Project Xtreme Academic Makeover

A Quality Enhancement Plan
Submitted by North Central Texas College
to the Commission on Colleges
Southern Association of Colleges and Schools
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NORTH CENTRAL TEXAS COLLEGE

Gainesville Campus

eCampus

Flower Mound Campus

Graham Campus

Corinth Campus

Bowie Campus
Chapter 1: Executive Summary

North Central Texas College’s Quality Enhancement Plan, Project Xtreme Academic Makeover, addresses college readiness, a topic with tremendous potential to improve student learning in a meaningful way. The mission of this Quality Enhancement Plan (QEP) is to transform students’ academic behaviors and create a contextual learning environment to ensure college readiness and improve success in core curriculum courses. This transformation, in turn, will reinforce and further the college’s broader vision of “becoming a recognized leader in higher education and a catalyst for economic, cultural, and community development” by enhancing the personal, professional, and intellectual development of students through an emphasis on key academic behaviors and study skills. The QEP Topic Selection Committee, comprised of faculty, staff, and students from a variety of disciplines and college departments, reviewed college-wide input received from surveys, forums, and institutional assessments to determine the area most in need of improvement. As a result of this analysis, the Committee recognized that the students who could most benefit from a community college education and who will make up an integral part of the local workforce are arriving at NCTC underprepared for college-level courses. College readiness is a major issue affecting retention and completion rates at North Central Texas College. An analysis of local data for Fall 2009 identified three courses as producing the greatest number of students receiving a “W” or “F”: HISTORY 1301–US History to 1865, ENGLISH 1301–Composition I, and MATH 1314–College Algebra.

The QEP Committee was then formed to develop a comprehensive plan to address college readiness that will 1) produce assessable student learning outcomes; 2) follow best practices and evidence-based models; 3) work within the college’s institutional capability; and 4) involve broad-based participation. The committee used David T. Conley’s operational definition of college readiness: “the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program” (Redefining 5).

NCTC defined “succeed” as earning a C or better in the general education course. To ensure student success in the three core courses reflecting the highest number of students receiving a “W” or “F,” the following objectives have been established:

**Objective A:** Students in Xtreme courses will assess their current skill levels and apply new strategies to improve performance in core curriculum courses.

**Objective B:** Students in Xtreme courses will exhibit an increased awareness, utilization, and value of academic support services.

**Objective C:** Students in Xtreme courses will participate in academic advising to progress academically.

The college will enhance these outcomes by pursuing three specific initiatives that, while ambitious, represent a focused and thoughtful approach to improved student learning and institutional change. Implementing this QEP will involve 1) Providing faculty and staff with training opportunities and resources that will enhance their abilities to improve students’ key academic behaviors and study skills; 2) Redesigning core courses in history, English and math, to facilitate, assess, and enhance key academic behaviors and study skills; and 3) Offering structured academic support services to students to ensure success in college-level courses. The assessment of the student learning outcomes will be compared to internal and external measures to evaluate the success and effectiveness of each initiative. Furthermore, the Quality Enhancement Plan will be fully integrated into the college’s institutional effectiveness/strategic planning process linking to the college’s mission, goals, and budget. Results will be correlated and reported annually to continuously improve the QEP.
In order to facilitate the recommendation by the Reaffirmation Committee to restructure the QEP to focus on the stated mission of student success, North Central Texas College offers the following as evidence of the process of narrowing the scope of the plan. This is being accomplished through the student learning outcomes, directly related to each major objective listed above.

Originally the QEP Committee identified “specific, well-defined goals related to an issue of substance and depth, expected to lead to observable results”. Three objectives and eight student learning outcomes were identified that flowed out of the overall goal of the QEP. These outcomes have been re-evaluated and are presented.

The overall mission of Project Xtreme Academic Makeover is to transform students’ academic behaviors and create a contextual learning environment to ensure college readiness and improve success in core curriculum courses.

Specific, well-defined objectives related to college readiness are stated with associated learning or environmental outcomes, measures of student success and methods of assessment. Accomplishment of these outcomes will lead to observable results when the Xtreme students and courses are compared to the control-group students and courses. These results will provide evidence whether the Xtreme courses and enhanced student support services provided to Xtreme students made a difference in their success.
Chapter 2: Process Used to Develop the QEP

From the beginning of this process, NCTC sought to develop a Quality Enhancement Plan (QEP) that served as an impetus for improving the college and energizing the faculty and staff about an important element of NCTC’s mission: student success and achievement. NCTC was purposeful and deliberate about the steps taken to identify the topic and to develop the plan to ensure that NCTC’s QEP met the requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The process was organized into two phases: (1) the discovery phase and (2) the development phase.

**Discovery Phase | April 2008-June 2009**

In the discovery phase of the process, a committee was formed to select the topic through quantitative and qualitative analysis of institutional strengths and weaknesses. Institutional surveys, performance data, comparative analysis of other colleges, and institutional research information were reviewed. Broad-based communications across all campuses with all constituencies were also utilized to gather input into the topic. Guiding the discovery phase of the process was the QEP Topic Selection Committee, which included the following individuals:

**NCTC QEP Topic Selection Committee**

- Dr. Lee Ann Nutt, Chair, Vice President of Instruction
- Doug Akins, Dean of Advanced and Applied Technology
- Jerry Barrow, Drafting Faculty
- Dr. Steve Broyles, Dean of Administrative Services/SACS Liaison
- Kathy Corley, Social Science Faculty/SACS Leadership Team Member
- Kevin Davis, SACS Compliance Committee Chair/Social Science Faculty
- Jessica DeRoche, TRIO Coordinator
- Gabrielle Fletcher, Fine Arts Department Chair
- Djuna Forrester, Dean of Lifelong Learning
- Dr. Larry Gilbert, Dean of Arts and Sciences
- Ashley Hartman, Horticulture Faculty
- Richard Huckaby, Adjunct Instructor–Social Sciences
- Tara Lawrence, Title III Coordinator
- George Neal, Visual Arts Faculty
- Debbie Sharp, Vice President of Institutional Advancement
- Tiffany Walker, Radiological Technology Faculty

When the QEP Topic Selection Committee met for the first time on April 23, 2008, the committee discussed the rationale behind a QEP, and the steps necessary in topic selection as recommended by Southern Association of Colleges and Schools Commission on Colleges–SACSCOC. The committee also began to draft a proposed timeline and to determine topic identification strategies. The committee also recognized the importance of educating the NCTC community about the QEP, its implications for student learning, and the institution’s reaffirmation.
The QEP Topic Selection Committee determined several activities to undertake to identify the topic. The first activity occurred at NCTC’s regular in-service activities held in August 2008, when a QEP Topic Selection Survey was distributed (Appendix A), and initial ideas were gathered. Initial suggestions for topics included information literacy, student success, honors program initiative, critical thinking, and retention and college readiness.

The QEP Topic Selection Committee met again on October 16, 2008, and expanded the discussion on the importance of a QEP, examined various examples of QEP topics, and reviewed data sources to begin to identify potential areas of improvement. Data sources reviewed included the QEP Topic Selection Survey Responses; Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis for a Title III grant application; the Community College Benchmarking Survey; and the Spring 2008 Student Opinion Survey.

To begin educating the NCTC community about the QEP, weekly QEP information points were emailed to all faculty and staff during the period of January 20 to March 2, 2009 (Appendix B). The purpose was to keep personnel engaged in and familiar with the process. Each email was focused on one aspect of the QEP. The six email subjects were titled: (1) What is a QEP? (2) Why do we have to do a QEP? (3) But why do we have to do a QEP? (4) Essential characteristics of a QEP to remember; (5) Institutional Commitment to the QEP; and (6) QEP potential topics and meeting reminders.

Additionally, on January 26, 2009, a Quality Enhancement Plan Report was presented to the NCTC Board of Regents explaining the importance of the QEP and the steps the college would follow in selecting the topic.

By March 2009, the QEP Topic Selection Committee had identified ten (10) potential topics that emerged from the faculty and staff surveys, data review, and comparative analysis of other colleges, institutional research information, and general discussion among the committee. The potential topics included the following:

1. College Level Math Readiness
2. College Readiness
3. Retention in Online Courses
4. Student Retention and Success
5. Student Advising
6. Expansion of Learning Framework Course
7. Honors Program Initiative
8. Globalization
9. Critical Thinking
10. Reading and Writing Across the Curriculum

To communicate the value and potential viability of each of these topics, a summary document was prepared that described each of the topics, including relevant institutional data, and provided summaries of existing QEPs related to each topic (Appendix C). This document was distributed during presentations given at faculty and staff meetings in March 2009 on the Gainesville, Corinth and Bowie campuses to provide opportunities for input and discussion about the potential topics identified. The summary document was also presented to the NCTC President’s Cabinet and the Board of Regents. Additionally, a QEP Topic Evaluation Rubric (Appendix D) was developed and provided for employees as a tool to use to measure the quality and feasibility of each potential topic.

Following the campus presentations, employees were provided the opportunity to vote for the topic they thought would be the best QEP. Using Survey Monkey, a total of 54 responses was received (Appendix E). The results are below:
Based on this data, the QEP Topic Selection Committee narrowed the ten potential QEP topics to the following three: (1) Student Success and Retention; (2) College Readiness; and (3) Reading and Writing Across the Curriculum.

In April 2009, a "Concept Paper Template" (Appendix F) was developed and provided to selected faculty/staff with an expertise in the three semi-final topics. A $100 stipend was paid to individuals and teams who collaborated on the project. These concept papers were made available on the college website for employees, students, and the general public to review. Students voted for the topic they believed best reflected the needs of the student body. Data was collected from students through Survey Monkey (Appendix G). There were 146 responses and the results are below:
Additionally, 250 students were surveyed in the classroom. The results are below:

Classroom voting results:

- 55%--College Readiness
- 40%--Student Success and Retention
- 3%--Reading and Writing Across the Curriculum
- 2%--"other"

Combined results (Survey Monkey and classroom):

- 48%--Student Success and Retention
- 39%--College Readiness
- 13%--Reading and Writing Across the Curriculum

In addition to student participation, employees also voted for the topic from among the final three. There were 80 responses, and the results are below:
The results of student voting were presented to the NCTC Board of Regents on May 18, 2009 (Appendix H).

The QEP Topic Selection Committee met again on June 2, 2009, to discuss the employee and student voting results. The committee was concerned that the most popular topic, Student Success and Retention, would be too narrowly focused on environmental improvements rather than student learning. Thus, the committee determined that the objectives in the Student Success and Retention proposal could be incorporated into the College Readiness proposal. Therefore, the QEP Topic Selection Committee chose College Readiness, with a strong emphasis on student academic support services, as the topic for NCTC’s QEP.

Development Phase | October 2009-May 2011

Once the topic was selected, a new committee, the Quality Enhancement Plan (QEP) Committee, was formed. This committee’s primary charge was to fully develop a five-year QEP. Since this committee needed to be faculty led, volunteers were sought at the college’s in-service activities in August 2009 and in October 2009 a “Call for Service” was issued through the college’s Instructional Council. Although the QEP Committee was faculty led, it also included individuals from all major areas of the institution as well as a student representative:
NCTC QEP Committee

Misty Hamner, Chair  Mathematics Faculty
Alyssa Bassler  Student Representative
Dr. Ron Bost  Science Department Chair, Faculty
David Brown  Director of Institutional Research/Effectiveness
Dr. Steve Broyles  Dean of Administrative Services/SACS Liaison
Janice Call  Associate Degree Nursing Faculty
Denise Cason  Director of Information Technology
Kathy Corley  Social Science Faculty/SACS Leadership Team Member
Kevin Davis  SACS Compliance Committee Chair/Social Science Faculty
Desire’ DeMange  Student Success Center Counselor
Theressa Edwards  Vocational Nursing Program Coordinator
Tracey Fleniken  Director of Counseling and Testing
Gabrielle Fletcher  English Faculty
Kari Ford  Director of Admissions/Registrar
Patti Gibbs  Adjunct Faculty
Elizabeth Howell  College Preparatory Studies Department Chair, Faculty
Amy Klohn  Dual Credit Coordinator
Francia Noble  Adjunct Faculty
Marla Owens  College Prep Math Faculty
Dr. Billy Roessler  Vice President of Student Services
Diana Salih  Academic Advisor
Debbie Sharp  Vice President Institutional Advancement
Beverly Snow  Assoc. Director of Library Services–Corinth Campus
Dr. Lee Ann Nutt  Vice President of Instruction (for administrative support)
During the development phase of the process, the following time periods were identified to provide a framework for timely completion of the plan.

<table>
<thead>
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<th>Time Period</th>
<th>Phase</th>
<th>Accomplishments</th>
<th>Meeting Dates</th>
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<tr>
<td>Fall 2009</td>
<td>Pre-Development Phase</td>
<td>• Reviewed QEP Handbook</td>
<td>October 26, 2009</td>
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<td></td>
<td></td>
<td>• Reviewed QEP requirements</td>
<td>November 18, 2009</td>
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<td></td>
<td></td>
<td>• Evaluated other colleges’ QEPs</td>
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<td>Spring 2010</td>
<td>Early Development Phase</td>
<td>• Began narrowing the focus of the topic</td>
<td>May 14, 2010</td>
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<td>• Defined &quot;College Readiness&quot;</td>
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<td>• Drafted QEP purpose statement</td>
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<td></td>
<td>• Defined “success in core curriculum courses”</td>
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<td></td>
<td>• Began identifying student learning outcomes and measurement</td>
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<tr>
<td>Fall 2010</td>
<td>Development Phase</td>
<td>• Continued revision of student learning outcomes and measurements</td>
<td>September 10, 2010</td>
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<td>• Drafted overall assessment design</td>
<td>September 14, 2010</td>
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<td></td>
<td></td>
<td>• Began drafting QEP narrative</td>
<td>October 29, 2010</td>
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<td></td>
<td></td>
<td>• Drafted literature review and best practices</td>
<td>November 19, 2010</td>
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<tr>
<td>Spring 2011</td>
<td>Finishing Phase</td>
<td>• Finalized assessment design</td>
<td>January 21, 2011</td>
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<td>• Finalized purpose statement</td>
<td>March 25, 2011</td>
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<td></td>
<td>• Finalized student learning outcomes and measurements</td>
<td>April 1, 2011</td>
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<td>• Continued drafting QEP narrative</td>
<td>April 8, 2011</td>
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<td></td>
<td></td>
<td>• Finalized literature review and best practices</td>
<td>April 22, 2011</td>
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<td></td>
<td>• Conducted QEP logo contest</td>
<td>April 29, 2011</td>
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<td>• Reviewed final draft</td>
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<td>• Discussed course redesign and assessment measures with math, history, and English Faculty</td>
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<td>June 30, 2011</td>
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<td>July 8, 2011</td>
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<tr>
<td>Summer 2011</td>
<td>Submission of the QEP to SACSCOC</td>
<td>• Finalized narrative</td>
<td>August 8, 2011</td>
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<td>• Conducted kick-off activities for Employees at fall in-service</td>
<td>August 12, 2011</td>
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<td>• Submitted to Board of Regents for Approval</td>
<td>August 15, 2011</td>
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<td>• Conducted kick-off activities for students at Welcome Back parties on all campuses</td>
<td>August 22-26,2011</td>
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<tr>
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<td>• Submitted QEP to SACSCOC</td>
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In addition to the above activities, during the Fall 2010 in-service, an overview of the topic identification process and status of the QEP was given at the General Faculty and Staff In-Service. During the Fall 2010 semester, the faculty were surveyed, using Survey Monkey, about key academic behaviors and student success issues (Appendix I). The top three key academic behaviors identified were motivation, study skills, and time management, with 63% to 72% of faculty ranking these as "most vital" to a student's success in a core curriculum course. Additionally, the majority of faculty defined success in a core class as earning a grade of "C" or better. Although the faculty also ranked their perceived "risk factors" regarding which students may struggle to succeed in a core curriculum course (i.e. first semester students, probation students, first generation students), it was later decided that all students were at-risk in regards to failing or withdrawing from one of the identified core classes, as there were no demographic trends when examining the failure and withdrawal rates of students in HIST 1301, ENGL 1301 and MATH 1314.

At the October 8, 2010, College-Wide Fall Professional Development Day, the results of the survey about key academic behaviors and student success were shared. The QEP purpose, goals, and drafted learning outcomes were presented. In addition, the guest speaker, Nancy Barry, presented research about Gen Y and missing key academic behaviors.

During the Final Development Phase, the draft was sent to NCTC faculty and staff for additional feedback. The QEP was also sent to an external reviewer for her comments and feedback. The QEP Committee then revised and edited the draft by incorporating feedback from the various reviewers. During the final phases of development, NCTC developed a grant application to support the goals and initiatives of Project Xtreme Academic Makeover to the Texas Higher Education Coordinating Board. NCTC received notification of funding for the first and second years of the project. NCTC will budget institutional funds to continue the project for the remaining three years, plus some institutional funds during the first two years. At the August 15, 2011, Board of Regents meeting, board members approved the NCTC Quality Enhancement Plan–Project Xtreme Academic Makeover.
Established in 1924, North Central Texas College (NCTC) is the state's oldest continuously operating public two-year school. NCTC is also one of the fastest growing community colleges in Texas, with a 95% growth since 2000, and an enrollment of over 9,919 students in fall 2011. In addition, NCTC has evolved from a single campus with two satellite sites to a five campus system of a truly regional scope.

NCTC covers a three-county service area including Cooke, Montague, and Denton Counties as well as the Graham ISD service area, which is located in Young County. Three of the four service areas (Cooke, Montague, and Young Counties) are primarily rural. They have a 14% poverty rate, and 84% of the population does not have a college degree. Denton County, a suburban North Texas region, is experiencing dynamic changes in population and employment structure. Recent census data reports list Denton County as one of the fastest growing counties in the nation, with a 58.2% increase over 1990's population. Of this population 63.4% does not have a bachelor's degree, and 6.6% of the population lives below the poverty level (United States Census Bureau).

The large geographic area, diverse demographics, and rapid expansion of the college system all place additional challenges on NCTC to provide higher education to populations in greatest need of its offerings. NCTC continuously re-evaluates policies, procedures, staffing patterns, and philosophies to provide the necessary programs and services to meet the demands of this diverse service area. An example of this process is the leasing of additional space in Flower Mound. NCTC identified a need to better serve the citizens of southern Denton County and, in partnership with the city of Flower Mound, identified facilities that NCTC could lease to expand its offerings. With the increase in enrollment and expanded locations, NCTC quickly filled a need to increase the services available to students to ensure student success.

The students who could most benefit from a community college education and who will make up an integral part of the local workforce are arriving at NCTC underprepared for college-level courses. College readiness is an issue for approximately half of the student body at NCTC and is considered a major problem for NCTC because it affects student retention and completion rates. According to Fall 2007 Texas Higher Education Coordinating Board (THECB) data, there were 1,028 First-Time-in-College (FTIC) students enrolled in NCTC. Of this population, 862 (44.7%) required some form of remediation in order to be ready for college-level courses. Students in the Fall 2007 FTIC cohort who were not college ready were tracked to determine what percentage successfully completed a subsequent college-level course within 3-4 years of their first semester at NCTC. The results, presented below, are dismal:

**READING**
- 25.1% attempted a subsequent college-level course within 3-4 years
- 18.4% successfully completed the course

**WRITING**
- 21.2% attempted a college-level course within 3-4 years
- 18.9% successfully completed the course
MATH 11.3% attempted a subsequent college-level course within 3-4 years
7.1% successfully completed the course

College readiness is a major problem in colleges around the country—not just NCTC. For the Fall 2007 cohort of students entering community colleges in Texas, only 35.8% were College Ready (Texas Success Indicators (TSI) complete) in all three areas of reading, writing and math, according to the Texas Higher Education Coordinating Board (THECB) in the Closing the Gaps by 2015: 2009 Progress Report (3).

According to the THECB, Texas has recognized the need to dramatically increase the levels of expectation and achievement for its students by recently adopting across-the-board College and Career Readiness Standards (CCRS) in the critical areas of mathematics, social sciences, English/language arts, and science. Once fully implemented, the CCRS will pave the way to better alignment between the public and higher education curricula, thereby allowing students a more seamless transition between high school and college or the workforce.

According to the THECB data for a fall 2003-2006 cohort, 65% of “first-time-in-college” students attending community colleges fell below state standards. Approximately 29% were deficient in reading; 20% were deficient in writing; and 42% of this cohort were deficient in math, with 10% being deficient in all three areas. Comparatively, 25% of university students fell below state standards. Approximately 11% were deficient in reading; 8% were deficient in writing; and 14% of this cohort were deficient in math, with 2% were deficient in all three areas.

College readiness is an issue for approximately half of the student body at NCTC. Efforts to improve college readiness are crucial to improving student success rates in all courses because the essential skills learned in College Prep courses (mathematics, reading, writing,) are at the heart of all learning that occurs at NCTC. NCTC determined that college readiness is critical to the long-term improvement of student learning. For the QEP, the committee desired to find a way to help students become college ready and successfully complete core curriculum courses. The QEP Committee selected the research of David T. Conley as fundamental to the proposed plan developed for Project Xtreme Academic Makeover.

According to Conley, “college readiness can be defined operationally as the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program” (Redefining 5). The QEP Committee adopted this operational definition and defined “succeed” as earning a C or better in the general education course.

Conley describes four important factors for college success: (1) key cognitive strategies (problem solving, reasoning, analysis and interpretation); (2) key content knowledge; (3) academic behaviors (study skills, time management, persistence, and self-awareness); and (4) contextual skills and awareness (utilization of college services such as advising, tutoring, and support services) (Redefining 12). These components of success are essential to all students
and have even greater implications for NCTC students who are first-time or first-year college students.

To provide a functional representation of the key facets of college readiness, Conley developed a model, presented below, that organizes the key areas necessary for college readiness into four concentric levels (Redefining 12). Conley warns that, in practice, these various facets are not mutually exclusive or perfectly nested as portrayed in the model. Rather, they interact with one another extensively.

**Figure 3-1: Conley’s Model–Facets of College Readiness** *(Redefining 12)*

![Conley's Model](image)

**Academic Behaviors**

While all four components are crucial to student success, for Project Xtreme Academic Makeover to be manageable, the QEP Committee chose to focus on Academic Behaviors as the central component of the QEP. According to Conley, Academic Behaviors "encompass a range of behaviors that reflect greater student self-awareness, self-monitoring, and self-control of a series of processes and behaviors necessary for academic success" *(Redefining 16)*. Another important area included in the Academic Behaviors facet of college readiness is the "mastery of study skills necessary for college success" *(Redefining 16)*. Conley asserts the following:

> [T]he underlying premise is simple: academic success requires the mastery of key skills necessary to comprehend material and complete academic tasks successfully, and the nature of college
learning in particular requires that significant amounts of time be devoted to learning outside of class for success to be achieved in class. Study skills encompass a range of active learning strategies that go far beyond reading the text and answering the homework questions. (Redefining 16-17)

Conley defines typical study skill behaviors to include "time management, preparing for and taking examinations, using information resources, taking class notes, and communicating with teachers and advisors" (Redefining 17). An additional critical set of study skills is the ability to participate successfully in a study group and to recognize the critical importance of study groups to success.

Since NCTC offers a general education core curriculum of 43-45 semester credit hours, the QEP Committee recognized that the manageability of Project Xtreme Academic Makeover required the identification of three gateway courses which students have the most trouble completing or succeeding in. An analysis of local data for Fall 2009 identified three courses as producing the greatest number of students receiving a "W" or "F": MATH 1314–College Algebra, HISTORY 1301–US History to 1865, and ENGLISH 1301–Composition I.

Enrollment in these three courses totaled 5,293 and breaks down as follows:

- English 1301 2,003 in 94 sections;
- History 1301 1,849 in 64 sections; and
- Math 1314 1,441 in 52 sections.

Other interesting demographics of the 5,293 students enrolled in these three courses follows:

- 4,690 (88.6%) were identified as first-generation college students;
- 853 (85%) had not taken (or not passed) EDUC 1300 or PSYC 1300, Learning Framework, a study-skills course at the beginning of Fall 2010;
- 1,362 students (25.7%) were identified as economically disadvantaged;
- Although the majority of students enrolled in these courses were white, 25.7% were Hispanic.

**Contextual Skills and Awareness**

Keeping with Conley’s College Readiness Model, NCTC’s QEP objectives will also target Contextual Skills and Awareness, in addition to Academic Behaviors. This facet of Conley’s model includes students’ utilization of advising, tutoring, and student support services, which are described by Conley as essential components of college success (College 87). Conley emphasizes that utilization of college services is part of “college knowledge” that successful students acquire to function in college after being admitted (Redefining 17). At-risk students often require assistance in navigating through the college environment after admission. Frequent and ongoing advising provides at-risk students with a tool to achieve their academic goals.
NCTC institutional data indicated that higher percentages of students who participated in existing Student Success Center programs such as tutoring passed these courses with a C or better (Math 1314–54.2%); and when students attended on-campus orientation, they were significantly more likely (Fall 2009–89%) to enroll the next full-term semester. Of the students participating in the Student Support Services TRIO program 63.75% had a GPA of 2.00 or higher in the fall 2009 semester, with 38.4% having a 3.00 or better. These figures indicate greater student academic performances when students use the success services available to them.

As indicated by the data above, procedures for supporting students at risk of not completing college produce positive results when students are aware of the services available to them, are aware of the direct benefits of participating in these services which impact their success and completion of goals, and are able to participate in one or more services. Although data exists to indicate that Student Success Center programs positively impact college success, a Student Success Survey has identified several inherent weaknesses at NCTC that need to be addressed in the QEP:

- NCTC students are not thoroughly informed and educated about the benefits of participating in Student Success Center programs.

- On-campus academic advising is not required for all first-time-in-college students. Even though academic advising is strongly encouraged when students are on-campus for orientation, only fifty percent of the students take advantage of it, thereby missing a quality one-on-one connection in which specific information and discussions regarding the students' educational goals and degree plans take place. Again, this service is available to all students, but it is not required and often they do not see the value in academic planning discussions early in their college career.

- In-depth, ongoing faculty development in discipline-specific areas to aid faculty in identifying at-risk behaviors for student course failure and/or course withdrawal is not consistently available throughout NCTC academic departments.

- Faculty of the identified gateway courses (History 1301, English 1301 and Math 1314,) indicated a lack of additional, consistent interventions required by their departments. Although the Early Alert system (a follow-up system for faculty to refer students at risk of failing) was noted as an existing intervention process, there were no other systems consistently used.

By focusing on college readiness through Project Xtreme Academic Makeover, NCTC will identify specific learning outcomes and the environment needed to support student learning throughout the project. By teaching key academic behaviors, embedding study skills into the three core curriculum courses with the highest withdrawal and failure rates, and providing contextual skills and awareness through structured support services, NCTC will significantly
improve student learning outcomes as well as increase retention and completion rates for our students.

