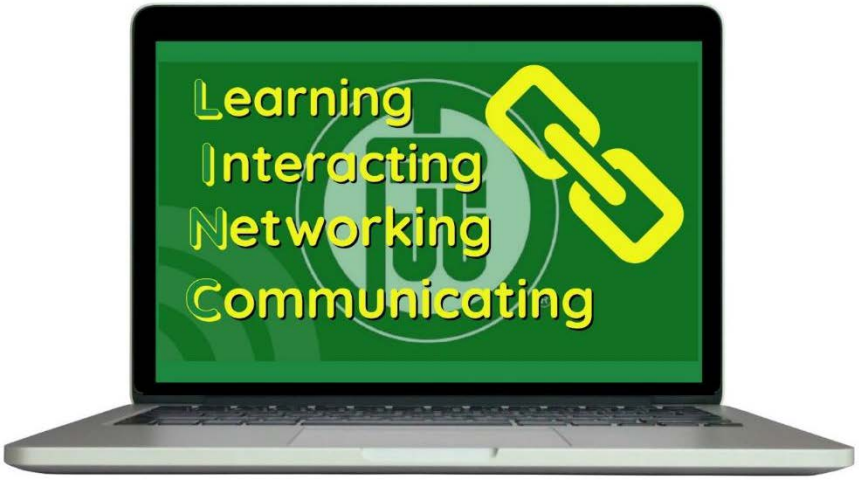
LINC

Learning, Interacting, Networking, and Communicating



Paris Junior College

2022 - 2027

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EXECUTIVE SUMMARY

LINC (Learning, Interacting, Networking, and Communicating):

Paris Junior College's (PJC) Quality Enhancement Plan (QEP) was developed with the intention of equipping students with the technological skills needed to meet the demands of modern student learning and to improve student success. As PJC shifts to an 8-week course schedule, Fall 2022, the use of technology will become increasingly imperative. Thus, a systemic and intentional approach that engages and tracks student success in regard to integrating technology into student learning schemata is necessary. LINC (Learning, Interacting, Networking, and Communicating) was developed in response to growing concerns from faculty and staff regarding the need for students to have a better understanding of basic academic technology and the shifts in student expectations regarding the new course designs.

Student Learning Outcomes:

PJC has categorized the primary learning objectives into four essential areas: basic computer skills, BlackBoard Learning Management (LMS), PJC DragonMail (e-mail), and effectively using common computer applications. Thus, after the full implementation of the QEP, students will be able to:

1. **Demonstrate an understanding of basic computer skills**
    a. Accessing the Internet on a laptop/desktop computer
    b. Using search engines to find reputable sources for coursework
    c. Downloading files from the Internet successfully
2. **Demonstrate successful use of PJCs BlackBoard Learning Management System (LMS)**
    a. Finding and accessing BlackBoard using a laptop/desktop computer
    b. Accessing, navigating, finding, and completing BlackBoard assignments
3. **Demonstrate the ability to access and use PJC DragonMail**
    a. Creating and sending a formal e-mail message
    b. Uploading a file (.docx, .pdf, etc.) to an e-mail message and sending it to a recipient(s)
4. **Demonstrate knowledge of common computer applications**
    a. Opening, creating, and saving a document in Microsoft Word
    b. Opening, creating, and saving a document in Microsoft PowerPoint

As of Fall 2022, students enrolled in QEP designated classes: English 1301, History 1301, Drama 1310, Arts 1301, and Music 1306 will be assessed for growth in the QEP SLOs. These courses reflect a broad base from the student populace. In addition to the academic courses, fifteen AAS workforce programs include English 1301, six include Music 1306, two have Arts 1301, and six feature Drama 1310. A pre- and post-test will be administered at the beginning and ending of the designated courses allowing that data to be compiled. This data should show increased success with QEP technologies and an overall improvement in student success within these courses. This will then be further calculated to measure the success of these students across the entire student population in determining the overall level of success.

LINC was conceived and developed by the QEP Committee in response to a strategic collaboration with the PJC community: faculty, students, staff, and administration. Implementing a survey for both students and faculty/staff allowed the committee to narrow down the topic and then further narrow it to the selected SLOs. This is timely for PJC as the institution launches new 8-week instructional hybrid courses that feature a prominent use of LMS instruction in almost all courses.

The QEP has begun to develop a comprehensive library of "How To" videos. The videos will be available to students through the PJC website. Videos on accessing BlackBoard LMS and using DragonMail have been created and are ready to be loaded on the PJC website. Other video topics will be added to ensure the overall success of PJC students.

CHAPTER 1: TOPIC IDENTIFICATION

Description of Paris Junior College

Paris Junior College, opened on June 16, 1924, in response to the community's need for an institution of higher learning. The college serves Delta, Hopkins, Hunt, Lamar, and Red River counties. Paris Junior College's main campus is located in Paris, Texas. Paris Junior College (PJC) operates centers in Greenville and Sulphur Springs and conducts classes on the Texas A&M University-Commerce campus. Paris Junior College's vision is "to be the educational provider of choice for the region." The College's mission is "to serve the region's educational and training needs while strengthening the economic, social and cultural life of our diverse community." The strategic goals are to (1) diversify the revenue mix to reduce the reliance on state appropriations; (2) provide a high quality, relevant and current education for success after transfer and success in the workforce; (3) provide access to state-of-the-art technology for operational and student use; (4) provide business and industry driven workforce training throughout the service area; (5) increase retention rates and increase completion rates for certificates and associate degrees; (6) increase the awareness of service area residents, through branding, marketing, and reputation, of the resource the college is and what it offers the communities served; and, (7) provide facilities that insure adequate teaching space to meet the needs of the most current instructional methods and programs offered. Paris Junior College offers several transferable Associate degrees in Arts, Sciences, Associate of Applied Science degrees, certificates, and diploma programs in preparing students to actively enter and participate in the workforce.

Table 1 and Table 2 depict the statistics for computer and Internet usage for Delta, Hopkins, Hunt, Lamar, and Red River counties. The statistics for broadband subscription ranges from 69.6% to 82.6%. The Internet subscriptions range from 70% to 82.8% for these five counties with 25 Mbps ranging 57.9% to 89.1%, 100 Mbps ranging 48.2% to 76.8%, and 1 Gig ranging 0% to 41.6%. This data encapsulates and further supports the need for basic computer skills in these five counties, and therefore, has been chosen as the focus of the QEP. The student survey results (as seen in Appendix 3) demonstrates the necessity for this focus.

Table 1

U.S. Census Bureau QuickFacts

Computer and Internet Use	Delta County, Texas	Hopkins County, Texas	Hunt County, Texas	Lamar County, Texas	Red River County, Texas
Population Estimates, July 1, 2021 (V2021)	5,392	37,211	103,394	50,098	11,555
Households with a computer, percent, 2016-2020	84.9%	91.1%	91.8%	86.2%	78.4%
Households with a broadband Internet Subscription, percent, 2016-2020	69.6%	82.6%	82.8%	70.0%	71.4%

Table 2

Texas Internet Availability & Coverage

County	Households with Computers	Internet Subscriptions	25 Mbps	100 Mbps	1 Gig
Delta	84.9%	69.6%	57.9%	48.2%	2.4%
Hopkins	91.1%	82.6%	71.4%	69.0%	41.6%
Hunt	91.8%	82.8%	52.4%	52.3%	3.7%
Lamar	86.2%	70.0%	75.6%	73.1%	24.3%
Red River	78.4%	71.4%	89.1%	76.8%	0%

Identification of the QEP Topic

Paris Junior College (PJC) offers courses in various formats: face-to-face, distance learning, hybrid, and two-way video. From 2018 to 2021, the course success rates fluctuated between 77.09% to 81.28%. Tables 3 – 9 depict the successful and unsuccessful rates. The college was aware of the performance deficiencies within the distance learning and two-way video courses compared to face-to-face courses that yielded higher success rates. This performance disparity is not an uncommon observation. Gering et al. (2018) reports, “A number of scholars have reported completion rates among online and distance courses to be significantly lower than for face-to-face courses (Boston, Ice, & Gibson, 2011; Jaggars & Xu, 2010; Lokken, 2017; Rovai, 2003). Higher education is faced with increasing numbers of students enrolling in online courses despite the possibility that they may not complete them…It is, therefore, essential that colleges and universities understand issues related to student attrition

and find ways to improve persistence in online courses (Ekstrand, 2013; Herbert, 2006) (p. 56). Additional research by Levy (2017) reports that,

> in a large-scale comprehensive study of the Washington State community and technical college system, taking a particular course fully-online decreased the likelihood of persistence, as measured by retention rates, by seven percentage points and lowered the student's grade by about .3 points (Xu & Jaggars, 2013).
>
> A similar widespread study of the introductory math and English courses in the Virginia community college system found that students in fully online classes fared worse in persistence and end-of course grades (Xu & Jaggars 2011, p. 256).

Clearly, success in distance learning courses is an issue of paramount concern, and thus, the QEP topic, "Basic Computer Skills for Success in College," was driven based on the fundamental importance of computer skills needed for success in these course types. Improving students' computer skills will help ensure that students possess the necessary computer skill sets to operate a laptop/desktop, maneuver through the BlackBoard Learning Management System, successfully utilize PJC DragonMail, and Microsoft Word and PowerPoint. The Student Learning Outcomes were developed around the above computer skill sets to improve performance outcomes in all course formats at PJC. Strong computer skills will be more critical than ever as PJC shifts to an 8-week hybrid model of instruction for most courses in Fall 2022.

Table 3

Fall 2018 Course Success Rate by Instruction Mode

Delivery	Seats	A	B	C	D	F	P	W	X	SUC	UNSUC
Face-to-Face	7,081	3,402	1,713	858	246	577	32	253	0	84.35%	11.72%
Distance	4,395	1,663	1,033	536	222	549	34	358	0	73.54%	20.64%
Hybrid	1,292	623	248	144	46	142	0	89	0	78.56%	17.88%
2-way Video	1,247	425	292	175	73	196	0	86	0	71.53%	22.61%
TOTALS	**14,015**	**6,113**	**3,286**	**1,713**	**587**	**1,464**	**66**	**786**	**0**	**79.29%**	**16.05%**

Table 4

Spring 2019 Course Success Rate by Instruction Mode

Delivery	Seats	A	B	C	D	F	P	W	X	SUC	UNSUC
Face-to-Face	6,265	3,095	1,554	761	145	501	18	173	18	86.35%	10.76%
Distance	4,225	1,710	955	526	216	556	34	256	6	74.92%	19.22%
Hybrid	1,059	538	254	95	38	80	0	51	3	83.76%	12.37%
2-way Video	1,217	470	277	164	62	156	0	85	3	74.86%	19.80%
TOTALS	**12,766**	**5,813**	**3,040**	**1,546**	**461**	**1,293**	**52**	**565**	**30**	**81.24%**	**14.55%**

Table 5

Fall 2019 Course Success Rate by Instruction Mode

Delivery	Seats	A	B	C	D	F	P	W	X	SUC	UNSUC
Face-to-Face	6,997	3,528	1,712	797	205	501	29	198	27	86.28%	9.99%
Distance	4,417	1,629	965	574	273	664	27	277	8	71.72%	21.30%
Hybrid	969	475	190	110	39	84	0	64	7	79.98%	15.27%
2-way Video	1,094	425	239	162	69	154	0	39	6	75.50%	17.64%
TOTALS	**13,477**	**6,057**	**3,106**	**1,643**	**586**	**1,403**	**56**	**578**	**48**	**80.18%**	**14.70%**

Table 6

Spring 2020 Course Success Rate by Instruction Mode -

Delivery	Seats	A	B	C	D	F	P	W	X	SUC	UNSUC
Face-to-Face	6,234	2,964	1,258	580	179	506	31	148	568	77.03%	10.49%
Distance	4,345	2,055	982	450	181	479	0	174	24	80.25%	15.03%
Hybrid	756	349	139	68	30	62	0	24	84	73.54%	11.38%
2-way Video	656	283	151	74	26	98	0	18	6	77.44%	17.68%
TOTALS	**11,991**	**5,651**	**2,530**	**1,172**	**416**	**1,145**	**31**	**364**	**682**	**78.00%**	**12.58%**

***NOTE**: All classes moved online March 20, 2020 for the remainder of the semester due to Pandemic*

Table 7

Fall 2020 Course Success Rate by Instruction Mode

Delivery	Seats	A	B	C	D	F	P	W	X	SUC	UNSUC
Face-to-Face	4,812	2,322	1,187	564	138	366	8	203	24	84.64%	11.82%
Distance	6,217	2,624	1,383	678	261	892	0	324	55	75.36%	19.56%
Hybrid	499	203	87	50	28	61	0	48	22	68.14%	21.84%
2-way Video	190	95	35	29	6	14	0	11	0	83.68%	13.16%
TOTALS	**11,718**	**5,244**	**2,692**	**1,321**	**433**	**1,333**	**8**	**586**	**101**	**79.00%**	**16.38%**

Table 8

Spring 2021 Course Success Rate by Instruction Mode

Delivery	Seats	A	B	C	D	F	P	W	X	SUC	UNSUC
Face-to-Face	4,582	2,475	1,047	494	115	254	12	162	23	87.65%	9.08%
Distance	5,346	2,477	1,069	518	241	661	0	372	8	76.02%	19.32%
Hybrid	352	206	61	42	4	22	0	10	7	87.78%	9.09%
2-way Video	418	172	87	47	14	70	1	25	2	73.21%	22.73%
TOTALS	**10,698**	**5,330**	**2,264**	**1,101**	**374**	**1,007**	**13**	**569**	**40**	**81.28%**	**14.73%**

Table 9

Fall 2021 Course Success Rate by Instruction Mode

Delivery	Seats	A	B	C	D	F	P	W	X	SUC	UNSUC
Face-to-Face	6,099	3,058	1,468	627	178	441	29	278	20	84.49%	11.79%
Distance	5,076	1,875	1,056	570	279	789	37	456	14	68.97%	24.53%
Hybrid	503	215	114	51	22	58	0	36	7	75.55%	18.69%
2-way Video	498	165	100	88	35	81	0	28	1	70.88%	21.89%
TOTALS	**12,176**	**5,313**	**2,738**	**1,336**	**514**	**1,369**	**66**	**798**	**42**	**77.09%**	**17.80%**

NOTE: The headings for Table 3 through 9 are as follows: **A – F** are course grades; **P** – Passing; **W** – Withdrawal; **X** – Incomplete; **SUC** – Successful; **UNSUC** – Unsuccessful.

Process Used to Develop the QEP

The LINC (Learning, Interacting, Networking, and Communicating) plan was developed in response to the concerns of faculty and staff about the dire need to enhance the computer skills of students to help improve student learning and promote student success in all modes of instruction. On January 10, 2021, faculty and staff were asked to brainstorm and submit topics of interest for a potential QEP via e-mail (QEP@parisjc.edu). On May 5, 2021, five topics were identified as possible QEP topics. (1) Basic Computer Skills, (2) Academic Integrity, (3) Customer Service, (4) Retention, and (5) Teamwork. All faculty and staff were asked to select their top two choices from this list. First choice received 2 points and second choice received 1 point. There were 91 total voters across the college. Basic Computer Skills received 104 votes and, as a result of those votes, this topic was selected for the QEP Leadership Committee to research, write, and develop (see Appendix 4).

The Leadership Committee (see Table 10) is composed of representatives from each college center and of employees from a variety of departments across the institution.

Table 10

QEP Leadership Committee Members

Member Name	Job Title
William Walker, Committee Chair	Instructor, Drama
Sheila Reece, Secretary	Vice President, Student Access and Success
James (Jack) Brown	Instructor, Biology
Amie Cato	Registrar
Jennifer Collar	Instructor, English
Wanda Duncan	Instructor, Office Occupations – Paris Campus and Greenville Center
Carey Gable	Instructor, English
Mallie Hood	Instructor, Mathematics
Beverly Kopachena	Instructor, Biology and Geology – Paris Campus and Sulphur Springs Center
Brandon Langehennig	Instructor, Government
Mary Holbrook Mims	ERP/IT Administrator, Information Technology
Lance Neill	Instructor, Associate Degree Nursing
Marjorie Pannell	Instructor, Computer Networking
Daniel Parham	Student Success Coach/Financial Aid Advisor – Greenville Center
Andrea Perry	Student Success Coach, Advising and Counseling
Carolyn (Callie) Thompson	Coordinator, Testing Center

CHAPTER 2: LITERATURE REVIEW

Institutions of higher education have long utilized the latest means available to improve the learning experience of students. Thus, technology has always played a critical role in the education process. As technology changes, so do educational institutions. However, the gap between education technology and student learning has not always aligned. This has become prevalent in modern academic instruction as institutions often administer learning management systems (LMS) that students then struggle to operate. This intuitive understanding that many instructors recognize has also been confirmed through student success rates. Tables 3 - 9 identify (in Chapter 1) there has been a sustained and significant drop in the success of students when enrolled in classes with a greater level of technology required. Therefore, the QEP Leadership Committee at Paris Junior College (PJC) has chosen to focus on the salient topic of basic computer skills to help students achieve a greater level of success (Pamela Anglin, e-mail message to author, April 1, 2022).

Colleges and universities increasingly use some form of Internet-based course management software to teach enrolled students. Since the early 2000s (Goldberg 2014, p. 9), these systems have proliferated at exponential rates. From WebCT in the early 2000s to current versions of BlackBoard (p. 11), Internet-based courseware or Learning Management Software (LMS) has revealed a plethora of advantages for both students and faculty (Alturki, Aldraiweesh, & Kinshuck 2016, p.34). However, that also brings a few unforeseen disadvantages (p.35). From an instructional delivery standpoint, educational institutions tend to favor LMSs that engage students through various learning models and styles. This allows each institution to reach more students, offer a wider variety of teaching delivery styles, and to manage rising costs to both students and institutions.

