



Quality Enhancement Plan Executive Summary
Reaching the Summit: Conquering Mathematics

West Georgia Technical College

West Georgia Technical College's (WGTC's) Quality Enhancement Plan, *Reaching the Summit: Conquering Mathematics*, focuses on improving student learning and success in developmental, or learning support, math. A comprehensive review of assessment and course completion data since 2009 revealed declining student success rates in learning support math courses and in the subsequent college algebra course, required for all associate degrees offered by the College. Without successful progression through this course sequence, WGTC students pursuing a degree cannot advance through their chosen programs of study nor persist to graduation. The large number of students affected by this lack of success in learning support math presents a critical area of need for the College; improvement in this area would therefore have a significant impact on student learning.

Through broad-based involvement of the College learning community, WGTC identified the overarching goal of the QEP, along with four initiatives to guide the strategies of the plan:

Goal: To improve student learning and success in learning support math and in the subsequent college algebra course.

1. Increase the percentage of students who successfully complete the learning support mathematics course MATH 0090.
2. Increase the percentage of students who successfully complete MATH 1111 after completing the learning support mathematics course MATH 0090.
3. Improve students' problem-solving skills.
4. Increase faculty usage of learner-centered instructional methods.

To support these initiatives and their related outcomes, the plan includes a redesign of the current learning support math course sequence into one consolidated course, integrating several methods: employing an "emporium" model of instruction; modularizing course content for mastery learning; integrating computer-aided instruction through ALEKS, McGraw-Hill's interactive learning management system; and implementing active learning strategies to increase problem-solving skills. The College recognizes that faculty are a prime resource and, as such, investment in their professional development directly and substantially benefits student learning and the College's ability to fulfill its educational mission. Professional development for faculty is therefore a critical component of the QEP.

The plan has been piloted in four phases from Fall 2011 through Fall 2012, beginning with the redesign of two learning support math course sections on one campus and subsequently of multiple sections on all five campuses. Full implementation is planned for Spring 2013, with all learning support math sections on all campuses employing the redesign strategies of the Quality Enhancement Plan. A comprehensive assessment plan includes both direct and indirect assessment, longitudinal comparative measures, student perceptions of instruction and academic support, self-evaluations by faculty across learner-centered dimensions of instruction, as well as other auxiliary measures. Results will be correlated and reported annually to continuously improve the QEP. The assessment plan is fully integrated into the overall College strategic plan to provide data on the plan's progress and to inform decisions that will further enhance student learning.

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