Throughout the process, the NCTC QEP Committee worked with all areas of the college to determine the best plan of action to ensure the project will improve the quality of student learning. Faculty members were heavily involved in researching best practices and literature reviews to determine the specific methods and activities to be used in this project to promote student success and student learning. Faculty members attended conferences to gain additional knowledge and best practices for college readiness. In addition, student services representatives attended conferences on the importance of academic advising and completion rates as well as utilizing structured support services to enhance student learning. Best practices learned were incorporated into the QEP. Faculty and staff understand the importance of the Xtreme QEP and the impact it will have on students, not only in these three gatekeeper courses, but in all their subsequent courses. Increasing student learning and student success will have a long-term impact on NCTC’s retention and completion rates.
Chapter 4: Desired Student Learning Outcomes

The QEP Committee has identified “specific, well-defined goals related to an issue of substance and depth, expected to lead to observable results,” as requested in the SACSCOC Handbook for Institutions Seeking Reaffirmation (48). Three objectives and eight student learning outcomes have been identified that flow out of the overall goal of the QEP:

*Project Xtreme Academic Makeover* will transform students’ academic behaviors and create a contextual learning environment to ensure college readiness and improve success in core curriculum courses. The following **Goal/Objectives/Outcomes map** provides a visual representation of the summary provided below.
In addition to Conley’s academic behavior research, Simpson, Stahl, and Francis report that successful transfer to other academic disciplines is enhanced when learning strategy instruction is embedded within a disciplinary context; such instruction should never “occur in a vacuum” (3). As is seen in the QEP Model on Page 58, Xtreme sections of History, English and Math, will be piloted starting Fall 2011. Course redesign will occur in Summer 2011 by faculty involved in the QEP project. These Xtreme sections will be designed to include instruction on learning strategies embedded into the disciplinary context of each course.

In order to facilitate the recommendation by the Reaffirmation Committee to restructure the QEP to focus on the stated mission of student success, NCTC offers the following as evidence of the process of narrowing the scope of the plan. This is being accomplished through the following:

The overall mission of Project Xtreme Academic Makeover continues to be to transform students’ academic behaviors and create a contextual learning environment to ensure college readiness and improve success in core curriculum courses.

Originally, the QEP Committee identified “specific, well-defined goals related to an issue of substance and depth, expected to lead to observable results.” Three objectives and eight student learning outcomes were identified that flowed out of the overall goal of the QEP. These outcomes have been re-evaluated, revised, and are presented below.

Over the next few pages, specific, well-defined objectives related to college readiness are stated with associated learning or environmental outcomes, measures of student success and methods of assessment. Accomplishment of these outcomes will lead to observable results when the Xtreme students and courses are compared to the control-group students and courses. These results will provide evidence whether the Xtreme courses and enhanced student support services provided to Xtreme students made a difference in their success.

**Objective A: Students in Xtreme courses will assess their current skill level and apply new strategies to improve performance in core curriculum courses.**

**Learning Outcome A1: Students in Xtreme HIST 1301 courses will be able to demonstrate the effective use of the Cornell note-taking system.**

A.1.a. Students in Xtreme HIST 1301 courses will be able to describe effectively the Cornell note-taking system.

A.1.b. Students in Xtreme HIST 1301 courses will be able to apply Cornell note-taking strategies for a lecture and/or reading assignment.

**Measurement:** The average score on the post-test-note taking instrument will improve by 50 percent. A HIST 1301 Action Plan was developed that includes Note Taking Tips and Suggestions, Note Taking Skills Assignment/Narrative, Note Taking Rubric, and Cornell Note Review Assignment. Using the HIST 1301 Action Plan which includes Note-Taking Rubric, the overall average score will be 80 percent or better.

**Assessment and Method of Data Collection:** Pre-test/post-test evaluations will take place regarding note taking strategies. Students will each submit a copy of
Learning Outcome A2: Students in Xtreme ENGL 1301 courses will be able to define and apply effective learning and study strategies assessed by the Learning and Study Strategies Inventory, LASSI.

A.2.a. Upon completion of a learning and study strategies assessment, students in Xtreme ENGL 1301 courses will be able to identify their personal learning style and describe effective study strategies.

A.2.b. Students in Xtreme ENGL 1301 courses will be able to complete an assignment using strategies associated with their identified learning styles and evaluate their success on the assignment based on the strategy used.

Measurement: Pre-test/post-test evaluations will be used to assess knowledge of learning styles. An ENGL 1301 Action Plan was developed that includes Pre and Post LASSI Survey, Personality Assessment, Learning Style and Study Strategy Narrative, Learning Styles/Study Strategies Rubric, Learning Communities & Study Skill Assignment, Grading Scale: An Important Skill for College Success, and Motivation Activity. Using the ENGL 1301 Action Plan which includes the “Learning Styles/Study Strategies Rubric”, the overall average score will be 80 percent or better.

Assessment and Method of Data Collection: Pre-test/post-test evaluations will take place to measure knowledge of learning styles and a Pre/Post LASSI will be utilized. Students will submit a copy of Pre and Post LASSI survey-writing assignment, Personality Assessment, Learning Style and Study Strategy Assignment, Learning Communities & Study Skill Assignment, and Motivation Activity to the Xtreme Faculty.

Learning Outcome A3: Students in Xtreme MATH 1314 courses will be able to identify and apply test-taking strategies assessed by a specific instrument created by the faculty.

A.3.a. Students in Xtreme MATH 1314 courses will be able to identify strategies for dealing with test anxiety, integrity, and preparation.

A.3.b. Students in Xtreme MATH 1314 courses will be able to design a "tip sheet" of suggestions for dealing with test anxiety, integrity, and preparation.

Measurement: Pre-test/post-test evaluations will be utilized to determine the knowledge of testing strategies. A MATH 1314 Action plan was developed that includes Pre/Post Assessment on Test Taking Skills, Xtreme Algebra Assessments and Content Timeline, Test Taking Survey, and Test Taking Tip Sheet Assignment. Using this MATH 1314 Action Plan, the overall average scores on the “Test-Taking Rubric” will be 80 percent or better.
Assessment and Method of Collecting Data: Pre-test/post-test evaluations will be utilized to determine knowledge of the testing strategies. Students will submit a copy of Pre/Post Assessment on Test Taking Skills, Xtreme Algebra Assessments and Content Timeline, Test Taking Survey, and Test Taking Tip Sheet Assignment to Xtreme Faculty.

NCTC’s QEP objectives will also target Contextual Skills and Awareness, in addition to Academic Behaviors. This facet of Conley’s model includes students’ utilization of advising, tutoring, and student support services, which are described by Conley as essential components of college success (College 87). Conley emphasizes that utilization of college services is part of “college knowledge” that successful students acquire to function in college (Redefining 17).

Objective B: Students in Xtreme courses will exhibit an increased awareness, utilization, and value of academic support services.

Environmental Outcome B1: Students in Xtreme courses will learn about academic support services available through NCTC.

B.1.a. Classroom presentations will be made to all Xtreme and all control-group courses during the first two weeks of the semester to promote academic support services.

B.1.b. Faculty teaching Xtreme courses will schedule class visits to tutoring labs (Writing Lab for History and English students, Math Lab for Algebra students,) and on-campus libraries tour and orientation (for History and English students).

B.1.c. Xtreme Professional development/training for Xtreme faculty, tutors, and supplemental instruction leaders will be provided to ensure appropriate referrals to available academic support services.

Measurement: Students will be introduced to and embedded in a learner-centered environment at NCTC and as a result 50 percent of target students will utilize one or more support services during each semester.

Assessment and Method of Data Collection: Tracking will be via in-place systems within the Student Support Center (Accutrack – a software program used to track students attending/receiving Student Support/tutoring and Estudias – a software program used for data analysis).

Environmental Outcome B2: Students in Xtreme courses will utilize academic support services available through NCTC.

B.2.a. Students enrolled in Xtreme courses will be required to utilize specific academic support services to receive maximum available points for their courses.

B.2.b. Xtreme faculty will complete an online “Early Alert Form” to refer at-risk students to specific support services, above and beyond what these students may be utilizing as part of their course requirements.
Measurement: Extreme students will meet with Student Success Center staff to engage in proactive support intervention when referred through the Early Alert system. Fifty percent of referred students will participate in at least one success service available for a minimum of two sessions.

Assessment and Method of Data Collection: Each Xtreme student and staff will develop and implement a plan for personalized student improvements. NCTC will utilize data tracking systems (Accutrack and Estudias) to collect and assess data.

*Environmental Outcome B3: Students in Xtreme courses will perceive academic support services as valuable and essential to academic success.*

B.3.a. Xtreme faculty will administer a Pre-Assessment Survey (PreAS) the first week of the semester and a Post-Assessment Survey (PostAS) at the end of the semester in each Xtreme course to determine students’ level of awareness and value ranking of academic support services ([Appendix V](#)).

B.3.b. Faculty will administer a PreAS during the first week of the semester and a PostAS at the end of the semester to control-group core courses to determine students’ level of awareness and value ranking of academic support services.

B.3.c. Faculty and staff will compare the PreAS/PostAS results between Xtreme Courses and control-group courses to compare students’ level of awareness and value ranking of academic support services. B.3.d. Track Xtreme students’ continued utilization of academic support services in subsequent semesters.

B.3.d. Faculty and staff will track Xtreme students’ continued utilization of academic support services in subsequent semesters.

Measurement: There will be a 15 percent increase in awareness and a 15 percent increase in value ranking. Seventy-five percent of previous Xtreme students will continue to utilize academic support services in subsequent semesters.

Assessment and Methods of Data Collection: Faculty will collect and document student responses on PreAS/Post AS. Faculty and staff will track Xtreme students’ usage of academic support services- tutoring services (on campus and online) and seminar attendance through Accutrack and online reports.

Quality advising will be provided at each academic stage, including initial assessment and placement for first-time college students, as well as career and major exploration. Rowh states that selecting a career is not as simple as opening a college catalog and flipping through the degree and certificate offerings. Rowh cites Sue Schmid of Pace University, who emphasizes that a career decision should be a self-discovery process guided by advising and counseling staff that can help “students identify interests, talents, and hidden passions” (Rowh 22). Quality, timely, and efficient advising also directly contribute to a student’s positive college experience.
and persistence rates according to Marques, Marques and Luna, and McArthur. All of this research validates the importance of establishing a strong student/advisor relationship in order for students to feel connected, invested, and informed regarding their academic path.

**Objective C: Students in Xtreme courses will participate in academic advising to progress academically.**

*Environmental Outcome C1: Students in Xtreme courses will utilize academic advising to identify current academic status.*

C.1.a. Students in Xtreme courses will meet with their assigned academic advisor during the first three weeks of classes, and again prior to registration for the following semester. Individual advising meetings will be graded assignments in the Xtreme courses.

**Measurement:** Xtreme students will receive career counseling during advising sessions to assist them in determining interests and future career opportunities. Ninety percent of Xtreme Students will participate in this discussion with their academic advisor.

**Assessment and Methods of Data Collection:** Advisors will introduce the career discussion at initial advising sessions and continue through additional sessions. Students and advisors will sign Advising Forms & copies will be used to document the meetings. Advising plans and notes will also be documented in Estudias. Students will submit the “Advising Assignment” to Xtreme faculty as a course requirement.

*Environmental Outcome C2: Students in Xtreme courses will start their Educational Planning Portfolios and create course maps showing all courses to be taken each semester, and how these courses directly relate to their intended educational and career goals.*

C.2.a. Students in Xtreme courses will discuss with their assigned academic advisor their Educational Planning Portfolio which includes Texas Success Indicators (TSI) status/restricted courses, remediation, and pre-requisites.

C.2.b. In their second meeting with an assigned academic advisor, students in Xtreme courses will review their Educational Planning Portfolio, identifying degree or certificate requirements, and prepare semester-by-semester course maps to reach their personal academic goals.

**Measurement:** Ninety percent of Xtreme students who meet with their assigned advisor will participate and create Educational Planning Portfolios.

**Assessment and Methods of Data Collection:** Students will submit “Advising Assignments” to Xtreme faculty as a course requirement. Documentation of advising session will be noted in student files in Estudias.
Environmental Outcome C.3: Students in Xtreme courses and their assigned advisors will work together to create written Time Management Plans/Weekly Schedules for the current semester, and also subsequent semester-by-semester plans outlining how remaining courses need to be sequenced for successful achievement of educational goals (certificate, degree, transfer, etc.).

C.3.a. Students in Xtreme courses will develop Time Management Plans to schedule their courses and appropriate time needed for weekly preparation and study to be successful in their courses.

**Measurement:** Student in Xtreme sections will have time management plans on file and systems in place to track student achievement. Seventy-five percent of Xtreme students will have a time management plan on file.

**Assessment and Methods of Data Collections:** Assigned advisors will visit and present the Time Management Program to all Xtreme sections; sign in sheets will be collected to document student attendance. Students will submit copies of the Time Management/Weekly Schedule Assignments to Xtreme Faculty as a course requirement.

NCTC’s Xtreme QEP focusing on college readiness aligns with the college’s Strategic Plan under Framework #2: Student Readiness, Learning, and Success. Enabling students to achieve their full potential requires an institution to clearly define paths toward a variety of educational goals. Increasing system-wide student enrollment creates a greater need for specialized student services, faculty, and retention strategies to support student success.

The QEP addresses three goals under this framework in the college’s Strategic Plan: 1) Facilitate the achievement of teaching excellence and in-depth learning through innovative faculty and student programs and activities; 2) Implement a holistic model of student advising; and 3) Improve student success in college prep and gatekeeper courses. To ensure that the QEP is integrated with other processes of the college, Project Xtreme has its own Institutional Effectiveness/Strategic Planning (IE/SP) form to assist in the tracking of the results and outcomes of the project. In addition, a separate Xtreme QEP budget has been set up to ensure that appropriate resources will be allocated to the project as well as to assist in tracking expenditures and support for the project. The first year of this project, NCTC secured grant funds to assist in the implementation of the QEP and will allocate institutional resources the following years.

In addition to the above the following operational goals, objectives and activities will be implemented.

**Goal 1:** Project Xtreme will increase the percentage of targeted students who successfully complete History 1301, English 1301, and Math 1314 by 25%. (Fall 2009 Failure Rates Baseline Data: HIST 1301 25.4%; ENGLISH1301 21.6%; and MATH1314 41.3%)
Objective 1: Students will DISCOVER and APPLY successful learning strategies and skills.

Learning Framework: The following is the course description for Learning Framework (PSYC1300/EDUC1300) – “A study for the (1) research and theory in psychology of learning, cognition, and (2) motivation factors that impact learning, and (3) application of learning strategies. Theoretical models of strategic learning, cognition and motivation serve as the conceptual basis for the introduction of the college-level student academic strategies. Students use assessment instruments (e.g. learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. This course is cross-listed as EDUC1300. The student may register for either EDUC1300 or PSCY1300 but may receive credit for only one of the two”.

The student learning outcomes for the Learning Frameworks course are as follows: 1) Strengthen academic performance by identifying key components of the successful student; 2) Enhance study skills, critical thinking skills, and communication skills; 3) Develop self-awareness and career goals within an academic atmosphere; 4) Identify college resources; 5) Describe the research and theory in the psychology of learning, cognition, and motivation; 6) Identify learning styles and analyze various factors that impact learning; 7) Describe different perspectives of learning and adapt to different learning environments; 8) Compose writing assignment(s) using Standard American English and basic computer skills.

Key learning objectives associated with the Learning Framework course will be appropriately embedded into specific sections of the identified core curriculum courses. However, the College has reduced the scope of the program by determining that only particular instruments will be used within each gateway course, as opposed to all courses utilizing multiple instruments. For instance, within the HIST 1301 course, the Cornell note taking method will be utilized; within the ENGL 1301 course, the Learning and Student Strategies Inventory, LASSI, will be utilized to determine the learning styles of students; and in the MATH 1314, a specific test taking strategy will be employed. Key contextual aspects that emphasize the importance of structured student support will continue to be embedded into each course/content area, including mandatory tutoring, advising and a time management assignment.

Supplemental Instruction (SI) Program and On-campus Tutoring: Although SI has been well-researched to support its impact in assisting under-prepared students, only “thirty percent or fewer of institutions reported offering Supplemental Instruction” for this population (THECB Statewide Survey, 2005). At NCTC, In History 1301, 25.4% of students either withdrew from the class or received an F during Fall 2009. During the fall 2009 semester, 21.6% withdrew or received an F of those students enrolled in English 1301 at NCTC; 41.3 percent of NCTC students enrolled in College Algebra either withdrew from the class or earned an F during Fall 2009. David R. Arendale, (1994) the National Project Director for Supplemental Instruction, lists the advantages to providing SI for students: 1) SI identifies “high risk” courses, not “at-risk” students; it is not perceived as remediation, so with no stigma attached to SI, more students
participate. 2) SI is proactive, begins during the first week of the semester, providing assistance before a problem develops. 3) SI promotes collaboration and support among students in a class. 4) SI leaders attend all classes and can experience the structure of the class and have an informed understanding of concepts presented and assignments due. And 5) Faculty can be directly involved in the SI process.

Project Xtreme will offer SI to students taking the re-designed HIST 1301 course. Because students in ENGL 1301 and MATH 1314 have tutors available to them through the on-campus Math and Writing labs, Project Xtreme will develop HIST 1301 SI groups in order for those students to have the additional level of tutoring support which is available and required for the Xtreme ENGL 1301 and MATH 1314 students. NCTC will offer HIST 1301 SI sessions on the Gainesville and Corinth campuses at days and times that best accommodate student schedules. MATH 1314 students will also have access to a tutor who will be available primarily for students in the Xtreme sections. However, in order to make this implementation more manageable, faculty have created a matrix (Appendix W) to determine the number of hours required for Xtreme students in SI. For example, if a student utilizes tutoring services prior to the first exam/major assignment and the student is successful on the first exam, there may be a reduction in the remaining number of required tutoring hours.

Online Resources: Project Xtreme will work with faculty members teaching targeted courses to develop online videos/podcasts of certain course content. This online mobile delivery of instruction will allow students to access course information anytime and anywhere. This portable access will allow students to have on-the-spot review of course content whenever they need it which allows them to closely examine important concepts multiple times for better understanding and retention. Providing this flexibility will also assist working students who are unable to participate in on-campus tutoring or meet with faculty during normal office hours. According to Educause Learning Initiative "Lecture capture enhances and extends existing instructional activities…it works especially well… when complex information is discussed." (www.educause.edu/eli)

Goal 2: Project Xtreme will increase the number of students in History 1301, English 1301 and Math 1314 who earn a diploma or certificate within 5 years of the beginning of the intervention by 10%.

Objective 2A: To educate students about proper course sequence in order to facilitate advancement through core curriculum courses.

Advising: Quality advising needs to be provided at each academic stage: assessment and placement, career guidance, first-semester advising, second-semester advising, etc. NCTC has incurred many challenges with advising, the most notable being that faculty and student availability do not always correspond. Several years ago, NCTC implemented the policy that the majority of advising would be handled by counselors and advisors. Prior to implementation of Project Xtreme, first time college students were not required to see an advisor prior to registration. Researchers agree that quality, timely, efficient advising directly contributes to a student’s positive college experience and persistence rates (Marques, 2005; Marques and
Luna, 2005; McArthur, 2005). As part of Project Xtreme, NCTC has implemented a policy that requires all first time college students to participate in advising prior to registration. As part of this advising, counselors and advisors review degree or certificate requirements with the student and develop a semester-by-semester course map to reach his/her personal academic goal. The student and advisor sign and complete the Advising Form and documentation is made in Estudias. The measurement of student success will be 100 percent of the cohort having a signed form on file. The goal of Project Xtreme is to increase the number of students earning a diploma or certificate each year by two percent to meet a five year degree attainment rate of ten percent.

**Objective 2B**: Provide early intervention to Xtreme students to ensure they successfully complete their courses and have the necessary skills to continue their education to earn a diploma or certificate.

**Early Alert Program**: The 2005 National Satisfaction and Priorities Report (Noel-Levitz, 2005) presents several community college challenges perceived by students. Overall, the majority of students surveyed feel colleges are not doing all they can to help them reach their educational goals, colleges do not show concern for students as individuals, and students are not notified early if they are doing poorly in class. **NCTC currently offers an Early Alert System for faculty to refer students needing assistance to the Student Success Center; however, there are limited numbers of faculty utilizing this service and limited follow up with students. Project Xtreme will provide a coordinated effort with faculty teaching the targeted course to utilize the Early Alert System and work with appropriate support personnel to provide the needed interventions. Measures of student success for this objective are 50 percent of referred students will participate in at least one success service available for a minimum of two sessions. A student referred through the Early Alert system, together with his/her advisor, will develop and implement a plan for personalized student improvement.**

**Goal 3**: Project Xtreme will increase the number, type and quality of structured activities or opportunities available to student including advising, counseling, and other support services.

**Objective 3**: Project Xtreme will increase the availability of structured activities to accommodate prospective working students.

**Orientation Program**: Admitted students will be contacted and encouraged to participate in one of the many on campus orientation sessions, after which, academic advisors may conduct the students’ initial advising sessions. NCTC is reducing the measure of success in this objective from 75 percent of first-time college students attending on-campus orientation to 50 percent attending on-campus orientation because a greater number of first-time college students work while attending school, travel substantial distances to school and work within limited available time frames, and students can receive quality orientation information via the newly improved NCTC online orientation module. NCTC chose to improve the multimedia and interactive online
orientation to address the concerns of first time college students who informed the college of the difficulties to carve out additional time for both the on-campus orientation and one-on-one academic advising before registering for courses. Positive feedback from students and advisors following the Fall 2011 registration about the online orientation prompted NCTC to adjust this measure of on-campus orientation down by 25 percent.

**Increased Access to Tutoring:** Currently, NCTC offers several tutoring opportunities for students, but provides limited tutoring in the evenings and on weekends. Online services can be provided at more convenient hours and can be accessed from anywhere, enabling students to get the help they need when they need it. Currently, online tutoring is available to all NCTC students through a service called *Grade Results*, with certain subjects such as Math being available 24-hours a day, 7 days a week. Also, *Grade Results* incorporates course textbooks and instructors’ materials into their online tutoring offerings, so faculty teaching Xtreme courses will provide their source materials to the Project Directors at the beginning of each semester so that this can occur. As mentioned previously, Supplemental Instruction groups for HIST 1301 students will also be developed; Writing Lab and Math Lab hours will be extended in order to offer more tutoring availability in the evenings and weekends for students enrolled in Xtreme courses. Faculty teaching the identified courses will require the utilization of these tutoring services in accordance with their syllabi and their grading policies, so it is imperative for NCTC to offer increased access to these resources. Tracking and verifying Xtreme students’ usage of any and all types of tutoring are not issues, as every student utilizing on-campus tutoring must sign in and out of NCTC tutoring labs through a system called *Accutrack*. Additionally, individual and aggregate student usage information is collected and transcripts of every online tutoring interaction are provided to the college through *Grade Results*.

**Online Study Skills Resource Materials/Seminars:** As a supplement to the Learning Framework course, additional study skills resources and information will be made available through the college learning management system – *ANGEL*. Students who are unable to attend live seminars will be able to access this information online at anytime from anywhere. Topics to be covered include: Goal Setting and Time Management; Learning Styles and Study Strategies; Uncover Your Interests - Discover Your Path; Wellness and Stress Management, etc. As indicated above, Project Xtreme will offer students additional structured activities including advising, Early Alert system, supplemental instruction, and online captured lectures.

**Objective 4:** To inform and advise students of the purpose and necessity of utilizing academic and support services to achieve success in their core courses.

Studies have shown that a “learner-centered environment” helps students find a place where they feel connected in the vast, and often intimidating, world of academia, and the connection
that occurs has a positive effect on learning outcome (Silverman & Cassazza, 2000). Debra Derr, Vice President for Learning Success at Madison Area Technical College in Wisconsin, states “Twenty years ago, community colleges had open door, open access policies with the philosophy that the student has the right to come and the right to fail. That's not the prevailing philosophy in community colleges any longer” (Derr, 2006, p.7). NCTC has moved beyond this philosophy and is committed to focusing on both “academic skill readiness” and, as Derr refers to it, “affective readiness” (Derr, 2006, p.7). To create a leadership-focused campus culture that responds to both the academic and affective readiness of students, Project Xtreme will continue to expand current support services as well as add additional interventions to ensure students' success. In targeted courses, faculty will require their students to utilize key support services such as tutoring, supplemental instruction, or advising in order to receive the maximum number of participation points, which contributes to their overall grade in the course. Xtreme staff will make classroom presentations during the first two weeks of the semester for all targeted courses in order to promote and explain how support services such as tutoring and advising are accessible on each campus. Faculty teaching targeted courses will also schedule class visits to the relevant tutoring labs (Math or Writing) for tours and introduction to the tutoring staff. Project Xtreme staff will develop a series of emails to be distributed to targeted students through ANGEL to promote support services. Faculty members will utilize an online Early Alert referral form to refer students to specific support services. Advisors will provide information to Xtreme students on the services that are available and the impact it has on the student’s ability to be successful in their courses. To determine, document and continue quality interactions between Xtreme students and Xtreme team to provide ongoing program improvements, NCTC will conduct two focus groups per targeted course each semester (mid and end of semester for each of the three courses for a total of six per semester); thus, NCTC will receive narrative feedback from the participating students about the services they are using and skills they have developed by participating in the Xtreme courses. (Appendix U). Additionally, the Director of Institutional Research will conduct a survey with Xtreme course students on an annual basis. This objective was added based on recommendations from the reaffirmation committee’s visit, as the focus groups and surveys were identified in the original proposal evaluation plan. Identification of the frequency and method of the focus groups and survey allow NCTC to commit to gathering and reviewing ongoing quantitative and qualitative data. (Appendix U).

The following example demonstrates the impact of supplemental instruction on student success at NCTC: Students taking BIOL 2401 (Anatomy and Physiology) who attended at least 5 SI sessions during 2009-2010 had an average GPA of 3.49, compared to the average GPA earned by non-SI students which was 2.28. Also, 91.0% of students who attended five or more SI sessions enrolled in the subsequent long semester; in comparison, only 64.2% of non-SI students enrolled for the subsequent semester.

**Goal 5: A minimum of 75 faculty and staff who work with students in targeted courses will successfully complete the Xtreme Professional Development Xperience.**
Objective 5A: Xtreme faculty will increase their knowledge using evidence-based instructional strategies to improve student outcomes.

As evidenced in the survey, NCTC does not provide adequate training opportunities for faculty teaching history, English and math. In addition, training is needed for counselors, advisors, tutors and support services personnel assisting students at risk of failing or withdrawing in order for the students to be successful in their educational plans.

Xtreme faculty and student support personnel will increase their knowledge using evidence-based instructional strategies to improve student outcomes. Faculty, including current and potential Xtreme faculty, will participate in Professional Development (PD) training sessions and one forum each semester that include interdisciplinary and department specific sessions. Student Support staff will participate in PD sessions during the fall and spring semesters. Topics include: student retention strategies, early intervention identifiers, and College & Career Readiness Standards. The first 25 of the targeted faculty and support staff to provide documentation of completing 15 hours of training focused on department specific content and/or student success strategies will earn a stipend.

Monthly two-hour training sessions will be conducted on campuses throughout the year targeting these disciplines. The following are examples of the types of training series that will be conducted. Presenters for these sessions will include outside experts in their respective fields as well as internal faculty and staff that can share best practices on the specific topic. Sessions will be both interdisciplinary as well as discipline specific:

**Interdisciplinary Session: Instructional Leadership -- Using Data to Improve Student Performance** - In this series, faculty will be provided with tools to access, to interpret and to use data to improve student performance. Participants will learn strategies using assessment data to drive instruction and help students succeed. Strategies will be given to address equity and access, to develop assessment rubrics, and support services available to assist students. In addition, faculty and support personnel will receive training on utilizing the Estudias Student Engagement module for tracking student performance.

