MERIDIAN COMMUNITY COLLEGE
Quality Enhancement Plan
Submitted to the Southern Association of Colleges and Schools
Commission on Colleges
Table of Contents

I. Executive Summary ................................................................. 2

II. Introducing Meridian Community College ........................................... 4

III. Process Used in Topic Selection ....................................................... 7

       Kick-off Campaign ...................................................................... 7

       Proposal Collection and Research Process ................................. 8

       Promotion of QEP .................................................................. 11

IV. QEP Development ..................................................................... 13

       Defining the Topic ................................................................ 14

       Research and Surveys .............................................................. 15

       Desired Student Learning Outcomes ......................................... 17

V. Literature Review and Best Practices .............................................. 19

VI. Plan of Action ........................................................................ 23

VII. Implementation Narrative and Timeline ......................................... 32

VIII. Resources ................................................................................ 37

IX. Assessment ............................................................................. 40

X. Computer Skills Lab ................................................................... 46

XI. Conclusion ............................................................................... 48

XII. References ............................................................................. 50

XIII. Appendices ............................................................................. 54
I. Executive Summary

Statement of Need

In Meridian Community College’s search for a QEP topic that would impact student learning, the lack of computer skills of students emerged as the major concern. This concern is supported by the research of others who feel that community colleges, in particular, should focus on the technological readiness of students.

Meridian Community College (MCC) feels it is imperative for its students to understand the connections between their personal and professional lives and today’s technology. The benefits of computer literacy impact both faculty and students. Classroom productivity, instructional options, and distance learning enrollment increase when students are computer literate (as cited in Zeszotarski, 2000).

Problem Statement

At the time the QEP topic was chosen, MCC was not proactive in assessing and promoting computer literacy. There was no computer-readiness awareness, assessment, or promotion aside from offering credit classes, as-needed training in the classroom, or workforce options.

Proposed Plan to Address Need

MCC’s mission is to improve “the quality of life in Lauderdale County, Mississippi, and the surrounding areas” (MCC Catalog). Therefore, Meridian Community College chose as its Quality Enhancement Plan “MCC: Making the Computer Connection.” This QEP will equip students with the appropriate technological skills to successfully complete their education at Meridian Community College, transfer to a four-year institution, or enter the workforce, thereby enabling MCC to accomplish its mission.

Goals and Outcomes

The QEP proposal will begin a focused effort to implement two goals:

- MCC will create new curricula, practices, and procedures to ensure that a
manageable, sustainable, and successful program for developing student technological literacy is in place by 2017.

- MCC graduates will have the conceptual knowledge and skills to effectively use technology to accomplish their academic and professional goals.

Student learning outcomes for the MCC QEP are as follows:

- Students will demonstrate knowledge of basic computer operations and terminology.
- Students will demonstrate knowledge of the structure and uses of the Internet, including concepts and terms, security, browsing, settings, navigation, searching and search engines, electronic mail, and operations for Eaglenet and Blackboard.
- Students will demonstrate proficiency in word processing including being able to open, close, save, and edit files in word processing; inserting, selecting, editing, duplicating, searching and replacing information; and formatting tests, paragraphs, and documents.

These student learning outcomes are detailed in their entirety, including benchmarks, in the body of this document.

**Statement of Benefit**

The QEP provides an opportunity to systematically evaluate student learning as part of an on-going plan of continuous improvement. The topic for MCC’s QEP has broad support; reflects the interests of the entire academic community and beyond; is consistent with the college’s mission and strategic plan; and provides a framework for addressing goals and assessing outcomes through both direct and indirect measures. Campus-wide support and input have been and will continue to be important factors in the development and implementation of the QEP. In addition, the QEP encompasses existing resources, realistic timelines, and the financial support to sustain the plan. In keeping with MCC’s Mission Statement, the ultimate goal of the QEP is to prepare students for a productive and successful future.
II. Introducing Meridian Community College

Founded in 1937 as the "13th" and "14th" grades at Meridian High School, Meridian Community College is the only one of Mississippi’s 15 public community colleges to originate through the initiative of the local school system. MCC began as the vision of Dr. H.M. Ivy (1884-1977), superintendent of the Meridian Separate School District in the 1930s. The college, then known as Meridian Junior College, operated at Meridian High School until 1964 when the College moved to its present location.

In 1970, the College merged with the historically black T.J. Harris Junior College. More than 400 students joined the MJC campus from Harris that year. Meridian Junior College made its final break with Meridian Public schools by establishing its own district and Board of Trustees in 1980.

As part of its 50th anniversary celebration, the College changed its name to Meridian Community College to more accurately reflect the diversity of opportunities it provides for a growing community area.

The college is located on a 72 acre campus situated a short distance from downtown Meridian and is next to the campus of Mississippi State University’s Meridian Campus. Other facilities not located at the main campus include the college’s Truck Driving School and Magnolia Hall, a facility widely used by the community.

With an enrollment of almost 4,000 students, Meridian Community College offers students a wide variety of activities in which to participate. There are more than 20 student organizations on campus representing a wide range of academic and vocational interests. Many of the student organizations have won acclaim from local to international levels. In fact, in 2006, the college’s Nu Upsilon Chapter of Phi Theta Kappa International Honor Society for the two-year college was recognized as one of the Society’s top chapters in the world.

Mississippi’s public community colleges are prohibited from actively recruiting in-
state students from outside their districts, and MCC is the only community college in the state which has a district consisting of only one county which it shares with another community college.

The University Transfer (Parallel) Program of Meridian Community College allows students to parallel courses at MCC with those required in the freshman and sophomore years at senior institutions. The basic transfer program follows such majors as art, business administration, accounting, English, engineering, computer science, history, mathematics, pre-medicine, music, pre-pharmacy, education, and others. An Associate of Arts Degree in University Transfer is the degree awarded for completion of these curricula. In addition, there are thirty-five (35) career education programs, a few of which can be completed in one year or less. Some of the career programs have agreements with senior institutions allowing students to transfer technical program credit in pursuit of a baccalaureate (four-year) degree.

MCC offers many unique and interesting opportunities for growth through community, workforce, and continuing education programs. More than 1,100 adults enroll in basic skills and literacy courses each year, many seeking the General Educational Development (GED) diploma. Others seek to start their own businesses and participate in "How to Start Your Own Business" seminars or the "JumpStart Entrepreneur Development Program." MCC's computer classes range from basic to Internet to genealogy and more.

Career training opportunities abound through MCC's Career Development Center, which worked with over 9,000 area citizens last year. WEBB Center customizes training programs and seminars for businesses and groups of businesses. Offerings include Zenger-Miller and Phi Delta Kappa leadership training; ISO and QS 9000 certification training; auxiliary law enforcement training; emergency medical services, child care, carpentry, electronics, welding and other skills training; and numerous business and industry seminars. Continuing Education Units (CEU) are provided for many professional organizations. Other
continuing and community education courses are available upon demand.

MCC recognizes the needs of students who, because of various time or space barriers, cannot attend courses in the traditional classroom setting. Through the use of the Internet, broadcast television (ETV) and local cable programming, MCC students have the opportunity to receive classes at their home or office. MCC provides a growing number of credit and non-credit courses through distance learning deliveries. MCC is an active participant in the Mississippi Virtual Community College (MSVCC), an online effort of the public Mississippi community colleges, further increasing the number of Internet-based courses that are available.

Faculty and students participating in distance learning courses interact through phone, e-mail, discussion boards, chat rooms, and face-to-face meetings. These courses meet the same educational requirements as the traditional classroom, just in a more flexible format. Over 1100 MCC students were enrolled in distance learning courses in the fall 2010 semester.

Traditionally, community colleges provided an education for students who were otherwise denied the opportunity for higher education. Furthermore, community colleges have prided themselves on keeping up with and meeting the demands of changing times. Kasper (2003) states “technology is a factor affecting most of the demographic, economic, and academic challenges that community colleges face.” Meridian Community College has taken note, as evidenced by the QEP topic.
III. Process Used in Topic Selection

The first step in determining a single initiative for Meridian Community College’s Quality Enhancement Plan (QEP) was to create a QEP Steering Committee and three QEP Sub-Committees that would be utilized to facilitate the QEP process (Appendix A). The first meeting of the committees in February 2009 involved an explanation of the assignments of each of the committees and an overview of the topic selection process. Also stressed was the involvement of key stakeholders in the development of the Quality Enhancement Plan. In addition, a timeline was established during this meeting.

Kickoff: the Main Event and May graduation 2009
Close proposal submissions: mid-October 2009
Proposals to research committee: mid-February 2010
Final recommendations to steering committee: mid-April 2010
Open voting to select project: First of May 2010
Start writing project: August 2010
Submit writing to steering committee: March 1, 2011
Review by college and community: April 1, 2011
Submit writing to outside evaluation: May 1, 2011
Submit writing to SACS: August 2011

Kick Off Campaign

The Publicity and Public Relations Committee held a series of meetings to determine a temporary logo and discuss plans to launch a massive publicity campaign in an effort to solicit input and educate stakeholders. Promotion began in early spring of 2009. The major kick-off effort was at the Main Event. The Main Event is a showcase for business and industry in Meridian, Lauderdale County and East Mississippi. It draws thousands of people each year. MCC hosted a “ticket booth” at the Main Event that displayed the slogan
“Destination QEP” and “Your ticket to Get on Board” (Appendix B). The MCC faculty and staff members who manned the booth wore matching QEP tee-shirts (Appendix C). The College attracted the interest of the public with signs that said, “Ask about QEP at MCC.” Bi-fold pamphlets with an explanation of a QEP and a postage paid tear-off, mail-in form for suggestions were handed out. In order to get as many immediate responses as possible, compasses and small flashlights were offered to those who would take the time to fill out the form and drop it in the “ticket box.” As a final enticement, MCC advertised a package of gifts for the person with the winning QEP idea. An added bonus was that MCC’s display was awarded “Best of the Show.”

Some of the other promotional efforts included a QEP display at the May graduation; a link on MCC’s homepage where students, faculty, staff, and the general public could submit ideas online; articles in local newspapers and magazines; radio spots; TV spots; a QEP website on Eaglenet; presentations at faculty meetings and local civic clubs; student forums; flyers; classroom posters (Appendix D); and presentations to the MCC Foundation and Board. In an effort to have as many faculty and staff submit proposals as possible, the call for submissions was made once again during the August 2009 Workshop Week. At the end of the week, the name of every faculty member who had submitted a proposal was “put in a hat” during the faculty and staff luncheon, and three of those names were drawn. Those persons received IPODS. Twenty-two QEP topic proposals were submitted by MCC students. The names of the twenty-two students were also entered into a drawing. Four students received an 8 GB Flash Drive. The work of the Publicity Committee and others proved to be very successful. Over 600 QEP topics were submitted by the community, faculty, staff, and students. Those proposals were in the hands of the Proposal Collection Committee by mid October 2009.

Proposal Collection and Research Process

The Proposal Collection Committee first had to discard those ideas that did not focus
on student learning. Of the 300 that remained, 78 were determined to be viable. A further screening process, using a rubric (Appendix E), narrowed the number to twelve. At this point, the QEP Research Committee started to work in mid February 2010. They researched the twelve QEP topics to determine their practicability, feasibility, viability, and sustainability. Three topics emerged as top runners: The Enhancement of Computer Literacy; The Enhancement of Developmental Math; and Math for Health Care (Appendix F). To make the faculty and staff aware of the possible topics and the pros and cons of each, a mandatory forum was held April 23, 2010. The reports were also accessible on the QEP website.

