



HINDS COMMUNITY COLLEGE

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COMMISSION ON COLLEGES
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S. A. C. S.

August 9, 2007

Dr. Gerald Lord, SAC Liaison
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Lord:

Hinds Community College is pleased that our accreditation has been reaffirmed by the Commission on Colleges. We are currently addressing the Commission's request concerning CS 3.4.6 and CS 3.7.1. We will submit our report on these issues by April 11, 2008.

Attached is the requested one-page executive summary of Hinds Community College's QEP. We are confident that our QEP, entitled *Quest for Excellence in Mathematics: Facilitating Student Growth in Mathematical Learning Skills*, will be a valuable resource for other institutions undergoing their reaffirmation process.

Hinds has already begun implementing its QEP, and we look forward to the benefits which our students and our institution will gain from *Quest*.

Sincerely,

Dr. Clyde Muse
President

Attachment Enclosed

Quest for Excellence in Mathematics: Facilitating Student Growth in Mathematical Learning Skills

Hinds Community College--MS

QEP Chair, Vickie Kelly (vakelly@hindsgcc.edu)

Director, Raymond Campus Learning Center and Developmental Programs and
District Curriculum Coordinator of Developmental Programs

QEP Vice Chair, Dr. Mae Cathryne Jackson (mcjackson@hindsgcc.edu)

Chair, Utica Campus Mathematics Department and District Curriculum Coordinator for Mathematics

Quest for Excellence in Mathematics: Facilitating Student Growth in Mathematical Learning Skills focuses upon improving the learning and success of underprepared students in Elementary Algebra (MAT 1203) through a redesigned course; application of the process education philosophy with new teaching practices; use of students' self-assessment and self-monitoring; and reinforcement of students' learning skills through mentoring in mathematics. *Quest* differs fundamentally from previous successful efforts in developmental education at Hinds Community College because it is a process and adopts a philosophy rather than a specific teaching methodology.

Quest is designed with a clear programmatic goal of ensuring that structural changes and best practices, based on a thorough review of literature and professional development institutes, are integrated throughout the instructional process. *Quest* has a focused action plan composed of seven specific activities; a program leadership team and system of governance; and a timeline to accomplish the task.

Quest provides students with an instructional activities handbook created by Hinds Community College mathematics faculty members. Each activity includes learning objectives, performance criteria, terminology, methodology, critical thinking questions, assignments, and skill exercises. Additionally, *Quest* provides each instructor with a *Facilitator's Guide* that clearly delineates the program goals; course philosophy, structure, and design; best practices; learning outcomes of the course; implementation techniques and instructional activities handbook with answers; and course assessment tools.

The success of *Quest* will be evaluated through five key criteria: student completion rates in Elementary Algebra (MAT 1203); student success in the subsequent mathematics course, Intermediate Algebra (MAT 1233); student performance on the Collegiate Assessment of Academic Proficiency test (CAAP); reduction in student mathematics anxiety; and increased student self-motivation.

To prepare for the course design and implementation, mathematics faculty throughout the District, as well as other faculty and administrators related to the implementation, participated in several professional development workshops: Teaching Institute, Advanced Teaching Institute, Activity Design, Course Design, Student Success, and Assessment.

The College will fully implement its Quality Enhancement Plan with necessary changes within the five-year period. The knowledge gained through professional developmental activities and the discoveries made through the teaching of the *Quest* course could ultimately be incorporated into other courses.