The current research on LMSs and the resulting best practices is robust. This research details not just the early development and implementation of LMSs, but is guided by current best practices for utilizing the LMS platform, and posits several recommendations for future modifications. The research and data reveal two overarching goals of institutions currently implementing LMSs: to provide faculty-designed courses that are easily understood by students while maintaining academic rigor and to equip

students with the basic computer skills that will enable them to be successful in their academic and professional careers (Conley, Earnshaw, & McWatters 2020, p. 383) (B. Renfro, personal communication, May 24, 2022).

Diversity of academic schema is the life blood of community colleges. Student's various backgrounds and understandings provide a unique learning opportunity. This diversity is noted even in Northeast Texas. The Paris Junior College student population reflects our rural environment. Hence, the general population of the college's service area as projected by the Paris Economic Development Corporation in its *Complete Demographic Summary Report* for 2019. (Paris Economic Development Corporation, 2019). Consequently, students entering college have a wide discrepancy of computer skills, which can affect their future academic success. Furthermore, community college students in rural areas also face accessibility issues due to isolated locations and unreliable Internet connections. Many colleges are currently experimenting with utilizing more hybrid classes, thus mandating that an increasing amount of coursework is administered through an online format. Paris Junior College is one of those institutions implementing a full 8-week hybrid format schedule in Fall 2022. One of the challenges of this is equipping students with the skills needed to adjust when faced with the realities of an unreliable Internet connection or a technological deficit. The QEP aims to address these issues at the most rudimentary level and build student knowledge and confidence that they can be successful when faced with technology. The student engagement with the BlackBoard LMS is critical for overall success.

Furthermore, when Alturki, Aldraiweesh, and Kinshuck (2016) conducted a feasibility study at King Saud University (KSU) in 2016 to determine the viability of BlackBoard as the LMS, they concluded that the overall ease of use outweighed any deterrents. The study surveyed various faculty at the university to determine their attitudes on such LMS features as uploading assignments, sending quizzes, downloading content, and evaluating academic progress through online testing (p. 33). After stating seven research questions and developing two hypotheses, they noted that early BlackBoard versions suffered from erratic performance (p. 35). The majority of faculty and staff (73%) approved of using BlackBoard for its convenience and its ability to allow faculty and staff to connect and share course

content (p. 41); however, they raised concerns regarding the software platform due to technical issues involving electronic communications, security breaches, difficulty in "loading the software," and system crashes (p. 42). This study surveyed faculty/staff as the end users of the LMS platform, but student usability is not addressed in the study. It is critical that faculty and staff have a full understanding of the LMS to create acceptable content and ease of usability for their students. This study also points to the need for a well-trained and student-centered faculty that equips students with the technology. Educator mastery of the BlackBoard LMS is essential to develop appropriate content that engages and is accessible to students. The authors note that the only substantive criticism given by faculty/staff were from those who were inexperienced or had never used the BlackBoard platform (p.43).

In a relevant study, research conducted by Machajewski et al. (2019) examined the patterns in using faculty learning management systems. The authors note that technology impacts teaching and learning outcomes in higher education. They also note that the adoption of technology for institutions of higher learning can pose a significant expense. However, it should also be noted that this study was conducted pre-pandemic and the cost analysis has significantly changed as a result. The authors also point to the need to actively evaluate the current use of instructional technology while adopting or acquiring new learning management systems (LMS). This element of self-evaluation and awareness is exactly the role that LINC should play in the PJC QEP.

Their study further aimed to understand the LMS usage in a public university during the Fall of 2016. The methodology used in this study was a latent class analysis. It focused on areas such as announcements, grade center columns, discussion boards, assignments, and assessments. These were delineated for every course featuring an online delivery protocol. Machajewski et al. (2019) identified three major latent categories: 28% of the courses utilized holistic tools, 51% had a complementary tool, and 21% included a content repository. Noting that the number of students taking online courses differ from one course to another appears inconsequential; however, this reveals that each course is uniquely designed to fit that particular student population. This individualized instruction allows for classes to build unique platforms that reach their particular student set through differentiated instruction. These

relevant studies are beneficial in as such they provide institutions with the background knowledge needed to determine whether to acquire or upgrade an LMS.

Data-based information from such studies offer expert insights into using LMS tools. The methodology used in the study, latent class analysis, helps map how the various LMS elements are used to divide learning and teaching services for both educators and learners. Although this study is uniquely helpful, it does face challenges. One such detriment is that the collection of data was mechanical. The researchers also assured assignments and discussions were not used for learner discussions after completion. This may have significantly impacted the deductions made in the research.

In a more recent study, Conley, Earnshaw, and McWatters' (2020) research focuses on students' satisfaction with accessibility of the BlackBoard LMS platform (pp. 373-374). This particular study is design-focused on the instructor's role rather than skill-focused on the learner (p. 374). The researchers also use the latest biometric technology (Tobii X2-30 eye tracker) to accurately gauge the student's interaction and engagement with the online course rather than a general, Likert-scaled survey. The participants of the study were students in a large Northwest Pacific university (p. 375).

Thus, the researchers designed the study to measure whether a student's eye movement would choose a functional course layout over a chronological course design (p. 375). This study would then posit a qualitative answer to instruction that has been more intuitive, historically. The participant pool consisted of 28 students (N=28), which is a small group, but when paired with the biometrics, it is deemed acceptable (p. 382). In a surprising result, the researchers concluded that a both/and approach or a combination of functional and chronological course design would benefit students most. This combination methodology further highlights the way that LMS can reach across learning styles to engage students from various points of entry into the subject field. As a result, the study encourages faculty members to continue to fully integrate various learning modules and styles into their LMS courses. Cognizance of this greatly improves the overall quality of the learning experience for the student.

Although this research focused on faculty skills in designing a BlackBoard course, the tasks the participant pool were asked to complete speaks to the basic computer skills students need to succeed in an

online delivery mode course. It should be noted that many of the tasks studied are the same as designed in the QEP. These corresponding tasks are measured in each course, whether functional or chronological. Those tasks are creating and sending e-mails, uploading files to submit assignments, contributing to online discussion boards, and following/navigating online course instructions (p. 380, Table 10).

The results of the previous study have been illustrated in previous research as well. For example, Hamad (2017) addresses the pros and cons of using BlackBoard Collaborate in her English classes at the university. As an English Professor at the College of Science & Arts for Girls of King Khalid University in Muhayil, Saudi Arabia, she is tasked with maintaining an online presence with her students. Her main finding was that her students were able to stay in contact with their instructors more easily using a blended learning environment in BlackBoard (p. 7). This is very similar to the previous research studies as illustrated. Using the main features of BlackBoard, *i.e.*, posting electronic assignments, opening discussion boards for student interaction, communicating with students through e-mail, and posting grades online (p. 8), this research focused on the connectivity between the teacher and student. By using a combination of paper tests, electronic tests, and online questionnaires, she found that the majority of her students preferred blended coursework to traditional classroom instruction. However, there was a small population that missed the face-to-face interaction with the instructor (p. 10). Further conclusions were that students preferred the ability to download lectures when they missed face-to-face classes. As PJC moves toward hybrid formats, this has been an emphasis that faculty have incorporated into current pedagogy. Students also preferred the confidentiality of having their grades posted online and being easily accessible. One of the primary deficits of this instruction method was the inferior Internet connectivity in their region (p. 15). This unreliability of Internet connection led some of her students to prefer traditional, face-to-face instruction. This has been one of the issues that PJC seeks to overcome during the switch to a greater use of LMS. One of Hamad's primary compliments of the BlackBoard LMS was the Collaborate feature. It offers an ability to reach students who do not have readily available transportation to college campuses (p. 15).

In a study by Schmitz (2019), he sought to increase knowledge levels on the automation of teaching and learning. ABET accreditation is used for the assessment of the learners. The study was conducted in a biomedical engineering lab. The study notes that the move towards assessment automation brings a new challenge for ABET accreditation. In the study, Schmitz (2019) reports that the researchers used the new technology to collect learner's artifacts, assess the learner outcomes, evaluate data for satisfactory scores, implement changes to courses, and re-evaluate the outcomes to identify how the changes impacted learning. In the study, several outcomes were evaluated. The specific outcomes delivered were: ability to design and carry out experiments, analyze and interpret data, ability to function on multidisciplinary teams, ability to utilize techniques, skills, and modern tools of engineering practices, the ability for application of in-depth biology-related knowledge, and the ability to apply statistical knowledge. MATLAB was designated to process the data. The research indicates that automation increases students' ability to apply statistical knowledge. This research further highlights how the use of BlackBoard improves through periodic assessment. A system of re-evaluation of LMS processes allows faculty to design courses that better engage student populations. A perpetual reimagining of the online classroom breeds enhanced learning and greater student success.

In 2020, a study by Baig et al. (2020) was conducted to evaluate BlackBoard formative assessment on final academic scores and the views of the learners. The researchers conducted the exploratory case study in an institution of higher learning in Saudi Arabia, King Abdulaziz University (KAU). The study collected data for three years utilizing BlackBoard as the management system. The study narrowed the focus to formative assessments to better determine a qualitative stake. Each year during the final week, each module comprised a formative assessment of fifty questions posted in BlackBoard assessment. The questions were further narrowed to purely multiple choice. Once complete, the researchers provided the learners with questionnaires to better evaluate their perception of the learning process through the LMS. The resulting evidence reveals that scores in summative exams were significantly higher than in formative assessments. The student's scores in the formative assessment and final exams were positively correlated. The assessment of the student perceptions revealed that most of

the students utilized the resources posted on BlackBoard, along with the assignments and online quizzes. Saliently, the use of BlackBoard increased satisfaction in the modules among learners. Baig et al. (2020) conclude that students engaged in the blended learning method and the BlackBoard LMS creates a positive impact on overall student learning. The study qualitatively proves that performance in the final exams increased as a result of engaging BlackBoard content. This research also evaluates the effectiveness of blended learning and the use of BlackBoard. It provides crucial evidence for use in decision-making by institutions that seek to adopt or improve the utilization of new technology in teaching and learning. A student that is engaged with the course content, understands how to use the LMS, will achieve a greater level of success than one that does not. This study speaks directly to the heart of the PJC Quality Enhancement Plan.

In a similar study to Baig, Elfeky examines the effects of Personal Learning Environments on student satisfaction and higher order thinking (Elfeky, 2019). After splitting the study group into two sections, one taught using PLE tools, and the other was instructed in a conventional BlackBoard course format. The resulting differences were profound. The modified gain ratios of the two groups in both higher order thinking and student satisfaction favor the group taught using PLEs. Based on these results, the author posits several recommendations, including: the encouragement of PLE usage in support of the teaching progress by implementing them into different academic courses. PLE allows students to map their learning process and directly view their individual learning process. The study's author, Abdellah Ibrahim Mohammed Elfeky, is an assistant professor at Kafrelsheikh University in Egypt, and also works in the department of curricula and instruction at Najran University in Saudi Arabia.

A study conducted by Gering et al. (2018) describes the benefit of implementing distance courses in increasing students' opportunities and access to education. It also addresses the concerns institutions have struggled with over low success and retention rates in distance education courses, like online and hybrid modes of instruction. The authors describe a mixed-method, three-phase study that sought to investigate the variables associated with success of students in these courses. The authors express the importance of understanding the factors related to student success to more effectively increase success

and retention of students enrolled in those courses. PJC, like most institutions, struggles with lower student success and retention rates in distance learning courses than in traditional face-to-face instruction, so this article directly relates to our institution's concern and desire to enhance student learning, success, retention, and further supports the QEP.

Swart & Meda (2021) discuss the results of how the Central University of Technology (CUT) in Electrical Engineering effectively used BlackBoard to foster student engagement and academic success through regular online self-assessments. There was a total of 812 first-year Electrical Engineering students between 2016-2018 that completed the online self-assessments. These online self-assessments were within a learning management system (LMS). An LMS was defined as "web-based software platforms that provide an interactive online learning environment and partially automate the administration, organization, delivery, and reporting of educational content and learner outcomes" (p. 3). Student ability to conduct a self-assessment was deemed dependent upon technological skill and a willingness to honestly assess the student achievement. Student self-assessment protocols are currently implemented across multidisciplinary courses at Paris Junior College. The availability of such engagements only enhances the QEP.

One of the studies utilized by Swart and Meda was a non-experimental descriptive design involving quantitative analysis of the collected data. This included the use of regular online self-assessments while fostering student engagement and success (measured by the final grade). The authors found students who improved their chances of academic success were to stay engaged with the course contents for a prolonged period of time. The results indicated that students engaged at least three times more with each section of the course content and that their pass rate increased by more than twenty percent when compared to previous years where no online self-assessments were used.

Persky et al. (2019) depicts the development, implementation, and outcome of a first-year capstone that assessed a student's knowledge and skills proceeding the first year of a new curriculum. The capstone assessment evaluated first-year students' knowledge of course content, ability to find and apply information, and interpersonal skills, including teamwork and adaptability. The article describes the

methods used, results, and conclusion of the capstone assessment. The capstone assessment was designed to align with the core competencies and course outcomes, designed to meet the school's quality assurance needs, and quality improvement needs. The capstone allowed faculty to determine the strengths and deficits in student learning as well as knowledge and skill development. In addition, the capstone provided students with feedback on strengths as well as areas that need improvement. The results allow the QEP to thus posit that creating a student centered LMS, with a student body that is equipped to handle that LMS, will foster greater student achievement.

Um and Jang (2021) surveyed 236 (N=236) college students in Korea and measured their perceived satisfaction in four different areas to determine their overall satisfaction with online learning (OL) and their desire to continue this learning format. The authors developed five hypotheses concerning student user satisfaction with online learning (OL): instructor interaction with the student positively impacted student satisfaction, "teaching presence" (p. 2) positively impacted student satisfaction, student self-management could be used as a predictor of student satisfaction with online learning (OL), the student's belief that they *could* be successful would lead to their success in online learning, and the student's satisfaction with the previous four hypotheses would be an good indicator in predicting the student's willingness to continue with OL (p. 4). They emphasized instructor-led discussions and a quick response to e-mail inquiries as the top predictors of student satisfaction (p. 6). This then implies that the ability to create formal e-mails in the online learning environment would also be an indicator of student satisfaction and success with online learning. This also fosters overall student achievement since the student is more actively engaged with the course.

Of course, computer skills involve much more than a basic understanding of Microsoft Word. Students must be able to send professional/academic e-mail communications, send attachments, upload files, and perform a variety of other computer functions (Bell, 2022). In their feasibility study on examining course layouts in BlackBoard […], Conley, Earnshaw, and McWatters (2020, p. 377) surveyed 38 students on the following instructional activities: *find the syllabus, read assignment instructions, view my grades, read instructor comments, contribute to discussion board, access help, send an e-mail* (Table

3). This study indicates the wide variety of computer skills a student needs to be successful in an online course. Additionally, this study examined students further by using eye-tracking software to measure their ability to successfully complete each of the above-stated tasks. Although there are criticisms of biometric testing (Kshetri, 2022), the evidence validates that the student's ability to engage with technology is a core component to overall success.

Building upon the previous study, Dawkins (2019) argues that college e-mail and the student's ability to compose a cogent e-mail should be treated as seriously as mass-marketing in the business sector (p. 283). The power of a correctly written e-mail can be effective in communicating with a large number of people to receive a desired response from the target audience (p. 275). He points out that marketing companies have analyzed the effects of a poorly written e-mail, and he details the steps that industry has taken to improve the way an e-mail is composed (p. 276). Correctly composing the subject line, placing the most important information at the top of the body of the e-mail, and avoiding spam trigger words are a few of the suggestions he makes for composing effective e-mails (pp. 282-283). After analyzing optimization factors, such as gathering the metrics of simply opening an e-mail to gathering data on click-through responses, Dawkins points out that the way an e-mail is written will affect the number of responses the sender wants to achieve. The goal of every e-mail sent, presumably, is to have the recipient open the e-mail and read it. The most important feature of an effective e-mail, he states, "involves constructing optimal subject lines" (p. 282).

Consequently, colleges use mass e-mail blasts to communicate with the entire student body or with specifically targeted segments of the student population. Dawkins notes that there is often a "knowledge gap" between the ways colleges utilize the e-mail systems and the way the students respond to those e-mails (p. 277). Therefore, utilizing mass marketing techniques at the administration level and training students to recognize important e-mails at the individual level is vital to effective institutional communication. Dawkins suggests that college administrators should design e-mails "for students to take some action (engagement) – and this includes opening, reading, and clicking on links. Therefore, knowledge of the complexity of sending and receiving e-mails is necessary" (p. 278).

Institutions that use BlackBoard as their LMS platform encounter certain limitations to successfully sending e-mail blasts to students (p. 284). Dawkins mentions such limitations as the inability to test the design of the e-mail before sending (e.g., when using graphics and multimedia), the uncertainty that a student's mobile device will correctly display vital information, and the lack of reliable metrics from BlackBoard to allow faculty to make needed changes to their course design without engaging the IT department (p. 285).

However, college administration that initiates effective communication through e-mail blasts are much more effective when the students are also trained to be an active participant. In this two-way communication partnership, it is not enough to train college employees but it is necessary to equip students with the tools needed to be successful. Simply put, the student must know how to compose a cogent, credible, and timely e-mail response. Whether researching print reference sources such as *The Gregg Reference Manual* or using Google mail's latest personal assistant feature, the importance of creating understandable subject lines, writing concisely and accurately in the body of the e-mail, understanding both address lines and carbon-copy features, the student must understand the importance of communicating through e-mail (Chacos, 2018).

In the final study examined, Levy, D. (2017) addresses the many benefits of online, blended/hybrid learning, and "technology-enhanced" learning that may result in greater student success. The study also aims to define the tools and skills-sets students need to be successful in these course modes. The author focuses primarily on the success of community college students in these courses. The emphasis in this study is that technology skills, if they are utilized appropriately, can be of great benefit to students and foster student success in distance courses. The salient points of this study directly relate to the PJC QEP as our aim is to enhance students' computer skills; thereby, increasing their success in distance learning courses, currently identified as our lowest course mode area of student success. Some of the strategies covered in this study, such as instructional videos to help students navigate and form connections with the instructor, can be utilized through the development of instructional videos in BlackBoard to implement the SLOs.

