

Do the Mathematics: Creating Success in Developmental Mathematics  
Southeastern Community College

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The Southeastern Community College (SCC) Quality Enhancement Plan implements a modular math system for all developmental math for all students testing into developmental math. The SCC QEP implements the eight modules of the North Carolina Community College System (NCCCS) in fall of 2012 to allow the students to smoothly transition from the old pathway to the new. The QEP objectives are mastery of course content, immediate entry into and completion of developmental math, and enrollment and success in college level math and math related courses.

Since the SACS onsite visit, a QEP implementation director was hired. Full-time regular math faculty were given release time to work on manuals and input on needs for the physical environment of the math labs and computing needs. Four computer lab rooms were completely refurbished and repurposed as dedicated QEP math labs. Full time and part time instructors were scheduled to serve all the needs for the two hours per week of class time and two hours of required lab time. Math tutors were repurposed to work directly in the QEP math labs. The tutoring lab was fitted with new scanning software (Accudemia) to log class time and tutoring time using existing student identification cards. Lockout software (Insight) was installed to make available only math sites on the student computers, and to remotely provide secure instructor login for student testing.

An Early Alert Referral System (EARS) created and delivered through admissions/counseling area screens and all QEP MAT students to identify who might be at risk in their attempts to complete developmental math courses. A referral system for instructors to follow up on EARS and make specific recommendations for these at risk students was put in place. An online referral system, built on a SurveyMonkey platform, enabling instructors to refer specific students for tutoring, was put in place.

Professional development in modular math and its delivery system was provided for all math faculty using a consultant with prior experience in developmental math at another NCCCS college. This was in addition to prior professional development from colleges outside the state which had instituted modular math. Publicity with newspaper articles, website content, outdoor banners, and wall art continues. A college wide math exploration day is planned.