Forsyth Technical
Community College

Information Literacy:
Because We C.A.R.E.

Communicate/Access/Research/Evaluate

Note: This document contains the updated Assessment chapter sent to the committee prior to the on-site visit.

Contents

Message from the President

Dear Members of the On-Site Committee:

On behalf of the Board of Trustees, faculty, staff, and students of Forsyth Technical Community College, I am pleased to submit to the Commission on Colleges of the Southern Association of Colleges and Schools the College's Quality Enhancement Plan --***Information Literacy: Because we C.A.R.E.*** Improving our students' ability to communicate, access, research, and evaluate information – their information literacy -- will transform learning at the college and prepare our students to compete and succeed in the 21st century.

This plan represents the culmination of a college-wide effort. The QEP Steering Committee comprised of students, faculty, and staff developed our topic and plan based on suggestions from the entire Forsyth Tech community. The committee also conducted an examination of the College's strengths and weaknesses in student learning, collected and evaluated data representing the need for improved student outcomes, and reviewed the literature pertaining to best practices in information literacy. The input from the College regarding potential topics and implementation strategies and the research that was conducted helped the Committee focus the discussion and develop the framework for our work on information literacy.

Our QEP articulates the College's commitment to carry out its mission and strategic goals. I appreciate your time and consideration of Forsyth Tech's Quality Enhancement Plan and look forward to welcoming you to our campus in October 2012.

Sincerely,

Gary M. Green
President

Acknowledgements

QEP Committee Members

Rochelle Almond.............................. Student
Michele Anderson .... Staff Associate, Planning and Information Services
Keith Boles...................................... Instructor, Interventional Cardiac and Vascular Technology
Randy Candelaria .... Dean, Learning Resources
Tim Cannon .... Program Coordinator, Humanities
Julie Catanzarite .... Retention Manager, Student Services
Jewel Cherry................................... Vice President, Student Services
James Cook..................................... Director, Learning Technologies
Dana Dalton.................................... Director, Office of Institutional Effectiveness
Mike Dixon .... Instructor, Welding Technology
Bart Ganzert .... Instructor, English
Jean Groome .... Director, Admissions
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Sherraine McLean............................ Director, Shugart Women's Center, Student Services
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Kevin Osborne .... Coordinator, Planning and Assessment
Stacy Pendergrass........................... Student
Mark Perew..................................... Alumnus
Debbie Pritchard .... Instructor, Chemistry
Linda Randall.................................. Instructor, Life Sciences
Cindy Smith .... Program Coordinator, Computed Tomography
Shannon Stanley.............................. Coordinator, Adult High School and ABS/GED
Renee Stowers .... Staff Assistant, Humanities & Social Sciences
Gisele Taylor-Wells.......................... Program Coordinator, Interior Design
Martha Todd .... Awards/Packaging Specialist, Student Services
Kyle Turner .... Student
Ronnie Valenti................................. Coordinator, Adult Literacy Testing
Ann Watts .... Director, Stokes County Center
Yolanda Wilson................................ Dean, Humanities and Social Sciences
Laura Yannuzzi................................ Senior Assessment Coordinator, Institutional Effectiveness

In addition to the above-mentioned people who served on various QEP committees, a great many Forsyth Tech people, including community partners, faculty, staff, and students, made valuable contributions to the QEP process. We wish to acknowledge the efforts of the entire team.

Chapter I: Executive Summary

Through our Quality Enhancement Plan (QEP), *Information Literacy: Because We C.A.R.E.,* we seek to transform the culture at Forsyth Technical Community College by improving student learning in information literacy. We define "information literacy" as *the ability to find, evaluate, and use information effectively in areas such as critical thinking, technology, career decision making, and lifelong learning*. Commenting on National Information Literacy Month, President Obama stated, "An informed and educated citizenry is essential to the functioning of our modern democratic society, and I encourage educational and community institutions across the country to help Americans find and evaluate the information they seek in all its forms," (Wiener, 2010). Clearly, improved information literacy skills will benefit not only our students, but our college, community, state, and country, as well.

Forsyth Tech's information literacy QEP relies on two key components: a supportive learning *environment* and specific strategies to *engage* students in the learning process. Within this two-dimensional framework, we expect our students to gain information literacy skills that will prepare them to compete and succeed in the 21st century.

Our QEP focuses on four student learning outcomes denoted by the acronym **C.A.R.E.** to emphasize essential skills: **C**ommunicate, **A**ccess, **R**esearch, and **E**valuate. We researched traditional information literacy outcomes and then evaluated, refined, and customized them to fit our students' needs and our college culture, resulting in the following:

Communicate: Students will be able to communicate effectively.
Access: Students will be able to identify and access appropriate information sources.
Research: Students will be able to search/retrieve/utilize information for a specific purpose.
Evaluate: Students will be able to critically evaluate information.

Our plan incorporates the following best practices from our review of the literature:
- ✓ Information literacy should be a continuum for lifelong learning.
- ✓ Information literacy should improve the quality and efficiency of education and training.
- ✓ Information literacy should be understood by faculty, staff, and students.
- ✓ Information literacy should be a collaborative effort across the college.
- ✓ Information literacy initiatives should include workshops and modules.

As the plan evolved, we continually asked the following questions:
- ✓ Will student learning be enhanced?
- ✓ Will our people be supportive and enthusiastic?
- ✓ Will each area of the college contribute and/or benefit?
- ✓ Will Forsyth Tech's mission, values, and strategic initiatives be advanced?
- ✓ Is the college capable?
- ✓ Is supporting research available?
- ✓ Will our culture be transformed?

As we near the end of the plan development process, Forsyth Tech's Steering Committee agrees that we can answer our questions with an enthusiastic "Yes!" and we offer *Information Literacy: Because We C.A.R.E.* for outside review.

Chapter II: Process Ensures Broad-Based Involvement

Beginning the Process

In November 2010, the Forsyth Tech Leadership Team invited faculty and staff representing all six major divisions of the college (Economic Workforce Development, Business Services, Instructional Services, Institutional Advancement, Planning and Information Services, and Student Services) and students to work together as the QEP Topic Selection Committee. This group was charged with determining the best QEP topic for the college and then designing a plan that addressed a well-defined and focused topic related to enhancing student learning. Biweekly meetings were held throughout the spring semester as the committee sought input from the entire Forsyth Tech community and began to research and evaluate institutional needs.

> **Our Mission**
>
> Forsyth Technical Community College provides students with exceptional technical education and training as well as college transfer, adult basic education, and continuing and corporate education programs to develop a globally competitive workforce. The college responds to student, employer and community needs with innovative, flexible programs and service delivery.

According to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Quality Enhancement Plan (QEP) should increase the quality of higher education by enhancing student learning. The Commission on Colleges defines *student learning* as changes in knowledge, skills, behaviors, or values. A successful plan topic must be accepted and understood by the college community and align with the mission of the college. (Appendix A)

Committee members first familiarized themselves with the QEP as outlined in the SACSCOC "Handbook for Institutions Seeking Reaffirmation."

Core Requirement 2.12 requires an institution to develop a plan for increasing the effectiveness of some aspect of its education program relating to student learning.

Comprehensive Standard 3.3.2 mandates that the institution demonstrate institutional capability for completion of the QEP, involve institutional constituencies in both the planning and implementation of the QEP, and establish goals and an assessment plan.
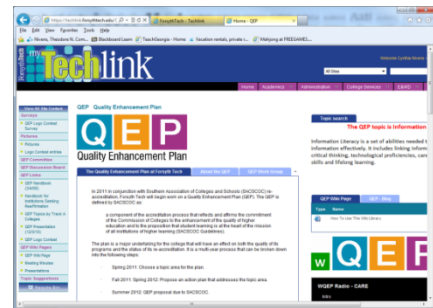
The committee also reviewed other colleges' QEPs to learn how they had approached the process. The committee then created a plan, which is detailed below, to identify a well-defined and focused QEP topic to enhance student learning at Forsyth Tech.

Inviting Broad-Based Participation

The committee sought broad-based participation from the entire Forsyth Tech community through a strong awareness campaign, including the following.

An Online QEP Presence

A QEP webpage on Techlink, the school's intranet, was developed with a three-fold purpose: 1) To create an awareness of the QEP; 2) To inform the Forsyth Tech community about the QEP process; and 3) To solicit ideas, advice, suggestions, and guidance. The webpage explained the purpose of the QEP and provided links to various resources pertaining to the development of a high-quality and effective QEP. FAQs (Appendix B), and presentations made to various college constituencies were also posted. On the QEP webpage, the entire Forsyth Tech community could offer topic ideas through a suggestion box.

The Bloom Agency, Forsyth Tech's marketing partner, created an external QEP website (http://www.forsythtech.edu/QEP) to share information about the development of the Forsyth Tech QEP with individuals outside the college, including members of the community, Board of Trustee members, business partners, and alumni. This website also included a suggestion box for possible topic ideas. (Appendix C)

What's Your QEP? Video

The committee wanted to initiate a conversation with the college community that would

get everyone to start thinking about what they would like to see as the school's QEP. Various stakeholders from around campus were captured on video, asking "What's Your QEP?" The video, featured on Techlink, sparked interest and began to create awareness of this new concept throughout the college. Follow-up e-mails to

students, faculty, and staff drew attention to the video and requested ideas to enhance student learning at Forsyth Tech.

QEP Posters

Once the initial QEP logo was developed, The Bloom Agency helped create a poster to invite ideas. Committee members strategically placed the posters across the Forsyth Tech campuses.
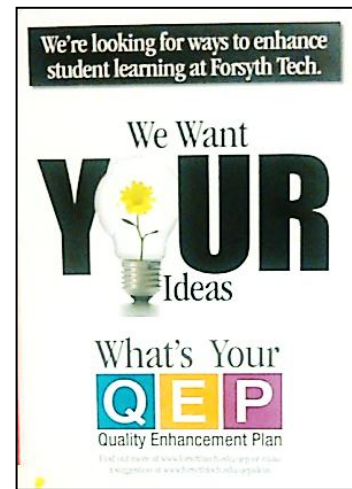
QEP Presentations/Student Focus Groups/Faculty Survey

The QEP Steering Committee met with the President's Cabinet on several occasions throughout the development process to keep them informed of the progress of the project. They provided excellent feedback, enabling the committee to develop a viable plan that would reach a vast majority of our students and be sustainable by the college.

At the school's Annual Professional Development Day in in March 2011, another video was presented to all faculty and staff to help explain the QEP topic-selection process and generate enthusiasm for helping to choose the school's QEP. Participants eagerly shared numerous ideas on suggestion cards distributed at the event. (Appendix D)

The QEP Steering Committee made another presentation at the school's Annual Convocation in August 2011. They shared an overview of the quantity and type of suggestions received, including the process for narrowing the suggestions into one QEP topic. The committee revealed information literacy as the chosen Forsyth Tech QEP topic. Additionally, the QEP presenters explained the next phase: determining which specific literacies related to student learning to include in the plan. To facilitate this process, the committee defined literacy as a "group of skills and competencies that reflect a student's domain knowledge in a specific area." The main Forsyth Tech website (http://www.forsythtech.edu/) featured a banner ad,

which stated the chosen QEP topic, Information Literacy. A link to the QEP webpage for individuals wishing to read more about this new concept was included. Everyone was urged to voice, through an online suggestion box, which specific literacies they felt should be included.
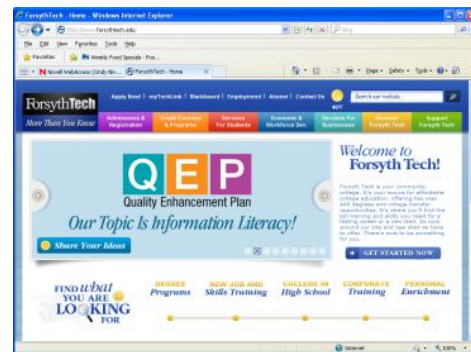
At a subsequent QEP Retreat, the committee reviewed the suggestions made by the faculty, staff, students and other community stakeholders regarding the specific literacies most critical to student success. As they considered the feedback from others, they also discussed the ACRL (2000) information literacy competency standards for higher education as a guide for their QEP framework. After careful review of the ACRL (2000) outcomes, the suggestions given by campus constituents, and the direct and indirect data gathered, the committee determined that the four literacies that would have the greatest impact on student learning were the following:

- ✓ A student's ability to communicate information;
- ✓ A student's ability to access information;
- ✓ A student's ability to research information; and
- ✓ A student's ability to evaluate information.

From this four prong thrust on Communicate, Access, Research, and Evaluate, the acronym C.A.R.E. was born, and by the end of the retreat, the slogan "Information Literacy: Because We C.A.R.E." had been formed.

Time was allotted, during each faculty and staff assembly, to share an update of the QEP. On Professional Development Day, October 12, 2011, the QEP Steering Committee explained the committee's interpretation of the information literacy topic, the outcomes that had been created, and an explanation of the acronym **C.A.R.E.,** which would serve as a framework for the implementation of the QEP.

QEP Steering Committee members, taking on the role of QEP Ambassadors, also made presentations at division meetings across campus throughout the development stage to inform everyone about the progress of the QEP and encourage their ongoing participation.

Student forums were held on the various campuses to inform students about the QEP topic and seek input that would assist the committee in the development of the plan. (Appendix E and Appendix F) Faculty and staff shared additional thoughts through a survey and through department meetings. (Appendix G) Administration discussed the topic at Cabinet meetings and periodic updates were given to the Board of Trustees.

Information Literacy Posters

Once our topic was announced, new posters appeared across the college explaining the committee's definition of information literacy*: The ability to find, evaluate, and use information effectively in areas such as critical thinking, technology, career decision making, and lifelong learning*. One purpose of these posters was to ask individuals for their ideas on how information literacy could enhance student learning at Forsyth Tech.
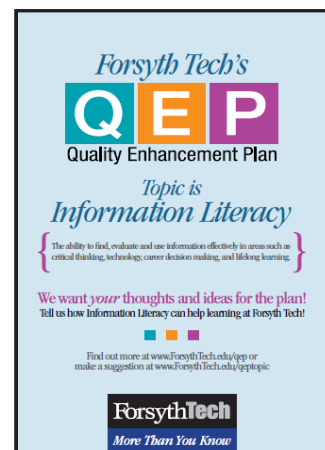
WQEP Radio

To create further interest, we aired audio content created by a cooperative education (co-op) student in our broadcast production technology program through WQEP, a streaming radio station on Techlink. Our student, assisted by his classmates and guided by the Learning Technologies staff, created, edited, and published multiple audio media files using college equipment and software. In addition, the marketing workgroup recorded an original song to help promote awareness of our QEP process. The song was introduced at the Spring 2012 Professional Development Day all-employee meeting and then, along with radio spots, continued to play in a random loop on the QEP Techlink webpage and the college website.

QEP Logo Contest

As the committee continued to familiarize the Forsyth Tech community with the QEP topic, a campus-wide logo contest open to all current Forsyth Tech employees and students was held. (The flyer advertising this contest can be found in Appendix H.) The QEP steering committee selected the top five entries, which were then posted on our website for voting by faculty, staff, and students to select their top three favorites.

Student Wade Hill's entry was declared the winner. Wade received a $100 gift card to the Forsyth Tech Bookstore and his logo will be used to promote information literacy on our campuses and throughout the community. The Bloom Agency edited the final version for readability and consistency.

Community Awareness

In April 2012, the Admissions Office held its annual High School Counselor Conference. Counselors from Winston-Salem/Forsyth County Schools and Stokes County Schools participated. Two QEP Steering Committee members conducted a breakout session called "What's Our QEP?" to introduce the counselors to our QEP of *Information Literacy: Because We C.A.R.E.*

The Forsyth Tech QEP also had a presence at our Annual Open House on Saturday, April 14, 2012. Many of the QEP Steering Committee members were on hand to assist with this event.

Summarizing the Development Process

The QEP Steering Committee identified a QEP for Forsyth Tech that truly matches the desires and needs of the entire Forsyth Tech community. Tremendous effort was put into defining information literacy in a manner that would be meaningful throughout the college. Additionally, a concerted effort was made to hear suggestions from faculty, staff, and students about how the outcomes could best be implemented.

Familiarizing the entire Forsyth Tech community with the development of the QEP has been a major priority of the QEP Steering Committee. The committee made numerous presentations, created posters, developed a presence on both the internal and external Forsyth Tech websites and sent multiple e-mails to all employees and students via the school's Techlink message system about the progress of the QEP development process. (Appendix I, Appendix J, and Appendix K).

While reviewing ideas submitted by faculty, staff, and students, the QEP Steering Committee discussed to what extent the implementation of each suggested initiative might advance the college's mission and strategic initiatives. How well each idea merited the financial and moral support of the college's administration was also considered. The driving factor, however, in choosing the topic of information literacy was that we determined its substantial

potential for enhancing student learning. We made this determination through a careful review

of relevant data and best practices, which are described in the next chapter.

Chapter III: Identification of the Topic

Reviewing the Ideas and Evaluating the Data

Two subcommittees approached the task of identifying the QEP topic on two separate fronts: a topic subcommittee and a data subcommittee. The topic subcommittee reviewed the suggestions received. National employment data was reviewed as well as the following internal data: the 2009 Community College Survey of Student Engagement (CCSSE, 2009), the Graduating Student Exit Survey (Forsyth Tech, 2010), the Progress in Effectiveness (PIE) Report (Forsyth Tech, 2010), the Employee Assessment of the College (Forsyth Tech, 2012), and the General Education Outcomes Report (Forsyth Tech, 2012). These data points were aligned with the College mission and select strategic objectives. Further feedback was solicited from students and faculty through focus groups and targeted surveys. The committee used the following findings to provide the justification and solid rationale for information literacy as the Forsyth Tech QEP.

National Employer Needs Data

Hart Research Associates (2009) conducted a survey, "Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn." A total of 302 employers were surveyed. According to this national survey, 89% believed colleges should place more emphasis on the ability to effectively communicate orally and in writing, and 68% believed more emphasis should be placed on the ability to locate, organize, and evaluate information from multiple sources. These employers saw a positive benefit in education innovations that foster active learning, communication, and research skills.

Internal Data

Communication Skills

CCSSE (2009) – 59% felt their experience at Forsyth Tech contributed to their ability to write clearly and effectively quite a bit or better (n=101).

Graduating Student Exit Survey Results (Forsyth Tech Community College, 2010) – 53% felt their experience at Forsyth Tech contributed to their ability to write clearly and effectively a great deal (n=437).

CCSSE (2009) – 46% felt their experience at Forsyth Tech contributed to their ability to speak clearly and effectively quite a bit or better (n=101).

CCSSE (2011) – 9% of respondents said that they do not discuss grades or assignments with their instructors.

Student Course Evaluations (Spring 2012) - The item: "*I communicate at least as much with other students in this online course as I would in a face to-face course*" received an average score of 2.9 on a scale where 1 was Strongly Disagree and 4 was Strongly Agree.

Conclusion: Many students are leaving Forsyth Tech with communication skills that still need improvement. Student course evaluations suggest deficiency communicating in multiple modalities, skills our students will need to be successful in the 21st century.

Access Skills

CCSSE (2009) – 44% of surveyed students felt their experience at Forsyth Tech did not contribute favorably to their ability to use computing and information technology (n=101).

PIE (2010) – There has been a 51% increase in the number of students enrolled in online courses from fall 2005 through 2008.

Information Literacy Student Focus Groups (Forsyth Tech Community College, 2012) – 44% of students believe they are more technologically savvy than their instructors (n=231).

Information Literacy Faculty Survey (Forsyth Tech Community College, 2012) – 68% of instructors believe they are more technologically savvy than their students (n=150).

Accuplacer CPT Test Results – Scores indicate that approximately 15% of students enrolled are not prepared to succeed in CIS 110, Intro to Computers, or CIS 111, Basic PC Literacy, nor are the students prepared to take any online class (n=230). (Appendix L)

Spring General Education Report (2012) – 77% of students met benchmarks and received a grade of a C or better in the Technology General Education Outcome (n=125). Based on analysis of homework and exams in CIS 110, the area in which most

students failed to receive a passing grade was in the area of basic window skills and Office product fundamentals.

Faculty Survey of Online Instruction (2011) – more than 93% of respondents agree that student learning in online courses at Forsyth Tech would be improved if students were required to prove minimum technology skills before enrollment is allowed. Additionally, more than 15% of respondents noted technologically unprepared students as their main concern about distance-learning classes at Forsyth Tech (n=135).

During fall of 2011 walk-in registration, approximately 50% of students who attended were continuing students who had the ability to register themselves online (Forsyth Tech, 2012).

In a New Student Orientation Satisfaction Survey (2011), approximately 98% of participating students said they felt comfortable registering for classes in Techlink and accessing their Forsyth Tech e-mail account (n=538).

