300. They will receive focused and targeted advising during New Student Orientation, during which time they will learn

about the benefits of the course. NLC has a strong tradition of successful opt-in programming, including a variety of paired learning communities and the *New Nighthawks* program. Like *Soar Towards Success*, participation in these courses is voluntary; the opt-in requirement does not affect participation or enrollment. The assumption is that the robust advising students will receive during New Student Orientation, along with other marketing measures, will guarantee student participation (see [Chapter V: Actions to Be Implemented](#) for more information about the advising process).

When students choose to enroll in *Soar Towards Success*, they will also agree to delay taking their corequisite math course for one semester. On average, about 20% of FTIC students at NLC already choose to delay and not take math their first semester of enrollment (“Prod-S Grade Distribution by CRN” 2018-2021”). In conversations with their advisors, these students frequently cite a lack of confidence in their math abilities as the reason for the delay. The Course Design subcommittee made the recommendation for *Soar Towards Success* students to delay math in order to improve student success. The assumption is that this intentional delay will have two primary benefits. First, it will give students a semester to develop the core skills and behaviors taught in *Soar Towards Success* so that they may apply them later in their college-level math course. Secondly, it will mitigate stress and lack of confidence from participating students by removing a core class, in which many of them struggle, from their first semester course list.

Course Partnerships: Math

During the semester of the *Soar Towards Success* course, students will receive direct math support in addition to the aforementioned practice of core skills and behaviors in the context of math. NLC’s Math Department has committed to working in conjunction with the course design team to develop math-related lessons and activities to use in *Soar Towards Success*. The math faculty will also interact with *Soar Towards Success* students by presenting on topics relevant to the discipline, such as math faculty expectations in the course, math anxiety, and math resources. The *Soar Towards Success* faculty, who are credentialed in the field of Education, will oversee the primary instruction in the course (i.e., instruction pertaining to the core skills and behaviors), while NLC Math Department faculty and tutors will oversee math-specific content and instruction.

Additionally, each *Soar Towards Success* section will partner with Academic Support and will have an embedded tutor who will provide supplemental instruction outside of class. This tutor will reinforce the core skills and behaviors taught in the course and be able to provide direct math instruction. For example, after completing the reading comprehension lesson for math word problems mentioned earlier, the instructor will assign students to attend mandatory supplemental instruction. During this tutoring session, students will work with the tutor to solve the math components of the word problems that their *Soar Towards Success* instructor covered in class during the close reading lesson. In this scenario, not only do students utilize strategies that address the core skill of reading comprehension, the core behaviors of self-efficacy and motivation, but they also learn and practice math. This partnership between the embedded supplemental instruction tutor and the *Soar Towards Success* course will provide students with direct support in math while also reinforcing their practice and engagement with the course’s core skills, behaviors, and partnerships.

Course Partnerships: Academic, Career, Student Support

In addition to the practice of the abovementioned high-leverage skills and behaviors, the course will be a partner with a variety of academic, support, and career services to not only develop student familiarity with these services but to offer students the opportunity to apply the skills practiced in the class in conjunction with an appropriate student service. Students will gain familiarity with the numerous academic resources that can help them academically successfully, such as the Academic Support Center, Math Learning Center, Nighthawk’s Nest Advocacy Center, Counseling, and Career Center. The totality of the course will result in students who are better prepared to navigate their future curricular experiences



Figure 18: *Soar Towards Success Partnerships*

Through a research-based, intentional practice of the three core skills (communication, problem solving, and reading comprehension) and the three core behaviors (motivation, self-efficacy, and time management), students will develop readiness skills that they can apply to academic, personal, and career experiences. The development of these skills is expected to increase the success rate for these students when they enroll in their college-level math class after having completed *Soar Towards Success* (see [Sample Syllabus](#)).

Chapter IV: Student Success and Student Learning Outcomes

The NLC *Soar Towards Success* QEP has three Student Success Outcomes (SSOs) and four Student Learning Outcomes (SLOs) that will be assessed in order to gauge the impact of the QEP. [Chapter IX, Assessment](#), details the plan for assessing these outcomes.

[Student Success Outcomes](#)

SSO 1: The percentage of *Soar Towards Success* students who receive a C or higher as measured by PGR in their initial attempt of their corequisite Math 1314 - College Algebra will surpass that of their FTIC cohort peers who do not participate in *Soar Towards Success*.

This Student Success Outcome articulates the first expected institutional-level outcome of the QEP: participating students will have higher success rates in corequisite Math 1314 - College Algebra when compared to their cohort peers. Success in this course has been selected for the focus of SSO 1 because corequisite Math 1314: College Algebra is the corequisite course that over 70% of FTIC students in corequisite math take to fulfill their math requirement. Student performance in a course is considered successful when students earn a C or higher in the course because a C is the minimum grade that a student must earn in order to receive credit for the course and for the course to count as a prerequisite for other, higher-level courses. Student success at NLC is observable in the Productive Grade Rate (PGR), which is the percent of students who receive an A, B, or C in a course. PGR for each course is determined at the end of every semester.

By participating in *Soar Towards Success*, FTIC students who are not college ready in math will spend the semester learning about and practicing strategies to address skills and

behavior challenges. These skills and behavior challenges are ones that research indicates impact students in the target population's math performance. Because these skills and challenges can impact student performance in math, addressing them should result in participating students demonstrating success in corequisite Math 1314 - College Algebra. This success should be evident in the PGR of corequisite Math 1314 - College Algebra for the *Soar Towards Success* students when compared to their cohort peers in the same course. By utilizing PGR from corequisite Math 1314 - College Algebra as the data source for SSO 1, the QEP Assessment Team will be able to determine the impact of *Soar Towards Success* on student success in obtaining credit and fulfilling prerequisite requirements in the math course that the overwhelming majority of FTIC corequisite math students at NLC take. The specifics of data collection and analysis, including benchmark and target performance levels can be found in [Chapter IX, Assessment](#)

SSO 2: The GPA of *Soar Towards Success* students in the semester subsequent to completion of *Soar Towards Success* will be higher than that same-semester GPA of FTIC cohort peers who do not participate in *Soar Towards Success*.

SSO 3: The Fall-to-Fall persistence of *Soar Towards Success* students will be greater than the overall FTIC Fall-to-Fall persistence.

These two Student Success Outcomes articulate the second expected institutional-level outcome of the QEP: participating students will have higher GPAs and retention when compared to their cohort peers. Whereas the data used to measure SSO 1 show the direct impact of *Soar Towards Success* on student success in a single discipline (math), SSO 2 and SSO 3 will be examined to determine the impact of *Soar Towards Success* on student success overall.

In addition to the direct instruction in and practice of strategies to address skills and behavior challenges pertaining to math that affect students in the target population, *Soar Towards Success* students will also apply these same strategies in a more generalized, not single-discipline specific context. By using a two-pronged approach (practice directly in context of math and practice in a more general academic context), students will learn how to incorporate them in any class or any situation should the need arise. This should result in improved student success in other courses, which should be evident in grade point average and persistence for

the *Soar Towards Success* students when compared to their cohort peers. See [Chapter IX, Assessment](#) for benchmark and target performance levels for SSO 2, as well as an explanation how data will be collected and analyzed

Student Learning Outcomes

While the SSOs are institutional-level outcomes that emphasize how *Soar Towards Success* impacts student performance in college-level math, the four Student Learning Outcomes (SLOs) are course learning outcomes that address the expected learning within the *Soar Towards Success* course. These SLOs will demonstrate the level of knowledge, skills, and application of the knowledge and skills that students have developed in the *Soar Towards Success* course. The four SLOs are sequential, interconnected, and build upon each other. They pertain directly to course content and activities completed within the semester that students participate in *Soar Towards Success*. Each of these SLOs addresses the academic and behavioral needs that research indicates our target population has and for which the corequisite math course does not provide interventions. *Soar Towards Success* students who demonstrate proficiency in these four SLOs should have improved academic skills and behaviors to be more successful in their first college-level math course, as indicated by the SSO 1 and their academic careers as conveyed by SSO 2 and SSO 3 (see [Figure 19](#) for a visual representation of the relationship between SLOs and SSOs). These outcomes will be assessed during the semester that students are enrolled in *Soar Towards Success*.

SLO 1: Students will identify the three core *Soar Towards Success* academic skills and the three core *Soar Towards Success* academic behaviors necessary for college success.

This SLO addresses how well students are able to identify the three core academic skills (communication, reading comprehension, and problem solving) and the three core academic behaviors (time management, motivation, and self-efficacy) of the course. As is detailed in [Chapter 3: Refining the Topic](#), these skills and behaviors correlate with student academic success in math and are ones with which the students in the target population struggle. The core skills and behaviors are foundational components of the course, and students must be able to identify them before they can demonstrate mastery of the subsequent SLOs of the course.

SLO 2: Students will evaluate individual challenges within the core academic success skills and core academic behaviors.

This SLO focuses on how well students can evaluate their individual learning and behavioral needs and challenges. Each student will have different levels of need within each core skill and behavior. Because these core skills and behaviors can influence student academic success, it is important for students to assess where they have potential gaps as well as potential strength within these core skills and behaviors. Students must evaluate their levels of need in order to be able to address their challenges and improve their academic success.

SLO 3: Students will demonstrate the application of appropriate learning and behavior strategies to address individual challenges.

This SLO highlights how well students are able to apply strategies learned in class to the individual challenges that they have evaluated as potential barriers to success. In the course, not only will students be introduced to research-based best practices to address the core skills and behaviors, but they will also continually practice the application of said strategies in a variety of academic contexts. This continual practice will help students learn how to identify and implement strategies and will increase the likelihood that students will retain those skills and apply them to future academic experience. When students are able to demonstrate application of appropriate learning and behavioral strategies to address individual challenges, they are more likely to be successful as they navigate academic experiences.

SLO 4: Students will demonstrate the application of appropriate learning and behavior strategies in a math context.

Because the target population of *Soar Towards Success* is students who are not college ready in math, this SLO is a focused extension of SLO 3. This SLO will be measured to determine how well students are able to apply strategies learned in class specifically to math. When students are introduced to research-based best practices, they will regularly practice the application of said strategies in a math context. This practice will help students learn how to identify and implement strategies and/or access resources that they can use the next semester when they take their first college-level math course. It will directly connect learning in the *Soar*

Toward Success course to an area in which they are identified as not college ready, which should help them earn a grade of C or higher in their first college-level math course.

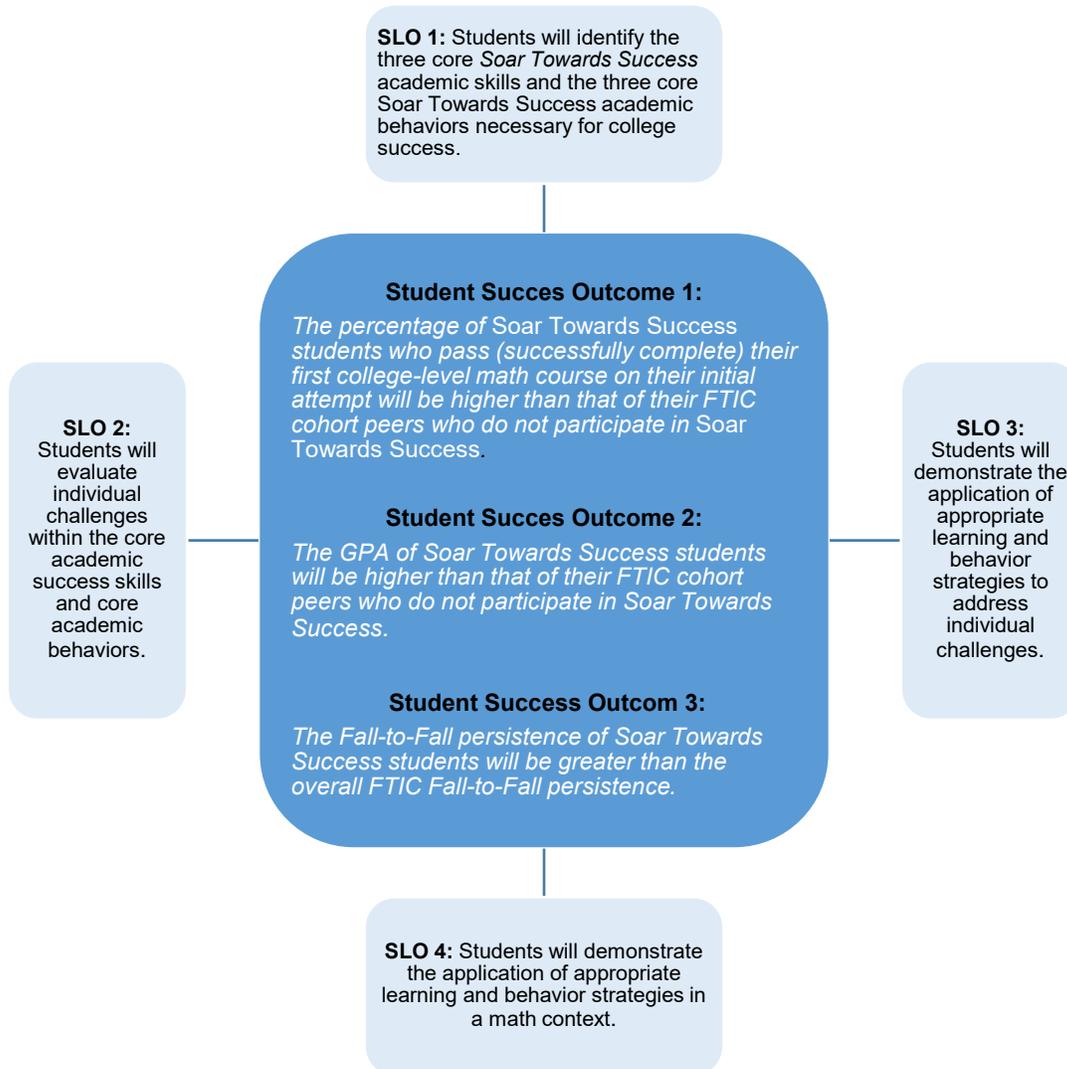


Figure 19: Relationship between SSOs and SLOs

Chapter V: Actions to Be Implemented

To accomplish the goals of the QEP, the college created a *Soar Towards Success* Phase III Committee that launched in Fall 2021. This committee is chaired by the two faculty co-chairs of the Phase II Committee until the QEP Director is identified. The QEP Director will be a full-time faculty member who will be on-boarded by the spring of 2022 and will assume

leadership of the committee at that time. The initial membership of the Phase III Committee includes: faculty from the English and Education Department, faculty from the Math Department, Coordinator of Academic Assessment, staff from Tutoring, staff from Advising, staff from Institutional Research, Planning, and Effectiveness, and Deans for Academic Success ([See Appendix: Committee Membership](#)). The Phase III Committee membership will be adjusted to meet the needs of the QEP process as needed throughout the tenure of the project. During Fall 2021, the Phase III Committee will focus on curriculum and instructional design to ensure that a pilot section of *Soar Towards Success* is ready to launch in Spring 2022.