**Interdisciplinary Session: Learning Communities** - In this series, faculty will learn research-based strategies to build and strengthen student skills within the English and social science disciplines. An emphasis will be placed on interdisciplinary reading, analyzing text strategies and teaching writing on demand. Participants will learn strategies for strengthening students’ reading comprehension and writing skills. Faculty will learn research-based strategies to help students activate their background knowledge, deepen comprehension and develop academic vocabulary.

**History Professional Development Series** - History faculty will participate in a series of training sessions to provide new strategies to develop their student abilities to read critically. The training will be based on the premise that a coherent, articulated program of effective strategies will improve student performance in essay writing by giving students a framework that allows them to develop their writing proficiency. Faculty will explore strategies to improve students’ historical thinking skills.

**English Professional Development Series** - English faculty will participate in a series of training sessions to provide strategies that allow students to ask and generate questions, develop the ability to actively engage with any text, and analyze and document their own
thinking while reading. Topics addressed include close reading questioning, critical thinking question stems, dialectical journalizing, analytical writing and holistic assessment. Faculty will learn strategies that allow students to ask questions, develop the ability to actively engage with any text, and analyze and document their own thinking while reading.

**Mathematics Professional Development Series** - Math faculty will participate in a series of training sessions to provide strategies for designing and using meaningful investigations, writing dynamic problems, and enhancing current classroom activities so that students will develop a deeper understanding and produce more thoughtful responses. Objectives for participants include learning to develop techniques by using inquiry learning in teaching algebraic thinking, using patterns to find relationships, using tables in investigating relationships, and describing patterns using both recursive and closed relationships.

**Objective 5B**: Xtreme support personnel will increase their knowledge using evidence-based intervention strategies to improve student outcomes.

**Support Personnel Series** - NCTC counselors, advisors, tutors and support services personnel will learn strategies to address challenges facing college students that lead to difficulty achieving academic success. According to the 2006 National College Health Assessment, the ten most frequently cited impediments to academic performance include: stress; sleep difficulties; concerns about family/friends; relationship difficulties; depression/anxiety disorder; death of a friend/family member; and alcohol use. This is to say nothing of student finances, preparedness, and other non-health related barriers that can also inhibit progress. This series will provide such information and strategies addressing these barriers for students.

During the fall and spring semesters, a day long **XTREME FORUM** will be held. The Forum will be structured to provide topics for faculty, counselors, advisors, tutors, supplemental instructors and other support personnel to improve student outcomes. Topics for these forums will include: effective student success strategies including those that engage faculty to increase student retention and completion; early and ongoing intervention and success strategies; using data assessment to improve student performance; infusing course rigor and improving instruction; evaluating student’s psycho-social and student skill attributes; College and Career Readiness Standards; and information on key cognitive strategies (problem solving, reasoning, analysis and interpretation), key content knowledge, academic behaviors (includes study skills, time management, persistence and self-awareness); and contextual skills and awareness (utilization of college services such as advising, tutoring, and support services) and the importance of these to student success.

**Goal 6**: Faculty and staff, who complete trainings, can articulate the vision of the training, and apply the theories and practices learned to help students succeed.

**Objective 6A**: Xtreme faculty and support personnel will develop action plans to integrate theories and practices learned into their courses/services.

Faculty and staff participating in the Xtreme Professional Development Xperience will have the knowledge and tools needed to incorporate these new concepts and teaching strategies into their courses and/or services offered to students. Xtreme participants will be able to articulate
the vision of the training and apply the theories and practices learned in their courses or through their services to better assist students. As part of the professional development, at the end of each training series, faculty and staff will develop an action plan on how they will incorporate the strategies and skills learned into their coursework or services. In addition, the Xtreme Project Co-Directors and the Xtreme Faculty Leads will provide follow-up guidance and support to the XTREME participants.

**Objective 6B: Xtreme faculty and support personnel will incorporate theories and practices learned into their courses and services.**

Xtreme Faculty Leads will also conduct classroom observations ([Appendix T](#)) to provide assistance to faculty members as they incorporate these strategies into their classes. Faculty Leads will provide suggestions and ideas of ways to enhance the student learning and success. In addition, student course evaluations will be used to determine progress and changes in student outcomes and results. Xtreme Project Co-Directors will also host student forums for the targeted students to gather input on their satisfaction with support services, tutoring, counseling and advising. In addition, Project Co-Directors will conduct observations during counseling and advising sessions to determine the integration of strategies learned during the Xtreme Xperience.

In order to determine the effectiveness of the project and to facilitate the gathering of data for each goal and objective, NCTC will utilize its *Estudias Enterprise*, an end-to-end data warehousing and business intelligence solution. Over the past year, NCTC integrated its data collection to *Estudias* which quickly provides data on student performance in classes, retention and graduation rates, and allows cohort comparisons and data mining. Project Xtreme staff will establish a dashboard for all the key performance measures to track student outcomes throughout the project period. Xtreme staff and faculty will be able to monitor student performance throughout the semesters. Although NCTC purchased the *Estudias Student Engagement* module, it has not been fully functional until this point. Utilizing this *Student Engagement* module will allow Project Xtreme staff, advisors and faculty quick access to student information, provide a venue for faculty and advisors to centralize contact notes on each Xtreme student, monitor intervention strategies, and provide advisors with needed information.

The previous materials help to support the narrowing of the plan’s scope as a whole and to aide in the documentation regarding the revision of the QEP assessment plan to include measures of student success.
Chapter 5: Literature Review and Best Practices

During the literature review phase of the NCTC QEP project, the importance of the NCTC QEP topic was affirmed by the Obama administration’s “White House Summit on Community Colleges” in October, 2010. The summit intensified the national focus on improving college graduation rates and announced an initiative from the Bill and Melinda Gates Foundation that aims to promote college accountability for helping college students succeed in degree completion. The Gates Foundation’s “Complete by Design” program added to the numerous technical reports, benchmarks, and best practices published by national and state initiatives reviewed by the QEP Committee, including “Achieving the Dream”; the Community College Survey of Student Engagement (SENSE); Dallas-based “Education is Freedom”; the Texas Higher Education Coordinating Board standards in “Closing the Gaps by 2015”; “Texas College Career Readiness Program,” and others. Research in Educational Resources Informational Center (ERIC) and Academic Search Complete databases resulted in scholarly journal articles and literature reviews that identified strategies for increasing college course completion for at-risk students. Studies by Schwartz and Jenkins, Boylan, and California Community Colleges’ Center for Student Success report on basic skills and the importance of early and ongoing academic advising, frequent student feedback, strategic assessment and reassessment of college intervention strategies, tutoring, support services, active learning methods, and institution-wide support and priority for basic skills improvement. Additionally, this research describes exemplary developmental education programs that teach basic skills to achieve student success.

The QEP committee focused on the research of David T. Conley. Conley describes four important factors for college success: key cognitive strategies (problem solving, reasoning, analysis, and interpretation); key content knowledge; academic behaviors (study skills, time management, persistence, and self-awareness); and contextual skills and awareness (utilization of college services such as advising, tutoring, and support services) (Redefining 12). These components of success are essential to all students, including students not enrolled in developmental education courses. The relationship between study skills and academic performance is well documented in academic literature. A study conducted by Crede and Kuncel reported that study skills, study habits, and study attitudes predict future academic success as effectively as the traditional tools of admissions test scores and past academic performance. The Houston (Texas) Community College System is representative of successful community college programs that show increased grade point averages and returning status for students who completed courses in academic behaviors such as time management, note taking skills, and study strategies. Megan Balduf in "Underachievement Among College Students" studied students who were high achievers in high school but were placed on academic probation in college. The study reported that some high achievers expected college to require less work to earn high grades based on their high school performance. Contributing factors to student underachievement included inadequate study skills, time management problems, self-discipline and motivation issues, and lack of college preparation. These are some of the academic behaviors that will be the focus of NCTC’s QEP student learning outcomes.
NCTC’s QEP environmental objectives will also target students’ utilization of advising, tutoring, and student support services. Conley describes these essential components of college success as “contextual skill and awareness” and “college knowledge” (College 40). Given the potential transformational power of support services to promote student success and retention, Barr and Schuetz issue a challenge to community colleges to increase opportunities across the curriculum for more freshmen to participate in academic skill programs and student support services. They report support services reach only a small percentage of students “compared with the large number of underprepared students who could benefit” but do not have the opportunity to participate (12). The majority of students entering community colleges are underprepared for college-level work and lack basic academic skills (Barr and Schuetz 11). In addition, Barr and Schuetz report the need for colleges to move from designing basic skills instruction for “a peripheral student population” to offering academic support programs for an underprepared student population that now comprises the majority of students entering college (9). While student engagement programs have increased across college campuses, and basic academic skills courses have been offered for many decades, Barr and Schuetz report a need for improvement in basic skills course design, such as organizing courses into sequential levels to develop skills for successive courses and building consistency into the curriculum across instructors and assessment measures. NCTC’s Xtreme Academic Makeover courses will be designed to increase access to student support services and to articulate sequential skills into the program.

The identified learning outcomes of the QEP are designed to institutionalize higher expectations regarding students’ academic behaviors. Students who are new to college and do not know what to expect or how to adapt will not learn successful skills spontaneously. Kay McClennen, the survey director for the Community College Research Center at Teachers College, encourages institutions to implement on a larger scale services which have proven helpful to small groups of students in order to make positive experiences “the norm for the way we work with students, rather than the exception” (qtd. in Marklein 4). Engstrom and Tinto also place on the institution the majority of responsibility for student’s ability to “thrive” and persist academically, reminding us that “access without support is not opportunity.” In order for students to succeed, the institution needs to provide an environment which not only promotes learning, but also the belief that all students can succeed (50). The freshman year of college is the most crucial time for colleges to inject positive expectations and support services into the learning environment, which requires a systemic approach involving faculty, student services staff, and the full support of college administrators. Veenstra reinforces this point by stating, “The only control the college has over student retention is in the development of its educational processes and programs throughout the freshman year” (19). Research on best practices conducted by the California Community College System has determined that, “in a comprehensive program, students must learn to motivate themselves, to understand their learning strengths and weaknesses, to negotiate the academic and social system” and “to adapt effective and efficient methods of processing information” (Center for Student Success 62). All of these strategies, which are essentially college readiness skills, are traditionally taught and reinforced through college success courses or freshman first-year experience programs. However, a more recent trend is to incorporate such strategies into actual academic courses, rather than isolate this
information in a stand-alone class which may require students to self-enroll. Tinto asserts these college success skills “should be integrated into the very fabric of the first year”; they “should be linked to other courses” so they are “coherently connected” (7). Engstrom and Tinto also stress “students’ success requires institutional investment in structured and carefully aligned activities,” which is not achieved by increasing the number of college/life skills courses, but rather by “restructuring those [courses] that are already offered” (50). Therefore, an essential element of NCTC’s QEP will be embedding elements from the current college success class (Learning Framework) into targeted core classes, specifically those core classes with the highest rates of failure and withdrawal.

Learning Framework is essentially a college and life skills course offered at NCTC, teaching students fundamental concepts such as goal setting, time management, identification of learning styles, theories of motivation, and effective study skill strategies. Many of these skills are lacking in first-time, full-time college students, according to a Community College Research Center report, in which 67 % of students reported spending ten hours or less on outside class work, and only 24 % described themselves as always prepared when they attend class (Marklein 4D). Since Learning Framework is currently only required of NCTC students placing into the lowest levels of remedial coursework, new students placing directly into college-level courses are typically not aware such a course is offered, nor are they aware of the value of such a course. By focusing on academic courses with the highest rates of failures and withdrawals, which are the courses typically taken by first-year students with no remediation requirements, NCTC will be able to embed these college readiness and life skills directly into core classes.

The Florida Community College System conducted a five-year study which determined students who enrolled in life skills courses were “17 percent more likely to succeed academically and 16 percent more likely to be retained at the institution” (Center for Student Success 64). So although retention is not an identified goal of the QEP, it is a fortunate and desirable outcome of addressing issues of college readiness. Therefore, looking at the best practices in regards to student retention is important to create a comprehensive plan which will help students be prepared, not only to succeed in first-year courses, but also to continue college level coursework.

The Pathways to College Network is an example of a research-based national organization that promotes academic success and first-year student retention. The organization urges colleges to integrate tutoring, study skills instruction and academic support services together with teaching and learning. Indeed, one of the most accessible and essential forms of student support which contributes to academic success is tutoring. Researchers such as Koehler and Vincent report studies that indicate tutoring significantly contributes to college retention rates. However, tutoring services can be underutilized, particularly among community college students. According to the previously mentioned Community College Research Center data analysis, 39 % of full-time students rated tutoring as “very important,” yet 46 % of these same students reported never utilizing tutoring services (Marklein 4D). This trend is prevalent with students at NCTC; many students only use tutoring when they are given extra credit from their instructors for doing so. The faculty’s endorsement and requirement of tutoring is essential for increasing
the use of these services. The combination of support services along with “faculty involvement…can make the difference in a student’s transition to college” (Veenstra 20).

Once students participate in tutoring, they must feel confident that the tutor is knowledgeable and capable of contributing to their academic success. The training and expertise level of the tutors is key, as evidenced by Boylan, Bliss, and Bonham’s assertion that tutors who participate in well-organized training have a positive impact on student pass rates and higher grades. Currently, the most consistently recognized and well-supported tutor training organization is the College Reading and Learning Association (CRLA), of which NCTC is a member. The CRLA’s tutor training objectives prescribed by Gier and Hancock will be utilized for tutor training at NCTC. All current and future tutors at NCTC are required each semester to complete CRLA-approved training, which highlights topics such as identification of student learning styles and application of effective study strategies. An additional objective of the QEP will be to include faculty teaching Xtreme course sections in these same tutor training sessions. Therefore, tutors and Xtreme faculty members will explain and reinforce not only academic material, but also the college readiness skills that are directly related to course content.

Another extension of tutoring and academic support is Supplemental Instruction, or SI, which has proven results. Students who participate in effectively structured SI programs typically earn higher grades in the targeted SI course, achieve higher GPAs, and also persist at a higher rate (Center for Student Success 64). NCTC has seen such benefits from SI groups offered at the college each semester for courses such as Anatomy and Physiology, and Math. The goal of SI is not to target students but rather the most challenging courses, such as those “with a 30 percent failure or withdrawal rate” (Center for Student Success 64). Therefore, it stands to reason that SI, combined with traditional tutoring offered through NCTC’s Writing and Math labs, would be utilized within the QEP courses, since they are high-risk courses.

In addition to the embedding of college readiness skills within core classes and increased availability to tutoring services, the final essential piece of the student support services’ QEP outcomes is academic advising. Tinto emphasizes the importance of establishing academic and career objectives to improve student retention, and his research of effective retention programs finds “academic advising is the very core of successful institutional efforts to educate and retain students” (qtd. in National Academic Advising Association). Noel has stated, the “caring attitude of faculty and staff is viewed as the most potent retention force on campus” (17). Habley more explicitly reinforces this point by saying, “Academic advising is the only structured service on the campus in which all students have the opportunity for on-going, one-to-one contact with a concerned representative of the institution” (qtd. in National Academic Advising Association).

At NCTC one of the objectives is to increase the amount of students who experience this positive type of interaction with advising staff as early as possible in their academic career by requiring all first-time students to meet with an advisor in order to begin the process of defining their academic path. Developing an educational plan and a method to achieve this plan is essential to success, as evidenced by Tinto’s assertion “students…need to understand the road map to completion and know how to use it to achieve personal goals” (2).
In addition to creating an academic or educational path, Veenstra identified “correct placement of a student into his/her first-term courses” as the “highest priority” in terms of services contributing to the success of first-time college students; so getting new students connected with an advisor even before their first semester begins is crucial (21). Through activities which are required for all first-time college students at NCTC, such as New Student Orientation, placement testing and score interpretation, and one-on-one meetings, advisors can begin to assess the students’ level of college readiness in order to provide them the information and direction they need to make informed choices about degree plans, course selection, and effective time management and study strategies, which can lead to academic success within their first and future semesters.

In addition to a review of research literature, QEP Committee members also participated in various conferences related to college readiness. Tracey Fleniken, Director of Counseling and Testing, attended the 7th Annual Student Retention Workshop presented by Teresa Farnum and Associates, and Joe Cuseo. At this workshop information was provided regarding retention and support strategies for first-year college students. Patti Gibbs, an NCTC faculty member, attended the College Readiness Standards Conference sponsored by ACT, where she gained valuable information for assessing and predicting success in college.

QEP members instrumental in carrying out the objectives of Project Xtreme most recently attended the Texas Higher Education Coordinating Board College Success Summit. QEP members collaborated with staff from other institutions to develop strategies for building and enhancing student learning outcomes and assessment, delivery of services to diverse audiences, and out-of-classroom influences, such as advising and peer interaction. National experts in student success engaged participating teams in data-driven working sessions designed to share, develop, and evaluate comprehensive student success strategies. College Success Summit topics included the following: building a student success culture shared across the institution, improving persistence and success across student demographics, reviewing evaluative data to identify best practices and reallocate resources, identifying and implementing cost-effective interventions to improve student success, and revising and building on success plans. Information gained from these and other conference was used in the development and design of the QEP.

After extensive reviews of academic literature, technical reports, and best practices, the QEP Committee found the following conclusion reached by Schwartz and Jenkins noteworthy:

…no single set of practices will be effective for every college and its students. Research suggests that colleges will be more successful in improving outcomes for students not by adopting the latest “best practice,” but by adopting a continuous improvement process that involves regularly monitoring the progress of students, trying different approaches to help students overcome identified barriers to success, evaluating the success of such interventions, and making further adjustments based on these results. (25)

NCTC has identified learning outcomes and strategies that it is capable of initiating, implementing and completing as part of Project Xtreme Academic Makeover. Furthermore,
NCTC remains committed to a process of on-going evaluation and continuous improvement, and interventions may be adapted throughout the process based on analysis of the strategies proven to be most effective for increasing student success.
Chapter 6: Actions to be Implemented

Over the past two years, NCTC has utilized data, current research, and information gathered on barriers that impede student success to develop a comprehensive student success plan. NCTC has carefully analyzed the institutional context to design actions capable of generating the desired student learning outcomes. Project Xtreme Academic Makeover will transform academic behaviors to ensure college readiness and success in core curriculum courses. Project Xtreme is directly linked to NCTC’s strategic plan, which identifies Student Readiness, Learning and Success as a primary framework with a goal of improving student success in college preparatory and gatekeeper courses. NCTC recognizes the need for additional support to ensure students are ready for college and have the skills needed to be successful in the coursework. Project Xtreme Academic Makeover will provide these skills and behaviors to students early in their academic journey through three gatekeeper courses.

During the planning phase, NCTC hosted a logo contest for the QEP–Xtreme Academic Makeover for NCTC students. Information was distributed via the webpage and the college ANGEL learning management system to encourage students to submit their entry. NCTC received nine logos for consideration. (Appendix J). The QEP Committee reviewed the entries and selected the logo that would be used to promote the QEP–Xtreme Academic Makeover.

Implementation of the QEP entails a five-year process, including the pilot implementation phase during 2011 to 2012. The components of this process will involve significant cultural transformation within the interrelated network of the college through collaboration, professional development, data review, and extensive assessment. Modifications in instructional methodology and student support services will occur throughout NCTC during the implementation period.

Embedding Key Academic Behaviors in Core “Gatekeeper” Courses

The implementation of the QEP involves redesigning of HIST 1301, ENGL 1301 and MATH 1314 to embed key academic behaviors into the curriculum. According to David T. Conley, academic behaviors “encompass a range of behaviors that reflect greater student self-awareness, self-monitoring, and self-control of a series of processes and behaviors necessary for academic success” (Redefining 16). In addition, the Conley model emphasizes the mastery of study skills necessary for college success. These redesigned core classes will facilitate students’ integration and application of college readiness and study skills by embedding elements of the college’s Learning Framework course into each class, helping them become effective and efficient learners. The student learning outcomes for the Learning Framework course are as follows: 1) Strengthen academic performance by identifying key components of the successful student; 2) Enhance study skills, critical thinking skills, and communication skills; 3) Develop self-awareness and career goals within an academic atmosphere; 4) Identify college resources; 5) Describe the research and theory in the psychology of learning, cognition, and motivation; 6) Identify learning styles and analyze various factors that impact learning; 7)
Describe different perspectives of learning and adapt to different learning environments; and 8) Compose writing assignment(s) using Standard American English and basic computer skills.

Completion of the Learning Framework course has been shown to be effective in increasing student success in other courses. Therefore, the key learning objectives associated with the Learning Framework course will be appropriately embedded into specific sections of the identified core curriculum courses. For example, students enrolled in the “Xtreme” sections of HIST 1301 could have an assignment that requires them to convert their notes into a format that reflects their learning style, or students enrolled in the “Xtreme” sections of ENGL 1301 could be required to complete an online career assessment, and then write an essay outlining how they can connect career interests to academic goals. This integration of Learning Framework’s college readiness skills with core curriculum instruction will be the focus of the Xtreme faculty development, which began during the summer of 2011.

Each year at NCTC, 52 sections of College Algebra (MATH 1314), 64 sections of US History to 1865 (HIST 1301), and 94 sections of Composition I (ENGL 1301), are taught by 101 full-time and approximately 239 adjunct faculty. The first phase of implementation (faculty development, course redesign, and mandatory advising for first-time college students) took place during summer 2011. Project Xtreme piloted a limited number of redesigned “Xtreme” sections of MATH 1314, HIST 1301, and ENGL 1301 in the fall of 2011.

Implementation will be phased in over the five-year period, adding additional sections each year to accommodate students. Implementation will begin with full-time professors who are teaching face-to-face classes, and in Fall 2012 will begin to include adjunct professors as well as online sections. Summers will be a time to evaluate the courses and make needed changes to the curriculum. Thus, during the summer term, the redesigned course will be taught only by faculty who taught the course during the previous academic year. Faculty teaching these redesigned courses will receive an overload stipend. Table 6-1 below summarizes the initial QEP rollout. (Additional detail is provided in Table 7-1 of the Timeline chapter.)

**Table 6-1: Phasing in Key Academic Behaviors**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Estimated Sections</th>
<th>Estimated # of Students</th>
<th>Including Adjuncts</th>
<th>Including Online Courses</th>
</tr>
</thead>
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<td>9</td>
<td>270</td>
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<td>No</td>
</tr>
<tr>
<td>ENGL 1301</td>
<td>Spring 2012</td>
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<td>270</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>MATH 1314</td>
<td>Summer 2012</td>
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<td>No</td>
</tr>
<tr>
<td></td>
<td>Fall 2012</td>
<td>12</td>
<td>360</td>
<td>Yes</td>
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<td>Summer 2013</td>
<td>6</td>
<td>180</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*Continue adding sections for each of the three courses each fall and spring with faculty teaching their first redesigned class in fall or spring only.*
**Required Structured Academic Support Services**

Studies have shown that a “learner-centered environment” helps students find a place where they feel connected in the vast, and often intimidating, world of academia; and the connection that occurs has a positive effect on learning outcomes (Silverman and Casazza 165). NCTC is committed to focusing on developing readiness skills in both the academic and affective domains. To create a leadership-focused campus culture that responds to both the academic and affective readiness of students, the QEP Project Xtreme Academic Makeover will expand current support services as well as additional interventions to ensure students’ success. In targeted courses, faculty will require their students to utilize key support services such as tutoring, supplemental instruction (SI), or advising in order to receive the maximum number of participation points, which contributes to their overall grade in the course.

Xtreme staff will make classroom presentations during the first two weeks of the semester for all targeted courses in order to promote and explain how support services such as tutoring and advising are accessible on each campus. Faculty teaching targeted courses will also schedule class visits to the relevant tutoring labs (Math or Writing) for a tour and introduction to the tutoring staff, and a tour of the library. Project Xtreme staff will develop a series of emails to be distributed to targeted students through ANGEL to promote support services. Faculty members will utilize an online Early Alert referral form to refer students to specific support services. Advisors will provide information to Xtreme students about the services that are available and the impact it has on the students’ ability to be successful in their courses. The following example demonstrates the impact of supplemental instruction (SI) on student success at NCTC: Students taking BIOL 2401 (Anatomy and Physiology) who attended at least five SI sessions during 2009-2010 had an average GPA of 3.49, compared to the average GPA earned by non-SI students, which was 2.28. Also, 91% of students who attended five or more SI sessions enrolled in the subsequent long semester. In comparison, only 64.2% of non-SI students enrolled for the subsequent semester. Students enrolled in these “Xtreme” courses will be required to participate in structured academic support activities such as tutoring or supplemental instruction, because this participation will be factored into their overall course grade.

**Supplemental Instruction (SI) Program and On-campus Tutoring:** Deanna C. Martin and David R. Arendale list the advantages to providing supplemental instruction (SI) for students: 1) SI identifies “high risk” courses, not “at-risk” students; it is not perceived as remediation, so with no stigma attached to SI, more students participate. 2) SI is proactive, begins during the first week of the semester, and provides assistance before a problem develops. 3) SI promotes collaboration and support among students in a class. 4) SI leaders attend all classes, experience the structure of the class, and have an informed understanding of concepts presented and assignments due. 5) Faculty can be directly involved in the SI process (Martin and Arendale 5).

Project Xtreme will offer SI to students taking the targeted courses, specifically those students taking the redesigned HIST 1301. Because students in MATH 1314 and ENGL 1301 have tutors available to them through the on-campus Math and Writing labs, Project Xtreme will develop HIST 1301 SI groups in order for those students to have the additional level of tutoring support.
which is available and required for the Xtreme MATH 1314 and ENGL 1301 students. NCTC will offer HIST 1301 SI sessions on the Gainesville and Corinth campuses at days and times that best accommodate the students’ schedules.

**Increased Access to Tutoring:** Currently, NCTC offers several tutoring opportunities for students, but provides only limited tutoring in the evenings and on weekends. Online services can be provided at more convenient hours and can be accessed from anywhere, enabling students to get the help they need when they need it. Currently, online tutoring is available to all NCTC students through a service called *Grade Results*, with certain subjects such as Math being available 24 hours a day, 7 days a week. However because of the large number of students who use online tutoring and the hourly fees associated with this service, a 10-hour cap per student, per semester, had to be implemented. This cap will be set higher for students enrolled in Project Xtreme courses, in order to offer additional hours of online tutoring.

Also, *Grade Results* will incorporate course textbooks and instructors’ materials into their online tutoring offerings, so faculty teaching Xtreme courses will be asked to provide their source materials to the Project Director at the beginning of each semester. Faculty teaching the identified courses will require the utilization of supplemental instruction and/or tutoring services in accordance with their syllabi and their grading policies, so it is imperative for NCTC to offer increased access to these resources. (See example of Xtreme ENGL 1301 Syllabus in Appendix K.) Tracking and verifying Xtreme students’ usage of all types of tutoring is not an issue, because every student utilizing on-campus tutoring must sign in and out of NCTC tutoring labs through a system called *Accutrack*. Additionally, individual and aggregate student usage information is collected, and transcripts of every online tutoring interaction are provided to the college through *Grade Results*.