Conclusion: The number of students taking online classes continues to increase, along with a demand for technologically savvy workers. Yet some students come to Forsyth Tech without basic computer skills, and their academic pursuits are hindered. Other students are technologically well prepared; but according to feedback from focus groups, they feel their academic pursuits are hindered by a lack of current technology.

Research Skills

CCSSE (2009) – When asked how many written reports they created while at Forsyth Tech, 41% responded that they had written four or fewer reports (n=101).

Graduating Student Exit Survey Results (Forsyth Tech Community College, 2010) – When asked how often the student used Library Services while at Forsyth Tech, 11% responded very often, 34% sometimes, 27% rarely, and 28% never (n=437).

Spring General Education Report (Forsyth Tech Community College, 2012) – 79% of students met benchmarks and received a grade of a C or better in the Oral Communication General Education Outcome (n=261). Based on rubric analysis, the area in which most students failed to receive a passing grade was in the area of organization of the speech which includes research.

Spring General Education Report (Forsyth Tech Community College, 2012) – 58% of students met benchmarks and received a grade of a C or better in the research section of the Written Communication General Education Outcome (n=167).

Faculty Survey of Online Instruction (Forsyth Tech Community College, 2011) – 24% of respondents listed "academic integrity" as their main concern (n=135).

During the 2011-2012 academic year, 28 incidents of plagiarism, 13 incidents of cheating, and 1 compliancy in academic dishonesty have been reported (Forsyth Tech, 2012).

Conclusion: Currently, our students are not meeting the general education requirements in the area of research. Moreover, few of our students are completing multiple reports during their time at Forsyth Tech, and many are not using library resources to help them with the reports they do have. Academic integrity is also a clear concern. This evidence supports the need for emphasis on research skills.

Evaluation Skills

Spring General Education Report (Forsyth Tech Community College, 2012) –78% of students met benchmarks and received a grade of a C or better in the content section of the Written Communication General Education Outcome (n=167).

CCSSE (2009) – When asked if their coursework included making judgments about the value or soundness of information, arguments, or methods, 49% responded quite a bit or better (n=101).

CCSSE (2009) – When asked how often they have talked about career plans with an instructor or advisor, 10% responded very often, 18% often, 43% sometimes, and 29% never (n=101).

Graduating Student Exit Survey Results (Forsyth Tech Community College, 2010) – When asked how often they have talked about career plans with an instructor or advisor, 4% responded very often, 11% sometimes, 16% rarely, and 68% never (n=437).

Since the fall of 2010, the Records Office processed just under 3,000 Program Change forms—a form students submit when they've changed their minds about the program of study they'd like to pursue.

Conclusion: Our Written Communication General Education Outcome indicates that many students are not proficient at evaluation. The majority of students self-report that their coursework is not including guidance on evaluation. Students appear to have difficulty evaluating career options without the benefit of professional guidance; and as a result, they often enroll in programs of study that do not match their interests, aptitudes, and career goals.

Forsyth Tech Mission Statement

Forsyth Technical Community College provides students with exceptional technical education and training as well as college transfer, adult basic education, and continuing and corporate education programs to develop a globally competitive workforce. The college responds to student, employer, and community needs with innovative, flexible programs and service delivery.

Forsyth Tech Strategic Initiatives

Forsyth Tech designated five strategic initiatives with specific goals in 2010. The initiatives are derived from the college mission and core values and are intended to ensure that the college continues to meet the needs of students, businesses, and the general Forsyth Tech community. Of these five strategic initiatives, the committee feels that our QEP topic and **C.A.R.E**. initiatives strongly support the following three:

Student Engagement: The college facilitates a culture of caring by providing effective services and enhancing relationships between students and the college that support student persistence and the achievement of personal and academic goals.

- ✓ Formal processes that enhance student success are utilized and promoted. This includes orientation, advising, and the transition between non-credit and credit programs.

- ✓ Interactions between students and faculty members, both in-class and out-of-class, strengthen student connections to the college.

- ✓ Students are actively involved in the college through service learning, student activities, and participation in college events.

- ✓ Methodologies for teaching and learning are innovative and flexible.

- ✓ The physical and virtual environment of the college is conducive to formal and informal learning.

Communication: Communications between students, faculty, staff, administration, and the community is clear, consistent, effective, and transparent.

- ✓ Technologies that enhance communications are utilized and promoted. This includes Techlink, e-mail, e-learning platforms, current under-utilized technologies, and future advancements.

- ✓ There are effective leaders and communicators throughout all levels and divisions of the college.

Technology: Technology is used to enhance instruction, facilitate student success and employability, increase efficiency, and promote personal interactions.

- ✓ Current technology is accessible to students at all skill levels and integrated into programs to improve job and life skills.

✓ College employees utilize professional development opportunities to use technology effectively in their work, streamline processes, and create avenues for student and colleague interaction.

✓ Technology is appropriately distributed among divisions, programs, and offices in a clear and consistent manner.

✓ The college monitors the emergence of new and innovative technologies and applies in appropriate and targeted areas.

Student Focus Groups/Faculty Survey

Once information literacy was determined to be our topic, the steering committee continued to seek feedback from the college, not only to further confirm the topic, but also to provide guidance as outcomes were considered. Several student focus groups (Appendix E) were held during the months of January and February, 2012, to inform students about the Forsyth Tech QEP and to also determine the students' understanding and receptiveness toward the topic. (Appendix F.)

In addition to student input from focus groups, 150 faculty members responded to an information literacy and technology survey. (Forsyth Tech, 2012). (Appendix G) The most remarkable information revealed through the survey pertained to the four outcomes. These pie charts show the differences in the faculty's and students' perception regarding each outcome.

Communicate: Students are able to communicate effectively.
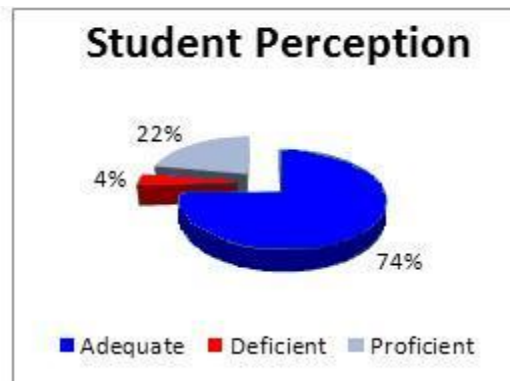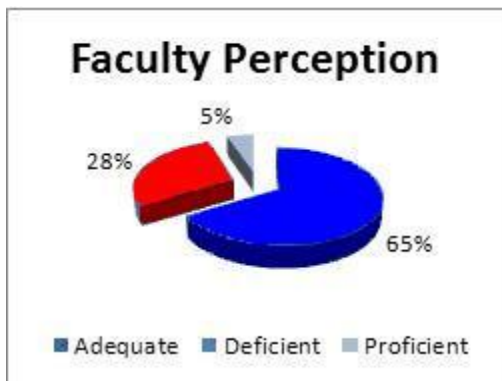
Only 5% of the faculty felt students were proficient in their ability to communicate, while 22% of students felt they were proficient.

Access: Students are able to identify and access appropriate information sources.
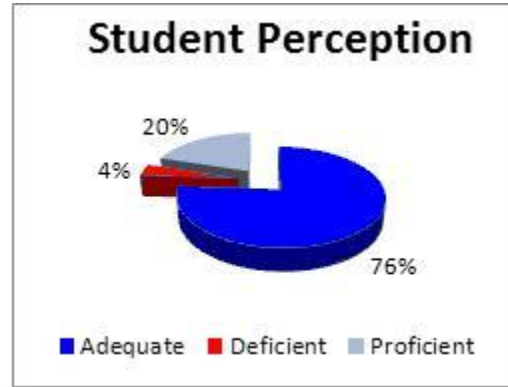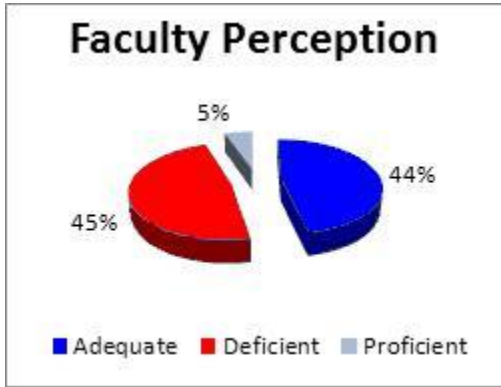
Only 5% of the faculty felt students were proficient in their ability to identify and access appropriate information, while 20% of students felt they were proficient.

Research: Students are able to search, retrieve, and utilize information for a specific purpose.
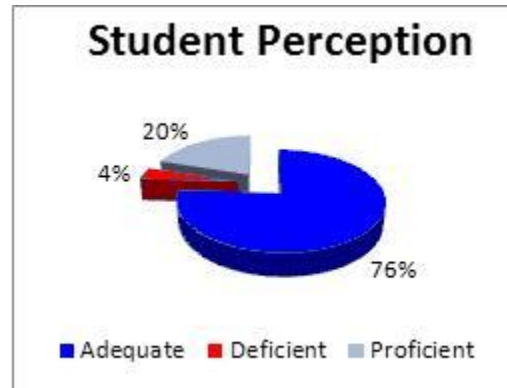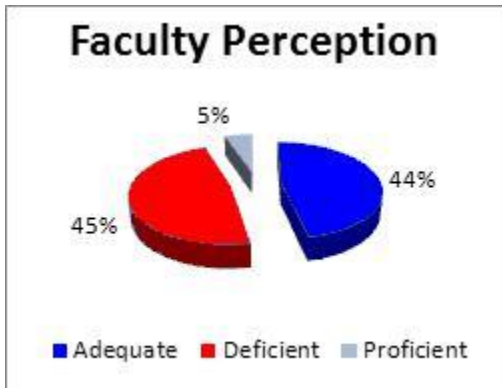
Only 5% of the faculty felt students were proficient in their ability to search, retrieve, and utilize information for a specific purpose, while 20% of students felt they were proficient.

Evaluate: Students will be able to critically evaluate information.
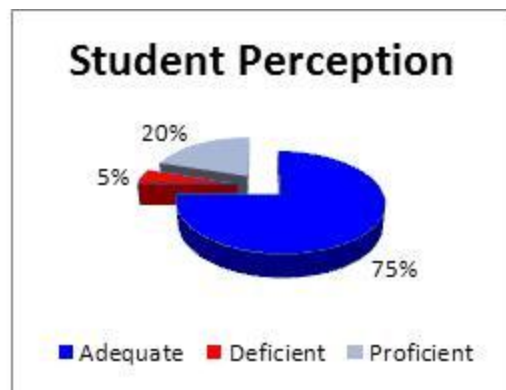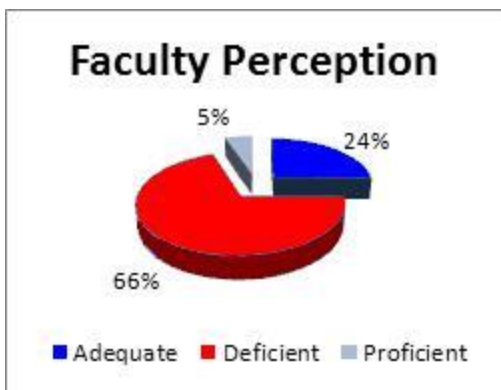
Note: Only 5% of the faculty felt students were proficient in their ability to critically evaluate information, while 20% of students felt they were proficient.

Naming the Topic

The topic subcommittee reviewed 142 ideas that ranged from simple one-time implementations of campus resources to more developed paradigms for learning and conducting education (Appendix M.) An analysis of all collected suggestions was conducted in an effort to triangulate recurring themes that might support a broader enhancement plan.

A categorized summary of topic ideas follows:

| Forsyth Tech QEP Ideas	
Technology ↳ Classroom equipment ↳ Online resources ↳ Computer placement test	**New Students** ↳ Orientation ↳ Records (avoid duplication) ↳ More classes
Accountability/Responsibility ↳ Professionalism ↳ Behavior	**Global Interests/Environment** ↳ Intercultural awareness ↳ Sustainability
Communication ↳ Reading/writing/English ↳ Mentoring ↳ Information literacy	**Student Learning** ↳ Becoming more learning centered ↳ Stewardship ↳ Increasing retention/graduation rates
Staff Development ↳ Technology uses ↳ Assessment training	**Miscellaneous** ↳ Expansion of tutoring services ↳ Job placement after graduation

The topic subcommittee grouped the ideas into eight areas and then narrowed the groupings to four main categories: technology, equipment, competency, and distance learning. Most of the ideas blended into one category—information literacy. Of critical importance is not only the attainment of the information, but the appropriate use and dissemination of the information. The topic subcommittee saw information literacy as a topic that could be transformative over the years.

'Information literacy is defined as *the ability to find, evaluate, and use information effectively in areas such as critical thinking, technology, career decision making, and lifelong learning*. The Forsyth Tech QEP Topic Selection Committee determined that the idea of information literacy clearly forms a strong theoretical framework that addresses the strategic initiatives adopted by the college. The topic also offers the potential, under its broad umbrella, to house enumerable initiatives for meeting the needs of the college community as identified and

reviewed by the Forsyth Tech QEP Topic Selection Committee. Choosing the topic of

information literacy lays a solid foundation for the strategic implementation of a strong Quality

Enhancement Plan with the potential to enhance student learning throughout the educational

process as we help transform students into well-educated graduates who can recognize what

information is needed to solve problems, then locate, evaluate, and effectively use that

information. The next chapter more specifically defines the outcomes that we hope will

transform our student population and the process used to determine them.

Chapter IV: Desired Student Learning Outcomes

Information Literacy at Forsyth Tech

Identifying specific "literacies" that Forsyth Tech students should have no matter what program they are in was crucial to the creation of meaningful QEP outcomes. At a retreat on September 23, 2011, the committee identified a number of important literacies to consider: communication skills, employability skills (soft skills), research, technology, critical thinking, lifelong learning, culture, and career skills. Once these specific literacies were identified and narrowed to a manageable number, the committee began to create the specific learning outcomes to be included in the Forsyth Tech QEP plan.

Outcomes Identified

We expect our students to gain information literacy skills that will prepare them to compete and succeed in the 21st century. To that end, the committee identified four specific outcomes to improve student learning in information literacy to be addressed by the Forsyth Tech QEP. These outcomes are based on the core outcomes of information literacy as defined by the Association of College and Research Libraries (ACRL). They have been categorized into four areas denoted by the acronym **C.A.R.E.**: **C**ommunicate, **A**ccess, **R**esearch, and **E**valuate.

Forsyth Tech C.A.R.E. Outcomes	ACRL (2000) Outcomes
Communicate: Students will be able to develop the questions necessary to obtain the information they seek.	The information literate student defines and articulates the need for information.
Access: Students will be able to identify and access appropriate information sources.	The information literate student accesses needed information effectively and efficiently.
Research: Students will be able to search, retrieve, and utilize information for a specific purpose.	The information literate student determines the nature and extent of the information needed.
Evaluate: Students will be able to critically evaluate information.	The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Wherever a student is in his or her academic career, our hope is that each one will gain something from one or more of our engagement strategies; for example:

- ✓ An applied-science student will be able to **communicate** effectively in any workplace setting from a welding shop to a medical office.

- ✓ A student taking an online course can easily **access** and navigate Blackboard and other course tools.

- ✓ A new degree-seeking student will find better **access** to information about campus resources through the updated new student orientation process.

- ✓ Special-credit students taking courses for university prerequisites will benefit from completing new research modules.

- ✓ Any student with an assigned project can **evaluate** the worthiness of sources after consultation with Teaching and Learning Center (TLC) staff or peer leaders.

The Information Literate Student

Information literacy means "*the ability to find, evaluate, and use information effectively in areas such as critical thinking, technology, career decision making, and lifelong learning*. These skills are necessary for continued success in life, continued learning, career success, and the ability to adapt in a changing world.

Forsyth Tech students participating in focus groups in early 2012 were able to define information literacy in a general way. (Appendix F) Many described their **C.A.R.E.** skills (the ability to **C**ommunicate, **A**ccess, **R**esearch, and **E**valuate) as inadequate, and most agreed that improving their skills would be beneficial. Focus-group participants confessed to struggling with information overload. Some requested more guidance and instruction regarding technology. Students admitted that they don't use college resources such as the library, the website, and Techlink to full advantage (Forsyth Tech, 2012).

After implementation of our QEP, Forsyth Tech graduates will possess improved information literacy skills. They will appreciate the value of information. They will be able to **C**ommunicate their needs for specific information, as well as their discoveries and new ideas.

They will know how to **A**ccess the information they need. They will be able to **R**esearch skillfully, using both traditional and emerging tools. They will be able to **E**valuate the worthiness of the information they find. They will find more excitement and less frustration in the information-related tasks they complete. After implementation of our QEP, Forsyth Tech graduates will be confident in their ability to continue learning, to succeed in the workplace, and to survive—even thrive—in today's world.

Chapter V: Literature Review and Best Practices

Information literacy as we know it today developed from several influential initiatives. The committee was charged with reviewing these initiatives with an eye toward developing an action plan that would allow the college to successfully implement the information literacy QEP. Prior to the adoption of *Information Literacy: Because We C.A.R.E.*, many aspects dealing with information literacy were reviewed, including the following: history of information literacy, teaching principles and strategies, implementation, assessment, and best practices.

The History of Information Literacy

The importance of information literacy has been evident in the literature for some time; however, ideas vary on what should be included in information literacy (Breivik, 1988; Kulthau, 1987; & Rockman, 2004). Educators have raised concerns about a lack of basic computer competencies among students, and some consider computer literacy to be a major component of information literacy. Though students have improved access to an ever-increasing amount of data and information through digital means, it does not necessarily guarantee that they can identify authoritative resources, or once found, use them effectively.

An American Library Association (ALA) (1989) Presidential Committee on Information Literacy's report noted that we live in an information age, but the general population lacks the skills to access and assess the information. In turn, the Association of College and Research Libraries (ACRL), a division of the ALA, established the Institute for Information Literacy (IIL) in 1997 to help move the library community and educators towards a better understanding of information literacy strategies and to highlight best practices (ALA, 1989).

Penrod and Douglas (1996) also recognized that technology drives information and vice versa. Seeing information literacy and computer literacy as inseparable within a digital society, the authors merged the two by defining the information technology literate student:

- ✓ operates and communicates with technological devices
- ✓ understands how subsystems fit together to form systems or networks
- ✓ understands documentation and how to utilize applications software
- ✓ understands the basic jargon or terminology of information technology
- ✓ solves problems through the use of technology
- ✓ identifies and uses alternate sources of information
- ✓ discusses the history and future of information technology
- ✓ has some insight into the ethical and human impact issues of information technology

The Teaching Principals and Strategies of Information Literacy

Faculty and students must share the responsibility of achieving information literacy. Coonan (2011) shares how a student might perceive the various forms of information as it is delivered. The student, as well as the instructor, must focus on understanding information literacy. Furthermore, the American Association of School Librarians (AASL), along with the Association for Educational Communications and Technology (AECT) in their work *Information Literacy Standards for Student Learning*, established nine standards to serve as guidelines and define outcomes for the information literate student (ALA, 1998).

Information Literacy Standards	
Standard 1:	The student who is information literate accesses information efficiently and effectively.
Standard 2:	The student who is information literate evaluates information critically and competently.
Standard 3	The student who is information literate uses information accurately and creatively.
Independent Learning Standards	
Standard 4:	The student who is an independent learner is information literate and pursues information related to personal interests.
Standard 5:	The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
Standard 6:	The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility Standards	
Standard 7	The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
Standard 8	The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
Standard 9	The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

The ACRL acknowledged that the transformation to information literacy is not only of benefit within the classroom but outside as well, reaping societal benefits of an informed and information-responsible population. As a result, the ACRL (2000) developed its own outcomes incorporating this notion:

- ✓ The information literate student determines the nature and extent of the information needed.

- ✓ The information literate student accesses needed information effectively and efficiently.

- ✓ The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

- ✓ The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

- ✓ The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

The fundamental skills of reading, writing, critical thinking, communication and technology of new college students are of vital importance to their success.

The Implementation of Information Literacy

Several studies show what it actually takes to implement an information literacy program. Information literacy curricula (Aydelott, 2007; Andretta, 2009; & Faust, 2001) as well as well-organized course modules and stand-alone modules (UNESCO, 2011) are effective vehicles for conducting information literacy education. Furthermore, collaborative efforts between teaching and library staff are critical to produce effective and productive results

(Andretta, 2009 & Faust, 2001). A key component to implementing an effective program is making assignments and activities associated with the information literacy module applicable to the course in which it is embedded.

