



The purpose of the Louisiana Delta Community College (LDCC) Quality Enhancement Plan (QEP), *Making Math Count for Me* is to increase the success rate of those students who test into developmental math by streamlining MATH 095/MATH 099 or MATH 099/MATH 110 into one semester instead of two. Statistics show that learning and retaining the basic principles of math are accomplished at a higher rate when they are offered over a shorter period of time.

If this strategy is proven successful through the math-focused QEP, it could have implications for other academic areas as well, such as Developmental English. Therefore, a much broader purpose of the LDCC QEP would be that it has a positive impact on a variety of disciplines/programs by revealing compressed coursework as a key to improving pass rates.

The QEP also seeks to demonstrate to students how the knowledge they learn and the cognitive skills they employ in math classes can be used in later coursework across all disciplines in the college curriculum, as well as in their future careers.

It is anticipated that the students who take part in the compressed course offerings will outperform students who take the traditional course sequence, both in terms of course completion and semester-to-semester retention

Three goals were identified for the QEP:

- Goal 1: Increase the successful completion rates (a score of C or higher) of students who must take both developmental math courses by offering compressed Math 095/Math 099 courses.
- Goal 2: Increase the successful completion rates (a score of C or higher) of students who must take one developmental math course by offering compressed Math 099/Math 110 courses.
- Goal 3: Improve the retention of mathematic principles and the skills needed to obtain them for students who are required to take additional math courses beyond College Algebra.

In order to assess the QEP's efficacy, data will be collected over a five-year span regarding student success rates, retention, and course completion rates. In addition to this numerical data, formative and summative evaluations will also take place over the next five years.

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