

Columbia State Community College's Quality Enhancement Plan, *Writing to Learn Matters (WTLM)*, focuses on learning skill development through embedding *Writing to Learn* activities. The overarching goal of *WTLM* is to help students, through their exposure to *Writing to Learn* activities in key first-year courses, such as History and Statistics, become better learners to achieve academic success.

The *WTLM* QEP includes the introduction of *Writing to Learn* instructional strategies and writing activities that help the student summarize, organize, analyze, and reflect (WTLM-SOAR) on course material. *Writing to Learn* is a nationally recognized instructional improvement strategy related to Writing Across the Curriculum (WAC), but different from common WAC approaches in that it focuses on students synthesizing information they receive in or out of the classroom in short informal writing assignments. An extensive literature review revealed that *Writing to Learn* activities have demonstrated a positive impact on student achievement.

*WTLM* evolved as a topic through research, constituent input, consultant review, and administrative guidance. *Writing to Learn* instructional strategies will be implemented in two key general education courses—Survey of U.S. History I and Elementary Statistics. Faculty will receive extensive professional development and training on *Writing to Learn* instructional strategies to enhance student competency in summarizing, organizing, analyzing, and reflecting skills. Neither grammar nor spelling skills will be a primary focus of the writing exercises.

The four student learning outcomes below will help students improve the WTLM-SOAR skills in MATH 1530 and HIST 2010 through embedded *Writing to Learn* activities.

**STUDENT LEARNING OUTCOME 1:** Students in HIST 2010 course sections with embedded *Writing to Learn* activities designed to help the student **summarize** will demonstrate greater improvement in **summarizing** skills than students in course sections without these activities.

**STUDENT LEARNING OUTCOME 2:** Students in MATH 1530 course sections with embedded *Writing to Learn* activities designed to help the student **organize** will demonstrate greater improvement in **organizing** skills than students in course sections without these activities.

**STUDENT LEARNING OUTCOME 3:** Students in HIST 2010 course sections with embedded *Writing to Learn* activities designed to help the student **reflect** will demonstrate greater improvement in **reflecting** skills than students in course sections without these activities.

**STUDENT LEARNING OUTCOME 4:** Students in MATH 1530 course sections with embedded *Writing to Learn* activities designed to help the student **analyze** will demonstrate greater improvement in **analyzing** skills than students in course sections without these activities.

*WTLM* will be assessed through a multi-dimensional approach, occurring at various stages throughout the plan.

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