After a thorough examination of the robust amount of literature that supports the PJC QEP and the possible deterrents to success, the QEP Committee is equipped with the knowledge and understanding of the field to make educated prognosis regarding the focus. This further instructs the QEP Implementation Committee as to what are the key derivative factors to student success and how to address each of these. The literature speaks volumes to the importance of students being equipped with the tools to be successful in higher education. In many instances, students do not realize the full extent of what they are missing in regards to technology skills. The PJC QEP aims to address these fundamental issues and rectify the student learning deficits related to technology.

CHAPTER 3: BROAD BASED SUPPORT

Broad Based Involvement and Support

The college began to consider topics for the QEP in January 2021 when it was announced by the president, Dr. Pamela Anglin, at the Spring Convocation that all faculty and staff should brainstorm potential topics. All faculty and staff were encouraged to submit potential topic ideas via e-mail (QEP@parisjc.edu) to the president. Upon receipt of the various proposals, topics were reviewed and scored with the top four suggestions designated as potential QEP topics. The top four topics included: (1) Basic Computer Literacy Skills, (2) Building an Atmosphere of Academic Integrity in Faculty and Students, (3) Teaching Customer Service, (4) Retention, and (5) Teamwork. After identification of the top five topics, faculty and staff were then given the opportunity to select a first and second choice from the list of topics and once again, e-mail those choices to QEP@parisjc.edu. After voting results were determined, the QEP topic, "Basic Computer Skills for Success in College," was selected and subsequently announced to faculty and staff at the Fall 2021 Convocation.

Following the announcement of the QEP topic, the QEP Leadership Committee members were announced and convened in April 2022 to launch research and planning. The committee determined that to ensure the plan had broad-based involvement and support from all institutional constituencies that students, both full- and part-time faculty, and staff should be involved in the development of the Student Learning Outcomes. It was concluded the most effective way to facilitate campus-wide involvement was through the conduction of faculty and student surveys. In April 2022, the committee developed the two surveys to help determine in what areas of computer technology students struggle most and guide the creation of the learning outcomes. The first survey was distributed to all faculty and staff, followed by the second survey that was sent out to students.

In development of the first survey, committee members broke into two groups to formulate questions aimed at deciphering what computer skills are most necessary for students to be successful in college. A rough draft of the questions was compiled and then sent out to the committee to approve. Once the questions were finalized and approved (see Appendix 1), the 13-question survey was created using the

Wufoo program, a cloud-based form builder, and distributed online to all faculty and staff (see Appendix 2). Wufoo is a product of SurveyMonkey that is a web-based application that allows the creation of surveys. The survey asked faculty and staff about their center locations, full-time/part time status, and occupational roles. Faculty/staff were also asked to rate how various computer skills impact student success on a scale of 1-5, 1 being the least important and 5 being the most important. Additionally, faculty/staff were given an area to note other computer skills not addressed in the other questions that they felt affected student success. An e-mail containing the survey link was sent from the college president to faculty/staff that emphasized the importance of all faculty/staff input to best determine the basic computer skills needed by our students to improve student success. In total, the committee received 124 responses from faculty/staff. After the data from the survey was received, each QEP committee member reviewed the data that suggested the top five concerns of faculty/staff. Accessing/navigating BlackBoard, connecting to and using PJC DragonMail, using Microsoft Word and PowerPoint, file management (saving, uploading, downloading, etc.), connecting to and using PJC wireless Internet were the categories that ranked for the top five spots. Each committee member formulated a question regarding each of these top five concerns for consideration to be included on the student survey of basic computer skills. Then, the committee worked together to narrow down and choose the questions that would be included on the student survey (see Appendix 6). The 15-question survey was created using the Wufoo program and distributed online to students. The survey included questions that asked about their part-time/full-time status, the PJC center location attended, and the instructional mode of attendance (whether they attend face-to-face only, online only, or a combination of the instructional modes). The remaining survey questions asked students about basic computer skills and knowledge using a combination of multiple choice and “yes/no” questions. Students were also given the opportunity to include “other” responses if the survey options did not meet their response needs.

Full- and part-time freshmen and sophomore students, including academic and workforce students, and students from each of the three centers participated in the survey. In total, 331 student responses were received. Student’s responses indicated that 54% of students found using Microsoft Office

Suite to be difficult, and 33% of students indicated difficulties with using BlackBoard. A substantial group of students rely on using public Wi-Fi connections. After the data was collected from the student surveys, the committee analyzed the data, along with the statistics from Tables 3 - 9 (Chapter 1) on "Percent Withdrawn, Percent Incomplete, and Percent of Grades, all by Year/Term & Instruction Mode from years 2018 through 2021." The data from the faculty survey, student survey, and analysis of these statistics guided the development of the SLOs. This statistical data validates the topic of the QEP in that a disparity exists between the greater number of students who are successful in the face-to-face mode of instruction versus the hybrid, distance, and two-way video modes of instruction. As PJC prepares to transition into an 8-week hybrid model of instruction in Fall 2022, enhancing basic student computer skills is a critical component in ensuring student success. On May 15, 2022, the committee worked to finalize the four SLOs and then began the process of determining implementation and assessment measures. Table 11 details the SLOs:

Table 11

Student Learning Outcomes

1. Demonstrate an understanding of basic computer skills
a. Accessing the Internet on a laptop/desktop computer
b. Using search engines to find reputable sources for coursework
c. Downloading files from the Internet successfully
2. Demonstrate successful use of PJCs BlackBoard Learning Management System (LMS)
a. Finding and accessing BlackBoard using a laptop/desktop computer
b. Accessing, navigating, finding, and completing BlackBoard assignments
3. Demonstrate the ability to access and use PJC DragonMail
a. Creating and sending a formal e-mail message
b. Uploading a file (.docx, .pdf, etc.) to an e-mail message and sending it to a recipient(s)
4. Demonstrate knowledge of common computer applications
a. Opening, creating, and saving a document in Microsoft Word
b. Opening, creating, and saving a document in Microsoft PowerPoint

In a whole-college effort, establishment of these SLOs was driven by concerns voiced by faculty, staff, and students. The SLOs will be implemented and taught in the following courses: ENGL 1301, HIST 1301, MUSI 1306, DRAM 1310, and ARTS 1301. Assessment of the SLOs will consist of a 47-question pre- and post-assessment. The pre-assessment will be piloted in Summer 2022 to determine the effectiveness of the assessment and allow time to make any necessary revisions before the Fall 2022 semester. Additionally, each of the five courses will directly measure each SLO taught in the course. These will be unique to each of the course's instructional methods yet measure the identical skills from the assigned SLOs. The assessments will be integrated into the courses themselves and will further both the academic and QEP content goals. Some of the courses will implement the SLOs through changes in the course design. For example, English 1301 is implementing the SLO 3 goals by including a first day assignment that involves composing and sending a formal e-mail with the course syllabus attached. By completion of this assignment, students are demonstrating knowledge of e-mail etiquette and the ability to attach a document. Furthermore, Music 1306 is requiring the completion of a Syllabus Quiz during the first week of class. This process of accessing BlackBoard LMS will follow a direct instruction method, ending in a student assessment of completing the quiz. Each course that implements SLOs will incorporate these types of course-specific assessments. After implementation of the SLOs, a goal of a 3% increase in success rates of each course is anticipated. The following chart (see Table 12) represents the current success rates of students in the five focus courses from 2018-2021.

Table 12

2018 – 2021 Baseline Data

Courses	2018 - 2021 Baseline Data
English 1301	76.5%
History 1301	87.5%
Music 1306	74.9%
Arts 1301	89.7%
Drama 1310	83.8%

PJC is committed to supporting students in meeting the SLOs of the QEP through providing access to computer resources. There are currently several resources available for students to learn and practice computer skills. PJC has a learning resource center/computer lab, set up for students in the English and Mathematics departments. The Writing Lab contains 20 computer stations and the Math Lab consists of 15 computer stations. There are several other computer labs located on the Paris campus and a computer lab set up at both the Greenville Center and Sulphur Springs Center. These computer stations are available for students to utilize for completion of assignments for their face-to-face or online courses. Additionally, PJC has plans to equip a new computer lab located in the Library on the Paris campus. This new computer lab will provide access to an additional 75 computer stations. In addition to the resources available on campus and at the centers, students are presented the opportunity to apply for a laptop loan. These laptops are loaned to students on a term-by-term basis. As a one-time enhancement in Fall 2022, PJC will distribute 1,500 laptops for students enrolled in a minimum of nine hours of face-to-face (or hybrid) courses. These computers will be available the first week of the Fall term. Access to the labs and computers will support students in mastery of the SLOs.

The Quality Enhancement Plan topic and progress of the QEP Leadership Committee were presented by President Anglin to the Board of Regents at their meeting on May 23, 2022. The Board was presented with documentation with an overview of the QEP including the selection process of a topic and the surveying of faculty, professional staff, and students to identify the necessary basic computer skills needed by students to be successful. The Board of Regents approved the topic and fully supports the implementation process of the QEP.

The QEP Implementation Committee has been selected for the Fall 2022 semester and includes representation from all sectors of the college (see Table 13). The committee is composed of members from each course that will implement the student learning outcomes with representatives from History, English, Music, Art, and Drama departments. Additionally, the committee contains representation from ERP/Information Technology and is chaired by Government faculty. Knowledge and understanding of the

QEP by faculty, staff, and students is imperative for successful results, and the committee will continue to involve all institutional constituencies throughout implementation of LINC.

Table 13

QEP Implementation Committee Members

Member Name	Job Title
Brandon Langehennig, QEP Director	Instructor, Government
Micha Flowers	Instructor, History
Carey Gable	Instructor, English
Michael Holderer	Instructor, Music
Mary Holbrook Mims	ERP/IT Administrator, Information Technology
Lena Spencer	Instructor, Art
William Walker	Instructor, Drama

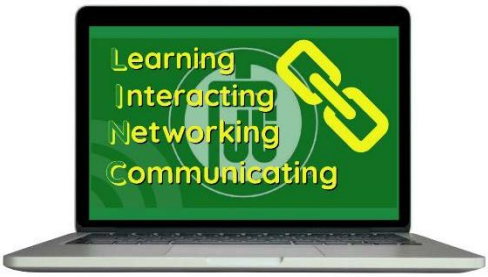
Marketing of the QEP

With the topic in place, SLOs identified, and implementation and assessment measures underway, the committee decided it was critical to begin marketing the QEP, and it was determined that marketing of LINC would commence in the Fall 2022 semester. Faculty and staff observed the results of their concerns voiced in the surveys when the final QEP was presented at Fall Convocation in August 2022. Additionally, full- and part-time faculty and staff will participate in a QEP professional development seminar in which more detailed and area-specific information will be explained. All faculty teaching in the chosen courses will also be trained in how each SLO will be taught and assessed in each course. Curriculums and assessments for implementation of the SLOs are currently being developed by the Professional Development sub-committee of QEP Implementation Committee.

Further marketing of the QEP has progressed through the creation of a LINC logo that defines the acronym (see Figure 1).

Figure 1

LINC Logo



The acronym appears on a laptop screen with the PJC symbol set as the display background with a picture of a link (chain/URL link) to the right of the acronym. Various creative ideas have been presented to garner support and promote LINC, such as tee-shirts, posters, information cards, pens, wrist lanyards, and laptop camera covers, all brandishing the LINC logo. It was ultimately agreed that posters and flyers will be created and placed around campus and inside classrooms at all three PJC locations. Computer flash drives will be made available to give to students in the Computer Labs and given to faculty/staff during fall convocation. The QEP Implementation Committee designated a Marketing sub-committee to oversee production and distribution of these crucial marketing products. Spreading awareness of the QEP through these marketing strategies will encourage understanding and foster excitement about the goals of the college's QEP. As the college moves forward with the QEP, faculty/staff and students will be actively involved in helping PJC achieve our success goals.

CHAPTER 4: FOCUS OF THE PLAN

Overarching Goals of the QEP

Paris Junior College's QEP aims to improve student success by equipping students with fundamental computer skills needed to flourish in college. We recognize improving skills for success as an enduring goal of higher education, and we understand the importance of taking focused actions to meet specific challenges as they arise. A deficiency in basic computer skills is a barrier to other learning processes that we can alleviate through well-designed, focused training sessions introduced early in the college experience.

The period before implementing this quality enhancement plan has been marked with setbacks and challenges experienced by all educational institutions. Chiefly, mandatory distance learning and shutdowns due to the COVID-19 pandemic, social distancing, and required face coverings have impacted learning processes across the spectrum. This instability in our learning environments may have significantly impacted the acquisition of basic computer skills among middle and high school students due to a lack of computer access, bad habits developed through forced distance learning, and a lack of skilled instruction. A loss of basic computer skill acquisition poses a unique problem for colleges since the computer is an essential medium for learning in distance and hybrid courses (Gering, 2018; Machaiewski et al., 2019; Conley et al., 2020), now composing the majority of courses offered at PJC. At the same time, all modes of delivery are becoming increasingly reliant on technological skills, as is the workplace. Our recent teaching experiences during and after the pandemic have taught us that students need fundamental computing skills to be prepared to succeed.

Besides recent teaching experiences, data from the four years preceding this QEP also demonstrate the need for teaching basic computer skills. While success rates at PJC have remained relatively stable over the prior four-year period (see Chapter 1), our data shows that course delivery modes relying more heavily on technology for delivery suffer more intensely from low success rates. For example, the average success rate for face-to-face courses during the four years before implementing the QEP is 84%. In comparison, only 74% of students completed distance learning courses with a grade of

"C" or higher in the same period. The primary difference between face-to-face and distance learning methods is the latter's firm reliance on the computer as the primary medium for instruction. This distinction suggests that developing computer skills will significantly impact learning and success.

By ensuring that students have the basic computer skills for success, we believe a more significant percentage of students will achieve success by earning a grade of "C" or higher across all courses. Providing enhanced training and monitoring to ensure students have the basic computer skills for success is a meaningful and timely goal. We expect that our efforts will produce a measurable positive effect on student success data in future years that can be further developed through an ongoing, comprehensive planning and evaluation process.

On May 15, 2022, the committee worked to finalize the four SLOs and then began the process of determining implementation and assessment measures. The SLOs are as follows (see Table 14):

Table 14

Student Learning Outcomes

1. Demonstrate an understanding of basic computer skills
a. Accessing the Internet on a laptop/desktop computer
b. Using search engines to find reputable sources for coursework
c. Downloading files from the Internet successfully
2. Demonstrate successful use of PJCs BlackBoard Learning Management System (LMS)
a. Finding and accessing BlackBoard using a laptop/desktop computer
b. Accessing, navigating, finding, and completing BlackBoard assignments
3. Demonstrate the ability to access and use PJC DragonMail
a. Creating and sending a formal e-mail message
b. Uploading a file (.docx, .pdf, etc.) to an e-mail message and sending it to a recipient(s)
4. Demonstrate knowledge of common computer applications
a. Opening, creating, and saving a document in Microsoft Word
b. Opening, creating, and saving a document in Microsoft PowerPoint

In a whole-college effort, establishment of these SLOs was driven by concerns voiced by faculty, staff, and students. The SLOs will be implemented and taught in the following courses: ENGL 1301, HIST 1301, MUSI 1306, DRAM 1310, and ARTS 1301. An indirect assessment of the SLOs will consist of a 47-question pre- and post-assessment. The pre-assessment will be piloted in Summer 2022 to determine the validity of the learning objectives and allow time to make any necessary revisions before the Fall 2022 semester. Additionally, each of the five courses will directly measure each SLO taught in the course. These will be unique to each of the course's instructional methods yet measure the identical skills from the assigned SLOs. The assessments will be integrated into the courses themselves and will further both the academic and QEP content goals. Some of the courses will implement the SLOs through changes in the course design. For example, English 1301 is implementing the SLO 3 goals by including a first day assignment that involves composing and sending a formal e-mail with the course syllabus attached. By completion of this assignment, students are demonstrating knowledge of e-mail etiquette and the ability to attach a document. Furthermore, Music 1306 is requiring the completion of a Syllabus Quiz during the first week of class. This process of accessing BlackBoard LMS will follow a direct instruction method, ending in a student assessment of completing the quiz. Each course that implements SLOs will incorporate these types of course-specific assessments.

PJC is committed to supporting students in meeting the SLOs of the QEP through providing access to computer resources. There are currently several resources available for students to learn and practice computer skills. PJC has a learning resource center/computer lab, set up for students in the English and Mathematics departments. The Writing Lab contains 20 computer stations and the Math Lab consists of 15 computer stations. There are several other computer labs located on the Paris campus and a computer lab set up at both the Greenville Center and Sulphur Springs Center. These computer stations are available for students to utilize for completion of assignments for their face-to-face or online courses. Additionally, PJC has plans to equip a new computer lab located in the Library on the Paris campus. This new computer lab will provide access to an additional 75 computer stations. In addition to the resources available on campus and at the centers, students are presented the opportunity to apply for a laptop loan.

These laptops are loaned to students on a term-by-term basis. As a one-time enhancement in Fall 2022, PJC will distribute 1,500 laptops for students enrolled in a minimum of nine hours of face-to-face (or hybrid) courses. These computers will be available the first week of the fall term. Access to the labs and computers will support students in mastery of the SLOs.

CHAPTER 5: INSTITUTIONAL CAPABILITY FOR INITIATION, IMPLEMENTATION, AND COMPLETION OF THE PLAN

The following timeline describes the background information as well as the future direction of Paris Junior College's QEP LINC. First, the work that has been completed as of Fall 2022 is listed, including selection of the QEP topic and planning and implementation methods. Second, the timeline identifies the work that will be performed for the QEP in the future for years one through five.

2021 – Background: Selecting the Topic

The Quality Enhancement Plan (QEP) was developed by the institution and the topic was identified through ongoing, comprehensive planning, and evaluation processes.