Beginning in Spring 2022, the QEP Director will work with academic and student success units across campus to implement the *Soar Towards Success* course and provide curricular and co-curricular support. Throughout the five-year implementation period, the QEP Director and participants of the Phase III Committee will use specific assessment measures and practices to inform and shape the continuous improvement of the course (see [Chapter IX: Assessment](#)). The QEP plan provides for the collection, reporting, and analysis of each semester for an annual QEP evaluation and modification as necessary to ensure continuous improvement cycles occur.

To oversee the five-year process of QEP, the QEP Director will be granted a two-course release each semester. The first section of *Soar Toward Success* will be offered in Spring 2022; the QEP Director will be granted a partial course release (two courses). A partial summer course release of three hours will be granted to the QEP Director each summer, beginning in the summer of 2022. Unless workload dictates otherwise, the QEP Director will receive a two-course release for each subsequent fall and spring semester. These course releases will be granted for the duration of the five-year cycle of the QEP. Although this position is designed for one person, it may be shared between two full-time faculty members who would divide the release time.

Student Orientation and Advising

Students who enroll in *Soar Towards Success* will experience a specialized orientation and advising model that is intended to enhance existing advising strategies. Students will begin the onboarding process with the college recruitment team who will support students with the

admissions process. Students will receive assistance with TSI testing and placement during the onboarding process and engage with other first-year students in Group Advising Sessions. The Group Advising Sessions will provide the first touchpoint for potential *Soar Towards Success* students to learn about the course and determine if it will meet their academic needs. During these sessions, students will learn about the course purpose, design, and benefits. The QEP Director and *Soar Towards Success* faculty will support Advising as needed during the recruitment process, including by providing promotional materials, attending Group Advising Sessions, and participating in student recruitment events.

In alignment with the QEP goals, students who meet the criteria and are interested in learning more about *Soar Towards Success* will receive focused advising regarding their first-semester schedules. Each *Soar Towards Success* course will be assigned one course advisor who will serve as a liaison--or point of contact--for student advising questions and concerns. The assigned advisor will serve on the *Soar Towards Success* Implementation Committee, serve as the advising and enrollment subject matter expert, attend course-related meetings, and develop ongoing strategies and initiatives for success. Individual student advisors will be assigned according to a student's institute to serve each student's educational needs and review academic progress.

Timeframe	Action	Responsible Party
Before Registration	Onboarding	Enrollment Coach
Before Registration	TSI Compliance	Assessment
Before Registration	Information on <i>Soar Towards Success</i>	Advising Team, QEP Director, Soar Towards Success Faculty
During Registration	Presentation on <i>Soar Towards Success</i>	Advising Team, QEP Director, Soar Towards Success Faculty
In-Class	Individual Success Plan (ISP)	Advising Team
In-Class	Career Services	Team Lead for Career Services
In-Class	Support Services	Tutoring Center/Library

Table 6: *Soar Towards Success* Advising Process

Course Design and Piloting

The QEP Phase II Committee proposed to create a redesigned version of SDEV 0370, one that focuses on three core academic skills and three core behaviors. Starting in Fall 2021, the Phase III Committee will develop the desired course schedule and learning modules to address the three core skills, three core behaviors, and the four Student Learning Outcomes. During the design process, the committee will use research-based best practices to design the curriculum. The committee will focus on and pay special attention to best practices as laid out by Dr. Sandra McGuire, specifically surrounding metacognition and student learning.

Implementation of the *Soar Towards Success* course will begin in Spring 2022 with the launch of a soft pilot course to be taught by the full-time lead faculty member for EDUC 1300. This instructor will also serve as the lead faculty member for *Soar Towards Success* and, during the first two years of the program, the lead instructor will receive a three-hour course release for each semester, including the summer, for curriculum planning and redesign. For the purposes of piloting, only one section of *Soar Towards Success* will be offered during the spring 2022 semester, but additional sections will be offered in subsequent semesters (see [Table 7](#)).

Semester	Number of Sections	Class Size Cap	Max Total Student Participation
Spring 2022	1	26	26
Fall 2022	2	26	52
Spring 2023	3	26	78
Fall 2023 through Fall 2026	5+	130+	130+

Table 7: *Soar Towards Success* Course Sections

Course Review and Redesign

During the Summer 2022 semester, the QEP Director will work closely with the *Soar Towards Success* faculty and the Assessment Team to perform the first program review of *Soar Towards Success*. This review will examine assessment data, identify areas for improvement, and suggest possible curricular and instructional redesign. A program review will occur every summer through the lifetime of the program. As part of the review process, learning modules and instructional methodologies will be evaluated to achieve the desired student learning outcomes and will be modified for improvement when necessary.

Course Partnerships

Soar Towards Success will partner with support services across the college. While the core skills and behaviors taught in the course will remain constant, the activities, partnerships, and engagement opportunities will evolve according to student need and program availability. The Academic Support Center will designate an Academic Program Specialist to serve as a Supplemental Instruction (SI) leader for the course. The SI leader will be embedded in the *Soar Towards Success* course and provide focused academic support services to enrolled students. The tutoring center will also provide additional support and services.

The QEP Director will work with the Chair of the Math department to develop a partnership aligned with the QEP goal of corequisite math success. The partnership will include integrated math resources, tutoring, and in-class presentations to foster a supportive relationship between *Soar Towards Success* students, the math faculty, and support services on the college campus. Math faculty will work directly with identified *Soar Towards Success* faculty each semester to develop a schedule of presentations and tutoring services tailored specifically for students enrolled in the *Soar Towards Success* course.

Soar Towards Success students will also have access to college support services surrounding disability support services, Nighthawks Nest Advocacy Center, faculty mentoring, and integrated career support services. The QEP Director and Phase III Committee will work with student services liaisons to plan and schedule in-class presentations and correlated assignments to allow students to become familiar with and engage with the available student services on the campus.

Faculty Development

The QEP Director will supervise and implement all faculty and professional development training requirements and opportunities. Faculty training will be comprised of both live synchronous and online asynchronous training resources. As SDEV courses fall under the purview of the Chair of English and Education, the *Soar Towards Success* inaugural faculty member will be a full-time faculty member from the English and Education Department who, at a minimum for the pilot semester and first year, has taken part in the Phase III design in order to maintain continuity and consistency. All faculty members who hold the required credentials to

teach Education courses will be eligible to teach *Soar Towards Success* courses. Beginning Summer 2023, at least two additional faculty members will be trained with a total goal of five faculty being trained by the end of the fifth year. In order to teach *Soar Towards Success*, faculty will need to complete required training and professional development.

Faculty Training for *Soar Towards Success* will focus on three primary objectives: course curriculum, pedagogical best practices, and end-of-course assessment and analysis. These primary course objectives align with the fundamental goal of continuous improvement. Faculty will be expected to complete both initial and annual training through an online, asynchronous, training course housed on Canvas, NLC’s Learning Management System. The initial training will occur prior to teaching the class, including an overview of the course curriculum, scholarship, and training resources centering on pedagogical best practices and a survey of the assessment and data requirements for end-of-semester analysis and efficacy. The faculty-training course will be evaluated and updated annually to ensure continual improvement. This training model builds upon prior faculty training models that already exist on campus.

Faculty selected to teach *Soar Towards Success* will also work to develop a faculty resource course for all future instructors, including notes, recommendations, supplemental materials, and course assignments and activities. The QEP Director will work with the Phase III Committee and the Distance Learning and Instructional Innovation Center (DLIIC) to develop and build the faculty-training course. At the end of each semester, faculty will be required to meet with the QEP Director, the *Soar Toward Success* lead faculty, and assessment team members to review the assessment measures and success rates to determine if any changes need to be made moving forward.

Semester	Number of Sections Offered	Number of Participating Faculty
Spring 2022	1	1
Fall 2022	2	1
Spring 2023	3	2
Fall 2023 - Fall 2026	5+	2+

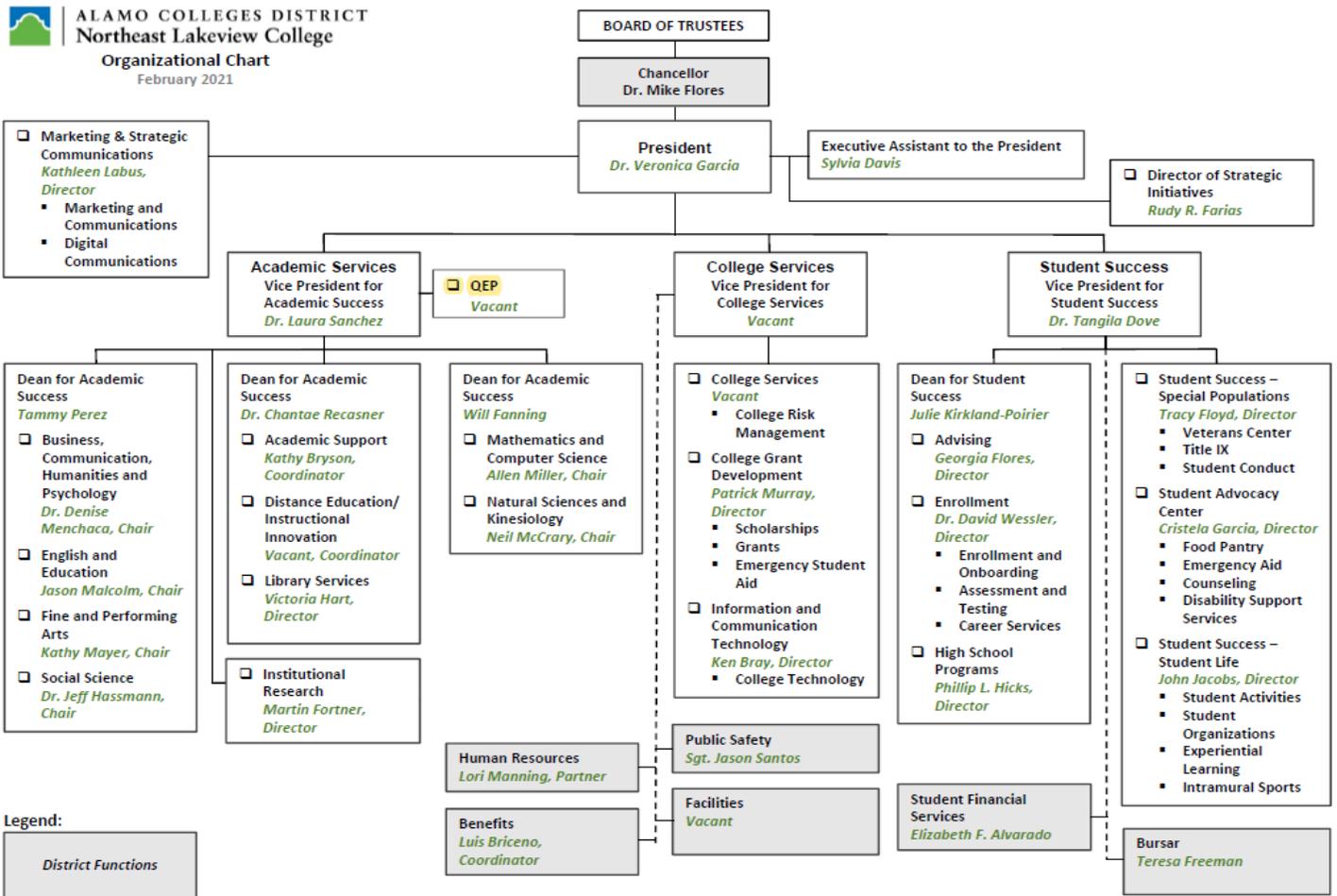
Table 8: *Soar Towards Success Faculty Participation*

