

Executive Summary

The Quality Enhancement Plan (QEP) for Jefferson Community and Technical College, entitled *Jefferson Counts!*, focuses on improving student success in math. This topic was selected because it represented a significant area of need at the College and thus held the potential for significant impact on student learning.

The process for arriving at this topic began in early 2008, when the College established a QEP Steering Committee co-chaired by a faculty member, Dr. Donna Elkins and a counselor, Dr. Telly Sellars. The charge to this Committee was to guide the development of the QEP. To assure broad-based involvement, committee membership was sought from academic divisions, staff units, and the student population, including representation from the various campuses of the College. The work of the Committee began with an extensive review of research material about the College and its students to determine potential topic areas for the QEP. This review resulted in the generation of many potential topics. Upon further analysis, the list of topics was narrowed and input was sought from administration, faculty, staff, and students. Improving student success in math was the overwhelming choice for the QEP focus. Discussions with community members of the College's advisory boards confirmed this choice as well. Once the topic had been selected, the Committee developed a central goal and learning outcomes:

Central Goal: Jefferson Community and Technical College will improve student success in math through incorporation of basic quantitative literacy skills.

Learning Outcomes:

1. Students will demonstrate basic quantitative literacy skills (i.e., the ability to read, write, and speak mathematics). [Student Learning--Outcome #1]
2. Students will demonstrate readiness for college level math specific to their career or transfer program. [Student Learning--Outcome #2]
3. Student level of anxiety toward math will be reduced. [Learning Environment--Outcome #3]

After extended discussion of these learning outcomes, the Committee determined that additional information would be needed to identify an overall strategy and specific actions needed to achieve the goal of the QEP. Thus, research teams were then created in four areas: Best Practices, Faculty, Students, and Data. Based on the research teams' findings, the QEP Steering Committee identified seven areas for action to achieve the central goal and three learning outcomes.

1. Course Redesign--Restructuring. Course redesign is the cornerstone of *Jefferson Counts!* Redesign will incorporate best practices as described in the literature and research. These include:

Modularization of Content

Self-paced Learning and Immediate Feedback/Assessment

Increased Contact Hours with Faculty

Increased Time on Task/Mandatory Attendance

Math Across the Curriculum/Contextualizing Math in Technical Areas

Reducing Math Anxiety

2. New Faculty. To support the implementation of the emporium model, an improvement strategy utilizing computer laboratories and incorporating the best practices listed above, the College is dedicating more resources for math instruction. A total of 5 FTEs will be hired over the course of the plan as follows:

<i>Year One</i>	<i>1 full-time, regular math faculty member for the Downtown Campus 1 full-time temporary math faculty member for the Technical Campus</i>
<i>Year Two</i>	<i>1 full-time, regular math faculty member for the Downtown Campus 1 full-time, regular math faculty member for the Southwest and Bullitt County Campuses 1 full-time, regular math faculty member for the Carrollton and Shelby County Campuses</i>

3. Technology. Computers and software acquired for use in the math labs on the Downtown, Technical, and Southwest Campuses.

4. Physical Space. Space for computer labs has been identified during 2009-2010 (year one of the plan) for the Downtown, Technical, and Southwest Campuses. In later years of the QEP, the three smaller campuses (Bullitt County, Carrollton, and Shelby County) will construct dedicated math computer labs.

5. Support Staff. Expansion of computer labs and increased usage by students in the labs will require additional tutors and IT support staff. Increased funding for tutorial services has been included in the budget, and 1.5 FTEs for IT support staff will be hired over the course of the plan.

6. Advising. Advising practices at JCTC will initially require changes including more one-on-one contact, initiation of a summer math camp, and inclusion of math advising in the Introduction to College course.

7. Professional Development. In support of the development of the QEP, professional development opportunities have been provided to the leaders and members of the Steering Committee including attendance at outside conferences and sponsoring of guest lecturers at the College. Professional development opportunities, both internal and external, will continue each year.

A year-by-year timeline reflecting these seven areas for action was reviewed with the SACS Leadership Team to ensure capability for the initiation, implementation, and completion of these actions. This timeline will also serve as means for tracking progress in accomplishing these actions as part of the institutional assessment of the QEP itself.

At this point, the QEP Steering Committee became the QEP Implementation Committee. New co-chairs were selected, and the Committee was structured into four subcommittees: Course Redesign, Advising, Professional Development, and Assessment. Implementation of the identified areas for action will be coordinated by these subcommittees. Assessment of the success of these actions and the resulting improvement in learning outcomes will be the responsibility of the Assessment Subcommittee. Reports will be submitted annually as part of the College's overall institutional effectiveness planning and evaluation process.

In conclusion, improving student success in math clearly supports the Mission and Goals of the College by promoting excellence in teaching and learning and increasing access to learning through technology and alternative delivery options. Furthermore, the implementation of the QEP will be transformative in nature, fostering a difference in the approach to teaching math, and, more importantly, creating a difference in student success in math. Math will no longer be the sole purview of the math department. Students will not only learn math as a compartmentalized subject; through teaching of math across the curriculum, they will recognize the use and importance of math for their careers and their life.