Numerous institutions have taken the modular approach in both introducing and enhancing student's information literacy skills, many of which are developed in-house to meet the unique needs of an institution's students. Johnston (2010) reviewed the efforts of one university that opted for an online module solution for imparting information literacy skills and assessed its effectiveness. The findings concluded that effective module development includes basics of search strategies and evaluation resources and affords the student the opportunity to explore various learning and social technologies. Also according to the report, modules are especially helpful if completed early in the semester; and modules are of great importance to distance-education students in making them feel a part of the campus family (Johnston, 2010). Similarly, Gutierrez and Wang (2001) determined students prefer to receive library instruction through an electronic medium rather than in print.

Of significance to Johnston (2010) was the study conducted by DaCosta and Jones (2007), who concluded that students who used an online module within Blackboard seemed to have a better understanding of information literacy competencies than their face-to-face counterparts. The online delivery method provided a greater degree of support and depth to acquiring information literacy skills. Five components of the module are also components of our QEP Information Literacy modules:

- ✓ Develop an effective search strategy
- ✓ Develop skills in accessing information using databases
- ✓ Use a web search engine to find relevant information on a topic
- ✓ Evaluate the quality of information on the Internet
- ✓ Use APA [or MLA] referencing style

An additional study by Kelley (2012) also determined the same conclusions; however, Kelley went further by assessing the effectiveness of out-of-the-box information literacy series, such as the Texas Information Literacy Tutorial (TILT); Western Michigan University's

Searchpath; and Research 101 from the University of Washington, among others. Though the focus of this research shifted from the in-house-developed module to the pre-packaged form, similar conclusions were drawn. Electronic delivery of information literacy modules is an effective means of conveying instruction and makes it possible to reach more students. Student feedback was generally positive, with most preferring the electronic form of presentation, echoing the findings of Gutierrez and Wang (2001).

The use of technology, in whatever form, is supported by the Department of Education's National Education Technology Plan (2010), the sole purpose of which is to promote lifelong learning through the use of technology nationwide. Pillay, Irving, and Tones (2007) acknowledge that a lack of technical skills can impede a student's ability to access course content. A qualitative study at a community college also revealed that failure to obtain, access, or install course materials in an online class was the most commonly cited reason for student attrition in online courses (Muse, 2003). Even with its disadvantages, technology, with proactive measures, has the potential to positively impact information literacy.

Not only is technology a tremendous means of implementing information literacy, other initiatives also improve the college experience of the information literate student. Barefoot (2005) suggests in *Current Institutional Practices in the First Year College Year* that students be exposed to several programs including orientation, seminars, learning communities, and supplemental instruction, which all have the potential to influence information seeking skills and awareness about the college experience. Exposure to these types of instructional programs will "promote learning and retention" (Barefoot, 2005, p. 47). Keup and Barefoot (2005) further support these same recommendations. Seidman (2005) agrees that student success is improved with interventions that can start "prior to actual enrollment" (p. 298). Pascarella, Terenzini, and Wolfe (1986) also suggest that an effective orientation program contributes to the success of the information literate student. According to the National Survey of Peer Leaders (National Resource Center for First-Year Experience and Students and Transition, 2009)

students found that interpersonal communication and written communication was improved after

their peer leadership experience.

The Best Practices of Information Literacy

We have taken the following best practices from our review of the literature:

✓ Information literacy should be a continuum for lifelong learning.
✓ Information literacy should improve the quality and efficiency of education and training.
✓ Information literacy should be understood by both the faculty and students.
✓ Information literacy should be a collaborative effort between the library and faculty.
✓ Information literacy should include workshops and be made available as modules.

Based on our review of the literature, the best practices of other colleges as shown on

the chart below, and input from our faculty, staff, and students, we feel very strongly that we

have selected the most logical topic for our Forsyth Tech QEP. With this information in hand, we

were ready to proceed to the next step: creating an *Information Literacy: Because We*

C.A.R.E. action plan.

The Forsyth Tech QEP Steering Committee reviewed these colleges, most of which adopted

information literacy as their QEP, and found the following information useful.

Institution	QEP Topic	Best Practices/Take-Home Points
Gulf Coast Community College (2010)	Critical Academic Literacy	✓ Professional development emphasis to enable faculty to assist students to attain information literacy skills ✓ Support staff for tutoring and advising ✓ Use of modules for instruction
Lincoln Memorial University (2009)	LINC—Learning is Now Connected	✓ Virtual Center for Teaching and Learning offers tutoring services and technology for students
North Georgia College and State University (2008)	Information Literacy = Informed Leaders	✓ Synthesized four modules into a plan unique to the college ✓ Faculty awards based on innovation in including information literacy in their courses
Texas Southern University (2011)	Literacy QEP: Promoting Excellence in Learning	✓ Use of communication literacy in orientation ✓ Center for Online Education and Instructional Technology provides peer-to-peer tutoring, instructional design, technology, and support for students and faculty
Trinity University (2008)	Information Literacy: Expanding Horizons	✓ Made use of faculty grants ✓ Purposed the topic for relevancy to today's student (common challenges in 21st century)
University of Central Florida (2006)	What if? A Foundation for Information Fluency	✓ Use of environment and engagement components to give context to the QEP ✓ Online learning courses teach faculty to design, develop, and deliver online or mixed-mode courses ✓ A "knowledge warehouse" of instructional modules ✓ Specially trained Information Fluency Student Scholars to work at helpdesk, library, cyber café, and writing center ✓ Funded 50 faculty and staff pilot projects

Information Literacy: Because We C.A.R.E. relies on two key components for enhancing student learning: a supportive learning **environment** and specific strategies to **engage** students in the learning process. Transforming our learning environment will encourage broad-based involvement and lay the groundwork for actively engaging students in the process of improving their information literacy skills. Our engagement strategies are intended to directly influence student learning. Within this two-dimensional framework, adapted from University of Central Florida's QEP (2006), we expect students to gain information literacy skills that will equip them to meet the needs of 21st century employers or transition easily to a four-year college or university.

Our QEP focuses on the improvement of student learning outcomes, using the **C.A.R.E.** model: **C**ommunicate, **A**ccess, **R**esearch, and **E**valuate. A set of deliberately chosen strategies, detailed later in this chapter, will ensure successful delivery of the **C.A.R.E.** outcomes. A Teaching and Learning Center (TLC) equipped with appropriate technology and staffed by professional educators, along with "smart" classrooms, professional development opportunities, and incentive grants will provide the learning environment.

Communicate	Access	Research	Evaluate
Students will be able to develop the questions necessary to obtain the information they seek.	Students will be able to identify and access appropriate information sources.	Students will be able to search, retrieve, and utilize information for a specific purpose.	Students will be able to critically evaluate information.
Confers with instructors and participates in class discussions, peer workgroups, and electronic discussion to identify a research topic, or other information need. Develops a thesis statement and formulates questions based on the information need. Identifies key concepts and terms that describe the information need. Participates in class-sponsored electronic communication forums designed to encourage	Identifies a variety of types and formats of potential sources for information. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources. Selects the most appropriate investigative methods or information retrieval systems for accessing the needed	Constructs and implements effectively-designed search strategies. Retrieves information online or in person using a variety of methods. Refines the search strategy if necessary Extracts, records, and manages the information and its sources.	Articulates and applies initial criteria for evaluating both the information and its sources. Synthesizes main ideas to construct new concepts. Determines if original information need has been satisfied or if additional information is needed. *Adapted from the ACRL (2000)Information Literacy Competency Standards*

Environment

The environmental components of the plan—TLC, "smart" classrooms, professional development, and incentive grants—are designed to broadly address information literacy needs and are expected to directly and indirectly influence student learning. We expect students, faculty, and staff to be excited by the updated technology and fresh opportunities offered in the new environment; as excitement grows, we will see a distinct and positive change in our campus culture.

Teaching and Learning Center

Forsyth Tech will develop a Teaching and Learning Center (TLC) to provide an inviting and productive environment for implementing the strategies developed for successfully delivering the QEP outcomes. The TLC, located in a newly renovated building on the main campus, will provide a centralized setting for learning that can be extended across our campuses through the use of "smart" classrooms and throughout the virtual community via distance education.

Penrod and Douglas (1996) suggest an information literate student should also be a computer literate student; these two literacies should go hand-in-hand. Our TLC will serve as both a physical and virtual environment that invites collaboration among students, faculty, and staff, as well as an enthusiasm for learning. We envision the TLC as the place where college-wide transformation begins.

The TLC concept originated early in 2012 as the QEP Steering Committee worked to shape a diverse collection of ideas for achieving our objectives into a cohesive and manageable proposal. QEP ambassadors began with an evidence-of-success exercise to collect faculty and

staff answers to the question, "How will each successful QEP outcome look in your area of the college?" We then expanded on the results of that exercise to answer these additional questions:

- ✓ What areas of the college will best benefit from a focus on information literacy?
- ✓ What actions will ensure successful outcomes?
- ✓ Which areas of the college are best positioned to administer the action plan?

Next we sought input to address the questions of *how*, *when*, *where*, and *who* as they relate to the outcomes and evidence of success of the **C.A.R.E.** model of information literacy by collecting written suggestions and following up with a brainstorming session in February 2012. The data and assessment workgroup reviewed the ideas for patterns, common threads, and clear paths. We focused on *the how*, theorizing that once *the how* was established, the *when, where, and who* would be easier to discern.

Our research, activities, and discussions culminated in a plan to create a Teaching and Learning Center to serve as a starting place for achieving our outcomes. We researched several teaching and learning centers at other colleges, including North Carolina-based UNC-Pembroke and Wake Forest University. As part of their QEP, Lincoln Memorial University (2009) integrated information literacy topics into the institution by centralizing a place for resources in a virtual Teaching and Learning Center.

Most of the centers we researched offer extensive training for faculty but do not serve students directly. Although professional development for faculty and staff is crucial to the success of our students and will be provided through the TLC, we envision our center primarily as a vehicle to enhance student learning. The TLC will provide a supportive environment complete with the technology, people, and tools for creating a more information literate college community. For example, students will be able to gain assistance with creating audio and video presentations, managing e-portfolios, and accessing open education resources. Additionally, TLC staff will provide specialized classroom instruction at faculty request. Faculty may refer

students or students may drop in for instruction. Students are the core of our college community, and the center will be designed with them in mind.

To this end, the goals of our TLC are the following:

✓ to improve student learning as a result of implementing best practices related to the integration of high quality digital education technologies

✓ to support the expansion of educational opportunities by ensuring that faculty and staff will be skilled (proficient or better) at adopting and adapting current education technologies to promote learning outcomes and student achievement

✓ to enhance student proficiency in the utilization of technology both in the classroom and beyond

Smart Classrooms

The college will evolve the classroom by employing classroom standards to create a rich learning environment for students. At the minimum, each smart classroom will have a "smart" lectern, a document camera, and interactive whiteboard capabilities. By redefining the learning spaces on our campus, the infrastructure will maintain a standard that will be employed in new construction and classroom upgrades. Instructional materials and workshops will be delivered as part of this evolution to guide faculty on ways to use classroom resources and engage students. The classrooms will allow opportunities for faculty to apply what is learned in the TLC to expand beyond its physical location. It will also allow students a chance to interact with the technology that is enhanced by instructional strategies to support this effort. We will start equipping these classrooms on the main campus during the first year and will then gradually update off-campus sites. By the end of the five year period, we will have created 54 smart classrooms.

Professional Development

If faculty and staff are to enthusiastically incorporate the **C.A.R.E.** intervention strategies into their classrooms and administrative areas, they must have access to excellent training. According to faculty surveys conducted by the QEP Steering Committee, 40% of faculty would like to incorporate new technology into their courses to enhance student learning. When asked

what prevents their adopting new technology, 22% said a lack of training, ability, and/or time

(Forsyth Tech, 2012). To address this concern, we plan to deliver professional development

opportunities to equip faculty and staff with increased ability to teach and model effective

information literacy skills as they relate to technology. Faculty workshops, modules, and one-on-

one consultations will be coordinated by the TLC staff and will begin in the fall of 2013. The

Library, Information Services, and Learning Technologies are all expected to contribute heavily

to the creation of appropriate professional development opportunities. The expertise and

assistance of other professionals across the college will also be solicited. Here are just a few

examples:

- ✓ The Library will create a module dealing with copyright issues.
- ✓ Information Services and faculty will consult on the use of classroom software.
- ✓ Learning Technologies will consult with faculty about course development.
- ✓ Institutional Effectiveness will present e-portfolios as a means of assessment.

Each year, one librarian from the college will also be given the opportunity to attend the

ACRL conference and will become a catalyst for improving research and learning methods used

by the campus community.

Incentive Grants

Understanding that many faculty, staff, and students have creative ideas about ways to

encourage information literacy development, the committee suggests incentive grants as a tool

for amplifying information literacy throughout the college culture. The incentive grant process,

beginning in fall 2014, will be designed to encourage both individuals and teams to further the

implementation of **C.A.R.E.** strategies. As early adopters, supported by incentive grants,

develop innovative solutions for incorporating information literacy into the curriculum and share

their successes with their colleagues, we expect our QEP initiatives to gain traction and spread

across the college. People receiving grants will be expected to share their experiences and the

skills they have gained with the local community. The college will sponsor information literacy

fairs every spring semester, beginning in 2016, to showcase the accomplishments and innovations resulting from the awarding of incentive grants.

Other institutions have used incentive grants for similar purposes. The University of Central Florida (2006) employed incentive grants to allow for a deeper understanding of information fluency within curriculum programs. Trinity University (2008), North Georgia College and State University (2008), and Lincoln Memorial University (2009) also used faculty incentive grants to further the information literacy missions of their QEPs.

Four environmental elements—the TLC, "smart" classrooms, professional development, and incentive grants—will be used broadly across the college to facilitate the direct involvement of the entire college community to enhance student learning.

Engagement

Our engagement strategies are designed to address specific student needs, as detailed in the **C.A.R.E.** model, and are expected to directly influence student learning.

Modules

Demonstrated Need for Intervention

Forty-one percent of students said they had written four or fewer reports during their studies at Forsyth Tech (CCSSE, 2009). Twenty-eight percent of graduating students said they had never used the college's library services (Forsyth Tech, 2010). According to the fall General Education Report (Forsyth Tech, 2012), only 58% of students met benchmarks and received a grade of a C or better in the area of research.

In a faculty survey about online instruction, 24% of respondents listed "academic integrity" as their main concern (Forsyth Tech, 2011). Furthermore, during the 2011-2012 academic year, 28 incidents of plagiarism, 13 incidents of cheating, and 1 incident of compliancy in academic dishonesty have been reported (Forsyth Tech, 2012).

Intervention Strategy

An instructional designer (new position), outreach librarian (part-time position expanded to full-time), faculty, and other appropriate college employees will collaborate on the development of modules that can easily be implemented into courses to address demonstrated needs. The development of the modules will begin in fall 2013. English 111 (Expository Writing), English 115 (Oral Communication), and COM 231 (Public Speaking) instructors will pilot the modules in their courses during the spring of 2014. With their respective faculty, deans in each of the remaining instructional divisions will identify at least two pilot courses in which to implement the modules in the fall of 2014. Additional instructors will implement the modules in their classes as the QEP evolves, adapting as necessary to meet specific course outcomes. A
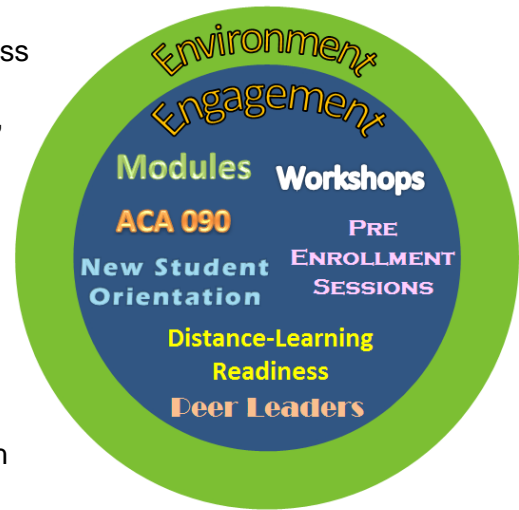
common rubric will be used for assessment. Development and implementation of the modules

will strengthen the connection between the Library and the rest of the college. Topics will

include the following:

- ✓ Monographs, Serials, and Digital Resources
- ✓ Introduction to Research (Pathfinder Project) (see Example 1)
- ✓ Development of Research Project
- ✓ Citing the sites
- ✓ Plagiarism (see Example 2)

Example 1: The Introduction to Research (Pathfinder Project) module will require students to retrieve and communicate resources on a specified subject. Strategies for identification of keywords associated with a topic and development of a search strategy will be introduced, along with evaluative criteria for reviewing retrieved materials. The Pathfinder exercise, which concludes the module and is described below, is designed to assess the student's grasp of rudimentary information literacy principles and is intended to be flexible in meeting the instructor's expectations.

Topic: A student is given a topic of interest by another student or the instructor. The student then states the topic (or "title") on the worksheet.

Scope: The student describes the topic and the desired outcome.

Keywords: Keywords, synonyms, subject headings, and descriptive phrases are listed for the topic.

Search Strategy: Using the above, search strategies are developed using Boolean search connectors.

Resources: The following are provided along with a brief description as to how they support the topic. Both in-house library materials and database web sources can be used; however, online students may restrict their resources to web–based informational utilities and databases.

- ✓ Reference work
- ✓ Book resource(s)
- ✓ Magazine and/or journal article(s)
- ✓ Newspaper article(s)
- ✓ Video or multimedia presentation
- ✓ Reputable website(s)
- ✓ The student will provide an unreliable website stating why it is so.

The Pathfinder module may be combined with the module on citations to provide a work's cited page or its equivalent according to the particular style manual determined by the instructor.

This module will strengthen the student's ability to **C**ommunicate, **A**ccess, **R**esearch, and **E**valuate; and upon its completion, the student will be able to do the following:

- ✓ Identify keywords from a topic to utilize in the construct of a search strategy
- ✓ Perform online searches on the web-at-large by refining search strategies and incorporating domain searching
- ✓ Evaluate the appropriateness of a resource in meeting the criteria of the topic
- ✓ Summarize and communicate the results of resources in meeting the stated purpose of the assignment

Example 2: The Plagiarism module will introduce students to the definition of plagiarism, the college's treatment of plagiarism under the Student Code of Conduct, the consequences of plagiarism, and how to avoid it. Students will work through a series of exercises to practice the identification of plagiarism. The module will conclude with the students demonstrating their ability to complete an assignment without violating the Student Code of Conduct.

This module will strengthen the student's ability to **R**esearch and **E**valuate; and upon its completion, the student will be able to do the following:

- ✓ Define plagiarism
- ✓ Identify text that has been plagiarized
- ✓ Evaluate actions necessary for text to not be considered plagiarized
- ✓ Create text with appropriate information in a non-plagiarized format

Supporting Research

Several other institutions have implemented modules as a means to improve student learning with information literacy, including Gulf Coast Community College (2010), University of Idaho (2012), Muskegon Community College (2010), and the University of Central Florida (2006). In all cases, modules were viewed as an efficient and easy way to reach students and faculty. Other research suggests modules are effective in developing students' information skills, including DaCosta and Jones (2007) and Johnston (2010).

Using modules with courses clearly aligns with *Bridging the Gap Between Theory, Research and Practice of Information* Literacy (Andretta, 2009). Research projects in some cases, will be directly embedded within specific courses alongside module instruction. Core course modules that are available as standalone or online modules have been suggested by many as an effective tool to help students learn research skills.

Student Workshops

Demonstrated Need for Intervention

Of students surveyed, 44% stated they did not feel their education at Forsyth Tech contributed favorably to their ability to use computing and information technology (CCSSE, 2009). Yet in other focus group sessions, students (44%) believed they were more

technologically savvy than their instructors, while instructors (68%) believed they were savvier,

suggesting a sense of false confidence among students when it comes to their ability to use

> Student Engagement Initiative:
>
> Methodologies for teaching and learning are innovative and flexible.

academic technology (Forsyth Tech, 2012). In these same focus groups, several students commented on not knowing how to use PowerPoint and Blackboard discussion boards, which are forms of technological

communication expected in the classroom. Also in the CCSSE (2009) survey, students reported

very mixed responses when asked if Forsyth Tech provides the support needed to succeed in

college.

Intervention Strategy

Student workshops will be created to improve information literacy through the use of

technology. The college will offer group workshops and one-on-one consultation sessions.

(Sample rubrics are available in Chapter VII.) Workshop topics may include, but are not limited

to, the following:

- ✓ Communicating effectively with PowerPoint
- ✓ Strengthening Discussions in an Online or Web-Supported Class (see Example 3)
- ✓ Creating e-portfolios
- ✓ Using effective Internet search techniques

These workshops will evolve as more students' needs become evident. Workshops will begin

fall 2013 and will continue to be developed throughout the five-year implementation period.