**Advising:** Quality advising needs to be provided at each academic stage: assessment and placement, career guidance, first-semester advising, second-semester advising, etc. NCTC has incurred many challenges with advising, the most notable being that faculty and student availability do not always correspond. Consequently, NCTC decided several years ago, that the majority of the advising would be handled by counselors and advisors. Currently, first-time college students are not required to see an advisor prior to registration. Researchers, including Marques, Marques and Luna, and McArthur, agree that quality, timely, efficient advising directly contributes to a student’s positive college experience and persistence rate. As part of its QEP, NCTC will implement a policy that will require first-time college students to participate in advising prior to registration. As part of this advising, counselors and advisors will review degree or certificate requirements with the students and develop educational planning portfolios to assist students in reaching their personal academic goals.

**Early Alert Program:** The *2005 National Satisfaction and Priorities Report* presents several challenges perceived by community college students. “Overall, the majority of students surveyed do not feel schools are doing all they can to help them reach their educational goals; colleges do not show concern for students as individuals, and students are not notified early if they are doing poorly in class (2005 National 1E-7E). Houston Community College—Southwest has a well-established warning system in place. It also outlines some of the major challenges to
providing this service: advertising this support service and getting faculty to “buy-in” to its proactive premise, ensuring confidentiality, building trusting relationships with faculty, and providing the student with honest feedback and making the referral a positive experience for the student. In addition, Quinsigamond Community College in Massachusetts created an Early Alert Initiative and reported that 20% to 25% of the students that went through the Early Alert Program successfully completed the semester (Thornton 4). Although some challenges remain, the ultimate outcome for this type of system can be quite positive, alerting students to the need for support and to the services offered. NCTC currently offers an Early Alert System for faculty to refer students needing assistance to the Student Success Center; however, only a limited number of faculty utilize this service, and only limited follow up is provided to students. Project Xtreme will coordinate faculty teaching the targeted course and the appropriate support personnel so that the Early Alert System can provide the needed interventions.

**Instructional Resources**

**Course Redesign Modules:** As part of the implementation process, online modules have been created to assist Xtreme faculty as they redesign their curricula. The online modules contain instructional and pedagogical materials to help faculty embed key academic behaviors and study skills into their coursework. An outline of these modules is presented in Appendix L.

**Content Specific Podcasts:** Project Xtreme will work with faculty members teaching targeted courses to develop online videos/podcasts of certain course content. This online mobile delivery of instruction will allow students to access course information anytime and anywhere. This portable access will allow students to have on-the-spot review of course content whenever they need it, which will allow them to closely examine important concepts multiple times for better understanding and retention. According to EDUCAUSE Learning Initiative, “Lecture capture enhances and extends existing instructional activities….It works especially well… when complex information is discussed… (“7 Things”). A listing of instructional podcasts is included in Appendix M.

**Online Study Skills Resource Materials/Seminars:** As a supplement to the Xtreme courses, additional study skills resources and information will be made available through Angel, the college learning management system. Topics to be covered include the following: Goal Setting and Time Management, Learning Styles and Study Strategies, Uncover Your Interests Discover Your Path, Wellness and Stress Management, etc. A sample seminar outline is included in Appendix N.

**Professional Development**

As an institution, NCTC supports professional development. Therefore, in addition to the technological and pedagogical training already offered, opportunities for professional development will be incorporated into the QEP for faculty teaching math, history, and English. In addition, training will be provided for counselors, advisors, tutors and support services personnel so that they can help students at risk of failing or withdrawing to be successful in their educational plan. Project Xtreme will provide comprehensive, sustained training for faculty and staff offering direct services to students enrolled in HIST1301, ENGL 1301 and MATH1314.
Full-time and adjunct faculty and support personnel will participate in the Xtreme Professional Development Xperience series designed to enhance student learning and student success.

As part of this professional development series, faculty from the respective departments will collaborate to enhance or develop common syllabi and assessments, determine textbooks, and discuss policies and practices that need to be revised to enhance student learning and success. As an incentive for participation, during the first year, faculty and support personnel participating in a minimum of 15 hours of training will receive a $150 stipend. Additional stipends for targeted faculty and staff will be available the following years. Training sessions targeting these disciplines will be conducted on various campuses throughout the year. Below are examples of the types of training series that will be conducted. Presenters for these sessions will include outside experts in their respective fields as well as internal faculty and staff that can share best practices on the specific topic. Sessions will be both interdisciplinary and discipline specific.

**Interdisciplinary Session--Instructional Leadership, Using Data to Improve Student Performance:** In this series, faculty will be provided with tools to access, interpret, and use data to improve student performance. Participants will learn strategies using assessment data to drive instruction and help students succeed. Strategies will be provided to address equity and access, develop assessment rubrics, and make available support services to assist students. In addition, faculty and support personnel will receive training on utilizing the Estudias Student Engagement module for tracking student performance.

**Interdisciplinary Session--Learning Communities:** In this series, faculty will learn research-based strategies to build and strengthen students’ skills within the English and social science disciplines. An emphasis is placed on interdisciplinary reading, analyzing text strategies, and teaching writing on demand. Participants will learn strategies for strengthening students’ reading comprehension and writing skills, such as activating their background knowledge, deepening comprehension, and developing academic vocabulary.

**History Professional Development Series:** History faculty will participate in a series of training sessions to provide new strategies to develop their students’ ability to read critically and write effectively. The writing training will be based on the premise that a coherent, articulated program of effective strategies will improve student performance in essay writing by giving students a framework that allows them to develop their writing proficiency. Faculty will also explore strategies to improve students’ historical thinking skills.

**English Professional Development Series:** English faculty will participate in a series of training sessions to provide strategies that allow students to ask and generate questions, develop the ability to actively engage with any text, and analyze and document their own thinking while reading. Topics addressed include close reading questioning, critical thinking question stems, dialectical journaling, analytical writing, and holistic assessment. Faculty will learn strategies that allow students to ask questions, develop the ability to actively engage with any text, and analyze and document their own thinking while reading.

**Mathematics Professional Development Series:** Math faculty will participate in a series of training sessions to provide strategies for designing and using meaningful investigations, writing
dynamic problems, and enhancing current classroom activities so that students will develop a
deep understanding and produce more thoughtful responses. Techniques taught to
participants will include using inquiry learning in teaching algebraic thinking, using patterns to
find relationships, using tables in investigating relationships, and describing patterns using both
recursive and closed relationships.

**Support Personnel Series:** NCTC counselors, advisors, tutors and support services personnel
will learn strategies to address challenges facing college students that lead to difficulty
achieving academic success. According to the 2006 National College Health Assessment, the
ten most frequently cited impediments to academic performance include stress, sleep
difficulties, concerns about family/friends, relationship difficulties, depression/anxiety disorder,
death of a friend/family member; and alcohol use (American College 6). In addition, student
finances, preparedness, and other non-health related barriers that can inhibit progress. This
series will provide such information and strategies for addressing these barriers for students.

**XTREME FORUM:** At the beginning of the fall and spring semesters, an XTREME FORUM will
be held. The first was conducted in October 7, 2011. The Forum provided topics for faculty,
counselors, advisors, tutors, supplemental instructors, and other support personnel to improve
student outcomes. Topics for these forums included effective student success strategies,
including those that engage faculty to increase student retention and completion; early and
ongoing intervention and success strategies; using data assessment to improve student
performance; infusing course rigor and improving instruction; evaluating student’s psycho-
social and student-skill attributes; and College and Career Readiness Standards.; The forum
also emphasized the importance to student success of Conley’s key cognitive strategies
(problem solving, reasoning, analysis and interpretation); key content knowledge; academic
behaviors (study skills, time management, persistence and self-awareness); and contextual
skills and awareness (utilization of college services such as advising, tutoring, and support
services).

**National Conferences:** Specific conferences have been intentionally targeted for history,
English and mathematics faculty to attend. History faculty will attend Organization of American
Historians, the American Historical Association, Society for Historians of American Foreign
Policy, or the Society for Military History. Examples of national conferences for the English
faculty include the College English Association Annual Conference, National Council of
Teachers of English, Two-Year College English Association, and the Composition Conference
for English College Professors. Conferences targeted for math faculty include American
Mathematical Association of Two-Year Colleges and the Joint Mathematics Meeting in Boston.
At least one history, English and mathematics professor will attend a national conference each
year.

**Local and Regional Conferences:** Specific conferences for history, English and mathematics,
faculty have been identified including the Texas State Historical Convention, the Conference of
College Teachers of English, the Rhetoric Federation Symposium, and the Texas Community
College Teacher Association meeting.
Faculty and staff participating in the Xtreme Professional Development Xperience will have the knowledge and tools needed to incorporate these new concepts and teaching strategies into their courses and/or services offered to students. Xtreme participants will be able to articulate the vision of the training and apply the theories and practices learned in their courses or through NCTC services to better assist students. As part of the professional development, at the end of each training series, faculty and staff will develop action plans on how they will incorporate the strategies and skills learned into their coursework or services. In addition, the Xtreme Project Director and the Xtreme Faculty Leads will provide follow-up guidance and support to the XTREME participants.

College-wide Changes

Support from the Student Success Center: In addition to a supportive learning environment in the classroom, U.S. History Composition I, and College Algebra students will benefit from the quality academic support services of the Student Success Centers. To better coordinate classroom instruction and tutoring/supplemental instruction, the Student Success Center Director in collaboration with the faculty will redesign the tutor/supplemental instructor training. Additionally, tutors and faculty will hold joint meetings to discuss concerns and to strengthen the connection between the Student Success Center and the instructional department. As a result, the students will benefit from the cohesion of a collaborative support system.

Support from the Library: The library will support HIST 1301, ENGL 1301 and MATH 1314 students through a catalog with on-campus and online access to mathematics, history, and English resources, which will include books, e-books, media, and journal and reference databases. In collaboration with the QEP Coordinator and Xtreme lead faculty, a web-based tutorial guide will be designed specifically for HIST 1301, ENGL 1301 and MATH 1314. These guides will aggregate a variety of resources available on the web and inform students of learning resources available at the college specifically for HIST 1301, ENGL 1301 and MATH 1314 students. Library resources will also be deployed to create motivational displays which will highlight the QEP and encourage students to succeed in these core curriculum courses. The library will also collect and maintain QEP-related professional development resources and instructional support materials, such as media and books for faculty use.

Support from Student Services (Advising, Counseling, and Testing): The supportive environment will be extended to Student Services as well. Students will benefit from a collaborative effort between faculty, advisors, and counselors. Once each term the History, English and Math, Department and Student Services will meet so that the faculty can learn more about Student Services, and the advisors and counselors can learn more about the instructional programs, specifically how HIST 1301, ENGL 1301 and MATH 1314 fit into the respective programs and how they can be a barrier to students’ academic success.

College-wide Awareness Activities

Xtreme Book Review: Each year, the College will select an Xtreme book for employees to read to establish a college-wide Xtreme Book Review. The QEP Advisory Committee will
annually select a book to be read that will assist all employees in helping NCTC achieve the goal of transforming academic behaviors to ensure college readiness and success in core curriculum courses. During the first year, the Xtreme book will be *College and Career Ready: Helping All Students Succeed Beyond High School* by David T. Conley. During the spring semester, a brown bag book review will be held on all campuses to allow for discussion amongst faculty and staff.

**New Student Orientation:** NCTC conducts new student orientations each semester, to increase awareness of the importance of college readiness, QEP brochures and other QEP information will be distributed. Additionally, QEP brochures will be placed in Student Services areas throughout the year.

**Welcome Back Week:** During the first week of the fall semester, Student Activities and the Ex-Students and Friends sponsor fun get-acquainted activities for NCTC students on all campuses. The Xtreme Experience was the theme for the Fall 2011 Welcome Back Parties to highlight the QEP–Xtreme Academic Makeover.

**Electronic QEP Newsletter:** To maintain communication and disperse updated information regarding the QEP, the QEP Coordinator will distribute an electronic newsletter at least once each semester.

**QEP Website:** To communicate to all stakeholders’ information about current QEP activities and progress of the QEP, regular postings will be made available on NCTC’s QEP website.

**Fall In-service:** As part of the kick-off, the focus of the 2011 Fall In-service was on the QEP and Xtreme Experience. Midway through the implementation period, at the Fall 2014 In-service, the QEP again will be spotlighted. At the close of the implementation period in 2016, the In-Service will be a review of the QEP and the difference it has made at NCTC.

**Implementation Logistics**

The Xtreme QEP Coordinator will work with faculty members to incorporate the academic behaviors and study skills, new teaching strategies, curricular adjustments, and instructional resources into the Xtreme HIST 1301, ENGL 1301 and MATH 1314 classes. Due to the extra time involved for the Xtreme courses, full- and part-time faculty members teaching and developing the curriculum for the Xtreme HIST 1301, ENGL 1301 and MATH 1314, and attending the extra planning meetings will receive an overload payment of $845. In addition, faculty and staff participating in at least 15 hours of the Xtreme Professional Development Xperience have the opportunity to earn a $150 incentive for their involvement.
Chapter 7: Timeline
North Central Texas College has established a logical calendaring of all QEP actions to be implemented from the first-year pilot (2011-12) to the submission of the five-year report for review by SACSCOC in Fall 2016. Table 7-1: Implementation Activities and Timeline summarizes the implementation and activities planned for the five-year period of the QEP. It also provides the number of sections, students served, and faculty to be involved in Xtreme courses. The following is a summary of the main activities that will be implemented in the first year of the Xtreme Academic Makeover:

Pilot Implementation: 2011-2012

Summer
- Initial redesign of HIST 1301, ENGL 1301 and MATH 1314
- Development of online courses to assist Xtreme faculty in redesigning their curricula to embed key academic behaviors and study skills
- Coordination of the structured support services for the Xtreme students, including identifying supplemental instructors, tutors, and conduct training for advisors
- Employment of the QEP Coordinator
- Initial training for Xtreme Lead Faculty

Fall
- QEP Awareness Kick-off at Fall In-service and Welcome Back Parties
- Three sections of Xtreme HIST 1301, ENGL 1301 and MATH 1314 offered
- Professional Development Series begins: guest speakers; regional, state, and national conferences
- Library Resources established, guides and displays created
- The Xtreme Book Review for faculty and staff implemented
- Early Alert Program implemented for Xtreme Courses
- Structured Student Support implemented (Tutoring, Supplemental Instruction, Advising for all Xtreme students)

Spring
- The History, English and Math Departments and Student Services meet to discuss the QEP and to learn more about services available for students
- Electronic Newsletter for QEP developed.
- Three sections of Xtreme HIST 1301, ENGL 1301 and MATH 1314 offered
- Xtreme Professional Development Series continues: guest speakers; regional, state, and national conferences
- Structured Student Support implemented (Tutoring, Supplemental Instruction, Advising for all Xtreme students)
- Review and evaluation of first year of QEP

In the following four years, QEP Xtreme Academic Makeover will continue implementing the activities and services identified in detail in Chapter 6. Revisions and modifications will be made to ensure the effectiveness of the program and student learning outcomes.
## Table 7-1: Implementation Activities and Timeline

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<td>Confirm Xtreme Faculty Leads for Fall and Spring</td>
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<td>Conduct college-wide kick-off to announce Project Xtreme Academic Makeover</td>
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<td>-</td>
</tr>
<tr>
<td>Identify control-group sections</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>X</td>
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<td>-</td>
</tr>
<tr>
<td>Set up Angel group for Xtreme faculty</td>
<td>C RU RU RU RU RU RU RU RU RU RU RU RU RU RU</td>
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<tr>
<td><strong>Xtreme Professional Development</strong></td>
<td></td>
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<tr>
<td>Embedding learning strategies instruction into the disciplinary context and</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>-</td>
</tr>
<tr>
<td>Rubric Development</td>
<td></td>
<td></td>
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<tr>
<td>Academic advising for the QEP</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>RU</td>
<td>-</td>
</tr>
<tr>
<td>Early Alert System for Xtreme faculty</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>RU</td>
<td>-</td>
</tr>
<tr>
<td>Conduct discipline-specific meeting and Training</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Focus fall in-service or professional development day on QEP</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>-</td>
</tr>
<tr>
<td>Xtreme Book Review for faculty and Staff</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>-</td>
</tr>
<tr>
<td><strong>Structured Academic Support Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employ and conduct training for Supplemental Instructors and Tutors</td>
<td>C</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>-</td>
</tr>
<tr>
<td>Conduct Advisor training on the QEP goals and procedures</td>
<td>C</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>X</td>
</tr>
<tr>
<td>Develop online study skills modules</td>
<td>C</td>
<td>C</td>
<td>RU</td>
<td>RU</td>
<td>C</td>
<td>RU</td>
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<tr>
<td>Develop online discipline-specific podcast</td>
<td>C</td>
<td>C</td>
<td>RU</td>
<td>RU</td>
<td>C</td>
<td>RU</td>
</tr>
<tr>
<td>Expand Early Alert Program for Xtreme faculty/students</td>
<td>RU</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>----------------------------------------------------------------------------</td>
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<td><strong>Legend:</strong> C=Create; RU=Review and Update; X=Execute; TBD = To be determined</td>
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<td></td>
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<tr>
<td>Complete annual IE/SP cycle in accordance with college calendar</td>
<td>–</td>
<td>X</td>
<td>–</td>
<td>X</td>
<td>–</td>
<td>X</td>
</tr>
<tr>
<td>Review CCSSE measures to determine areas to be improved</td>
<td>–</td>
<td>X</td>
<td>–</td>
<td>X</td>
<td>–</td>
<td>X</td>
</tr>
<tr>
<td>Review National Community College Benchmarking Project measures to determine areas to be improved</td>
<td>–</td>
<td>X</td>
<td>–</td>
<td>X</td>
<td>–</td>
<td>X</td>
</tr>
<tr>
<td>Review SENSE measures to determine areas to be improved</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>X</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Review Xtreme course outcomes and compare to control-group outcomes to ensure learning is occurring</td>
<td>–</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Institute new academic advising requirements for first-time college students</td>
<td>–</td>
<td>X</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Xtreme Faculty meet with Student Services Personnel</td>
<td>–</td>
<td>–</td>
<td>RU</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Develop college’s QEP website and online newsletter</td>
<td>–</td>
<td>–</td>
<td>C</td>
<td>RU</td>
<td>RU</td>
<td>RU</td>
</tr>
<tr>
<td>Publish and distribute annual QEP summary report</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>X</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Prepare QEP report for 5-Year Interim Report</td>
<td>–</td>
<td>–</td>
<td>–</td>
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</tr>
</tbody>
</table>

**Return to the Table of Contents**
Chapter 8: Organizational Structure

NCTC will utilize a logical organizational structure with clear lines of responsibility to ensure the successful implementation and sustainability of Project Xtreme Academic Makeover. Administration of the Project Xtreme Academic Makeover will be integrated into existing administrative structures. Figure 8.1 illustrates the proposed relationships of those responsible for the successful implementation of the QEP. Solid lines indicate functional relationships. Dotted lines represent supporting, collaborative relationships. More detailed descriptions of the roles and responsibilities of this structure are provided on pages 58-61.
Roles and Responsibilities

The following summary explains the proposed roles of the positions, advisory council, committees, and teams responsible for the various tasks associated with the implementation of the QEP.

Vice President of Instruction and Vice President of Student Services

Reporting directly to the President (who has ultimate authority and responsibility for college operations in accordance with NCTC Board policies), the Vice President of Instruction and the Vice President of Student Services will jointly provide oversight of the QEP, since it is a partnership between instruction and student services. They will collaboratively provide leadership for the implementation and evaluation of the plan.

QEP Coordinator

Reporting directly to the Vice President of Instruction and indirectly to the Vice President of Student Services, the full-time QEP Coordinator is responsible for the management and execution of the QEP. The QEP Coordinator has full authority and autonomy to administer related activities, including the allocation of project resources. The QEP Coordinator is responsible for reporting, monitoring, and communicating all aspects of the QEP. The Coordinator chairs the QEP Implementation Team and works collaboratively with the QEP Advisory Council. Additionally, the QEP Coordinator conducts the following:

- Coordinates all student success activities associated with Project Xtreme Academic Makeover;
- Employs and supervises Project Xtreme personnel including faculty leads, supplemental instructors and tutors;
- Assists and supports ongoing efforts to increase overall success rates of students in core curriculum courses;
- Prepares marketing, branding, and campaign materials to promote the QEP;
- Coordinates the Xtreme Professional Development Xperience; and
- Oversees the evaluation and assessment.

Director of Institutional Research & Effectiveness

Reporting directly to the President, the Director of Institutional Research and Effectiveness will support the assessment of the QEP by providing data assimilated through Estudias to evaluate progress toward meeting QEP goals and objectives, to determine the plan’s effectiveness, and to help identify any needed modifications. The Director of Institutional Research and Effectiveness will ensure that the QEP is coordinated with the overarching college institutional effectiveness (IE) processes. The NCTC Institutional Effectiveness Committee, chaired and supported by the Director of Institutional Research and Effectiveness, will also provide support to the QEP Coordinator to ensure the QEP is integrated into the college’s IE processes.
QEP Advisory Council

The QEP Advisory Council will be comprised of various individuals at NCTC who are in a position to provide input, support, guidance, and feedback regarding the implementation and evaluation of the QEP. These individuals include the following:

- Vice President of Instruction
- Vice President of Student Services
- Dean of Arts and Sciences
- Vice President of Financial Services
- Dean of Administrative Services/SACS Liaison
- Department Chair–Math and Physics
- Department Chair–English, Speech, and Foreign Language
- Department Chair–History
- Student representative who is enrolled in an Xtreme course or who has taken an Xtreme course

Further, the Advisory Council will help promote the QEP within the college community and to the external constituents.

QEP Implementation Team

The QEP Implementation Team will be responsible for assisting the QEP Coordinators with the ongoing implementation and assessment of the QEP. The committee will offer recommendations as needed. The committee will be chaired by the QEP Coordinator and will include the following individuals:

- Extreme Faculty Lead–History
- Xtreme Faculty Lead–English
- Xtreme Faculty Lead–Math
- Chair of the Student Success Team
- Chair of the Library and Learning Resources Team
- Chair of the Advising, Counseling, and Testing Team

A liaison from each of the off-site campuses included in the QEP will also serve on this team to help ensure consistent implementation on their respective campuses.

Xtreme Faculty Team

Xtreme Faculty are those who will teach redesigned sections of Math, History, and English. They will participate in professional development prior to teaching the Xtreme sections, and will be required to follow a common syllabus that includes embedded learning strategies and additional academic support interventions.

Xtreme Faculty Leads have been identified for each of the three targeted instructional areas (History, English and Math) to oversee the instructional components of the QEP. Xtreme Lead
Faculty will be given workload release time to coordinate the instructional and intervention strategies that will be implemented in their respective courses. Xtreme Lead Faculty will continue to report to their respective instructional supervisors; however, they will coordinate Xtreme activities with the QEP Coordinator and the VP of Instruction. The Faculty Leads will serve as mentors for other full-time and adjunct faculty as they implement the Xtreme curriculum.

**Student Success Team**

The Student Success Team will be responsible for the development and delivery of academic support services included as major components of the QEP; these include tutoring, supplemental instruction (SI), writing labs, and math labs.

Supplemental instruction facilitators will lead peer-assisted sessions in targeted History, English and Math courses to supplement content taught in the classroom. SI facilitators serve as role models for students, attend all class meetings of selected courses, lead two to three 60- to 90-minute SI sessions each week, maintain communication with course professors, schedule exam review sessions as necessary, collect attendance data for study sessions, and attend departmental meetings and training sessions.

Professional tutors meet with students on a one-to-one or small-group basis to give learning assistance. They maintain a weekly schedule of tutoring hours, including evenings and weekends, keep regular and accurate records of tutoring sessions using relevant forms, visit classes for which tutoring is provided, make contact with instructors to obtain any necessary course syllabi or materials, attend tutor-training sessions as may be required, and assist with additional duties as needed such as answering phones and organizing materials.

**Advising, Counseling and Testing Team**

The Advising, Counseling and Testing Team will be responsible for the delivery of academic advising as well as the Early Alert System. All first-time college students will be required to meet with an academic advisor prior to registering for classes; students enrolled in any section of an Xtreme course (first-time or returning students) will be assigned an academic advisor on their campus. The advising process for these students will include review of placement scores/TSI status and any required remediation; exploration of career interests and educational intent (certificate, degree, transfer, etc.); establishment of an Educational Planning Portfolio; development of a weekly Time Management Plan incorporating successful academic behaviors (class attendance, tutoring and study time, etc.); and a semester-by-semester plan outlining how remaining coursework should be sequenced.

Advising, Counseling, and Testing staff will also be the first to respond to any submissions received through the Early Alert process. All faculty have access to an online Early Alert form on which they can submit a student’s name, along with their concerns about the student’s academic progress. Academic Advisors will contact all students referred through Early Alert in order to offer guidance, assistance, and connection to the appropriate on- or off-campus
resources such as tutoring, student success seminars, disability accommodations, or additional advising meetings.

**Library and Learning Resources Team**

The Library and Learning Resources Team will be responsible for the development of auxiliary services to support students in Xtreme courses. This team will also implement activities that require Xtreme students to access information resources. Membership will include the Director of Library and Learning Resources and library staff.
Chapter 9: Resources
North Central Texas College is committed to student success and institutional excellence. NCTC has spent two years researching, analyzing data, defining goals and objectives, and developing activities to improve student outcomes. Faculty, staff, administration, and the Board of Regents are supportive of the goals of Project Extreme Academic Makeover and will provide sufficient human, financial, and physical resources to sustain the proposed project over the five-year period. NCTC applied for and received a competitive one-year grant from the Texas Higher Education Coordinating Board (THECB) for $260,000 to help develop and implement the first two years of Project Xtreme Academic Makeover. The following years, all expenditures will be covered from the reallocation of existing institutional resources. Personnel, professional development, and implementation/assessment comprise a majority of the budget. Project Xtreme will use existing classrooms, tutoring labs, learning resources centers, and computer labs to carry out the project. In addition, office space was provided to house the new QEP Coordinator to provide oversight of the project. Xtreme faculty will have access to workspace and computers to further develop their courses as well as offices to provide support for Xtreme students. Additional space has been allocated to academic advisors to meet with every first-time college student. NCTC provided the QEP Coordinator with a computer and access to a printer as well as the software and technology infrastructure.

NCTC recognizes that implementing the QEP--Xtreme Academic Makeover will require a significant commitment from faculty and staff. Salaries and benefits for the QEP’s administrative team are included in the QEP budget. In addition, funding has been included to cover the cost of the Xtreme professional development activities within the QEP, including guest speakers, travel funds, and cost of workshop series and forums. Additional funds have been included to provide supplemental instruction for students in the Xtreme courses.