A voting link was placed on MCC’s website along with the complete research reports on each of the three topics (Appendix G); the link was available to all stakeholders. A reminder on MCC’s marquee and banners and posters placed in the Ivy Mall area encouraged faculty, staff, and students to vote for the topic they felt MCC should chose for its QEP (Appendix H). The voting closed May 20th. The results of the voting are as follows:

<table>
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<th>Votes</th>
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<tr>
<td>The Enhancement of Computer Literacy</td>
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</tr>
<tr>
<td>Math for HealthCare</td>
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</tbody>
</table>

Although the outcome of the vote indicated that the lack of computer literacy is a significant problem in the eyes of stakeholders, additional compelling evidence supporting the need for computer literacy was found in the pre-test scores of students enrolled in basic computer classes. The pre-test assesses basic knowledge in the areas of computer operation, applications, web browsers, and e-mail. The average score of the 142 students who completed the pre-test from fall of 2009 to fall of 2010 was only 48.39%.
## COMPUTER APPLICATIONS I (CSC 1123) PRETEST SCORES

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Avg Score
Promotion of QEP

During the general assembly of the fall 2010 Faculty Workshop Week, the announcement of the winning topic was made, and the prizes were presented to the person who submitted the chosen idea. Faculty, staff, and students were informed of the up-to-date information available on the QEP webpage. In an effort to engage students in the development process of the QEP, students were also encouraged to participate in a logo contest by submitting an original logo to represent MCC’s topic. Contest information was posted in prominent locations on campus, and contest rules and procedures were placed on the QEP website (Appendix I). Student participation was encouraged by a number of faculty members, including the Graphics Design instructor, who required entering the contest as a class assignment for her first year students. Each student made a presentation before a panel of judges and members of administration, explaining how his or her logo was representative of MCC’s QEP topic. The panel of judges consisted of faculty members and administrators from different areas on campus. From a total of 13 logo submissions, an original work from Christopher Hughes, a freshman, was selected as the winner. His logo is included on all print and electronic publications related to MCC’s QEP. In order to make students and visitors aware of the QEP topic and goals, inserts were placed on both sides of the napkins holders in the cafeteria (Appendix J).
<table>
<thead>
<tr>
<th>Group</th>
<th>Website</th>
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<th>Publication</th>
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IV. QEP Development

The newly formed QEP Planning and Development Committee (PDC) met for the first time in September of 2010. In addition to the QEP Director and the QEP Chair, the PCD members are as follows:

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Subcommittee</th>
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</thead>
<tbody>
<tr>
<td>Dr. Angie Caraway</td>
<td>Chemistry Instructor</td>
<td>Program Design</td>
</tr>
<tr>
<td>Brenda Fortson</td>
<td>Support Services Coordinator</td>
<td>Marketing</td>
</tr>
<tr>
<td>Curtis Beckman</td>
<td>Computer Technology Instructor</td>
<td>Program Design</td>
</tr>
<tr>
<td>David Fontenot</td>
<td>Eaglenet Administrator</td>
<td>Program Design</td>
</tr>
<tr>
<td>Doug Jernigan</td>
<td>Reference Librarian</td>
<td>Literature Review</td>
</tr>
<tr>
<td>Kathy Ivey</td>
<td>Practical Nursing Instructor</td>
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</tr>
<tr>
<td>Kathy McKay</td>
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<td>Assessment</td>
</tr>
<tr>
<td>Kelly McKee</td>
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</tr>
<tr>
<td>Kimberly Ennis</td>
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</tr>
<tr>
<td>Krista LeBrun</td>
<td>Distance Learning Coordinator</td>
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</tr>
<tr>
<td>Krystal Powe</td>
<td>Health Information Technology Instructor</td>
<td>Budget</td>
</tr>
<tr>
<td>Mark Gunn</td>
<td>History Instructor</td>
<td>Professional Development</td>
</tr>
<tr>
<td>Ravi Meyers</td>
<td>Workforce Development Computer Instructor</td>
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</tr>
<tr>
<td>Stuart Brown</td>
<td>Drafting Instructor</td>
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<td>Susan James</td>
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<td>Tara Herrington</td>
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<tr>
<td>Wanda McPhail</td>
<td>Tennis Coach/English Instructor</td>
<td>Marketing</td>
</tr>
</tbody>
</table>

One of the first items of discussion was how Meridian Community College would define “computer literacy.” What are the technological competencies needed by all students? What
MCC: Making the Computer Connection

does MCC need to be doing to help students not only compete but thrive in the wired world?

Early research efforts soon made it apparent that the definition of computer literacy is varied. Today’s students appear to be and are often assumed to be “tech savvy.” Dawson and Campbell (2009) assert that today’s students arrive on campus with an “iPod plugged into one ear, Bluetooth headset in the other,” seemingly ready to take on the world of academia (p. 33). According to Ratliff (2009), the students of today often consider themselves competent “in the use of modern technology, but it appears to be the ‘wrong type’ for academic purposes. Students may be experts with chatting, Twittering, or social networking, but be inexperienced in attaching a document to an e-mail or creating an essay with word processing software” (p. 698).

**Defining the Topic**

The meaning of the topic “computer literacy” may be self-evident, but the Planning and Development Committee was very aware of the need to develop operational definitions so that specific student learning outcomes and assessment plans could be established. Foremost in the Committee’s concerns was what MCC wants students to be able to do as a result of the implementation of the QEP.

The Committee agreed that all the equipment, connectivity, and software in the world are useless without the skills to use them. Further, the Committee agreed on three premises:

- The QEP should not interfere with established classes such as Computer Applications.
- The QEP should result in basic skills that work for all students in all classes and in the workplace.
All students need basic skills to access Eaglenet and Blackboard.

Research and Surveys

After the QEP topic was chosen in May of 2010, the decision was made by the QEP Chair to send a preliminary survey to all instructors and students as soon as classes started in August. The Committee members were able to review and discuss the responses regarding the computer skills instructors and students alike felt were important to their particular classes or program. The survey, administered through SurveyMonkey, asked participants to rank the importance of computer skills on a scale from 1 – 4 (4 being the highest).

<table>
<thead>
<tr>
<th>Faculty Survey of Essential Computer Skills (175 Responses)</th>
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<th>2</th>
<th>3</th>
<th>Highest 4</th>
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<td>15.4</td>
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</table>

Based on the results of the survey, faculty and staff comments (Appendix K), and the extensive research conducted during the Topic Selection Process and during the preceding summer months, the Committee defined “Computer Literacy” for the purposes of MCC’s QEP to be the following: **Computer Literacy is a base level of skills in computer operation, applications, web browsers, and e-mail.**

The Committee also identified the particular base level skills MCC wants its students to be able to demonstrate. These skills are as follows:

- **Computer use and File Management Competence**
  - Familiarity with the user interface of the computer.
  - Understand terms such as mouse, drag, open, select, file, choose, double-click, download, upload, send, etc.
  - Save, copy and find files/folders on internal and external drives.
  - Navigate between two or more applications without closing and re-opening (multitasking)
  - Minimize/maximize Windows
**Information and Communication Competence**

- Send, open, reply to, and forward a message
- Enter a message subject
- Send an attachment
- Open and/or save an attachment
- Go to a specific URL
- Print a page
- Follow a hypertext link
- Conduct a basic search using a search engine
- Students will be able to perform basic operations in Eaglenet and Blackboard to include:
  - Log on for the first time
  - Log in to the course
  - View the Syllabus
  - View the assignments
  - View the lectures for each chapter
  - Send a file for grading
  - Take a test
  - Check grades
  - Send an e-mail
  - Participate in a chat group
  - Access help in case of problems

**Word Processing Competence**

- Open a new file
- Open an existing file
- Save a file
- Rename a file (Save As)
- Cut, copy, paste
- Print a document
- Identify file types by extension
- Access Help Function

**Desired Student Learning Outcomes**

When meeting to discuss the Student Learning Outcomes (SLOs) for the QEP, the Planning and Development Committee kept in mind the needs of MCC’s student population. The students who enter Meridian Community College are representative of most students who attend college for the first time. They are diverse in race, economic status, and age. Many students are lacking in basic
academic skills, particularly in the areas of math, reading, and writing. Writing SLOs for the QEP topic was not an easy task. Even though the Committee often bemoaned the fact that writing SLOs for either of the other QEP topic finalists would have been less difficult, the Committee’s belief in the importance of the chosen topic outweighed other considerations. After much debate, three student learning outcomes were identified that the Committee felt addressed the base skills MCC wants its students to demonstrate. The following learning outcomes will determine assessment strategies, professional development activities, and assignments used to develop the QEP:

- Students will demonstrate knowledge of basic computer operations and terminology.
- Students will demonstrate knowledge of the structure and uses of the Internet, including concepts and terms, security, browsing, settings, navigation, searching and search engines, electronic mail, and operations for Eaglenet and Blackboard.
- Students will demonstrate proficiency in word processing, including being able to open, close, save, and edit files in word processing; inserting, selecting, editing, duplicating, searching, and replacing information; and formatting tests, paragraphs, and documents.
V. Literature Review and Best Practices

Part of the charge of the QEP Planning and Development Committee was to research the latest books, articles, and websites for practices that have worked at comparable institutions and to make recommendations for QEP strategies and initiatives based on the findings. While definitions and terminologies of exactly what is meant by “computer literacy” can vary widely, (e.g., Childers, 2003; Gibbs, 2008; Hulick and Valentine, 2008; Kaminski, Seel, & Cullen, 2003) academic literature and research point to the consensus that “it is the responsibility of higher education to assess the skills of incoming students before expecting them to perform in a technology-rich learning environment” (Ratliff, 2009, p. 698).

An extensive study done by North Carolina Central University clearly indicates that the level of perception the students surveyed had about their computer skills did not match their performance on assessments (Grant et al., 2009). According to Madigan (2006), a three-year study of the technology skills of first year students at Pennsylvania State University showed that “students performed at a level far below both their perceptions and faculty expectations” (p. 119). Klapperstuck and Kearns (2009) warn educators not to be guilty of the generalization that all of today’s college students are skilled in technology. According to Vaidhyanathan (2008), to make such an assumption is to disregard “the needs and perspectives of those young people who are not socially or financially privileged. It presumes a level playing field and equal access to time, knowledge, skills, and technologies” (as cited in Klapperstuck & Kearns, 2009, pp. 112-113). Harris (2009) further supports current research by stating “technology literacy has become the key to overcome various barriers to learning in higher education” and feels the skills will
“serve student throughout their lives” (p. 29).

Goode (2010) asserts that students often view themselves as being “a computer person” or a “non-computer person” (p. 598). In other words, students often come to college with a self-imposed technology identity. This perceived identity “shapes their attitudes toward computers, scholarly endeavors, and future career plans” (Goode, 2010, p. 592). Goode’s article certainly validates MCC’s desire to give all students the opportunity to become a “computer person” because without technological skills, the “least-prepared students will be burdened with an additional obstacle that affects their academic, social, and financial lives” (Goode, 2010, p. 592).