Example 3: Strengthening Discussions in an Online or Web-Supported Class
Students are asked to electronically communicate with their instructor and classmates. The use of discussion forums in an online or web-supported class is a way to simulate what transpires in a face-to-face setting. The focus of this workshop is to illustrate appropriate and inappropriate discussion board postings through the use of general principles of online communication and a rubric that displays instructor expectations.

This workshop will strengthen the student's ability to **C**ommunicate, **R**esearch and **E**valuate; and upon its completion, the student will be able to do the following:

- ✓ Identify appropriate and inappropriate online communication behaviors for discussion
- ✓ Evaluate grading criteria for example discussion board posting
- ✓ Outline a plan of action for approaching discussion forums.
- ✓ Create text with appropriate information in a non-plagiarized format
- ✓ Synthesize an initial and response discussion board post using workshop material

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Supporting Research

The Department of Education's National Education Technology Plan (2010) suggests student learning, as related to technology, needs to occur by engaging and empowering students. By providing and teaching concepts and resources that are relevant, personal, accessible, and within small group or individualized settings, students learn to use technology to effectively communicate academic knowledge. Workshops are also considered best practice by many information literacy institutions, including North Georgia College and State University (2008), as they are cost effective and can be easily created to meet the needs of students.

ACA 090 (Study Skills) Career I-Search Project

Demonstrated Need for Intervention:

Twenty-nine percent of students said they had never talked about career plans with an instructor or advisor during their academic career at Forsyth Tech (CCSSE, 2009). According to the Graduating Student Exit Survey Results, sixty-eight percent of graduating students said they had never talked about career plans with an instructor or advisor (Forsyth Tech, 2010). Since the fall of 2010, the Records Office processed just under 3,000 Program Change forms—a form students submit when they've changed their minds about the program of study they'd like to pursue. Additionally, the fall General Education Written Communication results (Forsyth Tech, 2012) indicate a need for the Career I-Search Project.

Intervention Strategy

ACA 090 (Study Skills), a course required for students in developmental reading courses and recommended for all students, serves as an academic support orientation course. In addition to a discussion of campus resources, the course also addresses critical academic skills such as note-taking, study strategies, and time management. As a

> Communication Strategic Initiative:
>
> Technologies that enhance communications are utilized and promoted. This includes Techlink, e-mail, e-learning platforms, current under-utilized technologies, and future advancements

means of introducing information literacy to developmental students early in their academic

career, a new research project called The Career I-Search Project will be created in the spring of 2013 by ACA faculty and library staff. In the Career I-Search Project, students will develop a meaningful project that involves both career exploration and research skills development. In doing so, students will be able to evaluate different career choices in relation to their own personal interests and academic strengths. Even more so, students will develop foundational research skills to prepare them for more intensive research-based projects later in their academic career. To this end, the Career I-Search Project includes five important steps:

- ✓ Selecting a Career Topic: Exploring career interests, discussing career options, and completing a Career Assessment Inventory.

- ✓ Finding Information: Generating appropriate questions, interviewing someone within your career interest, and browsing different employer/job databases.

- ✓ Using Information: Taking relevant notes and analyzing materials.

- ✓ Developing a Final Product: Creating a written report and oral presentation to share with class.

- ✓ Keeping a Journal: Recording thoughts and impressions of research experiences along the way.

This project will strengthen students' ability to **C**ommunicate as they are required to formulate a research question to guide their information gathering; **A**ccess information as they have to identify the most appropriate processes to find the necessary information; **R**esearch topics as they have to compile the best information to answer their question; and **E**valuate as they need to assess both the project outcome as well as the research process itself.

Supporting Research

Based on Ken Macrorie's 1988 book entitled, *The I-Search Paper*, the I-Search "proposes an alternative to the traditional research paper" that allows students an opportunity to explore topics of personal interest to them. As others noted, the I-Search is "an approach to research that uses the power of student interests, builds a personal understanding of the research process, and encourages stronger student writing." (Joyce & Tallman, 1997). According to Macrorie, the key to I-Search is that students work on meaningful projects, an

important element to attract the interest of developmental students. This inquiry-based approach introduces the key elements in C.A.R.E. to a very large portion of our student population very early in their academic pursuits.

Using a freshmen orientation course as a means of introducing information literacy skills is not a new phenomenon. Texas Southern University (2011) added information literacy skills, specifically those related to communication, to their Freshman Seminar as part of their QEP, as did Lincoln Memorial University (2009). Barefoot (2005) acknowledges that first-year seminar-type courses are "the most commonly implemented curriculum intervention for first year students" (p.10). We hope that by providing students with information literacy skills early on, students will be empowered to navigate the research process adeptly and identify their career pursuits successfully.

Expansion of New Student Orientation

Demonstrated Need for Intervention

Forsyth Tech instituted a new-student orientation program in 2006; student records since that time indicate that non-participating students are more likely to earn failing grades. First-semester completion rates are also lower among non-participants (Forsyth Tech, 2010).

Intervention Strategy

In the summer of 2012, Student Services introduced a revised orientation format with more frequent, but smaller sessions (no more than 22 students). The format was a pilot to try out a mandatory orientation process. In the spring of 2013, orientation will become mandatory

> Student Engagement Initiative:
>
> Formal processes that enhance student success are utilized and promoted. This includes orientation, advising, and the transition between non-credit and credit programs.

for all new students to improve their access skills. In addition to face-to-face sessions, a revised self-paced online orientation will be offered. To ensure that all students are prepared to be successful at Forsyth Tech and are aware of information literacy efforts, they will be required to participate in an orientation during their first semester. If students do not attend a

session, a registration block will be placed on their account. Students can remove this block only by attending an orientation session, either online or in-person.

Currently, Forsyth Tech employs ten student leaders for the months of June, July, and August to assist with new-student orientation. These student leaders help participants with e-mail set-up, web registration, and campus tours; introduce our student portal; share their experiences at Forsyth Tech; and answer general questions. To assist with the expansion of mandatory orientation, the college will hire five student orientation leaders during the fall and spring semesters, in addition to the ten summer hires. Student orientation leaders will also complete presentations in ACA 090 (Study Skills) and ACA 122 (College Transfer Success) courses on topics that relate to student success and accessing campus resources, a responsibility they do not currently have.

During orientation, the college will give new students flash drives preloaded with the Orientation Handbook, Student Code of Conduct, and advising guidelines. The handbook includes tips and guidelines for success at Forsyth Tech. Students may also use the flash drives for other purposes.

This unit will strengthen the orientation leader's ability to **C**ommunicate; and upon its completion, the student will be able to do the following:

- ✓ Teach other students skills learned from their college experience

This unit will also strengthen the new student's ability to **C**ommunicate and **A**ccess; and upon its completion, the student will be able to do the following:

- ✓ Access relevant information through the college website, Techlink, Blackboard, and WebAdvisor.
- ✓ Ask better questions when seeking information from faculty and staff

Supporting Research

After fall 2011 orientation, approximately 98% of participating students said they felt comfortable registering for classes in Techlink and accessing their Forsyth Tech e-mail account

(Forsyth Tech, 2011). Barefoot (2005) acknowledges that orientation formats can change from institution to institution; in general, orientation is designed to help students navigate the campus community. Providing a quality orientation program for new students has been an enduring intervention over the past several decades to help support a successful transition to college (Barefoot, 2005; Pascarella, Terenzini, & Wolfe, 1986; Gardner, 1986). At Texas Southern University (2011), attending orientation set the stage for learning how to access information and helped to improve literacy skills among new students.

According to the National Survey of Peer Leaders (National Resource Center for First-Year Experience and Students and Transition, 2009), 93.8% of responding peer leaders said they were "strong" or "much stronger" when it came to interpersonal communication, while 60% agree they were "strong" or "much stronger" with written communication after their peer leadership experience. Similarly, students also suggested that the experience allowed them to help improve others' behaviors by providing a positive example.

Development of Technology Readiness

Demonstrated Need for Intervention

According to PIE data, the increasing number of students (up 51% from 2005 to 2008) enrolled in online courses at the college demonstrates a critical need for students to have the necessary technology skills to succeed in a distance-learning environment (Forsyth Tech, 2010). Test scores from the Accuplacer CPT Test for computer competency administered to 230 students

> Technology Strategic Initiative:
>
> Current technology is accessible to students at all skill levels and integrated into programs to improve job and life skills.

taking CIS 110 or CIS 111 in 2010 (Appendix J) clearly show that a good number of those students were not prepared to take an online class. Faculty surveys and student focus groups further emphasized the need to measure student online readiness and to provide learning opportunities to promote successful completion of distance-learning courses. Faculty survey results show that more than 93% of respondents agree that student learning in online courses at

Forsyth Tech would be improved if students were required to prove minimum technology skills before enrollment is allowed (Forsyth Tech, 2012). Additionally, more than 15% of respondents noted technologically unprepared students as their main concern about distance-learning classes at Forsyth Tech. A series of student focus groups held across various campus locations revealed that staff seem to think students are better equipped to use computer tools and Blackboard than they actually are (Forsyth Tech, 2012).

Intervention Strategy

Once the need to better prepare students for distance-learning courses was determined, the QEP Steering Committee agreed that students should demonstrate basic skills in the following areas before enrolling in courses with online components: 1) Blackboard, 2) Techlink, 3) Windows, 4) software installation, 5) file management, 6) Internet use, and 7) application software. Students who are unable to meet the agreed-upon testing criteria will be enrolled in CIS-070, Fundamentals of Computing, which is a one-credit, eight-week class that meets twice weekly and is currently offered but not required. Students must successfully complete this basic-skills course before taking any online or hybrid course.

Due to the complex issues involved in adding a campus-wide placement test, the committee decided that choosing a particular evaluation method would be outside the scope of its QEP work. Instead, the committee recommends that a task force, including representatives of each affected area of the college, be formed in fall 2012 to explore possible options for accomplishing this objective. The task force will recommend a specific evaluation process and a pilot program for evaluation will be initiated. Full implementation will follow in fall 2014.

This assessment and follow-up coursework will strengthen the student's ability to **A**ccess; and upon its completion, the student will be able to do the following:

- ✓ Demonstrate sufficient skills to participate in technology-based courses

Supporting Research

In an article written by Pillay, Irving, and Tones (2007), it is acknowledged that a lack of technical skills can impede a student's ability to access course content. The authors agree that skills coaching can improve both the technical skills and self-efficacy needed for online course success. A qualitative study at a community college also revealed that failure to obtain, access, or install course materials in an online class was the most commonly cited reason for student attrition in online courses (Muse, 2003).

Institution of Pre-Enrollment Sessions

Demonstrated Need for Intervention

Since the fall of 2010, the Records Office processed almost 3,000 Program Change Forms—a form students submit when they have changed their minds about the program of study they would like to pursue (Forsyth Tech, 2012). The high number of changes supports the case for making more program and college information available earlier in the college experience.

> Student Engagement Initiative:
>
> Formal processes that enhance student success are utilized and promoted. This includes orientation, advising, and the transition between non-credit and credit programs.

When asked how often they have talked about career plans with an instructor or advisor, 10% of respondents said very often, 18% often, 43% sometimes, and 29% never CCSSE (2009).

Intervention Strategy

In searching for a QEP topic, we found that students could benefit from more direct conversation about career planning. It is not uncommon for students to apply using our online admissions form without clearly knowing the difference between degree programs and without ever having spoken to an admissions counselor. For example, students might select our college transfer criminal justice program instead of our applied science criminal justice degree. In an effort to promote more career exploration prior to admissions and registration, pre-enrollment

sessions will be conducted by the admissions staff, campus recruiter, and career counselor and are intended to help students who have considered enrolling at Forsyth Tech but need more information before applying. These will be offered both in person and online, beginning with a pilot program in the fall of 2014. All prospective students will be able to attend one of these sessions prior to applying for admission. Outreach for participation in these sessions will take place at recruitment awareness tables at community events and a sign-up link on the Admission's website. Learning ways to access the appropriate information will help students earn their degree more quickly and efficiently.

These sessions will strengthen the student's ability to **A**ccess and **E**valuate; and upon its completion, the student will be able to do the following:

✓ Make better decisions regarding programs of study and career paths

Supporting Research

Institutions in our local region use similar sessions to improve awareness of campus programs, financial aid, and other admissions concerns prior to enrollment. Seidman (2005) agrees that student success is improved with early interventions that can start "prior to actual enrollment" (p. 298). From these sessions students will gain the tools needed to navigate the college admissions process. As an added benefit, we expect Admissions and Records to have far fewer program changes and Financial Aid to see a decrease in last-minute concerns.

Transforming the Culture

All of the above-mentioned engagement strategies will help drive Forsyth Tech's information literacy initiative and the **C.A.R.E.** outcomes. The **C.A.R.E.** outcomes are the crux of our QEP, and their successful implementation will be instrumental in integrating a focus on information literacy skills into the institution's culture. Our plan is designed so that students will gain information literacy skills through multiple points of encounter all across the college: TLC, Library, Admissions Office, Financial Aid Office, Student Success Center, smart classrooms,

traditional classrooms, online classrooms, computer labs, and even through campus events and celebrations.

Getting Started

Preliminary steps toward transforming our culture will begin in the fall semester of 2012 with the recruitment of a QEP director to champion and manage the plan. As we move from plan development to plan implementation, the QEP Steering Committee will be reorganized. A remnant of the original group will continue to serve, ensuring consistency and giving context to our vision, while new members will add fresh energy and perspective. Student Success Center staff will update the new student orientation handbook and introduce initial changes to the new-student orientation process. Before the end of 2012, the technology readiness task force will be identified, and equipment for our first smart classrooms will be purchased. We will launch a strong awareness campaign, including banners, posters, sandwich boards, desktop wallpaper, t-shirts, calendar and syllabi inserts, and group meetings, as faculty and staff prepare for the fall 2012 semester and students return to campus. Our pool of QEP ambassadors will be expanded as we identify more faculty, staff, and students with ability and enthusiasm to help share the vision.

A Solid Foundation

With a talented and enthusiastic QEP director in place and early groundwork underway, we will be ready to complete a solid foundation for our plan in the spring of 2013. A major challenge at this point will be the creation and marketing of the Teaching and Learning Center (TLC) and the introduction of 10 smart classrooms. We will begin to develop relevant modules and workshops and create the ACA 090 unit on information literacy. New student orientation will become mandatory for the spring semester, and we will begin to expand the student orientation leadership program. The technology readiness task force will provide its recommendations. We will develop our assessment database and introduce it to faculty and staff. The revitalized QEP Steering Committee will provide active support to the QEP director during this critical phase.

Plan Rollout

With the physical components of our new environment in place, we will be ready to officially launch the engagement strategies of *Information Literacy: Because We C.A.R.E.* in the fall of 2013. The TLC will open for business. We will provide professional development workshops to excite our faculty and staff, help them become more familiar with the plan, and equip them to positively impact student learning as it relates to information literacy. We will also begin to engage our students in the process as we implement the new unit in ACA 090 on information literacy, provide workshops, and pilot the technology readiness program. We will purchase additional technology for more smart classrooms. To keep us on track, we will implement the QEP evaluation database at this point.

Expansion

As we move into 2014, three of our four environmental components will be in place, and we will expand our engagement activities. The TLC will be fully operational as faculty and staff enjoy new professional development opportunities. Student workshops will also be provided. In the spring we will equip 10 more smart classrooms, bringing the total to 20. We will hire an instructional designer and expand a part-time outreach librarian position to full-time to begin the challenging task of producing effective information literacy modules. We will pilot the pre-enrollment preparation sessions in the spring of 2014.

In the fall of 2014, we will start work on our fourth environmental piece—incentive grants—and expand intervention strategies to engage more students. A task force charged with developing a grants program will start to work. Professional development will continue and be expanded. All new students will be participating in the orientation process at this point, and student orientation leaders will be sharing their knowledge and experience. ACA 090 students will be working through an information literacy unit. Students in various programs will be learning information skills through workshops in the TLC, and instructors will be introducing new teaching methods and new technology in smart classrooms. Assuming successful pilot

programs, we will expand our efforts in technology readiness and pre-enrollment preparation sessions. Module development will be underway, and the QEP steering committee will continue to provide advice and act as ambassadors for the program throughout all areas of the college.

Fresh Energy

In the spring of 2015, intervention strategies already in place will be expanded to more areas, impacting a larger number of students. To infuse a fresh burst of energy and enthusiasm, we will introduce incentive grants and call on faculty, staff, and students for proposals for new ideas to enhance learning in the area of information literacy. We will encourage faculty and staff to team up with students to submit joint proposals.

By this time, our initial modules will be fully developed and ready to pilot in English 111. Having given ourselves sufficient time to produce high-quality modules, promote their value, identify early enthusiasts, and have a majority of smart classrooms operational, this will be the ideal time to roll out the modules. Midway through the five-year implementation plan, this may provide an additional source of excitement.

By the fall of 2015, information literacy incentive grants will have been awarded. During this semester we will pilot the modules in at least one course in each of the four remaining academic divisions. Other engagement activities will continue to be rolled out to a larger student population.

As successful projects are completed by the spring of 2016, grant recipients will share their work and new knowledge with their peers and the larger community through an Information Literacy Fair. We expect the work and eagerness of grant recipients and other early adopters to be a driving force for further embedding a focus on information literacy into the culture of Forsyth Tech. Expansion of modules into additional courses will further emphasize the importance of information literacy to our students. The number of students benefitting from better technology and more creative instruction will increase exponentially as we continue to equip smart classrooms, bringing the total to 42.

A Culture of Information Literacy

By the fall of 2016, we anticipate that the entire Forsyth Tech community will be touched in some way by information literacy through one or more intervention strategies. We expect new ideas to keep surfacing and more exciting initiatives to be implemented. We will sponsor a second Information Literacy Fair in the spring of 2017 to help continue the momentum.

As we approach the end of 2017, Year 5 of our QEP, we hope that each member of the Forsyth Tech community will realize that we truly do **C.A.R.E.** about their success in college, in the workplace, and in life. Visualize the following scenario at Forsyth Tech:

The TLC, the library, and classrooms, both physical and virtual, are all busy hives of learning activity. Students reach out to instructors and other college professionals through their preferred channels of communication and receive prompt and helpful responses. These exchanges are professional and productive. Instructors have ready access to relevant professional development opportunities. Aided by instructional design professionals, instructors are adapting courses and creating new learning objects, knowing that students will be able to access and use the required technology. Students clamor to take online courses not because it is convenient or easy, but because it is exciting and challenging. Information literate students are confidently completing assignments and research projects in their respective areas of interest. Students clearly understand what their chosen program of study offers and what they hope to accomplish. Local and regional employers actively recruit graduates from Forsyth Tech, knowing they will have not only appropriate technical skills, but also the ability to research, solve problems, and communicate well.

Are these things happening at Forsyth Tech in 2012 or 2017? Other than the fact that the TLC does not yet exist, the answer, absolutely, is both. Why then should we take on the tremendous challenge of implementing **Information Literacy: Because We C.A.R.E.**? What difference will it make? The difference is a matter of breadth, quality, quantity, and culture. Our college resembles the above scenario in 2012 to a limited extent and in certain areas. By 2017

we expect every division and department of Forsyth Tech to offer an enhanced learning environment. Students are learning at Forsyth Tech in 2012; however, in five years, that learning will be occurring at a higher level. In 2012 some students at Forsyth Tech certainly resemble those described above. By 2017 we hope the number of students who can be described as those above will have increased significantly. Currently, many talented and dedicated instructors are teaching at Forsyth Tech. In 2017 we expect those instructors to be better trained, use better tools, and be able to focus more intensely on their respective subject matters. Great things are happening at Forsyth Tech in 2012, but by 2017 we expect these great things to become even better things. If our graduates can say, "Through my experience at Forsyth Tech, I have become a more information-literate person who is well prepared to enjoy success and contribute to my family, my community, and my world," we will consider ourselves successful in the implementation of our QEP. When our QEP vision comes to fruition, information literacy will no longer be our QEP initiative; it will be what we do every day.

