

QEP Title: Improving Student Performance in High-Risk Mathematics Courses
Institution: Jefferson Davis Community College, Atmore/Brewton, Alabama
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Improving student performance in high-risk math courses is the focus of Jefferson Davis Community College's (JDCC's) Quality Enhancement Plan (QEP).

TOPIC SELECTION: A QEP Selection Process Committee was appointed by the college president and charged with identifying and developing an effective plan that was vital to the long-term improvement of student learning. A comprehensive analysis of the effectiveness of the college environment in supporting student learning served as the primary goal of the committee. In addition to the Selection Process Committee, a QEP Leadership Team was later organized to engage a wider cross-section of the college community and promote broad-based institutional participation and institutional commitment from the college community. The QEP focus shifted to high-risk mathematics courses as it became evident through analysis of institutional research data that an alarming number of JDCC students were not successful in mathematics courses. After months of collaboration among JDCC faculty and staff, the combined committees (QEP Selection Process and Leadership Team) endorsed the proposal to select mathematics as the focus of the QEP. At this point, the Leadership Team assigned the ongoing task of QEP development and implementation to the QEP Math Focus Committee, which was comprised of members who had expertise in the critical subject area and expertise in planning and assessment.

TOPIC: The plan focuses on course redesign and learner support in the subject area of mathematics. The high-risk math courses, which include Developmental Algebra I (MTH 091), Elementary Algebra (MTH 098), Intermediate Algebra (MTH 100), and Pre Calculus Algebra (MTH 112), will be redesigned to facilitate innovative and pertinent class content, leading directly to improved student learning outcomes in math classes for students at JDCC. To accomplish this goal, the content and assessments of all math sections and courses will be standardized. Secondly, the delivery model of each course will be redesigned supplementing traditional course lecture time with hands-on lab time in a Math Success Center using a computer-based math software, MyMath Lab.

GOALS: Goals of the QEP are realistic, measurable and based on comprehensive analysis. The goals are (1) to increase student performance in high-risk math courses, (2) to increase the success rate of students in high-risk math courses, and (3) to increase the percentage of students who successfully complete the next level math course.

ASSESSMENT: The assessment plan outlines the objectives of the QEP, expected results, and means of evaluation. The plan focuses primarily on (1) student success on departmental final exams, (2) evaluation of student success (grades of C or higher) in each math course, and (3) evaluation of student success in subsequent math courses.