Chapter VI: Timeline

ACTION	RESPONSIBLE PARTY
Fall 2021	
Form QEP Phase III Committee	College Leadership
Design curriculum and develop course schedule and learning modules	Phase III Committee, Curriculum Design Team
Establish data storage and management systems for QEP	Phase III Committee, Assessment Team
Promote QEP awareness across campus	Phase III Committee, Marketing
Recruit for <i>Soar Towards Success</i>	Student Services, Advising
Update QEP Website	Phase III Committee
Research Professional Development opportunities	Phase III Committee, Instructional and Professional Development
Onboarding of QEP Director	College Leadership
Every Spring Semester (2022 -2026)	
Implement course	QEP Director, <i>Soar Towards Success</i> Faculty
Collect and analyze QEP data	QEP Director, Assessment Team, <i>Soar Towards Success</i> Faculty
Communicate QEP progress to college community	QEP director
Schedule <i>STS</i> sections for fall	QEP Director, College Leadership
Promote QEP awareness across campus	QEP Director, Marketing
Recruit for <i>Soar Towards Success</i>	Student Services, Advising
Provide training for new <i>STS</i> faculty	<i>Soar Towards Success</i> Faculty
Prepare QEP progress reports	QEP Director
Review assessment measures and success rates	QEP Director, Assessment Team, <i>Soar Towards Success</i> Faculty
Plan/Attend professional development events	QEP Director, Assessment Team, <i>Soar Towards Success</i> Faculty
Every Summer Semester (2022 – 2026)	
Review findings from previous year	QEP Director, Assessment Team, <i>Soar Towards Success</i> Faculty
Analyze data	QEP Director, Assessment Team, <i>Soar Towards Success</i> Faculty
Redesign course as necessary	QEP Director, Assessment Team, <i>Soar Towards Success</i> Faculty
Develop/Update <i>STS</i> faculty training modules	<i>Soar Towards Success</i> Faculty
On-boarding and training of new <i>STS</i> faculty as needed	QEP Director, <i>Soar Towards Success</i> Faculty, Instructional and Professional Development
Promote QEP awareness across campus	QEP Director, Marketing
Recruit for <i>Soar Towards Success</i>	Student Services, Advising
Plan/Attend professional development events	QEP Director, Assessment Team, <i>Soar Towards Success</i> Faculty
Every Fall Semester (2022 – 2026)	
Implement Revised/Redesigned course	QEP Director, <i>Soar Towards Success</i> Faculty
Collect and analyze QEP data	QEP Director, Assessment Team, <i>Soar Towards Success</i> Faculty
Communicate QEP progress to college community	QEP director

Schedule STS sections for spring	QEP Director, College Leadership
Promote QEP awareness across campus	QEP Director, Marketing
Recruit for <i>Soar Towards Success</i>	Student Services, Advising
Training for STS faculty	<i>Soar Towards Success</i> Faculty
Review assessment measures and success rates	QEP Director, Assessment Team, <i>Soar Towards Success</i> Faculty
Plan/Attend professional development events	QEP Director, Assessment Team, <i>Soar Towards Success</i> Faculty

Chapter VII: Organizational Structure



Chapter VIII: Resources

Northeast Lakeview College is committed to providing the resources, human and financial, to ensure student success. NLC has the institutional capability and adequate financial resources to provide for the initiation, completion, and sustainability of the QEP. Expenditures for the QEP include marketing, salaries, and professional development funds.

Since the initial planning stages, NLC has demonstrated commitment to the success of its QEP by allocating human resources from different college constituencies to develop its plan. During the implementation of the QEP, the college will continue to support the project by providing human resources from the areas of academic success, college services, and student success.

In the fall of 2021, three faculty members will receive three release hours each to assist with course design and implementation and to provide support to the QEP Director to ensure a smooth transition from planning to implementation. One of these faculty members will continue on in a Lead Faculty role to assure continuity into the pilot semester.

In addition, NLC will be allocating financial resources to cover partial release time for five years for the QEP Director as well as a partial release for participating faculty members, including a Lead Instructor for the FYE course. The QEP Director will be identified in the Fall of 2021, pending approval of the QEP. Starting in the spring of 2022, the QEP Director will receive six hours of release time every fall and spring semester and a three-hour release every summer for the five years of the QEP.

Beginning in the spring of 2022, a lead faculty member will receive three release hours every spring, summer, and fall semester during the first 2 years of the 5-year implementation period to serve as the lead faculty for *Soar Towards Success*. The lead faculty member will perform regular course revisions and collaborate with the QEP director and the assessment team to design modifications to the course to ensure that the outcomes are met. Additional course design activities will be funded during selected summer terms as needed. Funding will also be allocated for an imbedded supplemental instruction tutor for each section of the course, beginning in Spring 2022.

NLC's Coordinator of Academic Assessment will be responsible for assuring that the program assessment is being carried out. Taking into account that approximately 20% of this individual's duties will be related to QEP assessment, and he will continue to carry out his traditional program assessment duties across the college, the total allocated budget for this position is 20% of the total release time cost for this individual.

NLC has also designated funds for professional development. The expenses include conference and travel for the QEP Director and/or faculty members. Other professional development expenses include materials for training purposes, on-campus presentations from professional speakers, and release time for professional development for adjuncts and faculty members not on contract during the time the professional development is offered.

Funds are designated to promote actions for increasing college awareness and engagement. Banners and informational posters will be displayed across campus. Expenses will include promotional items for faculty, staff, and students to be distributed at major campus events. Additional funds are budgeted to produce student recruitment materials through the 5 years of the program.

The budget for the 5-year implementation period of the QEP period is provided below.

	Fall 2021	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel/Salaries & Benefits							
QEP Director (full-time faculty with 2 course release per semester, base salary \$70,000)	\$0	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000	\$140,000
QEP Planning and Implementation Team Release time (QEP)*	\$12,531	\$0	\$0	\$0	\$0	\$0	\$12,531
Lead Faculty release time (fall, spring, and summer)-1 faculty member with primary curriculum design and teaching responsibility for the course.	\$8,610	\$13,720	\$5,110	\$3,500	\$0	\$0	\$30,940
Coordinator of Academic Assessment release time**	\$2,920	\$6,620	\$6,620	\$6,620	\$6,620	\$6,620	\$36,020
Supplemental Instruction Tutor	\$0	\$2,016	\$5,376	\$6,720	\$6,720	\$6,720	\$27,552
Professional Development							
Faculty Development/conference/Travel	\$3,000	\$4,000	\$4,000	\$4,000	\$3,000	\$3,000	\$21,000
Marketing/ Advertisement							
Banners	\$1,500	\$0	\$0	\$0	\$0	\$0	\$1,500
t-shirts	\$3,000	\$0	\$0	\$0	\$0	\$0	\$3,000
Note pads	\$1,000	\$0	\$0	\$0	\$0	\$0	\$1,000
Pens	\$2,000	\$0	\$0	\$0	\$0	\$0	\$2,000
Buttons/magnets	\$1,000	\$0	\$0	\$0	\$0	\$0	\$1,000
Other recruitment materials (Brochures/Flyers)	\$400	\$400	\$300	\$300	\$300	\$300	\$2000
Sticker for ID badge	\$500	\$0	\$0	\$0	\$0	\$0	\$500
Zoom background	\$0.00	\$0	\$0	\$0	\$0	\$0	\$0
Website/Social Media	\$0.00	\$0	\$0	\$0	\$0	\$0	\$0
Other Expenses							
Office Supplies	\$500	\$500	\$500	\$500	\$500	\$500	\$3000
Total	\$36,961	\$55,256	\$49,906	\$49,640	\$45,140	\$45,140	\$282,043

*Three faculty with 3 hours of release time to finalize the QEP plan and document for submission.

**Coordinator of Academic Assessment: Amount listed represents 20% of the total release time cost per year (\$ 20% of 14,600 for Fall 21 and 20% of \$33,100 per year), based upon estimate of the amount of time that will be dedicated to QEP assessment duties.

Chapter IX: Assessment

The goal of the *Soar Toward Success* QEP is to help students develop the readiness skills to navigate curricular experiences and to complete their first college-level math course successfully. The impact of the QEP on student success and learning will be measured via direct and indirect assessments taken from institutional data sources and from student performance on assignments in the *Soar Toward Success* course.

Assessment Team and Responsibilities

NLC will take a collaborative approach to assess the effectiveness of the QEP. The implementation of the QEP assessment plan will be the responsibility of several NLC faculty and staff members. The primary responsibility for assessing the QEP will belong to the QEP Director, the Department of Institutional Research, Planning, and Effectiveness, the Coordinator of Academic Assessment, and the Vice President for Academic Success.

The QEP Director will oversee the implementation and assessment of the QEP. The QEP Director will work closely with the *Soar Towards Success* lead faculty to ensure that common assignments and common assessment tools are being implemented correctly. Furthermore, the QEP Director will use data to lead the redesign of any aspect of the QEP, including curriculum and instruction. In conjunction with the other members of the Assessment Team, the QEP Director will request and gather required data, will verify that data are sent and received by the necessary parties, and will report out on the QEP's progress when indicated.

The Department of Institutional Research, Planning, and Effectiveness (IRPE) will be responsible for institutional-level data associated with the three SSOs. This department will store, manage, aggregate, disaggregate, and analyze Student Success Outcome data. IRPE will work closely with the QEP Director and members of the Assessment Team on this process

Because the staff at the IRPE have extensive knowledge and experience with providing research services and official data to faculty, staff, and related entities that can be used to

measure progress, prepare reports, facilitate decision-making, and measure effectiveness, they will provide support to the other members of the Assessment Team as requested by the QEP Director. This support will help ensure that assessment data collection, storage, and analysis is timely, reliable, and methodically sound.

The instructional faculty members who teach the *Soar Towards Success* course will be responsible for collecting and reporting all data associated with the four SLOs. The faculty will share this data with the English and Education Department Chair, who will then disseminate it to the QEP Director. The staff of the integrated student services will be responsible for collecting and reporting data as requested by the QEP Director.

In addition to the QEP Director and the Department of IRPE, the Coordinator of Academic Assessment will support the QEP Director with the planning and development of assessment and measurement tools, as well as the analysis of subsequent data.

The Vice President of Academic Success will support the above-mentioned personnel and processes throughout the project's tenure.

Assessment Tools and Timeline

To determine the impact of the QEP, three SSOs and four SLOs will be assessed. The three SSOs focus on the expected institutional-level outcomes of the QEP, while the four SLOs are the course-level outcomes of the *Soar Towards Success* Course. Beginning with the launch of *Soar Towards Success* in Spring 2022 and continuing through the project's duration, the Assessment Team is responsible for:

- identifying the students in each FTIC cohort
- tracking participation in *Soar Towards Success*
- gathering PGR in *Soar Towards Success* at the end of each semester
- gathering PGR in corequisite Math 1314 - College Algebra for each FTIC cohort

For the purposes of this assessment, a QEP cohort is defined as all FTIC students (students who have fewer than twelve credit hours, excluding Dual Credit) who enroll for the first time in the same semester and who test into a corequisite math course. The data collection procedures

that are established during the spring of 2022 will be continued each semester and revised or refined by the Assessment Team as necessary.

The initial data collected each semester for each cohort will happen at the beginning of the first semester when students enroll at NLC. All students who have been identified as FTIC and who have tested into a corequisite math course will receive specialized advising and enrollment assistance to encourage participation in the *Soar Towards Success* program. The Assessment Team will collect the Banner IDs of all eligible students, which will serve as the unique identifier for each student in the cohort.

Student Success Outcome 1 Assessment Process

SSO 1 will be measured to understand the impact of the skills and behaviors learned in the *Soar Towards Success* course on student success in math:

- SSO 1: The percentage of *Soar Towards Success* students who receive a C or higher as measured by PGR in their initial attempt of corequisite Math 1314 - College Algebra will surpass that of their FTIC cohort peers who do not participate in *Soar Towards Success*.

It is anticipated that students who participate in *Soar Towards Success* will have a higher PGR in corequisite Math 1314 - College Algebra when compared to their cohort peers who do not participate in *Soar Towards Success* because they will have gained improved readiness skills and behaviors correlated with math success. To demonstrate this outcome, the Assessment Team will compare *Soar Towards Success* students' PGR on initial attempts of corequisite Math 1314 - College Algebra with non-*Soar Towards Success* FTIC cohort peers' initial attempts the same course. In order for students to be included in the *Soar Towards Success* data pool, they must complete *Soar Towards Success* with a C or higher.

SSO 1 data will be collected on students participating in *Soar Towards Success* for up to five semesters, beginning their first semester. Data for cohort students who do not participate in *Soar Towards Success* will be collected for up to four semesters (see [Figure 20](#) for data collection groups by semester). The Assessment Team will sort the collected Banner IDs of all eligible students and sort them into three groups for SSO 1 data management:

- Group One: *Choose not to participate in Soar Towards Success; instead, choose to enroll in corequisite Math 1314 - College Algebra in their first semester*
- Group Two: *Enroll in Soar Towards Success in their first semester and delay taking corequisite Math 1314 - College Algebra by one or more semesters*
- Group Three: *Choose not to participate in Soar Towards Success and choose not to enroll in corequisite Math 1314 - College Algebra in their first semester*

Sorting cohort students into these three groups will allow the Assessment Team to establish data comparison parameters. Group Two students (*Soar Towards Success*) will be compared against Group One students in order to measure the impact that *Soar Towards Success* has on student success (PGR) in math when compared to their peers who do not participate in the program and instead, immediately enroll in math. Because Group Two students (*Soar Towards Success*) and Group Three students both delay taking their initial corequisite math by at least one semester, comparing these two groups of students to each other allows for a comparison between groups of students who both have chosen to delay taking a corequisite class in their documented area of need. Because of this, students who participate in *Soar Towards Success* should outperform students in Group One and students in Group Three.