Implementation Timeline

ACTIVITY	FA12	Year 1		Year 2		Year 3		Year 4		Year 5	
		SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17
QEP/TLC Director											
Hire QEP Director	■										
Implementation of activities		■	■	■	■	■	■	■	■	■	■
QEP Steering Committee											
Identify QEP Steering Committee members	■										
Guide Implementation of Plan		■	■	■	■	■	■	■	■	■	■
QEP Assessment Database											
Creation and professional development		■									
Implement use of QEP database			■								
Record and analyze assessments from Fall activities				■		■		■		■	
Record and analyze assessments from Spring activities					■		■		■		■
Identify recommendations for programmatic improvements based on assessment results				■		■		■		■	
Develop Annual Report of program assessment											
Teaching and Learning Center (TLC)											
Market TLC		■									
Open TLC			■	■	■	■	■	■	■	■	■
Assess TLC through Employee Survey of the College and Services (results used in Annual Report)				■		■		■		■	

ACTIVITY	FA12	Year 1 SP13	Year 1 FA13	Year 2 SP14	Year 2 FA14	Year 3 SP15	Year 3 FA15	Year 4 SP16	Year 4 FA16	Year 5 SP17	Year 5 FA17
Smart Classrooms											
Create ten smart classrooms		■									
Ten additional classrooms				■							
Ten additional classrooms						■					
Twelve additional classrooms								■			
Twelve additional classrooms										■	
Professional Development											
Development of faculty workshops		■	■	■	■	■	■	■		■	
Professional development		■	■	■	■	■	■	■		■	
Assess through Employee Survey of the College and Services (results used in Annual Report)					■					■	
Faculty/Staff/Student Incentive Grants											
Develop task force/selection committee				■							
Develop standards for grant projects				■							
Develop rubric to assess project impact on student learning				■							
Call for proposals						■		■		■	
Grants given							■		■		■
Assess project impact on student learning using common rubric							■		■		■
Information Literacy Fair								■		■	
Assess Incentive Grants program and Literacy Fair through Employee Survey of College and Services (results used in Annual Report)								■		■	
Modules											
Hire instructional designer			■								
Expand outreach librarian position to fulltime			■								
Develop student modules				■	■						
Implement student modules (pilots)						■	■				
Assess student work in pilots using common rubric						■	■				
Modify modules based on assessment of pilots							■				
Implement student modules (additional courses)								■	■	■	■
Assess student work using common rubric								■	■	■	■
Modify modules based on assessment results									■		■
Workshops											
Develop student workshops		■	■	■							
Begin student workshops			■	■	■	■	■	■	■	■	■
Assess student work using common rubric			■	■	■	■	■	■	■	■	■
Modify workshops based on assessment results				■	■	■	■	■	■	■	■
ACA 090 Career I-Search Project											
Create ACA 090 Career I-Search Project unit		■									
Implement Career I-Search Project unit in ACA 090			■	■	■	■	■	■	■	■	■
Assess student work using common rubric			■	■	■	■	■	■	■	■	■
Modify activity based on assessment results				■	■	■	■	■	■	■	■
Expansion of Orientation											
Hire Orientation Advisor	■	■	■	■	■	■	■	■	■	■	■
Update orientation handbook/presentation		■		■		■		■		■	
Implement mandatory orientation		■	■	■	■	■	■	■	■	■	■
Expand Student Orientation Leadership Program		■	■	■	■	■	■	■	■	■	■

ACTIVITY	FA12	Year 1 SP13	FA13	Year 2 SP14	FA14	Year 3 SP15	FA15	Year 4 SP16	FA16	Year 5 SP17	FA17
Create task force	▓										
Develop survey to assess student learning in Orientation	▓										
Develop survey to assess impact of Student Orientation Leaders on student learning	▓										
Assess student learning using surveys		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
Modify orientation based on assessment results				▓	▓	▓	▓	▓	▓	▓	▓
Technology Readiness											
Receive task force recommendation		▓									
Implement Technology Readiness Program (pilot)			▓	▓							
Implement Technology Readiness Program (full)					▓	▓	▓	▓	▓	▓	▓
Pre-Enrollment Preparation Sessions											
Develop survey to assess student learning			▓								
Implement Pre-Enrollment Preparation sessions (pilot)				▓							
Assess student learning using survey				▓							
Implement Pre-Enrollment Preparation sessions (full)						▓	▓	▓	▓	▓	▓
Assess student learning using survey						▓	▓	▓	▓	▓	▓
Modify sessions based on assessment results						▓	▓	▓	▓	▓	▓
iSkills											
Administered to first time student sample as pre-test						▓	▓	▓	▓	▓	▓
Administered to sample in semester prior to graduation as post-test										▓	▓

The Action Plan Summarized

The QEP Steering Committee believes that an atmosphere of support and caring is critical for engaging students in lifelong learning and a meaningful college experience. As our desired QEP topic and outcomes became evident, *Information Literacy: Because We C.A.R.E.* seemed to exemplify a culture of caring, while providing a simple, yet catchy, slogan to remind the campus community of our commitment to information literacy. The concept of a Teaching and Learning Center (TLC), along with "smart" classrooms, professional development, and incentive grants expand on this theme by providing a nurturing environment that fosters collaboration and enthusiasm while supporting the implementation of the engagement strategies designed to deliver the **C.A.R.E.** outcomes.

Wherever a student is in his or her academic career, our hope is that each one will gain something from one or more of our engagement plan strategies:

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✓ An applied-science student will be able to **communicate** effectively in any workplace setting from a welding shop to a medical office.

✓ A student taking an online course can easily **access** and navigate Blackboard and other course tools.

✓ A new degree-seeking student will find better **access** to information about campus resources through the updated orientation process.

✓ Special-credit students taking courses for university prerequisites will benefit from completing new **research** modules.

✓ A student in any course with an assigned project can **evaluate** the worthiness of sources after consultation with a TLC staff member.

The following chart demonstrates how certain strategies will influence specific information literacy skills. Assessment of these strategies will directly relate to the associated outcomes checked.

Strategies to Improve Student Learning	C.	A.	R.	E.
Modules	✓	✓	✓	✓
Student Workshops	✓	✓	✓	✓
ACA 090 Career I-Search Project Unit	✓			
Expansion of New Student Orientation	✓	✓		
Development of Technology Readiness		✓		
Pre-Enrollment Sessions		✓		✓

We envision a new campus culture at Forsyth Tech where **engaged** students and employees will find everyday opportunities for enhancing their information literacy skills in a friendly and supportive **environment** conducive to professional growth and personal fulfillment.

Chapter VII: Assessment

Integrated Assessment

The assessment plan for the QEP will be focused on supporting the student learning outcomes identified for information literacy and seeking evidence as to the impact of developed interventions on these outcomes. Each outcome will be assessed with direct and indirect measures, with data being collected on a regular basis. The QEP Director will oversee the assessment process, including annual assessment reports and a more thorough program level analysis every 3 to 5 years. To assist in this analysis, assessment information will be recorded and stored in the College's Planning and Assessment System. A screenshot of the system is included below. Results from these assessments will be used to identify, strengthen and improve the QEP interventions, and ultimately, student learning.

Assessment of Information Literacy Goals/Outcomes: Methods and Instruments

The assessment of **Information Literacy: Because We C.A.R.E.** is integrated into the comprehensive and ongoing assessment cycle of all Forsyth Tech programs and units. Central to the assessment plan are the information literacy interventions that impact student learning both directly through orientation activities, workshops, modules and classroom activities, and indirectly, through the development of an information literate environment complete with the Teaching and Learning Center, SMART classrooms, and activities designed to spur faculty, staff and student involvement in a culture of information literacy.

To fully evaluate this two-pronged approach, assessment of these interventions are accomplished through a variety of tools, including purposeful attention to ongoing indirect measures captured through regular institutional administrations of the CCSSE and Graduating Student Exit Survey as well as direct measures of student learning designed for specific interventions. The success of the QEP depends on the initiation and delivery of interventions into courses by faculty. To help facilitate this initiation, assessments are structured in such a way to provide uniform cross-sectional results, but allow faculty to have the flexibility to design and assess information literacy curriculum objects that are unique to their needs. The result is the development of diverse instructional tools to achieve information literacy student learning outcomes.

To determine the success of **Information Literacy: Because We C.A.R.E.**, the assessment plan incorporates baseline data, pilot phases, formative, and summative evaluation. Throughout the QEP's implementation, student learning outcomes will be reviewed and refined as necessary. Modifications of interventions will be based on evidence resulting from the various assessment measures collected periodically during the year, and will receive particularly close scrutiny during the annual review and planning period at the end of each academic year. Using a comprehensive assessment plan will provide opportunities to use assessment results to

maximize student learning through improvements in interventions, instruction and delivery methods of information literacy concepts.

This assessment plan requires the participation of all areas of the campus community. Faculty and staff are responsible for the implementation of assessments related to the interventions specific to their areas. Faculty and staff will then review the results of those assessments during the annual assessment process and make meaningful use of those results in the appropriate instructional and services areas. Just as broad based faculty and staff involvement identified the QEP, broad based implementation and assessment will ensure its success. Additionally, the Vice President of Student Services and the QEP Director will coordinate the annual review of all applicable direct and indirect measures of student learning. The director and staff of the Office of Institutional Effectiveness will assist with data collection, analysis and report activities. Results of the comprehensive review will be used for continuous improvement and to impact student learning in meaningful and measurable ways.

iSkills

iSkills is a computer-based standardized assessment that presents students with 14 real-world tasks requiring a range of information literacy skills. This instrument is case-based and provides extensive assessment of information literacy skills. The format captures the depth and breadth of information literacy and treats it as a broad set of skills that contribute to outcome analysis across intervention and environmental aspects. This type of task-based scoring will highlight individual growth in information literacy over the student's career at Forsyth Tech. Tasks will require students to demonstrate their ability to 1) Define, 2) Access, 3) Evaluate, 4) Manage, 5) Integrate, 6) Create, and 7) Communicate.

iSkills will generate a wealth of information about individual students as well as overall trends in student achievement on the very outcomes associated with this QEP (**C**ommunicate, **A**ccess, **E**valuate) as well as skills involved in the **R**esearch process (Define, Manage, Integrate, Create). Because of the costs of time and resources necessary to collect and analyze

these data, iSkills will serve in a pre/post-test manner with a random sample of first-time freshman to track student growth in information literacy skills.

Pre-test: A random sample of first-time, degree-seeking students will be selected from classes that encompass a wide variety of academic programs (ACA 090, ENG 111). Sampling from these courses will yield a diverse group of students representing all academic divisions of Forsyth Tech. Based on current enrollment, a sample size of approximately 350 students will yield accurate results to provide representative analysis on all new Forsyth Tech students.

Post-test: Students selected for the pre-test will be followed and given the assessment again in the semester prior to graduation from their degree program. Administering the assessment at this time will allow us to focus on students who have completed their degree coursework and received the full spectrum of activities designed to enrich their information literacy skills. This will give us the richest information as to the impact of the QEP. Combined with data generated by internal measures, iSkills information will help create a comprehensive picture of skill level and development related to information literacy at Forsyth Tech.

Baseline data- iSkills will be piloted in the fall of 2012 with a small sample of ACA 090 and ENG 111 courses. This pilot will provide preliminary data on student performance as well as provide vital information on the campus resources necessary to successfully implement this measure. Full implementation will begin in the spring of 2013.

Timeline-

iSkills

Fall 2012	Pilot of assessment in selected ACA 090/ ENG 111 courses
Spring 2013	Identification of random sample for full implementation on an annual basis
Fall 2014	Begin Post-Test assessments of sampled students

Modules

During the progression of this project, modules quickly emerged as a valuable tool to help faculty and staff raise the information literacy skills of our students. A learning module is a structure used to convey instruction and support learning. While the size and structure of modules can be implemented differently at each institution, our approach to modules for the purpose of the QEP will be created with the following heuristics in mind:

Alignment to a C.A.R.E construct – Modules should be aligned to at least one of the four constructs in our QEP. Modules may be aligned to more than one construct. Composite modules made up of two or more modules are also encouraged for stackable learning and increased flexibility.

Learning Outcomes – Each module will have learning outcomes. These outcomes should communicate the desired behaviors/knowledge/skills to be achieved. Where possible, they should also specify performance conditions and criteria. Outcomes must align with one of the four C.A.R.E. constructs. If multiple constructs are addressed in a single module, then the outcomes should be sub-divided to show their alignment to the appropriate construct.

Interactive Content – Instructors have asked that these modules be flexible enough to use outside the classroom as assignments. This content will be built on the "flip the classroom" model. Recorded mini-lectures, case studies, generative activities, etc. will be utilized to provide more student-to-content interaction. Modules will not be solely based on assigned reading and writing.

Deeper Dive – Other resources will be provided to instructors who wish to have more exercises, activities, and resources connected to this module for further instruction. Students will also be able to access additional information for further study and learning.

Assessment – Each module will contain its own assessment aligned to the module's specified learning outcomes. Assessments will be packaged with the module. Pre-assessments will be available for some modules, depending on the nature of the learning outcomes. In

addition, each module will contain a standard rubric to be used with teacher-assigned projects. While some modules will utilize project-based assessment, instructors will be given the flexibility to realign their current projects/assignments to incorporate the outcomes from one or more modules as long as the standard rubric items are also incorporated into the assessment.

An example rubric that will accompany the Introduction to Research (Pathfinder Project) module is included. This module will strengthen student skills in all four student learning outcomes. While some specific modules have already been identified as necessary, other modules will be developed and implemented throughout the project in response to the changing needs of our students. All modules developed will address one or more student learning outcomes; **C**ommunicate**, A**ccess**, R**esearch and **E**valuate**.**

Sample Rubric for Defining Proficiency for the Pathfinder Exercise (Adapted from Delaware Tech, 2008)

Performance Element	Proficiency
Communicate	Defines a thesis statement or research question based on information need or research topic; identifies basic concepts that describe the information need; communicates ideas well.
Access	Selects and accesses various quality resources for the research topic; develops and applies a Boolean search strategy using keywords, and synonyms.
Research	Uses various quality information sources to support the purposes and format of the assignment.
Evaluate	Identifies various quality information sources by evaluating them for authority, accuracy, objectivity, currency and coverage; reviews and revises search strategy to incorporate additional concepts as necessary.

Baseline data-

Preliminary data used for the selection of the QEP topic provides some baseline information regarding this intervention and its assessment. Specifically;

- CCSSE (2009) – 59% felt their experience at Forsyth Tech contributed to their ability to write clearly and effectively quite a bit or better (n=101).

- Graduating Student Exit Survey Results (Forsyth Tech Community College, 2010) – 53% felt their experience at Forsyth Tech contributed to their ability to write clearly and effectively a great deal (n=437).

- CCSSE (2009) – 44% of surveyed students felt their experience at Forsyth Tech did not contribute favorably to their ability to use computing and information technology (n=101).

- Spring General Education Report (2012) – 77% of students met benchmarks and received a grade of a C or better in the Technology General Education Outcome (n=125).

- Graduating Student Exit Survey Results (2010) – When asked how often the student used Library Services while at Forsyth Tech, 11% responded very often, 34% sometimes, 27% rarely, and 28% never (n=437).

- Spring General Education Report (2012) – 58% of students met benchmarks and received a grade of a C or better in the research section of the Written Communication General Education Outcome (n=167).

- CCSSE (2009) – When asked if their coursework included making judgments about the value or soundness of information, arguments, or methods, 49% responded quite a bit or better (n=101).

As modules are developed, implemented and strengthened through assessment, these baseline data points should be positively impacted as student learning in information literacy is positively impacted.

Below is the proposed timeline for piloting of pre-selected modules with timeframes reflecting the collection of baseline data as well as modification based on assessment results. Beginning in the Fall of 2014, surveys and focus groups will be used to determine the need for additional modules and to further inform the development of all modules.

Timeline-

Pathfinder Module- an introduction to basic research skills

      Spring 2013   In class Pilot; Construction of Module version

      Summer 2013   Pilot of online Module utilizing assessment results

      Fall 2013   Full implementation of Module incorporating improvements based on assessment results

Citation Module- demonstration of research documentation and format

      Spring 2013   In class Pilot; Construction of Module version

      Summer 2013   Pilot of online Module utilizing assessment results

      Fall 2013   Full implementation of Module incorporating improvements based on assessment results

Monographs, Serials, and Digital Resources Module- explanation of informational resources

      Spring 2014   In class Pilot; Construction of Module version

      Summer 2014   Pilot of online Module utilizing assessment results

      Fall 2014   Full implementation of Module incorporating improvements based on assessment results

Plagiarism Module- definition of plagiarism, consequences of plagiarism and how to avoid it

      Spring 2014   In class Pilot; Construction of Module version

      Summer 2014   Pilot of online Module utilizing assessment results

      Fall 2014   Full implementation of Module incorporating improvements based on assessment results

Research Project Module- development of a research project

      Spring 2015   In class Pilot; Construction of Module version

      Summer 2015   Pilot of online Module utilizing assessment results

      Fall 2015   Full implementation of Module incorporating improvements based on assessment results

Student Workshops

Student workshops represent interventions directly identified by the college community through the use of surveys, evaluations, faculty referrals, end-of-course evaluations, and other methods with the ability to illustrate potential topics. The Teaching and Learning Center (TLC) has a space designed specifically for students in mind with an open environment to encourage an extensive learning community during workshops or for general educational use. Student workshops will be designed and packaged for online and face-to-face environments.

Alignment to a C.A.R.E. Construct – Student workshops are considered the most adaptive strategy in our QEP due to its design flexibility and through the instruments used to identify topics. Its alignment to the C.A.R.E. construct is dependent on the topics identified. Student workshops will be associated with at least one C.A.R.E construct.

Learning Outcomes – Each student workshop will have learning outcomes. These outcomes should communicate the desired behaviors/knowledge/skills to be achieved. Where possible, they should also specify performance conditions and criteria. Outcomes must align with one of the four C.A.R.E. constructs. If multiple constructs are addressed in a student workshop, then the outcomes should be sub-divided to show their alignment to the appropriate construct.

Interaction – Student workshops conducted in a face-to-face format will be offered in the designated student area in the TLC. The area is designed as a place that encourages collaboration among students as part of the attended workshop. Students will have access to laptops if required as part of a workshop and two work areas with desktop computers to create audiovisual content. These work areas are considered vital for allowing students an opportunity to continue what is learned outside of scheduled workshops with the assistance from support staff.

Deeper Dive – Instructors may request student workshops as part of their class time. Instructors have the option to have someone from the TLC staff come to their assigned

campus/classroom; taking their class to the TLC's designated student area, or use it as an alternative instructional activity for students to attend the recommended workshop. A final option is for instructors administer a workshop to students in their own class while using packaged content created by the TLC. Packages will include workshop documentation and supporting material that may include items such modules, activities, assessment materials, etc.

Assessment – Each student workshop will contain its own assessment aligned to the topic's specified learning outcomes. Pre-assessments will be available for some workshops, depending on the nature of the topic and learning outcomes. Workshops may use item such as a rubric to identify a student's level of understanding of the covered material, an opportunity to self-assess their own growth after attending workshops, and/or information literacy modules created as part of another strategy.

An example of the rubric for the *Strengthening Discussions in an Online or Web-Supported Class* workshop is included. This workshop will addresses student learning related to the **C**ommunicate, **R**esearch and **E**valuate outcomes. All workshops developed will address one or more student learning outcomes; **C**ommunicate**, A**ccess**, R**esearch and **E**valuate**.**

Sample Rubric for Defining Proficiency for Discussion Board Communication Workshop

Performance Element	Proficiency
Initial Response to DQ Posting	• Post references key principles but is not substantive and/or well developed. • Student uses personal/professional examples demonstrating application of principles. • Most language is clear, concise and easy to understand. • Student initiates new threads of related discussion and/or provides relevant articles, Web links, or other outside information. • Outside sources are properly cited. • Most posts were submitted according to the deadlines in the syllabus. • Posts contained few grammatical and/or stylistic errors.
Responses to Classmates	• Discussion is peripherally-related to the ideas and concerns of classmates. • Most language is clear, concise and easy to understand. • Student initiates new threads of related discussion and/or provides relevant articles, Web links, or other outside information. • Response is characterized by two of the following: a) thought

	provoking, b) supportive, c) challenging; d) reflective. • Outside sources are properly cited. • Most posts were submitted according to the deadlines in the syllabus. • Posts contained very few grammatical and/or stylistic errors.
General Activity on DQ Board	• Less than 90% of the total posts for the week were read by the assignment deadline.

Baseline data-

Preliminary data used for the selection of the QEP topic provides some baseline information regarding this intervention and its assessment. Specifically;

- CCSSE (2009) – 59% felt their experience at Forsyth Tech contributed to their ability to write clearly and effectively quite a bit or better (n=101).

- Graduating Student Exit Survey Results (Forsyth Tech Community College, 2010) – 53% felt their experience at Forsyth Tech contributed to their ability to write clearly and effectively a great deal (n=437).

- CCSSE (2009) – 44% of surveyed students felt their experience at Forsyth Tech did not contribute favorably to their ability to use computing and information technology (n=101).

- Spring General Education Report (2012) – 77% of students met benchmarks and received a grade of a C or better in the Technology General Education Outcome (n=125).

- Graduating Student Exit Survey Results (2010) – When asked how often the student used Library Services while at Forsyth Tech, 11% responded very often, 34% sometimes, 27% rarely, and 28% never (n=437).

- Spring General Education Report (2012) – 58% of students met benchmarks and received a grade of a C or better in the research section of the Written Communication General Education Outcome (n=167).

- CCSSE (2009) – When asked if their coursework included making judgments about the value or soundness of information, arguments, or methods, 49% responded quite a bit or better (n=101).