Spring

- Paris Junior College (PJC) President Dr. Pamela Anglin announced at the Spring 2021 Convocation that the College must begin the selection of a Quality Enhancement Plan (QEP) topic.
- All faculty and staff were invited to submit potential topics for the QEP until February 1, 2021. Suggestions were sent to QEP@parisjc.edu.
- Each of the suggested topics were reviewed and scored. The top five from the suggestions were identified as possible QEP topics: (1) Basic Computer and Literacy Skills, (2) Building an Atmosphere of Academic Integrity in Faculty and Students, (3) Teaching Customer Service, (4) Retention, and (5) Teamwork.
- All PJC faculty and staff were then asked to select a first and second choice from the possible QEP topics and e-mail their choices to QEP@parisjc.edu. The results of the voting were tabulated and the QEP topic was selected.

Fall

- The PJC QEP topic "Basic Computer Skills for Success in College" was announced to all employees at the Fall 2021 Convocation.

2022 – Background: Planning and Implementation

Spring

- Quality Enhancement Plan Leadership Committee members were announced, and the initial planning meeting was scheduled.
- The QEP Committee Chair and Secretary were designated, and future meeting times were set.
- Additional research was conducted by committee members on the topic.
- To ensure the topic "had broad-based support of institutional constituencies," the committee elected to survey PJC faculty, staff, and students. The surveys would help determine what basic computer skills students need to be successful in college.
- Committee members identified topics of concern from their respective departments throughout the College. The faculty and staff surveys were based on these topics. The first survey was delivered to all full- and part-time faculty and professional and support staff. These results were tabulated and helped to form the basis for the second student survey.
- The student survey was administered to all full- and part-time students, both face-to-face and online, to determine what computer skills they felt they lacked and which skills have helped them to be more successful. Results from the student survey were tabulated and discussed.
- Based on the results of the surveys, the Committee defined four Student Learning Outcomes (SLOs) for the QEP.
- Committee members investigated and made suggestions for a possible QEP lead evaluator for the SACSCOC visit to PJC. Names, institutional affiliations, and background information of the top four were submitted to Dr. Anglin for consideration.

Summer

- Committee members were assigned into one of seven QEP Writing Groups. Each QEP Writing Group met and collaborated on their plan for completion.

- All committee members were charged with reviewing the literature individually and sending relevant peer-reviewed research articles to the Literature Review Writing Group.
- The four SLOs were revised and re-defined.
- Five introductory courses were chosen to facilitate implementation of the four SLOs. These courses are required to be taken in the first semester of the majority of degree plans at PJC. The following courses at PJC will be used to evaluate the four SLOs:
    - ENGL 1301
    - HIST 1301
    - MUSI 1306
    - DRAM 1310
    - ARTS 1301
- The four SLOs were revised and re-defined again.
- To determine the effectiveness of the SLOs, the committee elected to create a pre- and post-test to be delivered in each of the above courses. The tests will be given at the beginning and at the end of each semester. The data collected will also be compared to PJC's Percentage of Successful Completion Data (years 2018-2021.)
- The Literature Review Writing Group provided a list of possible questions for the pre- and post-test.
- The formal PJC QEP name was adopted: "Learning, Interacting, Networking, and Communicating" (LINC.)
- The LINC logo was adopted.
- Questions for the pre- and post-test were reviewed by the Committee and assigned to their respective SLOs.
- Data analysis methods were determined for the pre- and post-tests.
- Marketing strategies for the QEP were explored (T-shirts, posters, etc.)

- A QEP presentation at the Fall 2022 Convocation was planned.
- QEP pre- and post-test questions were discussed and finalized.
- The Committee reviewed the current PJC instructional videos for BlackBoard and PJC DragonMail e-mail. The Committee established the need to update the videos and make them more accessible to students and faculty. The new videos were designed and created.
- To gain a baseline for evaluation, the Committee elected to deliver a pilot pre-test in the Summer I semester to all students enrolled in the five introductory QEP target courses.
- Pre- and post-test training sessions for all faculty teaching the five courses were planned for the Fall 2022 Convocation.
- The four SLOs were revised and re-defined again.
- The pilot pre-test was posted in BlackBoard in the five QEP target courses during the Summer I semester. Fifteen total sections of the classes were included. Instructors and students in these classes were notified about the test via e-mail and text messages.
- A total of 114 students in the five courses completed the pilot pre-test with a 58% response rate. The average score was 78% and the average time to complete the quiz was seven minutes.
- Preliminary results for the pilot pre-test were discussed and modifications were suggested.

Year 1: 2022 – 2023

Fall

- The QEP Director and QEP Implementation Committee were identified.
- The QEP Implementation Committee will begin in Fall 2022.
- The QEP Leadership Committee will continue to function, meeting each fall and spring semester for the next five years to examine the data for the QEP SLOs and determine if modifications are needed.

- The PJC QEP LINC will be presented at the Fall Convocation to all faculty and staff. More detailed and area-specific information will be given at the Fall staff meetings and the Fall faculty meetings.
- Special break-out pre- and post-test training sessions were conducted for those faculty teaching the five QEP courses.
- The Professional Development sub-committee will begin creating opportunities for all faculty and staff to participate in QEP professional development seminars.
- To support the objectives of the QEP LINC, a new student computer lab containing 75 computers will be installed in the Main Campus library. Support personnel will also be added to the new computer lab.
- In addition to the new computer lab, a total of 1,500 laptops will be provided for full-time PJC student use.
- The updated BlackBoard and PJC DragonMail instructional videos will be posted to the PJC webpage and on the menu in every BlackBoard course shell.
- The Marketing sub-committee will begin the marketing of the QEP, including giveaway items and posters on the Main Campus and the Greenville and Sulphur Springs Centers.
- The five introductory courses identified to implement the QEP will deliver the initial pre-tests. All courses will deliver the tests via BlackBoard.
- Pre-test data will be analyzed, and baseline statistics will be gathered.
- Post-tests will be given in each of the five introductory courses.
- Post-test data will be statistically analyzed and compared with pre-test data.
- All Fall preliminary pre- and post-test data will be compiled and prepared to present to the QEP Committee and Dr. Anglin.

Spring

- The QEP marketing strategies will be ongoing.

- Pre-tests and post-tests will be delivered to students as in the Fall.
- Data from both pre- and post-tests will be analyzed and prepared as in the Fall.

Summer

- The analyses of data will continue.
- The QEP Committee will meet as needed.
- An annual report will be presented to the Administrative Council and to the Board of Regents to include course-level assessments of SLOs by course and faculty.

Year 2: 2023 - 2024

Fall

- Pre-tests will be delivered in each of the five introductory courses.
- Pre-test data will be analyzed, and baseline statistics will be gathered.
- Post-tests will be given in each of the five introductory courses.
- Post-test data will be statistically analyzed and compared with pre-test data.
- The QEP Committee will meet as needed.

Spring

- Pre-tests and post-tests will be delivered to students as in the Fall.
- Data from both pre- and post-tests will be analyzed and prepared as in the Fall.
- The QEP Committee will meet as needed.

Summer

- The analyses of data will continue.
- The QEP Committee will meet as needed.
- An annual report will be presented to the Administrative Council and to the Board of Regents to include course-level assessments of SLOs by course and faculty.

Year 3: 2024 – 2025

Fall

- Pre-tests will be delivered in each of the five introductory courses.
- Pre-test data will be analyzed, and baseline statistics will be gathered.
- Post-tests will be given in each of the five introductory courses.
- Post-test data will be statistically analyzed and compared with pre-test data.
- The QEP Committee will meet as needed.

Spring

- Pre-tests and post-tests will be delivered to students as in the Fall.
- Data from both pre- and post-tests will be analyzed and prepared as in the Fall.
- The QEP Committee will meet as needed.

Summer

- The analyses of data will continue.
- The QEP Committee will meet as needed.
- An annual report will be presented to the Administrative Council and to the Board of Regents to include course-level assessments of SLOs by course and faculty.

Year 4: 2025 – 2026

Fall

- As in previous semesters, pre-and post-tests will be delivered at the beginning and end of the semester.
- Pre- and post-test data will be statistically analyzed.
- The QEP Committee will meet as needed.

Spring

- As in previous semesters, pre-and post-tests will be delivered at the beginning and end of the semester.

- Pre- and post-test data will be statistically analyzed.
- The QEP Committee will meet as needed.

Summer

- The analyses of data will continue.
- The QEP Committee will meet as needed.
- An annual report will be presented to the Administrative Council and to the Board of Regents to include course-level assessments of SLOs by course and faculty.

Year 5: 2026 – 2027

Fall

- As in previous semesters, pre-and post-tests will be delivered at the beginning and end of the semester.
- Pre- and post-test data will be statistically analyzed.
- The QEP Committee will meet as needed.

Spring

- As in previous semesters, pre-and post-tests will be delivered at the beginning and end of the semester.
- Pre- and post-test data will be statistically analyzed.
- The QEP Committee will meet as needed.

Summer

- The analyses of data will continue.
- The QEP Committee will meet as needed.
- An annual report will be presented to the Administrative Council and to the Board of Regents to include course-level assessments of SLOs by course and faculty.

Budget

The QEP Director, Brandon Langehennig, will have a stipend added to his current faculty salary along with a portion of two data support position's salary will be allocated to the QEP. Two data support positions (current ERP/IT Administrator and Registrar) will be responsible for uploading the QEP pre- and post-test assessment in BlackBoard and retrieving student data each term for review by the QEP Director and the Implementation Committee.

The College has invested in a new computer lab located in the Library on the Paris campus. This new computer lab will provide access to an additional 75 computer stations. The northeast quadrant of the Library will be repurposed for the computer lab. New electrical wiring will be installed to accommodate the demand required and the outlets for the 75 computer stations. New furnishings of computer tables and chairs will be purchased for the 75 computers which have been purchased. Desks will be provided for the Help Desk staff. The new computer lab on the Paris campus will be supported with a new full-time support staff position and the computer labs located at the Greenville Center and the Sulphur Springs Center will be supported with new part-time support staff positions at each location. Flash drives will be purchased and made available in each computer lab free for students.

Fifteen hundred laptops have been purchased as a one-time enhancement for the Fall 2022 term and will be given to students at no cost who meet the specified criteria. Each laptop will be loaded with Microsoft Office software, also at no cost to the student.

Funds will be made available for the QEP Director and the Implementation Committee to use for printing materials such as posters and flyers to promote QEP across campus and off-site centers and for any miscellaneous supplies that may be needed.

Non-monetary support and resources are seen in the faculty teaching the five designated classes: English 1301, History 1301, Drama 1310, Arts 1301, and Music 1306. Faculty time in these departments will be invested in instructing students in the four student learning outcomes: basic computer skills, BlackBoard Learning Management (LMS), PJC DragonMail (e-mail), and effectively using core elements of Microsoft Office – Word and PowerPoint. The Implementation Committee will include faculty from

History, Fine Arts (Music, Art, and Drama), and English departments along with an ERP/IT Administrator and QEP Director. These current faculty members will devote time each term in reviewing the data from the Student Learning Outcomes and reviewing Student Success Outcomes annually to ensure the QEP is progressing and to make revisions where needed. A current English faculty member, who is responsible for creating the first two "How To" videos, will support the QEP by creating additional "How To" videos throughout the year to be published on the PJC website and for faculty to use with student learning.

The five-year budget to support implementation of the QEP is projected at $517,140. The following budget projection represents fair estimates for personnel, supplies, marketing, printing, and technology expenses. Estimates beyond the initial implementation year will further be determined based on ongoing assessment results and available resources. Table 15 shows the QEP 5-year budget projections.

Table 15

5-Year Budget

QEP 5-Year Budget Projections						
	Year One 2022-2023	**Year Two 2023-2024**	**Year Three 2024-2025**	**Year Four 2025-2026**	**Year Five 2026-2027**	**Total Cost**
Personnel						
QEP Director	15,000	15,000	15,000	15,000	15,000	75,000
Data Support Staff (2 positions)	20,000	20,000	20,000	20,000	20,000	100,000
Fringe (25%)	8,750	8,750	8,750	8,750	8,750	43,750
Computer Lab Support						
Help Desk Support Staff – Paris	20,000	20,000	20,000	20,000	20,000	100,000
Fringe –Paris (25%)	5,000	5,000	5,000	5,000	5,000	25,000
Help Desk Support Staff – part time – Greenville	7,000	7,000	7,000	7,000	7,000	35,000
Help Desk Support Staff – part time – Sulphur Springs	7,000	7,000	7,000	7,000	7,000	35,000
Fringe – Greenville & Sulphur Springs (10%)	1,400	1,400	1,400	1,400	1,400	7,000
Service & Supplies						
Miscellaneous supplies	500	500	500	500	500	2,500
Printing						
Posters, flyers, etc.	1,000	500	500	500	500	3,000
Marketing						
Flash Drives for students	1,000	250	250	250	250	2,000
Microsoft Office Licenses						
Licenses for 1,500 student laptops	88,890	-0-	-0-	-0-	-0-	88,890
Grand Total	**$175,540**	**$85,400**	**$85,400**	**$85,400**	**$85,400**	**$517,140**

CHAPTER 6: CURRICULUM AND ASSESSMENT OF THE PLAN

The LINC curriculum and assessment strategy includes measurable student learning outcomes designed to further students' success, learning materials and instructional methods developed to meet the SLOs, integrated assignments that allow students to practice and demonstrate skill acquisition, a formative assessment to guide evaluation and amendment processes, and a summative assessment to evaluate student learning after taking part in the curriculum.

Curriculum: Student Learning Outcomes

Modern students require basic skills in technology to succeed in their college endeavors. Having basic computer skills, navigating the college's LMS with confidence, ensuring that their college e-mail is set-up and adequately utilized, and establishing comfort and confidence in using Microsoft Word and PowerPoint are vital to student success (Elfeky, 2019; Conley et al., 2020). Ensuring that students obtain and practice these essential skills early in their college careers is critical to their future success in achieving their goals. The need for a renewed focus on this core became more apparent to faculty as traditional face-to-face students moved online during the COVID-19 pandemic. PJC is also moving to implement an 8-week schedule in the Fall 2022, and this will require more hybrid style learning where students must be confident and proficient in basic computer skills, use of the college LMS and e-mail, and the use of the Microsoft Office Suite – Word and PowerPoint. Therefore, the student learning outcomes presented in Table 16 identify the basic skills Paris Junior College students need to succeed.

Table 16

Break-down of individual SLOs

SLOs	Indirect Assessment	Question #'s	Courses Testing
1. 90% of students will demonstrate an understanding of basic computer skills including: a. Accessing the Internet on a laptop/desktop computer. b. Using search engines to find reputable sources for coursework. c. Downloading files from the Internet successfully.	Multiple Choice Pre-Test given at the beginning of each course and delivered via BlackBoard. Multiple Choice Post-Test given near the end of each course delivered via BlackBoard. 90% of students will score 80% or higher on the 11 questions of the post-test related to SLO 1.	SLO 1 will be assessed using 11 questions from the 47-Question test	ENGL 1301 HIST 1301 MUSI 1306 DRAM 1310 ARTS 1301
2. 90% of students will demonstrate successful use of PJCs BlackBoard Learning Management System including: a. Finding and accessing BlackBoard through the use of a laptop/ desktop computer. b. Accessing, navigating, finding, and completing BlackBoard assignments.	Multiple Choice Pre-Test given at the beginning of each course and delivered via BlackBoard. Multiple Choice Post-Test given near the end of each course delivered via BlackBoard. 90% of students will score 80% or higher on the 14 questions of the post-test related to SLO 2.	SLO 2 will be assessed using 14 questions from the 47-Question test	ENGL 1301 HIST 1301 MUSI 1306 DRAM 1310 ARTS 1301

SLOs	Indirect Assessment	Question #'s	Courses Testing
3. 90% of students will demonstrate their ability to access and use their PJC DragonMail including: a. Creating and sending a formal e-mail. b. Uploading a file (.docx, .pdf., etc.) to e-mail and send to a recipient(s).	Multiple Choice Pre-Test given at the beginning of each course and delivered via BlackBoard. Multiple Choice Post-Test given near the end of each course delivered via BlackBoard. 90% of students will score 80% or higher on the 12 questions of the post-test related to SLO 3.	SLO 3 will be assessed using 12 questions from the 47-Question test	ENGL 1301 HIST 1301 MUSI 1306 DRAM 1310 ARTS 1301
4. 90% of students will demonstrate a knowledge of common computer applications to include: a. Opening, creating, and saving a document in Microsoft Word. b. Opening, creating, and saving a presentation in Microsoft PowerPoint.	Multiple Choice Pre-Test given at the beginning of each course and delivered via BlackBoard. Multiple Choice Post-Test given near the end of each course delivered via BlackBoard. 90% of students will score 80% or higher on the 10 questions of the post-test related to SLO 4.	SLO 4 will be assessed using 10 questions from the 47-Question test	ENGL 1301 HIST 1301 MUSI 1306 DRAM 1310 ARTS 1301

Curriculum: Learning Materials and Instructional Strategies

The student learning outcomes (SLOs) displayed in Table 16 are the touchstone of the LINC curriculum. These SLOs inform all aspects of LINC's curriculum, assessment plans, and the direct measures. The curriculum consists of learning materials designed to teach skills associated with each SLO, including presentation slides, "how to" videos, and integrated assignment activities embedded in each QEP-designated course. The online component of each designated course will include a QEP module containing LINC's learning material and assessments.

Learning materials for each student learning outcome are adaptable to variations in instructional strategies (i.e., traditional and online formats). First, the Leadership Committee developed lesson outlines corresponding to the specific criteria stated in each SLO. Designated course faculty will use these outlines to structure traditional direct instruction and guided learning. The outlines will also be helpful for instructors choosing to provide instruction through video conferencing mediums like Zoom or BlackBoard Collaborate.

Likewise, drawing from content outlines, slide presentations have been prepared to aid direct instruction in class and online. The presentations will be embedded in the designated course's BlackBoard QEP module as reference material. Students will be able to access the slide presentations as they complete integrated course activities and demonstrate their ability to apply skills from the learning objectives.