PGR will only be recorded for corequisite Math 1314 – College Algebra; should students in any of the three groups choose to take a corequisite course other than Math 1314 – College Algebra, they will be removed from the data collection and no longer tracked. Over seventy percent of FTIC corequisite math students take corequisite Math 1314 – College Algebra; it is anticipated that relatively few students will take a math other than this one.

The second data collection point for each cohort will occur at the end of the cohort's first semester of enrollment. Data will be collected on the three groups of students within each cohort according to the following:

- Group One: The Assessment Team will collect the students' PGR in corequisite Math 1314 - College Algebra. This PGR will be the first institutional data point to which *Soar Towards Success* students will be compared. Group 1's PGR will serve as the baseline success rate to which the *Soar Towards Success* students (Group 2) will be compared in order to measure the impact of the QEP on student success.

- Group Two: During the course of the *Soar Towards Success* semester, students will be advised to take their first college-level math class in their second semester. Despite this, some students may not choose to enroll directly in their corequisite math course upon completing *Soar Towards Success*. Therefore, the Assessment Team will sort all *Soar Towards Success* students into two sub-groups for further tracking: those who enroll in corequisite Math 1314 - College Algebra for Semester Two and those who do not. Should the sorting reveal that a high percentage of students choose not to enroll directly in corequisite Math 1314 - College Algebra in Semester Two, the QEP Director will work with the *Soar Towards Success* instructor to adjust the *Soar Towards Success* course and instruction.
- Group Three: The Assessment Team will sort these students into two sub-groups for further tracking: those who enroll in corequisite Math 1314 - College Algebra for Semester Two and those who do not.

After the end of the first semester, no further data on Group One for SSO 1 will be collected because the students in this group have made an initial attempt at their first college-level math course. Data will continue to be collected on students in Group Two and Group Three.

The third data collection point for each cohort will occur at the end of the second semester. Data will be collected on the two groups of students within each cohort according to the following:

- *Group Two Soar Towards Success students who enrolled in corequisite Math 1314 - College Algebra in Semester Two:* the Assessment Team will collect the PGR in corequisite Math 1314 - College Algebra for these students.
- *Group Two Soar Towards Success students who did not enroll in corequisite Math 1314 - College Algebra in Semester Two:* the Assessment Team will once again sort remaining Group Two students into two sub-groups for further tracking: those who enroll in corequisite Math 1314 - College Algebra for Semester Three and those who do not.
- *Group Three students who enrolled in corequisite Math 1314 - College Algebra in Semester Two:* the Assessment Team will collect the PGR in corequisite Math 1314 - College Algebra course for these students.

- *Group Three students who did not enroll in corequisite Math 1314 - College Algebra in Semester Two:* the Assessment Team will once again sort remaining Group Two students into two sub-groups for further tracking: those who enroll in their first college-level math course for Semester Three and those who do not.

A preliminary analysis of the impact of the QEP on student success will occur at the end of Semester Two when the Group Two (*Soar Towards Success*) students' PGR in corequisite Math 1314 – College Algebra will be compared to the PGR in corequisite Math 1314 – College Algebra of Group One and Group Three students.

It is anticipated that the majority of each cohort's students will have made an initial attempt at a corequisite math course by the end of the second semester; however, not every student will. For purposes of data collection for the QEP project, all students in Group Two and Group Three will have a total of four semesters to attempt a corequisite math course. The four-semester window begins Semester One for students in Group Three and begins Semester Two (after completing *Soar Towards Success*) for students in Group Two. The semester in which a student makes an initial attempt at a corequisite math course will be the final semester that the data is collected for that student for SSO 1.

The students in Group Two will be tracked until Semester Five or until they attempt corequisite math for the first time, whichever comes first. PGR will be collected from these students once they attempt corequisite Math 1314 – College Algebra. At the end of Semesters Three, Four, and Five, a recalculation of each group's PGR will occur using the latest cumulative data.

The students in Group Three will be tracked until Semester Four or until they attempt corequisite math for the first time, whichever comes first. PGR from corequisite Math 1314 – College Algebra will be collected from these students once they attempt the class. At the end of Semester Three and at the end of Semester Four, a recalculation of each group's PGR will occur using the latest cumulative data (see [Table 9](#) for data collection timeline).

The QEP Director will lead an analysis of the data each semester. As part of this data analysis, members of the assessment team will explore the need for possible course adjustments and instructional redesign in the *Soar Towards Success* course that could be implemented to improve student success.

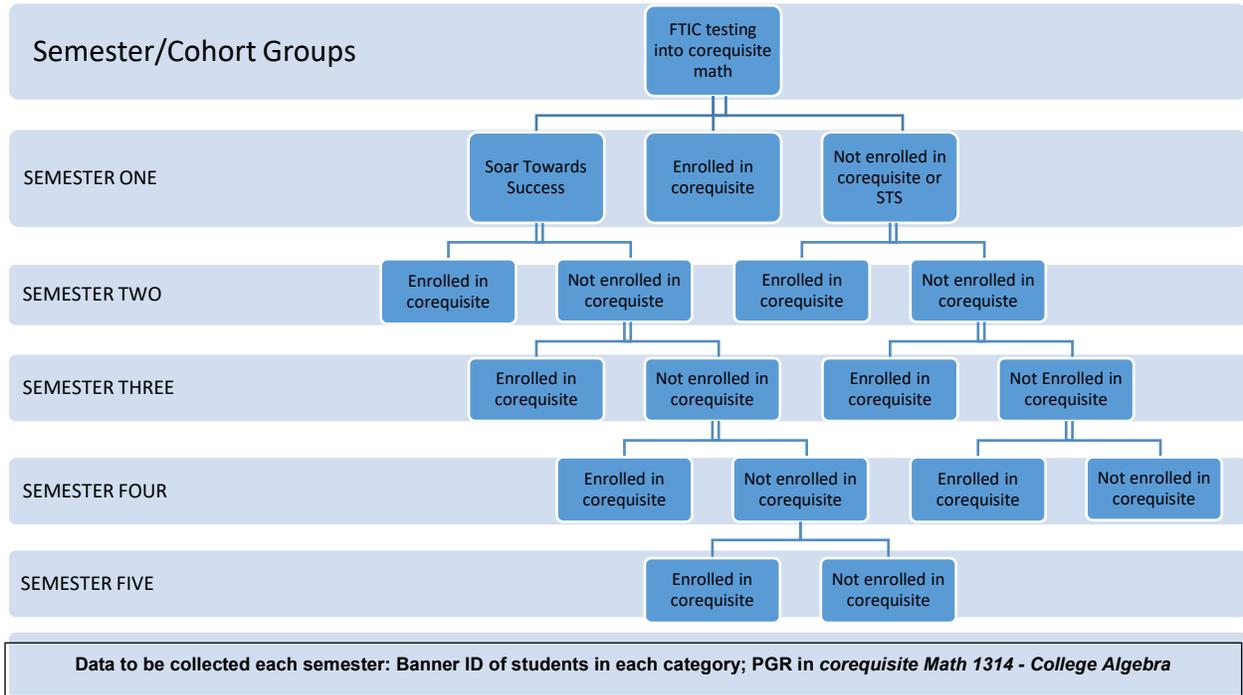


Figure 20: SSO Data Collection Groups By Semester

Student Success Data Collection by Semester			
Beginning of Semester One			
Identify all eligible cohort students and sort into Group 1, Group 2, and Group 3 using Banner ID as identification. <ul style="list-style-type: none"> Group 1: Cohort students who enroll in corequisite Math 1314 - College Algebra Semester One Group 2: Cohort students who enroll in <i>Soar Towards Success</i> Semester One Group 3: Cohort students who neither enroll in <i>Soar Towards Success</i> nor corequisite Math 1314 - College Algebra Semester One 			IRPE
Group	Sub-Group	Data Type	Responsible Party
End of Semester One			
1	N/A	PGR in corequisite Math 1314 - College Algebra courses	IRPE
Beginning of Semester Two			
2	N/A	Course Enrollment for Semester 2 (corequisite Math 1314 - College Algebra or not)	IRPE & Advising
3	N/A	Course Enrollment for Semester 2 (corequisite Math 1314 - College Algebra or not)	IRPE & Advising
End of Semester Two			
2	Students who attempted corequisite Math 1314 - College Algebra this semester	PGR in corequisite Math 1314 - College Algebra courses	IRPE

3	Students who attempted corequisite Math 1314 - College Algebra this semester	PGR in corequisite Math 1314 - College Algebra courses	IRPE
Beginning of Semester Three			
2	Students who did not attempt corequisite Math 1314 - College Algebra previous semester	Course Enrollment for Semester 3 (corequisite Math 1314 - College Algebra or not)	IRPE & Advising
3	Students who did not attempt corequisite Math 1314 - College Algebra previous semester	Course Enrollment for Semester 3 (corequisite Math 1314 - College Algebra or not)	IRPE & Advising
End of Semester Three			
2	Students who attempted corequisite Math 1314 - College Algebra this semester	PGR in corequisite Math 1314 - College Algebra courses	IRPE
3	Students who attempted corequisite Math 1314 - College Algebra this semester	PGR in corequisite Math 1314 - College Algebra courses	IRPE
Beginning of Semester Four			
2	Students who did not attempt corequisite Math 1314 - College Algebra previous semester	Course Enrollment for Semester 4 (corequisite Math 1314 - College Algebra or not)	IRPE & Advising
3	Students who did not attempt corequisite Math 1314 - College Algebra previous semester	Course Enrollment for Semester 4 (corequisite Math 1314 - College Algebra or not)	IRPE & Advising
End of Semester Four			
2	Students who attempted corequisite Math 1314 - College Algebra this semester	PGR in corequisite Math 1314 - College Algebra courses	IRPE
3	Students who attempted corequisite Math 1314 - College Algebra this semester	PGR in corequisite Math 1314 - College Algebra courses	IRPE
Beginning of Semester Five			
2	Students who did not attempt corequisite Math 1314 - College Algebra previous semester	Course Enrollment for Semester 5 (corequisite Math 1314 - College Algebra or not)	IRPE & Advising
End of Semester Five			
2	Students who attempted corequisite Math 1314 - College Algebra this semester	PGR in corequisite Math 1314 - College Algebra courses	IRPE

Table 9: Student Success Outcome Data Collection By Semester For Each Cohort

Student Success Outcome 1 Baseline and Target Measures

The initial baseline for SSO 1 is 59%, which is the average FTIC PGR in corequisite Math 1314 – College Algebra from Fall 2018 through Spring 2021. As was discussed in [Chapter 3: Refining the Topic](#), Fall 2018 was the first semester that corequisite Math 1314 – College Algebra was offered at NLC, with a mandated twenty-five percent of developmental math enrollment in a corequisite model. Corequisite participation has increased by 25% each fall semester. Fall 2021 will be the first semester of 100% corequisite participation.

Although this baseline has been established using historical data, the data indicate that the expected PGR of FTIC is relatively consistent, and it represents an expected level of FTIC performance in corequisite Math 1314 – College Algebra. Because SSO 1 states that the percentage of *Soar Towards Success* students who receive a C or higher as measured by PGR

in their initial attempt of corequisite Math 1314 - College Algebra will surpass that of their FTIC cohort peers who do not participate in *Soar Towards Success*, a new baseline will be established for each cohort. The purpose behind establishing this baseline is to set up cohort-specific data comparison groups.

The baseline that will be established will be the PGR of cohort students who do not participate in *Soar Towards Success*. This baseline will be tentatively set during Semester One of each cohort and will be recalculated each semester to include the latest cumulative data from the cohort participants. The final baseline for each cohort will be set by Semester Four or once every cohort student not participating in *Soar Towards Success* has made an initial attempt of corequisite math, whichever comes first.

The performance target for SSO 1 is that *Soar Towards Success* students' PGR in corequisite Math 1314 – College Algebra will be at least 4% higher than their cohort peers' PGR in corequisite Math 1314 – College Algebra. This performance target will be reviewed by the Phase III team annually and adjusted when necessary.

Student Success Outcome 2 Assessment Process and Targets:

SSO 2 will be measured to understand the impact of the skills and behaviors learned in the *Soar Towards Success* course on student academic achievement:

- SSO 2: The GPA of *Soar Towards Success* students will be higher than that of their FTIC cohort peers who do not participate in *Soar Towards Success*.

Students who participate in *Soar Towards Success* should have a higher GPA when compared to their cohort peers who do not participate in *Soar Towards Success* because they will have gained improved readiness skills and behaviors correlated with academic success. To demonstrate this outcome, the Assessment Team will compare *Soar Towards Success* students' GPA the semester after they have completed *Soar Towards Success* with the GPA from that same semester of their FTIC cohort peers who did not participate in the program. In order for students to be included in the *Soar Towards Success* data pool, they must complete *Soar Towards Success* with a C or higher.

As part of the data-collection procedures for SSO 1, all FTIC cohort students will have been identified. For SSO 2, the Assessment Team will track participation in *Soar Towards Success* and one semester's GPA for all cohort students. Semester Two GPA data will be collected for each cohort. The GPA of *Soar Towards Success* students who earned a C or higher in the course will be compared to the same semester's GPA of cohort peers who did not participate in the program. Comparing *Soar Towards Success* students' GPA against their cohort peers' GPA from that same semester will reveal the impact of *Soar Towards Success* on overall student success. The assumption is that students in *Soar Towards Success* outperform their cohort peers because they will have improved readiness skills that they can apply to any course they take at NLC, which should result in higher academic performance, including GPA.

