

QEP Executive Summary
The Learning Connection: Bridging the Mathematical Gap
Bevill State Community College

Topic: The focus of Bevill State Community College's (BSCC) Quality Enhancement Plan (QEP) is to improve the learning and success rates of students in developmental mathematics classes through active learning strategies and supplemental instruction. Research into BSCC enrollment indicated that in the four years prior to the development of the QEP 25 percent of students who entered the developmental math course Elementary Algebra (MTH 098) were able to successfully progress through that course and then complete Intermediate College Algebra (MTH 100) with a C or better. In short, only 1 in 4 students who enrolled in MTH 098 were able to enroll in a transferable math course that allowed them to work toward a degree. BSCC identified this topic through broad-based input from students, faculty, staff, and community representatives in campus forums and work sessions by committees.

Design and Assessment of the Plan: The plan consists of three major components designed to meet three goals and nine objectives. Success of each is measured through multiple measures, including student learning outcome data, CCSSE data and other internal measures. Each component of the QEP is designed to enhance success and student learning in Elementary Algebra (MTH 098), Intermediate College Algebra (MTH 100), and attain college-level competencies in mathematics principles.

- **Component I:** Active Learning (AL) will be achieved through course re-design. The math faculty are actively engaging learners in the classroom and supporting instruction with the use of technology. These activities will promote a community of learners within the classroom. Course re-design including AL was piloted in one course per campus during the Spring and Summer 2010 terms and will be fully implemented during the Fall 2010 term.
- **Component II:** Supplemental Instruction (SI) occurs outside the classroom and is based on the University of Missouri-Kansas City Model. SI will be piloted during the Spring and Summer terms of 2011 and fully implemented during the Fall 2011 term.
- **Component III:** Professional Development was carefully designed to support both components of the plan and includes local, state, and national travel and presenters to support faculty and staff as they implement the plan.

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