Next, instructional videos were produced to support direct instruction and presentation materials. These "how to" videos provide direct reviewable instruction on the skills prescribed by each SLO, serving as a proxy for a one-on-one training session with the student. A faculty member explains and demonstrates LINC's skills in each video by sharing a computer screen with the viewer. Since video-sharing websites work seamlessly across operating systems and devices, including tablets and phones, instructional videos are a vital component of our learning materials strategy. This component will be especially beneficial for teaching skills from the SLOs to students enrolled in distance learning courses.

Last, in terms of curriculum, faculty from each designated course department were consulted to develop direct measures in which students demonstrate skills specified in LINC's student learning outcomes. Below, in the "Formative Assessment of SLOs" section of this chapter, you will find a detailed explanation of all integrated assignments. A formative assessment strategy, also described in detail below, will be used to track direct measures of student learning outcomes during the instructional plan to guide the evaluation processes that will inform curriculum and assessment development throughout the QEP process. The formative assessment will guide faculty in adjusting their instructional strategy and aid them in identifying students requiring a direct, more focused approach to acquiring the skills to succeed.

The learning materials and integrated activities guide students to obtain, practice, and improve their basic computer skills. Even though LINC focuses on instilling specified skills, learning materials and delivery methods will develop through a continuous process that assumes a learner-centered approach. Our approach accounts for diversity in pre-existing skill levels, differing learning preferences, choice in how students interact with the learning materials, and varying degrees of direct support from faculty monitored through formative assessment strategies.

Formative Assessment of SLOs: Integrated Assignment Strategies

Each of the five designated courses will place a renewed focus on the four SLOs during the delivery of their courses. PJC will transition into an 8-week model beginning in the Fall 2022. Most academic courses will now require blended learning where students supplement their face-to-face instruction through some form of online activities delivered via BlackBoard. Having basic computer skills, being confident in navigating BlackBoard and using DragonMail, and being familiar with using Microsoft Word and PowerPoint will become more vital to student success in the blended classroom.

As LINC seeks to address current needs and challenges, designated course faculty and the QEP committees will conduct an ongoing formative assessment to inform and guide curriculum development throughout the QEP process. The formative assessment will serve three purposes. First, faculty teaching designated courses will use a formative assessment rubric to track and report direct observations of student learning outcomes while the learning process is ongoing. These observations will be based on student performance on integrated assignments requiring students to demonstrate skills specified in the SLOs. Next, faculty will use the rubric to identify students struggling with LINC's skillset to provide additional assistance to these students, point them to other resources, or tailor specific learning experiences. Last, as data from formative assessment results are aggregated, the results will be used to identify the strengths and weaknesses of LINC's curriculum and assessment strategies. The Leadership and Implementation Committees will use these results to evaluate current learning strategies and collaborate on modifications to the general plan.

The formative assessment rubric (Table 17) considers that LINC's SLOs seek to equip students with basic computer skills that they can execute without assistance. Therefore, the formative assessment rubric will be used to track the degree of assistance students require in demonstrating the skills of each SLO.

Table 17

Formative Assessment Rubric

SLO Measured	**Criteria**				**Results**
	Proficient:	**Competent:**	**Developing:**	**Incomplete:**	
SLO 1: Basic Computer Skills	Accessed the Internet on a computer, downloaded files, and used search engines to find reputable source material without direct assistance.	Accessed the Internet on a computer, downloaded files, and used search engines to find reputable source material with minimal direct assistance.	Accessed the Internet on a computer, downloaded files, and used search engines to find reputable source material with significant direct assistance.	The student did not complete assigned coursework related to this SLO, and direct contact with the student could not be established.	P= C= D= I =
SLO 2: Use of BlackBoard LMS	Accessed the PJC BlackBoard LMS from a computer and completed BlackBoard assignments without direct assistance.	Accessed the PJC BlackBoard LMS from a computer and completed BlackBoard assignments with minimal direct assistance.	Accessed the PJC BlackBoard LMS from a computer and completed BlackBoard assignments with significant direct assistance.	The student did not complete assigned coursework related to this SLO, and direct contact with the student could not be established.	P= C= D= I=

SLO Measured	Criteria				Results
SLO 3: Use of PJC DragonMail	Created and sent a formal e-mail with an attached file to a recipient without direct assistance.	Created and sent a formal e-mail with an attached file to a recipient with minimal direct assistance.	Created and sent a formal e-mail with an attached file to a recipient with significant direct assistance.	The student did not complete assigned coursework related to this SLO, and direct contact with the student could not be established.	P= C= D= I =
SLO 4: Knowledge of Common Computer Applications	Created and saved a Microsoft Word document and PowerPoint presentation without direct assistance.	Created and saved a Microsoft Word document and PowerPoint presentation with minimal direct assistance.	Created and saved a Microsoft Word document and PowerPoint presentation with significant direct assistance.	The student did not complete assigned coursework related to this SLO, and direct contact with the student could not be established.	P= C= D= I=

Formative assessments are helpful in identifying omissions or inconsistencies in a curriculum so that adjustments can be made. While conducting the formative assessment, designated course faculty will report suggestions for modifications to the QEP Director to be considered during curriculum evaluation and development processes performed by the QEP Leadership and Implementation Committees. The Implementation Committee will develop an efficient method for collecting faculty suggestions and formative assessment data. The QEP Director will be responsible for gathering and analyzing assessment data with support from the Director of Institutional Research and Effectiveness and the ERP/IT administrator. The following timeline describes the interim process for reporting and analyzing formative assessment results organized by semester and term. This sequence described in the timeline will be repeated for each year of QEP implementation.

- **Fall and Spring, 16-week Terms**
    - Faculty suggestions for modifications will be reported at any time during the semester.
    - Faculty will report formative assessment results before the 16th week of class.
    - Results will be aggregated and analyzed. Aggregate results will become information for QEP evaluation processes beginning the following semester, or as needed.
- **Fall and Spring, Sub-term A and B**
    - Faculty suggestions for modifications will be reported at any time during the term.
    - Faculty will report formative assessment results before the 8th week of class.
    - Results will be aggregated and analyzed. Aggregate results will become information for QEP evaluation processes beginning the following term, or as needed.
- **Summer and Mini-Terms**
    - Faculty suggestions for modifications will be reported at any time during the term.
    - Faculty will report formative assessment results after the course has closed.
    - Formative assessment results will be aggregated, analyzed, and used in QEP evaluation processes taking place during the next regular fall semester, or spring for winter mini terms.

The integrated assignments used in the formative assessment are explained below.

SLO #1: Students will demonstrate an understanding of basic computer skills including:

1a. Accessing the Internet on a laptop/desktop computer.

1b. Using search engines to find reputable sources for coursework.

1c. Downloading files from the Internet successfully.

English 1301:

The English department will address components of SLO 1 through the research paper instruction and completion. Students will demonstrate an understanding of basic computer skills by accessing the Internet on a computer to conduct research via the PJC library academic databases. A library orientation

will be conducted by library staff or the instructor. Students will download files (peer-reviewed journal articles) from the academic databases to utilize in their research. By conducting research through the academic databases, students will be using reputable sources to complete the course work.

History 1301:

The History department will address SLO 1 through the use of conducting research on primary and secondary sources via the PJC library academic databases. Students will download files (peer-reviewed journal articles) from the academic databases to utilize in their research. By conducting research through the academic databases, students will be using reputable sources to complete the course work.

Music 1306:

The Music department will address SLO 1 through a written paper where the student must find a fine arts event in their area (via Google or another search engine), attending, and writing a one-page paper on the event. Paper should be written in MS Word (or similar word processing program) and then copy and pasted into BlackBoard.

Arts 1301:

The Art department will address SLO 1 through small group work, where they will combine files and photos from reputable sources downloaded from the Internet to complete a PowerPoint research project of an assigned Art Style and Era. They will each contribute pages to the PowerPoint then upload the finished presentation to BlackBoard when completed.

Drama 1310:

The Drama department will address SLO 1 through students completing a two-page paper based on a live performance that they must attend. Students will use a search engine such as Google or Firefox to find two supporting articles, to strengthen their argument, download those articles and print them to turn in with their paper.

SLO #2: Students will demonstrate successful use of PJCs BlackBoard Learning Management System including:

2a. Finding and accessing BlackBoard using a laptop/desktop computer.

2b. Accessing, navigating, finding, and completing BlackBoard assignments.

A new video covering how to access and navigate the BlackBoard LMS was created by the QEP committee. This introductory video will be inserted into all PJC's BlackBoard course shell as a direct link that students can view at any point during the semester.

BlackBoard Training Video Link: *https://youtu.be/HCDYH2NCsOc*

English 1301:

The English department will address components of SLO 2 through the research paper instruction and completion. Students will be instructed in BlackBoard usage on a computer. Instructors will demonstrate how to access course assignments (such as the research paper prompt), submission links for the research paper and other essays, and required course labs (some that support documentation of the research paper). Students must access and navigate BlackBoard to find assignments, submit essays, and complete the labs.

History 1301:

The History department will address SLO 2 by requiring students to log on and navigate PJCs BlackBoard (LMS) to access quizzes and other assignments assigned in BlackBoard to be completed outside of class as part of their grade.

Music 1306:

The Music department will address SLO 2 by requiring all students to log on and navigate their BlackBoard platform to find and complete the Syllabus Quiz for the course within the first week of class.

Arts 1301:

The Art department will address SLO 2 by requiring all students to access the course on BlackBoard and then complete the first assignment 'Introduce Yourself" in which they will participate in a discussion board within the BlackBoard course and introduce themselves to the class.

Drama 1310:

The Drama department will address SLO 2 by requiring all students to log on and navigate their BlackBoard platform to find and complete the Discussions for the course.

SLO #3: Students will demonstrate the ability to access and use PJC DragonMail including:

3a. Creating and sending a formal e-mail.

3b. Uploading a file (.doc, .pdf., etc.) to e-mail and send to a recipient(s).

A new video covering how to access and use PJC DragonMail was created by the QEP committee. This introductory video will be inserted into all PJC's BlackBoard course shells as a direct link that students can view at any point during the semester.

DragonMail Training Video Link: *https://youtu.be/exchW4Yn4Kc*

English 1301:

English courses will include an assignment that requires students to access the course syllabus on BlackBoard and download it to their computer. Next, they will compose a formal e-mail utilizing their DragonMail account and send it to their instructor, acknowledging that they have read the syllabus, and upload the syllabus as an attachment to the e-mail.

History 1301:

The History department will address SLO 3 by requiring their students to demonstrate their ability to access and use their PJC DragonMail by sending a formal e-mail to their instructor during the first week of the semester with a get to know you form that will be filled in, saved as a Word document, and sent to the instructor. This method of communication will be conducted throughout the semester, along with face-to-face interactions if needed to ensure student success.

Music 1306:

The Music department will address SLO 3 through a Syllabus Quiz, which is a brief quiz to prove that students are attending the course, it consists of a multi-choice portion and a requirement that students send an e-mail confirming that they intend to remain in the course.

Arts 1301:

The Art department will address SLO 3 by requiring all students to download a Microsoft word file of the syllabus, answer questions about the understanding of schedule and due dates within the document and address any questions or concerns about the course. They will then add their name and e-mail the Microsoft document as an attachment to faculty e-mail from their DragonMail school account.

Drama 1310:

The Drama department will address SLO 3 by requiring all students to complete the First Assignment in their BlackBoard portion of the course, which consists of a formal e-mail assignment that MUST be sent from the student's DragonMail to the faculty e-mail, that will consist of a short bio created, and saved in Microsoft Word and a single photo of themselves (with face showing) and then attaching them both to the e-mail.

SLO #4: Students will demonstrate knowledge of common computer applications to include:

4a. Opening, creating, and saving a document in Microsoft Word.

4b. Opening, creating, and saving a presentation in Microsoft PowerPoint.

English 1301:

The English department will address components of SLO 4 through the research paper instruction and completion. Students will demonstrate knowledge of common computer applications by creating and composing the research paper in Microsoft Word and submitting the final product as a Word file.

History 1301:

The History department will address SLO 4 by requiring their students to demonstrate knowledge of common computer applications by opening content created by the instructor in Microsoft Word and Microsoft PowerPoint to complete assignments and by creating their own content Microsoft Word and Microsoft PowerPoint to complete assignments.

Music 1306:

The Music department will address SLO 4 through a paper that consists of the student searching YouTube for an opera or singspiel, creating a PowerPoint (or similar presentation program) on three salient moments from the production, including screen caps, with time stamps, and a link to the production viewed.

Arts 1301:

The Art department will address SLO 4 in two parts. The first being the students will download a Microsoft Word file of the syllabus, answer questions about the understanding of schedule and due dates within the document and address any questions or concerns about the course. They will then add their name and e-mail the Microsoft document as an attachment to faculty e-mail from their DragonMail school account.

Secondly, students will work within a small group to combine files and photos from reputable sources downloaded from the Internet to complete a PowerPoint research project of an assigned Art Style and Era. They will each contribute pages to the PowerPoint then upload the finished presentation to BlackBoard when completed.

Drama 1310:

The Drama department will address SLO 4 through an essay based on the Video: “Hip-hop and history blend for Broadway hit “Hamilton”, where they will go onto the Internet and load YouTube and watch the video and then write a one-page, single spaced essay in Microsoft Word discussing how theater is an agent of social change. With this essay students are required to locate and download two supporting articles to strengthen their argument. Students will prepare a short PowerPoint presentation of five slides to support an essay based on the video: “Hip-hop and history blend for Broadway hit “Hamilton.”” The PowerPoint will be a visual presentation of their essay where each slide will be 50/50 text to photos. The text and photos will come from the Internet, saved, and then loaded into the PowerPoint. All information and images that are pulled from the Internet will be cited within the presentation and a Works Cited Slide will be included.

Summative Assessment of SLOs: Pre-Test & Post-Test

Each of the five courses, ENGL 1301, HIST 1301, MUSI 1306, DRAMA 1310 & ARTS 1301, will administer a summative assessment strategy consisting of a 47-question multiple-choice pre- and post-test designed to assess a student's prior knowledge and eventual skill acquisition for each SLO. The test questions were developed by the QEP Leadership Committee and designed to assess the foundational knowledge of each SLO. As seen in Table 16, each SLO will be assessed using 10-14 questions depending on the SLO (see Appendix 6).

A pre-test will be administered before each semester's Official Reporting Day (ORD) in all sections of the five designated courses. The pre-test will be delivered in each course's BlackBoard shell and will have a time limit of 15 minutes to reduce the chance of students looking up the answers. The only feedback given to students will be the overall score, and the exam questions will not be able to be printed or viewed afterward. Faculty teaching each course will be given a universal set of instructions for the pre-test. These instructions, (1) stress the importance of honesty when taking the test, and (2) that the test will not impact their course grade in any way.

The college BlackBoard administrator will load the QEP pre- and post-test assessment into all sections of each of the five designated courses. The Director of Institutional Research and Effectiveness will check the pre- and post-test data to ensure there are no duplications. For the first year, dual credit students will be excluded so the committee can establish a training module for the instructors in the area high schools. Dual credit students will be included in the second year of testing. Along with the BlackBoard Administrator, the QEP Director will also have access to the QEP Assessment. Students who have not taken the pre-test will be sent reminders via DragonMail by the instructor of the designated courses before the ORD due date.

The pre-test data will be analyzed in BlackBoard each semester by the QEP Director. The mean score for each SLO will be calculated. Each of the five designated courses will address the four SLOs throughout the semester as described in the integrated assignment strategies for the SLOs. Each course will implement specific assignments that will emphasize each SLO. At the end-of-the-semester, each of

the courses will deliver the post-test which consists of the same 47-questions from the pre-test. The post-test will be administered using the same requirements as the pre-test. As an initial goal, we expect a 10-percentage point increase in the mean score for each SLO with a benchmark of 90% of students demonstrating mastery of each SLO.

Assessment of SLOs: Student Success

The ultimate goal of the QEP is to improve student success. The SLOs address priorities that are vital to student success. As PJC transitions into an 8-week model for most academic courses, having basic computer skills, being able to use BlackBoard, accessing and using DragonMail, and having a sound foundation in typical computer applications will become even more vital to student success. Baseline student success data, defined as earning an A, B, or C in the course, was gathered from Fall 2018 – Fall 2021 for the entire student body and for each of the five courses that address the SLOs of the QEP (see Tables 18 - 22). The QEP Director will compare success rates from the five courses with the average success rate from the baseline data. Data collection will occur each Fall and Spring semester beginning in the Fall 2022. The goal for student success will be to achieve a 3% increase annually in student success rates for each of the five courses throughout the duration of the QEP.

The following tables represent the student success baseline data collected from 2018 - 2021 for each of the five courses. We define student success as the completion of each course with a grade of A, B, or C. The student success grand total for each of the five courses is highlighted in green at the bottom of each table. This mean score of data collected from 2018 - 2021 will represent the baseline to compare future student success after full implementation of the QEP.