The baseline for SSO 2 is a 2.23 GPA, which is the average FTIC GPA at NLC. This baseline has been established using historical data; it represents an expected level GPA for FTIC students. Because SSO 2 states that the GPA of *Soar Towards Success* students will be higher than that of their FTIC cohort peers who do not participate in *Soar Towards Success*, a new baseline will be established for each cohort. The purpose behind establishing this baseline is to set up cohort-specific data comparison groups.

The baseline that will be established will be the Semester Two GPA of cohort students who do not participate in *Soar Towards Success*. This baseline will be set after Semester Two. The performance target for SSO 2 is that *Soar Towards Success* students' Semester Two GPA will be at least .25 points higher than the baseline. This performance target will be reviewed by the Phase III team annually and adjusted when necessary.

Student Success Outcome 3 Assessment Process and Targets:

SSO 3 will be measured to demonstrate the impact of the skills and behaviors learned in the *Soar Towards Success* course on student enrollment.

- SSO 3: The Fall-to-Fall persistence of *Soar Towards Success* students will be greater than the overall FTIC fall-to-fall persistence.

Persistence measures the percent of students who are enrolled for two subsequent fall semesters. The readiness skills and behaviors learned in the *Soar Towards Success* course correlate with academic success. Increased academic success should result in students who

stay enrolled in school. Therefore, students who participate in *Soar Towards Success* should have a higher persistence rate when compared to their cohort peers who do not participate in *Soar Towards Success*. To demonstrate this outcome, the Assessment Team will compare *Soar Towards Success* students' fall-to-fall persistence to that of their cohort peers who did not participate in the program. In order for students to be included in the *Soar Towards Success* data pool, they must complete *Soar Towards Success* with a C or higher.

As part of the data-collection procedures for SSO 1, all FTIC cohort students will have been identified. For SSO 3, the Assessment Team will track fall-to-fall persistence for all cohort students. The fall-to-fall persistence of *Soar Towards Success* students who earned a C or higher in the course will be compared to the fall-to-fall persistence of all cohort peers. Comparing the two groups' persistence will demonstrate the *Soar Towards Success*'s impact on overall student retention. *Soar Towards Success* students should persist at a higher rate than their cohort peers because the readiness skills from the course should improve academic readiness, which should result in continued student enrollment.

The baseline for SSO 3 is 54%, which is the average FTIC fall-to-fall persistence rate for FTIC students at NLC from Fall 2015 to Fall 2020. Although this baseline has been established using historical data; it represents an expected level of persistence for FTIC students at NLC. SSO 3 states that the fall-to-fall persistence of *Soar Towards Success* students will be greater than the overall FTIC fall-to-fall persistence; therefore, a new baseline will be established for each cohort. The purpose behind establishing this baseline is to set up cohort-specific data comparison groups.

The baseline that will be established will be the fall-to-fall persistence of all cohort students. This baseline will be set once the persistence has been reported by IRPE. The performance target for SSO 3 is that *Soar Towards Success* students' fall-to-fall persistence will be at least 5% higher than the baseline. This performance target will be reviewed by the Phase III team annually and adjusted when necessary.

SSO	Data Description	Baseline	Performance Target	Responsible Parties
1	PGR in Math 1314: College Algebra for cohort students	Initial baseline is 59%; baseline will be adjusted for each cohort and will be the average PGR of cohort students in corequisite Math 1314: College Algebra who do not participate in <i>Soar Towards Success</i>	<i>Soar Towards Success</i> students' PGR in corequisite Math 1314: College Algebra will be at least 4% higher than the baseline. This performance target will be reviewed annually and adjusted when necessary.	IRPE & QEP Director
2	Semester 2 GPA for cohort students	Initial baseline is 2.23; the baseline will be adjusted for each cohort and will be the average Semester Two GPA of cohort students who do not participate in <i>Soar Towards Success</i>	<i>Soar Towards Success</i> students' Semester Two GPA will be at least .25 points higher than the baseline. This performance target will be reviewed annually and adjusted when necessary.	IRPE & QEP Director
3	Fall-to-Fall persistence for cohort students	Initial baseline is 54 percent; the baseline will be adjusted for each cohort and will be the fall-to-fall persistence of cohort students who do not participate in <i>Soar Towards Success</i>	<i>Soar Towards Success</i> students' persistence rate will be at least 5 percent higher than the baseline. This performance target will be reviewed annually and adjusted when necessary	IRPE & QEP Director

Table 10: SSO Assessment Overview

Student Learning Outcomes

The four SLOs are course-level outcomes that address student learning within the *Soar Towards Success* course. An assessment of these SLOs will reveal the level of knowledge,

skills, and application of this knowledge and skills that students have developed in the *Soar Towards Success* course. The *Soar Towards Success* course is designed to help students develop the readiness skills to navigate curricular experiences and to complete their first college-level math course successfully. As such, the SLOs address the learning outcomes that students should achieve in order to develop this readiness.

- SLO 1: Students will identify the three core *Soar Towards Success* academic skills and the three core *Soar Towards Success* academic behaviors necessary for college success.
- SLO 2: Students will evaluate individual challenges within the core academic success skills and core academic behaviors.
- SLO 3: Students will demonstrate the application of appropriate learning and behavior strategies to address individual challenges.
- SLO 4: Students will demonstrate the application of appropriate learning and behavior strategies in a math context.

In order to measure the student learning that occurs in the *Soar Towards Success* course, course content and assignments must be aligned with and support the intended learning outcomes. All data used to measure these SLOs will be taken from *Soar Towards Success* course assignments. These data will be collected each semester that *Soar Towards Success* is offered. Although there will be only one section of *Soar Towards Success* offered during the inaugural semester, Spring 2022, additional sections will be added throughout the five years of the QEP (see [Table 7](#)). Because there will eventually be multiple sections of the course and because all measurement tools for the four SLOs will be course-specific assignments and rubrics, all sections will use common assignments and assessment tools. The QEP Director will work closely with the course instructors to refine these assignments and assessment tools to ensure the data is valid and reliable.

Two types of assessments will measure the four SLOs: formative and summative. Formative assessment will be used as informative tools to guide instruction and learning. They will be embedded throughout the semester and assessed at regular intervals.

Each formative assessment will be a short, low-stakes skills practice assignment that will focus on one or two SLOs at a time. Low-stakes formative assessments allow the instructor to

assess student learning with minimal impact on a student's final grade. These formative assessments benefit both the students and the instructor. Instructors will better understand how students are progressing in their learning as described in the SLOs being assessed at the time.

These formative assessments will guide instruction by providing the instructor with living, real-time data that the instructor can use to better meet students' learning needs during the course of the semester. Instructors will use the data from the formative assessments to refine lessons, identify areas of reteaching, group students, guide course design, and build a partnership between the instructor and students.

The formative assessments benefit students by providing them with focused, meaningful, and timely feedback on their progress and learning detailed in the assessed SLOs. The use of formative assessments has many benefits for students, including involving students more actively in the learning process and ensuring that they are more aware of their progress at multiple points throughout the semester. They are designed to support the summative assessments by helping students achieve targeted performance goals within each SLO.

All formative assessments will be scored using rubrics that will be aligned with the SLOs assessed. Formative assessment rubrics will be simple, clear, and student-friendly so that students are able to quickly understand how they are progressing towards meeting the expected learning outcome (see [Sample Classwork Activities, Formative Assessments, and Growth Mindset Rubrics](#)).

In addition to the regular formative assessments, the four SLOs will also be measured by three summative assessments. While the formative assessments will be multiple low-stakes assessments that assess one or two SLOs at a time, the summative assessments will be individual, formal assignments that assess several QEP SLOs at once. Furthermore, whereas formative assessments provide regular windows into student learning throughout the semester, summative assessments will evaluate student learning at the end of an instructional unit or semester.

The three summative assessments of the *Soar Towards Success* course are

1. An end-of-course portfolio: Students will compile an end-of-course portfolio in which they present examples of their work, including formative assessment samples, that they feel demonstrate their learning in the course.

2. A reflection essay: Students will compose a reflection essay in which they reflect upon their time in *Soar Towards Success* and demonstrate their learning in the course.
3. A skills and behavior post-assessment: Students will take a pre-assessment at the beginning of the semester that measures their proficiency with core skills and behaviors in the course. At the end of the semester, students will take a post-assessment that measures their proficiency with these same core skills and behaviors.

The summative assessments provide students with the opportunity to demonstrate how proficient they are in each SLO. They will provide students with a cumulative understanding of their learning in each SLO. These assessments will provide instructors and the Assessment Team with a clearer understanding of the student proficiency, which will inform *Soar Towards Success* instructional design and implementation in subsequent semesters.

All summative assessments will be scored using rubrics that will be aligned with the SLOs assessed. Summative assessment rubrics will be more detailed than formative assessment rubrics but will still utilize simple, clear, and student-friendly language so that students more readily understand the measurement tools being used in the course (see [Sample Summative Assessment and Rubric](#)).

As indicated, all formative and summative assessments will be scored according to rubrics that directly correspond to the SLOs being assessed. All rubrics will be stored in the Canvas Learning Management System. This will allow for seamless dissemination of rubrics to course instructors, as well as streamlined data collection. To help ensure valid and reliable data measurement, the QEP Director and *Soar Towards Success* faculty will participate in rubric calibration training. Although the initial Spring 2022 launch of the *Soar Towards Success* course calls for only one section of the course to be offered, the number of sections will be expanded in subsequent semesters. As such, the QEP Director will also ensure that any new *Soar Towards Success* faculty use and implement these standard assessment tools with fidelity, receive the appropriate training on the rubrics, and participate in calibration.

Summative Assessment Product	Indirect (I) or Direct (D) Measure	Associated SLOs	Performance Target	Responsible Parties
Course Portfolio	I, D	1, 2, 3, 4	70% of students score proficient on all assessed SLOs for Semester 1 with a goal of increasing to 80% by Year 5.	<ul style="list-style-type: none"> Collection: <i>Soar Towards Success</i> Faculty Storage, Management and Assessment: Assessment Team
Essay	I, D	1, 2, 3, 4	70% of students score proficient on all assessed SLOs for Semester 1 with a goal of increasing to 80% by Year 5.	<ul style="list-style-type: none"> Collection: <i>Soar Towards Success</i> Faculty Storage, Management and Assessment: Assessment Team
Skills Post Assessment	I	1, 2, 3, 4	70% of students score proficient on all assessed SLOs for Semester 1 with a goal of increasing to 80% by Year 5.	<ul style="list-style-type: none"> Collection: <i>Soar Towards Success</i> Faculty Storage, Management and Assessment: Assessment Team

Table 11: SLO Assessment Overview

Reporting Timeline

The QEP Assessment Team will report on the QEP’s progress and impact on student success and learning. They will work collaboratively to prepare an annual report to be posted on the college’s QEP website. A brief presentation on those findings will be shared with the NLC community at fall convocation for the duration of the QEP cycle.

Chapter X: References

Baldwin, Amy. “Managing Your Time and Priorities.” *College Success*. OpenStax College, Rice University, 2020.

Baxter, Ryan, et al. “Developmental Mathematics Students: Who Are They and What is Their Mathematics Self-Efficacy?” *International Journal of Assessment Tools in Education*, vol 4, no.1. 2017, pp. 37-53.

Benken, Babette, et al. “Impact of Students’ Knowledge and Attitudes.” *Journal of Developmental Education*, vol. 38, no. 2, Winter 2015, pp. 14-31.

“Best Practices in Retention at Community Colleges.” *Hanover Research*, October 2014.

- Bradley, P. (2012). School Is In For the Summer. *Community College Week*, 24(24), 6–7. Retrieved from <https://nlcproxy.alamo.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=77843161&site=ehostlive&scope=site>
- Butler, M. "Preparing Our Students to Read and Understand Mathematics," *Journal of Humanistic Mathematics*, vol. 9, no.1. January 2019, pp. 158-177. DOI: 10.5642/jhummath.201901.08
- Cho, Sung-Woo, and Melinda Mechur Karp. "Student Success Courses in the Community College: Early Enrollment and Educational Outcomes." *Community College Review*, vol. 41, no. 1, Jan. 2013, pp. 86–103, doi:10.1177/0091552112472227.
- "The College- and Career-Readiness Component of the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) Program." *Texas Education Agency*, 2021, tea.texas.gov/sites/default/files/EB3-Sec1Ch3.pdf, PDF file.
- "CTE Works." *Association for Career and Technical Education*, March 2020.
- "Developmental Education Data (TSI)." *Texas Higher Education Data*, Fall 2018, www.txhighereddata.org/index.cfm?objectId=200A40A0-E156-11E8BB650050560100A9.
- Dweck, Carol S. *Mindset: The New Psychology of Success*. Ballentine, 2007.
- Handbook for Institutions Seeking Reaffirmation*. Southern Association of Colleges and Schools Commission on Colleges, February 2020. *Southern Association of Colleges and Schools Commission on Colleges*, February 2020, <https://sacscoc.org/app/uploads/2020/03/Handbook-for-Institutions-Seeking-Reaffirmation.pdf>. PDF download.
- Jacobs, James and Jennifer Worth. "The Evolving Mission of Workforce Development in the Community College." *Community College Research Center*. Working Paper No. 107. 2019.
- Jacobs, Jeff, and Tim Archie. "Investigating Sense of Community in First-Year College Students." *Journal of Experiential Education*, vol. 30, no. 3, Mar. 2008, pp. 282–285., doi:10.1177/105382590703000312.
- Kearns, Hugh and Maria Gardiner. "Is it Time Well Spent? The Relationship Between Time Management Behaviours, Perceived Effectiveness and Work-Related Morale and