Not reflected in the QEP budget are the direct costs of support services provided to Xtreme students, including costs attributable to academic and student support such as academic advising, libraries, computer labs, and tutoring services. NCTC anticipates that this QEP will increase the number of students utilizing these services by 7%. Based on current allocations to student services and student success, this percentage amounts to approximately $62,000 per year, which will be allocated using existing resources that are embedded in the respective departmental budgets. NCTC currently has nine full time and two part-time advisors employed year-round, and has employed six part-time advisors for the Summer 2011 in order to accommodate the increased demand as first-time college students are required to meet with an advisor prior to registration. At least three of these additional part-time advisors will remain employed during the 2011-2012 academic year and beyond. Typically, once the Fall and Spring semesters are underway, advisors have spent the majority of their time facilitating placement testing, classroom presentations, and high school visits. Therefore, it will not be an issue for NCTC full-time advising staff to devote a majority of their time to advise students individually and to develop their Educational Portfolios. Other departmental support staff will assist the advisors with their other administrative and recruitment duties to provide the needed time for the additional advising.

Table 9-1 exhibits the college’s commitment in financial, human, and physical resources for successful implementation of the QEP. The section following Table 9-1 provides the justification for the projected costs.
Table 9-1: QEP Budget Overview

2011-12 Academic Year - 76% funded by Comprehensive Student Success program Grant with 24% funded by North Central Texas College

2012-13 Academic Year- Preliminarily approved for another year of funding by Comprehensive Student Success Program grant- 72% funded by CSSP grant, 28% funded by North Central Texas College

<table>
<thead>
<tr>
<th>Activity</th>
<th>Summer 2011</th>
<th>Academic Year (AY) Fall, Spring, Summer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Xtreme Course Redesign</td>
<td>$11,655</td>
<td>$20,250</td>
<td>$4,995</td>
</tr>
<tr>
<td>2. Faculty and Staff Development:</td>
<td>$1,000</td>
<td>$10,000</td>
<td>$7,000</td>
</tr>
<tr>
<td>Xtreme Forums and in-house workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Faculty and Staff Development:</td>
<td>$2,000</td>
<td>$5,500</td>
<td>$6,000</td>
</tr>
<tr>
<td>Travel Cost for regional, state, and</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>national conferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Faculty and Staff local travel</td>
<td>$500</td>
<td>$3,546</td>
<td>$2,250</td>
</tr>
<tr>
<td>5. Faculty and Staff professional development</td>
<td>$11,250</td>
<td>$3,750</td>
<td>$3,000</td>
</tr>
<tr>
<td>incentives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Xtreme Faculty overload stipends</td>
<td>$17,787</td>
<td>$25,410</td>
<td>$33,033</td>
</tr>
<tr>
<td>7. Xtreme Student Incentives assessments</td>
<td>$1,287</td>
<td>$1,930</td>
<td>$2,547</td>
</tr>
<tr>
<td>Activity</td>
<td>Summer 2011</td>
<td>Academic Year (AY) Fall, Spring, Summer</td>
<td>Total</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------</td>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>8. Xtreme Staff for the management and coordination of the QEP</td>
<td>$14,915</td>
<td>$47,050</td>
<td>$47,050</td>
</tr>
<tr>
<td>9. Printing, postage, office supplies</td>
<td>$500</td>
<td>$4,680</td>
<td>$5,700</td>
</tr>
<tr>
<td>10. College Awareness Activities</td>
<td>$25,000</td>
<td>$2,500</td>
<td>$2,000</td>
</tr>
<tr>
<td>11. Classroom and Workshop Materials and online resources</td>
<td>$2,000</td>
<td>$5,967</td>
<td>$7,920</td>
</tr>
<tr>
<td>12. Xtreme Supplemental Instruction Session Instructors</td>
<td>0</td>
<td>$14,080</td>
<td>$14,080</td>
</tr>
<tr>
<td>Tutors</td>
<td>$16,500</td>
<td>$16,500</td>
<td>$24,750</td>
</tr>
<tr>
<td>13. Additional tutoring hours- Grade Results Program</td>
<td>0</td>
<td>$20,000</td>
<td>$22,040</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>$57,570</td>
<td>$180,397</td>
<td>$166,625</td>
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</table>

**Budget Justification**

1. **Xtreme Course Redesign**: Faculty identified to teach the Xtreme sections of core classes redesigned curriculum and syllabi during the Summer of 2011. These course redesigns were facilitated with additional support from one of the college’s Learning Framework instructors, who provided samples of assignments, rubrics, and teaching materials that further integrated the Learning Framework objectives and outcomes into the Xtreme courses. Faculty will work as co-leads as they partner together based on their academic disciplines in order to implement consistent and relevant course redesigns for History, English and Math. All seven
faculty members will be compensated for course redesign for a total cost of $11,655. In addition, $40,230 has been allocated to allow faculty to make changes in the course design throughout the project. The five-year total will be $51,885.

2. **Faculty and Staff Development: Xtreme Forums and In-house Workshops:** The QEP Coordinator and the QEP Implementation Team will organize a variety of on-campus workshops beginning with the Fall 2011 In-Service for a cost of $1,000. On-going training for faculty and staff will be conducted. During the first year, monthly workshops will be held for History, English and Math faculty to strengthen instructional delivery, pedagogy, intervention strategies, and the integration of study skills into their coursework at a cost of 8 x $500 = $4,000. In addition, NCTC Professional Day in October 2011 focused on key academic behaviors and study skills at the Xtreme Forum at a cost of $1,400. NCTC will bring in “On-Course- Student Success” speakers in Spring of 2012 for a workshop including Xtreme faculty and staff for a total of $4,600. In the following years, $16,000 has been budgeted to conduct an annual Xtreme Forum for faculty and staff, as well as to bring guest speakers throughout the year to present information related to key academic behaviors and study skills. The five-year total cost will be $27,000.

3. **Faculty and Staff Development: Travel Costs for Regional, State, and National Conferences:** Specific conferences have been intentionally targeted for history, English and mathematics faculty to attend. History faculty will attend the Organization of American Historians, the American Historical Association, Society for Historians of American Foreign Policy, the Society for Military History or the Texas State Historical Convention. English faculty will attend such conferences as the College English Association Annual Conference, National Council of Teachers of English, Two-Year College English Association, and the Composition Conference for English College Professors. Conferences targeted for math faculty include American Mathematical Association of Two-Year Colleges and the Joint Mathematics Meeting in Boston. At least one history English and mathematics professor will attend a national conference each year. The five-year cost of attending regional, state and national conferences will be $33,500.

4. **Faculty and Staff Local Travel:** Mileage expenses associated with faculty and staff travel between campuses to and from meetings and workshops associated with the QEP project will be at the college reimbursement rate of .50 cents per mile. The total allocation for local travel for the five-year period is $13,046.

5. **Xtreme Faculty and Staff Incentives:** As part of this Xtreme professional development series, faculty from the respective departments will collaborate to enhance or develop common syllabi and assessments, determine textbooks, and discuss policies and practices that need to be revised to enhance student learning and success. As an incentive for participation, during the first year, faculty and support personnel participating in a minimum of 15 hours of training will receive a $150 stipend for a total of $11,250. An additional $11,000 has been budgeted to pay stipends in the following years for targeted faculty and staff. The total allocation over the five-year period is $22,250.
6. **Xtreme Faculty Overload Stipends:** The history, English and math faculty, both full-time and adjunct faculty, who teach at least one class of the redesigned HIST 1301 ENGL 1301, or MATH 1314, during a semester will each receive one course overload stipend of $847. This stipend will compensate for the extra time needed for interaction with other faculty members and extra support for students. Because the number of faculty teaching the redesigned course will increase over time, the number of stipends will also increase. The total of 186 stipends at $847 each will be $157,542. The number of stipends for each academic year are as follows:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Stipends–Fall</th>
<th>Stipends–Spring</th>
<th>Stipends Summer</th>
<th>Total Stipends</th>
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<tr>
<td>2011-2012</td>
<td>9</td>
<td>9</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>2012-2013</td>
<td>12</td>
<td>12</td>
<td>6</td>
<td>30</td>
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<tr>
<td>2013-2014</td>
<td>15</td>
<td>15</td>
<td>9</td>
<td>39</td>
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<td>2014-2015</td>
<td>18</td>
<td>18</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>2015-2016</td>
<td>21</td>
<td>21</td>
<td>9</td>
<td>51</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>75</strong></td>
<td><strong>36</strong></td>
<td><strong>186</strong></td>
</tr>
</tbody>
</table>

7. **Xtreme Student Assessments and Surveys:** To help gauge the impact of the QEP on students, NCTC will utilize the Community College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE), and the National Community College Benchmarking Project. The CCSSE and the College Benchmarking survey will be conducted annually during the spring semester, with at least three sections of the Xtreme courses begin surveyed. The SENSE survey will be conducted in fall 2012, 2014, and 2016. The total three-year cost of conducting these surveys for the Xtreme courses will be $10,858.

8. **Xtreme Staff for the Management and Coordination:** The QEP Administrative staff will consist of one QEP Coordinator at 100% time and two support personnel at 25% of their time throughout the five-year period for the implementation of the QEP. The total salary and benefits will be $377,497.

9. **Printing, Postage, Office Supplies:** Printing, postage, office supplies, and other supplies and materials will be needed to support the implementation of the QEP. Five-year total cost will be $15,380.

10. **College Awareness Activities:** Marketing and advertising of the QEP will be needed within the college and community. A variety of media will be used, including banners, printed materials, and other on-campus promotions. Additional incentives will be developed to achieve college-wide engagement throughout the five-year QEP implementation period. The total five-year cost will be $32,500.

11. **Classroom and Workshop Materials and Online Resources:** In order to implement the five-year QEP, supplies and materials will be needed to conduct the workshops for faculty and staff. In addition, classroom materials will be needed to strengthen the integration of key academic behaviors and study skills into HIST 1301, ENGL 1301 and MATH 1314. The total cost for these materials for the five-year period will be $18,887.

12. **Xtreme Supplemental Instruction Session Instructors:** Throughout the five-year period, supplemental instruction sessions will be conducted for the HIST 1301 Xtreme sections.
In order to conduct these sessions, two leaders the first two years, and additional leaders will be employed each year at a cost of $31,680. Total cost over the five-year period will be $123,200. Additionally, part time tutors will be hired as the program expands, at a cost of $124,070 through the five year period.

13. **Additional Online Tutoring Hours:** To provide flexible access for students who are working and cannot attend the on-campus math and writing labs, funds have been allocated to acquire additional online tutoring support through *GradeResults*. A total of $116,640 has been allocated for the five-year period.
Chapter 10: Assessment

North Central Texas College has planned for a comprehensive, systematic, and detailed evaluation of the proposed project. The QEP is structured in accordance with sound assessment practices. Assessment of the QEP is intentionally comprehensive; it includes measuring the overall goals of the plan, the student learning outcomes, and the impacts of the proposed actions and interventions. Each set of expected outcomes is aligned with the college’s mission: “North Central Texas is dedicated to student success and institutional excellence”. NCTC encourages student achievement by providing affordable, quality learning environments, comprehensive student support, and public services. In addition, NCTC’s 2010-2015 Strategic Plan states, “Enabling students to achieve their full potential requires an institution to clearly define paths toward a variety of educational goals”.

With increasing system-wide student enrollment, it follows that there is a greater need for specialized student services, faculty, and retention strategies to support student success. Two of NCTC’s major Strategic goals also address the importance of student success: Goal 2.1--Facilitate the achievement of teaching excellence and in-depth learning through innovative faculty and student programs and activities; and Goal 2.3--Improve student success in college prep and gatekeeper courses. The overall accomplishments of the QEP will be critical to NCTC in evaluating the results of student learning and academic success.

“New to college” is defined as a student who has never attended college. The NCTC operational definition of “new to college” excludes students who earned dual credit in high school. Beginning with early registration for Fall 2011, this category of student will be required to meet with an academic advisor prior to enrolling in classes. Currently all students are encouraged, but none are required, to participate in advising. Academic advising for returning and transfer students will still be optional.

As seen in the overall design model in Figure 10-1 below, students will enter into either Xtreme sections or traditional sections of the three identified core curriculum gateway courses. To ensure the integrity of the assessment of the activities and interventions of the QEP, Xtreme sections are considered to be the experimental group, and traditional sections are considered to be the control group. Control-group sections will be selected that are similar to the experimental sections with regard to class size, location, and day/time offered. However, students will not be able to differentiate between Xtreme and traditional sections of the courses. All sections will be presented in NCTC’s various publications and online simply as HIST 1301, ENGL 1301 and MATH 1314.

Figure 10-1: Project Xtreme Academic Makeover Design Model–Year 1
Astin's Input - Environment - Output Model

Compare outcomes to determine if Xtreme interventions impacted student success in core curriculum courses.

Conduct multiple-regression analysis to identify variables to predict success in a Core Curriculum Course.

Compare common student input variables that can be easily gathered for all students across the Xperimental and control groups.

Xtreme HIST 1301 (2 sections at Corinth, 1 at Gainesville)

Xtreme ENGL 1301 (2 sections at Corinth, 1 at Gainesville)

Xtreme MATH 1314 (2 sections at Corinth, 1 at Gainesville)

Traditional HIST 1301 (Comparable control group sections)

Traditional ENGL 1301 (Comparable control group sections)

Traditional MATH 1314 (Comparable control group sections)
NCTC will use Alexander Astin’s Input-Environment-Output (I-E-O) model as the assessment framework for Project Xtreme Academic Makeover. Astin’s model illustrates academic and personal domains of student development. He explains:

“Taken together, student input and student outcome data are meant to represent student development—changes in the student’s abilities, competence, knowledge, values, aspiration, and self-concept that occur over time. Because the notion of change is so basic to the purpose of higher education, we need to have at least two… snapshots of the student taken at different times in order to determine what changes have actually occurred. At the same time, knowing what particular environmental experiences each student has had helps us to understand why some students develop differently from others.” (Astin 21)

Figure 10-2: The I-E-O Assessment Model (Astin 18)

![Figure 10-2: The I-E-O Assessment Model](image-url)

Figure 10-3 below shows how Astin’s Assessment Model will be used as a framework for the QEP.

Figure 10-3: Project Xtreme Academic Makeover Assessment Model
Student Input Variables

In a blog created by Bowling Green State University Center for Teaching and Learning, Astin was quoted as saying, "the input stage of assessment, initial assessment, is crucial for building a successful learning environment because it helps both students and instructors agree about how teaching and learning will happen in the classroom. Instructors can learn what knowledge students bring to class" (qtd. in “Input-Environment”). For the purpose of the QEP, pre-test measures will be utilized as the initial assessment in Xtreme sections of the courses.

Environmental Variables

The same blog continues, “the environment stage of assessment gives an opportunity to critically evaluate the overall dynamics of a class and the impact of the material being taught on students’ progress. It also helps students better construct their learning process and analyze their progress as they move through the semester” (“Input-Environment”). For the purpose of the QEP, the environmental variable will be the type of section in which the student is enrolled, an Xtreme section (experimental group) or a traditional section (control group). The hypothesis for the QEP is that the environmental variables present in the Xtreme courses will positively influence student learning, persistence, transfer, etc.

Outcomes/Impacts
For the purpose of the QEP, post-test measures will be compared to pre-test measures in Xtreme sections of the courses.

The output stage of assessment, the most common type of assessment, occurs when instructors look at the general course of students’ progress in knowledge acquisition and skills development. This stage can also be used by instructors to provide students with further directions for improving their knowledge of a particular subject and development of certain skills after the completion of the class. In this case, students will be able to connect their experience obtained in class with additional experience as they progress through college. ("Input-Environment")

**NCTC Assessment Process**

The QEP assessment design is fully integrated with the college’s Institutional Effectiveness/Strategic Planning (IE/SP) process and with the assessment and accountability targets defined by the Key Performance Indicator (KPI) metrics of the college. The assessment uses numerous sources of data generated by various methods of analysis to evaluate the degree to which desired outcomes have been achieved. The results of all QEP-related measures will be aggregated into an additional QEP-specific IE/SP unit to identify the following key areas of evaluation:

- Desired outcomes assessment of Xtreme Course student outcomes vs. traditional course student outcomes.
- Assessment support measures that capture student pass rates in HIST 1301, ENGL 1301 and MATH 1314, and their subsequent course success rates.
- Comparative assessment data that will track HIST 1301, ENGL 1301 and MATH 1314 success rates and goal attainment of completion, transfer, and graduation rates. The following targets have been identified for these success rates and goal attainment:
  - Project Xtreme will increase the percentage of students who successfully complete History 1301, English 1301 and Math 1314, by 25%. (Fall 2009 Failure Rates Baseline Data: HIST1301 25.4%; ENGL1301 21.6%; and MATH1314 41.3%. Proposed percentage: HIST1301 19.1%; ENGL1301 16.2%; and MATH1314 31%).
  - Project Xtreme will increase the number of students in History 1301, English 1301 and Math 1314 who earn a diploma or certificate within five years of the beginning of the intervention by 10%.

Using key accountability measures (like Student Success Rates) as peer benchmarks after a multi-year progression of the QEP, additional internal assessment data will be able to determine the extent to which the QEP implementation contributes to the improvements in these measures. The College has established a supplementary process to evaluate the QEP’s success by tracking student performance and completion rates over the later part of the QEP.
implementation period and analyzing its impact on the overall College scores across a selected set of accountability measures as part of the National Community College Benchmarking Project. All assessment data will be available in semester-by-semester comparisons (where applicable) and in annual summaries in order to document the correlations and impact of all major activities associated with each QEP objective. A more detailed overview of each of the main assessment components is provided in the following paragraphs.

**Student Learning and Learning Environment Outcomes**

In addition to the standard student learning outcomes for each course, additional student learning outcomes have been developed for Xtreme courses. Assessment of student learning outcomes related to the QEP are fully detailed in Table 10-1 below, which includes the student learning and environmental impact outcomes, assessment method and criteria.

**Table 10-1: QEP Objectives, Outcomes, Assessment Method and Criteria**

<table>
<thead>
<tr>
<th>Objective A: Students in Xtreme courses will assess their current skill level and apply new strategies to improve performance in core curriculum courses.</th>
<th>Outcome A1: Students in Xtreme HIST 1301 courses will be able to demonstrate the effective use of the Cornell note-taking system.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcome</strong></td>
<td><strong>Assessment Method</strong></td>
</tr>
<tr>
<td>A.1.a Students in Xtreme HIST 1301 courses will be able to describe effectively the Cornell note-taking system.</td>
<td>Students will submit a copy of their lecture and/or reading notes to the Xtreme faculty and identify the note-taking strategy used. Students will also submit a short written reflection of this process consisting of one paragraph addressing each of the following: (1) the method chosen, (2) the positives of the chosen method, (3) the negatives of the chosen method, and (4) why the students would or would not use the chosen method again, as included in HIST 1301 Action Plan. (Appendix Q).</td>
</tr>
</tbody>
</table>

**A.1.b: Students in Xtreme HIST 1301 courses will be able to improve their performance in note-taking.**

Pre-test/post-test on note-taking

Average score on post-test note-taking.
Outcome A2: Students in Xtreme ENGL 1301 courses will be able to define and apply effective learning and study strategies assessed by the Learning and Study Strategies Inventory, LASSI.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment Method</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.2.a. Upon completion of a learning and study strategies assessment, students in Xtreme ENGL 1301 courses will be able to identify their personal learning style and describe effective study strategies.</td>
<td>Administer pre-test/post-test assessment on knowledge of learning styles, as included in ENGL 1301 Action Plan. (<a href="#">Appendix R</a>).</td>
<td>Average score on post-test assessment will improve 10%.</td>
</tr>
<tr>
<td>A.2.b. Students in Xtreme ENGL 1301 courses will be able to complete an assignment using strategies associated with their identified learning styles and evaluate their success on the assignment based on the strategy used.</td>
<td>Students will submit the assignment to the Xtreme faculty. Students will also submit a short written reflection of this process consisting of one paragraph addressing each of the following: (1) challenges with using the strategy, (2) identification of new learning and study strategies applied to address these challenges, (3) an explanation as to whether the learning and study strategies helped the student to better understand the material.</td>
<td>The overall average score on a Learning Style rubric will be 2 or better. Measures of Student Success: Pre-test/post-test evaluations will be used to assess knowledge of learning styles. Using the ENGL 1301 Action Plan and “Learning Style Rubric” the overall average score will be 80%. Assessment and Method of Data Collection: Pre-test/post-test evaluations will take place to measure knowledge of learning styles and a Pre/Post LASSI will be utilized. Students will submit a copy of Pre and Post LASSI survey-writing assignment, Personality Assessment, Learning Style and Study Strategy Assignment, Learning Communities &amp; Study Skill Assignment, and Motivation Activity to the Xtreme Faculty.</td>
</tr>
</tbody>
</table>

Outcome A3: Students in Xtreme MATH 1314 courses will be able to identify and apply test-taking strategies assessed by a specific instrument created by the faculty.
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment Method</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.3.a. Students in Xtreme MATH 1314 courses will be able to identify strategies for</td>
<td>Pre-test/post-test assessment of strategies for dealing with test anxiety, integrity,</td>
<td>Average score on post-test assessment will improve 10%.</td>
</tr>
<tr>
<td>dealing with test anxiety, integrity, and preparation.</td>
<td>and preparation, as included in MATH 1314 Action Plan. (Appendix S).</td>
<td></td>
</tr>
<tr>
<td>A.3.b. Students in Xtreme MATH 1314 courses will be able to design a “tip sheet” of</td>
<td>Students will submit a short reflection paragraph addressing each of the following:</td>
<td>The overall average score on a Test Taking Rubric will be 1.5 or better. (Appendix P).</td>
</tr>
<tr>
<td>suggestions for dealing with test anxiety, integrity, and preparation.</td>
<td>1) identification of new strategies for managing test anxiety and improving test</td>
<td></td>
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<tr>
<td></td>
<td>taking, 2) how these new strategies were applied, and 3) why and how these new</td>
<td></td>
</tr>
<tr>
<td></td>
<td>strategies were personally effective.</td>
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</table>

**Objective B: Students in Xtreme courses will exhibit an increased awareness, utilization, and value of academic support services.**

**Environmental Outcome B1: Students in Xtreme courses will learn about academic support services available through NCTC.**

<table>
<thead>
<tr>
<th>Environmental Outcome</th>
<th>Assessment Method</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1.a. Classroom presentations will be made to all Xtreme and all control-group courses</td>
<td>Record each course/section in which classroom presentations were made.</td>
<td>100% of all Xtreme courses will receive a classroom presentation regarding support services.</td>
</tr>
<tr>
<td>during the first two weeks of the semester to promote academic support services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.1.b. Faculty teaching Xtreme courses will schedule class visits to tutoring labs</td>
<td>Document all class visits to the tutoring labs and libraries</td>
<td>100% of Xtreme classes will be brought to the tutoring labs and libraries for a tour and</td>
</tr>
<tr>
<td>(Math Lab for Algebra students, Writing Lab for History and English students) and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on-campus libraries tour and orientation</td>
<td></td>
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</tr>
</tbody>
</table>
Environmental Outcome B2: Students in Xtreme courses will utilize academic support services available through NCTC.

<table>
<thead>
<tr>
<th>Environmental Outcome</th>
<th>Assessment Method</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.2.a. Students enrolled in Xtreme courses will be required to utilize specific academic support services to receive maximum available points for their courses.</td>
<td>Track students’ usage of tutoring services (on-campus and online) and seminar attendance through ACCUTRACK and online reports.</td>
<td>70% of Xtreme students will utilize the required level/amount of academic support services.</td>
</tr>
<tr>
<td>B.2.b. Xtreme faculty will complete an online “Early Alert Form” to refer at-risk students to specific support services, above and beyond what these students may be utilizing as part of their course requirements.</td>
<td>Track number and source of referrals through online “Early Alert Form.”</td>
<td>100% of Xtreme faculty will utilize the “Early Alert” process each semester. 75% of Xtreme students referred as an “Early Alert” will utilize additional hours or types of academic support services (beyond the minimum level of utilization that is required as part of their Xtreme course.)</td>
</tr>
</tbody>
</table>

Environmental Outcome B3: Students in Xtreme courses will perceive academic support services as valuable and essential to academic success.

<table>
<thead>
<tr>
<th>Environmental Outcome</th>
<th>Assessment Method</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.3.a. Xtreme faculty will administer a Pre-Assessment Survey (PreAS) the first week of the semester and a Post-Assessment Survey (PostAS) at the end of the semester in each Xtreme course to determine students’ level of awareness and value ranking of academic support services. (Appendix V)</td>
<td>Compare pre-assessment and post-assessment results.</td>
<td>There will be a 15% increase in awareness and a 15% increase in value ranking.</td>
</tr>
</tbody>
</table>
B.3.b. Faculty will administer a Pre-Assessment Survey (PreAS) during the first week of the semester and a Post-Assessment Survey (PostAS) at the end of the semester to control-group core courses to determine students’ level of awareness and value ranking of academic support services.

Compare pre-assessment and post-assessment results.

There will be no significant increase in awareness and no significant increase in value ranking.

B.3.c. Compare the PreAS/PostAS results between Xtreme Courses and control-group courses to compare students’ level of awareness and value ranking of academic support services.

Compare pre-assessment and post-assessment results between Xtreme courses and control-group courses.

There will be no significant difference between Xtreme courses and control-group courses on the pre-assessment. There will be a significant difference between Xtreme courses and control-group courses on the post-assessment. The initial degree of difference will be used to establish the baseline for future assessments.

B.3.d. Track Xtreme students’ continued utilization of academic support services in subsequent semesters.

Track Xtreme students’ usage of tutoring services (on campus and online) and seminar attendance through ACCUTRACK and online reports.

75% of previous Xtreme students will continue to utilize academic support services in subsequent semesters.

Objective C: Students in Xtreme courses will participate in academic advising to progress academically.

Environmental Outcome C1: Students in Xtreme courses will utilize academic advising to identify current academic status.

<table>
<thead>
<tr>
<th>Environmental Outcome</th>
<th>Assessment Method</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.1.a. Students in Xtreme courses will meet their assigned academic advisor during the first three weeks of classes, and again prior to registration for the following semester. Individual advising meetings will be graded assignments in the Xtreme courses.</td>
<td>Academic advisors will document each meeting with Xtreme students.</td>
<td>80% of Xtreme students will attend the two meetings with their assigned advisor.</td>
</tr>
</tbody>
</table>
Environmental Outcome C2: Students in Xtreme courses will start their Educational Planning Portfolio and create a course map showing all courses to be taken each semester, and how these courses directly relate to their intended educational and career goals.

<table>
<thead>
<tr>
<th>Environmental Outcome</th>
<th>Assessment Method</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.2.a. Students in Xtreme courses will discuss with their assigned academic advisor their Educational Planning Portfolio which includes TSI status/Restricted courses, remediation, and pre-requisites.</td>
<td>After meeting with assigned academic advisor, students in Xtreme courses will have an Educational Planning Portfolio on file which recognizes status, restrictions, remediation requirements, and pre-requisites.</td>
<td>100% of the course completers will have an Educational Planning Portfolio on file.</td>
</tr>
<tr>
<td>C.2.b. In their second meeting with an assigned academic advisor, students in Xtreme courses will review their Educational Planning Portfolio, identifying degree or certificate requirements, and prepare semester-by-semester course maps to reach their personal academic goals.</td>
<td>Academic advisor will include appropriate NCTC Degree/Certificate/Transfer plan information in the Educational Planning Portfolio and assist students in Xtreme courses in completing course map to reach the students’ academic goals.</td>
<td>100% of the students in Xtreme courses that attend the required academic advising sessions will have a completed course map on file.</td>
</tr>
</tbody>
</table>

Environmental Outcome C3: Students in Xtreme courses and their assigned advisors will work together to create written Time Management Plans/Weekly Schedules for the current semester, and also subsequent semester-by-semester plans outlining how remaining courses need to be sequenced for successful achievement of educational goals (Certificate, degree, transfer, etc.).

