QUALITY ENHANCEMENT PLAN

Reaching the Summit: Conquering Mathematics
Mathematics is not a careful march down a well-cleared highway, but a journey into a strange wilderness, where the explorers often get lost.

~W.S. Anglin, Mathematics: A Concise History and Philosophy
To improve student learning and success in learning support math courses and in the subsequent College Algebra course.
Why learning support?

Only 10% of WGTC students who require learning support coursework persist to graduation.
Why learning support math?

- Of the 3428 WGTC students enrolled in LS courses in FY 2011, 57% needed math remediation.

- The success rate for the highest level (MATH 0099) over the last 8 quarters has averaged only 47.28%.

- Students who do not succeed in learning support math cannot advance to college algebra, which is required for all associate degree programs.
The Plan to Improve Student Learning - QEP

QEP Goal: To improve student learning and success in learning support math courses and in the subsequent College Algebra course.

QEP Objectives

1. Increase the percentage of students who successfully complete the learning support mathematics courses of MATH 0097, MATH 0098, and MATH 0099.
2. Increase the percentage of students who successfully complete MATH 1111 as a result of completing the learning support algebra course sequence.
How Will We Do It?

Helping Students Reach the Summit
QEP Framework

- Accelerate learning support math course sequence with multiple exit points
- Redesign LS courses using a modularized mastery approach and diagnostics
- Align curriculum, activities, assessments, and learning outcomes
- Integrate ALEKS technology with interactive learning materials
- Implement emporium style lab environment with lab assistants
- Provide professional development opportunities for faculty
- Conduct ongoing research to collect data, measure impact, and inform decisions
Current Efforts: Phase I Pilot—Murphy Campus, Fall 2011

- 2 sections: 0097, 0098
- 45 students
- 16 completed one learning support math course and began the next course in the accelerated program
- 3 progressed to COMPASS
- 2 passed COMPASS, moved to MATH 1111; 67% 0099 pass rate with scores comparable to traditional
- Total passed: 37 students (82%)!
Current Efforts: Phases II, III, and IV

Phase II Pilot—Spring 2012
Total sections: 7
Total students: 101
Total FT faculty: 4
Murphy Campus – 3 sections
Douglas Campus – 2 sections
LaGrange Campus – 2 sections

Professional Development for all full-time math faculty

Phase III Pilot—Summer 2012
Add:
Carroll Campus – 2 sections
Coweta Campus – 2 sections

Phase IV Pilot—Fall 2012
All campuses
Multiple campuses
All full-time math instructors
Designated lab assistants

Why are we doing this?
Ultimate Goal: Hearing more students say, “I did it!”

“Learning mathematics is empowering.”