- Distress in a University Context. *Higher Education Research & Development*, vol. 26, no. 2, June 2007, pp. 235-247.
- Kolb, David. *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall, 2011.
- Krumrei-Mancuso, et al. "Psychosocial Factors Predicting First-year College Student Success." *Journal of College Student Development*, vol. 54, no.3, 2013, pp. 247-266
- Lloyd, Patrick and Ronald Eckhardt. "Strategies for Improving Retention of Community College Students in the Sciences." *Science Educator*, 19(1), 33-41. 2010.
<http://nlcproxy.alamo.edu:2075/login.aspx?direct=true&db=eric&AN=EJ874152&site=ost-live&scope=site>.
- Logue, Alexandra et al. "Reforming Remediation." *EducationNext* 17(2), 78-84. 2016.
<https://www.educationnext.org/reforming-remediation-college-students-mainstreamed-success-cuny/>
- Mason, John, et al. *Thinking Mathematically*. Pearson, 2010.
- Misra, Ranjita & Mckean, Michelle. "College Students' Academic Stress and its Relation to Their Anxiety, Time Management, and Leisure Satisfaction." *American Journal of Health Studies*. Vol 16. 2000. pp. 41-51.
- Nguyen, Giang-Nguyen T. "A Case Study of Students' Motivation in College Algebra Courses." *Community College Journal of Research and Practice*, vol. 39, no.8, 2014, pp.1-15, doi: 10.1080/10668926.2013.824394
- Nguyen, Giang-Nguyen T., and Joel B. Goodin. "Bringing Students Back to Mathematics: Classroom Knowledge and Motivation." *Journal of Humanistic Mathematics*, vol. 6, no.2, 2016, pp.47-83., doi:10.5642/jhummath.20162.06
- NLC Noel-Levitz Data, 2018.
- "Overview: Developmental Education." *Texas Higher Education Coordinating Board*, Aug. 2018, <https://reportcenter.highered.texas.gov/reports/data/crs-developmental-education-overview/>, PDF file.
- "Overview: Texas Success Initiative." *Texas Higher Education Coordinating Board*, Oct. 2017, <https://public/reportcenter.highered.texas.gov/reports/data/overview-texas-success-initiative/>, PDF file.
- "Northeast Lakeview College Employer Survey." Clarus Corporation. March 2018.

- Prabawanto, S. "The Enhancement of Students' Mathematical Self-Efficacy Through Teaching With Metacognitive Scaffolding Approach." *International Seminar of Mathematics, Science and Computer Science Education*, 2018, pp. 1-7, doi: 10.1088/17426596/1013/1/012135
- Patel, Deen. "8 Ways Generation Z Will Differ From Millennials in The Workplace." *Forbes*, 21 Sept. 2017, www.forbes.com/sites/deepatel/2017/09/21/8-ways-generation-z-will-differ-from-millennials-in-the-workplace/?sh=4e710e8d76e5.
- Polya, George. *A New Aspect of Mathematical Method*. Princeton University Press, 2015.
- "Prod-S Grade Distribution by CRN: FTIC Students Only. NLC. Fall 2018." *Institutional Research and Effectiveness Services (IRES)*. Alamo College District. 8 Jul. 2021, PDF File.
- "Prod-S Grade Distribution by CRN: FTIC Students Only. NLC. Spring 2019." *Institutional Research and Effectiveness Services (IRES)*. Alamo College District. 8 Jul. 2021, PDF File.
- "Prod-S Grade Distribution by CRN: FTIC Students Only. NLC. Fall 2019." *Institutional Research and Effectiveness Services (IRES)*. Alamo College District. 9 Oct. 2020, PDF File.
- "Prod-S Grade Distribution by CRN: FTIC Students Only. NLC. Spring 2020." *Institutional Research and Effectiveness Services (IRES)*. Alamo College District. 8 Jul. 2021, PDF File.
- "Prod-S Grade Distribution by CRN: FTIC Students Only. NLC. Fall 2020." *Institutional Research and Effectiveness Services (IRES)*. Alamo College District. 29 Jun. 2021, PDF File.
- "Prod-S Grade Distribution by CRN: FTIC Students Only. NLC. Spring 2021." *Institutional Research and Effectiveness Services (IRES)*. Alamo College District. 8 Jul. 2021, PDF File.
- Sammons, Laney. *Teaching Students To Communicate Mathematically*. Association for
- Schnell, Carolyn A., and Curt D. Doetkott. "First Year Seminars Produce Long-Term Impact." *Journal of College Student Retention: Research, Theory & Practice*, vol. 4, no. 4, Feb. 2003, pp. 377–391, doi:10.2190/NKPN-8B33-V7CY-L7W1. *Supervision & Curriculum Development*, 2018.
- Scott-Clayton, Judith, and Olga Rodriguez. "Development, Discouragement, or Diversion? New Evidence on the Effects of College Remediation Policy." *Education Finance and Policy*,

MIT Press, 1 Jan. 2015, direct.mit.edu/edfp/article/10/1/4/10224/Development-Discouragement-or-Diversion-New.

Seifeddine, Fayez. "Predictors of Student Motivation to Succeed in First-Year College Mathematics: A Quantitative Analysis." *The Journal of Education Thought*, vol. 47, no. 3, pp. 204-235.

Shepherd, Mary D., et al., "Difficulties First-Year University Students Have in Reading Their Mathematics Textbook." *Tennessee Technological University Mathematics Department*, 2009.

Silva, Elena and Taylor White. "Pathways to Improvement: Using Psychological Strategies to Help College Students Master Developmental Math." *Carnegie Foundation for the Advancement of Teaching*, 2013

Smith, Ashley A. "Texas Legislature Requires Colleges to Use Popular Reform Approach to Remedial Education." *Inside Higher Ed*, Inside Higher Ed, 12 July 2017, www.insidehighered.com/news/2017/07/12/texas-legislature-requires-colleges-use-popular.

"Student Success Courses for Sustained Impact." Columbia University Teachers College, Community College Research Center. 2013.

2020: *Texas Public Higher Education Almanac. A Profile of State and Institutional Performance and Characteristics*. Texas Higher Education Coordinating Board, Summer 2020, <https://reportcenter.highered.texas.gov/agency-publication/almanac/2020-texas-public-higher-education-almanac/>, PDF file.

Van der Meer, Jacques, et al., "'It's Almost a Mindset That Teachers Need to Change': First Year Students' Need to be Included into Time Management." *Studies in Higher Education*, vol. 35, no.7, November 2010, pp. 777-791.

Wood, J. Luke et al. *Teaching Men of Color in the Community College: A Guidebook*. San Montezuma, 2015

Yamada, H., and Byrk A.S. "Assessing the First Two Years' Effectiveness of Statway." *Community College Review*, vol. 44, no. 3, 2016, pp. 179–204., nlcproxy.alamo.edu:2276/ehost/detail/detail?vid=39&sid=17d9a5b7-0211-4e9a-ab88667113486008%40sessionmgr4007&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZSZZY29wZT1XRI#AN=115980561&db=a9h.

Yuan, Shenglan. "Incorporating Polya's Problem Solving Method in Remedial Math." *Journal of Humanistic Mathematics*, vol. 3, no. 1, 2013, pp 97-107. doi: 10.5642/mhummath.201301.08.

Chapter XI: Appendices

Committee Membership

QEP Phase I Committee Members (* designates Chair)

Name	Position
Tammy Perez *	Dean for Academic Success
Julie Kirkland-Poirier	Dean for Student Success
Phillip Hicks	Director of High School Programs
Marty Fortner	Director of Institutional Research
Vicky Hart	Director of Library Services
Kathleen Labus	Director of Marketing and Public Relations
Rudy Farias	Director of Strategic Initiatives
Kathy Bryson	Academic Program Coordinator
Les Germer	Coordinator of College Technology
Brandi Solar	Data Analyst
Susan Kazen	Full-Time Faculty (Natural Sciences and Kinesiology)
Susan Cotellessee	Adjunct Faculty (Business, Communications, Humanities, and Psychology)
Sara Leal	Senior Coordinator, Student Success
Ali Gomez	Student Trustee

QEP Phase I Focus Area Subcommittees

Name	Position	Subcommittee
Tammy Perez *	Dean for Academic Success	Academic Support
William Fanning	Dean for Academic Success	Career and Transfer
Julie Kirkland-Poirier	Dean for Student Success	Life Skills
Georgia Flores	Director of Advising	Career and Transfer
Marty Fortner	Director of Institutional Research	Life Skills
Vicky Hart	Director of Library Services	Academic Support
Kathleen Labus	Director of Marketing and Public Relations	Career and Transfer
Rudy Farias	Director of Strategic Initiatives	Life Skills
Kathy Bryson	Academic Program Coordinator	Academic Support
Les Germer	Coordinator of College Technology	Career and Transfer
Brandi Solar	Data Analyst	Academic Support
Daisy Carmona	Full-Time Faculty (English and Education)	Life Skills
Susan Cotellessee	Adjunct Faculty (Business, Communications, Humanities, and Psychology)	Career and Transfer
Susan Kazen	Full-Time Faculty (Natural Sciences and Kinesiology)	Academic Support
Sara Leal	Senior Coordinator, Student Success	Academic Support
Ali Gomez	Student Trustee	Life Skills
Crystal Willis	Associate Director, Student Success	Career and Transfer
Peggy Chavez	Career Advisor	Career and Transfer

QEP Phase II Committee Members (*designates chair)

Name	Position
Dr. Laura Davenport*	Full-time faculty (English and Education)
Martha Vargas*	Full-time faculty (Math)
William Fanning	Dean for Academic Success
Tammy Perez	Dean for Academic Success
Dr. Chantae Recasner	Dean for Academic Success
Jason Malcolm	Chair (English and Education)
Allen Miller	Chair (Math)
Thomas McCrary	Chair (Science and Kinesiology)
Dr. Jeffrey Hassmann	Chair (Social Sciences)
Dr. Robert Yowell	Full-time faculty (Social Sciences), Coordinator of Academic Assessment
Michael Chapman	Full-time faculty (English and Education)
Anetia Ports	Full-time faculty (English and Education)
Barbara Smith	Full-time faculty (Math)

Kathy Bryson	Academic Program Coordinator
Angela Fondren	OER Librarian
John Jacobs	Director of Student Success
Sara Leal	Senior Coordinator, Student Success
Georgia Flores	Director of Advising
Pamela Gauna	College Coordinator of High School Programs
Leeann Hernandez	Enrollment Coach Team Lead
Kathleen Labus	Director of Marketing and Public Relations
Rudy Farias	Director of Strategic Initiatives
Brandi Solar	Data Analyst

QEP Phase II Subcommittees

Subcommittee	Members (* designates chair)
Topic Subcommittees	
FYE Companion Course (September 11-25, 2020)	Laura Davenport*, Tammy Perez, Allen Miller
FYE /College Readiness Course (September 25-2020)	Laura Davenport*, Allen Miller, Tammy Perez, Georgia Flores, Sara Leal, LeeAnn Hernandez, William Fanning, Pamela Gauna
English/ Informational Fluency	Kathy Bryson*, Jason Malcolm, Martha Vargas, Thomas McCrary, Robert Yowell, Jeffry Hassmann, Anetia Ports, Michael Chapman
Early Alert	Kathy Bryson*
Target Population	William Fanning*, Allen Miller, Barbara Smith, Brandi Solar
Course Type	Tammy Perez*, Georgia Flores, Sara Leal, Thomas McCrary.
Existing Models	Kathy Bryson*, Michael Chapman, Jeff Hassman, Daisy Carmona
Project Component Committees (February 2-June 9, 2021)	
Marketing and PR	Kathleen Labus*, NLC PR and Marketing Department
Research	Robert Yowell, Kathy Bryson, Angela Fondren, Laura Davenport*, Michael Chapman, Martha Vargas*, Anetia Ports, Barbara Smith, Brandi Solar
Student Learning Outcomes	Anetia Ports*, Laura Davenport, Martha Vargas, William Fanning
Advising	Georgia Flores*
Course Design	Laura Davenport, Anetia Ports, Daisy Carmona, Martha Vargas

QEP Phase III Committee (Fall 2021)

Name	Position
Dr. Laura Davenport	English Faculty
Martha Vargas	Math Faculty
Daisy Carmona	English Faculty
Anetia Ports	English Faculty
Robert Yowell	Social Sciences Faculty, Coordinator of Academic Assessment
Allen Miller	Math Department Chair
Tammy Perez	Dean for Academic Success
Georgia Flores	Director of Advising
Kathy Bryson	Academic Program Coordinator
Brandi Solar	Data Analyst
Marty Fortner	Director of Institutional Research