Table 18

English 1301 Data

		Student Body	Student Body	ENGL 1301	ENGL 1301	ENGL 1301
Year	Term/Modality	Combined Sum of A, B, C	Combined Sum of A, B, C	Combined Sum of A,B,C	Grand Total	Percent of Combined Sum of A, B, C
2018		21,511	80.3%	1149	1470	78.2%
	FALL	11,112	79.3%	974	1180	82.5%
	Face to Face	5,973	84.4%	781	919	85.0%
	Distance	3,232	73.5%	111	160	69.4%
	Hybrid	1,015	78.6%	0	0	
	2-way Video	892	71.5%	82	101	81.2%
	SPRING	10,399	81.5%	175	290	60.3%
	Face to Face	5,410	86.4%	92	160	57.5%
	Distance	3,191	75.5%	72	112	64.3%
	Hybrid	887	83.8%	0	0	
	2-way Video	911	74.9%	11	18	61.1%
2019		20,159	79.2%	1065	1375	61.1%
	FALL	10,806	80.2%	901	1101	81.8%
	Face to Face	6,037	86.3%	727	877	82.9%
	Distance	3,168	71.7%	119	158	75.3%
	Hybrid	775	80.0%	0	0	
	2-way Video	826	75.5%	55	66	83.3%
	SPRING	9,353	78.0%	164	274	59.9%
	Face to Face	4,802	77.0%	93	163	57.1%
	Distance	3,487	80.3%	67	100	67.0%
	Hybrid	556	73.5%	0	0	
	2-way Video	508	77.4%	4	11	36.4%
2020		17,952	80.1%	856	1176	72.8%
	FALL	9,257	79.0%	742	975	76.1%
	Face to Face	4,073	84.6%	485	612	79.2%
	Distance	4,685	75.4%	244	350	69.7%
	Hybrid	340	68.1%	0	0	
	2-way Video	159	83.7%	13	13	100.0%
	SPRING	8,695	81.3%	114	201	56.7%
	Face to Face	4,016	87.6%	42	80	52.5%
	Distance	4,064	76.0%	72	121	59.5%
	Hybrid	309	87.8%	0	0	
	2-way Video	306	73.2%	0	0	
2021		9,387	77.1%	782	1016	77.0%
	FALL	9,387	77.1%	782	1016	77.0%
	Face to Face	5,153	84.5%	601	736	81.7%
	Distance	3,501	69.0%	143	237	60.3%
	Hybrid	380	75.5%	0	0	
	2-way Video	353	70.9%	38	43	88.4%
	Grand Total	69,009	79.5%	3852	5037	76.5%

Table 19

History 1301 Data

Year	Term/Modality	Student Body Combined Sum of A, B, C	Student Body Combined Sum of A, B, C	HIST 1301 Combined Sum of A,B,C	HIST 1301 Grand Total	HIST 1301 Percent of Combined Sum of A, B, C
2018		21,511	80.3%	1160	1329	87.3%
	FALL	11,112	79.3%	973	1067	91.2%
	Face to Face	5,973	84.4%	682	724	94.2%
	Distance	3,232	73.5%	250	298	83.9%
	Hybrid	1,015	78.6%	0	0	
	2-way Video	892	71.5%	41	45	91.1%
	SPRING	10,399	81.5%	187	262	71.4%
	Face to Face	5,410	86.4%	122	156	78.2%
	Distance	3,191	75.5%	65	106	61.3%
	Hybrid	887	83.8%	0	0	
	2-way Video	911	74.9%	0	0	
2019		20,159	79.2%	1116	1269	87.9%
	FALL	10,806	80.2%	957	1038	92.2%
	Face to Face	6,037	86.3%	729	748	97.5%
	Distance	3,168	71.7%	155	212	73.1%
	Hybrid	775	80.0%	0	0	
	2-way Video	826	75.5%	0	0	
	SPRING	9,353	78.0%	159	231	68.8%
	Face to Face	4,802	77.0%	80	122	65.6%
	Distance	3,487	80.3%	79	109	72.5%
	Hybrid	556	73.5%	0	0	
	2-way Video	508	77.4%	0	0	
2020		17,952	80.1%	1051	1204	87.3%
	FALL	9,257	79.0%	918	1024	89.6%
	Face to Face	4,073	84.6%	608	657	92.5%
	Distance	4,685	75.4%	298	354	84.2%
	Hybrid	340	68.1%	0	0	
	2-way Video	159	83.7%	12	13	92.3%
	SPRING	8,695	81.3%	133	180	73.9%
	Face to Face	4,016	87.6%	45	61	73.8%
	Distance	4,064	76.0%	86	115	74.8%
	Hybrid	309	87.8%	0	0	
	2-way Video	306	73.2%	2	4	50.0%
2021		9,387	77.1%	847	967	87.6%
	FALL	9,387	77.1%	847	967	87.6%
	Face to Face	5,153	84.5%	699	745	93.8%
	Distance	3,501	69.0%	78	127	61.4%
	Hybrid	380	75.5%	0	0	
	2-way Video	353	70.9%	0	0	
	Grand Total	69,009	79.5%	4174	4769	87.5%

Table 20

Music 1306 Data

Year	Term/Modality	Student Body Combined Sum of A, B, C	Student Body Combined Sum of A, B, C	MUSI 1306 Combined Sum of A,B,C	MUSI 1306 Grand Total	MUSI 1306 Percent of Combined Sum of A, B, C
2018		21,511	80.3%	309	394	78.4%
	FALL	11,112	79.3%	140	175	80.0%
	Face to Face	5,973	84.4%	73	85	85.9%
	Distance	3,232	73.5%	67	90	74.4%
	Hybrid	1,015	78.6%			
	2-way Video	892	71.5%			
	SPRING	10,399	81.5%	169	219	77.2%
	Face to Face	5,410	86.4%	64	84	76.2%
	Distance	3,191	75.5%	105	135	77.8%
	Hybrid	887	83.8%			
	2-way Video	911	74.9%			
2019		20,159	79.2%	242	326	74.2%
	FALL	10,806	80.2%	138	185	74.6%
	Face to Face	6,037	86.3%	56	73	76.7%
	Distance	3,168	71.7%	82	112	73.2%
	Hybrid	775	80.0%			
	2-way Video	826	75.5%			
	SPRING	9,353	78.0%	104	141	73.8%
	Face to Face	4,802	77.0%	31	44	70.5%
	Distance	3,487	80.3%	73	97	75.3%
	Hybrid	556	73.5%			
	2-way Video	508	77.4%			
2020		17,952	80.1%	287	392	73.2%
	FALL	9,257	79.0%	135	184	73.4%
	Face to Face	4,073	84.6%	37	52	71.2%
	Distance	4,685	75.4%	98	132	74.2%
	Hybrid	340	68.1%			
	2-way Video	159	83.7%			
	SPRING	8,695	81.3%	152	208	73.1%
	Face to Face	4,016	87.6%	39	44	88.6%
	Distance	4,064	76.0%	113	164	68.9%
	Hybrid	309	87.8%			
	2-way Video	306	73.2%			
2021		9,387	77.1%	158	218	72.5%
	FALL	9,387	77.1%	158	218	72.5%
	Face to Face	5,153	84.5%	51	66	77.3%
	Distance	3,501	69.0%	107	152	70.4%
	Hybrid	380	75.5%			
	2-way Video	353	70.9%			
	Grand Total	69,009	79.5%	996	1330	74.9%

Table 21

Arts 1301 Data

		Student Body	Student Body	ARTS 1301	ARTS 1301	ARTS 1301
Year	Term/Modality	Combined Sum of A, B, C	Combined Sum of A, B, C	Combined Sum of A,B,C	Grand Total	Percent of Combined Sum of A, B, C
2018		21,511	80.3%	277	316	87.7%
	FALL	11,112	79.3%	159	180	88.3%
	Face to Face	5,973	84.4%	66	73	90.4%
	Distance	3,232	73.5%	93	107	86.9%
	Hybrid	1,015	78.6%			
	2-way Video	892	71.5%			
	SPRING	10,399	81.5%	118	136	86.8%
	Face to Face	5,410	86.4%	45	50	90.0%
	Distance	3,191	75.5%	73	86	84.9%
	Hybrid	887	83.8%			
	2-way Video	911	74.9%			
2019		20,159	79.2%	253	282	89.7%
	FALL	10,806	80.2%	112	125	89.6%
	Face to Face	6,037	86.3%	23	23	100.0%
	Distance	3,168	71.7%	89	102	87.3%
	Hybrid	775	80.0%			
	2-way Video	826	75.5%			
	SPRING	9,353	78.0%	141	157	89.8%
	Face to Face	4,802	77.0%	42	45	93.3%
	Distance	3,487	80.3%	99	112	88.4%
	Hybrid	556	73.5%			
	2-way Video	508	77.4%			
2020		17,952	80.1%	228	241	94.6%
	FALL	9,257	79.0%	138	144	95.8%
	Face to Face	4,073	84.6%	11	12	91.7%
	Distance	4,685	75.4%	127	132	96.2%
	Hybrid	340	68.1%			
	2-way Video	159	83.7%			
	SPRING	8,695	81.3%	90	97	92.8%
	Face to Face	4,016	87.6%	22	24	91.7%
	Distance	4,064	76.0%	68	73	93.2%
	Hybrid	309	87.8%			
	2-way Video	306	73.2%			
2021		9,387	77.1%	97	114	85.1%
	FALL	9,387	77.1%	97	114	85.1%
	Face to Face	5,153	84.5%	6	8	75.0%
	Distance	3,501	69.0%	91	106	85.8%
	Hybrid	380	75.5%			
	2-way Video	353	70.9%			
	Grand Total	69,009	79.5%	855	953	89.7%

Table 22

Drama 1310 Data

		Student Body	Student Body	DRAM 1310	DRAM 1310	DRAM 1310
Year	Term/Modality	Combined Sum of A, B, C	Combined Sum of A, B, C	Combined Sum of A,B,C	Grand Total	Percent of Combined Sum of A, B, C
2018		21,511	80.3%	259	301	86.0%
	FALL	11,112	79.3%	100	124	80.6%
	Face to Face	5,973	84.4%	42	51	82.4%
	Distance	3,232	73.5%	58	73	79.5%
	Hybrid	1,015	78.6%			
	2-way Video	892	71.5%			
	SPRING	10,399	81.5%	159	177	89.8%
	Face to Face	5,410	86.4%	31	35	88.6%
	Distance	3,191	75.5%	117	131	89.3%
	Hybrid	887	83.8%			
	2-way Video	911	74.9%	11	11	100.0%
2019		20,159	79.2%	286	341	83.9%
	FALL	10,806	80.2%	103	135	76.3%
	Face to Face	6,037	86.3%	44	54	81.5%
	Distance	3,168	71.7%	59	81	72.8%
	Hybrid	775	80.0%			
	2-way Video	826	75.5%			
	SPRING	9,353	78.0%	183	206	88.8%
	Face to Face	4,802	77.0%	36	43	83.7%
	Distance	3,487	80.3%	147	163	90.2%
	Hybrid	556	73.5%			
	2-way Video	508	77.4%			
2020		17,952	80.1%	189	226	83.6%
	FALL	9,257	79.0%	66	80	82.5%
	Face to Face	4,073	84.6%	66	80	82.5%
	Distance	4,685	75.4%			
	Hybrid	340	68.1%			
	2-way Video	159	83.7%			
	SPRING	8,695	81.3%	123	146	84.2%
	Face to Face	4,016	87.6%	14	17	82.4%
	Distance	4,064	76.0%	109	129	84.5%
	Hybrid	309	87.8%			
	2-way Video	306	73.2%			
2021		9,387	77.1%	55	74	74.3%
	FALL	9,387	77.1%	55	74	74.3%
	Face to Face	5,153	84.5%	14	15	93.3%
	Distance	3,501	69.0%	41	59	69.5%
	Hybrid	380	75.5%			
	2-way Video	353	70.9%			
	Grand Total	69,009	79.5%	789	942	83.8%

CONCLUSION

Paris Junior College's vision is "to be the educational provider of choice for the region." The College's mission is "to serve the region's educational and training needs while strengthening the economic, social and cultural life of our diverse community." The strategic goals are to (1) diversify the revenue mix to reduce the reliance on state appropriations; (2) provide a high quality, relevant and current education for success after transfer and success in the workforce; (3) provide access to state-of-the-art technology for operational and student use; (4) provide business and industry driven workforce training throughout the service area; (5) increase retention rates and increase completion rates for certificates and associate degrees; (6) increase the awareness of service area residents, through branding, marketing, and reputation, of the resource the college is and what it offers the communities served; and, (7) provide facilities that insure adequate teaching space to meet the needs of the most current instructional methods and programs offered. Clearly, success in distance learning courses is an issue of paramount concern, and thus, the QEP topic, "Basic Computer Skills for Success in College," was driven based on the fundamental importance of computer skills needed for success in these course types. The LINC (Learning, Interacting, Networking, and Communicating) plan was developed in response to the concerns of faculty and staff about the dire need to enhance the computer skills of students to help improve student learning and promote student success in all modes of instruction.

A mean score of data collected from 2018 - 2021 will represent the baseline to compare future student success after full implementation of the QEP. The QEP Director will compare success rates from the five courses with the average success rate from the baseline data. The goal for student success will be to achieve a 3% increase annually in student success rates across five carefully chosen courses throughout the duration of the QEP. The QEP timeline describes the background information as well as the future direction of Paris Junior College's QEP LINC. Curriculums and assessments for implementation of the SLOs are currently being developed by the Professional Development sub-committee of QEP Implementation Committee. These current faculty members will devote time each term in reviewing the data from the Student Learning Outcomes and reviewing Student Success Outcomes annually to ensure

the QEP is progressing and to make revisions where needed. Two data support positions (current ERP/IT Administrator and Registrar) will be responsible for uploading the QEP pre- and post-assessment in BlackBoard and retrieving student data each term for review by the QEP Director and Implementation Committee. This mean score of data collected from 2018 - 2021 will represent the baseline to compare future student success after full implementation of the QEP.

Success in distance learning courses is an issue of paramount concern, and thus, the QEP topic, "Basic Computer Skills for Success in College," was driven based on the fundamental importance of computer skills needed for success in these course types. As we venture into this new frontier in our course delivery systems and we seek ways to help our students be more successful in the use of technology based learning, we should remember the words of David Warlick as referenced by Gopal, "We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world" (17).

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APPENDICES

Appendix 1: Rough Draft Student Survey Questions

1. How would you describe your general computer skills?
    a. Excellent
    b. Above Average
    c. Average
    d. Below Average
    e. Poor

2. How comfortable are you with using computer related technology?
    a. Very Comfortable
    b. Comfortable
    c. Somewhat Comfortable
    d. Not Comfortable

3. Do you believe you have enough technical & computer skills to adequately perform computer related assignments?
    a. Yes
    b. No
    c. Sometimes

4. Do you have difficulty downloading Microsoft Office Suite?
    a. Yes
    b. No

5. Do you have Internet access at home?
    a. Yes
    b. No

6. If you do not have Internet access at home, do you rely on public Wi-Fi?
    a. Yes
    b. No

7. Which of the following devices do you plan to use for assignments? (Check all that apply)
    a. Smart phone
    b. Desktop computer
    c. Laptop/notebook computer
    d. Chromebook
    e. Other (Please list) _____

8. When using Microsoft Word, which of the following do you find difficult? (Check all that apply)
    a. Creating a document
    b. Formatting a document (margins, type and size of font, cover pages)
    c. Inserting images into a document
    e. Other (please list) _____
    f. I have no trouble with Microsoft Word

9. When using your BlackBoard course, which of the following do you find most difficult? (Check all that apply)
    a. Finding assignments or tests
    b. Accessing My Grades (course grade book)
    c. Logging into BlackBoard
    d. Using Respondus to access tests
    e. Other (please list) _____
    f. I have no trouble with BlackBoard

10. When using the PJC DragonMail, which of the following do you find difficult? (Check all that apply)
    a. Enrolling and accessing my Dragon Mail account
    b. Remembering to check my Dragon Mail
    c. Knowing how to send and reply to e-mails
    d. Sending or opening an attachment
    e. Other (please list) _____
    f. I have no trouble with PJC Dragon Mail

11. When attempting to manage computer files, which of the following do you find difficult? (Check all that apply)
    a. Saving or deleting files on the desktop, to folders, or external drives
    b. Downloading or uploading files
    c. Other (please list) _____
    d. I have no trouble managing computer files.

12. When attempting to use PJC Wi-Fi, which of the following do you find difficult? (Check all that apply)
    a. Entering the long and complicated password
    b. Knowing how to connect to the Wi-Fi on my phone or laptop
    c. Other (please list) _____
    d. I have no trouble using the PJC Wi-Fi

13. What would have helped you prepare for the computer skills that are expected in college?

Appendix 2: Faculty/Staff Survey

1. Are you Paris Junior College Faculty or Professional Staff?
   - o PJC Faculty
   - o PJC Professional Staff

2. Are you Full-time or Part-time?
   - o Full-time
   - o Part-time

3. At which location do you work?
   - o Paris
   - o Greenville
   - o Sulphur Springs

4. Based on your current observations, on a scale of 1-5, which of these items most effect student success?

	Least Important				Most Important
File management (saving, uploading, downloading, etc.)	1	2	3	4	5
Basic typing/keyboarding skills	1	2	3	4	5
Connecting to and using PJC DragonMail	1	2	3	4	5
Connecting to and using the PJC Wi-Fi	1	2	3	4	5
Accessing/navigating LMS operations (BlackBoard)	1	2	3	4	5
Using web browsers (Google, Firefox, etc.)	1	2	3	4	5
Search Engine Usage	1	2	3	4	5
Using Microsoft Excel	1	2	3	4	5
Using Microsoft Word	1	2	3	4	5
Using Microsoft PowerPoint	1	2	3	4	5
Accessing and using library databases	1	2	3	4	5
Downloading Apps/Programs (Respondus, etc.)	1	2	3	4	5

5. Were there any computer skills that you have observed, that are not discussed above, that you feel are important to student success?

Appendix 3: Student Survey on Computer Skills

Please fill out this questionnaire to help Paris Junior College better serve you and your fellow students.

1) Are you a full-time or part-time student?
    a. Full-time
    b. Part-time

2) Which location do you attend?
    a. Paris
    b. Greenville
    c. Sulphur Springs
    d. Online Only
    e. Combination Online & Face-to-Face

3) How would you describe your general computer skills?
    a. Excellent
    b. Above Average
    c. Average
    d. Below Average
    e. Poor

4) How comfortable are you with using computer related technology?
    a. Very Comfortable
    b. Comfortable
    c. Somewhat Comfortable
    d. Not Comfortable

5) Do you believe you have enough technical and computer skills to adequately perform computer related assignments?
    a. Yes
    b. No
    c. Sometimes

6) Do you have difficulty downloading Microsoft Office Suite?
    a. Yes
    b. No

7) Do you have Internet access at home?
    a. Yes
    b. No

8) If you do not have Internet access at home, do you rely on public Wi-Fi?
    a. Yes
    b. No

9) Which of the following devices do you plan to use for assignments? (Check All That Apply.)
    a. Smartphone
    b. Desktop
    c. Computer
    d. Laptop/Notebook
    e. Computer
    f. Chromebook
    g. Other

10) If you chose "Other" in Question 9, please list your other device(s).