<table>
<thead>
<tr>
<th>Learning Environment Outcome</th>
<th>Assessment Method</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.3.a. Students in Xtreme courses will develop Time Management Plans to schedule their courses and appropriate time needed for weekly preparation/study to be successful in their courses.</td>
<td>Students in Xtreme sections will have a time management plan on file and a system in place to track student achievement.</td>
<td>100% of Xtreme students will have a time management plan on file.</td>
</tr>
</tbody>
</table>

The central foci of the assessment plan are the measurable goals, objectives, and implementation strategies to be achieved through the project. Evaluation will include close monitoring, in both qualitative and quantitative terms, of the extent that the objectives are met. Methodologies have been designed that include both formative and summative evaluation with appropriate consideration of Family Educational Rights and Privacy Act (FERPA) requirements. The Director of Institutional Research will assist Project Xtreme by providing data assimilated through Estudios to evaluate the progress toward meeting the goals and objectives. In addition, he will determine effectiveness and make suggestions for modifications to the QEP Implementation Team to review and adopt.
**Formative Evaluation:** Formative evaluations of measurable objectives and implementation strategies will be conducted throughout the five-year period. Systematic scheduling of this evaluation will ensure that the project milestones are being met and that the project is within budget. Evaluations will be conducted on all project activities. Ongoing formative evaluation will allow staff to adjust objectives, schedules, resources, timelines, and tasks based on evaluation results.

**Data Collection & Analysis:** Both quantitative and qualitative data collection will be utilized. Quantitative information will be collected via questionnaires which use Likert scales and other means for quantifying information and results. To ensure the effectiveness of Project Xtreme, an assessment design has been selected that will allow for a comparison of NCTC student success data prior to, and after, implementation of Project Xtreme. Student performance data will be collected from Spring 2011 on new-to-college students taking the three targeted courses to establish the baseline data. Data analysis will be conducted on the Project Xtreme students after Fall 2011 and Spring 2012 to determine the impact of the intervention services offered.

In addition, the Institutional Research Office will collect data and information on students from the College’s Estudios Enterprise system and ACCUTRAC student tracking system to determine services utilized, enrollment and withdrawal information, and performance. Quantitative data will also be collected on achievement of objectives and implementation strategies. Baseline data from Fall 2009 already exists for each measurable objective. Comparison analysis will occur on a semester basis to determine progress and, at the end of the grant period, to determine overall effectiveness. Qualitative data such as student perceptions about the various project objectives and strategies will be collected through surveys and questionnaires. Individual interviews and focus groups with students, faculty, and staff will also be used to collect qualitative data.

Since QEP outcomes correlate with the college’s Strategic Plan and the associated KPI set, this data will also provide a critical link between the QEP, the IE and planning process, and potential scenarios that would involve the transferability of the QEP-related practices across other key instructional areas of the college. The following table is an example of the QEP Institutional Effectiveness/Strategic Planning Assessment form:
**Summative Evaluation:** In order to determine the degree of self-sufficiency that NCTC has reached as a result of the Project Xtreme, summative evaluation will be conducted annually to determine outcomes. Students, faculty, and staff will be surveyed annually to determine impact and outcomes. The Director of Institutional Research will also conduct annual focus groups with Xtreme students (Appendix U). Those surveyed as well as focus group participants will be asked to give their perceptions about their role in the project, the impact of the project, the project's continuation, the feedback received from the project, and the project's contribution to the overall goal of student success.

Both quantitative and qualitative data will be collected with questionnaires as well as interviews and focus groups. Project Xtreme will prepare annual evaluation reports as well as the fifth year interim report. NCTC will prepare a thorough written report outlining the outcomes of measurable objectives and strategies, a summary of achievements and impact on the students
and college, and an analysis of how the project has impacted students’ readiness for college. The reports will also provide suggestions for policy changes, data collection, budget recommendations, and improvement for continued programming and services.

**Assessment Plan:** The summative assessment data and results of the various supplemental assessment measures will be published as part of the QEP IE/SP unit of the NCTC annual Institutional Effectiveness/Strategic Planning Report. However, data summaries will be available to faculty, departments, and administrative areas after the end of each semester, to provide feedback to the individual Xtreme faculty members and to guide instructional improvement initiatives and integrate into ongoing professional development.

In addition, the Institutional Research Office will report ad-hoc data and specific findings to facilitate college-wide use of results for inclusion in meetings, departmental data reporting, and decision making. Additional ad-hoc reports could be useful when determining topics for workshops and guest speakers as part of the Xtreme Professional Development series and forums.

The Director of Institutional Research will provide assessment oversight of the QEP and will ensure its coordination with the overarching college planning and institutional effectiveness processes. The Director will lead the Institutional Effectiveness Committee and the statistical analyses of all QEP related data, will provide annual QEP evaluation updates, and will communicate assessment issues with the QEP Coordinator, the QEP Advisory Council, and the Implementation Team.

The annual QEP Evaluation Report will contain data summaries and assessment detail for student learning outcomes and performance elements of the QEP. The data will be aggregated during each summer semester and presented to Xtreme faculty and the QEP Council and various teams, the college’s Instructional Council, Faculty Congress, Dean’s Leadership Team, and President’s Cabinet for further discussion and input. The annual report will also provide progress indicators and overall effectiveness measures. The analyses will include a detailed review of all QEP objectives and how effective each implementation component has been. The analysis is designed to provide the QEP Coordinator, the Implementation Team, and the QEP Advisory Council with sufficient data for recommending future modifications or revisions to the plan. In addition, the annual outcomes will be distributed to faculty, staff, and students via the College’s QEP website.
Works Cited


Appendix A – Fall 2008 QEP Topic Selection Survey

Quality Enhancement Plan --Topic Selection Survey

(Survey distributed at Fall 2008 In-Service)

Institutions seeking reaccreditation must comply with Core Requirement 2.12:
“The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting students learning and accomplishing the mission of the institution, (3) demonstrates institutional capability or the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement.”

Selecting a QEP topic is a very important step in the reaffirmation process. Topics must:
1. Be based on assessment.
2. Be focused on student learning.
3. Be achievable/attainable.
4. Be broad based.
5. Be goal and achievement oriented.

The QEP Topic Selection Committee is looking for ideas! Given the requirements stated above, please list what you think may make a good QEP topic.

What is an institutional strength that could be expanded?
Student Focus, People, Student-Centered, Caring, Experience,
Dedication and Commitment to the college and students

What is an institutional weakness that could be addressed?
Student Retention
Lack of Personnel
Underprepared Students
Critical Thinking
Writing Across the Curriculum
Student Success
Career Placement
Funding
Technology Infrastructure
Developmental Courses
Attrition Rates
Student Engagement

Please return this survey. Perhaps you will suggest the topic to be selected for the QEP. If so, you will win a prize! If more than one person suggests the topic ultimately selected, names will be drawn for the prize.

[Survey distributed to 150 faculty and staff at Fall 2008 In-Service. The above statements reflect a summary of the responses.]
Appendix B–Weekly QEP Topic Emails

Quality Enhancement Plan Topic Selection—Next Steps

QEP Information Points and Topic Selection (email to all employees on January 20, 2009)

During the Spring 2008 and Fall 2008 semester, the QEP Topic Selection Committee identified several potential topics for the NCTC Quality Enhancement Plan. These topics emerged as a result of reviewing various sources of data and documentation and after discussing the college’s strengths and weaknesses. These topics will be presented to the entire college community for your input after a series of information points about QEPs are distributed. A series of campus meetings will also be held during the Spring 2009 semester to provide opportunities for discussion about the potential topics. These meetings will be held on the following dates:

- Thursday, March 5, 2009, 3:30 p.m., Corinth Campus
- Wednesday, March 11, 2009, 3:00 p.m., Gainesville Campus
- Thursday, March 12, 2009, 3:30 p.m., Bowie Campus

The top three potential QEP topics will then be selected. Faculty or area experts for the topics will be asked to write a “white” paper for which a $50 stipend will be paid. The final QEP topic will be selected after a review of the white papers. Final topic selection will occur May 2009.

QEP Information Point #1: What is a QEP? (email and post on website and in Angel January 26, 2009)

The Quality Enhancement Plan (QEP) is the component of accreditation process that reflects and affirms the commitment of the Commission on Colleges to the enhancement of the quality of higher education and to the proposition that student learning is at the heart of the mission of all institutions of higher learning. By definition, the QEP describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning. (Source: SACS Reaffirmation Handbook)

QEP Information Point #2: Why do we have to do a QEP? (email and post on website and in Angel February 2, 2009)

Core Requirement 2.12 requires an institution to develop a plan for increasing the effectiveness of some aspect of its educational program relating to student learning. Core Requirement 2.12 states:

“The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting students learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement.” Failure to comply with a core requirement could mean the college would not be reaffirmed by SACS.

QEP Information Point #3: But why do we have to do a QEP? (email and post on website and in Angel February 9, 2009)
Rather than just merely a requirement for reaffirmation of accreditation, the QEP could and should result in significant, even transforming, improvements in the quality of student learning.

QEP Information Point #4: Essential characteristics of a QEP to remember (email and post on website and in Angel February 16, 2009)

- The QEP must be focused on realistic, measurable student learning, which is defined by SACS as “changes in knowledge, skills, behaviors, or values.”
- Successful QEPs skillfully balance significance and institutional capacity and stem from a realistic assessment of what the institution can afford and what the institution can expect to achieve in the time allotted.
- The QEP is not expected to touch the life of every student at the college, but the topic needs to be sufficiently broad to be viewed as significant.
- The QEP topic must have substance and depth.

QEP Information Point #5: Institutional Commitment to the QEP (email and post on website and in Angel February 23, 2009)

The QEP requires a significant commitment from the institutional community, evidenced by the following:

- Broad-based participation of all appropriate constituencies in the identification of the topic or issue to be addressed.
- Careful review of research and best practices.
- Allocation of adequate human and financial resources to implement and sustain the QEP.
- Implementation strategies that include a clear timeline and assignment of responsibilities.
- An evaluation structure to assess the extent to which the goals set for the plan are attained.

QEP Potential Topics and Meeting Reminders: (email March 2, 2009)

As stated in a college-wide email sent last January, during the Spring 2008 and Fall 2008 semester, the QEP Topic Selection Committee identified several potential topics for the NTC Quality Enhancement Plan. These topics emerged as a result of reviewing various sources of data and documentation and after discussing the college’s strengths and weaknesses. Now these topics are presented for your review. (Note: a brief description of each needs to be written.)

- Student retention
- Math readiness – successfully moving from college prep math to college level math
- College readiness
- Dual credit college readiness
- Expansion of MathQuest into other developmental/college prep areas
- Learning Frameworks course expansion
- Retention in online courses
- Career services/career placement
- Student advising
- Applied mathematics with a workforce training focus
- Honors program initiative
- Globalization
- Critical Thinking (agreed it is hard to measure this)
- Reading & writing across the curriculum
North Central Texas College
Quality Enhancement Plan Potential Topics

Below is a list of ten (10) potential topics identified by the QEP Topic Selection Committee, in random order. A brief description of the potential topic is provided in the left hand column. Excerpts of actual QEPs are provided in the right hand column for your review and consideration. Keep in mind, we do not know if the sample QEP was accepted by SACS or not; however, they provide insight into what we are trying to accomplish with a QEP.

Potential Topic #1: College Level Math Readiness

Successfully moving from the highest level college preparatory math class into a first-level college math class is a challenge for students at NCTC. According to the Community College National Benchmarking study, 63.24% of students in the Fall 2005 cohort who completed the highest level developmental math course enrolled in a first-level college math course. This percentage ranks NCTC in the 37th percentile of the 179 institutions participating in the study. The median for participating institutions is 83.56%. Further, of the total students who enrolled in the first-level college math course, 40.44% passed with A, B, C or P. (In other words, 60% of the students who either dropped or earned a grade of D or F.) This percentage ranks NCTC in the 10th percentile of the 179 institutions participating in the study. The median for participating institutions is 61.31%. Finally, of the students who completed the first-level college math course, 83.95% passed the course with an A, B or C; 36.05% earned a grade of D or F. This percentage places NCTC in the 10th percentile. The median is 78.37%.

Some steps have already been implemented to impact student learning in college prep math classes. The minimum THEA score for college algebra will be raised from 230 to 270 effective Fall 2009. FastTrack courses were implemented beginning in Fall 2007 in which a student could take two levels of college prep in one semester. One of the FastTrack courses offered specifically addresses the issue of bridging as it incorporates MATH0310 and College Algebra into one semester for students who need one developmental course before credit math. “MathQuest” courses are being piloted, starting Fall 2008. A summit is scheduled for May 2009 with area high schools to ensure math curriculum alignment.

Bossier Parish Community College
Enhancing Student Learning and Engagement in High-Risk Mathematics

The overall goal of Bossier Parish Community College’s QEP is to improve student learning and engagement in developmental mathematics courses. “Providing developmental studies and remedial programs that enable students to acquire basic skills” is a part of the College’s Mission Statement.

This QEP involves a transformation of mathematics instruction which includes a reformation of testing/placement policies, enhancing support services in developmental mathematics and creating professional development opportunities.

Dyersburg State Community College
Soar with M.T.E. (M.T.E. = Mathematics Excellence): A Plan to Enhance Student Learning in Basic and Intermediate Algebra

DSCC’s QEP focuses on the enhancement of student learning in the critical, high-risk areas of Basic and Intermediate Algebra in the Developmental Studies Program. The following strategies are being utilized:

- Customized personal learning plans
- Prescriptive remediation as necessary
- Two hours of classroom lecture
- Two laboratory hours of computerized supplemental instruction
- A flex hour during which students receive additional instruction on targeted topics
- Workshops focusing on reading in mathematics, test-taking strategies, study skills, test anxiety, time management and learning preferences/styles
Potential Topic #2: College Readiness

College readiness is a major problem being seen in colleges around the country—including NCTC. According to Kelderman in the August 29, 2008 edition of The Chronicle of Higher Education, more than 50% of the freshmen enrolled in Texas higher education institutions require at least one remedial course.

According to the Texas Higher Education Coordinating Board (THECB), Texas has recognized the need to dramatically increase the levels of expectation and achievement for its students by recently adopting across-the-board College and Career Readiness Standards (CCRS) in the critical areas of English/language arts, social sciences, mathematics and science. Once fully implemented, the CCRS will pave the way to better alignment between the public and higher education curriculum, thereby allowing students a more seamless transition between high school and college or the workforce.

According to THECB data for a fall 2003 – 2006 cohort, 65% of “first-time-in-college” students attending community colleges fell below state standards. Approximately 42% of this cohort was deficient in math; 29% were deficient in reading; 20% were deficient in writing; and 10% were deficient in all three areas. Comparatively, 25% of university students fell below state standards. Approximately 14% of this cohort was deficient in math; 11% were deficient in reading; 8% were deficient in writing; and 2% were deficient in all three areas.

Another way to look at College Readiness is to examine the performance of students enrolled in the traditional “gatekeeper” courses: Composition I, Composition II, College Algebra and Speech. The National Community College Benchmarking Survey indicates the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2006 Enrollment</th>
<th>Number of A,B,C or P Grades Issued</th>
<th>% of “Successful” Completers</th>
<th>NCTC Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I</td>
<td>1,407</td>
<td>979</td>
<td>83.53%</td>
<td></td>
</tr>
<tr>
<td>Composition II</td>
<td>522</td>
<td>333</td>
<td>81.02%</td>
<td></td>
</tr>
<tr>
<td>College Algebra</td>
<td>1,294</td>
<td>581</td>
<td>64.99%</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>602</td>
<td>446</td>
<td>89.56%</td>
<td></td>
</tr>
</tbody>
</table>
Potential Topic #3: Retention in Online Courses

Enrollment in NCTC’s online course has grown tremendously over the past several years; therefore, eLearning is now recognized as the College’s “4th Campus.” As evidenced in the charts below, the total number of internet enrollments has grown from 380 in Fall 2003 to 2,742 in Fall 2008. The number of online courses has increased from three (3) in Fall 2001 to 133 in Fall 2008. Currently over 22% of NCTC’s students are enrolled in at least one online course.

However, online classes at NCTC have a lower student success/higher drop rate than face-to-face classes. As evidenced in the chart below, only courses have an average drop rate of 28%, compared to 20% for traditional courses.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, B, C, D</td>
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<td></td>
</tr>
<tr>
<td>Online Courses</td>
<td>59%</td>
<td>59%</td>
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<tr>
<td>Corresponding Courses</td>
<td>7.2%</td>
<td>7.2%</td>
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<tr>
<td>Grade F</td>
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<tr>
<td>Online Courses</td>
<td>13%</td>
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<tr>
<td>Corresponding Courses</td>
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<td>Not available</td>
</tr>
<tr>
<td>Grade W</td>
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<td></td>
</tr>
<tr>
<td>Online Courses</td>
<td>29%</td>
<td>27%</td>
</tr>
<tr>
<td>Corresponding Courses</td>
<td>19%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Germania Community College
The Quality Enhancement of Online Learning: Ready, Set, Go Online

The overall goal of Germania Community College’s QEP is to improve student learning in online courses by increasing student, faculty and institution readiness for such a learning environment. Specifically, GCC will:

- Increase student readiness for online learning: (1) formally assess student readiness for online learning; (2) utilize student development courses to prepare students for online learning; and (3) provide remediation opportunity for students not ready for online learning.
- Increase faculty and course readiness for online learning: (1) provide quality and consistency in the structure of online courses; (2) provide quality and consistency in teaching of online courses; and (3) improve assessment of course/instructor effectiveness for online courses.
- Increase institutional readiness for online learning: (1) enhance student services for online students; (2) enhance learning resources for online students; (3) create more cohesion and collaboration between students and faculty in online courses; and (4) make information about online learning and services readily available and accessible.

Delgado Community College’s QEP Going the Distance: Improving Distance Learning in a Climate of Recovery, Regeneration and Transformation

The primary goal of Delgado’s QEP is to improve student learning in distance-delivered courses; secondary goals are to improve both student success and retention in distance courses. The QEP will address faculty development and student readiness:

1. The faculty development component consists of a two-year cycle of training.

2. The purpose of the student readiness component is to determine and act upon any significant correlations between (a) readiness indicators and (b) performance outcomes.
Potential Topic #4: Student Retention & Success

NCTC enrollment trends indicate that while student headcount continues to increase each year, student retention from one year to the next continues to decline. In Fall 2005, only 37% of Fall 2004 enrollees returned. Retention in classes is also of concern. According to the Community College Benchmarking Study, NCTC ranks in the 7th percentile for student retention. Using the Fall 2006 cohort, a total of 19,703 grades were issued to students who enrolled in a college-level class (A, B, C, D, F, W, P). Of this number, 3,878 of the grades (or 20%) were "W". The median drop rate for participating institutions was 11%. Of the Fall 2006 cohort of grades issues, 65.41% (or 12,888) were A, B, C or P. This places NCTC in the 3rd percentile of the 187 participating institutions.

NCTC is fortunate to have a Title III grant that focuses on student retention and success. Several initiatives are underway through this grant to improve retention and success rates.

Potential Topic #5: Student Advising

For many years, NCTC has relied heavily on faculty to serve as advisors. The current advising system relies on faculty and staff who have full schedules or responsibilities beyond advising duties, which leads to inadequate student assessment, advisement and support services. Additionally, the significant enrollment growth experienced over the last several years has impacted the faculty’s ability to provide effective academic advising and assistance in course selection and registration. With only 100 full-time faculty, records indicate that faculty may advise more than 150 students apiece. This overload causes students to be rushed during their advisement session leading to errors in scheduling and course selections.

Potential Topic #6: Expansion of Learning Frameworks Course

In Fall 2008, NCTC began a new initiative to help improve student success. The Learning Frameworks course is required for students who are deficient in two or more developmental areas — math, reading or writing. The course is a study of the (1) research and theory in the psychology of learning, cognition, and motivation; (2) factors that impact learning, and (3) application of learning strategies. Students use assessment instruments to help them identify their own strengths and weaknesses as strategic learners.
Potential Topic #7: Honors Program Initiative

The NCTC Instructional Master Plan calls for the development of an Honors Program by Fall 2009 under Strategy 3 — “Initiate new instructional programs and courses to meet changing expectations of students and service area demands.” In Fall 2008, the position of Honors Program Coordinator was created December 2008 as the result of the work of the Honors Program Exploratory Committee which met through the fall 2008 semester. After further discussion with the Honors Program Exploratory Committee, it was determined that the fall 2010 semester would be the most reasonable launch date for a comprehensive and successful honors program.

A comprehensive honors program will include accelerated courses that feature a variety of instructional methods, offering faculty and students alike the framework in which to develop and participate in enhanced learning environments. Additionally, community service activities and student internships fulfill the purpose of facilitating global and local perspectives among the college community. Critical thinking, a diversity of perspectives, and instructional innovation are all hallmarks of a successful honors program and will provide numerous opportunities for faculty development and student engagement. With the realization of NCTC’s honors program, this initiative has the potential to positively impact the academic climate of the institution as it provides additional and challenging learning options for students.

Potential Topic #8: Globalization

“Human societies across the globe have established progressively closer contacts over many centuries, but recently the pace has dramatically increased. Jet airplanes, cheap telephone service, email, computers, huge ongoing vessels, instant capital flows, all these have made the world more interdependent than ever. Multinational corporations manufacture products in many countries and sell to consumers around the world. Money, technology and raw materials move ever more swiftly across national borders. Along with products and finances, ideas and cultures circulate more freely. As a result, laws, economies, and social movements are forming at the international level. Many politicians, academics, and journalists treat these trends as both inevitable and (on the whole) welcome. But for billions of the world’s people, business-driven globalization means uprooting old ways of life and threatening livelihoods and cultures. The global social justice movement, itself a product of globalization, proposes an alternative path, more responsive to public needs. Intense political disputes will continue over globalization’s meaning and its future direction.”

(Source: http://www.globalpolicy.org/globali/define/index.htm)

NCTC has been supportive of Study Abroad programs in the recent past. Faculty have led courses in Mexico, Italy and Scotland. During the 2008 – 2009 year, a committee has been formulating travel and instructional guidelines and procedures for NCTC. The concept of “Study Tours” is being embraced to allow for domestic travel programs as well as international.
Potential Topic #9: Critical Thinking

“Critical thinkers: distinguish between fact and opinion; ask questions; make detailed observations; uncover assumptions and define their terms; and make assertions based on sound logic and solid evidence.”

Elliott, D. Becoming a Master Student, 1997

“Critical thinking is best understood as the ability of thinkers to take charge of their own thinking. This requires that they develop sound criteria and standards for analyzing and assessing their own thinking and routinely use those criteria and standards to improve its quality.”


“Critical thinking means correct thinking in the pursuit of relevant and reliable knowledge about the world. Another way to describe it is reasonable, reflective, responsible, and skillful thinking that is focused on deciding what to believe or do. A person who thinks critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy conclusions about the world that enable one to live and act successfully in it. Critical thinking is not being able to process information well enough to know to stop for red lights or whether you received the correct change at the supermarket. Such low-order thinking, critical and useful though it may be, is sufficient only for personal survival; most individuals master this. True critical thinking is higher-order thinking, enabling a person to, for example, responsibly judge between political candidates, serve on a murder trial jury, evaluate society’s need for nuclear power plants, and assess the consequences of global warming. Critical thinking enables an individual to be a responsible citizen who contributes to society, and not be merely a consumer of society’s distractions.” (Source: http://www.freeinquiry.com/critical-thinking.html; Steven D. Schafer, 1991)

Western Texas College

Integrating Critical Thinking at the College Level

The goal of the QEP is to facilitate, assess and enhance critical thinking as a general education core competency. To achieve this goal, the following objectives were identified:

- Provide critical thinking training to instructors and encourage instructors to implement critical thinking into their courses
- Identify, apply and evaluate strategies which enhance student critical thinking skills
- Sustain the critical thinking initiative

The intended benefit of the QEP is to develop higher order thinking in the students that will continue beyond graduation.

Kentucky Wesleyan College

Critical Thinking for a Lifetime...The First Step

The QEP is centered on a pilot study that will eventually lead to a college-wide program that will improve the critical thinking of KWC students. The QEP will begin in the Fall of 2008 and will involve six sections of freshman English, a two-semester course in exposition, rhetoric, composition and investigation. Three sections will constitute the experimental group, and three sections will serve as the control group.

Relying on the Richard Paul and Linda Elder model of critical thinking, the instructor in the experimental group will be trained to facilitate critical thinking among their students, specifically focusing on three learning outcomes: (1) students will learn to better distinguish reliable information from questionable information; (2) students will learn to identify assumptions supporting an argument and be able to distinguish reasonable assumptions from unreasonable ones; and (3) students will develop a clear understanding of points of view relevant to the issue at hand. These three outcomes will, in turn, lead to a fourth outcome: students will develop a greater intellectual openness.
Appendix D–QEP Topic Evaluation Rubric

North Central Texas College
Quality Enhancement Plan
Topic Evaluation Rubric

Topic: ____________________________

Rating Scale: 1 = weakest to 5 = strongest

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Weakest to Strongest</th>
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<tbody>
<tr>
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<td>Topic description</td>
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<td>2</td>
<td>Relative to institutional effectiveness</td>
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<td>3</td>
<td>Focus on student learning</td>
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<td>Feasibility of implementation</td>
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<td>5</td>
<td>Ability of NCTC to provide resources to support</td>
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<td>5</td>
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<tr>
<td>6</td>
<td>Ability to measure success of the QEP</td>
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<td>7</td>
<td>Supported by data and/or research</td>
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<td>8</td>
<td>Importance to students</td>
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<td>9</td>
<td>Importance to college community</td>
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<td>10</td>
<td>Ability to generate broad support throughout the college</td>
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Column Total:
Appendix E—Possible QEP Topic Survey for Employees

1. Possible Quality Enhancement Plan Topics

After reviewing the ten potential topics listed below using the assessment rubric provided as a guide, please identify five topics you think NCTC should research further as the possible QEP. If you don’t consider anything else, however, remember that the topic must be focused on student learning outcomes and/or the environment supporting student learning.

At the end of the first voting period, the QEP Topic Selection Committee will calculate the results and determine the top three votes. These top three topics will be further developed and re-presented to the college for voting again.

* 1. My five choices, ranked in preference first to fifth, are:

<table>
<thead>
<tr>
<th>College-Level Math Readiness</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>College Readiness</td>
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<td>Retention in Online Courses</td>
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<tr>
<td>Student Retention &amp; Success</td>
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<td>Student Advising</td>
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<tr>
<td>Expansion of Learning Frameworks</td>
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<tr>
<td>Honors Program Initiative</td>
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<tr>
<td>Globalization</td>
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<tr>
<td>Critical Thinking</td>
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<tr>
<td>Reading &amp; Writing Across the Curriculum</td>
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</tr>
</tbody>
</table>

First Choice | Second Choice | Third Choice | Fourth Choice | Fifth Choice |
Appendix F–QEP Concept Paper Template

TOPIC: ____________________________________________________________

Overview

Please provide a brief overview about how this topic will help improve student learning at NCTC.