Faculty comments on a survey launched early in the planning process pointed to the fact that many students seem unable to use Blackboard and Eaglenet (Appendix K). Since these tools provide users with important information about campus resources and a broad array of services such as Web-based course registration and online access to financial aid records, grades, and course Web pages, students without access to this vital knowledge are at a great disadvantage. A study conducted by McMahon, Gardner, Gray, and Mulhern (1999) listed “lack of training” as the “biggest inhibitor” in use of the intranet by students (as cited in Drew & Thorpe, 2006, p. 393). Charsky, Kish, Briskin, Hathaway, Walsh, and Barajas (2009) reinforce that even though today’s college students “have known technology all their lives,” they are often “not able to integrate their supposedly inherent technology adeptness into academic work…” (47). Further, Charsky et al. (2009) speculate that this generation, often called the millennials, view technology “for
social networking purposes only” (p. 48) and must be “taught and coached to use technology effectively for academic and work activities just as previous generations have been trained…” (48).

A focused study done by Victoria Ratliff of students at a rural community college comparable to MCC in size, proved to be a particularly valuable resource. Ratliff (2009) states: “In this author’s opinion, many higher education institutions are ignoring a fundamental element of student success… to complete the academic race, students must be ready to walk before they can run in a technology-rich learning environment. Recognizing the need to measure technology readiness is a first step” (p. 702). Ratliff’s methodology of creating an assessment based on skills the instructors submitted as being needed by students entering their particular classes or programs and of administering the assessment to all incoming freshman, either during orientation or the first weeks of class, incorporated many of the ideas and goals already discussed by the Planning and Development Committee. A close look at Western Kentucky University’s nationally recognized approach for teaching computer skills also gave the Committee insight on ways to address both the quality and costs of implementing a computer literacy program (Western Kentucky University, Division of Public Affairs, 2000).

Even though the QEP does not directly address retention, the PDC agreed that improved retention will be a natural outcome of the initiative. If students are able to navigate within the College’s intranet, access Blackboard, communicate with instructors via e-mail, complete assignments on the computer, register for classes, and access other services, then they are in a position for greater success. If
students are successful, they are more likely to complete their educational goals.

Although the QEP Planning and Development Committee found its ideas about the importance of computer literacy well-supported by academic literature, research also revealed two major areas of concern: problems in defining computer literacy and problems in measuring computer literacy. Kay, (1992) after an extensive study, defined computer literacy as “an evolving work in process” (as cited in Pierce, Lloyd, & Solak, 2008, p. 82). Current research supports the elusiveness of a concrete definition; however, the QEP Planning and Development Committee realized that defining computer literacy for the purposes of MCC’s QEP was critical, and the committee accomplished this task early in the planning stage.

Academic literature paints the picture of assessing students’ current computer skills and measuring desired learning outcomes as a daunting task. However, the QEP Planning and Development Committee felt that MCC’s QEP topic, having resulted from broad-based input, research, and data collection, is a viable topic that will have a positive impact on all students. After all, students are the business of any college, and as Kotler and Fox (1995) write, “The best organization in the world will be ineffective if the focus on ‘customer’ is lost” (as cited in Villano, 2007, p. 41).
VI. Plan of Action

On September 10, 2010, the QEP Planning and Development Committee began work on a plan of action that would serve the needs of the students and meet the intended student learning outcomes. The committee members shared their views and began to propose strategies for implementation. Three basic considerations emerged: determining the method for assessment; determining whom to assess and when to assess computer skills; and determining how to provide remediation.

In an effort to identify pre-existing computer skills assessments, all QEP Planning and Development Committee members, along with the members of the Assessment Sub-Committee, were asked to research various instruments. Since the computer and technical competencies instructors and students identified as being critical for academic success deal with File Management, Word Processing, and Internet and e-mail, these were the areas of assessment with which committee members were most concerned. Although several assessments were examined and discussed, including CLEP, Simtel, and SAM, three were looked at closely. The first was TekAssess, a computer assessment designed by Teknimedia. TekAssess is an online assessment tool that contains both performance-based and knowledge-based modules. Teknimedia also provided a demonstration of their assessment. Secondly, the Pearson Education representatives were invited to show to the committee myITlab, a potential product that MCC could use to address its computer literacy skills pretest, post-test, and remediation needs. The third instrument was the Accuplacer Computer Skills Placement (CSP) Test. The CSP is available in a 70-question standard version or a 30-question basic version.
The QEP Planning and Development Committee met in November 2010 to discuss assessment options. The Committee decided upon Accuplacer’s Computer Skills Placement Test for several reasons: the Accuplacer testing system is currently in place at the College; the test is very user-friendly and covers most, if not all, of the computer skills MCC wishes to assess; and the system offers the latitude to determine the cut-off score that best fits the level of proficiency required by students.

Determining the cut-off scores for the Accuplacer CSP Test required research and consideration, especially since MCC had never used the computer skills component of Accuplacer before. Furthermore, there is no standard “chart” of Accuplacer CSP cut-off scores available. Therefore, the QEP Planning and Development Committee asked computer science instructors and various stakeholders to evaluate the testing instrument while the PDC Research Sub-Committee members were asked to review websites of other colleges currently using the Accuplacer CSP to find information on cut-off scores. Members of the Research Sub-Committee found that the cut-off scores vary greatly. The University of Texas at Arlington considers a score of 64 on the CSP as a demonstration of computer competency (2011); Miami Dade College uses a cut-off score of 60 (2010). According to Blue Ridge Community College, whose QEP deals with the technical competencies of online students, research provided by Accuplacer determines that a cut-off score of 54% indicates that a candidate possesses a basic level of computer skill competency (2009). However, Manchester Community College in New Hampshire considers a score of less than 65% as an indication of needed computer skills remediation. After much consideration, research, and input from MCC’s own
computer science instructors, a cut-off score of 60% on all three sections of the Accuplacer CSP Test was decided upon by the Planning and Development Assessment Sub-Committee.

Through debate, discussion, meetings, and committee surveys, the QEP Planning and Development Committee (PDC) was able to decide upon the following:

- The QEP Implementation and Monitoring Committee will implement, administrate, and carry out the project.
- MCC will use Accuplacer as the platform to assess students’ computer skills.
- The test will be limited to 30 questions.
- MCC will write its own computer remediation and skills building program.
- A qualified director/facilitator will oversee the program.
- The remediation and skills building program will be delivered through Blackboard or a similar online testing platform.
- The QEP will be piloted in order to determine future success and subsequent action.
- Testing, remediation, and skills building will be delivered in a computer lab dedicated to the QEP initiative.

The rationale for these decisions was based on extensive research, current and projected state funding, input from faculty, and resources available. The QEP Implementation and Monitoring Committee members are as follows:

<table>
<thead>
<tr>
<th>QEP Implementation and Monitoring Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenda Fortson</td>
</tr>
<tr>
<td>Dr. Angie Carraway</td>
</tr>
<tr>
<td>Al Mitchell</td>
</tr>
<tr>
<td>Lowell Martin</td>
</tr>
</tbody>
</table>
To pilot the QEP, the plan will first be implemented in four on-campus sections of Learning and Life Skills (LLS 1423) for one year. Starting in the fall of 2013, however, the QEP will be implemented in all on-campus sections of LLS 1423 for the next four years. Because LLS 1423 is a highly popular, transferable college-level study skills class, implementing the computer literacy curriculum in these courses will have a far-reaching impact on the campus as indicated by the following data. Since the fall of 2009, there have been twelve to sixteen sections of LLS 1423 taught each semester, with an average of 460 students enrolled. Furthermore, the students in these classes represent a very diverse population of race, income, and educational goals.

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<td>N</td>
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<tr>
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<td>Y</td>
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<tr>
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<td>Y</td>
<td>2</td>
</tr>
<tr>
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<td>Y</td>
<td>1</td>
</tr>
<tr>
<td>Dental Hygiene - Prep</td>
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<td>Y</td>
<td>1</td>
</tr>
<tr>
<td>Drafting &amp; Design Technology</td>
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<td>2</td>
</tr>
<tr>
<td>Early Childhood Edu Tech- prep</td>
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<td>Y</td>
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</tr>
<tr>
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</tr>
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<td>Home Building - Prep</td>
<td>Unknown</td>
<td>Y</td>
<td>1</td>
</tr>
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<td>Y</td>
<td>2</td>
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<td>Y</td>
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<td>Prefer Not to Say</td>
<td>Y</td>
<td>1</td>
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<tr>
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<td>N</td>
<td>1</td>
</tr>
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<td>Industrial Maintenance Tech</td>
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<td>1</td>
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<td>Y</td>
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</tr>
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<td>Nurse Assistant - Pre</td>
<td>Black</td>
<td>Y</td>
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<td>Nurse Assistant - Pre</td>
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<tr>
<td>Nurse Assistant - Pre</td>
<td>Black</td>
<td>Y</td>
<td>2</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>White</td>
<td>Y</td>
<td>3</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>White</td>
<td>N</td>
<td>7</td>
</tr>
</tbody>
</table>
Beginning with a small portion of the student body will allow the College to better manage and test the effectiveness of the different elements of the plan before moving forward. Student learning outcome data will be collected for all four courses.
throughout the pilot year. Each instructor involved in the pilot program will be provided with a stipend of $500 each semester and be required to do the following:

- Participate in professional development sessions to share instructional methods and resources, to develop common assessment items that address the QEP learning outcomes, and to continually evaluate and critique the success of the outcomes.
- Attend meetings throughout the semester.
- Report data to QEP Implementation and Monitoring Committee and serve in an advisory position for future planning.

Much consideration was given by the PDC to whether the computer assessment and subsequent remediation or skill building should be required for all “first-time” students. While it is obvious that any MCC student could benefit from such a mandate, it was also agreed that these changes must be accomplished incrementally. The pilot will enable the Implementation and Monitoring Committee to not only project future success of the QEP but also to make determinations about mandating participation through pre-requisites or co-requisites or to make the demonstration of computer literacy an admission requirement or program requirement for certain two-year degree and certificate programs. The pilot will also allow time for marketing campus-wide, comparing data, easing into implementation, and making necessary modifications.

The spring of 2012 will begin a QEP pre-pilot planning and preparation phase. During this time, faculty development efforts will target primarily the LLS 1423 instructors. However, even though the QEP will be piloted and implemented in the LLS 1423 classes, the Planning and Development Committee (PDC) realized the need for campus-wide professional development pertaining to the topic. The PDC
Professional Development Sub-Committee was put in charge of determining strategies for future professional development. After meeting and brainstorming, the Professional Development Sub-Committee decided upon specific professional development opportunities such as national, state, and local conferences; faculty professional development sessions; webinars; workshop training; brown bag lunches; speakers; and the creation of a website for the sharing of assignments and activities related to the QEP. During the pre-planning phase, the PDC Professional Development Sub-Committee will work closely with the Implementation and Monitoring Committee to insure the faculty and staff have a variety of professional development opportunities. The sub-committee decided that the focus of the August 2012 Faculty Workshop Week will be to expand staff develop opportunities to all faculty, introduce all faculty to the QEP student learning outcomes and assignments, and educate the faculty and staff on the entire QEP proposal. The chart on the following page outlines some of the planned activities and the expected outcomes of professional development strategies.
## MCC: Making the Computer Connection

