



INSIGHT

Spring 2015, Issue #3

The Official Newsletter of the AMSC Quality Enhancement Plan (QEP)

ATLANTA METROPOLITAN STATE COLLEGE



QEP Students During Class



Faculty/Staff Training 2014



QEP Students During Open Lab

Reflections from the QEP Director

In parallel to the motto of the QEP, my priority as Director of the program for Atlanta Metropolitan State College (AMSC), is to "Build Bridges for Success by Linking Learning Support Students to Strategies for Success in Mathematics." I pursue that priority with great pleasure as I update the AMSC family on the implementation phase of the QEP initiatives.

The QEP has afforded the College the opportunity to reflect, examine, and refocus its efforts on the most efficient and effective plan for improving student learning. Student persistence/completion is the core factor upon which the QEP was constructed.

Through the QEP process, the College sought to answer three fundamental questions: (1) What is our students' greatest learning need? (2) How can we best address our students' greatest learning need? (3) How can AMSC maximize the impact, sustainability, and expandability of the QEP?

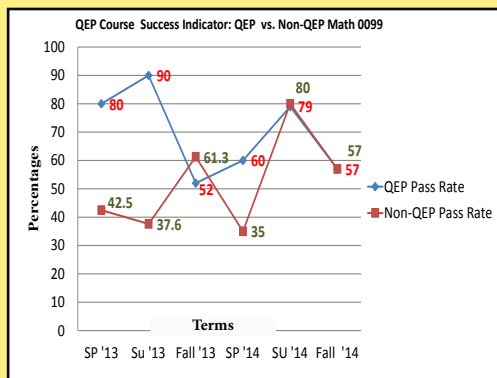
The AMSC's QEP has three goals: (1) to improve student success pass rates in Learning Support Math 0099; (2) to increase Compass Test pass rates (revised requirements to include pre/post test); and (3) to increase Math 0099 student performance in their first Gateway Math course.

Ongoing formative assessments suggest that the QEP is working and improving student learning in mathematics.

Within the five years that AMSC has implemented the QEP, our learning support students have made significant progress. The QEP pedagogy yields an incremental benefit over the traditional meth-

od according to our External Evaluator, Mr. Edward Francois. According to our indirect assessments, "Students clearly like the QEP model."

The graph below reflects the QEP courses versus the Non-QEP courses pass rates during the terms Spring 2013 through Fall 2014. In analyzing the results, QEP students fare better than those learning support students who do not matriculate through the modular course redesign.



In essence, I am here to assist in any way to make this project successful. Ultimately, my goal is to provide a great experience for our learning support students and fulfill the SACS Requirements.

Meda J. Rollings, Ph.D. mrollings@atlm.edu

QEP Timeline & Events

- June, 2012 AMSC Reaffirmed
- Dec 12, 2012 QEP Workgroup Formed & Teacher Assistant Training
- Jan 7, 2013 QEP Inaugural Class Began
- Aug 2-3, 2013 QEP Faculty & Staff Training
- Jan 9, 2014 QEP Steering Committee Meeting
- Aug 1-2, 2014 QEP Faculty & Staff Training
- Nov 7, 2014 QEP TA's Training
- Nov 14, 2014 QEP New Faculty & Staff Training
- Dec 12, 2014 QEP Steering Committee Meeting
- Feb 20, 2015 Panel Presentation TIES Conference
- Summer 2015 QEP Faculty & Staff Training
- Fall 2016 Last Semester of Implementation
- Sept 15, 2017 5-Year Interim Report Due

QEP Frequently Asked Questions for Faculty & Staff

What is the AMSC's QEP?

The purpose of AMSC's QEP is to equip students with requisite Math skills, through active learning and technology, which will improve their performance in the math developmental courses.

How was Math selected as the plan's focus?

AMSC campus body choose mathematics because the subject poses the greatest barrier for student persistence and completion.

When will the QEP End?

The last semester of implementation for the QEP will occur Fall semester 2016. At that time the College will submit the QEP Impact Report to SACS.

