

Executive Summary

Middle Georgia Technical College is a public postsecondary institution focused on offering workforce preparatory certificate, diploma, and Associate of Applied Science Degree programs of study. Though the College has achieved measurable success during its history, assessment data has continued to indicate that students entering the College not prepared for postsecondary mathematics are at a higher risk of not completing their program of study. The focus of the College's Quality Enhancement Plan (QEP) is to enhance student learning by strengthening the computational and mathematical skills of students enrolled in learning support (developmental) math courses (MAT0097, MAT0098, and MAT0099). In identifying this topic, the College considered the Mission, assessment data and input solicited from faculty, staff, students, alumni, board members, and program advisory committees. Program advisory committees are comprised of business and industry representatives who employ the College's graduates.

Following a review of best practices and literature, the QEP Development Team created a plan built upon three interventional programs:

- Building Math Bridges: A program to contextualize the experiences of math students based on the five principles of the Math-In-CTE model.
- Survivor Math: A program to support math learners through enhanced tutoring and support services, based in a new learning environment.
- Lighthouse Program of Professional Development: A program to focus on professional development of the math faculty and on the professional development of the occupational program faculty as teachers of math.

The QEP identifies four student learning outcomes that will serve as the standard against which assessment shall occur:

- Students will demonstrate mastery of the concepts in Learning Support math courses
- Students completing Learning Support math courses will demonstrate mastery of the concepts in their core math courses
- Students completing Learning Support math courses will demonstrate mastery of the mathematical concepts in the math portions of their occupational courses
- Students completing Learning Support math courses will enter the workforce with appropriate math skills

The QEP will be assessed on two levels: Student Learning Outcomes have been identified and will be assessed on a quarterly basis, while the QEP program itself will be assessed annually by the QEP Assessment Team.

MGTC has demonstrated its commitment to the QEP by providing the human and fiscal resources necessary for successful implementation. Renovated space has been allocated for the Survivor Math implementation and significant financial resources have been allocated for the initiation, sustainment, and completion of the QEP.