



Fletcher Technical Community College

Quality Enhancement Plan

Executive Summary

Soar with Math

In support of its mission to offer quality technical and academic programs to the citizens of South Louisiana, Fletcher Technical Community College (Fletcher) developed a Quality Enhancement Plan (QEP). Fletcher's institutional constituents that include students, faculty, staff, and administration have all participated in providing feedback for selecting a QEP topic that supports the mission of the College. Additionally, all institutional constituents have taken part in developing a project plan that enhances learning for student success and persistence. Fletcher has identified *Soar with Math* as the topic for its QEP based on a systemic evaluation of institutional data. *Soar with Math* includes goals and student learning outcomes with initiatives and strategies for helping developmental math students strengthen math skills to persist through College Algebra (gateway course).

Fletcher's QEP student learning outcomes are as follows: 1) Students will have the pre-algebra skills needed to succeed in College Algebra and other credit-level math courses for their program; 2) Students will use appropriate technology to enhance math thinking and understanding to solve problems and judge the reasonableness of results; 3) Students will increase knowledge and usage of campus resources to be successful in developmental math and College Algebra; and 4) Students will demonstrate characteristic habits and attitudes of an effective learner.

The QEP will focus on DVMA 0920. DVMA 0920 is the second of the three-tiered developmental math courses offered by Fletcher. Effectively enhancing learning in DVMA 0920 is anticipated to enable students to be successful in the subsequent developmental math course (DVMA 0930) and the gateway course. Improved persistence from DVMA 0920 to subsequent math courses is expected as a result of enhancing student learning outcomes developed for the QEP.

Fletcher has identified three goals: 1) Increase the number of students who persist from DVMA 0920 to DVMA 0930 by spring of 2019 by eight percentage points from baseline of 27.6% to 35.6%; 2) Increase the number of students who persist from DVMA 0930 to Math 1100/1000 by spring of 2019 by eight percentage points from a baseline of 40.4% to 48.4%; and 3) Increase the number of students who complete Math 1100/1000 by spring of 2019 by eight percentage points from a baseline of 53.3% to 61.3%.

Fletcher is committed to the continuous improvement of student learning and has the financial and personnel resources to support the QEP for the next five years. To ensure the success of the project, a full-time math instructor, Stacy Prejean, will serve as the QEP Chair, and the Director of Institutional Research and Effectiveness, Carrie Cortez, will serve as the QEP Coordinator. Advisory committees of the QEP will conduct formative and summative assessments and evaluate results for effectiveness.

For more information, contact Stacy Prejean, QEP Chair/Mathematics Instructor, at stacy.prejean@fletcher.edu or Carrie Cortez, QEP Coordinator/Director of Institutional Research and Effectiveness, at carrie.cortez@fletcher.edu.