Please provide narrative about potential outcomes that will result from the implementation of a QEP on this topic. Outcomes need to be driven by the Objectives & Activities below.

Research & Data to Support Topic

Please reference current research and data available to support the topic.

Objectives & Activities

Please list at three objectives and three activities for each objective. These should be tied to the proposed outcomes.

Assessment Methodology

Please provide information about how the objectives and activities will be evaluated.

Feasibility

Please provide information to support the college’s ability to implement the plan. Please provide projected costs associated with implementing this plan (e.g. personnel, travel, etc.).

Resources

Please provide projected costs associated with resources need to implement this plan (e.g. personnel, travel, etc.).

College Community Support

Please explain how this plan will be able to generate broad support throughout the college.
# Appendix G–Student Input on QEP Topic

## 1. Student Input on Quality Enhancement Plan

What do you think? From your perspective as a student, which topic do you think NCTC should work to improve upon? NCTC is developing a QEP that must improve student learning – that is to make NCTC a better place for you. But, the plan must focus on learning, not facilities, services, etc. Please read each of the choices and pick your favorite.

**Topic #1-College Readiness:** Research shows that students are coming to college unprepared for college-level courses. More and more students are required to take college prep courses, especially math. If this topic is selected, NCTC will develop a plan to help students be ready for and successful in college level courses.

**Topic #2-Reading & Writing Across the Curriculum:** Students should only have to write in an English class, right? Wrong! In general, the focus of a program on reading and writing across the curriculum focuses on helping faculty enhance the connections between reading and writing in their own and others’ subject areas. For example, research has shown that writing instruction in a math class had a positive impact on the grade in math. If this topic is selected, NCTC will develop a plan to help faculty use reading and writing effectively across subject areas.

**Topic #3-Student Success & Retention:** NCTC enrollment trends indicate that while student enrollment continues to increase each year, student retention from one year to the next continues to decline. While several programs are already in place, NCTC will develop a comprehensive plan to help students achieve their goals and stay in college.

1. **Which QEP Topic do you like the best?**
   - College Readiness
   - Reading & Writing Across the Curriculum
   - Student Success & Retention

2. **Which campus do you primarily attend?**
   - Gainesville
   - Corinth
   - Bowie
   - Graham
   - High School Location

3. **Do you attend classes primarily on campus or online?**
   - On campus
   - Online

4. **When are most of your classes?**
   - Daytime
   - Evening
   - Saturday
Appendix H–QEP Topic Selection Survey Results Report to NCTC Board of Regents

5/18/2009

NCTC Board of Regents

Report: Quality Enhancement Plan Topic Selection

Results of student voting: For a couple of weeks in April, NCTC students voted for the potential Quality Enhancement Plan (QEP) topic. Voting occurred through SurveyMonkey and in classes. A total of 212 students cast a vote (146 through SurveyMonkey and 66 through classroom surveys).

SurveyMonkey voting results:

- 51.4% - Student Success & Retention
- 31.5% - College Readiness
- 17.1% - Reading & Writing Across the Curriculum
- 59.8% primarily attend Corinth Campus
- 29.5% primarily attend Gainesville Campus
- 8.2% primarily attend Bowie Campus
- 6.2% primarily attend high school location
- 80% primarily attend on campus
- 20% primarily attend online
- 71.8% primarily attend daytime classes
- 25.4% primarily attend evening classes
- 2.8% primarily attend Saturday classes

Classroom voting results:

- 55% - College Readiness
- 40% - Student Success & Retention
- 3% - Reading & Writing Across the Curriculum
- 2% - “other”

Combined results:

- 48% - Student Success & Retention
- 39% - College Readiness
- 13% - Reading & Writing Across the Curriculum

NCTC employees are voting through May 15, 2009. Results will be available for the Board meeting on May 18, 2009.
Appendix I—Fall 2010 Faculty Survey & Results: Key Academic Behaviors and Student Success Issues

Question 1: How do you define student success in a core curriculum course?

Comments:
- This is qualifiable and very difficult to quantify and there are definitions all over the spectrum. Success is mastering the material to me - but if pressed, I suppose a B or better would need to suffice.
- Through exhibiting a genuine interest and appreciation for learning. The grade will follow. Many students are here for all of the wrong reasons.
- If the student learns something from the course.
- Working knowledge of course content
- Being able to apply what he learned according to situation
- It depends on the individual student - to some, success would be nothing less than an A; for others who have difficulty learning, perhaps a C or D would constitute success
- Meeting the learning outcomes
- Marked improvement from beginning of course to end and mastery of objectives
- Fulfillment of outcome-based objectives
- Making significant progress from where they started. A pretest/posttest might give an idea.
Question 2:
Which students are least likely to succeed (using your definition) in a core curriculum course in which they have enrolled?
Question 3: Which academic behaviors do you feel are most vital to enable students to succeed in a core curriculum in which they have enrolled?

Graph showing the percentage of responses:
- Study Skills: 69.4%
- Persistence/Motivation: 84.3%
- Test Taking Skills: 73.5%
- Awareness of One's Learning/Study Style: 11.2%
- Note Taking Skills: 7.1%
- Ability to Use Study Groups: 22.4%
- Time Management: 21.4%
- Awareness of One's Performance: 14.3%
- Other: 10.2%

Bar chart showing the number of responses for each category:
- Other: 10
- Note Taking Skills: 14
- Awareness of One's Learning/Study Style: 21
- Test Taking Skills: 22
- Ability to Use Study Groups: 7
- Persistence/Motivation: 72
- Awareness of One's Performance: 11
- Time Management: 63
- Study Skills: 68
Appendix J–QEP Logo Contest Announcement

NCTC Announces Logo Contest – Winner To Receive $200!

Calling all NCTC students! NCTC is holding a contest to find a logo that visually represents our Quality Enhancement Plan (QEP), a component of the process to reaffirm the college’s accreditation. Each institution that is reaffirming its accreditation is required to develop a five year plan to improve student learning or the learning environment at the institution.

NCTC’s QEP title is **Project Xtreme Academic Makeover.**

**DEADLINE for logo entries: Friday, May 13, 2011**

The primary purpose of NCTC’s QEP is to transform key academic behaviors of students so they can be successful in core curriculum courses. Students enrolled in certain core curriculum courses will acquire learning strategies and study skills and also be required to utilize academic support services provided at NCTC.

All entries should represent this topic in some way. The logo will become the emblem of the QEP and will be used on a variety of media for marketing purposes. By entering, entrants hereby transfer and assign all intellectual property rights to North Central Texas College. By entering, entrants agree to grant to NCTC the right to edit, publish, display, promote, broadcast, and otherwise use their entries without further permission, notice, or compensation, in any media known or hereafter developed.

In addition to reflecting the QEP topic, NCTC is looking for a logo that meets the following criteria:

- describable
- memorable
- effective with or without color
- scalable (i.e. effective either on a billboard or a business card.)
- work equally well both on the web and for print pieces
- not overly complex

**Entrants must be currently enrolled at NCTC.** Digital entries are preferred. All entries should be submitted to Lee Ann Nutt either via e-mail at lannut@nctc.edu, or in person to Room 350 on the Gainesville Campus (in the Mary Josephine Cox Building). The entire QEP Committee will pick the winning logo.

**Contest Regulations:**

Entrants must adhere to the following rules:

1. Be the sole creator of the artwork/design.
2. Submit completely original work that has not been copied from some other source.
3. Submit artwork/design that is not obscene or libelous and does not violate or infringe upon the rights of any third party.
4. Have the right to grant or transfer to the college all rights to the artwork/design in part or in whole.

**NCTC reserves the right to not use any submitted artwork or design.**
## Appendix K – Xtreme ENGL 1301 Syllabus

**NORTH CENTRAL TEXAS COLLEGE**  
**SECTIONS FROM A XTREME COURSE SYLLABUS**

<table>
<thead>
<tr>
<th>Course Title: Composition I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number: ENGL 1301</td>
</tr>
<tr>
<td>Semester Credit Hours: 3</td>
</tr>
</tbody>
</table>

**Course Description (NCTC Catalog):** Principles and techniques of expository and persuasive writing; critical thinking and textual analysis; essays and research methods.

**Course Prerequisite(s):** Satisfactory placement test score or passing grade in ENGL 0305.

**Course Type:**
- X - Academic General Education Course (from Academic Course Guide Manual but not in NCTC Core)
- X - Academic NCTC Core Curriculum Course
- ☐ - WECM Course

### STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>EEO</th>
<th>Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>1. Identify the author’s purpose, audience, and rhetorical strategies in assigned readings.</td>
</tr>
<tr>
<td>C1</td>
<td>2. Compose unified, developed, clear, and coherent essays.</td>
</tr>
<tr>
<td>C3</td>
<td>3. Revise essays for unity, development, clarity, and coherence.</td>
</tr>
<tr>
<td></td>
<td>4. Use Standard English.</td>
</tr>
<tr>
<td>C5</td>
<td>5. Locate, appraise, and select scholarly research materials from print, electronic media, and Internet sources appropriate to research question.</td>
</tr>
<tr>
<td>C6</td>
<td>6. Synthesize research findings, avoid plagiarism, and use MLA style of documentation.</td>
</tr>
</tbody>
</table>
GENERAL DESCRIPTION OF SUBJECT MATTER FOR EACH LECTURE/DISCUSSION

<table>
<thead>
<tr>
<th>Topic</th>
<th>General Description of Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assignment 3: In-Class Writing Exams</td>
<td>Week 11: Discuss In-Class Exams. Reading Quiz. Discuss Writing Assignment 3. Watch and discuss The Orphanage. Learning Outcomes 1, 2 Week 12: Discuss in-class writing exams: features, developing, organizing, and studying. Complete In-class Exam. Learning Outcomes 2, 3, 4.</td>
</tr>
<tr>
<td>Writing Assignment 5: Final Exam</td>
<td>Writing Self-Reflective Essays</td>
</tr>
</tbody>
</table>

**STRUCTURED SUPPORT SERVICES**: Students are required to participate in a minimum of 5 hours of structured support services including tutoring, supplemental instruction, and faculty mentoring. You will be evaluated on the quantity and quality of your participation in these services.

[RETURN TO THE NARRATIVE]  [RETURN TO THE APPENDICES TABLES]

**Appendix L--Course Redesign Online Module Outline**

Math Content specific page from the Project Xtreme faculty online work group
Appendix M--Course Specific Podcast List
The following links are examples of tutorial math podcasts that will be used to supplement classroom instruction in the Xtreme courses.

**Motion and Mixture Set-up**

Setup_for_mixture_and_motion_problems.pdf (7965 Bytes)

**Piecewise Defined Functions**
Section 2.6

http://screencast.com/t/bVlSHlMkzI

**Graph Shifting Example**
Section 2.7

http://www.screencast.com/t/MKJRZI08uH

**Another Graph Shifting Example**
Section 2.7

http://www.screencast.com/t/rnal2Eqc1vIl

**Overview of Polynomial Functions**
Section 3.4

http://www.screencast.com/t/kjMnLftOurh

**Leading Coefficient Test**

Leading_Coefficient_Test.pdf (96010 Bytes)
Section 3.4

Return to the Narrative  
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Appendix N–Online Study Skills Seminar Outline

Learning Styles & Study Strategies

Tracey Fleniken, M.A., LPC
Coordinator-Student Success Center
Gainesville Campus, Room 114
(940) 668-4207 or tfleniken@nctc.edu

Desire DeMange, M.Ed., LPC
Counselor-Student Success Center
Corinth Campus, Room 160
(940) 498-6290 or ddemange@nctc.edu

What’s Going Right, and Wrong?
- What do you feel like you are doing well?
- How did you develop these strengths and good study habits?
- What do you need to improve—what new habits do you need to adopt?

How Do You Learn Best?
- How do you best absorb and process information?
  - Auditory
  - Visual
  - Tactile/Kinesthetic
- How do you adapt your study habits to reflect your learning style?
  - Tape recording lectures, engaging in classroom discussions, reading aloud
  - Converting notes to graphic representations, highlighting different subjects or concepts in
different colors, leaving white space between topics
  - Typing out handwritten notes, creating flash cards, studying while exercising, acting out
concepts

Notetaking Tips
- Get organized
- Read your assignment before you come to class
- Date each lecture and number all pages
- Format your notes (outline, Cornell, etc.)
- Indent secondary ideas, supporting ideas, or examples
- Incomplete sentences or phrases will be necessary
- Leave white space between topics or ideas
- During lecture, take notes on all definitions, lists, formulas or solutions

Things to Know Before You Tackle the Books
- How will I be expected to show understanding of this material?
- Determines how you will read and review textbook material, take notes, and develop study
guides
  - Research papers?
  - Presentations?
  - Exams or Quizzes?
- What other materials will I need in order to study?
- Organization can help maintain motivation

Making the Most of Your Reading
- Look at syllabi—plan ahead and schedule time for reading assignments
- Preview a chapter before you begin reading—look at headings, graphics, questions, and
summaries
- Write down questions in your notebook, and leave room to answer them while reading
Appendix O–Note taking Skills Narrative and Rubric

Reflecting on your note taking skills prior to and during this course, please write a paragraph responding to the following statements. You must use evidence or cite specific examples from your notes to explain your points.

- Prior to this semester, what strategies did you use when taking notes?
- Summarize and explain the note taking strategy you learned and employed.
- What were the positive effects of using this strategy? (Provide examples from your notes to explain your statement.)
- What were the negative effects of using this strategy? (Provide examples from your notes to explain your statement.)
- Would you use this method, again? And, how will your understanding of this note taking strategy inform your note taking abilities in your other courses?

### Note taking Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture notes</td>
<td>Strategy identified and ALL components used</td>
<td>Strategy identified and MOST components used</td>
<td>Strategy NOT identified and/or FEW or NO components used</td>
<td></td>
</tr>
<tr>
<td>Summary and explanation of method chosen</td>
<td>THOROUGHLY summarized and explained the note taking method used</td>
<td>PARTIALLY summarized and explained the note taking method used</td>
<td>INADEQUATELY summarized and/or explained note taking method used</td>
<td></td>
</tr>
<tr>
<td>Positives of method</td>
<td>THOROUGHLY explained positive effects of chosen method</td>
<td>PARTIALLY explained positive effects of chosen method</td>
<td>INADEQUATELY explained positive effects of method used</td>
<td></td>
</tr>
<tr>
<td>Negatives of method</td>
<td>THOROUGHLY explained negative effects of chosen method</td>
<td>PARTIALLY explained negative effects of chosen method</td>
<td>INADEQUATELY explained negative effects of method used</td>
<td></td>
</tr>
<tr>
<td>Would you use the method again?</td>
<td>THOROUGHLY explained whether method would be used again</td>
<td>PARTIALLY explained whether method would be used again</td>
<td>INADEQUATELY explained whether method would be used again</td>
<td></td>
</tr>
<tr>
<td>Why or why not?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Return to the Narrative
Appendix P–Test Taking Writing Assignment Rubric

<table>
<thead>
<tr>
<th>Test Taking Writing Assignment Rubric</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test Taking/Preparedness Skills</strong></td>
<td>All Strategies identified and summarized</td>
<td>ALL Strategies identified and partially summarized</td>
<td>MOST Strategies identified and summarized</td>
<td>Few Strategies identified</td>
<td></td>
</tr>
<tr>
<td><strong>Summary and explanation of methods chosen</strong></td>
<td>THOROUGHLY explained the use of all strategies</td>
<td>THOROUGHLY explained the use of most identified strategies</td>
<td>PARTIALLY explained use of strategies</td>
<td>INADEQUATELY explained use of strategies</td>
<td></td>
</tr>
<tr>
<td><strong>Other methods?</strong></td>
<td>THOROUGHLY explained several other methods</td>
<td>PARTIALLY explained other method. Or Thoroughly explained one other method</td>
<td>INADEQUATELY explained other methods</td>
<td>NO other methods listed</td>
<td></td>
</tr>
<tr>
<td><strong>Integrity Explanation</strong></td>
<td>THOROUGHLY explained integrity with specific details</td>
<td>PARTIALLY explained integrity with few specific details</td>
<td>INADEQUATELY explained integrity with some details</td>
<td>NO explanation of integrity/no details.</td>
<td></td>
</tr>
</tbody>
</table>

Part I:

Student designs and submits a test taking “tip sheet,” with tips for preparation, test-taking strategies, and information about test integrity.

Part II:

Student submits a writing assignment based on the following writing prompts:

1) Explain several test taking skills and test preparation skills. Explain how at least 3 of these methods were applied on the test. Explain how you might have been able to apply other methods (you can explain how you might have reused one of your 3 on a different problem).

   Explain integrity. How can you help to maintain the integrity of a test?

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Appendix Q- HIST 1301 Action Plan

Xtreme HIST 1301 US History- Action Plan

Purpose of Action Plan- faculty will incorporate learned student success strategies, including theories and practices, focusing on note-taking strategies.

Plan includes:

- Note taking Tips and Suggestions
- Note taking Skills Assignment/Narrative
- Note taking Rubric
- Cornell Note Review Assignment

NOTE TAKING TIPS AND SUGGESTIONS

You can think about four TIMES FASTER than a lecturer can speak. Effective LISTENING requires the expenditure of energy; to compensate for the teacher’s rate of presentation; you have to actively intend to listen. NOTETAKING is one way to enhance listening, and using a systematic approach to the taking and reviewing of your notes can add immeasurably to your understanding and remembering the content of lectures.

WHY TAKE NOTES?

- Notes provide a permanent record to help you learn and remember later.
- The underlying organization and purpose of a lecture will become clear through note taking.
- The lecture may contain information unavailable anywhere else.
- They provide a record of information and announcements.
- Taking notes helps you maintain attention in class.

BEFORE CLASS

- Have all note taking materials ready (paper, pen, etc.).
- Develop a mind-set geared toward listening.
- Do what you can to improve physical and mental alertness (fatigue, hunger, time of day, and where you sit in the classroom all affect motivation).
- Sit close to the lecturer where she often makes eye contact.
- Pre-read relevant reading assignments to acquaint yourself with main ideas, new technical terms, etc.
- Test yourself over the notes from the previous lecture while waiting for class to begin.
- Know what types of tests are given and the teacher’s lecture style to help in selecting main ideas while taking notes.
- Use a separate notebook with pockets (to carry handouts, scantrons, etc.) for each course.
- Date and title each page of your notes in case they get separated and disorganized.

DURING CLASS

- Paraphrase your notes—don’t copy word for word what the lecturer is saying. (Listen more than you write.)
- Take notes in a semi-outline form for quickness and better concentration.
- Avoid “personality listening.” Spend more time listening to the context rather than judging the lecturer.
• Watch the speaker for verbal, postural, and visual clues as to what's important.
• Pay close attention to the first and last ten or fifteen minutes of class. Lecture material from the previous session is usually reviewed or the instructor picks up the pace to include remaining important facts or summaries.
• Keep taking notes during discussion for additional examples, information, and clarification of ideas.
• Write down examples given by the instructor to help you understand while reviewing.
• Ask questions if you don't understand or mark in your notes points of confusion to ask about after class.
• Resist distractions, emotional reactions, or boredom.
• If you get behind, skip a few spaces to fill in later.
• Write clearly on one side of the paper to prevent "bleed throughs." Use the back page to note your own ideas, include additional information, or predict test questions.
• Write efficiently and legibly, not perfectly. Notes can be corrected later.
• Use graphics, symbols, and abbreviations, but have a key in case you forget their meanings later.
• Be consistent in your notetaking with use of form, abbreviations, and symbols. Leave generous space between main ideas and sub-topics to enhance organization of ideas. Use the extra space to add examples or other notes while reviewing.
• Listen carefully for transitional words that indicate a new topic, subtopic, or relationship (e.g., “another...,” “on the other hand,” “at the same time”).

AFTER CLASS
• Review as soon as possible after class, within 24 hours.
• Fill in missing points or misunderstood terms and clear up any questions raised by the lecture from the text, classmates' notes, teacher, and/or grader.
• Edit notes by making corrections, labeling main points, adding "recall" clues, and expected test questions.
• Make notes of your ideas and reflections, and keep them separate from those of your instructor.
• Make up and answer possible test questions.
• Don't retype or rewrite notes; use that extra time studying your notes.
• Create mind-maps or networks (visual diagrams) as summaries to help think through new ideas and remember them for exams.
• Review your notes periodically. Glance at your recall clues and recite aloud facts and ideas as fully as you can in your own words before reading the notes. This procedure is the most powerful learning technique known to psychologists.
• Make notecards of terms to be memorized and of other materials that you are having difficulty in remembering (e.g., cause/effect with the cause identified on one side of the notecard and the effect identified on the opposite side).

Prepared by: Randy Degner, Mary Minter, and Linda Waychoff
Revised: Fall 2003
STUDENT LEARNING ASSISTANCE CENTER (SLAC)
Texas State University-San Marcos

Note taking Skills Assignment/Narrative

Reflecting on your note taking skills prior to and during this course, please write a paragraph responding to the following statements. You must use evidence or cite specific examples from your notes to explain your points.
• Prior to this semester, what strategies did you use when taking notes?
• Summarize and explain the note taking strategy you learned and employed.
- What were the positive effects of using this strategy? (Provide examples from your notes to explain your statement.)
- What were the negative effects of using this strategy? (Provide examples from your notes to explain your statement.)
- Would you use this method, again? And, how will your understanding of this note taking strategy inform your note taking abilities in your other courses?

### Note Taking Rubric

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td>Most of the information noted is inaccurate.</td>
<td>At least half of the information noted is accurate.</td>
<td>Most of the information noted is accurate.</td>
<td>All information noted is accurate.</td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td>Most of the information does not answer the question.</td>
<td>At least half of the information pertains to the topic or question.</td>
<td>Most information pertains to the topic or question.</td>
<td>All information pertains to the topic or question.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Unorganized</td>
<td>There is little organization to the information collected.</td>
<td>Most of the information is well organized.</td>
<td>Information is well organized</td>
</tr>
<tr>
<td><strong>Originality</strong></td>
<td>Most of the information is copied directly from the source.</td>
<td>At least half of the information is paraphrased. Direct quotes are not noted.</td>
<td>Most of the information is paraphrased. Direct quotes are noted.</td>
<td>Information is paraphrased. Direct quotes are noted.</td>
</tr>
<tr>
<td><strong>Citation</strong></td>
<td>There are no citations or most of the citations are incomplete.</td>
<td>At least half of the citations use the appropriate citation format. They include some of the components in a citation. They occasionally use punctuation correctly.</td>
<td>Most citations use the appropriate citation format. They include most of the components in a citation. Most of the punctuation is correctly used.</td>
<td>All citations use the appropriate citation format. They include all components accurately and completely. They use punctuation correctly.</td>
</tr>
</tbody>
</table>
**IDENTIFICATION**

<table>
<thead>
<tr>
<th>Christian Crusades</th>
<th>John Rolfe</th>
<th>William Penn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marco Polo</td>
<td>Tobacco</td>
<td>New Amsterdam</td>
</tr>
<tr>
<td>Bartolomeu Díaz</td>
<td>Powhatan Indians</td>
<td>Slave Trade</td>
</tr>
<tr>
<td>Vasco da Gama</td>
<td>George Calvert</td>
<td>First African Slaves/1619</td>
</tr>
<tr>
<td>Christopher Columbus</td>
<td>Cecilia Calvert</td>
<td>Colonial Slavery</td>
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<tr>
<td>Amerigo Vespucci</td>
<td>Maryland Colony</td>
<td>Original 13 Colonies</td>
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<tr>
<td>The Pope</td>
<td>Act of Toleration</td>
<td>Life Expectancy/Northern Colonies</td>
</tr>
<tr>
<td>Conquistadors</td>
<td>Carolina Colony</td>
<td>William Berkeley</td>
</tr>
<tr>
<td>Vasco Balboa</td>
<td>John Locke</td>
<td>Bacon’s Rebellion</td>
</tr>
<tr>
<td>Ponce de León</td>
<td>Hanover Family Line</td>
<td>King Philip’s War</td>
</tr>
<tr>
<td>Hernando de Soto</td>
<td>King George I-II</td>
<td>Metacomet</td>
</tr>
<tr>
<td>Francisco Pizarro</td>
<td>James Oglethorpe</td>
<td>Salem Witch Hunts</td>
</tr>
<tr>
<td>Francisco Coronado</td>
<td>Georgia Colony</td>
<td>Cotton Mather</td>
</tr>
<tr>
<td>Ferdinand Magellan</td>
<td>John Wesley</td>
<td>War of Jenkin’s Ear</td>
</tr>
<tr>
<td>Hernando Cortez</td>
<td>Magna Carta</td>
<td>King William’s War</td>
</tr>
<tr>
<td>Montezuma</td>
<td>Puritans/Separatists/Pilgrims</td>
<td>Queen Anne’s War</td>
</tr>
<tr>
<td>Quetaltucoatl</td>
<td>Mayflower Compact</td>
<td>Great Awakening</td>
</tr>
<tr>
<td>Noche Triste</td>
<td>William Bradford</td>
<td>Jonathan Edwards</td>
</tr>
<tr>
<td>August, 1521</td>
<td>First Thanksgiving</td>
<td>George Whitefield</td>
</tr>
<tr>
<td>Encomienda System</td>
<td>Massachusetts Bay Colony</td>
<td>John Peter Zenger</td>
</tr>
<tr>
<td>Columbian Exchange</td>
<td>John Winthrop</td>
<td>Start of French/Indian War</td>
</tr>
<tr>
<td>Black Legend</td>
<td>Puritan Rule</td>
<td>George Washington</td>
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<tr>
<td>Triangular Trade</td>
<td>Roger Williams</td>
<td>Edward Braddock</td>
</tr>
<tr>
<td>St. Augustine</td>
<td>Rhode Island Colony</td>
<td>Nova Scotia/Cajuns</td>
</tr>
<tr>
<td>Tudor Family Line</td>
<td>Ann Hutchinson</td>
<td>Seven Years’ War</td>
</tr>
<tr>
<td>Queen Elizabeth</td>
<td>Thomas Hooker</td>
<td>William Pitt</td>
</tr>
<tr>
<td>Spanish Armada/1588</td>
<td>Fundamental Orders</td>
<td>James Wolfe</td>
</tr>
<tr>
<td>The Lost Colony</td>
<td>Great Migration</td>
<td>Treaty of Paris</td>
</tr>
<tr>
<td>Jamestown</td>
<td>Society of Friends</td>
<td>Proclamation of 1763</td>
</tr>
<tr>
<td>John Smith</td>
<td>The Quaker Colony</td>
<td>Britain’s “invincibility”</td>
</tr>
</tbody>
</table>

**SUMMARY QUESTIONS – ESSAY FORMAT**

(multiple sentences for each question may be required)

1. What were the conquistadores’ advantages when they encountered the Indians?

2. Explain the several problems at the Jamestown Colony and how the early years were characterized.

3. In 1643, why did Puritans in Massachusetts Bay and Plymouth Colonies accept Rhode Island as a colony?

4. Why did the Indians prefer the French over the English settlers?

5. What was George Washington’s role throughout the French and Indian War?
Appendix R- ENGL 1301 Action Plan-

Xtreme ENGL 1301- English Composition I

Purpose of Action Plan- faculty will incorporate learned student success strategies, including theories and practices, focusing on learning-style strategies.

