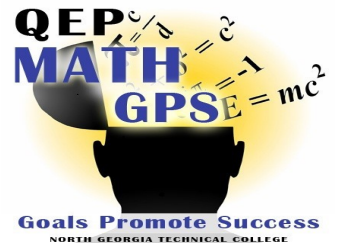


# QEP Update Newsletter

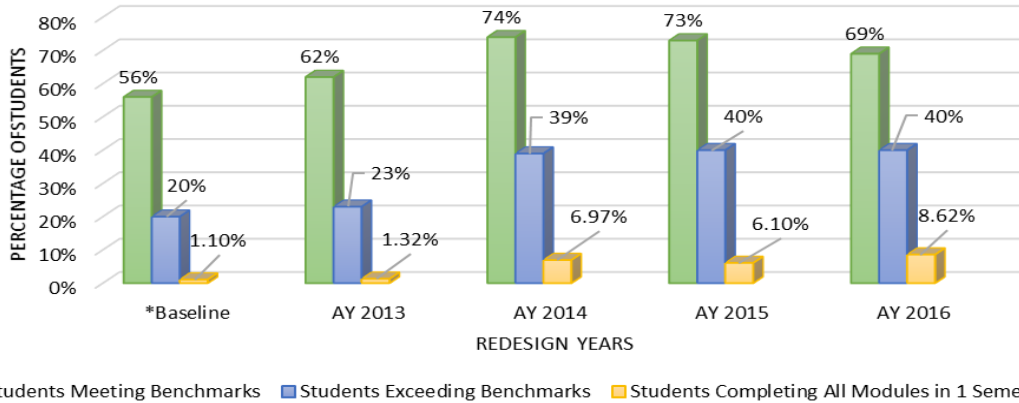
## Year Four: Fall 2016



### NGTC's Quality Enhancement Plan(QEP)

The goals of QEP are to better prepare students for program level math courses and allow students to accelerate through the learning support process. In Fall of 2012, Math 0090 began as a redesign of math learning support. English and reading learning support underwent a redesign in the Fall of 2013 and again in the Fall of 2015. A co-requisite model for both English and math was added in the Spring of 2013 to further facilitate acceleration.

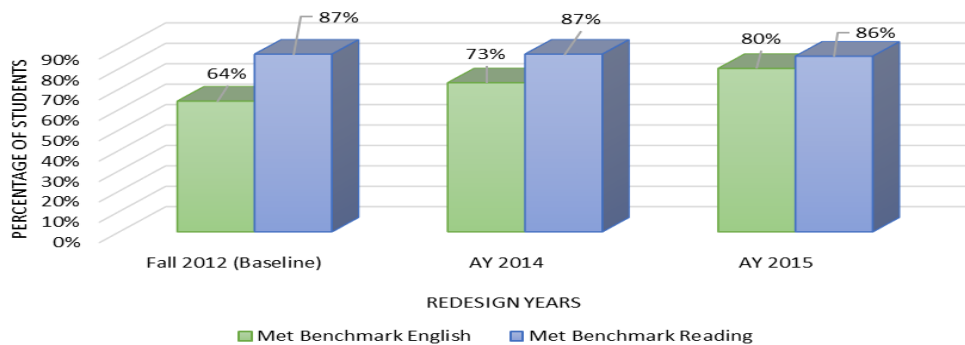
### Student Success: Math Learning Support Redesign AY 2013-2016



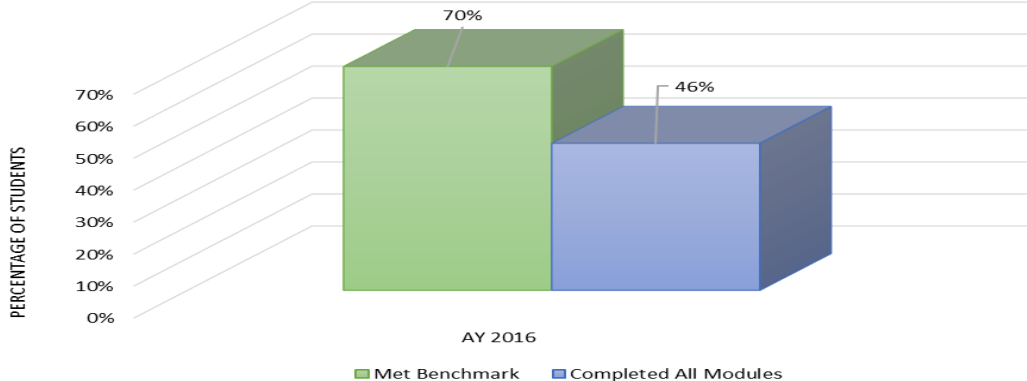
\*Baseline data for students meeting benchmarks collected from Fall 2011, semester before redesign implementation. The other baseline data collected from Fall 2012, the first semester of redesign implementation.

In the first two years of the English and reading redesign, the courses were separate. In year three, the department integrated English and reading, creating ENGL 0988 to accelerate students through learning support and to build awareness of the writing-reading relationship. After implementation of the integrated course, 70% of the students successfully met the benchmark. Of those, 46% completed all modules.

### Student Success: English/Reading Learning Support Redesign Taught as Separate Courses AY 2014-2015



### Student Success: ENGL 0988 Integrated English/Reading AY 2016



### MATH 0090

- 194 students have been able to complete all modules in one semester during the redesign period.
- 70 students completed all modules in one semester in year 4.

### Co-requisite Model

- **Current Model:** Students within 5 points of the required placement score enroll in the program level Math or English course.
- **Mandatory Tutoring Contract:** Students attend 2 hours of tutoring per week with a personal tutor. Students are monitored by the Learning Lab Coordinator.
- **Co-Requisite Math Success:** 84% successfully completed the program level course during the redesign period.
- **Co-Requisite English Success:** 82% successfully completed the program level course during the redesign period.

### Future Goals

- Continued focus on attendance/retention issues.
- Research and implementation of a new co-requisite model.
- Focus on encouraging learning support students to complete their gateway courses immediately following completion of learning support.

For more information on the QEP contact Laura Jenkins at

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