QEP Phase II Committee Meeting Dates & Communication

QEP Phase II Committee Meetings	
August 19, 2020	QEP Phase II Committee Meeting
September 11, 2020	QEP Phase II Committee Meeting
September 16, 2020	QEP Math Subcommittee
September 25, 2020	QEP Phase II Committee Meeting
October 2, 2020	QEP Subcommittee - English
October 9, 2020	QEP Subcommittees
October 23, 2020	QEP Phase II Committee Meeting
November 13, 2020	QEP Phase II Committee Meeting
November 20, 2020	Literature Review
November 25, 2020	Library and QEP
December 8, 2020	QEP CD Subcommittee
December 16, 2020	QEP CD Subcommittee
January 8, 2021	QEP CD Subcommittee
January 22, 2021	QEP Phase II Committee Meeting
February 12, 2021	QEP Phase II Committee Meeting
February 26, 2021	QEP Phase II Committee Meeting
March 2, 2021	QEP Marketing Meeting
March 4, 2021	QEP Research Meeting
March 16, 2021	QEP Curriculum/SLO meeting
March 16, 2021	QEP Advising meeting
March 22, 2021	QEP Math Meeting
March 26, 2021	QEP Marketing Meeting
March 26, 2021	QEP Phase II Committee Meeting
April 5, 2021	QEP SLO Meeting
April 7, 2021	Discussion on QEP Topic Name
April 13, 2021	QEP SLOs
April 15, 2021	QEP Marketing Meeting
April 22, 2021	SLOs Presentation
April 30, 2021	QEP Phase II Committee Meeting
May 3, 2021	QEP Marketing Meeting
May 4, 2021	QEP SLOs
May 19, 2021	Friends of Nighthawks Meeting
June 9, 2021	QEP Course Design
June 16, 2021	QEP Course Design
June 21, 2021	QEP Marketing Meeting
June 21, 2021	QEP Course Design
June 23, 2021	QEP Course Design
June 28, 2021	QEP Advising meeting
June 29, 2021	QEP Course Design
June 29, 2021	QEP Marketing Meeting
June 30, 2021	QEP Course Design
July 7, 2021	QEP Course Design
July 8, 2021	QEP Data Meeting
July 14, 2021	QEP Course Design

Convocation Presentations	Fall 2020
First Friday Presentations	March 5, 2021 and April 9, 2021
Faculty Meeting Presentations	April 9, 2021
Monday Minutes	March 29, April 5, 12, 19, 26
Friends of Nighthawks Meeting	May 19, 2021
QEP Project Name Round 1 Vote	April 19-28, 2021
QEP Project Name Round 2 Vote	May 7, 2021

PGR Comparison: FTIC Corequisite and FTIC College-Level Math Students (Fall 2018-Spring 2021)

	Fall 2018		Spring 2019		Fall 2019		Spring 2020		Fall 2020		Spring 2021	
Corequisite	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success
Math 1314	47	37	22	12	134	63	29	18	98	65	30	18
Math 1324	0	0	0	0	22	11	6	4	28	20	7	4
Math 1332	16	11	4	4	16	6	5	2	11	4	0	0
Math 1342	0	0	0	0	0	0	0	0	0	0	1	0
Math 1442	14	14	2	2	20	12	3	3	0	0	0	0
Total Corequisite	77	62	28	18	192	92	43	27	137	89	38	22
Regular	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success
Math 1314	171	139	47	28	240	182	52	41	171	125	21	15
Math 1324	0	0	0	0	89	75	17	13	61	44	20	18
Math 1332	4	4	0	0	13	11	5	5	17	14	3	2
Math 1342	0	0	0	0	0	0	0	0	8	7	0	0
Math 1442	8	4	1	1	12	6	0	0	0	0	0	0
Total Regular	183	147	48	29	354	274	74	59	257	190	44	35
PGR Corequisite	80.52%		64.29%		47.92%		62.79%		64.96%		57.89%	
PGR Regular	80.33%		60.42%		77.40%		79.73%		73.93%		79.55%	
Difference	-0.19%		-3.87%		29.48%		16.94%		8.97%		21.65%	

Sample *Soar Towards Success* Syllabus



ALAMO COLLEGES DISTRICT
 Northeast Lakeview College

Northeast Lakeview College - - - SDEV-Student Development

Soar Towards Success SDEV-0370

ALL Section NLC-TMPL 01/24/ 2022 to 05/13/2022

Description

Soar Towards Success is a first-year seminar course designed to help students develop readiness skills to navigate curricular experiences and to complete their first college-level math course successfully. The course focuses on three core academic skills and three core academic behaviors to help students identify their own strengths and weaknesses as strategic learners and to develop strategies to help them be successful. Core academic skills include (1) communication, (2) problem-solving, and (3) reading comprehension. Core academic behaviors include (1) motivation, (2) self-efficacy, and (3) time management. Students are ultimately expected to integrate and apply the learning strategies practiced in their first college-level math class.

Outcomes

Soar Towards Success has four Student Learning Outcomes (SLOs):

- SLO 1: Students will identify the three core *Soar Towards Success* academic skills and the three core *Soar Towards Success* academic behaviors necessary for college success.
- SLO 2: Students will evaluate individual challenges within the core academic success skills and core academic behaviors.
- SLO 3: Students will demonstrate the application of appropriate learning and behavior strategies to address individual challenges.
- SLO 4: Students will demonstrate the application of appropriate learning and behavior strategies in a math context.

Materials

Soar Towards Success utilizes free Open Educational Resources (OER) compiled specifically for this course. You are not required to purchase a physical textbook. All primary course materials will be provided in a digital format to you free of charge.

Primary course materials for *Soar Towards Success* are organized according to core skills and core behaviors. Each core skill and behavior has an aligned resource module whose title corresponds to a core skill or behavior.

Core Skill 1 (CS 1): Communication	Open Educational Resources (OER) will include a combination of : <ul style="list-style-type: none"> ● scholarship ● OER textbook materials ● online resources ● videos ● newspaper and magazine articles All resources are housed in Canvas.
Core Skill 2 (CS 2): Problem Solving	
Core Skill 3 (CS 3): Reading Comprehension	
Core Behavior 1 (CB 1): Motivation	
Core Behavior 2 (CB 2): Self-Efficacy	
Core Behavior 3 (CB 3): Time Management	

Evaluation

Attendance & Participation	5%	Attending class regularly is an important part of your success in <i>Soar Towards Success</i> . You are expected to attend class and participate in course activities.
Classwork	20%	This class is a student-centered course that is designed to help you refine readiness skills and behaviors that can help you have academic success. This means that you will spend time in class working on activities to help you develop those skills. This category includes, but is not limited to: pre-assessments, class discussion, class activities, in-class writing, peer activities, etc.
Formative Skills Checks	30%	You will have regular formative skills checks to assess how you are growing and developing as a learner. These skills checks will take numerous forms, including, but not limited to: quizzes, journals, exit/entrance tickets, learning maps, surveys, discussion, etc.
Summative Assignments	45%	You will complete three summative (major) assignments this semester. In these assignments, you will demonstrate your learning in the course by showing how proficient you are with each Student Learning Outcome. <ul style="list-style-type: none"> End-of-course portfolio (15%): In the course portfolio, you will demonstrate the progress you have made in regard to developing your skills and behaviors by curating the work (including formative and classwork) that you believe best showcases your learning. Specific assignment guidelines and rubric will be posted in Canvas (100 pts) Reflection Essay (15%): You will compose an essay in which you reflect upon our time in <i>Soar Towards Success</i>, explicate what you have learned, and demonstrate how to apply what you've learned. Specific assignment guidelines and rubric will be posted in Canvas (100 pts) Skills and Behaviors Post-Assessment (15%): This assessment will serve as your final exam. In it, you will demonstrate your proficiency levels on the Student Learning Outcomes. Specific assignment guidelines and rubric will be posted in Canvas (100 pts)

Schedule

Week	Focus of the Week	Weekly Assignments & Reading
1	Welcome to <i>Soar Towards Success</i> : Introduction to the Core Skills	<ul style="list-style-type: none"> Pre-Assessment
2	Self-Efficacy & Motivation (Growth Mindset)	<ul style="list-style-type: none"> Readings from CB 1 & CB 2
3	Time Management & Communication	<ul style="list-style-type: none"> Readings from CB 3 & CS 1 Formative Assessment 1: Self-efficacy & Motivation
4	Reading Comprehension	<ul style="list-style-type: none"> Readings from CS 3

		<ul style="list-style-type: none"> ● Formative Assessment 2: Time Management & Communication
5	Problem Solving	<ul style="list-style-type: none"> ● Readings from CS 2 ● Formative Assessment 3: Reading Comprehension
6	Motivation & Communication	<ul style="list-style-type: none"> ● Readings from CB 1 & CS 1 ● Formative Assessment 4: Problem Solving
7	Self-Efficacy & Reading Comprehension	<ul style="list-style-type: none"> ● Readings from CS 3 & CB 2
8	Time Management & Problem Solving	<ul style="list-style-type: none"> ● Readings from CS 2 & CB 3 ● Formative Assessment 5
9	Reading Comprehension & Communication	<ul style="list-style-type: none"> ● Readings from CS 3 & CS 1
10	Self-Efficacy & Motivation	<ul style="list-style-type: none"> ● Readings from CB 1 & CB 2 ● Formative Assessment 6
11	Problem Solving & Communication	<ul style="list-style-type: none"> ● Readings from CS 2 & CS 1
12	Reading Comprehension & Time Management	<ul style="list-style-type: none"> ● Readings from CS 3 & CB 3 ● Formative Assessment 7
13	Self Efficacy & Motivation	<ul style="list-style-type: none"> ● Readings from CB 1 & CB 2
14	Time Management & Problem Solving	<ul style="list-style-type: none"> ● Readings from CS 2 & CB 3 ● Reflection Essay Sunday, 11:59 pm ● Formative Assessment 8
15	Course Portfolio Development & Final Exam Prep	
16	Final Exam: Skills Post-Assessment & Course Portfolio Submission	Portfolio & Skills Post-Assessment (final exam) due by end of Final Exam period

Institutional Policies

STUDENT RESPONSIBILITIES:

A. Attendance:

SmartStart: Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped. Students should verify the drop is completed.

For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day.

Regular and punctual attendance in all classes and laboratories, day and evening, is required. Students who are absent for any reason should always consult with their instructors. Course syllabi must provide specific information regarding attendance, including, for courses involving the internet, online activity that constitutes "attendance." Also, both tardiness and early departure from class may be considered forms of absenteeism. In all cases, students will be held responsible for completion of course requirements covered in their absence.

Sample Classwork Activities, Formative Assessments, and Growth Mindset Rubric

Sample Classwork Activity Reading Comprehension (SLO 1; SLO 4)

Reading Like a Mathematician: Three Reads Strategy

First Read	
Read the question	It is 80 miles from San Antonio to Uvalde. It is 329 miles from Uvalde to Brownsville. Driving directly, it is 276 miles directly from San Antonio to Brownsville. It is 160 miles from Brownsville to Corpus Christi. If Josh drives from San Antonio to Uvalde, then from Uvalde to Brownsville, and finally home to San Antonio, how many miles does he drive?
What is this problem about? (What seems to be the topic or the subject?)	
Second Read	
Read the question again	It is 80 miles from San Antonio to Uvalde. It is 329 miles from Uvalde to Brownsville. Driving directly, it is 276 miles directly from San Antonio to Brownsville. It is 160 miles from Brownsville to Corpus Christi. If Josh drives from San Antonio to Uvalde, then from Uvalde to Brownsville, and finally home to San Antonio, how many miles does he drive?
What is the question asking you? <ul style="list-style-type: none"> • State the question in your own words • What are you trying to find out? 	
Third Read	
Read the question for the third time	It is 80 miles from San Antonio to Uvalde. It is 329 miles from Uvalde to Brownsville. Driving directly, it is 276 miles directly from San Antonio to Brownsville. It is 160 miles from Brownsville to Corpus Christi. If Josh drives from San Antonio to Uvalde, then from Uvalde to Brownsville, and finally home to San Antonio, how many miles does he drive?
What information is important? <ul style="list-style-type: none"> • What is important information? • What are the important quantities? 	
Reflect	
The next time I read a math problem, I will pay attention to	The next time I read a math problem, I will ask myself

Sample Classwork Activity Reading Comprehension (SLO 1; SLO 4)

BUCKS Close Reading Strategy for Word Problems

Box the question

Underline the important information

Circle the vocabulary and keywords

Kick out irrelevant information

Nico the Nighthawk is raising money to donate to the Nighthawk’s Nest. He has a goal of raising \$500. He has a table set up in front of the Student Commons where he sells baked goods. He sells 1 brownie every 10 minutes during lunch for \$1.50 each. Every 20 minutes, he sells a pie for \$10.00. He sells baked goods every weekday from 11 a.m. until 1 pm. How many brownies does he sell in one week?

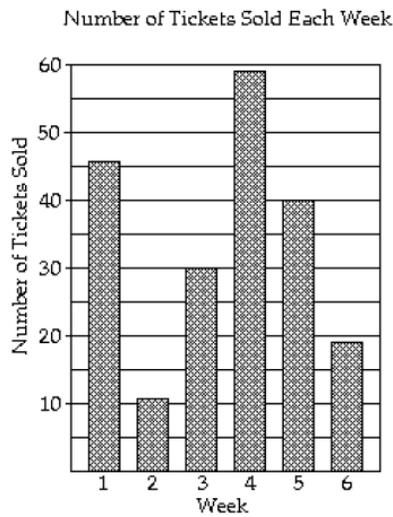
Reflect	
The next time I read a math problem, I will pay attention to	The next time I read a math problem, I will ask myself

Sample Classwork Activity Reading Comprehension (SLO 1; SLO 4)

Goals and Given Close Reading Strategy for Word Problems

1st Read	Write the goals of the task in your own words next to the problem. (Goals = what the problem is asking you to do.)
2nd Read	Circle key terms (key term = relevant to solving the task)
3rd Read	Highlight or box vocabulary you don't know
4th Read	Create a Goals and Given t-chart. On the Goals side, record the goal you identified on 1st read. On the Given side, fill in the information you are given to solve the problem.

The bar graph shows the number of tickets sold each week by the garden club for their annual flower show. What was the average number of tickets sold during weeks 3, 4, and 5?