11) When using Microsoft Word, which of the following do you find difficult? (Check All That Apply.)
    a. Creating a document
    b. Formatting a document (margins, type and size of font, cover pages)
    c. Inserting images into a document
    d. Other (please list below) I have no trouble with Microsoft Word

12) If you chose "Other" in Question 11, please list what else you have trouble within Microsoft Word.

13) When using your BlackBoard course, which of the following do you find most difficult? (Check All That Apply.)
    a. Finding assignments or tests
    b. Accessing My Grades (course grade book)
    c. Logging into BlackBoard
    d. Using Respondus to access tests
    e. Other (please list below) I have no trouble with BlackBoard

14) If you chose "Other" in Question 13, please list what else you find most difficult when using BlackBoard.

15) When using PJC DragonMail, which of the following do you find most difficult? (Check All That Apply.)
    a. Enrolling and accessing my DragonMail account
    b. Remembering to check my DragonMail account
    c. Knowing how to send and reply to e-mails
    d. Sending or opening an attachment
    e. Other (please list below) I have no trouble with PJC DragonMail

16) If you chose "Other" in Question 15, please list what else you find most difficult when using PJC DragonMail.

17) When attempting to manage computer files, which of the following do you find most difficult? (Check All That Apply.)
    a. Saving or deleting files on the desktop, to folders, or to external drives
    b. Downloading or uploading files
    c. Other (please list below) I have no trouble managing computer files

18) If you chose "Other" in Question 17, please list what else you find most difficult when managing computer files.

19) When attempting to use PJC Wi-Fi, which of the following do you find difficult? (Check All That Apply.)
    a. Entering the long and complicated password
    b. Knowing how to connect to the Wi-Fi on my phone or laptop
    c. Other (please list below) I have no trouble using PJC Wi-Fi

20) If you chose "Other" in Question 19, please list what else you find most difficult when using PJC Wi-Fi.

21) What would have helped you prepare for the computer skills that are expected in college? Please list.

Appendix 4: Results of Faculty/Staff Survey

Computer Skills	Academic Integrity	Customer Service	Retention	Team-work
2			1	
2			1	
1				2
1		2		
	1		2	
2			1	
2			1	
1			2	
	1		2	
	1			2
2		1		
1			2	
			1	2
2		1		
2		1		
2				1
1	2			
		1	2	
1			2	
2		1		
		2	1	
			1	2
				2
			2	1
1		2		
1		2		
1			2	
2				1
		2		1
2		1		
2			1	
2		1		
2			1	
2	1			
2		1		
1	2			
			2	1
2	1			
2			1	
		2	1	
1		2		
2		1		
1			2	
1			2	
2	1			
2				

Computer Skills	Academic Integrity	Customer Service	Retention	Team-work
	2		1	
2				1
2	1			
2		1		
	2			1
1	2			
	2		1	
			2	1
	2		1	
1			2	
2				1
2				1
2				
1			2	
2			1	
1		2		
	2			1
2		1		
1			2	
	1	2		
1		2		
2	1			
2			1	
	2		1	
	2	1		
	2		1	
	1	2		
	2		1	
1				2
1			2	
			2	1
1			1	2
2	1			
1			2	
2		1		
1			2	
	1			2
1			2	
2	1			
1			2	
2		1		
1			2	
2	1			
2			1	
104	**40**	**36**	**64**	**25**

2 PTs for 1st Choice
1PT for 2nd Choice

Appendix 5: Results of Student Survey

1) Are you a full-time or part-time student?	Frequency	% Frequency
Full-time	240	73
Part-time	91	27
Total	**331**	100

2) Which location do you attend?	Frequency	% Frequency
Combination Online & Face-to-Face	12	4
Greenville	59	18
Online Only	45	14
Paris	212	64
Sulphur Springs	3	1
Grand Total	**331**	100

3) How would you describe your general computer skills?	Frequency	% of Frequency
Above Average	76	23
Average	98	30
Below Average	6	2
Excellent	150	45
Poor	1	0
Grand Total	**331**	100

4) How comfortable are you with using computer related technology?	Frequency	% of Frequency
Comfortable	82	25
Not Comfortable	3	1
Somewhat Comfortable	37	11
Very Comfortable	209	63
Grand Total	**331**	100

5) Do you believe you have enough technical and computer skills to adequately perform computer related assignments?	Frequency	% of Frequency
No	1	0
Sometimes	33	10
Yes	297	90
Grand Total	**331**	100

6) Do you have difficulty downloading Microsoft Office Suite?	Frequency	% of Frequency
No	153	46
Yes	178	54
Grand Total	**331**	100

7) Do you have internet access at home?	Frequency	% of Frequency
No	21	6
Yes	310	94
Grand Total	**331**	100

8) If you do not have internet access at home, do you rely on public WiFi?	Frequency	% of Frequency
No	135	41
Yes	196	59
Grand Total	**331**	100

9) Which of the following devices do you plan to use for assignments? (Check All That Apply.)	Frequency	% of Frequency
Smartphone	138	24
Desktop Computer	106	18
Laptop/Notebook Computer	278	48
Chromebook	44	8
Macbook	3	1
PS4	1	0
Ipad/Tablet	8	1
Other	3	1
Grand Total Responses	**581**	100

10) When using Microsoft Word, which of the following do you find difficult? (Check All That Apply.)	Frequency	% of Frequency
Creating a Document	14	4
Formatting a document (margins, type and size of font, cover pages)	60	16
Inserting images into a document	32	9
Other	11	3
I have no trouble with Microsoft Word	250	68
Total Responses	**367**	100

Other Responses	
account to expencive	1
APA format	1
Charts with rows and columns, need practice	1
I don't have word.	1
I sometimes find it hard to find which box to click on to give me the options to adjust my	1
I use google docs	1
I'm just not familiar with Microsoft, I like to use google docs	1
LAPTOP	1
Mail merge with custom fields	1
Marco right now very different for me	1
N/A	2
Switching it to my new computer	1
with blackboard it changes the format of your document	1

11) When using your Blackboard course, which of the following do you find most difficult? (Check All That Apply.)	Frequency	% of Frequency
Finding Assignments or tests	40	11
Accessing My Grades (course grade book)	24	6
Logging into Blackboard	6	2
Using Respondus to access tests	36	10
I have not trouble with Blackboard	251	67
Other	15	4
Total Responses	**372**	100

Other Responses	
Dragon mail	1
Every instructor uses BB differently & have different options & different stuff accessible	1
every teacher has their own layout so just having to figure out where they put everythin	1
finding the textbook	1
mobile blackboard never wants to work, and is often late to notify me	1
my grades having due date from 2021 in one of my courses	1
N/A	1
navigation of course materials	1
Only time it becomes difficult is when I try and use it on my phone.	1
POWER POINTS--TO DOWN LOAD	1
smartphone usability/compatibility	1
Some professors format their blackboard in a confusing manner.	1
Sometimes the off websites to do homework are not easy to understand and most of the	1
Using blackboard is not an issue, but cengage is tricky	1

12) When using PJC DragonMail, which of the following do you find most difficult? (Check All That Apply.)	Frequency	% of Frequency
Enrolling and accessing my Dragon Mail account	27	7
Remembering to check my Dragon Mail	79	22
Knowing how to send and reply to emails	12	3
Sending or opening an attachment	11	3
I have no trouble with PJC Dragon Mail	233	63
Other	5	1
Total Responses	**367**	100

Other Responses	
composing messages containing quotesand footnotes	1
DOWNLOADING STUFF	1
Getting locked out of Dragonmail	1
I don't have dragonmail bc I'm part-time student & employee I have pjc.edu email	1
I never could enter my account	1
N/A	1
not knowing wear my mail is being sent	1
Recently there was a glitch...seems okay now	1
(blank)	

13) When attempting to manage computer files, which of the following do you find most difficult? (Check All That Apply.)	Frequency
Saving or deleting files on the desktop, to folders, or external drives	42
Downloading or uploading files	33
I have no trouble managing computer files	267
Other	5
Total Responses	**347**

Other Responses	
downloading micrsoft to my apple computer	1
finding where files have been saved	1
HAVE PROBLEMS GETTING STUFF TO DOWN LOAD	1
I don't always know where the file is saved at or where I should save it to	1
N/A	1
Recently a glitch , okay now	1
To move from cloud to cloud	1

14) When attempting to use PJC WiFi, which of the following do you find difficult? (Check All That Apply.)	Frequency	% of Frequency
Entering the long and complicated password	67	19
Knowing how to connect to the WiFi on my phone or laptop	23	7
I have no trouble using the PJC WiFi	221	63
Other	40	11
Total Responses	**351**	100

Other Responses	
Almost always have issues getting the connect and accept page to pop up. It sometimes several minutes and multiple tries to get my laptop connected.	1
Being an online student I have never experienced using the WiFi	1
connecting to wifi	1
Connection is not good	1
connection issues	1
DON'T KNKW HOW TO DO STUFF WITH E-MAILSO	1
Don't use pjc wifi	1
Don’t use it	1
Don’t use pjc wifi	1
dorm wifi not managed by IT	1
for the past 4 weeks i could not long into the pjc student wifi. I did trouble shotting and entered the password again and I still could not get on the wifi. Today when I came in class it automatically connected	1
getting the password to access the wifi	1
Having to constantly by redirected to the pjc website when joining the wifi network	1
I am not on campus, so I can not use the wifi.	1
I do not use PJC WiFi	3
I do online from home so I don’t use the wifi	1
I don't have the password but also never needed it.	1
I don't use PJC WiFi	1
I don’t use PJC WI-FI	1
I have not used PJC WIFI	1
I have trouble accessing the wifi when in class, even though I have typed in the correct password.	1
i haven't really used PJC Wifi	1
i try not to use it at school	1
I’ve never used Pjc Wi-Fi	1
It connects slowly and sometimes not at all.	1
N/A	1
N/A I don’t use PJC wifi	1
never used it	1
online	1

Remembering the password	1
Remembering the password	1
Sometime it's very slow and I find it troublesome having to connect to it each day because it doesn't automatically connect me.	1
Sometimes it will say I am connected but I can't access anything on the internet. This has only happened a handful of times.	1
staying connected to wifi	1
Takes my computer along time to connect to wifi then have to wait and accept cookies again over and over each time I log in.	1
the connection is pretty flimsy	1
The internet actually working	1
the password is ridiculously long & complicated	1
The Wi-Fi not connecting to devices	1

15) What would have helped you prepare for the computer skills that are expected in college? Please list:

By taking a basic computer fundamental class that includes Microsoft Word, Power Point, and Excel. If this type of class is taken before enrolling in college, the student's computer skills will be improved. Also, students can practice on their computers themselves, in order to learn the basics.	1
I took Business Information Management (BIM) my freshman year of highschool which helped me understand technology and Word a lot better. I do not think there is a certain way to prepare ourselves to work with technology because every year the technology is changing.	1
Every professor that I have had, has helped me prepare for any of these troubles.	1
I managed ok but if I had problems I would ask for help.	1
a basic software and computer class even if it is for a few hours one day before the semester starts.	3
a class on online readyness.	2
A little bit of more help but I think I was the one who didn't actually comprehend as much but everything else was great	1
A little crash course at the beginning of each class on how we will be using our devices throughout the semester.	1
A lot	1
A run through	1
A teacher here to explain where some do the assignments and discussion boards are and how they work.	1
Access to videos or links for daily or routinely used apps and systems, to aid in completing tasks necessary for school.	1
An advisor showing me how to register for classes online would have been nice when I first started.	1
An in-depth tutorial on how to use the blackboard system.	4
ANYTHING WITH EMAILS--RECEIVING AND SENDING	1
Anything... I had absolutely no help getting started. So you can only imagine how behind I was. Once I figured things out, it was to easier to work with and very helpful.	1
apa format	1
As an older returning student, I could have used a skills course 3 years ago when I first started .	1
Asking for help when needed	1
Basic computer class in High school and practice assignments/tasks to ensure competency	1
Being familiar with the blackboard format, where to find assignments.	1
Being introduced to blackboard before arriving. Even with decent knowledge of technology, blackboard can be confusing at first, especially with how some teachers organize their material.	1
Being more prepared	1
Being under 40 years old	1

Better internet connections(faster speed).	1
Better orientation on Dragonmail.	1
Better prep at beginning of the school year.	1
better, more secure internet. better blackboard layout. DESIGNATED, UNIVERSAL places for rubriks/references/syllabi. can you tell i dislike blackboard? otherwise y'all are good.	1
Classes offered in high school	1
Computer class in high school	2
Computer classes in high school.	1
computer course	1
Creating a habit to check my school email.	1
Doing more online assignments in high school, as most of our work was done in person.	1
Every thing was okay I felt well prepared	1
Everything being on blackboard and not having to go to another place to find the book.	
All of the classes using different programs	1
Everything has been great!	1
everything was great!	1
Everything was real simple	1
Explain how to use the websites for homework and such	1
Feel prepared.	1
Focusintg more in high school.	1
For people to explain things to me better and be more patient with me. Like on complicated computer stuff.	1
giving examples on how to do it real quick in class then start the work	1
Good internet facility,	1
Good teacher in high school	1
Have a day where someone teaches the students to use the technology during class hours. Or have a class for this kind of things.	1
having a computer class	1
Having a open computer class to all levels not as a credit but just to know the skill in cuestión, some what to be more user friendly. Thank you	1
Having a walk through on accessing everything.	1
Having access to respondus on iPad and connecting to internet	1
Having more time to the computer and trying new things.	1
Having the materials provided	1
High school teachers helping us expand our knowledge of other computer apps besides google.	1
High School technology classses.	1
Highschool tech classes wouldve helped me	1
How to page break	1
I already knew how to do everything I needed to successfully complete the computer work.	1
I am good	1
i am pretty computer illiterate, but have learned enough at college to get by with assignments and all	1
I am sufficient	1
I believe maybe doing a little bit more research on how to go about managing computer files would have made the assignments more smoother.	1
I did not have any issues with my computer skills in regards to going to college.	1
I did not know how to navigate blackboard	1
I didn't get prepared I had to figure stuff out my self	1

I do really good with computers	1
I don't have any difficulties, so far, with computer skills in college right now.	1
I don't have many issues with the computers, the only trouble I had were finding some assignments for a class.	1
I don't know what would have helped me prepare for the computer skills that are expected in college	1
I don't have many issues, we took computer classes in high school that helped a lot.	1
I don't know really I'm great with computer skills.	1
I don't know. I have job skills that helped me.	1
I feel fully prepared.	1
I feel I have been adequately prepared for computer use in college.	1
I feel like I have a good grasp on it.	1
I feel like I was prepared and our instructors are always available to help.	1
I feel like I was prepared enough before I started. I just had to learn the blackboard system and it was pretty self-explanatory.	1
I feel prepared from computer classes i have taken	1
I feel relatively competent using computers.	1
I felt prepared.	1
I felt ready.	1
I felt that the computer skills are very basic in the needs for what the classes have asked this far. Everything has been fine for me and my experience.	1
I get stumped on day one, but it's full steam ahead after that.	1
I had excellent prior computer knowledge and skills that helped me be successful in online classes.	1
I had good skills. But learned new skills	1
I had no problems with the computer part of the assignments.	1
I had previous experience using computers growing up.	1
I had proficient computer skills prior to taking classes at PJC	1
i had to learn on my won	1
I had to take a computer class in all the way through school, so it kind of came easy to me.	1
I have all the skills needed to prepare me	1
I have been using computers since i was a child.	1
I have everything I need.	1
I have had no issues computer use for college.	1
I have no issues being prepared for college level computer skills	1
I have no problems with computer skills. I do have an issue with getting on PJC WiFi because of the need to click on the button that pops up in a new window. sometimes the popup never happens and i know my popup blocker is off.	1
I have no trouble	1
I have taken introduction to computing which gave me good basic computer skills.	1
I little explanation on the flow of classes. Start to finish on blackboard to accessing a assignments, books etc. il has a class I had no idea that there was questions to answer in your book.	1
I need help switching my Microsoft account to my new computer	1
I only have a few hiccups on day one, after that I am on my way.	3
i really wouldn't know what to say. But take my time and go over everything again.	1
I think I am pretty prepared and have gotten the knowledge I need to complete tasks efficiently.	1
I think I have a general understanding of how to use technology for assignments	1

I think I have enough experience with computers that are expected to college	1
I think I manage fairly well. High school provided various computer based classes where we learned how to type. access information, download/upload assignments and navigate Microsoft applications as well as Google applications.	1
I think I was prepared when I came to college with some basic knowledge for computer skills, because we took classes to help us learn the basics. Maybe for those whoa rent fresh out of high school, they could get a short class to go over the computer so they can know what to do and expect.	1
I think it is more of a "learn as you go" thing so I do not think that a lot of preparation is really necessary.	1
I think my computer skills are prepared for college, the only thing wrong is that my typing is not the fastest.	1
I think so long as the individual coming in has basic skills, the Blackboard and other needed tools are easy enough to operate.	1
I think that high schools adequately prepares students for technology use once they are in college.	1
I took a computer class my senior year, so I know what I'm doing, it's just the lockdown tests that were a little complicated.	1
I took classes in highschool.	1
I truly believe that I was prepared for more than most computer skills starting later on in middle school, or early high school. I have been prepared for college when referring to computer skills. To touch up my knowledge, I took a computer course at Collin College.	1
I was already prepared	1
I was already prepared	1
I was already well prepared for the computer skills that were required in college. Thanks to online learning due to Covid.	1
I was prepared	1
I was prepared and had no trouble using internet to access all of my classwork.	1
I was prepared for the computer skills that are expected in college. I could improve on APA.	1
I was prepared well so I did not struggle with my computer skills. For those who do struggle I think they should take a computer class before coming to college, I took multiple ones before coming to pjc.	1
I was pretty prepared for PJC because I had already used Blackboard in high school, but I guess if a few teachers had helped me with navigating the website and how to find my own transcripts, that would have been nice.	1
I was very prepared for college because I had college courses in high school.	1
I wish that I had more typing classes in middle school to learn to type more efficiently.	1
I would go in to every computer software.I would get on every single Microsoft computer stuff and would just practice using all of them.Like switching files to a document, putting images on the files, using formats to use for essays, etc..	1
I've already taken computer classes.	1
I've been prepared for handling computers and their inner workings. My father is VP of tech at SEVERAL different national and international companies, or has been over the years. I had an email account when I was 6!! JUNO!! Can you believe it!!??	1
I've been using computers all my life so it's not really that difficult for me to do task or anything on a computer.	1
I'm not sure	1
I'm not sure	1
I'm not sure.	1