As workshops are developed, implemented and strengthened through assessment, these baseline data points should be positively impacted as student learning in information literacy is positively impacted.

Timeline-

Student Workshops

Spring 2013	Development of initial workshops and assessment tools
Summer 2013	Piloting and revision of workshops incorporating improvements based on pilot assessment results
Fall 2013	Full implementation of initial workshops and identification of additional topics needed

ACA 090 (Study Skills) Career I-Search Project

ACA courses will introduce developmental students to the research process through a project called I-Search. This project encourages research skill development by incorporating students' personal interests in the process. Focusing on career exploration, these are the basic steps involved:

1. **C**ommunicate a career interest—What type of job do you wish to pursue?

2. **Access** information about the career— then **R**esearch the following: What type of degree is required? What skills are required to do the job? What responsibilities are involved in the job? What are the advantages/disadvantages of the job?

3. Interview (**A**ccess) at least one person who is currently working in that career— Ask them what a typical day is like. What is the greatest advantage/disadvantage of the career they have chosen? What advice would they give to someone considering this field?

4. **E**valuate whether or not this is the best career choice for you— Provide details as to

why or why not.

5. Present (**C**ommunicate) the results of your research to the class—

Describe the process involved and what you learned about your chosen career. Do you plan to

continue to pursue this career? What are the advantages and disadvantages? Why do you feel

you can be effective in this role? Describe the steps you will take to prepare for this career.

In addition to the steps above, students will be required to keep a journal during this

research process in order to assist them in evaluating whether or not they have chosen the best

career for them. An example rubric that will accompany the Career I-Search project is included.

This project will strengthen student skills in all four student learning outcomes; **C**ommunicate**,**

Access**, R**esearch and **E**valuate**.**

Sample Rubric for Career I-Search Project

Performance Element	Proficiency
Communicate	Presentation was well designed and interesting. It incorporated technology and covered all sections of the project
Access	Student outlines search process which is documented in some detail in a search log.
Research	Search log is well detailed. Student used at least five resources of different types and conducted one interview with an expert.
Evaluate	Student identifies some strengths and shortcomings of potential career choice how these may be impacted by personal characteristics of the student

Baseline data-

Preliminary data used for the selection of the QEP topic provides some baseline

information regarding this intervention and its assessment. Specifically;

- CCSSE (2009) – 59% felt their experience at Forsyth Tech contributed to their ability to

  write clearly and effectively quite a bit or better (n=101).

- Graduating Student Exit Survey Results (Forsyth Tech Community College, 2010) – 53% felt their experience at Forsyth Tech contributed to their ability to write clearly and effectively a great deal (n=437).

- CCSSE (2009) – 44% of surveyed students felt their experience at Forsyth Tech did not contribute favorably to their ability to use computing and information technology (n=101).

- Graduating Student Exit Survey Results (2010) – When asked how often the student used Library Services while at Forsyth Tech, 11% responded very often, 34% sometimes, 27% rarely, and 28% never (n=437).

- Spring General Education Report (2012) – 58% of students met benchmarks and received a grade of a C or better in the research section of the Written Communication General Education Outcome (n=167).

- CCSSE (2009) – When asked if their coursework included making judgments about the value or soundness of information, arguments, or methods, 49% responded quite a bit or better (n=101).

- Graduating Student Exit Survey Results (Forsyth Tech Community College, 2010) – When asked how often they have talked about career plans with an instructor or advisor, 4% responded very often, 11% sometimes, 16% rarely, and 68% never (n=437).

Below is the proposed timeline for the piloting of the Career I-Search project with timeframes reflecting the collection of baseline data as well as modification based on assessment results. As approximately 70% of students will be exposed to this project upon full implementation, these baseline data points should be positively impacted as student learning in information literacy is positively impacted.

Timeline-

Career I-Search Project

Spring 2013   Pilot of project in select ACA 090 courses

| Summer 2013 | Revision of project incorporating improvements based on pilot assessment results |
| Fall 2013 | Full implementation of project in all ACA 090 courses |

Expansion of New Student Orientation

Forsyth Tech believes that new student orientation provides the perfect opportunity to begin strengthening the information literacy skills of our students. Prior to the fall of 2012, new student orientation was an optional activity for students. Of those participating, 89% left the session feeling comfortable accessing their campus email and 86% felt comfortable navigating Techlink (campus intranet) for the purpose of registration. In the fall of 2012, new student orientation (SOAR) will become mandatory for all new students. Building on the strengths of previous orientations, these sessions will encompass information and activities designed to strengthen student learning and skill level with respect to **C**ommunicate and **A**ccess.

Session topics include:

- Discussion of Academic Programs

- Difference between A.A, A.F.A., A.S., A.A.S, Diploma, and Certificates

- Academic Advising Overview

- How to read a program of study/Program Evaluations

- Time management

- Prerequisites/Corequisites

- Types of courses

- Paying for classes

- Campus Policies

- Campus Resources

- Blackboard

- Techlink discussion and training

- Web Registration training

To further strengthen the relationship between new student orientation and **Information Literacy: Because We C.A.R.E.**, the following outcomes have been identified for the SOAR sessions:

1.   Students will be able demonstrate their ability to navigate Techlink, webadvisor, and the main website for vital campus information and registration processes.

2.   Student will be able to generate questions related to campus processes and programs of study.

3.   Student will be able to understand basic self-advising tips and know when and how to communicate with an advisor.

Example survey questions that will accompany New Student Orientation are included. This intervention will strengthen student skills in the areas of; **C**ommunicate and **A**ccess.

Sample Survey Questions for New Student Orientation

Performance Element	Question
Communicate	• If a student was thinking of pursuing a Business degree, what are the first steps the student should take? • Describe a situation where you might seek out the assistance of your advisor. How would you contact them?
Access	• How comfortable do you feel accessing your Forsyth Tech email? • If a student is receiving financial aid, does dropping a class have any impact on their aid? Where could the student find answers to this question?

Baseline data-

Preliminary data used for the selection of the QEP topic provides some baseline information regarding this intervention and its assessment. Specifically;

• Spring General Education Report (2012) – 77% of students met benchmarks and received a grade of a C or better in the Technology General Education Outcome (n=125).

- Graduating Student Exit Survey Results (Forsyth Tech Community College, 2010) –

    When asked how often they have talked about career plans with an instructor or advisor,

    4% responded very often, 11% sometimes, 16% rarely, and 68% never (n=437).

    As New Student Orientation is mandated for all new students, the positive results shown

for the previous participants will have significant impact on these baseline data points.

Timeline-

Mandatory New Student Orientation

Fall 2012	Expansion of New Student Orientation identifying procedures to mandate participation
Spring 2013	Revision of New Student Orientation incorporating improvements based on assessment results
Fall 2013	Full mandatory implementation of New Student Orientation

Pre-Enrollment Sessions

Pre-enrollment sessions are designed to specifically engage students in accessing

information about our programs and to assist them in evaluating their goals and program

choices. In the spring of 2013, as the format for these sessions is established, a survey will be

designed to assess student learning related to the **A**ccess and **E**valuate outcomes. This new

initiative for the college will begin in Fall 2013.

Baseline data-

Preliminary data used for the selection of the QEP topic provides some baseline

information regarding this intervention and its assessment. Specifically;

- CCSSE (2009) – 44% of surveyed students felt their experience at Forsyth Tech did not

    contribute favorably to their ability to use computing and information technology (n=101).

- Graduating Student Exit Survey Results (2010) – When asked how often the student used Library Services while at Forsyth Tech, 11% responded very often, 34% sometimes, 27% rarely, and 28% never (n=437).

- Graduating Student Exit Survey Results (Forsyth Tech Community College, 2010) – When asked how often they have talked about career plans with an instructor or advisor, 4% responded very often, 11% sometimes, 16% rarely, and 68% never (n=437).

Timeline-

Pre Enrollment Sessions

Spring 2013	Development of Session objectives and assessments
Summer 2013	Piloting of Sessions and collection of baseline data
Fall 2013	Revision of Sessions and assessments incorporating improvements based on pilot assessment results
Fall 2013	Full implementation of Pre Enrollment Sessions

Assessment of Environmental Components

As a vehicle for improving students' information literacy skills, the college has identified four environmental components designed to lay the groundwork for transforming our culture. These four components (Teaching and Learning Center, smart classrooms, faculty and staff professional development, and incentive grants) will work in tandem to create a supportive learning environment at Forsyth Tech. Central to this transformation is the establishment of the Teaching and Learning Center (TLC). This center will oversee many of the QEP strategies, such as skill modules and workshops, as well as facilitate the other environmental components.

Assessment of these components will focus on the success each component exhibits in helping Forsyth Tech create an information literate student. One of the first tasks of the QEP director will be to review the goals and objectives for the Teaching and Learning Center. Clarification of these goals and objectives will enable us to determine the success of the center

as part of our college assessment cycle. Likewise, the task force assembled to implement the incentive grants will work to develop the standards for successful grant projects and design an assessment tool to measure the impact of a specific grant project on student learning. As the needs of the college shift during this project, the requirements of the environmental components will shift accordingly. The QEP director will incorporate measures designed to regularly gauge the needs of the institution and document the appropriate change in the corresponding environmental component. Additionally, these components will also be included in the college's existing assessment practice: *Employee Assessment of the College and Services***.**

Assessment Table

Goal	Intervention	Assessment Method	Target	Administration of Assessment			
				When	Person(s) Responsible	Reporting Cycle	Use of Findings(proposed)
Communicate: Students will be able to develop the questions necessary to obtain the information they seek.							
	New Student Orientation	Student Survey	70% of students will report an increase in their skill level as a result of participating in New Student Orientation	Summative Beginning Fall 2012	Student Services	Semester Collection, Annual Review	• Used by Student Services to inform necessary modification to Orientation • Used by Director of TLC to inform necessary workshop/ module topics • Used by institution to predict CCSSEE findings
	ACA 090 I-Search Project	Embedded Assignment, Common Rubric	75% of students will score 70% or higher on embedded tasks	Formative, Summative Beginning Spring 2013	Instructional Services	Semester Collection, Annual Review	• Used by Faculty to inform necessary modification to Project • Used by Director of TLC to inform necessary workshop/ module topics • Used by institution to predict CCSSEE, Graduating Student findings
	Communication Modules *(Ex: Pathfinder)*	Embedded Assignment, Common Rubric *(Ex: Pathfinder)*	75% of students will score 70% or higher on embedded tasks	Formative, Summative Beginning Spring 2013	Teaching and Learning Center/ Instructional Services	Semester Collection, Annual Review	• Used by Director & Faculty to inform necessary modification to Modules • Used by Director of TLC to inform necessary workshop/ module topics • Used by institution to predict CCSSEE, Graduating Student findings
	Student Workshops *(Ex: Discussion Boards)*	Embedded Assignment, Common Rubric *(Ex: Discussion Boards)*	75% of students will score 70% or higher on embedded tasks	Formative, Summative Beginning Fall 2013	Teaching and Learning Center	Semester Collection, Annual Review	• Used by Director of TLC to inform necessary modification to Workshops • Used by Director of TLC to inform necessary workshop/ module topics Used by institution to predict CCSSEE, Graduating Student findings
		iSkills	70% of students will provide highest scoring response	Summative Beginning Fall 2012	Instructional Services	Bi-annual Review	• Used by Director of TLC and other parties to inform necessary modification to Interventions

Goal	Intervention	Assessment Method	Target	Administration of Assessment			
				When	Person(s) Responsible	Reporting Cycle	Use of Findings(proposed)
Access: Students will be able to identify and access appropriate information sources.							
	New Student Orientation	Student Survey	70% of student leaders will report an increase in their skill level as a result of participating in New Student Orientation	Summative Beginning Fall 2012	Student Services	Semester Collection, Annual Review	• Used by Student Services to inform necessary modification to Orientation • Used by Director of TLC to inform necessary workshop/ module topics • Used by institution to predict CCSSEE findings
	Pre-Enrollment Session	Student Survey	70% of students will report an increase in their skill level as a result of participating in Pre-Enrollment Sessions	Summative	Student Services	Semester Collection, Annual Review	• Used by Student Services to inform necessary modification to Sessions • Used by Director of TLC to inform necessary workshop/ module topics • Used by institution to predict CCSSEE findings
	ACA 090 I-Search Project	Embedded Assignment, Common Rubric	75% of students will score 70% or higher on embedded tasks	Formative, Summative Beginning Spring 2013	Instructional Services	Semester Collection, Annual Review	• Used by Faculty to inform necessary modification to Project • Used by Director of TLC to inform necessary workshop/ module topics • Used by institution to predict CCSSEE, Gen Ed findings
	Access Modules *(Ex: Pathfinder)*	Embedded Assignment, Common Rubric *(Ex: Pathfinder)*	75% of students will score 70% or higher on embedded tasks	Formative, Summative Beginning Spring 2013	Teaching and Learning Center/ Instructional Services	Semester Collection, Annual Review	• Used by Director & Faculty to inform necessary modification to Modules • Used by Director of TLC to inform necessary workshop/ module topics • Used by institution to predict CCSSEE, Gen Ed findings
	Student Workshops *(Ex: Discussion Boards)*	Embedded Assignment, Common Rubric *(Ex: Discussion Boards)*	75% of students will score 70% or higher on embedded tasks	Formative, Summative Beginning Fall 2013	Teaching and Learning Center	Semester Collection, Annual Review	• Used by Director of TLC to inform necessary modification to Workshops • Used by Director of TLC to inform necessary workshop/ module topics Used by institution to predict CCSSEE, Gen Ed findings
		iSkills	70% of students will provide highest scoring response	Summative Beginning Fall 2012	Instructional Services	Bi-annual Review	• Used by Director of TLC and other parties to inform necessary modification to Interventions

Goal	Intervention	Assessment Method	Target	Administration of Assessment			
				When	Person(s) Responsible	Reporting Cycle	Use of Findings(proposed)
Research: Students will be able to search, retrieve, and utilize information for a specific purpose.							
	ACA 090 I-Search Project	Embedded Assignment, Common Rubric	75% of students will score 70% or higher on embedded tasks	Formative, Summative Beginning Spring 2013	Instructional Services	Semester Collection, Annual Review	• Used by Faculty to inform necessary modification to Project • Used by Director of TLC to inform necessary workshop/ module topics • Used by institution to predict Graduating Student, Gen Ed findings
	Research Modules (Ex: Pathfinder)	Embedded Assignment, Common Rubric (Ex: Pathfinder)	75% of students will score 70% or higher on embedded tasks	Formative, Summative Beginning Spring 2013	Teaching and Learning Center/ Instructional Services	Semester Collection, Annual Review	• Used by Director & Faculty to inform necessary modification to Modules • Used by Director of TLC to inform necessary workshop/ module topics • Used by institution to predict Graduating Student, Gen Ed findings
	Student Workshops	Embedded Assignment, Common Rubric	75% of students will score 70% or higher on embedded tasks	Formative, Summative Beginning Fall 2013	Teaching and Learning Center	Semester Collection, Annual Review	• Used by Director of TLC to inform necessary modification to Workshops • Used by Director of TLC to inform necessary workshop/ module topics Used by institution to predict Graduating Student, Gen Ed findings
		iSkills	70% of students will provide highest scoring response	Summative Beginning Fall 2012	Instructional Services	Bi-annual Review	• Used by Director of TLC and other parties to inform necessary modification to Interventions
Evaluate: Students will be able to critically evaluate information.							
	ACA 090 I-Search Project	Embedded Assignment, Common Rubric	75% of students will score 70% or higher on embedded tasks	Formative, Summative Beginning Spring 2013	Instructional Services	Semester Collection, Annual Review	• Used by Faculty to inform necessary modification to Project • Used by Director of TLC to inform necessary workshop/ module topics • Used by institution to predict Graduating Student, Gen Ed findings
	Evaluation Modules (Ex: Pathfinder)	Embedded Assignment, Common Rubric (Ex: Pathfinder)	75% of students will score 70% or higher on embedded tasks	Formative, Summative Beginning Spring 2013	Teaching and Learning Center/ Instructional Services	Semester Collection, Annual Review	• Used by Director & Faculty to inform necessary modification to Modules • Used by Director of TLC to inform necessary workshop/ module topics • Used by institution to predict Graduating Student, Gen Ed findings

Goal	Intervention	Assessment Method	Target	Administration of Assessment			
				When	Person(s) Responsible	Reporting Cycle	Use of Findings(proposed)
	Student Workshops *(Ex: Discussion Boards)*	Embedded Assignment, Common Rubric *(Ex: Discussion Boards)*	75% of students will score 70% or higher on embedded tasks	Formative, Summative Beginning Fall 2013	Teaching and Learning Center	Semester Collection, Annual Review	• Used by Director of TLC to inform necessary modification to Workshops • Used by Director of TLC to inform necessary workshop/ module topics Used by institution to predict Graduating Student, Gen Ed findings
	Pre-Enrollment Session	Student Survey	70% of students will report an increase in their skill level as a result of participating in Pre-Enrollment Sessions	Summative	Student Services	Semester Collection, Annual Review	• Used by Student Services to inform necessary modification to Sessions • Used by Director of TLC to inform necessary workshop/ module topics Used by institution to predict CCSSEE findings
		iSkills	70% of students will provide highest scoring response	Summative Beginning Fall 2012	Instructional Services	Bi-annual Review	• Used by Director of TLC and other parties to inform necessary modification to Interventions

Five Year Progression Plan

The Five Year plan provides the opportunity to predict and follow progress of indicators that initially lead to the selection of the QEP, **Information Literacy: Because We C.A.R.E.** Illustrated below are specific sets of data associated with each of the four outcomes and the interventions expected to positively impact student learning in regards to that outcome. Additionally, the initial data point from the topic selection process is identified as well as the gain, both yearly and cumulatively, that are expected to occur as a result of this project.
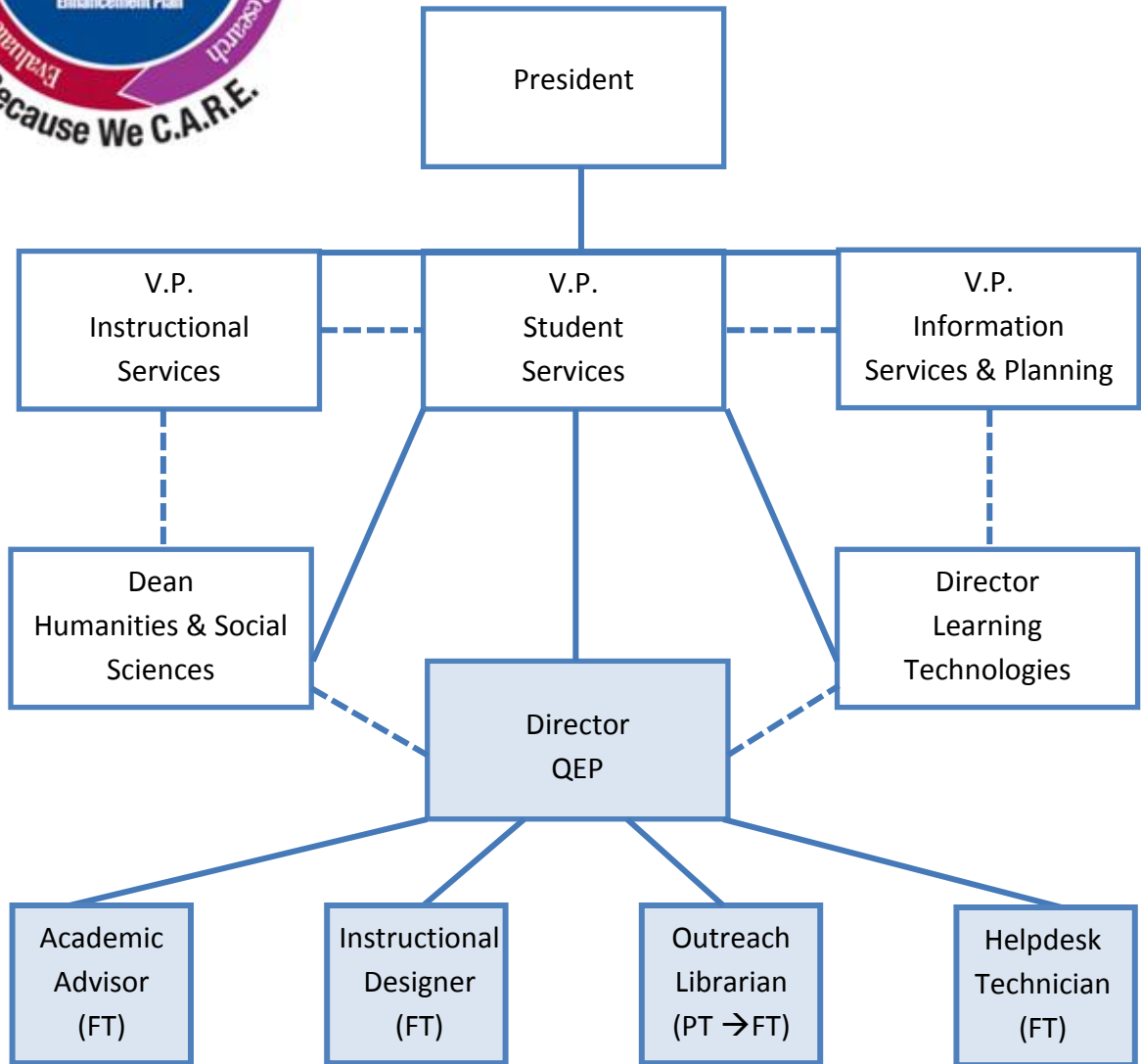
QEP Five Year Progression Plan