### QEP Professional Development Activities

<table>
<thead>
<tr>
<th>QEP Professional Development Goals</th>
<th>Pre-Pilot Professional Development Activities</th>
<th>Pilot Program Professional Development Activities</th>
<th>Follow-up Activities</th>
<th>Pilot Program Expected Professional Development Outcomes</th>
<th>Year 5 Expected Professional Development Outcomes</th>
</tr>
</thead>
</table>
2. Host a workshop on QEP SLO’s and assessment.  
3. Plan a retreat for the QEP director, LLS instructors and Lab facilitator to coordinate efforts between the computer skills lab and the pilot classes. | 1. Provide at least four online and face-to-face seminars or workshops on enhancing basic computer literacy.  
2. Collect feedback on effectiveness of professional development opportunities.  
3. Provide opportunity for faculty of pilot programs and other interested faculty to attend all seminars.  
4. Develop a system for recording and archiving appropriate presentations for use in subsequent years. | 1. Revise seminars based on survey feedback.  
2. Develop adjunct and new faculty seminars in various delivery formats. | 1. By fall of 2013, the QEP leadership will have provided face-to-face and online seminars or related activities, including opportunities for adjuncts and new faculty dealing with enhancing computer literacy.  
2. By 2017, the majority of surveys and other forms of feedback on professional development activities will be positive. |
| Showcase in-house expertise by featuring new and innovative methods of using technology to enhance the academic experience. Featured faculty will be invited to share their experience. | 1. Identify faculty experts.  
2. Faculty experts in collaboration with the QEP team, develop professional development opportunities for faculty. | 1. Recruit additional faculty experts  
2. Faculty experts and the QEP team will provide discipline-specific professional development opportunities for faculty. | 1. By fall of 2014, the QEP leadership will have a cadre of faculty experts.  
2. By fall of 2014, faculty experts and the QEP staff will have offered a variety of presentations, seminars, and online workshops to other faculty. | 1. By 2017, the QEP leadership will have institutionalized the concept of enhancing computer literacy.  
2. Faculty will assess the effectiveness of QEP professional development activities and the development’s impact on student learning. |
VII. Implementation Narrative and Timeline

In fall 2012, the QEP pilot instructors will introduce the QEP concepts to two test classes each; they will also conduct two control classes each so they may compare data. Two of the LLS 1423 instructors agreed to teach the pilot sections. The QEP student learning outcomes will be added to the student learning outcomes of the pilot sections. The two pilot instructors worked together to create assignments that would address the QEP SLO’s (pp. 42-44). These instructors will administer the Accuplacer Computer Skills Placement (CSP) test to both the test and the control classes during the first two weeks of the semester and will use that data to determine which students in the test classes must engage in remediation. The test will assess the following skills: File Management, Word Processing, and Internet and e-mail.

The QEP assignments and activities will be required in the test classes only. The control classes will be representative of MCC’s present student body, which is comprised of, “… some students [who]… have already acquired computer literacy through high school course work or other college courses, work experience, or self-study. Others [who] may possess some but not all of the required skills, and still others [who] possess none of the required computer literacy skills” (Pierce, Lloyd, and Solak, 2008, p. 82). At the end of the semester, both cohorts will retake the Accuplacer CSP test as means of assessing the effectiveness of not only the remediation but also the required assignments. Many of the students in the control classes will be enrolled in a math course which will require the use of CourseCompass, a computer based tutorial and assessment program used by nearly all of MCC’s math instructors; in a speech class or reading class, both of which use computer modules to supplement instruction; or an English class which will require
word processing. As a result of being in any of these classes, the students in the control group are expected to gain some computer knowledge; however, these students are not expected to show as much gain as the experimental subjects.

Essential to the success of the QEP will be a testing, remediation, and skills-building computer lab dedicated to the QEP initiative. The College feels it is important to provide a supportive environment for students who are required to remediate by creating a place where they can learn at their own pace while benefiting from a qualified facilitator's knowledge, patience, and dedication. In addition to administering the Accuplacer CSP, one of the duties of the facilitator will be to keep careful records of test scores and student progress. In addition to the facilitator, the lab will hire and train student workers who have superior computer skills and who have been recommended by a Computer Science faculty member. When students have completed remediation, they will be required to make an appointment to take a short performance-based test on explicit criteria related to the QEP that will be assessed using a rubric (Appendix L). Specific remediation materials are discussed on page 46 of this document.
<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Year 1 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>April-May (2012)</td>
<td>Pre-Pilot Planning</td>
</tr>
<tr>
<td>- Provide professional development for the LLS instructors who will pilot the QEP</td>
<td></td>
</tr>
<tr>
<td>- Identify/hire a facilitator for the remediation/skills building lab</td>
<td></td>
</tr>
<tr>
<td>- LLS instructors attend Creating Futures Through Technology Conference.</td>
<td></td>
</tr>
<tr>
<td>June-July</td>
<td></td>
</tr>
<tr>
<td>- Introduce QEP to all orientation groups</td>
<td></td>
</tr>
<tr>
<td>- Provide professional development for the LLS instructors</td>
<td></td>
</tr>
<tr>
<td>- Begin planning professional development that will support the QEP</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>Pilot Begins</td>
</tr>
<tr>
<td>- Update faculty and staff about the QEP</td>
<td></td>
</tr>
<tr>
<td>- Begin teaching the new pilot sections</td>
<td></td>
</tr>
<tr>
<td>- Hire and train student workers for the remediation/skills building lab</td>
<td></td>
</tr>
<tr>
<td>September-December</td>
<td></td>
</tr>
<tr>
<td>- Pilot instructors will evaluate, critique, and report data throughout the semester to the Implementation and Monitoring Committee</td>
<td></td>
</tr>
<tr>
<td>- Compilation of data collected from pilot class sections</td>
<td></td>
</tr>
<tr>
<td>- Provide professional development for all faculty</td>
<td></td>
</tr>
<tr>
<td>- Attend SACSCOC Annual Meeting</td>
<td></td>
</tr>
<tr>
<td>January-May (2013)</td>
<td></td>
</tr>
<tr>
<td>- Update faculty and staff about the results of fall pilot</td>
<td></td>
</tr>
<tr>
<td>- Begin teaching the new pilot sections</td>
<td></td>
</tr>
<tr>
<td>- Pilot instructors will evaluate, critique, and report data throughout the semester to the Implementation &amp; Monitoring Committee</td>
<td></td>
</tr>
<tr>
<td>- Compilation of data collected from pilot class sections</td>
<td></td>
</tr>
<tr>
<td>- Provide professional development for all faculty</td>
<td></td>
</tr>
<tr>
<td>- LLS instructors and lab facilitator attend Creating Futures Through Technology Conference.</td>
<td></td>
</tr>
<tr>
<td>June-July</td>
<td></td>
</tr>
<tr>
<td>- The QEP Implementation and Monitoring Committee will evaluate the data collected from fall 2012 and spring 2013 and make any procedural changes deemed necessary.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Year 2 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td></td>
</tr>
<tr>
<td>- Year One Report to administration and stakeholders</td>
<td></td>
</tr>
<tr>
<td>- Hire and train student workers for the remediation/skills building lab</td>
<td></td>
</tr>
<tr>
<td>- Provide professional development for all LLS 1423 instructors</td>
<td></td>
</tr>
<tr>
<td>- Begin planning professional development that will support the QEP</td>
<td></td>
</tr>
<tr>
<td>- Implement QEP in ALL sections of LLS 1423</td>
<td></td>
</tr>
<tr>
<td>September-December</td>
<td></td>
</tr>
<tr>
<td>- LLS 1423 instructors will evaluate, critique, and report data throughout the semester to the Implementation and Monitoring Committee</td>
<td></td>
</tr>
<tr>
<td>- Compilation of data collected from pilot class sections</td>
<td></td>
</tr>
<tr>
<td>- Collective assessment of data among LLS instructors, lab facilitator, and Implementation &amp; Monitoring Committee</td>
<td></td>
</tr>
<tr>
<td>- Provide professional development for all faculty</td>
<td></td>
</tr>
<tr>
<td>- Attend SACSCOC Annual Meeting</td>
<td></td>
</tr>
<tr>
<td>January-May (2014)</td>
<td></td>
</tr>
<tr>
<td>- Update faculty and staff on QEP progress during faculty assembly</td>
<td></td>
</tr>
</tbody>
</table>
### 2014-2015 – Year 3

**June-July**
- The QEP Implementation and Monitoring Committee will evaluate the data collected from fall 2013 and spring 2014 and make any procedural changes deemed necessary.

<table>
<thead>
<tr>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Two Report to administration and stakeholders</td>
</tr>
<tr>
<td>Hire and train student workers for the remediation/skills building lab</td>
</tr>
<tr>
<td>Begin planning professional development that will support the QEP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September-December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors involved will evaluate, critique, and report data throughout the semester to the QEP Implementation and Monitoring Committee</td>
</tr>
<tr>
<td>Compilation of data collected from pilot class sections</td>
</tr>
<tr>
<td>Collective assessment of data among instructors, lab facilitator, and Implementation &amp; Monitoring Committee</td>
</tr>
<tr>
<td>Provide professional development for all faculty</td>
</tr>
<tr>
<td>Attend SACSCOC Annual Meeting</td>
</tr>
</tbody>
</table>

**January-May (2015)**
- Update faculty and staff on QEP progress during faculty assembly |
- Instructors involved will evaluate, critique, and report data throughout the semester to the Implementation & Monitoring Committee |
- Compilation of data collected from pilot class sections |
- Provide professional development for all faculty |
- Chosen instructors and lab facilitator attend Creating Futures Through Technology Conference.

**June-July**
- The QEP Implementation and Monitoring Committee will evaluate the data collected from fall 2014 and spring 2015 and make any procedural changes deemed necessary.

### 2015-2016 – Year 4

**August**
- Repeat implementation plans of previous year. |
- Year Three Report to administration and stakeholders |
- Hire and train student workers for the remediation/skills building lab |
- Begin planning professional development that will support the QEP |

<table>
<thead>
<tr>
<th>September-December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors involved will evaluate, critique, and report data throughout the semester to the Implementation and Monitoring Committee</td>
</tr>
<tr>
<td>Compilation of data collected from pilot class sections</td>
</tr>
<tr>
<td>Collective assessment of data among instructors, lab facilitator, and Implementation &amp; Monitoring Committee</td>
</tr>
<tr>
<td>Provide professional development for all faculty</td>
</tr>
<tr>
<td>Attend SACSCOC Annual Meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January-May (2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update faculty and staff on QEP progress during faculty assembly</td>
</tr>
<tr>
<td>Instructors will evaluate, critique, and report data throughout the semester to the Implementation &amp; Monitoring Committee</td>
</tr>
<tr>
<td>Compilation of data collected from pilot class sections</td>
</tr>
<tr>
<td>Time</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>June-July</td>
</tr>
<tr>
<td>August</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>September-December</td>
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<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td>January-May (2017)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
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</tbody>
</table>
VIII. Resources

Budget Narrative

Since 2009 Meridian Community College has had broad institutional support for the QEP from faculty and staff. Cross-discipline and cross-departmental QEP teams have been able to build a firm understanding of the QEP process and the need to improve students’ computer literacy skills. During the planning stages of the QEP from 2009 through 2010, various members of the QEP Steering Committee and other staff attended the 2009 SACS-COC Institute on Quality Enhancement, the 2009 SACS-COC Annual Meeting, the January 2010 SACS-COC Orientation Program for undergraduate institutions completing the reaffirmation process in June 2012, and the 2010 SACS-COC Annual Meeting. Attendance at these meetings represents considerable time commitment from the participants and a large financial investment from the College.

