

## **Executive Summary of the Itawamba Community College Quality Enhancement Plan**

QEP Title: *Raising the Bar: Improving Student Writing Through Early Intervention*

College: Itawamba Community College

Contact Person Name: Larry Armstrong; Title: QEP Director; Email: ldarmstrong@iccms.edu

### Summary

The purpose of the Quality Enhancement Plan (QEP) at Itawamba Community College is to provide early engagement for students in writing intensive courses, to increase the quantity and improve the quality of writing college wide, and to assist students with writing in the disciplines. Because writing has been proved to be a powerful tool for enhancing learning, pre-tests, faculty referrals, and student requests will be used to prompt early engagement in writing centers where students may come to talk about writing and receive support in becoming better writers and better learners. Improving the quality and increasing the quantity of writing at the College will have far-reaching consequences since our students will become better equipped to succeed in the classroom and workplace.

The basic goal of the QEP is to improve the quality of writing for all students at the College. The writing centers will serve on-site students on both the Fulton and Tupelo campuses and assist online students through the Mississippi Virtual Community College Consortium. Services of the writing centers will be available first to English Composition I students since they comprise a large segment of the student population and are enrolled in a writing intensive course where referrals of students to the writing centers are likely to be most numerous. Moreover, instructors of English will be able to interact effectively with the Writing Centers Director to lay the groundwork for successful writing center operations. Each writing center will be available to all students in writing intensive courses in the second semester following the first full semester of operation, beginning with English Composition II and including any other courses across the College upon instructor request. In the second year, the writing centers will be available for all students of the College, and peer tutoring services will be available in the writing centers to assist students in writing across the disciplines more effectively. Instruction in the research process and the use of various documentation styles will be readily available.

The specific objectives of the QEP include the following: (1) Improve student success in the use of grammar, mechanics, content, and organization in writing assignments at the College; (2) Increase the amount of writing required in courses across the College; (3) Improve the quality of writing required in courses across the College; (4) Improve the student success rates in English Composition I and II classes; (5) Improve student retention rates in English Composition I and II classes; (6) Improve student satisfaction with instruction in all writing intensive classes; and (7) Improve student performance on the writing components of standardized tests (Praxis Tests, for example). The effectiveness of the writing centers will be measured through scores on grammar post-tests, scores on the CAAP Test, engagement rankings on the CCSSE instrument, faculty perceptions of student writing, and levels of student satisfaction with the assistance the centers provide. Student retention and student success rates (C or better) in writing intensive courses will also be assessed.