

Quality Enhancement Plan Executive Summary  
“Math Multiplies Opportunities”  
Lanier Technical College

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Colleges across the country have identified low success rates for students needing remedial instruction as a powerful barrier to student success, and Lanier Technical College sees the same pattern in its own student body.

A detailed analysis of the courses and delivery modes which students have the most difficulty passing showed that Learning Support and General Education courses account for the greatest number of “stops,” and that within this group, mathematics courses are the largest group. Lanier Technical College’s previous Learning Support Math classes were delivered as computer based instruction in a classroom setting. Of students who enrolled in Learning Support mathematics courses in fall 2014, only 17% were able to complete their math Learning Support course in one term, and only 38% completed their math Learning Support requirement regardless of number of attempts.

There is a clear need for Lanier Tech to do more to help students complete their mathematics Learning Support requirement in a way that lets them succeed in their required mathematics courses and progress to graduation.

The purpose of Lanier Tech’s QEP is to increase student learning in the mathematics Learning Support program such that students emerge with the skills and attitudes necessary for success in college-level mathematics courses. The goals of the plan are to:

1. Improve student learning in LTC’s math Learning Support courses
2. Improve students’ ability to apply mathematical skills in occupational courses

Lanier Technical College’s Quality Enhancement Plan includes three major strategies to enhance student learning: 1) redesign of instructional delivery for Learning Support courses, 2) enhanced tutoring services, 3) targeted professional development activities.

Lanier Technical College commits to improve student learning in its Learning Support mathematics program through “Math Multiplies Opportunities,” a Quality Enhancement Plan that deploys a curriculum with balanced emphasis on the cognitive and affective domains, delivered via face-to-face, on-ground instruction, and supported by a robust tutoring program. To ensure success of the plan, LTC will provide the financial resources and administrative oversight necessary to deliver improved sustained professional development for faculty. Success of the plan will be assessed by means of Student Learning Outcome Assessment Reports: the math learning support SLO Assessment Reports have been comprehensively redesigned to measure student achievement at a highly granular level, and each academic program’s SLO Assessment Report has been revised to include an outcome that measures students’ ability to apply math skills to occupational tasks.