In light of the current economic climate and its effect on the College’s current budget situation, the committee worked hard to create a budget that still has integrity but is in line with the difficult budget reductions all community colleges, particularly those in Mississippi, are now making. The budget is certainly not extravagant, but it is sufficient and has the potential to change the culture on Meridian Community College’s campus. If MCC does this well, students will benefit, retention can improve, and the College can demonstrate to prospective students that Meridian Community College is committed to preparing its students for a computer intensive future.
Budget at a Glance

Cost Per Year

Year 1  Year 2  Year 3  Year 4  Year 5

Total Costs
## PROPOSED QEP BUDGET

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>SALARIES</strong></td>
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<td>QEP Implementation Leader</td>
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<td>6,050.00</td>
<td>6,050.00</td>
<td>6,050.00</td>
<td>6,050.00</td>
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<tr>
<td>Instructor Stipends</td>
<td>For piloting the QEP</td>
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<tr>
<td>QEP Lab Facilitator</td>
<td>Testing, record keeping, support</td>
<td>26,620.00</td>
<td>26,620.00</td>
<td>27,225.00</td>
<td>27,225.00</td>
<td>27,830.00</td>
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<tr>
<td>Student Workers</td>
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<td>3,500.00</td>
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<td>4,000.00</td>
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<tr>
<td><strong>Subtotal: Personnel</strong></td>
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<td>37,670.00</td>
<td>35,670.00</td>
<td>36,775.00</td>
<td>36,775.00</td>
<td>37,880.00</td>
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<tr>
<td><strong>OTHER COSTS</strong></td>
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<td></td>
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</tr>
<tr>
<td>Office Supplies</td>
<td>.05% increase yearly</td>
<td>1,400.00</td>
<td>1,470.00</td>
<td>1,544.00</td>
<td>1,621.00</td>
<td>1,702.00</td>
</tr>
<tr>
<td>Testing</td>
<td>Accuplacer testing and diagnostic $6.00 per student/yearly increases</td>
<td>1,440.00</td>
<td>2,880.00</td>
<td>2,880.00</td>
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<tr>
<td>Computer Needs</td>
<td>25 new computers, repairs and replacements as needed</td>
<td>18,500.00</td>
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<td>4,000.00</td>
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<tr>
<td>Professional Services</td>
<td>Staff development, training, consultants</td>
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<td>3,000.00</td>
<td>2,000.00</td>
<td>1,000.00</td>
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<td>Printing</td>
<td>Promotional, etc.</td>
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<td>500.00</td>
<td>500.00</td>
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<td>Conferences, meetings</td>
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<td><strong>Subtotal</strong></td>
<td></td>
<td>35,840.00</td>
<td>20,850.00</td>
<td>19,924.00</td>
<td>22,721.00</td>
<td>24,402.00</td>
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<tr>
<td><strong>Annual Totals</strong></td>
<td></td>
<td>73,510.00</td>
<td>56,520.00</td>
<td>56,699.00</td>
<td>59,496.00</td>
<td>62,282.00</td>
</tr>
</tbody>
</table>
IX: ASSESSMENT

Meridian Community College will ensure that both formative and summative evaluations will be completed.

Formative Evaluation: The formative evaluation is designed to provide periodic reviews regarding the progress of the project. As the goals and outcomes are assessed, the use of those results will help the Implementation Committee decide upon any necessary adjustments to the methods used to execute the QEP.

Summative Evaluation: The quantitative and qualitative data which are gathered over the course of the QEP project will provide an analysis that will prove whether the selected methods have been effective. In accordance with SACS requirements, at the end of the fifth year, a summary report will be submitted to the Commission which will examine how well the goals and outcomes were met, as well as the overall impact of the QEP on the institution and student learning.

Following are the assessment measures that will be used:

<table>
<thead>
<tr>
<th>QEP Pilot Courses</th>
<th>DIRECT MEASURES</th>
<th>INDIRECT MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Locally designed examinations</td>
<td>• Course evaluations</td>
</tr>
<tr>
<td></td>
<td>• Accuplacer CSP Test (pre and post)</td>
<td>• Focus group interviews with students, faculty members, or staff</td>
</tr>
<tr>
<td></td>
<td>• Observations of performance on explicit criteria-related QEP SLOs, scored using a rubric (Appendix L)</td>
<td>• Feedback of computer skill performance in other classes</td>
</tr>
<tr>
<td></td>
<td>• Course assignments</td>
<td>• End of course evaluations</td>
</tr>
<tr>
<td>Computer Remediation Lab</td>
<td>• Observations of performance on explicit criteria-related QEP SLOs, scored</td>
<td>• Student perception surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Focus group interviews with</td>
</tr>
</tbody>
</table>
MCC: Making the Computer Connection

<table>
<thead>
<tr>
<th>MCC GOAL</th>
<th>STUDENT LEARNING OUTCOMES</th>
<th>MEASUREMENT METHOD</th>
<th>EXPECTED RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCC graduates will have the conceptual knowledge and skills to effectively use technology to accomplish their academic and professional goals.</td>
<td>Computer use and File Management Competence</td>
<td>Accuplacer CSP – Computer Use and File Management</td>
<td>70% of Making the Computer Connection students will pass the Accuplacer CSP with a proficiency level of 60%. 70% of students will demonstrate knowledge of basic computer operations and terminology at a proficiency level of 60%.</td>
</tr>
</tbody>
</table>

The Office of Institutional Effectiveness will request that each instructional planning unit include a Student Learning Outcome (SLO) aimed at supporting the QEP. This means that each division will be expected to add at least one SLO related to the QEP student learning outcomes.

- Performance on class assignments aimed at supporting the QEP student learning outcomes.
- Explicit self-reflection on what students have learned related to QEP
- Faculty perception surveys
- Comparison of retention and pass/fail rates of courses requiring extensive computer usage (before and after QEP pilot implementation)

Using a rubric (Appendix L) students, faculty members, or staff
MCC will create new curricula, practices, and procedures to ensure that a manageable, sustainable, and successful program for developing student technological literacy is in place by 2017.

| Information and Communication Competence | Accuplacer CSP Word Processing | 70% of Making the Computer Connection students will pass the Accuplacer CSP with a proficiency level of 60%.  
70% of students will successfully perform the actions listed in the prescribed set of basic operations for Eaglenet and Blackboard at a 60% proficiency level. |
|-----------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------|
| • Send, open, reply to, and forward a message  
• Enter a message subject  
• Send an attachment  
• Open and/or save an attachment  
• Go to a specific URL  
• Print a page  
• Follow a hypertext link  
• Conduct a basic search using a search engine  
• Students will be able to perform basic operations in Eaglenet and Blackboard to include:  
  o Log on for the first time  
  o Log in to the course  
  o View the Syllabus  
  o View the assignments  
  o View lectures  
  o Send a file for grading  
  o Take a test  
  o Check grades  
  o Send an e-mail  
  o Participate in chat group  
  o Access help in case of problems | 70% of Making the Computer Connection students will pass the Accuplacer CSP with a proficiency level of 60%.  
70% of students will demonstrate knowledge of basic computer operations and terminology at a proficiency level of 60%. |
| Word Processing Competence | | |
| • Open a new file  
• Open an existing file  
• Save a file  
• Rename a file (Save As)  
• Cut, copy, paste  
• Print a document  
• Identify file types by extension  
• Access Help Function | | |

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**MCC: Making the Computer Connection**

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**MCC:** Making the Computer Connection

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**MCC** will create new curricula, practices, and procedures to ensure that a manageable, sustainable, and successful program for developing student technological literacy is in place by 2017.

**Information and Communication Competence**

- Send, open, reply to, and forward a message
- Enter a message subject
- Send an attachment
- Open and/or save an attachment
- Go to a specific URL
- Print a page
- Follow a hypertext link
- Conduct a basic search using a search engine
- Students will be able to perform basic operations in Eaglenet and Blackboard to include:
  - Log on for the first time
  - Log in to the course
  - View the Syllabus
  - View the assignments
  - View lectures
  - Send a file for grading
  - Take a test
  - Check grades
  - Send an e-mail
  - Participate in chat group
  - Access help in case of problems

**Word Processing Competence**

- Open a new file
- Open an existing file
- Save a file
- Rename a file (Save As)
- Cut, copy, paste
- Print a document
- Identify file types by extension
- Access Help Function

**Accuplacer CSP**

70% of Making the Computer Connection students will pass the Accuplacer CSP with a proficiency level of 60%.  
70% of students will successfully perform the actions listed in the prescribed set of basic operations for Eaglenet and Blackboard at a 60% proficiency level.

---

**Accuplacer CSP**

70% of Making the Computer Connection students will pass the Accuplacer CSP with a proficiency level of 60%.  
70% of students will demonstrate knowledge of basic computer operations and terminology at a proficiency level of 60%.
LLS 1423 Assignment 1

QEP Learning Outcome - 70% of students will demonstrate knowledge of basic computer operations and terminology at a proficiency level of 60%.

Students will complete the following tasks:

1. Print the document and bring it to class.
2. Use printed documents to complete Computer Basics Crossword Puzzle in class.
3. Go to the following (or a similar) website http://www.comptechdoc.org/basic/basictut/. Open #3 “Computer Hardware” and print the page. Bring the printout to class.
4. Score at least 70% on the Basic Computer Operations and Terminology test.

Documentation of Completion:

The instructor will have:

1. Crossword puzzle on key words
2. Printouts
3. Basic Computer Operations and Terminology test
4. Computer remediation/skills building lab rubric for those students required to remediate.
LLS 1423 Assignment 2

QEP Learning Outcome – 70% of students will successfully perform the actions listed in the prescribed set of basic operations for Eaglenet and Blackboard at a 60% proficiency level.

Students will complete the following tasks in Eaglenet:

1. Reply to the instructor’s message in an e-mail.
2. Click on the attachment in a second e-mail to open it on their computers.
3. Create a folder in their X drive and save the attachment in it.
4. Complete the assignment contained in the folder.
5. Attach the assignment to an e-mail message and send to the instructor.
6. Send an e-mail to one LLS 1423 classmate, introducing himself/herself.
   Copy the instructor with this e-mail.
7. E-mail the instructor of another course with a relevant question about the class. Ask that instructor to answer the e-mail. Forward his/her answer to the LLS instructor when the e-mail response is received.
8. Students will be required to print their midterm grades from Eaglenet and submit them to the instructor to verify that they accessed them.

Students will complete the following tasks in Blackboard:

1. Locate the syllabus for LLS 1423 under “Course Information.” The student will print the page as verification.
2. Locate the instructor’s posted information under “Staff Information.” The student will print the page as verification.
3. Locate and read posted course assignments and course documents. The student will print the page as verification.
4. Locate and visit at least one external link. The student will print the page as verification.
5. Post a response to at least one thread in the Discussion Board.
6. Submit at least two assignments in Blackboard as required by the instructor.
7. Complete at least one test or quiz in Blackboard.

Documentation of Completion:

1. The e-mail sent from the student
2. The e-mail introduction sent from the student to classmate
3. The e-mail from another instructor forwarded by the student
4. Assignments posted via Blackboard
5. Completion of at least one test or quiz via Blackboard
6. Printout of grades from Eaglenet
7. Computer remediation/skills building lab rubric for those students required to remediate.
LLS 1423 Assignment 3

QEP Learning Outcome – 70% of students will demonstrate proficiency in word processing including being able to open, close, save, and edit files in word processing; inserting, selecting, editing, duplicating, searching, and replacing information; and formatting tests, paragraphs, and documents at a proficiency level of 60%.