Reflect	
The next time I read a math problem, I will pay attention to	The next time I read a math problem, I will ask myself

Sample Classwork Activity Self-Efficacy (SLO 1; SLO 3)

Self-Efficacy Questionnaire

What Motivates Me?	
Define the term, Motivation.	
What does motivation mean to you?	
Write down three things that are currently motivating you to do well in college? Your “motivators” may be physical (i.e., money, career, etc.), mental (i.e., desire to learn new things, desire to master tasks, confidence in yourself, etc., or another person (i.e., family, friends, etc.).	
Think about your “motivators.” Write down whether the motivator is internal to you (Intrinsic) or external to you (extrinsic). Intrinsic Motivators: self-motivated and internal to a person (i.e., personal fulfillment, positive self-image, personal satisfaction, self-achievement, pride, curiosity, etc.) Extrinsic Motivators: motivated by others and tangible objects and rewards (i.e., praise, recognition, money, grades, punishment, pleasing others, etc.)	<p>1. Motivator # 1: Intrinsic or Extrinsic? Why?</p> <p>2. Motivator # 2: Intrinsic or Extrinsic? Why?</p> <p>3. Motivator # 3: Intrinsic or Extrinsic? Why?</p>

Sample Formative Assessment 3: Reading Comprehension (SLO 1; SLO 4)
Applying Close Reading Strategies to Math Word Problems

Read the following word problem. Think about the three Close Reading strategies (Three Reads, BUCK, and Goals and Given) that we have practiced in class.

Problem 1:

HEB sells bulk snacks by the pound. Cashews usually cost \$7.25 per pound. Macadamia nuts sell for \$9.45 per pound. Yogurt-covered pretzels cost \$1.50 per pound. This week, cashews are on sale for \$3.50 per pound. Jeff wants to buy 5 pounds of mixed nuts by mixing 3.5 pounds of cashews and 1.5 pounds of macadamia nuts. What will be the price per pound of the mixture this week?

Which strategy would you use to help you solve this problem?	
In 2-3 sentences, explain why you would use that strategy. Be specific.	

Problem 2:

The chart below lists the prices for custom windows. Window sizes are stated width × length, so a window that is 29x31 is 29 inches wide and 31 inches tall. John is remodeling his house. He wants to replace all of the windows and doors in his house. He has fifteen total windows in his house and seven doors. John cannot afford to replace all the windows and doors at this time. He has decided to replace five 25x31 windows, three 29x36 windows, and two 29x41 windows. How much will the windows cost?

Custom Window Pricing			
Width	25"	27"	29"
Height			
31"	\$180	\$220	\$260
36"	\$250	\$290	\$330
41"	\$320	\$360	\$400

Which strategy would you use to help you solve this problem?	
In 2-3 sentences, explain why you would use that strategy. Be specific.	

Reflect
Using these strategies has helped me...

Sample Formative Assessment 1: Self-Efficacy and Motivation (SLO 1; SLO 3)

Applying Self-Efficacy and Motivation Theory to Academic Goals

The following scenario reflects a goal aligned with your future math course. Think about what you have learned about self-efficacy and motivation.

Goal: Your goal is to obtain a grade of at least 80 % (B) on your next math exam.																																													
Consider the following questions about your self-efficacy and motivation to achieve this goal.																																													
Self-Efficacy																																													
Please rate how certain you are that you can solve the math problems at each of the levels described below. Rate your degree of confidence by recording a number from 0 to 100 using the scale given below:																																													
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">10</td> <td style="text-align: center;">20</td> <td style="text-align: center;">30</td> <td style="text-align: center;">40</td> <td style="text-align: center;">50</td> <td style="text-align: center;">60</td> <td style="text-align: center;">70</td> <td style="text-align: center;">80</td> <td style="text-align: center;">90</td> <td style="text-align: center;">100</td> </tr> <tr> <td colspan="3">Cannot Do</td> <td colspan="4" style="text-align: center;">Moderately</td> <td colspan="4">Highly</td> </tr> <tr> <td colspan="3">At All</td> <td colspan="4" style="text-align: center;">Certain</td> <td colspan="4">Certain</td> </tr> <tr> <td colspan="3"></td> <td colspan="4" style="text-align: center;">Can Do</td> <td colspan="4">Can Do</td> </tr> </table>		0	10	20	30	40	50	60	70	80	90	100	Cannot Do			Moderately				Highly				At All			Certain				Certain							Can Do				Can Do			
0	10	20	30	40	50	60	70	80	90	100																																			
Cannot Do			Moderately				Highly																																						
At All			Certain				Certain																																						
			Can Do				Can Do																																						
<i>I Can Solve...</i>	Confidence (0-100)																																												
10% of the problems																																													
20% of the problems																																													
30% of the problems																																													
40% of the problems																																													
50% of the problems																																													
60% of the problems																																													
70% of the problems																																													
80% of the problems																																													
90% of the problems																																													
100% of the problems																																													
Motivation																																													

	Intrinsic Motivators	Extrinsic Motivators
<p>In the motivator columns to the right, write down at least 5 examples of intrinsic motivators and 5 examples of extrinsic motivators that you feel can help you achieve your goal.</p>	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.

Growth Mindset Rubric for Formative Skills Checks

Met? or Not Yet?	Feedback for Success
------------------	----------------------

--	--

If you scored "Not Yet," don't be discouraged. This is your opportunity to revise and your work based upon the feedback and resubmit.

Sample Summative Assessment and Rubric

Soar Towards Success Reflection Essay

Who: *Soar Towards Success* is a course that we designed for you to help you develop and refine skills that can help you be successful in your other classes, especially your college-level math class that you will take next semester.

What: You will write a multi-paragraph reflection essay in which you get to talk about yourself and your experiences in the course.

Why: It allows you:

- to reflect upon your time in *Soar Towards Success*
- to see how much you have learned
- to show what knowledge and skills you will take with you as you continue through your studies

It allows me:

- see how much you have learned
- understand what knowledge and skills you will take with you as you continue through your studies

How: You will:

- Identify and define the core skills and behaviors necessary for college success that you have worked with throughout *Soar Towards Success* (Learning Outcome 1)
- Evaluate the specific challenges connected to the core skills and behaviors that you experience (Learning Outcome 2)
- Demonstrate how to apply strategies you have learned in *Soar Towards Success* to address your challenges (Learning Outcomes 3 and 4).

Scoring: Your essay will be scored according to how well you demonstrate that you have met the four Student Learning Outcomes of the course. The rubric for the essay is on page 3 of the assignment

Non-Negotiables:

- Minimum of 8 paragraphs:
 - Introduction paragraph with thesis (minimum of 3 sentences)
 - 6 body paragraphs (minimum of 6 sentences each)
 - Conclusion paragraph (minimum of 3 sentences)
- Formatted according to standard guidelines:
 - 12 point Times New Roman Font, double-spaced, 1 inch margins
 - Info block (your name/my name/class title/ date in DDMMYY format)
 - Original title
- Proofread for grammar and punctuation
- Follows paragraph order listed on chart-- You may add body paragraphs as needed, but you cannot remove any paragraphs.
- Includes all required information for each paragraph

Paragraph #	Paragraph Focus	Paragraph Specifics
1	SLO 1: Core Skills & Core Behaviors	<ul style="list-style-type: none"> • Provide a brief summary of the course (2 sentences) • Define the three core skills as you understand them • Define the three core behaviors as you understand them • Explain why each of these is important for college success (be specific)
2	SLO 2: Your challenges within the Core Skills	<ul style="list-style-type: none"> • Of the three core skills, which are the ones you have challenges with? (You must discuss at least one!) • Discuss how the challenges you identify affect your college success in general/ in any class other than math. • Discuss how the challenges you identify affect your college success in math. • Be specific and detailed.
3	SLO 2: Your challenges within the Core Behaviors	<ul style="list-style-type: none"> • Of the three core behaviors, which are the ones you have challenges with? (You must discuss at least one) • Discuss how the challenges you identify affect your college success in general/ in any class other than math. • Discuss how the challenges you identify affect your college success in math. • Be specific and detailed.
4	SLO 3: Learning Strategies in classes other than math	<ul style="list-style-type: none"> • Reflect on the learning strategies you have learned in the course to address the skills challenges you identified in Paragraph 2. • Explain which specific strategies you will use to address these challenges in any classes or academic situations other than math. (You must discuss at least two.) • Be specific and detailed.
5	SLO 3: Behavior Strategies in classes other than math	<ul style="list-style-type: none"> • Reflect on the behavioral strategies you have learned in the course to address the behavior challenges you identified in Paragraph 3. • Explain which specific strategies you will use to address these challenges in any classes or academic situations other than math. (You must discuss at least two.) • Be specific and detailed.
6	SLO 4: Learning Strategies for Math	<ul style="list-style-type: none"> • Reflect on the learning strategies you have learned in the course to address the math challenges you identified in Paragraph 2. • Explain which specific strategies you will use to address these challenges when you take your math course. (You must discuss at least two.) • Be specific and detailed.
7	SLO 4: Behavior Strategies for Math	<ul style="list-style-type: none"> • Reflect on the behavior strategies you have learned in the course to address the math challenges you identified in Paragraph 3. • Explain which specific strategies you will use to address these challenges when you take your math course. (You must discuss at least two.) • Be specific and detailed.
8	Conclusion	<ul style="list-style-type: none"> • What is the most surprising, interesting, or useful thing you have learned this semester in the course? • What are you looking forward to in your second semester of college?

Rubric

	Skilful	Proficient	Emerging	Not Demonstrated
SLO 1	Student provides a detailed definition of the three core skills and three core behaviors. Student also provides a detailed explanation of why they are necessary for college success.	Student provides a basic definition of the three core skills and three core behaviors. Student also provides a basic explanation of why they are necessary for college success.	Student identifies some, but not all, of the core skills or behaviors or only somewhat address why they are necessary for college success.	Student does not identify the core skills, the core behaviors, or address why they are necessary for college success.
SLO 2 (skills)	Student provides a specific and detailed evaluation of their challenges within the core skills. Student also provides a specific and detailed explanation of how/why they affect their success in general and in math.	Student provides a basic evaluation of their challenges within the core skills. Student also provides a basic explanation of how/why they affect their success in general and in math.	The student's evaluation and/or explanation is vague OR the student is missing one of the components.	Student does not provide an evaluation of their challenges or an explanation of how/why they affect the student's success.
SLO 2 (behaviors)	Student provides a specific and detailed evaluation of their challenges within the behaviors. Student also provides a specific and detailed explanation of how/why they affect the student's success in general and in math.	Student provides a basic evaluation of their challenges within the core behaviors. Student also provides a basic explanation of how/why they affect their success in general and in math.	The student's evaluation and/or explanation is vague OR the student is missing one of the components.	Student does not provide an evaluation of their challenges or an explanation of how/why they affect the student's success.
SLO 3	Student provides a specific and detailed explanation of at least two strategies for success that they can use in and directly connects them to their individual challenges.	Student provides a basic explanation of at least two strategies for success and directly connects them to their individual challenges.	Student provides a vague explanation of at least one strategy for success or does not connect strategies to their individual challenges.	Student does not provide an explanation of their strategies for success.
SLO 4	Student provides a specific and detailed explanation of at least two strategies for success in math and directly connects them to their individual challenges in math.	Student provides a basic explanation of at least two strategies for success in math and directly connects them to their individual challenges in math.	Student provides a vague explanation of at least one strategy for success in math or does not connect them to their individual challenges in math.	Student does not provide an explanation of their strategies for success in math.

Rubric

	Skilful	Proficient	Emerging	Not Demonstrated
SLO 1	Student provides a detailed definition of the three core skills and three core behaviors. Student also provides a detailed explanation of why they are necessary for college success.	Student provides a basic definition of the three core skills and three core behaviors. Student also provides a basic explanation of why they are necessary for college success.	Student identifies some, but not all, of the core skills or behaviors or only somewhat address why they are necessary for college success.	Student does not identify the core skills, the core behaviors, or address why they are necessary for college success.
SLO 2 (skills)	Student provides a specific and detailed evaluation of their challenges within the core skills. Student also provides a specific and detailed explanation of how/why they affect their success in general and in math.	Student provides a basic evaluation of their challenges within the core skills. Student also provides a basic explanation of how/why they affect their success in general and in math.	The student's evaluation and/or explanation is vague OR the student is missing one of the components.	Student does not provide an evaluation of their challenges or an explanation of how/why they affect the student's success.
SLO 2 (behaviors)	Student provides a specific and detailed evaluation of their challenges within the behaviors. Student also provides a specific and detailed explanation of how/why they affect the student's success in general and in math.	Student provides a basic evaluation of their challenges within the core behaviors. Student also provides a basic explanation of how/why they affect their success in general and in math.	The student's evaluation and/or explanation is vague OR the student is missing one of the components.	Student does not provide an evaluation of their challenges or an explanation of how/why they affect the student's success.
SLO 3	Student provides a specific and detailed explanation of at least two strategies for success that they can use in and directly connects them to their individual challenges.	Student provides a basic explanation of at least two strategies for success and directly connects them to their individual challenges.	Student provides a vague explanation of at least one strategy for success or does not connect strategies to their individual challenges.	Student does not provide an explanation of their strategies for success.
SLO 4	Student provides a specific and detailed explanation of at least two strategies for success in math and directly connects them to their individual challenges in math.	Student provides a basic explanation of at least two strategies for success in math and directly connects them to their individual challenges in math.	Student provides a vague explanation of at least one strategy for success in math or does not connect them to their individual challenges in math.	Student does not provide an explanation of their strategies for success in math.