1. Carol Bates welcomed Rayleen Miller, a JDCC sophomore. Dr. Bates thanked Rayleen for serving on the QEP Math Focus Committee, and briefly explained the purpose of the QEP.

2. The trip to Faulkner Community College on Monday, March 3, 2008, was discussed.

   - I CAN LEARN – Faulkner uses I CAN Learn for MTH098 and MTH100. The committee felt that this software had many disadvantages. One disadvantage noted was that the students physically have to be in the classroom. Because the software is not web based, students can not work from home or other labs on campus. Dean Hall noted that the I CAN Learn lab must be used exclusively for I CAN LEARN software. Scheduling problems were also considered a disadvantage of the I CAN Learn software. The expense of the software was also considered a disadvantage. Committee members felt that MyMathLab would better serve students with tutorials, homework, quizzes, and progress reports that could be generated from any computer that has web access.

   - Tutors – Faulkner relies on adjuncts rather than students; they pay $18 per hr. The committee felt that this was an excellent idea. Faulkner also used one tutor student who was “hand picked” by faculty.

   - Participant tracking program – Dr. Childs, Faulkner’s QEP Director, recommended that we check into software that will track the students’ use of the Math Success Center.

   - Certify tutors – (ATP, NTP) Dr. Childs obtained certification and was then able to certify his teachers. The committee felt that, if we used adjuncts for tutors, certification would not be an issue. Adjunct faculty members would have a minimum of a master’s degree in math and would not need certification.

   - Post test/final – Faulkner gives a comprehensive, 50 questions final that counts one-third of the student’s grade. Faulkner’s math finals are given in lab via Blackboard. Faulkner’s test questions were generated from the class objectives. Committee members discussed the measurement of math class objectives and the importance of stating in the QEP narrative how the class objectives would be measured and how we would use the results.

   - Attendance policy – the committee discussed the need for adjusting the attendance policy if we allow students to progress through the course at their own pace. The attendance policy discussion was tabled until a later date because it was suggested
that attendance issues need to be addressed by Dean Hall and others at the state level.

- FAME Lab – Faulkner’s FAME lab has 20 computers, electronic boards, and several big round tables. Students are not required to attend FAME lab. There is hardly an hour that goes by, however, that students are not in the lab. Committee members noticed as they were touring Faulkner’s lab that Facebook and MySpace are not allowed in their lab.

- Survey attitudes with a pre/post test - Faulkner’s math faculty members require a post attitude survey as a partial requirement of the final exam.

- Faulkner’s math instructors give many Incomplete grades since students are allowed to work at their own pace. Committee members discussed our policy for giving an Incomplete and felt that our current Incomplete policy is a good one and should continue to be enforced. Mr. Chapman noted that it is a good idea to let students who do not complete the course to start the next semester where they left off rather than having to start over at the beginning. MyMathLab would have the capability of allowing students to progress through the course as they master each objective. Students who receive an IP in the course should not be required to start over at the beginning.

- Placement should be a high priority - Committee members discussed our use of the COMPASS to place students in the correct math class. We feel that COMPASS testing is the better solution than the ASSET for placement.

- Faulkner’s QEP Director reported that their web enhanced classes scored significantly higher than their non-web enhanced classes. Faulkner did not provide hard data for this statement.

- MTH098/MTH100 were stacked - Faulkner did not use I CAN Learn in MTH112. Loletta Redman mentioned that Math 112 would begin using MyMathLab in the Fall, but the software would not be used to the fullest extent until the QEP initiative is implemented. Dr. Bates stated that the implementation of MyMathLab in MTH112 in the Fall was not an issue since MyMathLab is not a focus of our QEP. MyMathLab is simply a tool that we will be using to address our QEP objectives and measurements. Software may change as the QEP strategies are implemented.

- Assessment issues were a SACS recommendation for Faulkner’s QEP. Beth Billy stated that she felt that our assessment measures were very specific.

3. Committee members reviewed the table of objectives, expected results, and means of assessment discussed in last week’s meeting. There were no suggested changes to the document. MyMathLab has the capability of measuring all the QEP objectives and can generate needed reports for documentation.

4. The committee members felt that supplemental instruction should not be a focus of the QEP. Supplemental instruction may be a strategy added at a later time.

Respectfully submitted,

Carol Bates