

Name of Institution: Okefenokee Technical College
Title of QEP: EXTREME MATH MAKEOVER
QEP Co-Directors: Jason Strickland (jstrickland@coastalpines.edu)
Thomas Hippchen (thippchen@coastalpines.edu)

Executive Summary

As Okefenokee Technical College (OTC) worked through the process to identify a Quality Enhancement Plan (QEP) that targeted improved student learning and the environment in which student learning takes place, OTC's faculty and staff learned a great deal more about the College than anticipated. Through broad based input from the college community and analysis of institutional data, several issues were brought to the forefront through the process. Following literature review and further data analysis, improvement in student learning within learning support mathematics emerged as the topic of choice. Therefore, EXTREME MATH MAKEOVER became OTC's QEP.

Extreme Math Makeover supports the College mission to train and graduate more students, and aligns with OTC's Complete College Georgia Plan. Submitted to the Technical College System of Georgia (TCSG) and the Governor's Office in August 2013, OTC's Complete College Georgia Plan has three major metrics/components:

- Success in Remedial Education,
- Graduation Rates, and
- Degree Production.

While the College's Complete College Georgia Plan focuses on improving and measuring students' success in Math and English during remediation and their success in their first College level Math and English course, the goal of the QEP specifically focuses on increasing student learning in learning support mathematics. To support the QEP goal, the QEP Steering Committee gathered and conducted an intense review of the mathematics learning support data, conducted a review of literature, and developed student learning outcomes. Four strategies to accomplish this goal were established:

- Redesign of Learning Support Mathematics Courses,
- Tutoring,
- Math Anxiety Reduction, and
- Faculty Professional Development.

In support of the four strategies, the QEP Steering Committee identified six outcomes. Outcomes 1 - 4 originated from the math content area assessment data provided by the mathematics faculty. The data identified four areas of need: fractions; percentages and proportions; graphs of linear equations and inequalities in two variables; and rational expressions. Outcome five focuses on ensuring that students who have mastered content in learning support continue to progress to the required program level mathematics course. Outcome six reflects the desire to create a supportive environment that reduces anxiety in learning support mathematics courses.

The comprehensive assessment plan, a vital component of the QEP, will evaluate student learning outcomes and the overall effectiveness of the QEP. Through formative and summative assessments, the QEP co-chairs and the Institutional Effectiveness Office will continually monitor and manage the assessment process and implement strategies for improvement based upon actual results.

The pre-implementation stage has been completed and the College has entered into the initial stages of the first -year implementation plan (fall semester 2013). College-wide support is evident through the five-year implementation budget of \$474,960 that has been developed by faculty and staff and approved by the President's Office.