Students will complete the following tasks:

1. Assignment 1 (open an existing file, create new file, save the file)
2. Assignment 2 (rename a file (save as) cut, copy, paste)
3. Assignment 3 (print a document)
4. Assignment 4 (identify file types by extension i.e. wpd, doc or docx, rtf, txt, wps and access Help function)

Documentation of Completion:

1. Assignments posted via Blackboard
2. Test on basic Microsoft Word application skills
3. Computer remediation/skills building lab rubric for those students required to remediate.
X. Computer Skills Lab

Although satisfied with the Accuplacer CSP Test as an assessment tool, the Planning and Development Committee had concerns that students may know how to do certain tasks but may not be familiar with the language used in the assessment. To accommodate the aforementioned type of students, those students who fall into the “need review” category, and those with little or no knowledge of computers, the PDC Assessment Sub-Committee decided to use a free, self-paced, web-based, four-module Basic Online Computer Skills program created for the Connecticut Distance Learning Consortium (CTDLC). This short web based course covers Computer Skills; E-Mail Skills; Word Processing Skills and Web Skills. Each module is self-paced and includes review questions. In 2003 the “CTDLC surveyed faculty in eleven partner institutions (two and four year, public and private) and asked both classroom-based and online faculty what students needed to know their first day of class” (Goldsmith, 2006, p. 9). There is a striking amount of unanimity between the responses gathered by the CTDLC and the responses from MCC’s Essential Computer Skills Survey (pp. 14-15). Both groups identified basic technology skills in three specific areas—word processing, e-mail, and internet browsing—as being vital. Meridian Community College received permission to use CTCLC’s Basic Online Computer Skills program (http://www.ctdlc.org/remediation/index.html) as a source of remediation (Appendix M).

Even though the LLS 1423 instructors developed specific course assignments as an additional measure of the QEP student learning outcomes, the same outcomes will be measured through the computerized remediation and
performance-based tasks of the Computer Skills Lab. The Computer Skills Lab will also provide handouts and skills-based worksheets that will offer more focused help to students (Appendix N). The following are examples of various sites the Computer Skills Lab will utilize in addition to the CTCLC Basic Online Computer Skills program:

- **Basic**: [http://tech.tln.lib.mi.us/tutor/welcome.htm](http://tech.tln.lib.mi.us/tutor/welcome.htm)
- **Basic**: [http://www.cknow.com](http://www.cknow.com)
- **Internet**: [http://wings.avkids.com/SPIT](http://wings.avkids.com/SPIT)
- **E-mail**: [http://www.learnthenet.com/english/section/e-mail.html](http://www.learnthenet.com/english/section/e-mail.html)
XI. Conclusion

Meridian Community College feels it has chosen a Quality Enhancement Plan that is relevant, realistic, and sustainable. The College’s decision is based on an extensive review of best practices and the input of stakeholders. This Quality Enhancement Plan represents the tireless efforts of faculty, administrators, staff, and students from across the College.

As its name implies, the QEP Implementation and Monitoring Committee (IMC) will ultimately be responsible for bringing the College’s Quality Enhancement Plan to life once it has been reviewed and approved by SACS. The Implementation & Monitoring Committee has worked closely with the Planning and Development Committee throughout the formative phase. The College’s goal is to obtain sustainable enhancement of student computer literacy. The IMC will achieve this through continual assessment and revision of the Quality Enhancement Plan over a five year period of time. It will function during the entire operational span of the QEP and then oversee the preparation and submission to SACS of an Impact Report assessing the effectiveness of the QEP.

Beyond the Five-Year Interim Report, tentative plans include expanding the QEP initiative into the nursing program. Federal government mandates require documentation by health care providers to be done in totality through electronic means by 2015. Therefore, the Nursing Education Programs at MCC could benefit even more extensively by implementation of this QEP. According to the Dean of Nursing, over 400 students apply for admission to MCC’s nursing programs every semester. Demonstrating computer literacy would result in the awarding of points in
this very competitive admission process. The Five-Year Interim report should provide the information needed in order to evaluate the adequacy of personnel, physical facilities, and computer needs more carefully to determine the feasibility of such expansion.

Meridian Community College’s QEP is both a commitment and a destination. When MCC began its search for a viable QEP topic, the slogan “Destination QEP” was used. The College asked stakeholders to “get on board” and help “lead MCC in a new direction.” Meridian Community College is now heading in a new direction that requires growth, improvement, and positive change. The work has already begun, but much lies ahead. The College is eager to embark on the rest of the journey.
References


Harris, C. S. (2009). The haves and the have nots: class, race, gender, access to computers, and academic success. In Cvetkovic V. B., and Lackie, R. J. (Eds.), *Teaching generation m, (15).* New York: Neal-Schuman Publishers.


/academics/academic-policies


Retrieved from ERIC database. (ED438010).
Appendices
Appendix A: QEP Committee Membership

**QEP Director:** Cathy Parker

**Steering Committee:**
Cathy Webb, Chair  
*Cathol of Student Success; QEP Chair*
Cathy Parker, Vice-Chair  
*QEP Director*
Valerie Bishop, Recorder  
*Science Instructor*
*Faculty Member-at-Large*
Al Mitchell  
*Study Skills Instructor*
*Chair of QEP Research Committee*
Barbara Jones  
*Vice-President of Operations*
David Little  
*Adjunct Faculty Member-at-Large*
Tony Pombelela  
*MCC Foundation Board of Directors*
*Community Member-at-Large*
Kelly Rushing  
*Student Member-at-Large*
Irven Skinner  
*Work-Based Learning Coordinator*
*Chair of QEP Public Relations Committee*
Diann Sollie  
*Chair of Social Science Division*
*Chair of Proposal Collection Committee*
Auburn Sweeney  
*Student Member-at-Large*
Soraya Weldon  
*Dean of Student Services*

**Publicity and Public Relations Committee:**
Irven Skinner, Chair  
*Work-Based Learning Coordinator*
Lisa Sollie, Vice-Chair  
*Leadership Facilitator*
Lowell Martin, Recorder  
*Student Success Center Instructor*
Larry Cook  
*Electronics Instructor*
Delia Harwell  
*Dental Hygiene Instructor*
Lacy Johnson  
*Speech Instructor*
Lisa Shannon  
*Math Instructor*
Terrell Taylor  
*Art Instructor*

**QEP Chair:** Cathy Webb

Kay Thomas  
*Publications Coordinator*

**Proposal Collection Committee:**
Diann Sollie, Chair  
*Chair of Social Science Division*
Victoria Liddell, Vice-Chair  
*Secretary for Webb Hall*
Win Shumate, Recorder  
*Early Childhood Ed Tech Program Coordinator and Instructor*
Phillip Brooks  
*Director of Administrative Computing*
William Davidson  
*Developmental Math Instructor*
Debra Herring  
*Clinical Coordinator and Radiology Instructor*
Leah McGraw  
*Drafting and Design Instructor*
Wanda McPhail  
*Tennis Coach, English Instructor*
Bridget Smith  
*ADN Instructor*
Trina Wilson  
*Student Loan Officer*

**Research Committee:**
Al Mitchell, Chair  
*Study Skills Instructor*
Dr. Betty Davis, Vice-Chair  
*Assistant Dean, Nursing*
Chad Graham, Recorder  
*Psychology Instructor*
Lynne Anderson  
*Biology Instructor*
Dr. Angie Carraway  
*Chemistry Instructor*
Dr. Richard Coughlin  
*Business and Office Technology Instructor*
LaMetrius Daniels  
*Distance Learning Coordinator*
Darlene Mayatt  
*Career Development Center Director*
Peggy Van DeVender  
*English Instructor*
Celeste Watson  
*ADN Instructor*
Jade Parkes  
*Success Center / Study Skills Instructor*
Appendix B: QEP Submission Ticket

[Image of QEP submission ticket]

Appendix C: Main Event T-shirt Design

[Image of Main Event T-shirt design]

Ask me about QEP at MCC.
Appendix D: QEP Promotion Posters
Appendix E: MCC QEP TOPIC PROPOSAL RUBRIC

Evaluation Criteria
Each proposal will be evaluated for each theme area or new themes. In addition to the requirements specified in section 3, the evaluation will be guided by the following questions.

1. How well did the proposal identify a topic that is focused yet has broad interest and relevance?
2. How well did the proposal identify student learning outcomes associated with the proposed topic?
3. Is the proposed topic potentially viable with respect to the likelihood of adequate resources?
4. Is the proposed topic potentially viable with respect to overall acceptance as being very important?

The QEP topic proposal review process will include an opportunity for an “open discussion.” For planning purposes, the discussion will also address the following areas:
- Potential for being data and research based
- Potential for measuring student learning improvement
- Potential budget implications
- Potential for practical implementation
- Potential value of topic area for MCC

Title: ____________________________________________________________

Proposal Number: ________________________________

Reviewer: ________________________________________________

Instructions: Please review the pre-proposal using the following items. Mark one rating for each of the items, then transfer the associated score with that rating to the above table. After completing all six items, please total the score. We will use the scores as a starting point in the discussion of the pre-proposal. Please add any comments at the end of the items.

1. Clearly identifies target student learning outcomes
   - Exemplary (10): Proposal clearly describes a direct connection to student learning outcomes.
   - Acceptable (5): Proposal suggests implicit potential to affect student learning outcomes.
   - Unacceptable (0): Proposal does not adequately address how student learning outcomes will be affected.

2. Very important for MCC
   - Exemplary (10): Proposal identifies a current need or major opportunity for improvement.
   - Acceptable (5): Proposal describes a topic that could become important for MCC or may result in higher quality learning.
   - Unacceptable (0): Proposal does not effectively address why the topic would be important.

3. Addresses some potential actions that might be taken to improve student learning
Exemplary (8): Proposal includes an overview of specific planned actions for implementation of this QEP topic.

Acceptable (4): Though specific actions to improve student learning are not explicit, the proposal clearly has the potential to generate such actions.

Unacceptable (0): There is no indication, either explicit or implicit, of the proposal's potential to impact on student learning outcomes.

4. Identifies a topic that is focused yet has broad interest and relevance

Exemplary (8): Proposal is clearly defined and well bounded in terms of planned actions yet has strong potential to appeal to and to benefit a large segment of the student population.

Acceptable (4): Proposal has potential, but either the topic needs to be more clearly focused, or minor modifications may be required to ensure that the concept has broad interest and relevance.

Unacceptable (0): Topic lacks focus (too broad and vague) and/or lacks broad interest and relevance.

5. Affects a well-defined and generally large group of students

Exemplary (8): Proposal encompasses a large and clearly identified segment of the MCC student population (or the entire student population) and is clearly interdisciplinary in scope.

Acceptable (4): Proposal has the potential to affect a large group of students, but the specific target population is not clearly identified.

Unacceptable (0): Target student population is too narrowly defined. The proposal may appear to involve only specific colleges, programs, etc.

6. Suggests the level of departmental and unit involvement

Exemplary (6): Proposal clearly identifies roles and responsibilities of the major academic and administrative units that would participate.

Acceptable (3): Proposal implicitly identifies major academic and administrative units that would likely play an active role.

Unacceptable (0): Proposal does not explicitly or implicitly identify roles and responsibilities of major academic and administrative units.

Feasibility question
Is it either a new endeavor or a significant extension of ongoing efforts?

Exemplary: Proposal is a new endeavor or is clearly a significant extension of an ongoing effort.

Acceptable: Proposal is an extension of an ongoing effort but may not represent an enhancement worthy of selection as a QEP topic.

Unacceptable: Proposal reflects an ongoing effort with little evidence of a significant increase in scope.