Data Point	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total Gain
Communication	**Interventions**	**Interventions**	**Interventions**	**Interventions**	**Interventions**	
CCSSE (2009) – 59% felt their experience at Forsyth Tech contributed to their ability to write clearly and effectively quite a bit or better (n=101).	Orientation ACA I-Search (Pilot)	Modules (Pilot) Workshops ACA I-Search Orientation	Modules Workshops ACA I-Search Orientation	Modules Workshops ACA I-Search Orientation	Modules Workshops ACA I-Search Orientation	
	59%		**+3%**		**+2%**	**+5%**
Graduating Student Exit Survey Results (Forsyth Tech Community College, 2010) – 53% felt their experience at Forsyth Tech contributed to their ability to write clearly and effectively a great deal (n=437).	Orientation ACA I-Search (Pilot)	Modules (Pilot) Workshops ACA I-Search Orientation	Modules Workshops ACA I-Search Orientation	Modules Workshops ACA I-Search Orientation	Modules Workshops ACA I-Search Orientation	
	53%	**+0%**	**+2%**	**+2%**	**+2%**	**+6%**
Access						
CCSSE (2009) – 56% of surveyed students felt their experience at Forsyth Tech did contribute favorably to their ability to use computing and information technology (n=101).	Orientation ACA I-Search (Pilot)	Modules (Pilot) Workshops ACA I-Search Orientation Pre En Session	Modules Workshops Workshops ACA I-Search Tech Red (Pilot) Pre En Session	Modules Workshops Workshops ACA I-Search Tech Read Pre En Session	Modules Workshops Workshops ACA I-Search Tech Read Pre En Session	
	56%		**+6%**		**+4%**	**+10%**
Spring General Education Report (2012) – 77% of students met benchmarks and received a grade of a C or better in the Technology General Education Outcome (n=125).	Orientation ACA I-Search (Pilot)	Modules (Pilot) Workshops ACA I-Search Orientation	Modules Workshops ACA I-Search Orientation Tech Red (Pilot)	Modules Workshops ACA I-Search Orientation Tech Read	Modules Workshops ACA I-Search Orientation Tech Read	
	77%	**+0%**	**+1%**	**+1%**	**+1%**	**+3%**

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total Gain
Research	**Interventions**	**Interventions**	**Interventions**	**Interventions**	**Interventions**	
Graduating Student Exit Survey Results (2010) – When asked how often the student used Library Services while at Forsyth Tech, 11% responded very often, 34% sometimes, 27% rarely, and 28% never (n=437).	ACA I-Search (Pilot) **45%** report very often/ sometimes	Modules (Pilot) Workshops ACA I-Search **+0%**	Modules Workshops ACA I-Search **+5%**	Modules Workshops ACA I-Search **+5%**	Modules Workshops ACA I-Search **+5%**	**+15%**
Spring General Education Report (Forsyth Tech Community College, 2012) – 58% of students met benchmarks and received a grade of a C or better in the research section of the Written Communication General Education Outcome	ACA I-Search (Pilot) **58%**	Modules (Pilot) Workshops ACA I-Search **+0%**	Modules Workshops ACA I-Search **+1%**	Modules Workshops ACA I-Search **+1%**	Modules Workshops ACA I-Search **+3%**	**+5%**
Evaluation						
CCSSE (2009) – When asked if coursework included making judgments about the value or soundness of information, arguments, or methods, 49% responded quite a bit or better	ACA I-Search (Pilot) **49%**	Modules (Pilot) Workshops ACA I-Search	Modules Workshops ACA I-Search **+3%**	Modules Workshops ACA I-Search	Modules Workshops ACA I-Search **+2%**	**+5%**
CCSSE (2009) – When asked how often they have talked about career plans with an instructor or advisor, 10% responded very often, 18% often, 43% sometimes, and 29% never	ACA I-Search (Pilot) **71%** report very often, often or sometimes	Workshops ACA I-Search Pre En Session	Workshops ACA I-Search Pre En Session **+4%**	Workshops ACA I-Search Pre En Session	Workshops ACA I-Search Pre En Session **+2%**	**+6%**

Chapter VIII: Organizational Structure

President

V.P. Instructional Services

V.P. Student Services

V.P. Information Services & Planning

Dean Humanities & Social Sciences

Director QEP

Director Learning Technologies

Academic Advisor (FT)

Instructional Designer (FT)

Outreach Librarian (PT → FT)

Helpdesk Technician (FT)

New Positions

New Position Information

Essential Duties and Responsibilities of the QEP Director

- ✓ Oversee the implementation of the QEP; report progress to QEP Steering Committee
- ✓ Coordinate and supervise the work of the QEP sub-teams
- ✓ Supervise faculty, staff, and student development initiatives related to the QEP project
- ✓ Coordinate all activities associated with the QEP project
- ✓ Manage the QEP budget
- ✓ Develop and direct assessment processes for all aspects of the QEP
- ✓ Report assessment findings and discuss issues with the QEP Advisory Committee
- ✓ Prepare QEP reports, including the Impact Report

Additionally, the director will provide campus leadership for the successful implementation of the QEP project (including evaluation and marketing). The QEP director will also become a member of the SACS Leadership Team.

Essential Duties and Responsibilities of the Instructional Designer

- ✓ Design, develop, and assist faculty with instructional materials and strategies
- ✓ Analyze specific teaching/learning challenges and advise on approaches to address them
- ✓ Research/evaluate educational technology and distance education trends and best practices

Essential Duties and Responsibilities of the Outreach Librarian

- ✓ Promote awareness of the various offerings of our library and its librarians and staff
- ✓ Coordinate and deliver library services to online and off campus students
- ✓ Assist with delivery of library bibliographic instruction and reference service
- ✓ Assist with development of student modules and workshops

Essential Duties and Responsibilities of the Orientation Advisor

- ✓ Provide academic counseling to new and prospective students
- ✓ Manage new student orientation
- ✓ Hire, train, and manage student orientation leaders
- ✓ Serve as main contact for new students
- ✓ Interpret and evaluate test scores and other information to determine eligibility status
- ✓ Design, schedule, and facilitate new student orientation training sessions for faculty

Essential Duties and Responsibilities of the Helpdesk Technician

- ✓ Provide support to students and employees for college equipment and services
- ✓ Track and resolve technology-related problems
- ✓ Assist with ongoing projects such as classroom setup changes
- ✓ Assist with instructional technology needs
- ✓ Provide limited training in the use of new software or hardware

Chapter IX: Resources

The institution is committed to the sustainability of this QEP. The QEP Steering Committee made several presentations to the President's Cabinet throughout the QEP development in an effort to ensure a viable plan that the Cabinet felt was going to reach a vast majority of our students and would also be sustainable by the college.

Personnel ($1,535,162)

The following new or expanded positions are needed to implement our QEP.

Full-time	Part-time
QEP Director	QEP Administrative Assistant
Orientation Advisor	Student Orientation Leaders
Instructional Designer	
Outreach Librarian	
Helpdesk Technician	

Salaries, wages, and benefits for each new or expanded position are included in the total cost.

Professional Development ($60,000)

Funds for professional development travel include annual QEP and ACRL conferences.

Assessment ($24,000)

We will purchase an information-literacy assessment, iSkills, beginning in Year 3.

Plan Operations ($65,000)

Plan operations include orientation supplies, marketing materials, and incentive-grant program.

SMART Classrooms ($586,440)

We will systematically equip 54 classrooms with smart teaching stations that will include a computer, projector, document camera, interactive whiteboard or SMART podium for annotating on projected images. All equipment is controlled by a password-protected touch panel.

Promotional/Marketing Materials ($12,500)

Promotional/marketing materials include t-shirts in the fall of 2013 to kick-off the QEP and various marketing initiatives that have been proposed to generate excitement and enthusiasm for information literacy.

Forsyth Tech 5-year QEP Budget

|	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
POSITIONS						
Director, QEP (FT)	$ 63,429.00	$ 63,429.00	$ 63,429.00	$ 63,429.00	$ 63,429.00	$317,145.00
Admin. Assistant, QEP (PT)	$ -	$ 19,000.00	$ 19,000.00	$ 19,000.00	$ 19,000.00	$76,000.00
Orientation Advisor (FT)	$ 60,000.00	$ 60,000.00	$ 60,000.00	$ 60,000.00	$ 60,000.00	$300,000.00
Instructional Designer (FT)	$ -	$ 62,212.80	$ 62,212.80	$ 62,212.80	$ 62,212.80	$248,851.20
Helpdesk Technician (FT)	$ -	$ 43,636.40	$ 43,636.40	$ 43,636.40	$ 43,636.40	$216,182.00
Outreach Librarian (FT)	$ -	$ 60,996.00	$ 60,996.00	$ 60,996.00	$ 60,996.00	$243,984.00
Student Orientation Leaders (PT)	$ 17,000.00	$ 29,000.00	$ 29,000.00	$ 29,000.00	$ 29,000.00	$133,000.00
Total	$140,429.00	$338,274.20	$338,274.20	$338,274.20	$338,274.20	$1,535,162.20
PROFESSIONAL DEVELOPMENT						
QEP Travel	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$50,000.00
ACRL Conference	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$10,000.00
Total	$12,000.00	$12,000.00	$12,000.00	$12,000.00	$12,000.00	$60,000.00
ASSESSMENT MATERIALS						
iSkills	$ -	$ -	$ 7,000.00	$ 7,000.00	$ 10,000.00	$24,000.00
Total	$ -	$ -	$ 7,000.00	$ 7,000.00	$ 10,000.00	$24,000.00
PLAN OPERATIONS						
New Student Orientation supplies	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$25,000.00
Incentive Grants	$ -	$ -	$ 10,000.00	$ 15,000.00	$ 15,000.00	$40,000.00
Total	$ 5,000.00	$ 5,000.00	$15,000.00	$20,000.00	$20,000.00	$65,000.00
SMART CLASSROOMS						
Lectern/Cabinet	$ 53,380.00	$ 53,380.00	$ 53,380.00	$ 64,056.00	$ 64,056.00	$288,252.00
Interactive Boards	$ 31,210.00	$ 31,210.00	$ 31,210.00	$ 37,452.00	$ 37,452.00	$168,534.00
Document Cameras	$ 7,010.00	$ 7,010.00	$ 7,010.00	$ 8,412.00	$ 8,412.00	$37,854.00
Computer	$ 17,000.00	$ 17,000.00	$ 17,000.00	$ 20,400.00	$ 20,400.00	$91,800.00
Total	$108,600.00	$108,600.00	$108,600.00	$130,320.00	$130,320.00	$586,440.00
PROMOTIONAL/MARKETING MATERIALS						
QEP T-Shirts	$ 1,000.00	$ -	$ -	$ -	$ -	$1,000.00
Miscellaneous	$ 4,000.00	$ 4,000.00	$ 2,000.00	$ 1,000.00	$ 500.00	$11,500.00
Total	$5,000.00	$4,000.00	$2,000.00	$1,000.00	$500.00	$12,500.00
GRAND TOTAL	$271,029.00	$467,874.20	$482,874.20	$508,594.20	$511,094.20	$2,241,465.80

Chapter X: Appendices

Appendix A
The College

Forsyth Technical Community College (Forsyth Tech) opened in the fall of 1960 as the Winston-Salem/Forsyth County Industrial Education Center offering automotive mechanics, machine shop, electronics, and practical nursing.

Today, Forsyth Tech is a public, two-year comprehensive community college offering over 200 curriculum programs that include 20 college-transfer degrees, 67 associate-in- applied-science degrees, 37 diploma programs, and 70 certificate programs; twenty-five programs are available entirely online. The college also has an Economic and Workforce Development Division that offers business and industry training, computer technology, customized and corporate training, JobsNOW occupational training, literacy education and ESL, and courses in personal enrichment and professional development. Forsyth Tech is currently made up of eight campuses: Main Campus, West Campus, International Center, Small Business Center, Transportation Technology Center, and Mazie Woodruff Center are located in Winston-Salem; the Grady P. Swisher Center is located in Kernersville; the Northwest Forsyth Center is located in King; and the Stokes County Center is located in Danbury. An additional facility, the renovated Winston-Salem Forsyth County Schools Administration Offices/Career Center in Winston-Salem, is scheduled to open in 2013.

Forsyth Tech is the fifth largest of the 58 institutions in the North Carolina Community College System (NCCCS) and serves the citizens of Forsyth and Stokes Counties in the Piedmont region of North Carolina; however, the
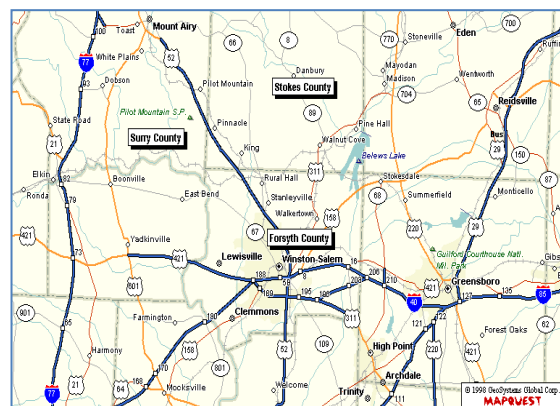
majority (88%) of the population lives in Forsyth County (population 350,670). Winston-Salem, in Forsyth County, is the fifth largest city in North Carolina and serves as one of the major employment center for counties in the northwest part of the state and southern Virginia. Some of the major industries in the area include healthcare, biotechnology, manufacturing, retail, tourism, and financial services. Stokes County is a rural area (population 47,401), located in the foothills of the Blue Ridge Mountains bordering Virginia. Agriculture is pivotal to the economy of Stokes County. A lack of major highways through the county makes access to the region difficult.

Forsyth Tech had a total budget of $98,423,151 for 2010-2011 and employed 467 full-time employees and 994 part-time employees. Forsyth Tech is accredited by the Southern Association of Colleges and Schools (SACS) and was reaffirmed in 2002.

The college is governed by a 12-member Board of Trustees whose members are appointed by the Forsyth County Board of Commissioners, the N.C. State Board of Education, and the governor. The student government president is a non-voting member of the Board of Trustees.

Our Students

Forsyth Tech has experienced a 41% enrollment growth since fall 2007. The college served 12,873 credit students from fall 2010 through summer 2011. There were 1,414 graduates (806 associate degrees, 199 diplomas, and 409 certificates). Forsyth Tech also served 25,263 unduplicated Economic and Workforce Development students.

Year	FTE	Change
2007-2008	5,278	n/a
2008-2009	5,898	11.7%
2009-2010	7,159	21.3%
2010-2011	8,792	22.8%

Approximately 79% of Forsyth Tech's credit students come from Forsyth (70%) and Stokes (9%) counties with the remaining balance coming from outside the college's service

area. Forty-nine percent of the credit students are part-time; fifty-one percent are full-time. The credit students served by Forsyth Tech are more likely to be older (28 years), female (61%), and employed at least part time (52%). Ethnically, these students represent diverse backgrounds and closely mirror Forsyth County's population:

	Forsyth Tech	Forsyth County	Stokes County
Total Population	12,873	350,670	47,401
Caucasian	62.9%	62.3%	92.9%
African American	26.9%	26.0%	4.0%
Hispanic, Asian, Native	10.2%	13.8%	2.9%
American, or "other"		0.5%	.3%

(U.S. Census Bureau, State and County QuickFacts 2010)

Our Uniqueness

Forsyth Tech has the largest Health Technology program, the largest Biotechnology program, and the only Nanotechnology program of any community college in North Carolina. The Richard Childress Race Car Technology program is the oldest and largest Race Car Technology program of any community college in North Carolina and has established the College as a leading institution in the North Carolina Motorsports Training Initiative. Forsyth Tech has the ninth lowest net price for attendance of all two-year public colleges in the U.S. (U.S. Department of Education ranking.) Additionally, the College received a North Carolina Community College System Exceptional Institutional Performance rating for 2009-2010 and 2010-2011.

Our Faculty

In fall 2011, Forsyth Tech employed 228 full-time faculty and 794 part-time faculty. Twenty-eight full-time faculty hold doctoral degrees (12%), two are education specialists, and 122 have masters degrees (54%). All faculty meet SACS requirements. Sixty-one percent of the full-time faculty is female; 39% is male and 14% are African American or other ethnicity. The college's faculty members are committed to teaching excellence, and many have received awards for outstanding service to the teaching profession. The average student/instructor ratio for the college was 17 to 1 for fall 2011.

Appendix B
QEP FAQs

What is a Quality Enhancement Plan (QEP)?

The Quality Enhancement Plan (QEP) is a 5-year plan that is designed to enhance student learning in some specific measurable way. It is a requirement of the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) for institutions to develop a QEP during the reaffirmation process (Core Requirement 2.12).

What is meant by "student learning" in the QEP?

"Student learning" is defined by SACSCOC as changes in students' knowledge, skills, behaviors, or values.

Why is the QEP important?

The QEP is an opportunity for Forsyth Tech to enhance overall quality and effectiveness by focusing on an issue we consider important to the learning experience of our students. Our goal is to develop a well-defined topic that is supported by the entire Forsyth Tech community (faculty, staff, students, and administration).

It is a requirement of the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) for institutions to develop a QEP during the reaffirmation process (Core Requirement 2.12).

What is my role?

The QEP needs to be comprehensive and impact a significant portion of our students. Our goal is to select a topic that will positively impact most if not all students; so all programs will be involved.

Become an active participant in the process. Think about ideas you have for enhancing student learning. Talk with other people who might be interested in the same thing. When we ask for proposals, consider writing one or working with a group who might be interesting in writing one. Remember, everyone is going to be responsible for implementing the QEP. Wouldn't it be nice to have a say in what topic is chosen?

What is the timeline for developing the QEP?

Spring 2011: Choose a topic area for the plan.
Fall 2011 – Spring 2012: Propose an action plan that addresses the topic area chosen.
Summer 2012: QEP proposal due to SACSCOC.
Spring 2013-17: Implement the QEP and cultivate the results

How is the QEP topic chosen?

The QEP Topic Selection Committee will begin soliciting ideas from all Forsyth Tech constituencies including students, faculty, staff, the community, the Board of Trustees, and alumni on how Forsyth Tech can enhance student learning. You can contribute ideas, suggestions, and recommendations regarding the QEP topic selection via Forsyth Tech's QEP website on Techlink.

Can anyone submit an idea for a QEP?

YES! We really want to hear from students, faculty, staff, the community, the Board of Trustees, alumni, and anyone else who cares about Forsyth Tech. You can contribute ideas, suggestions, and recommendations regarding the QEP topic selection via Forsyth Tech's QEP website on Techlink.

Appendix C
Online Suggestion Box

WELCOME TO THE FORSYTH TECH QUALITY ENHANCEMENT PLAN (QEP) SUGGESTION BOX

Have you ever imagined how you might improve the quality of student learning at Forsyth Tech? If so, now is your chance to propose your big idea as Forsyth Tech's Quality Enhancement Plan. You may individually submit a proposal or work as a group to submit a common idea.

Name (not required):
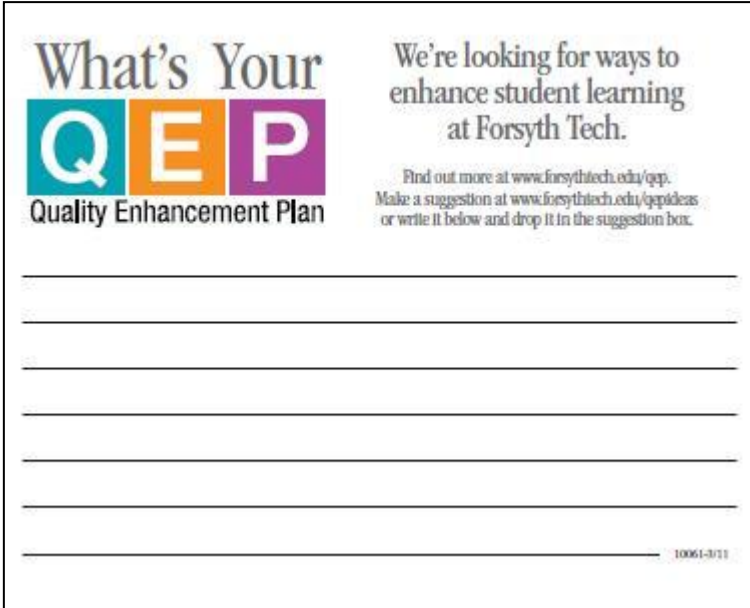
Phone (not required):

Email (Not required):

Your title or association with Forsyth Tech (not required):

Please describe your topic idea below. Within your narrative, please indicate how your topic idea will enhance student learning.