QEP Interviews with Former Students



Leevan Wilson
(Left)
Former QEP
Student



Tonika Alexander
(Right)
Former Pre-MAT/
QEP Student



“Stay Focused and Study... Be Determined”

By: Lanajia Artis

Leevan Wilson, 21, is an extraordinary sophomore at AMSC. A native of southeast Florida, he describes his hometown of Pahokee as, “an area of Florida where there’s hardly any supermarkets, recreational facilities, or community activities. Unless [you’re] involved in sports or church, there’s nothing positive to do.” Leevan credits his mother, Judy Wilson, for giving him and his eight siblings a sense of determination, manners, discipline, and work ethic, teaching them that they must work twice as hard for things they want to accomplish. Coming of age, Wilson knew there was more to the world than Pahokee. While working retail, he decided what he would and wouldn’t settle for in life. Thus, set goals which included becoming an Industrial Psychologist.

In 2013, Leevan and his family moved to Atlanta, and he was overwhelmed by the many opportunities, difference in population, and convenience of markets, stores, parks, and schools. After arriving in Atlanta, he promptly enrolled at AMSC, and states it was “a perfect second chance” for him. Leevan registered for six courses, including Introduction to College Algebra under the QEP.

Leevan admits that entering the QEP was challenging at first, as it was his first experience in an emporium-style class; but after learning to use the software, he saw advantages that were at his fingertips. The computer-based course allow students access to an online textbook, tutorial videos, and study plans. “After becoming more aware of the QEP’s Module routine, students find it much easier to guide themselves throughout the course,” he says. Leevan now believes that his exposure to the QEP’s emporium learning style and using MyMathLab.com helped him tremendously in College Algebra. Moreover, he says that the self-pacing of the course, along with professor and professor’s assistant support, also helps students to be patient, persistent, and most of all persevering.

Leevan has been accepted at Valdosta State University and the University of North Alabama to continue his studies in psychology. His personal philosophy for surviving college? “Stay focused and study; be determined.”

“From Pre-MAT to College Algebra”

By: Justin Brisco

Tonika Alexander, a Tuscaloosa Alabama native who is studying psychology at AMSC walks us through her journey from being a shy student to becoming a mathematically adept graduate. While taking out time from her schedule, I was able to catch up with Alexander to ask how her journey has been through the QEP fundamental courses:

Brisco: What is your personal philosophy for surviving college?

Alexander: First and foremost, put God first in everything that you do. Do not let anyone kill your drive to get a degree. And when times are hard, you push through and always look for the challenge. That way you can have something of your very own that your children and grandchildren can be proud of and say “I can do it too!”

Brisco: Would you recommend QEP to other students?

Alexander: Yes, because of the self-paced setting, the structure of the classes, and the open lab that gives you a hands-on feel instead of going home and doing it by yourself. The teacher assistants also makes the classes easier. They are the best!

Brisco: What did you like best about QEP?

Alexander: Using the computers in a classroom setting; I was not used to this, and it was challenging which gave me an adrenalin rush. Also, I became excited to log on and do math. Another thing that I liked about the course was the extra time in class and lab to help me stay ahead.

Brisco: What was your experience like in QEP?

Alexander: I had a great experience. I started in Pre-MAT which helped me find my determination through making me understand to accept change. Mr. Alvin Mays was my Pre-MAT teacher who encouraged me to complete the cycle until I got to college algebra. He told me that I would take Pre-MAT then QEP Math 0097 & QEP Math 0099. He also gave me the drive to be successful in these courses. Still, even though it is self-paced you still have to keep up and can’t miss any days.

Brisco: Do you think the emporium-style model has impacted your learning style and contributed to your success?

Alexander: Yes it has. Again you work at your own pace.

Brisco: Have you taken college algebra? If so, how has QEP helped?

Alexander: QEP helped me to become knowledgeable about “My Math Lab” by going through the sequence of courses. I am proud to say that received a B in college algebra and I couldn’t have done it without QEP.

QEP Leadership Structure

QEP Steering Committee

- Dr. Curtis Bailey
- Dr. Mark Cunningham
- Mr. Shreyas Desai
- Dr. Bonita Flournoy
- Dr. Micheal Heard
- Dr. Meda Rollings

QEP Workgroup Committee (Spring 2015)

- Ms. Gyuheui Choi
- Mr. Shreyas Desai
- Dr. James Dowdell
- Dr. Kwan Lam
- Ms. Katie Mitchell
- Dr. Meda Rollings

QEP Student Teacher Assistants

- Lanajia Artis
- Juan Baisden
- Kevin Bass (Former)
- Justin Brisco
- Regine Cotton (Former)
- Christiana Emmanuel
- Winston Gunter (Former)
- Maymouna Niang (Former)
- Jonathan Reaves