Comments:
Appendix F: Research on Three Topic Finalists

I. QEP Proposal: Develop a “Math for Health Care” course

Explanation of the Topic:

A new course, Math for Health Care, would be developed to equip students with basic mathematical skills required in Health Care professions. In the MCC mission statement, MCC is to provide equal access to: 1) Courses leading to the Associate in Arts Degree and/or transfer to senior colleges and universities; and 2) Associate of Applied Science Degree and Career and Technical Education certificate programs, and 3) Customized workforce training, leading to entry-level and/or enhanced employment opportunities. This course would help students acquire the skills they need to successfully apply and enter Health Care programs. Each semester about 400 students apply for the nursing program, and only 125 are selected. Each semester about 175 students are accepted into the Health Care programs. Basic math skills could make a student more competitive and thus have equal access. Although this course would not transfer, it could be the stepping stone into higher transferable courses.

Sources:
Dr. Richie McAlister, Dr. Betty Davis, MCC College Catalog

Research of Best Practices and Current Literature:

"Math literacy is increasingly becoming a focal point in the efforts of the US to remain competitive in the global economy." Many students are entering college unprepared for college math courses. After reviewing the research below, it is clear that developmental math is needed to improve retention and success rates. Research also states, "Healthcare will generate 3.2 million new wage and salary jobs between 2008 and 2018, more than any other industry, largely in response to rapid growth in the elderly population. Ten of the twenty fastest growing occupations are related to healthcare." Health care workers need math to do their jobs. However, with the new demand for more workers, colleges are recruiting non-traditional students who are even more unprepared for college academics. It is the community college’s goal to positively change the community and lead its citizens to success. Developmental Math for Health Care is a win-win course in colleges. "A growing number of educators and education-watchers argue that improving the learning of students who are not prepared to do college-level work must now become “job one” for community colleges. The urgency of this agenda is
clear as a college education becomes the prerequisite for middle-class life and for meeting our country’s need for capable workers and engaged citizens. Thus Math for Health Care will prepare a student for entry into the Health Care programs and begin their success in college. "The ability of developmental math programs to prepare students for college-level math is key to the success of large numbers of students who arrive at college without the skills necessary to succeed."

Even textbook companies have seen the need for mathematic remediation in the science areas and have started to include math practice modules in their Blackboard homework programs. These prebuilt math review components include converting units, metric conversions, determining correct dosage, and others. These are the skills that cause so many to struggle. The type of course this QEP is suggesting is being successfully taught in some colleges, and included below is an example overview of one such course.

Dr. Richie McAlister stated that "based on entry level math placement scores, recommendations from instructors and nursing/health ed. counselors," and the fact that "60 to 70% of high school students entering MCC are not ready for College Algebra," many students need this course. These facts led Dr. McAlister to create CTE 1113-Applied Math. Three sections of the course have been offered since fall of 2008. The three include a section for Health Education, Nursing, and Industrial Technology, but only one section has actually made with six students. The discrepancy between the need for the course and it not making could be linked to lack of communication between advisors/counselors and students. Students may also refuse to take the course even if it will help them succeed because they do not perceive any benefits. By adding points to the application process for taking this elective course, students may increase their enrollment and their success in it. MCC’s Nutrition course doubled when it was added as an elective that increased the student’s competitiveness on the application process. This course may also be enhanced if it were a Math course taught by Math instructors and not geared to specific fields (now it is specific: nursing, health, and industrial).

At Cedar Crest College in Pennsylvania, Mathematics for Health Care Professionals is offered as MAT 107 (3 credits). The course catalog description is as follows:

*An exploration of a wide range of mathematical applications to nursing and other health sciences. Topics include ratio and proportion, dimensional analysis, systems of*
measurement, calculations involving solutions and dilutions, medication and dosages. Medical applications in other areas of mathematics will also be explored; these may include set theory, arithmetic and geometric sequences, graphing, functions and formulas, exponential growth, logic and analogies, angle measurement applications, and mathematical analysis in medical journal publications. Critical thinking skills for solving problems that arise in the health care professions will be emphasized. While there is no prerequisite, a working knowledge of arithmetic operations using whole numbers, fractions, decimals, and percents is expected (www.cedarcrest.edu).

Discussion of Resources:

If this course were revamped as a Math course instead of a CTE, and if it were offered for points on the application for the Nursing and Health Care programs, the numbers for this course could be between 200 and 400 students per year. According to Dean of Academic Affairs, Michael Thompson, if the numbers were in this range we would need to hire two additional math instructors at a cost of 60,000 to 70,000 dollars per year.

Possible Assessments:

According to Dr. Betty Davis, there is an SLO in the ADN program about IV dosage calculation that could be used to measure the effectiveness of the course by comparing scores of those who took the course to those who did not. The nursing program also requires applicants to pass a math test before being considered for the program. Comparisons could be made with this test as well. The SLOs in the course itself would be a definite measure of success.

II. QEP Proposal: Enhance MCC’s Developmental Math Program

Explanation of the Topic:

The mission statement of Meridian Community College states that MCC is dedicated to improving the quality of life for our stakeholders through a variety of methods, including assisting in student transfer to institutions of higher learning, enabling students to earn Applied Science degrees and certificates, helping employees prepare for enhanced employment opportunities via workforce training, equipping constituents for expanded educational opportunities, and offering courses designed for personal and/or professional enrichment. In most if not all of these activities, mathematics comes into play. However, many of MCC’s stakeholders are math-challenged in some way. These challenges can result in the stakeholder not achieving his goal while at MCC. More
specifically, these challenges can result in students’ failure to progress and in high student withdrawal and low student retention. This, in turn, results in financial loss to MCC and more importantly, reduced employment and educational opportunities for the student. MCC currently teaches three developmental math courses – Fundamentals of Mathematics (MAT 0113), Beginning Algebra (MAT 0123), and Intermediate Algebra (MAT 1233) – in addition to what it taught in the Adult Basic Education program. The ranges of pass rates and retention rates in these courses for the Fall 2004 through the Spring 2009 semesters are given in the table below. (A more detailed treatment of these data is attached to the hard copy.) Analysis of these data shows that the retention and pass rates are less than ideal. See the following chart:

<table>
<thead>
<tr>
<th>Course</th>
<th>Range of Pass</th>
<th>Range of Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Math</td>
<td>53% - 83%</td>
<td>70% - 88%</td>
</tr>
<tr>
<td>Beginning Algebra</td>
<td>59% - 73%</td>
<td>68% - 79%</td>
</tr>
<tr>
<td>Intermediate Algebra</td>
<td>57% - 73%</td>
<td>67% - 78%</td>
</tr>
</tbody>
</table>

It should be noted that many factors that contribute to student success are beyond the control of MCC. Despite that, these data indicate that MCC should make an effort to improve student achievement in developmental math courses. This contention has even greater impact when the total number of students taking developmental math courses is considered. During the same period, Fall 2004 – Spring 2009, 14% - 19% of the MCC total student population was enrolled in one of the three developmental math courses. (A more detailed treatment of these data is attached to the hard copy.) This is a significant percentage of MCC’s student population, and informal reports from the MCC Academic Dean indicate that this percentage is increasing. Research has shown that other institutions in and beyond Mississippi have similar outcomes regarding student retention, pass rates, and enrollment in developmental math courses. Clearly a need for improvement in student math skills exists, and one method of addressing this need is enhancing existing developmental math programs.

**Research of Best Practices and Current Literature:**

There are several websites (below) and documents (attached) which detail best practices. They are best articulated in the Southeast Kentucky Technical and Community College review and the Noel-Levitz EnableLearning article. These best practices include the following:
• Strong administrative support
• Program structure that includes regular, frequent collaboration among math faculty themselves and between math faculty and other academic units that impact developmental students and/or the developmental program
• On-going and robust professional development, including technology and participation in/attendance at state and national organizations and meetings for faculty who teach developmental courses
• Pre-enrollment activities at local junior high and high schools
• Use of peer tutors
• Tutor training, including participation in the College Reading and Learning Association Tutor Training Certification Program
• Monitoring of student behaviors, including attendance and homework completion
• Flexible completion strategies (open-entry/open-exit, shorter sessions, unit-based)
• Intensive skill reviews
• Expanded orientation or college success/survival courses
• Computer-based instruction
• Computer-based tutorial programs
• Use of a variety of teaching methods to address different learning styles
• Increasing student awareness of personal learning styles
• Address math self-efficacy and math anxiety
• Improve study skills
• Placement of students in courses with appropriate content
• Emphasis on homework and time-on-task
• Implementation of mastery-based learning
• Math-refresher sessions or implementation of learning communities

In the Spring 2010 semester, 14% of developmental math courses at MCC are taught by adjunct faculty, and two of these courses are taught by Hilary Allen, who is a full-time MCC employee. Mississippi State University’s Pathfinder program was cited specifically. Best Practices and Other Suggestions from the MCC Faculty

• Reduction in class size
• Accurate placement of students in classes
• Reduction of students’ math anxiety
Delivery of developmental math courses in units
Self-paced modular instruction
Implement a Math for Health course*

*As of Fall 2009, 16% of MCC students were enrolled in nursing and other health programs. Thus, the potential impact of such a course is significant. (This figure was based on a Fall 2009 total enrollment of 4200 students, 683 of which were enrolled in a health program. Data came from Barbara Burnside and Eaglenet.)

**Current Practice at MCC**

MCC currently utilizes at least some computer-based instruction and tutorial programs. Homework is assigned routinely. Also, according to Candace Rainer, MCC Math Coordinator, there is a lead teacher over each of the classes that will meet with the other instructors of that class to discuss and organize homework, common exams, and any changes that may occur. We meet yearly with other math instructors from across the state also to gather information. During orientation [students] are required to have met either the ACT or ACCUPLACER cut-off to be placed in the math classes. If they don't like the class they tested into, they must sign a waiver in order to switch classes. Over 70% of our developmental classes are taught by a full-time faculty member. We also encourage the students to utilize either the Student Success Center or one of our math student workers, who are in the calculus rotation, when problems arise and help is needed.

**Explanation of Student Learning Outcomes:**

Likely outcomes of enhancing MCC’s developmental math program include increased student retention, increased student pass rates, and increased financial revenue. Less tangible outcomes include better prepared students, improved student self-efficacy as related to mathematics, decreased student math anxiety, and greater educational and employment success for students.

Potential student learning outcomes include:

- Improved student success
- Improved student knowledge, skills, and abilities
- Enhanced student engagement in developmental and higher mathematics
- Higher retention rates for students in developmental math courses
- Higher pass rates for students in development math courses
- Increased student success in College Algebra
Discussion of Resources:

Costs involved with implantation of all best practices were not researched, particularly in cases where incorporation of the best practice fell within the scope of routine instructor activity. However, some costs are listed below.

Placement Testing: MCC currently uses the ACT or Accuplacer tests to place students in math courses. According to Adam Stewart, the ACT is free, and the Accuplacer test cost is minimal ($1.95 per segment). Other assessment tests are available. The literature review mentioned Access and Compass frequently. The cost incurred by MCC to use these tests is uncertain. Also, Adam said even when students are correctly placed, the student can opt to sign a waiver stating that they have been advised but choose to ignore that advice and take a different (usually higher-level) math class. Therefore, the placement test itself is not the only issue regarding student placement.

Additional Math Instructors: Additional math instructors would (theoretically, at least) result in decreased class size. According to Michael Thompson, Dean of Academic Affairs, each additional developmental math instructor would cost about $30,000, exclusive of benefits.