If you have given us your contact information, we may contact you and ask you to expand upon your idea.

Thank you for your participation.
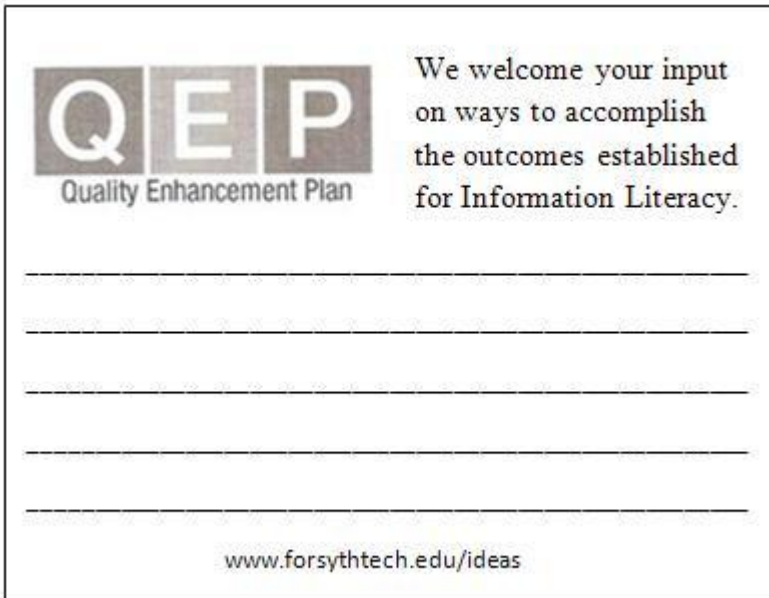
Appendix D
QEP Suggestion Cards

Suggestion Card given out at Annual Professional
Development Day, March 2011

Suggestion Card given out at Annual Convocation,
August 2011

Attention Students:

We need your help to raise the bar in terms of information, communication, and technology at Forsyth Tech!

Please come prepared to share your constructive ideas about such topics as:

*improving the quality of communication between faculty, staff, and students

* the use of technology and social media in the classroom

*researching information for courses and academic/career related inquires

Join us at any of these locations!

January 25, 11am -12pm at Woodruff, Rm. 113

January 30, 11:30am -12:30pm at Northwest Forsyth Center, lobby

Pizza and refreshments will be served!

Appendix F
Information Literacy Student Focus Groups (Questions and Responses)

1. **Do you know what the QEP is for Forsyth Tech?**
    a. 231 or 91% did not know that Forsyth Tech had a QEP topic
    b. 20 or 9% knew Forsyth Tech had a QEP but did not know what the topic was
    c. 0 or 0% knew that Forsyth Tech had a QEP and what the topic was

2. **Has anyone taken part in a QEP focus group before?**
    a. 0 or 0% had participated in a QEP focus group

3. **What does 'information literacy' mean to you?**
    a. 97 or 55% said that information literacy means being able to access and understand information
    b. 30 or 17% said that information literacy means being able to use information and resources appropriately
    c. 25 or 14% said that information literacy means being able to identify, process and evaluate information effectively
    d. 24 or 14% said that they did not know what information literacy meant

4. **A list of the outcomes was handed out to the students. Do you feel you will benefit from these outcomes?**
    a. 220 or 95% said they would benefit from these outcomes
    b. 11 or 5% said they would not benefit from these outcomes

5. **How would you rate your abilities in these areas? Insufficient, Adequate, or Excellent**
    a. Communicate:
        8 or 4% = insufficient
        170 or 74% = adequate
        51 or 22% = Excellent
    b. Access:
        8 or 4% = insufficient
        170 or 76% = adequate
        45 or 20% = Excellent
    c. Research:
        9 or 4% = insufficient
        174 or 76% = adequate
        45 or 20% = Excellent
    d. Evaluate:
        11 or 5% = insufficient
        171 or 75% = adequate
        47 or 20% = Excellent

6. **What types of technology are currently used in your courses?**
    a. 65 or 27% said that online labs/external textbook sites are used
    b. 115 or 48% said that Blackboard is used
    c. 32 or 13% said that Microsoft Office (Word, PowerPoint, Excel) is used
    d. 28 or 12% said that other things are used (blogging, twitter, cell phones, Skype, Calculators, NC Live)

How would you prefer to communicate with faculty and staff?

- e. 151 or 67% prefer face-to-face
- f. 62 or 28% prefer e-mail
- g. 12 or 5% prefer phone

7. **Who do you feel is more technologically savvy—instructors or students?**
   - a. 101 or 44% said students are more savvy
   - b. 46 or 20% said instructors were more savvy
   - c. 84 or 36% said that it depends on who the instructor/student is

8. **In what ways do you currently use Techlink for your courses? Blackboard? Website?**
   - a. 156 or 44% said they use Techlink primarily for e-mail/grades/registration
   - b. 185 or 52% said they use Blackboard for online courses/hybrid courses/web support
   - c. 16 or 4% said they used the website for general information/announcements

9. **How do you use library services?**
   - a. 77 or 31% use the library for NC Live or other online resources
   - b. 42 or 17% use the library as a quiet place to study
   - c. 61 or 24% use the library for an educational resource (people/books/periodicals)
   - d. 71 or 28% have never used the library

10. **Explain a situation, if any, where a faculty/staff member thought you were more technologically savvy than your abilities.**
    - a. 42 or 18% said that faculty/staff thought students were more savvy in utilizing computer skills than they actually were
    - b. 20 or 19% said that faculty/staff thought students were more savvy in using Blackboard than they actually were
    - c. 12 or 5% said they were more savvy than the instructor and had helped them with technology
    - d. 157 or 68% did not respond

Appendix G
Information Literacy Faculty Survey (Summary of Quantitative Responses)

In February 2012, Forsyth Tech faculty were asked to complete the Faculty Survey on Information Literacy and Technology. This online survey was designed to assess faculty and student use of technology. A link to this survey was e-mailed to all faculty. There were 150 responses to the survey.

Question 2

Please rate your students' abilities in these areas:	N	Mean	Missing	Proficient = 3	Adequate = 2	Deficient = 1	Unsure / Cannot respond	Grand Total
Communicate: Students are able to communicate effectively.	149	1.77	1	5%	65%	28%	2%	100%
Access: Students are able to identify and access appropriate information sources.	149	1.65	1	5%	44%	45%	6%	100%
Research: Students are able to search, retrieve, and utilize appropriate information for a specific purpose.	149	1.57	1	5%	44%	45%	6%	100%
Evaluate: Students are able to critically evaluate information.	149	1.37	1	5%	24%	66%	5%	100%

Question 6

	N	Mean	Missing	Yes = 2	No = 1	Grand Total
Are there other technologies (besides Techlink, Blackboard, and website) that you currently use in your courses?	136	1.6	14	60%	40%	100%

Question 7

	N	Mean	Missing	Yes = 2	No = 1	Grand Total
Are there technologies not currently used in your courses that you are interested in incorporating?	127	1.42	23	42%	58%	100%

Question 9

	N	Mean	Missing	Generally, I am = 2	Generally, my students are = 1	Grand Total
Who do you feel is more technologically savvy - you or your students? (Multiple selections per respondent)	141	1.68	9	68%	32%	100%

Question 10

How do you prefer that your students communicate with you? (Multiple selections permitted)	Number of times selected	Percentage of time selected
Face to Face (before/after class, during office hours)	111	75%
Face to Face (any time)	72	49%
E-mail	144	97%
Phone	55	37%
Discussion Boards	31	21%
Course site (Blackboard, Techlink, etc.)	38	26%
Other (250 character limit)	9	6%
*Total Responses = 148		

Appendix H
Logo Contest Flyer

ARE YOU CREATIVE...
WANT TO WIN $100?

QEP
Quality Enhancement Plan

Information Literacy:
Because we C.A.R.E.

Communicate. Access. Research. Evaluate.

CHALLENGE:

DESIGN THE LOGO for Forsyth Tech's QEP: Information Literacy. The winning design will be used on Posters, T-shirts, Advertisements, and the school website to promote Information Literacy on our campuses and throughout the community.

RULES:

Designs may be created in any media: pencil, marker, digital, etc. Designs must relate to the QEP topic and slogan above. This must be an original work of art, any submission containing copyrighted images or text will be eliminated from the competition.

JUDGING:

The Top 5 entries will be posted online for campus-wide voting. The selected winner will be used as part of the QEP marketing campaign for 2012.

PRIZE:

First Place will receive a $100 gift card to the Forsyth Tech Bookstore, Second Place will receive a $50 gift card, and Third Place will receive a $25 gift card. The winner will be announced by March 9, 2012

DUE: FEBRUARY 27, 2012 BY 8AM

SUBMISSIONS:

Hardcopies: Allman Center Information Desk
Digital Copies: email to gtwells@forsythtech.edu

All entries must include the Contest Entry Form, available on the contest website, or they will be disqualified.

For complete contest rules
visit our website

http://www.forsythtech.edu/qep

ForsythTech
Community College

Appendix I
Initial Employee E-mail

my**Techlink** Employee   All Sites ▾   [   ] 🔍 Advanced Search

myTechLink > Employee > Employee Announcements > From the QEP Committee
Employee Announcements: From the QEP Committee

📄 New Item | 📝 Edit Item | ✖ Delete Item | Alert Me

Title	From the QEP Committee
Body	**The Quality Enhancement Plan at Forsyth Tech**

Forsyth Tech is beginning work on a Quality Enhancement Plan (QEP), a project that must involve the entire Forsyth Tech community. The QEP is a new SACSCOC requirement and is an important part of our Southeastern Association of Colleges and Schools (SACSCOC) re-accreditation.

The QEP is defined by SACSCOC as:

> a component of the accreditation process that reflects and affirms the commitment of the Commission of Colleges to the enhancement of the quality of higher education and to the proposition that student learning is at the heart of the mission of all institutions of higher learning (SACSCOC Guidelines).

The QEP is big! It is an opportunity for the college to improve learning in a dramatic way. What we decide to do for this plan will have a lasting effect on the quality of a Forsyth Tech education. Let's make our plan a great one.

The plan is also a major undertaking for Forsyth Tech that will affect the quality of its programs and the status of its re-accreditation. It is a five-year process that can be broken down into the following steps:

- Spring 2011: Choose a topic area for the plan.
- Fall 2011 – Spring 2012: Propose an action plan that addresses the topic area.
- Summer 2012: QEP proposal due to SACSCOC.
- Spring 2013-17: Implement the QEP and cultivate the results

The First Steps

Forsyth Tech has appointed a QEP committee to oversee the development of a plan. However, the plan should represent an effort by the entire college.

The first major step the college will undertake is to choose a topic for the plan. It is important that every member of the college have a chance for input in this process. This is a critical step, as a weak topic will make for a plan with very limited effect.

In the next few weeks, you will be asked to offer your suggestions for a topic area. There will be several outlets for you to give input, including an active discussion board, a suggestion box, open meetings and, of

Forsyth Technical Community College's QEP

course, by contacting a member of the QEP committee.

Please consider some part of the Forsyth Tech experience that you would like to see made better and offer your suggestions. We all want a dynamic plan that will make a difference and that everyone has a hand in making.

For questions , there is a site on TechLink devoted to the QEP and there will be opportunities ahead for everyone to learn more about the process.

Sites for further information on the QEP:

Visit The QEP Web site on TechLink

Forsyth Tech QEP Web site:
https://techlink.forsythtech.edu/QEP/default.aspx

Other sites:

SACSCOC Quality Enhancement Plan:
http://www.sacscoc.org/pdf/081705/QEP Handbook.pdf

Valdosta State's QEP resource page:
http://www.valdosta.edu/sacs/qep/COCQEPSites.shtml

Cape Fear CC QEP: http://cfcc.edu/SACS/QEP/

Wilkes CC QEP: http://www.wilkescc.edu/default2.aspx?id=774

Baylor University QEP: http://www.baylor.edu/qep/index.php?id=41986

Forsyth Tech QEP committee

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Expires

Approval Status   Approved

Created at 2/3/2011 12:26 PM by Bartlett Ganzert

Appendix J
Initial Student E-mail

Martha Todd - What's Your QEP?

From: Student Announce <sannounce@students.forsythtech.edu>
To: All Students <AllStudents@students.forsythtech.edu>
Date: 3/15/2011 9:26 AM
Subject: What's Your QEP?

We'd love to have your input. Forsyth Tech is developing a college-wide Quality Enhancement Plan (QEP) to enhance student learning. In other words, we're looking for extraordinary ways to enrich student learning at Forsyth Tech. Student learning includes knowledge, skills, behaviors, and values. As a student, your contribution would be of great value to us in this process.

Please share your ideas with us. We invite you to visit our website at https://techlink.forsythtech.edu/QEP/default.aspx. This website will provide more information about the QEP purpose and selection process, as well as a link to an online suggestion box. Your ideas are important to us and would be greatly appreciated.

Sincerely,
Forsyth Tech's QEP Topic Selection Committee

Appendix K
Miscellaneous E-mails to Involve the Entire Forsyth Tech Community

Title	What's Your QEP?
Body	Tell us your ideas for improving student learning at Forsyth Tech.
	Click the link below to offer your suggestion.
	www.forsythtech.edu/ideas4QEP
Expires	
Approval Status	Approved

Created at 2/21/2011 12:04 PM by Bartlett Ganzert
Last modified at 2/21/2011 12:08 PM by Edward Stephens   [Close]

Title	What's your QEP?
Body	Let us know your QEP ideas!
	Go to:
	www.forsythtech.edu/qepideas
Expires	
Approval Status	Approved

Created at 3/23/2011 10:34 AM by Bartlett Ganzert
Last modified at 3/23/2011 12:15 PM by Edward Stephens   [Close]

Title	What's Your QEP? Last Chances...
Body	The QEP suggestion box will close April 14. Give us your ideas before it closes at:
	http://surveys.forsythtech.edu/cgi-bin/rws4.pl?FORM=QEP
Expires	
Approval Status	Approved

Created at 4/4/2011 12:36 PM by Bartlett Ganzert
Last modified at 4/4/2011 1:14 PM by Edward Stephens   [Close]

Title	Our QEP Topic
Body	The QEP Topic Committee has selected "Information Literacy" as a topic for our QEP. Information Literacy is the ability to recognize what information is needed to solve a problem, then to locate, evaluate, and effectively use that information.
	The committee saw that Information Literacy formed a strong theoretical framework that addressed many of the goals of the college. It has the potential to house enumerable initiatives to address some of the college's needs identified and reviewed by the committee.
	The QEP committee will move forward by defining some specific "literacies" the college can address, and developing a specific plan to implement. We need your continuing input for this process.
	Please watch for information in the next week about giving your feedback to the committee and the times the committee will meet. We hope to hear from you all in this next step!
Expires	
Approval Status	Approved

Created at 8/25/2011 5:39 PM by Bartlett Ganzert
Last modified at 8/26/2011 2:05 PM by Edward Stephens   [Close]

New Item | Edit Item | ✕ Delete Item | Alert Me

Title	QEP meeting
Body	The QEP work group committee will meet Friday at 1 pm in Tec 542. We welcome the input and suggestions of all members of the Forsyth Tech community.
Expires	
Approval Status	Approved

Created at 9/1/2011 9:41 AM by Bartlett Ganzert
Last modified at 9/1/2011 9:50 AM by Edward Stephens

[Close]

Title	QEP--Next phase
Body	Click here for a message on the next phase of the QEP. Video for the Next Phase
Expires	
Approval Status	Approved

Created at 9/1/2011 10:43 AM by Bartlett Ganzert
Last modified at 9/1/2011 10:46 AM by Edward Stephens

[Close]

Title	QEP
Body	**We still need your input!** **What do you think Information Literacy can do for Forsyth Tech?** Survey Link
Expires	
Approval Status	Approved

Created at 9/20/2011 11:30 AM by Bartlett Ganzert
Last modified at 9/21/2011 8:40 AM by Edward Stephens

[Close]

Title	QEP
Body	**Our QEP is Information Literacy!** Find out more about Information Literacy at the **QEP site** on TechLink. What can Information Literacy do for you?
Expires	
Approval Status	Approved

Created at 10/26/2011 10:14 AM by Bartlett Ganzert
Last modified at 10/26/2011 10:19 AM by Edward Stephens

[Close]

Appendix L
Accuplacer CPT Test Results

User Name	Date Taken	Class enrolled	Cum. Score	File Mgmt Score		Word Processing Score		Internet Connectivity Score	
		Average	58.60	60.53		44.60		70.75	
		Minimum	10.00	10.00		0.00		0.00	
		Max	96.00	100.00		90.00		100.00	
		Count administered	230						
		Count < 40	34	15%	23	10%	60	26%	18	8%
		Count < 45	48	21%	45	20%	91	40%	29	13%
		Count < 50	62	27%	45	20%	91	40%	29	13%
		Count < 60	99	43%	73	32%	126	55%	39	17%
		Count CIS 110	132						
		Count CIS 111	98						

Appendix M
QEP Ideas Submitted (Summary)

Technology	**Online Course Resources**
•Wireless Internet across campus •Equip every classroom with Smart boards and document cameras •Additional computer labs (open unused classrooms throughout the day •Updating/replacing/enhancing Technology for the 21st Century •Technical standards for instructional courses and programs •I-Pads with textbooks and ancillary products loaded customized for each student •Link to Super CIP (?Classification of Instructional Programs) •Focus on adult student (nontraditional) computer literacy •Increase online student registration	•Distance Education Academic Resource (DEAR) Program (orientation/tutorials/diagnostic assessment and placement) •Change online classes to "virtual" classes (Moodle) •Online Student Services (tutoring, virtual office hours, 24 hrs/day) to improve online student success **Online Course Issues** •Allow students to change online login/password •Link the assignment tab in Blackboard to the "To-Do List" in Techlink •Online instructors need a class to learn how to input things on Blackboard **CPT for Computers** **(Jim Pierson's Dept. is already working on this)** •Computer competency exam (improve online course success) •Mandatory computer literacy testing •Computer training for all adult literacy students (similar to CIS 070) •Preparing students for college technology
Accountability/Responsibility	**Communication**
•Individual responsibility •Make students accountable (enforce Student Code of Conduct—improving student learning environment) •Enforce policy •TRP Training (Totally Responsible Person) **Professionalism** •Teach professional behaviors •Goal setting •Practicing civility and professional behaviors •Critical Thinking •Employability skills •Soft skills	•College-wide communication •Information literacy •Mentor programs for faculty and students •Strengthen internal relationships among students/faculty/staff/admin (mentors) •Increase alumni network making everyone feel part of the whole experience of Forsyth Tech •Improve test taking skills •Professional communication writing skills (e-mail, educational papers) •Develop reading and English •Teach memorization as a principle of life-learning •Improve reading and writing skills •Create a writing center which will effectively support classroom writing

New Student Issues	Student Learning
•Orientation to college expectations (i.e. College 101) •Offer more courses •Student records (avoid duplication of efforts)	•Become more learning centered (Students need to be more involved in the advising/learning process) •Reduce student homework to increase retention and graduation rates •Require mandatory pre-requisites •Integrate service learning across the curriculum •Stewardship – can be applied to the environment, society, community, knowledge, etc. (Responsibility for the world around us)
Global Awareness	**Environmental Sustainability**
•Intercultural awareness •Technical college in West Africa	•Environmental sustainability for workforce development and economic development
Faculty/Staff Issues	**Miscellaneous Departments/Campuses**
•Professional Development re: sustainability •Assessment training – test writing, portfolios, technology uses •Stop hiring adjunct teachers •Hire instructors who care about their students •Professional development to help employees better perform their duties •Improve individual attitudes—if you don't like your job, go somewhere else •Develop teaching competencies for faculty (higher standards/better quality of education)	•Cafeteria (more variety, caterers) •West Campus – longer hours (eliminate personal use of computers?) •Summertime, college-wide four day work week •Continuing education paramedic program •Shuttle from Mazie Woodruff Center to Main Campus •Post signs at Mazie Woodruff about tutors •Added day for financial aid students to charge books before the semester •Clinical Coordinator position for Allied Health curriculum •Require all instructors in the healthcare field to have a bachelor's degree •Employ graduating students

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