Plan Includes:
Pre and Post LASSI survey
Personality Assessment
Learning Style and Study Strategy Assignment
Learning Communities & Study Skill Assignment
Motivation Activity

Pre/Post LASSI Survey

LASSI – Students complete the Pre- LASSI survey and then students chose on category they seem to be low in; research this category & create a tip sheet. We discuss this in class & share ideas. Students will complete the Post-LASSI at the end of the semester.

Personality Assessment

<table>
<thead>
<tr>
<th>The personal qualities I am more aware of in myself are</th>
<th>Gentleness and warmth</th>
<th>Strength and capability</th>
<th>Consistency and clarity</th>
<th>Spontaneity and creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>My strongest value (principle) is</td>
<td>Relationship</td>
<td>Responsibility</td>
<td>Being correct</td>
<td>Freedom</td>
</tr>
<tr>
<td>I am attracted to people who</td>
<td>Are cooperative and easy to get along with</td>
<td>Are responsible and get things done</td>
<td>Are thorough and think things through</td>
<td>Are fun and unique</td>
</tr>
</tbody>
</table>

117
<table>
<thead>
<tr>
<th>I tend to make decisions by</th>
<th>Trusting my intuition</th>
<th>Following the rules</th>
<th>Careful analysis and consideration</th>
<th>My gut reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I get people to cooperate by</td>
<td>Creating friendship and harmony with them</td>
<td>Persuasion and direction</td>
<td>Influence discussion and a logical approach</td>
<td>Motivation and an outgoing creative style</td>
</tr>
<tr>
<td>I feel best about myself when I am</td>
<td>Helping people feel good about themselves</td>
<td>Getting things done</td>
<td>Advising people and helping them work things out</td>
<td>Causing things to happen</td>
</tr>
<tr>
<td>I want others to see me as</td>
<td>Warm and personable</td>
<td>Reliable and effective</td>
<td>Confident and logical</td>
<td>Skillful and unique</td>
</tr>
<tr>
<td>When someone criticizes me, I am likely to</td>
<td>Withdraw and not deal with it</td>
<td>Deal with it and defend myself</td>
<td>Analyze the situation and others’ motives</td>
<td>Ignore it and move on</td>
</tr>
<tr>
<td>When I am really down on myself, I see myself as</td>
<td>Having very little to offer</td>
<td>Incapable of doing what is needed</td>
<td>Confused and out of control</td>
<td>A loser</td>
</tr>
<tr>
<td>When I am under stress, I tend to</td>
<td>Withdraw and compromise</td>
<td>Redouble my efforts</td>
<td>Discuss and analyze</td>
<td>Challenge and confront</td>
</tr>
<tr>
<td>Totals Add the columns down</td>
<td>Helper</td>
<td>Organizer</td>
<td>Thinker</td>
<td>Catalyst</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Helper</th>
<th>Organizer</th>
<th>Thinker</th>
<th>Catalyst</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am esteemed for</td>
<td>Being a good listener</td>
<td>Being dependable</td>
<td>Discovering new insights</td>
<td>Being fun, taking risks</td>
</tr>
<tr>
<td>I am stressed by</td>
<td>Feeling artificial</td>
<td>Lack of order</td>
<td>Feeling inadequate</td>
<td>Restrictions-limits</td>
</tr>
<tr>
<td>My highest virtue is</td>
<td>Loyalty</td>
<td>Responsibility</td>
<td>Objectivity</td>
<td>Courage</td>
</tr>
<tr>
<td>My key characteristic is</td>
<td>Authenticity</td>
<td>Being prepared</td>
<td>Ingenuity</td>
<td>Talent and skill</td>
</tr>
<tr>
<td>On the job I am</td>
<td>A Peacemaker</td>
<td>An Organizer</td>
<td>Problem Solver</td>
<td>Energizer</td>
</tr>
<tr>
<td>My primary needs are to</td>
<td>Be authentic and care for others</td>
<td>Provide stability and order, be in control</td>
<td>Be competent and rational</td>
<td>Be free and spontaneous</td>
</tr>
<tr>
<td>I seek</td>
<td>Love and acceptance</td>
<td>Security</td>
<td>Insight and knowledge</td>
<td>Freedom</td>
</tr>
<tr>
<td>I strive to foster</td>
<td>Harmony</td>
<td>Traditional values</td>
<td>Thoughtful consideration</td>
<td>Fun and recreation</td>
</tr>
<tr>
<td>I take pride in</td>
<td>Being empathetic</td>
<td>Being dependable</td>
<td>Being competent</td>
<td>Having impact</td>
</tr>
<tr>
<td>My specialty is</td>
<td>People</td>
<td>Accomplishments, results</td>
<td>Research and innovation</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>I am affirmed and</td>
<td>By the</td>
<td>By being</td>
<td>When others</td>
<td>By achieving visible</td>
</tr>
<tr>
<td>supported</td>
<td>acceptance of others, by being included trusted and needed</td>
<td>appreciated, by having my accomplishments recognized</td>
<td>recognize my wisdom, when I am given a challenge</td>
<td>results, or when others affirm my abilities</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>I trust</td>
<td>My intuition and my feelings</td>
<td>Authority and tradition</td>
<td>Facts and logic</td>
<td>Impulses and gut feelings</td>
</tr>
<tr>
<td>My most common fears are</td>
<td>Not being accepted</td>
<td>Loss of power, dependency on others</td>
<td>To be seen as stupid</td>
<td>Being confined</td>
</tr>
<tr>
<td>Others may perceive my traits like this</td>
<td>They might think that I <em>lack enthusiasm</em> <em>am a weakling</em> <em>a pushover</em> <em>Too easily hurt</em> <em>am attracted to people who are hurting</em></td>
<td>They might think I’m <em>too stubborn</em> <em>too rigid</em> <em>am inflexible</em> <em>and unyielding</em></td>
<td>They might think that I <em>insensitive</em> <em>Critical</em> <em>Sarcastic</em> <em>Overly blunt</em> <em>Too controlling</em> <em>Rarely finish a project</em> <em>Procrastinator</em> <em>Loner</em></td>
<td>They might think that I <em>Lack follow thru</em> <em>Not serious</em> <em>Unrealistic</em> <em>Exaggerate</em> <em>Attack under pressure</em> <em>Take risks that can be seen as foolish or dangerous</em></td>
</tr>
<tr>
<td>I need to learn</td>
<td><em>to be more aware of my needs</em> <em>to be more willing to confront</em> <em>to share all of who I am</em> <em>that I am not responsible for the happiness of others</em> <em>how to say NO</em></td>
<td><em>to be less critical and judgmental</em> <em>to avoid placing my expectations on others</em> <em>to be more diplomatic</em> <em>to be less demanding</em> <em>to slow down and discuss my decisions with others</em></td>
<td><em>to avoid sarcasm</em> <em>to be more in touch with my feelings and the feelings of others</em> <em>to be less rigid</em> <em>not to offer un-requested advice</em> <em>to stop putting pressure on myself to do things perfect</em> <em>to include others</em></td>
<td><em>to be more organized and consistent</em> <em>to slow down and let others catch up</em> <em>not to take risks without thinking of the consequences</em> <em>not to be so spontaneous about saying things that might hurt others</em> <em>to stop challenging authority</em></td>
</tr>
</tbody>
</table>

**Learning Styles/Study Strategies Narrative**

Reflect on your level of awareness of your Learning Style(s), both prior to and during this semester, and how your study skills are influenced by how you learn best. Please write a paragraph responding to the following statements.

- In what ways do you learn best?
- Summarize and explain the study strategies you employed based on identification of your Learning Style(s).
- What were the positive effects of using these study strategies? (Provide specific examples.)
- What were the negative effects of using these study strategies? (Provide specific examples.)
- Would you use these study strategies again? And, how will your understanding of your Learning Style(s) inform your study strategies in your other courses?

**Learning Styles/Study Strategies Rubric**
Learning Communities & Study Skill Assignment

Learning Communities - using the assessment from the Personally Personality Test, students are put into a group (learning community) for the rest of the semester. They will take turns summarizing each class & posting it on their team discussion forum in Angel, will complete small group activities, and will complete the big study skills project at the end of the semester (see study skills assignment below).

English 1301
Project: An Important Skill for College Success
100 points
Assignment Description
For this project, you will work in groups of 2-4 to create a document about "An Important Skill for College Success." Note: Groups must work together for at least one week before implementing the firing or resigning option.

The intended audience for this project is an incoming NCTC student who is new to college and is unfamiliar with the many facets of college life. The purpose of this project is two-fold:

(1) prove to the audience WHY the skill is important and
(2) explain to the audience HOW to do the skill.

This project has three major components:

(15 points) Instructor/Group Conference
(70 points) Document 1: An Important Skill for College Success
(15 points) Class Presentation

Instructor/Group Conference
Each group will meet with me to discuss this project during an in-class conference. The purpose of the conference will be to get feedback from me about your project ideas. In order to have a successful instructor/group conference, you will need to have the following prior to our meeting:

✓ the group’s ideas for the focus of the document (i.e. narrowed topic), and the group’s ideas for the overall document (i.e. the content of the document)
✓ a rough draft paragraph about the reasons WHY the skill is important for college success
✓ the group’s ideas for an interactive presentation
✓ the group’s questions for me

While only one instructor/group conference is required for this project, each group is encouraged to meet with me beyond this mandatory meeting. I am available to give feedback, help with ideas, and answer any questions you may have. If you’d like an additional instructor/group conference, just let me know, and we’ll get it scheduled.

Document: An Important Skill for College Success
The bulk of this project will be in creating the document itself. Because this is a document other than an essay, you might consider looking at different kinds of non-essay documents to get some ideas for organization and format (hint: check out the documents around you or go to Microsoft Publisher to get some ideas). You may order (and title) the required sections in any way you think is most beneficial to the user. Whatever you decide, remember that the document must be easy-to-use for the intended audience (a new student to NCTC).

The document needs to include at least two full paragraphs (topic sentence, supporting details, transitions and repeated key ideas, unity). The document needs to include at least one section for each of the following categories:

✓ What: What is the skill that you think college students should know how to do?
What does this skill “look” like? Give a detailed summary about what this skill is and specific examples of this skill.

✓ When: When would a student need to use this skill? This section should focus on examples of situations and/or events when a student might need to use the skill – what times of the semester or academic career is this skill most useful?

✓ Why: Why is this skill important for college students? What are reasons for the skill? This section of the document should be persuasive – giving very specific reasons why the skill is valuable and how it leads to college success.

✓ How: How do you do this skill? What are the major steps for DOING this skill? This section of the document should explain HOW to do the skill, keeping in mind that the intended audience does not know how to do the skill correctly or may not even understand the context for needing to know how to do the skill.

✓ Who (E.C.) This section of the document will count as extra credit if included (up to 5 points of extra credit). Who can help students develop this important skill? What does this person (or these people, if more than one) do for students? Give several examples of how this person (or people) help students directly.

As you are making writing choices (e.g. content, organization, formatting, wording, and even visual aids), keep the audience and purpose in mind. How should this information be presented for incoming students? For example, is a traditional paragraph best for each section? What are other ways to present the information? Feel free to explore writing structure other than paragraphs and essays. However, while you may choose a structure other than a paragraph for a few sections, I still need to evaluate the paragraph structure, so the document must include at least two full paragraphs. Beyond this requirement, though, you have a great deal of freedom to develop the document as you determine most appropriate for the audience and purpose.

Presentation/Demonstration: (sign-up required)
Each group will give a short informational presentation about the college skill. Each group will have up to 15 minutes for the presentation.

Make sure to keep your target audience in mind. Avoid a presentation that you’d be bored watching. Instead, try to create a presentation that engages your audience and makes the
audience want to listen and/or participate. I encourage you to make this fun for the class! Each presentation will need to include the following:

- a brief informational presentation about the college skill (e.g. the key points about the skill)
- an interactive demonstration of the college skill (e.g. HOW to DO the skill)
- an interactive game, activity, or other means of participation that allows the audience to demonstrate they learned key information (benefits/value, location, etc.) about the college skill from your presentation (hint: ask the audience to prove we've paid attention to your presentation)

A few key points to keep in mind with this project:

- The document needs to have at least two paragraphs of writing in it somewhere, though “where” that is in the document is up to you. Again, keep in mind that everything in the document should be tailored toward a specific audience and purpose.

- The presentation is DIFFERENT from the document. While the document may be distributed after the presentation is over, the document should not be what is presented. If you have any questions at all about the differences between the document and the presentation, make sure to ask well ahead of time so as to get a clear answer. Do not guess if you are not sure!

Using the Writing Center to Help You
Each group is encouraged to take the document to the writing center for feedback. The writing center’s tutors will be able to work with you on any part of the writing process where you might need help: prewriting, planning, drafting, revising, editing. If you do decide to use the writing center for help, make sure to take a copy of the project assignment with you so the tutors know the requirements. Time used here will not count towards your individual required 5 hours.

You may also decide to take your presentation/demonstration to one of the speech instructors on campus to receive feedback. They will be able to work with you on any part of the presentation process where you might need help. If you do decide to work with a speech instructor for help, make sure to take a copy of the project assignment with you so they know the requirements.

Grading Scale: An Important Skill for College Success

<table>
<thead>
<tr>
<th>Instructor/Group Conference</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference (each x 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The group has specific ideas for the document.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The group brings at least one near-complete paragraph from the document to the conference.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The group has narrowed ideas for the presentation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Document: Skills for College Success
### Motivation Activity

**Popson’s Dilemma**

Fresh from graduate school, Assistant Professor Popson was midway through his first semester of college teaching when his depression started. Long gone was the excitement and promise of the first day of class. Now, only about two-thirds of his students were attending, and some of them were barely holding on. When Popson asked a question during class, the same few students answered every time. The rest stared off in bored silence. One student always wore a...
knit cap with a slender cord slithering from under it to an iPod in his shirt pocket. With ten or even fifteen minutes remaining in a class period, students would start shuffling notebooks nosily into their backpacks or book bags. Only one student had visited him during office hours, despite Popson's numerous invitations. And when he announced one day that he was cancelling the next class to attend a professional conference, a group in the back of the room pumped their fists in the air and hooted with glee. It pained Popson to have aroused so little academic motivation in his students, and he began asking experienced professor what he should do.

Professor Assante said, "Research says that 70 percent of students enroll in college because they see the degree as their ticket to a good job and a fat paycheck. And they're right. College grads earn nearly a million dollars more in their lives than high school grads. Show them how your course will help them graduate and prosper in the work world. After that, most of them will be model students."

Professor Buckley said, "Everyone wants the freedom to make choices affecting their lives, so have your students design a personal learning contract. Let each one choose assignments from a list of options you provide. Let them add their own choices if they want. Even have them pick the dates they'll turn in their assignments. Give them coupons that allow them to miss any three classes without penalty. Do everything you can to give them choices and put them in charge of their own education. Once they see they're in control of their learning and you're here to help them, their motivation will soar."

Professor Chang said, "Deep down, everyone wants to make a difference. I just read a survey by the Higher Education Research Institute showing that two-thirds of entering freshman believe it's essential or very important to help others. Find out what your students want to do to make a contribution. Tell them how your course will help them achieve those dreams. Even better, engage them in a service learning project. When they see how your course can help them live a life with real purpose, they'll be much more interested in what you are teaching."

Professor Donnelly said, "Let's be realistic. The best motivator for students is grades. It's the old carrot and stick. Start every class with a quiz, and they'll get there on time. Take points off for absences, and they'll attend regularly. Give extra points for getting assignment in on time. Reward every positive action with points and take off points when they screw up. When they start to realized they can get a good grade in your class by doing what's right, even the guy with the iPod will get involved."

Professor Egret said, "Most people work harder and learn better when they feel they're part of a team with a common goal, so help your students feel part of a community of learners. Give them interesting topics to talk about in pairs and small groups. Give them team assignments and group projects; Teach them how to work well in groups so everyone contributes their fair share. When your students start feeling like they belong and start caring about one another, you'll see their academic motivation go way up."

Professor Fanning said, "Your unmotivated students probably don't expect to pass your course, so they quit trying. Here's my suggestion. Assign a modest challenge at which they can all succeed if they do it. And every student has to do it. No exceptions. Afterwards, give
students specific feedback on what they did well and what they can do to improve. Then give them a slightly more challenging assignment and repeat the cycle again and again. Help them expect to be successful by being successful. At some point they're going to say, 'Hey, I can do this!' and then you'll see a whole different attitude."

Professor Gonzales said "Learning should be active and fun. I'm not talking about a party; I'm talking engaging students in educational experiences that teach deep and important lessons about your subject. Your students should be thinking, 'I can't wait to get to class to see what we are going to do and learn today!' You can use debates, videos, field trips, group projects case studies, learning games, simulations, role plays, guest speakers, visualizations...the possibilities are endless. When learning is engaging and enjoyable, motivation problems disappear."

Professor Harvey said, "I have been teaching for thirty years, and if there's one thing I've learned, it's this: You can't motivate someone else. Maybe you've heard the old saying, 'When the students is ready, they teacher will arrive.' You're just wasting your energy trying to make someone learn before they're ready. Maybe they'll come back to your class in five or ten years and they'll be motivated. But for now, just do the best you can for the students who are ready."

Listed below are the eight professors in this story. Based on your experience, rank the quality of their advice on the scale below. Give a different score to each professor. Be prepared to explain your choices.

Best advice 1 2 3 4 5 6 7 8 9 10 Worst advice
Professor Assante Professor Egret
Professor Buckley Professor Fanning
Professor Chang Professor Gonzales
Professor Donnelly Professor Harvey
Is there an approach no mentioned by one of the eight professors that would be even more motivating to you?

From Chapter Three "Discovering Self-Motivation "p. 53 of On Course by Skip Downing.

Appendix S- MATH 1314 Action Plan-

Xtreme MATH 1314- College Algebra- Action Plan

Purpose of Action Plan- faculty will incorporate learned student success strategies, including theories and practices, focusing on test-taking strategies.

Plan Includes:
Pre/Post Assessment on Test Taking Skills
Xtreme Algebra Assessments and Content Timeline
Test Taking Survey
Test Taking Tip Sheet Assignment
Pre/Post Assessment on Test Taking Skills

1. What factors might contribute to a student performing poorly on a math test?

2. Give at least 3 strategies for reducing test anxiety.

3. List 5 strategies for preparing for a math test.

4. Define academic integrity.

Xtreme Algebra Assessments and Content Timeline

- Time Management Seminar (during week 2 presented by Student Success Counselors)
- Exam 1
- Pre-test
  - Lecture on the following items
    - Test Preparation
    - Test Taking
    - Test Anxiety
- Tip Sheet Assignment
- Exam 2
- Tip Sheet Narrative
  - Lecture on the following items
    - Memory Spills (at least 5 memorized concepts/formulas)
    - Problem Drills (sheet of problems will be distributed in class)
    - Flashcards (at least 8 cards)
- Require one of these items to be submitted with exam 3
- Exam 3
  - Lecture on Academic Integrity
    - Personal Responsibility
    - Blame Game
    - Conference with students who scored below 70% on all three exams to discuss their test taking strategies, anxiety, etc. Go over test-taking survey with these students.
- Exam 4
- Exam 5
- Final Exam/ post-test

Exams will be standardized by campus. Final exam will be standardized across all campuses.
Test Taking Survey

Test Preparation
On a scale from 1 to 4, with 1 meaning I disagree completely and 4 meaning I agree completely, rate your thoughts about each of the following statements.

1. I have taken organized and thorough class notes for this course. ______
2. I usually read the book before beginning or while completing my work. ______
3. I have made study guides for this class. ______
4. I know how to study for math tests vs multiple choice exams._______
5. I begin studying at least 5 days in advance of the exam. ______
6. I make up potential test questions and quiz myself in preparation for the test. ______
7. I always get a good night sleep before. ______
8. I try to learn by understanding instead of by memorization. ______
9. It is important to be able to increase my speed at working problems by doing several of the same type. ________

Test Anxiety

10. I get nervous before and/or during an exam._____  
11. I find it difficult to keep jitters under control._______  
12. I often find that the test – at first glance – appears foreign or unfamiliar.________  
13. I often blank out on exams, exhibiting minimal recall._________  
14. I have a personal history of failure on tests.__________  
15. I worry a lot about the prospect of failure and its consequences.________  
16. I have excessive pressure to succeed either from self or from other sources._______  
17. I believe that I am capable of doing well in this class. _____

Test Taking Skills

18. I feel if my instructor cannot read my writing that is his problem.________  
19. If I am unsure of the answer I write down anything and everything. I’m sure the right answer is in there somewhere. __________  
20. If I go blank, I’m doomed and might as well turn in the test.__________  
21. To save time I skim the directions to the problems._________  
22. If a question has multiple parts I write the answer to each part, even if I will show the answer elsewhere in the problem.______
23. If I don’t know an answer I skip that question and come back after completing all of the easier questions._______
24. I only change an answer if I have misread or misinterpreted the question._______

Test Taking Tip Sheet Assignment

Tip Sheet Assignment
Please list at least three test taking strategies that you will use during exam 2. You may list any of the strategies that we discussed in class or you may research tips that you feel will be most beneficial to you.

Test Taking Assignment
Type a paragraph addressing the following:
- Identify the new strategies you have discovered for managing test anxiety and improving your test taking skills.
- How were these new strategies applied?
- How and why were these new strategies effective for you?

Return to the Narrative
Return to the Appendices Table
Appendix T- Xtreme Classroom Observation Report

Instructor evaluated _______________________________________________________

Course ____________________________ Number of students present_______________

Date _________ Evaluator(s) __________________

<table>
<thead>
<tr>
<th>Highest</th>
<th>Satisfactory</th>
<th>Lowest</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

1. Defines objectives for the class presentation.
2. Effectively organizes learning situations to meet the objectives of the class presentation.
3. Uses instructional methods encouraging relevant student participation in the learning process.
4. Uses class time effectively.
5. Demonstrates enthusiasm for the subject matter.
6. Communicates clearly and effectively to the level of the students.
7. Explains important ideas simply and clearly.
8. Demonstrates command of subject matter.
9. Responds appropriately to student questions and comments.
10. Encourages critical thinking and analysis.
11. Demonstrates understanding of student success strategies during student interaction.
12. Implements student success strategies into course content.
13. Uses student success strategies to enhance student learning.
14. Overall rating

Overall strengths?

What specific suggestions would you make concerning how this particular class could have been improved?

Return to the Narrative
Return to the Narrative – Math Action Plan
Return to the Appendices Table

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Appendix U- Xtreme Student Focus Group Questionnaire-

Xtreme Student Focus Group Questions

1. Introduce the participants, including: a) name, b) enrollment status, c) how long they have attended NCTC, c) other colleges attended
2. What is your overall educational goal? Degree? Certificate? Transfer? Learn skills for a career change? Other?
3. In general, are the people closest to you (spouse, partner, parents, children, employers, friends, roommate, other) supportive of your choice to be in school and understanding of the time you spend in school-related activities.
4. What responsibilities or activities do you have outside of school? (job, family, other)
5. How do these responsibilities/activities affect your ability to stay in school? Attend class? Keep up with assignments?
6. Does the college offer any support services to help with these responsibilities?
7. If so, have you used any of those services? If so, were they helpful to you?
8. What type of programs, offices, or services does the college offer to help reach your academic goals?
9. How many have used these services?
10. Of the services you have used, describe your experience.
11. Quality of classes- How would you describe the quality of the classes you are taking. Are they challenging?
12. Classroom experience- Are you learning aspects related to study strategies, note-taking and/or learning styles in any of your classes.
13. If so, are you able to implement these strategies into your class, other courses, and/or other aspects of your life?
14. In your opinion, what does NCTC do well that helps you stay in school?
15. What advice would you give the college about one or two things the college could do to help students succeed?
Please answer the following questions honestly, and circle the number in the column that best describes your current level as it relates to each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Total for this section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I browse the headings, pictures, charts, and questions before I start reading a chapter.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. I make questions from a chapter before, during, and after reading it.</td>
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<tr>
<td>3. I look for the main ideas as I read.</td>
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<td></td>
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<tr>
<td>4. I take notes as I read my textbooks.</td>
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<tr>
<td>5. I take notes during class lectures.</td>
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<tr>
<td>6. I rewrite or type my notes.</td>
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<tr>
<td>7. I study where I have few distractions.</td>
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<tr>
<td>8. I set study goals, such as the number of problems I will do or the number of pages I will read.</td>
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<tr>
<td>9. I study for a length of time and then take a short break before returning the studying.</td>
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<tr>
<td>10. I adapt material into a format I can better understand, such as creating diagrams, acting things out, or summarizing information aloud in my own words.</td>
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<tr>
<td>11. I know when I need to study by myself, or when I need to study with a partner or a group of people.</td>
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<tr>
<td>12. I adjust the way I study based on the way I need to learn different types of material.</td>
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<tr>
<td>13. I anticipate what possible questions will be on a test and create study guides to quiz myself.</td>
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<tr>
<td>14. I complete my homework assignments and quizzes on time, and use them to study for upcoming tests.</td>
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<tr>
<td>15. I feel prepared when I go into class on test day and remember most or all of what I have studied.</td>
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<tr>
<td>16. I use a planner (or other effective method) to write down upcoming homework assignments or test dates.</td>
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<td>17. I start papers and projects as soon as they are assigned.</td>
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<tr>
<td>18. I start studying for quizzes/tests several days before I take them.</td>
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</tbody>
</table>

Which of the following services are offered at NCTC?

<table>
<thead>
<tr>
<th>Service</th>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring Labs</td>
<td>Yes</td>
<td>No</td>
<td>Unsure</td>
</tr>
<tr>
<td>Group Tutoring/Study Teams</td>
<td>Yes</td>
<td>No</td>
<td>Unsure</td>
</tr>
<tr>
<td>Online Tutoring</td>
<td>Yes</td>
<td>No</td>
<td>Unsure</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>Yes</td>
<td>No</td>
<td>Unsure</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>Yes</td>
<td>No</td>
<td>Unsure</td>
</tr>
<tr>
<td>Transfer Assistance</td>
<td>Yes</td>
<td>No</td>
<td>Unsure</td>
</tr>
<tr>
<td>Study Skills Seminars</td>
<td>Yes</td>
<td>No</td>
<td>Unsure</td>
</tr>
</tbody>
</table>

How important do you think each of these services are to you as an NCTC student?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Extremely Important</th>
<th>Somewhat Important</th>
<th>Unimportant</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring Labs</td>
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Appendix W- Tutoring Matrix

Based on student performance on first essay or exam- number of tutoring hours required for the remainder of the semester:

Tutoring Hours needed depending on grade from Essay/Exam #1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>3 Hours</td>
</tr>
<tr>
<td>B</td>
<td>4 Hours</td>
</tr>
<tr>
<td>C or below</td>
<td>5 Hours</td>
</tr>
</tbody>
</table>