Computer-Based Technology: MCC currently uses computer-based instruction in math courses. Additional usage of these computers would result in increased costs proportionally commensurate to current usage.

Faculty Professional Development: The costs incurred would depend on the type and location of such development. Given MCC’s current budget, it is very likely that offering meaningful professional development according to the best practices above would necessitate a significant outlay of funds.

Tutor Usage and Training: Cathy Webb reports an estimated cost of $150.00 for initial certification of MCC Student Success Center tutors via the College Reading and Learning Association Tutor Training Certification Program.

Early Intervention/Student Behavior: Mississippi State University reports that—an essential part of the [Pathfinder] program has been the cooperation and assistance of Student Affairs staff. These staffers trained residence hall assistants, orientation leaders, and other persons who serve as contact persons for MSU freshmen. The focus of these contact persons is to encourage the freshmen to attend class. MSU reports that this approach enabled the Pathfinders program to function without hiring additional personnel. If the same approach were used at MCC, expected costs could be minimal.
Expanded College Orientation and/or Success/Survival Courses: MCC already offers College Study Skills, which addresses some issues experienced by the developmental student. This course could be expanded, or the Learning and Life Skills curriculum as a whole could be enhanced. (A check of the Fall 2010 class schedule as referenced against the 2009-10 College Catalog shows that MCC is not currently offering all LLS courses listed in the Catalog.) Also, there is a separate QEP proposal that addresses the need for an expanded orientation course. In addition, the suggestion has been made (although perhaps informally) that all MCC students be required to take College Study Skills. In either of these scenarios, one would expect the need for additional faculty. However, at least some costs and responsibilities could be absorbed by current MCC faculty and staff.

Math for Health Course: A separate QEP proposal was made to implement such a course. Lynne Anderson is researching it. Implementation would presumably require an additional instructor.

Possible Assessments:

- Student retention/pass rates
- Increased student self-motivation, as reported, perhaps on student satisfaction survey or exit exams
- End-of-course assessment using a common final exam
- Evaluation of student scores on pre- and post-tests
- Use of assessments external to MCC (such as the Noel-Levitz SSI, the ACT Compass Diagnostic, Regents test scores, and the Collegiate Assessment of Academic Proficiency)
- Student success rates in subsequent courses
- Decreased student math anxiety, as reported, perhaps on student satisfaction surveys or exit exams
III. QEP Proposal: Enhance computer literacy skills across campus through an organized program.

Explanation of Topic:

Computer and digital technologies have changed what, when, where, and how our students receive and respond to instruction. Unfortunately, many students lack the computer technology skills needed to do well in traditional and online classes. Instead of enhancing the learning process, the lack of computer skills hinders the learning process. Therefore, our students must possess basic computer technology skills to succeed in the traditional and online classroom.

Research of Best Practices and Current Literature:

Many college campuses use several methods and programs to enhance students' computer literacy skills. For example, Piedmont Technical College (PTC) implemented a series of baseline assessments to identify student technology readiness. The student assessments were then used to place students in appropriate remedial computer skills courses. These one-hour credit courses included Introduction to Computers and Online Learning.

Gadsden State Community College (GSCC) created a Technology Engagement across the Curriculum program that utilized a variety of electronic sources for use inside and outside the classroom. The GSCC faculty developed technology-based activities and projects that prompted students to become engaged and active learners.

Rowan-Cabarrus Community College (RCCC) developed a program that included increased active learning opportunities using computer technologies in instruction. RCCC's goal was to change from a teacher-centered college to a learning-centered college using computer technology.

Paul D. Camp Community College (PDCCC) wanted to increase the quality of their online course offerings. The goal of their program was to provide the same services to both on campus and online students. PDCCC implemented a set a measures, guidelines, and tools and used a remedial computer skills course and computer literacy assessment tools to improve student success.

Sources:
Technology Engagement across the Curriculum
Gadsden State Community College (GSCC)
Enriching Student Learning Through Technology Readiness

Piedmont Technical College (PTC)

Rowan-Cabarrus Community College (RCCC)
Enhancing Active Learning Through the Use of Technology

Quality Assurance in Online Instruction for Student Success
Paul D. Camp Community College (PDCCC)

**Explanation of Student Learning Outcomes:**

- Pass a Computer Skills Assessment test
- Computer operations assessment
- Productivity software assessment
- Online tools and skills assessment
- Provide remedial support for low skill assessments

**Discussion of Resources:**

MCC’s Webb Center offers a range of computer literacy classes and assessments through the Workforce Development program. A partnership may provide the resources to implement a computer skills literacy program.

Currently the Workforce Development program offers the following basic computer classes.

- Getting to Know Your Computer
- Introduction to Computers
- Windows operating system
- Exploring the Internet
- Microsoft Word
- Microsoft Excel
- Microsoft PowerPoint

Source: http://www.mcc.cc.ms.us/webbcenter/computer1.htm
Possible Assessments:

- Basic Technology Literacy Exam
- University of Southern Mississippi - http://www.usm.edu/btle/
- Purchase a prepackaged test
- Develop a computer skills assessment for MCC
Appendix G: Voting Link

Vote Now On QEP Topic Submissions

Well, it’s been a long and arduous journey, but we have arrived! After a long process of choosing viable QEP topic submissions and researching, we can now vote. Faculty, staff, and students may vote for the three finalists on Engage!. The ballot is under Personal Information: Answers a Survey. Voting will be open May 5 – 21. Help us lead MCC in a new direction.
Appendix H: Voting Reminders
Appendix I: Logo Design Contest Poster

MCC needs a logo design for our Quality Enhancement Plan (QEP) and we want you to create it. This logo will be used in the public for marketing and promotional purposes.

Design a logo based on the QEP topic . . .
"MCC: Making the Computer Connection"

Entrants must be currently enrolled at MCC.
All entries must be submitted to Cathy Webb
in Montgomery Hall Room 218.
cwebb@meridiancc.edu
601-484-8772

A full list of requirements can be found online at
www.meridiancc.edu/qep

Deadline for entries is
Oct. 22, 2010

Get on board with
MERIDIAN
COMMUNITY COLLEGE

A Quality Enhancement Plan
to lead MCC in a new direction.
Appendix J: Cafeteria Napkin Holder Inserts

What the Heck is a QEP?

- The Quality Enhancement Plan (QEP) is a requirement of MCC’s accrediting agency, the Southern Association of Colleges and Schools (SACS).
- The QEP is an institutional course of action designed to improve student learning.
- While it is a requirement for SACS accreditation, it gives MCC the opportunity to focus on one area that will enhance overall quality and effectiveness.
- Out of over 600 topic submissions, enhancing computer literacy emerged as the winner.
- MCC is committed to providing its students with the computer skills to be successful now and in the future.
- The SACS team will be on campus in late October of 2011 to review MCC’s plan of action.
Appendix K: Faculty and Staff Comments

This looks good to me. You seem to have covered all bases.

The only thing I might add would be under Applications Skills – on “Identify file types” I might change to “Identify file types by extension” because many of them do not understand what a file “type” is and how you can recognize it.

AND they need to be able to use our services that we offer online on their Eagle Net. We pay for something for them to utilize, and they don’t because they do not know how. This is great!!

Does the Ctrl/Alt/Delete function need to be covered?

I think this is excellent starting material, but I STRONGLY feel that BB training needs to in the list as well. Our courses are required by the college to have supplemental sites which are BB based. My students have a lot of difficulty in using BB and the features such as assignments and taking quizzes, etc. I really feel that if MCC requires BB as supplemental sites, then students should be proficient in utilizing the site and working with the basic features of it!

I reviewed your list of basic skills and feel they are right on target. If I may make one suggestion; under applications skills, create a folder would be a useful skill. Often, I find that my students tend to just save files on a drive with no organization. After they learn to create folders, they learn to organize homework assignments and projects according to chapters.

I think adding one more area would be in using the MCC website, e-mail, and services.

I have experienced issues with attaching documents vs. typing within the field of an e-mail.

I think that sounds great. Could we also teach them how to print screen? I use that a lot in my class for homework assignments. Being able to print screen would also be useful if they are getting an error message or something is not working quite right. They can print screen the page they are on or the message they are seeing so that we will be able to determine what is wrong and hopefully resolve the issue. I also don’t see anything on there about Blackboard. I am sure that I am not the only one that gets tired of having to go over and over how to even get to blackboard and then how to use it. You would think just clicking the tabs would not be that difficult, but there are so many who don’t know how to use Blackboard either, especially students that are taking online classes. Also using some of the features in Blackboard… accessing their grades, using the discussion board, accessing notes, taking tests, etc. should be addressed.

Staff and instructors have to take up valuable instruction time showing students how to use the computer.
### Appendix L
#### Computer Skills Lab Rubric

Student ____________________ Course __________ Date __________

Intended Outcome: **Student will become proficient in a basic level of skills in computer operations and terminology, applications, web browsers, and e-mail.**

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Rating = 3</th>
<th>Rating = 2</th>
<th>Rating = 1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Processing</strong></td>
<td>The student demonstrates competency in basic word processing skills.</td>
<td>Although the student performs basic word processing tasks overall, he/she needs to improve in one or more skills areas.</td>
<td>The student exhibits limited word processing skills, and requires extensive help to perform basic tasks.</td>
<td></td>
</tr>
<tr>
<td><strong>Basic Computer Operations and Terminology Test</strong></td>
<td>The student demonstrates competency in basic computer operations and terminology</td>
<td>Although the student demonstrates some competency in basic computer operations and terminology, he/she needs to improve in one or more areas</td>
<td>The student demonstrates limited competency in basic computer operations and terminology</td>
<td></td>
</tr>
<tr>
<td><strong>Use of e-mail and web browsers (Eaglenet and Blackboard)</strong></td>
<td>The student demonstrates competency in basic e-mail skills.</td>
<td>Although the student performs basic e-mail tasks overall, he/she needs to improve in one or more skills areas.</td>
<td>The student exhibits limited e-mail skills, and requires extensive help to perform basic tasks.</td>
<td></td>
</tr>
</tbody>
</table>

**Total**

Score = Total/3

Signed by: ___________________________ Date: ______________________________
Appendix M: Permission to use course

From: Susan Champine [mailto:schampine@ctdlc.org]
Sent: Wednesday, August 25, 2010 10:41 AM
To: Webb, Cathy
Subject: CTDLC Basic Online Skills Course

Hi Cathy,

Thank you for your call asking for permission to use the CTDLC Basic Online Skills course for students at your community college.

You may use the course in your classes/courses as long as you give credit to the CTDLC for authorship and agree not to reproduce or distribute the course for any other reason.

Best of luck and please let us know if you need anything else.

Sincerely,

Susan Champine
CT Distance Learning Consortium
85 Alumni Rd
Newington, CT 06111

Ph: 860.832.3888
Appendix N: Example of Computer Skills Lab Handout

**Copying and Pasting Images**

Copying and pasting pictures from the Internet:

1. Go to [www.google.com](http://www.google.com)
2. Click on images
3. In the search box type a word for the picture you want.
4. Right-click on the picture you want to copy
5. Click on "copy"
6. Open the document where you want to put the picture.
7. Click in the place where you want to put the picture.
8. Click on "edit"
9. Click on "paste"

**Formatting and resizing your picture**

1. Click on the picture
2. Click on "format"
3. Click on "picture"
4. Click on "layout"
5. Click on "square" and "ok"

6. Click on the picture again.
7. Hold the mouse over the corner of the picture until you see two arrows like this.
8. Click and drag to make the picture bigger or smaller.