I've had a great background so far to move forward with my computer skills.	1
If a class requires you to know a multitude of different sites and platforms it should be listed in the course requirements. If a course states "general knowledge of computer and skills" it should not mean knowing every Microsoft program, Loom, U-tube, Screencastify, etc.. if we need to know them list them. I spend more time trying to submit my assignments than I did doing them. I have taken several business bases computer courses but I do not have video design and training.	1
If highschools would have thought us how to use it more often	1
If highschools would teach how to use them.	1
If I got Microsoft certified like my classmates, writing papers would be easier.	1
If I wouldn't have been out of school for so long and not using a computer for the years being out of school.	1
In todays internet reliant world a five year old could probably use the program as well as me if not better.	1
Introduction video	1
It hasn't been hard to follow instructions. I learn by doing.	1
It was very helpful that the professor would update every week with assignments that are due in a timely matter!	1
It would have helped if the teachers would have given us a walkthrough of blackboard but either way it was not hard to figure out.	1
Just getting a refresher on computer related skills.	1
Just knowing the basics of the computer	1
Just knowing where to find stuff at.	1
Knowing how to do some stuff	1
Knowing where and how to find my assignments but once I learned it wasn't all that hard	1
Learn everything in high school	1
Learn more about it and proceed to get teachers help if I can not figure out how to do it	1
Learning APA format.	1
Learning Exel for math classes	1
Learning Frameworks was a great class, I'm glad I took it as my first class in my first semester. I'm also grateful that Dr. Renfro was my instructor & he made it very clear that he's always willing to help with any questions we had.	1
Learning how to type faster, and use Microsoft programs effectively.	1
maybe learning the technical terms	1
Mine is mostly time management with everything I have going on with my mom & husbands medical.	1
More classes are yet to be taken.	1
More computer classes.	1
More practical applications and hands-on projects. When going to class in-person, would like a quick activity that showcases how different computer skills are used.	1
More practice	1
More than one year of typing class.	1
More training on computers in high school.	1
More typing exercises	1
my computer skills class in high school	1
My highschool classs	1
My skills are pretty good and where they need to be so nothing.	1

n	1
N/A	43
N/a	1
Na	14
No help needed	1
None	1
None, i have some computer skills and i have no trouble with it.	1
None, I took a computer coarse prior attending Paris JC	1
not applicabale	1
Not sure	1
Nothin	1
Nothing	14
Nothing	2
Nothing :)	1
Nothing everything so far has been sufficient	1
Nothing I was prepared.	1
Nothing I would say. Everything was very well organized and easy to navigate.	1
nothing in specific	1
Nothing it is very simple to use computer for school	1
Nothing majorly	1
nothing really. the only thing that i would change for future students is if all teachers have basic layouts for them to easily follow as to where links are and folders having same info for each teacher.	1
Nothing would have helped me I am pretty good with computers and I can find things out really fast.	1
Nothing would've necessarily prepared me, I just had to learn it once i started college classes but it all came easily to me.	1
Nothing, I am prepared.	1
Nothing, I have always used a computer.	1
Nothing, I have good knowledge on my computer skills for college.	1
Nothing, I think it was great, I just need to practice more.	1
nothing, I took BCIS and it helped me.	1
Nothing, I'm ok with the online assignments	1
Nothing.	1
Nothing.	1
Nothing. I already felt fully equipped, and still do, to complete my coursework and tasks on my computer.	1
Nothing. I already had extensive computer knowledge prior to coming to PJC.	1
Nothing. I am happy with my computer skills.	1
Nothing. I felt prepared.	1
Nothing. I have learned how to navigate through everything that I need for my courses	1
Nth that I know Of	1
One thing the steps for loggining in	1
Only problem I have is the confusing format the MyPJC page has. It is often hard to find the right tab to get to much needed info.	1
Orientation for blackboard.	1
Perhaps a course that teaches the basics on how to maneuver through blackboard, and Microsoft word.	1
Personally, I don't have any issues using my computer with any software.	1
PJC blackboard and learning how to use that	1
Playing video games sense I was 5	1
Practice	1

practice	2
previous experience	1
Probably a computer class in high school.	1
Quick crash course on how to navigate mypjc and blackboard would have help	1
School classes	1
Short review at the beginning of the course if needed	1
Simplicity of websites, blackboard is very hard to navigate even for students with a lot of computer experience navigating websites.	1
So far I am getting by pretty good . No complaints here	1
Sometimes it is really hard to get on the PJC Wifi.	1
Speech to text application ready to go.	1
Standardized computer classes in schooling.	1
Taking a computer class before college	1
Taking a computer course	1
Taking any form of computer literacy courses helps immensely	1
Tech support 24/7	1
Technology is constantly changing, you just have to learn as you go	1
The computer class that I took at pjc, that went over all the Microsoft stuff, was extremely helpful to me.	1
The computer classes I took in high school really helped with my computer skills in college, and have helped me navigate technology.	1
The computer skills provided from the school is very helpful and I have no changes or concerns about it.	1
The different writing assignments, computer skill classes and using those in my own time.	1
The profesor they usually know what to do or know who to direct me to.	1
There is nothing that I would have needed help preparing for the computer skills that are expected in college.	1
This course uses the most effective computer system of all classes. Blackboard and Word are easy to learn and navigate. I am glad he does not use or expect us to know a lot of extra platforms that make assignments difficult; some of our classes it is hard to learn all the different computer sites they use; it is almost impossible to get work submitted.	1
TIME MANAGEMENT AND NO PROCRASTINATION!!!	1
To learn more of it in high school and get prepped for it before I need it	1
Trying to take a few online classes which i find challenges because of my limited computer skills but asking questions as much as i can to learn. I missed a test on an online course this semester because i did not know where the test was found.	1
tutorial on certain things	1
type more often.	1
typing classes	1
Use of Microsoft word instead of Google Docs throughout high school.	1
Using Microsoft and Google docs, finding things on the pjc website.	1
Videos or tutorials on how to prepare for computer skills	1
Well during high school we have used computer throughout the year so I find it vary easy for my to manage everything.	1
Wish I had an answer...but it's hard to know what you need to know, until you need to know it!	1
Grand Total	**323**

Appendix 6: Pre-test/Post-test SLO Student Questions

SLO #1: Students will demonstrate an understanding of basic computer skills by:

1. Which of the following allows you to gain access to the Internet?
    a. Internet Explorer
    b. Mozilla Firefox
    c. Google Chrome
    d. All of the Above
    e. I don't know the answer to this question

2. You see this icon at the bottom of your screen:
    
    What would it run?
    a. Firefox
    b. Edge
    c. Chrome
    d. Safari
    e. I don't know the answer to this question

3. Consider the logo below:
    
    What would this let you do?
    a. Store data
    b. Communicate wirelessly
    c. Change system settings
    d. Print
    e. I don't know the answer to this question

4. Google (www.google.com) is a:
    a. Search Engine
    b. Number in Math
    c. Directory of images
    d. Chat service on the Internet
    e. I don't know the answer to this question

5. "www" stands for:
    a. World Wide Wares
    b. World Wide Web
    c. World Wide Wait
    d. World Wide War
    e. I don't know the answer to this question

6. Which of the following is the process of transferring files from a server on the Internet to a computer?
    a. Uploading
    b. Streaming
    c. Downloading
    d. Flowing
    e. I don't know the answer to this question

7. Which of the following is the process of transferring files from a computer to a server on the Internet?
    a. Uploading
    b. Streaming
    c. Downloading
    d. Flowing
    e. I don't know the answer to this question

8. Academic databases provide
    a. **Scholarly, peer-reviewed articles and books**
    b. Free, open-source articles and books
    c. Research papers you can purchase for your assignment
    d. No citation assistance
    e. I don't know the answer to this question

9. When finding a research article on the Internet, which of the following evaluation criteria would you **NOT** use for a college-level research paper
    a. Authority (who is the author of the source)
    b. Sponsorship (who is sponsoring the source)
    c. Purpose and audience (what is the purpose and who is the intended audience)
    d. Colorful graphics (nice colors and good pictures)
    e. I don't know the answer to this question

10. Librarians and the Library can help me with _____
    a. Financial aid
    b. Arranging my schedule
    c. Finding sources for my research paper
    d. Filling out my degree plan
    e. I don't know the answer to this question

11. To find relevant, reliable, and authoritative sources for my research paper, I would go to
    a. Instagram
    b. TikTok
    c. Library databases
    d. WhatsApp
    e. I don't know the answer to this question

SLO #2: Students will demonstrate successful use of PJCs BlackBoard Learning Management System by:

1. Students can access their BlackBoard by:
    a. Going to the PJC homepage, clicking BlackBoard Login on the top navigation.
    b. Going to the MyPJC portal and click BlackBoard on the left navigation under "Quick Link"
    c. Typing this website address: https://parisjc.BlackBoard.com or click your bookmark
    d. All the above
    e. I don't know the answer to this question

2. Once the BlackBoard login page is displayed, what are the login credentials for students (username, password):
   a. Username is student phone number, and password is birthdate formatted MMDDYYYY
   b. Username is student id number, and password is birthdate formatted MMDDYY
   c. Username is student social security number, and password is birthdate formatted MMDDYYYY
   d. Username is student id number, and password is birthdate formatted MMDDYYYY
   e. I don't know the answer to this question

3. To navigate a BlackBoard course, you will most likely
   a. Scroll through the content in the default page only
   b. Use the course menu on the left of your course site to browse through the components
   c. Review only the content or assignment page only
   d. A and C
   e. I don't know the answer to this question

4. When you are locked out of BlackBoard, what should you do?
   a. Call or e-mail help desk
   b. Call or e-mail the instructor
   c. Nothing
   d. Call a friend
   e. I don't know the answer to this question

5. The help desk is not designed to help you with this BlackBoard issue
   a. A registered course does not appear in the course list
   b. Problem submitting your paper
   c. Problem with publisher content
   d. Problem understanding or completing the assignment
   e. I don't know the answer to this question

6. When you are locked out of a BlackBoard test or quiz, what action should you take?
   a. Call or e-mail help desk
   b. Call or e-mail the instructor
   c. Nothing
   d. Call a friend
   e. I don't know the answer to this question

7. Once students are logged into a course in BlackBoard for the first time, what should they review immediately.
   a. Instructor info and introduction message
   b. First assignment due date
   c. Syllabus and Textbook materials
   d. All the above
   e. I don't know the answer to this question

8. In an online course, the students should complete the First Assignment as soon as possible or by the due date.
   a. True
   b. False

9. How do you upload a file, such as a paper, for a grade in a BlackBoard course?
    a. Select the **Content Area** from the *Course Menu* that holds the assignment (for example, the Course Documents area or Assignments area)
    b. Locate the assignment
    c. Browse My Computer, attach the file, and click submit
    d. All of the above
    e. I don't know the answer to this question

10. Before beginning a test in BlackBoard, you should know the following:
    a. How much time is set to take the test?
    b. Make sure you have a stable Internet connection
    c. Not to refresh the page, close the window, or use the browser's back button while taking a test
    d. All the above
    e. I don't know the answer to this question

11. How to review a graded test or assignment in a BlackBoard course?
    a. Go to the content area where the test was taken and view attempts
    b. Go to My Grades link on the course menu and locate the test
    c. Go to the Start Here Content Area
    d. A or B
    e. I don't know the answer to this question

12. A link for a virtual meeting can appear
    a. In your course
    b. In an e-mail
    c. Only in an e-mail
    d. A or B
    e. I don't know the answer to this question

13. What is the number one recommended Browser to use for BlackBoard?
    a. Safari
    b. Mozilla FireFox
    c. Google Chrome
    d. Microsoft Edge
    f. I don't know the answer to this question

14. Which Discussion Board item is not true?
    a. Allows class members to leave messages (and responses to messages) for others to read
    b. Discussions are organized into different forums (topics)
    c. The instructor cannot read your response
    d. The instructor can grade your response
    e. I don't know the answer to this question

SLO #3: Students will demonstrate their ability to access and use their PJC DragonMail by:

1. A word processing file can be attached to an e-mail message.
    a. Yes
    b. No
    c. Depends on what type of file
    d. Only to select e-mail addresses
    e. I don't know the answer to this question

2. An example of an e-mail address is:
    a. Http://www.whitehouse.gov
    b. President@whitehouse.gov
    c. President://whitehouse.gov
    d. None of the above
    e. I don't know the answer to this question

3. To create a new e-mail, you would press this button 

    a. True
    b. False

4. What does "e-mail" stand for?
    a. Everyday mail
    b. Electronic mail
    c. Everywhere mail
    d. Electric mail
    e. I don't know the answer to this question

5. You can send an e-mail to anywhere in the world.
    a. True
    b. False

6. The _____ is the part of an e-mail message that contains the address of the sender and recipient.
    a. Headline
    b. Header
    c. Footer
    d. Body
    e. I don't know the answer to this question

7. An Inbox is where you can find _____.
    a. Sent e-mail
    b. Spam mail
    c. New e-mail
    d. Deleted e-mail
    e. I don't know the answer to this question

8. What is used to separate the two parts of an e-mail address?
    a. An 'at' symbol (@)
    b. Number sign (#)
    c. An asterisk (*)
    d. All of them
    e. I don't know the answer to this question

9. An attachment can include:
    a. Digital photos
    b. Documents
    c. All the above
    d. None of the Above
    e. I don't know the answer to this question

10. To access your PJC e-mail for the first time, you must _____.
    a. Do nothing.
    b. Create your account.
    c. Request an account from the PJC helpdesk.
    d. Activate your account.
    e. I don't know the answer to this question

11. Students can access their DragonMail by:
    a. Going to the PJC homepage, clicking current students, scroll down to Life on Campus and then clicking DragonMail.
    b. Going to gmail.com and entering their DragonMail.
    c. Going to the PJC homepage, clicking on A-Z links then scrolling down to DragonMail.
    d. All the above
    e. I don't know the answer to this question

12. All of the following should be included when sending an e-mail to an instructor except:
    a. Be polite
    b. Provide specific information in the subject line.
    c. Proofread your e-mail.
    d. Use acronyms
    e. Use your school e-mail account
    f. Include your class and section number.
    g. I don't know the answer to this question

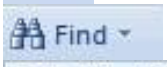
SLO #4: Students will create and save documents using the Microsoft Suite by:

1. When you see no icons on the desktop, how can you open programs such as Microsoft Word?
    a. Right-click to reveal all icons
    b. Restart the computer
    c. It is not possible to open the program if no icons are on the desktop
    d. Click the Start button and select program from the menu
    e. I don't know the answer to this question

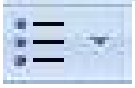
2. To make existing text bold in Word, what do you need to do first?
    a. Underline the text
    b. Single-click the text
    c. Turn on the bold option
    d. Highlight the text
    e. I don't know the answer to this question

3. Which key on the keyboard is used to capitalize letters?
    a. Windows
    b. Ctrl
    c. Shift
    d. Tab
    e. I don't know the answer to this question

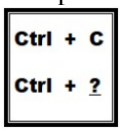
4. A document can be saved in which format?
   a. .doc
   b. .pdf
   c. .docx
   d. All of the above
   e. I don't know the answer to this question

5. Which of the following allows you to change the font type?
   a. 
   b. 

   c. 

   d. 
   e. I don't know the answer to this question

6. You press the short-cut keys below to copy and paste:

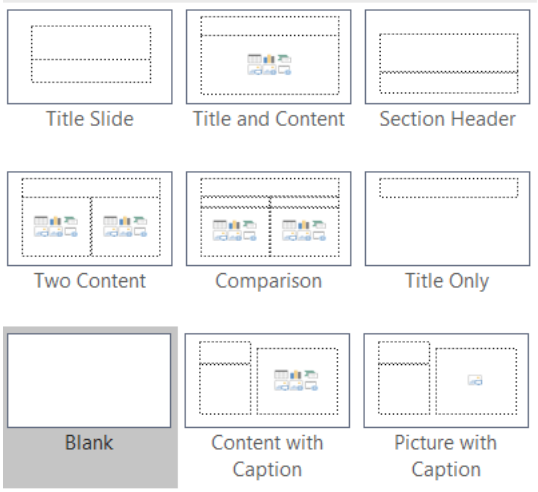
   What letter should replace the question mark?
   a. V
   b. P
   c. G
   d. T
   e. I don't know the answer to this question

7. You choose to close a Microsoft Office program as below, without first saving any of your work:

   What will happen?
   a. The program will close, and you'll lose your work
   b. You'll see a dialog box asking you to save your work, and won't be able to proceed without doing or cancelling this
   c. Nothing!
   d. The program will close, and your work will automatically be saved to the DRAFTS folder
   e. I don't know the answer to this question

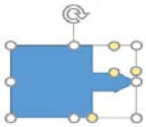
8. Consider the diagram below:



What are the things shown?

a. Slide layouts
b. Presentation templates
c. Design Aids
d. Autoformats
e. I don't know the answer to this question

9. Consider the diagram below:



What would happen if you clicked and dragged on the circular arrow at the top?

a. It would rotate the shape
b. It would flip the shape vertically
c. It would flip the shape horizontally
d. It would undo the last formatting change you'd made to the shape
e. I don't know the answer to this question

10. You have a text box on screen, with the cursor as shown, and you click on the BOLD tool:

What text will be affected?

a. All the words in the text box
b. The word AND
c. None
d. All of the letters up to and including the word AND
e. I don't know the answer to this question