

Quality Enhancement Plan (QEP)

**Title: It All Adds Up at LCC
Addressing the Needs of Developmental Mathematics Students**

Lenoir Community College

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Executive Summary

The faculty, staff, and administration at Lenoir Community College (LCC), in consideration of one of the most pressing needs to improve student learning, have chosen to focus on developmental mathematics for the College's quality enhancement plan (QEP). This executive summary includes the rationale for selecting this content area, the targeted student population, and the proposed intervention strategies to promote enhanced student learning in the entry levels of developmental mathematics. The overall goal of the QEP is to improve the percentage of first-time completers at the entry level for developmental mathematics, which includes Developmental Mathematics Modules (DMAs 010-030). The target population is students between the ages of 17-24 based on demographic program data from 2007-2012. This population represents the largest traditional student population at LCC and one that is commonly used nationally as a benchmark in educational research. The students will be identified through North Carolina Community College System (NCCCS) assessment and placement measures and will be assigned to the appropriate DMAs that will be fully implemented fall 2013. LCC is proposing interventions that are based on two identified dimensions. The first includes cognitive factors that are related to aptitude and previous academic preparation. Early and incremental interventions are proposed to support student achievement. The second dimension focuses on psychosocial factors related to a student's external influences, level of motivation, and self-efficacy related to mathematics. Faculty and staff will collaborate to document students' progress toward learning outcomes. Progress will be measured and reviewed through the use of a customized database for tracking and reporting.