

QEP Title: *Jefferson Counts! (Improving Student Success in Math)*
Institution: Jefferson Community and Technical College
Contact Persons: Co-Chairs QEP Implementation Committee –
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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 through the work of a broad-based QEP Steering Committee which determined that it represented a significant area of need at the College and thus held the potential for significant impact on student learning.

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]

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.
- 2. New Faculty.** To support the implementation of the emporium model, a total of 5 FTEs will be hired over the course of the plan.
- 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 on all campuses.
- 5. Support Staff.** Increased funding for tutorial services has been included in the budget, and 1.5 FTEs for IT support staff is included in the budget.
- 6. Advising.** Advising practices at JCTC will initially require changes including more one-on-one contact and inclusion of math advising in the Introduction to College course.
- 7. Professional Development.** Professional development opportunities have been provided to the leaders and members of the Steering Committee, faculty and staff 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 has been established and serves as a means for tracking progress in accomplishing the QEP itself. The QEP Steering Committee evolved into the QEP Implementation Committee with new co-chairs. The Implementation Committee was structured into four subcommittees: Course Redesign, Advising, Professional Development, and Assessment. Implementation of the identified areas for action is being 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.

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. Additionally, through the teaching of math across the curriculum, students will recognize the use and importance of math for their careers and their life.