

QEP at a Glance

How did we choose the Learning Support Math topic?

Step	MGTC Stakeholders	Results
Topic Suggestion website was created to solicit responses to the request for ways to improve student learning at MGTC (January 2008)	Faculty, staff , students, graduates, community partners	274 suggestions
Topic suggestions synthesized into similar themes	<i>QEP Planning Team</i> , composed of MGTC faculty and staff	16 themes
Themes pared	<i>QEP Topic Selection Team</i> , composed of faculty, staff , students, graduates, and community partners	8 themes
Themes pared to a manageable number	<i>QEP Topic Selection Team</i> , composed of faculty, staff , students, graduates, and community partners	3 Themes: Improvement in Written and Verbal Communication of Students, Developmental Studies, and Distance Learning
Faculty Forum (April 2008)	Faculty and staff	Informational session followed by open debate
Student Forum	Faculty , students	Informational session followed by open debate
Vote on 3 Themes (April 23, 08)	Faculty	Developmental Studies theme emerges
Research and development of topics related to Developmental Studies	<i>QEP Planning Team</i> , composed of faculty and staff	Four distinct, research-supported Topics
Review, debate, and revise four Topics, development of recommended topic	<i>QEP Topic Selection Team</i> , composed of faculty, staff , graduates, students, and community partners	Refined and further developed four Topics; 'Learning Support Math Courses' emerges as focused topic
Affirmation of emergent topic (August 11, 2008)	<i>MGTC Reaffirmation Leadership Team</i>	Topic affirmed

What will the QEP do?

- Four Student Learning Outcomes
 - Students will master Learning Support Math (MAT 0097, 0098, and 0099)
 - Students will master Core math (MAT 1011, 1012, 1013, 1014, 1111)
 - Students will master math in occupational (program) courses
 - Students will enter the workforce “math-ready”
- Three Programs
 - Building Math Bridges
 - Review of COMPASS scores
 - Curriculum mapping with math faculty and program faculty
 - Program-specific workbooks for MAT 00 students
 - Math-in-CTE model
 - Development of all faculty as teachers of math
 - Specific process for teaching math in program courses
 - Introduce the broad lesson
 - How will the students use the math?
 - Teach the lesson using the math
 - Perform the standard math problems
 - Survivor Math
 - Success Coach – Marcus Early
 - Teaches COL 0099 Study Skills
 - Meets and advises first quarter MAT 00 students
 - Math lab renovation (A229)
 - Students grouped in MAT 00 courses by area (Health, Aero, etc)
 - Embedded tutor (math adjunct) in MAT 00 courses
 - Connect MAT 00 students with program area and people
 - Lighthouse Program of Professional Development
 - Training on Math-in CTE for all program faculty
 - Math faculty training
 - Technology training
 - Assessment, learning styles, collaborative learning training for faculty
- Assessment
 - Assess each of the student learning outcomes
 - Math exit exams, math sections in program tests, WorkReady, etc.
 - Assess other areas
 - Retention, attrition
 - Assess the QEP as a project
 - Quarterly and annually

What Did the Data Tell Us?

Exit Exam Mean Scores

	FY2006	FY2007	FY2008	FY2009
MAT 0097 Exit Exam Scores	81.5	80.8	74.6	82.4
MAT 0098 Exit Exam Scores	82.0	82.4	84.0	84.5
MAT 0099 Exit Exam Scores (COMPASS)	55.2	49.6	39.4	51.4

	FY2007	FY2008	FY2009
MAT 0097 % of Students Eligible for Final	48.3%	41.7%	73.0%
MAT 0098 % of Students Eligible for Final	63.2%	69.5%	62.0%
MAT 0099 % of Students Eligible for Final	48.3%	86.1%	100.0%

Core Math Course Final Exam Mean Scores

	Summer 2007	Fall 2007	Winter 2008	Spring 2008	Summer 2008	Fall 2008
MAT 1012	80.0	71.4	77.5	70.7	76.9	69.9
MAT 1013	52.7	78.8	76.5	71.1	68.9	64.2
MAT 1011	89.3	75.8	72.9	84.3	80.1	77.8
MAT 1111	78.8	83.3	85.7	85.6	83.1	82.3

Table 20 Learning Support Retention

Six-Quarter Period		Retention Rate
200602 to 200704	Students without MAT 0097	66%
	Students who took MAT 0097	41%
	Students without MAT 0098	65%
	Students who took MAT 0098	58%
	Students without MAT 0099	64%
	Students who took MAT 0099	100%
200702 to 200804	Students without MAT 0097	59%
	Students who took MAT 0097	49%
	Students without MAT 0098	59%
	Students who took MAT 0098	50%
	Students without MAT 0099	58%
	Students who took MAT 0099	58%

Learning Support Attainment (Quarterly)

	MAT 0097	MAT 0098	MAT 0099
Fall 07	17%	48%	50%
Winter 08	23%	42%	38%
Spring 08	36%	41%	65%
Summer 08	23%	52%	53%
Fall 08	55%	50%	61%

Program-Ready versus Learning Support Attainment

		MAT 1011	MAT 1012	MAT 1013	MAT 1111
Fall 2007	Program Ready	70%	63%	53%	74%
	Learning Support	56%	63%	50%	67%
Winter 2008	Program Ready	52%	61%	53%	70%
	Learning Support	43%	78%	45%	na
Spring 2008	Program Ready	78%	51%	40%	74%
	Learning Support	50%	50%	43%	67%

Learning Support Math Attrition

Course	Quarter	Grad	Not Graduated	Still Enrolled	Attrition Rate
MAT 0097	Fall 2004	15	73	2	81%
	Fall 2005	3	34	5	81%
	Fall 2006	12	44	2	76%
MAT 0098	Fall 2004	25	72	4	71%
	Fall 2005	26	52	10	59%
	Fall 2006	29	90	11	69%
MAT 0099	Fall 2004	8	1	0	11%
	Fall 2005	6	3	1	30%
	Fall 2006	10	5	1	31%