Quality Enhancement Plan
Executive Summary

Title: Critical Skills for the Digital Age: Enhancing Student Learning in Mathematics
                    and Computers
Institution: Savannah Technical College
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Critical Skills for the Digital Age: Enhancing Student Learning in Mathematics and Computers, Savannah Technical College's Quality Enhancement Plan (QEP) seeks the improvement of student learning outcomes in two skill areas deemed critical to both academic and career success in an increasingly digital age: computer skills and mathematical skills.

Both quantitative and qualitative data was collected and strongly indicated the impact of both Mathematics and Computer disciplines and the relatively high degree of student difficulty with each. Specifically, the QEP will focus on seven individual courses that make up the introductory and developmental sequence in computer skills and mathematics. Those courses are as follows:

        SCT100: Introduction to Microcomputers (diploma programs)
        SCT101: Computer Concepts and Applications (degree programs)
        MAT097: Mathematics III (diploma programs)
        MAT098: Pre-Algebra (degree programs)
        MAT099: Intermediate Algebra (degree programs)
        MAT101: General Mathematics (diploma programs)
        MAT191: College Algebra (degree programs)

Three distinct yet complementary initiatives are planned. Two initiatives, Introductory Computer Skills and Mathematics, are based in the individual academic departments serving those areas. The third initiative, Instructional Support, is campus-wide and involves the creation and expansion of a comprehensive center to provide learning support services for both students and faculty.

The Quality Enhancement Project will take place over a period of five calendar years, beginning in January 2007. This effort will involve activities in a least six distinct fiscal years, so all implementation schedules and cost projections are based on the fiscal year. The first six months to one year of the period will be devoted primarily to a preliminary phase where assessment instruments are finalized and pre-initiative assessment will commence. The next 3-4 years of the project will involve the systematic introduction of each initiative concomitantly with continuing assessment efforts.

The final phase of the project will include a post initiative review, where the introductions of new interventions will cease, and evaluation of statistically significant increases in student learning outcomes will conclude.