

**Louisiana State University Eunice
Quality Enhancement Plan
Path 2 Math Success**

Executive Summary

Louisiana State University Eunice's Quality Enhancement Plan (QEP), **Path 2 Math Success**, is the result of an examination of institutional data and dialogue between various institutional stakeholders including faculty, administration, staff, and students. These efforts led to a number of institutional issues and possible topics being identified as worthy of consideration. As the issues were narrowed, however, student retention emerged as a primary topic. From an institutional perspective, the emphasis on student retention and success is clearly outlined, including specific strategies to accomplish these institutional goals in the FY 2011 through FY 2016 LSU Eunice Strategic Plan.

Further examination of the data revealed that student groups with problematic retention had one issue in common – lack of success in developmental mathematics. Through the examination of data, presentation of various reports, and an honest and straightforward discourse, developmental mathematics emerged as the primary topic of LSU Eunice's QEP. With implementation being scheduled over three years, **Path 2 Math Success** creates a variation of the "Mathematics Emporium" course delivery system where students attend class once a week and then spend time in a mathematics lab using video lecture and computer software to learn the material. At LSU Eunice, two courses – Pre-Algebra and Introduction to Algebra – will be competency-based, with mandatory weekly attendance and modular structure including more frequent assessment over smaller "chunks" of material. Features of the program include

- 1) a module pretest:
 - a) Students demonstrating a minimum level of competency in a particular module may skip it.
 - b) Students who do not achieve a minimum level of competency will watch video lectures and complete computerized homework assignments.
- 2) three opportunities to demonstrate competency of the subject matter in the module, with intervention such as targeted homework and tutoring, if necessary.
- 3) the option to complete more than one developmental mathematics course in a semester, saving students money and reducing their time in developmental education.

Actions which are required to execute, assess, and revise the plan will be integrated into the existing institutional comprehensive planning and evaluation plan. The plan consists of three goals. The QEP seeks to

Goal 1: Increase student learning in developmental mathematics using innovative techniques of instruction;

Goal 2: Increase student success in the first general education mathematics course after completion of developmental mathematics;

Goal 3: Improve institutional effectiveness by providing faculty training, increasing student retention in mathematics, and decreasing time spent in developmental mathematics.

Specific student learning outcomes and a comprehensive assessment plan accompany each goal to guide implementation, promote success, and revise the QEP in progress if necessary.

Questions may be directed to Ms. Jamie Thibodeaux, Coordinator of the Quality Enhancement Plan at jthibode@lsue.edu or Dr. Paul Fowler, Director of Developmental Education and Institutional Effectiveness at pfowler@lsue.edu. See <http://www.lsue.edu/qep> for further information.