

## EXECUTIVE SUMMARY FOR

### *Rangers Write!* the 2016 Quality Enhancement Plan of Northwest Mississippi Community College

#### HOW AND WHY WAS THE TOPIC CHOSEN?

According to results from stakeholder surveys and committee discussions, the one area of desired improvement that rose far above the others was the need *to improve student writing*. Evidence for this need appeared not only in the qualitative and subjective comments submitted by survey participants but also in the data generated by the College's Strategic Plan assessment, which indicated a key weakness in student progression through the First-Year Composition (FYC) sequence, especially for developmental students.

#### WHAT ARE THE DESIRED PROGRAM OUTCOMES?

Because the QEP is designed to improve student performance through the FYC sequence, the following Program Outcomes (POs) have been adopted:

- PO #1: Northwest will increase the percentage of students passing English Composition I after passing Developmental English (whether as prerequisite or corequisite) by at least 5 percentage points each year.
- PO #2: Northwest will increase the percentage of students passing English Composition II after passing English Composition I by at least 5 percentage points each year.

*Note: "Passing" is defined as a grade of C or better.*

#### WHAT ARE THE DESIRED STUDENT LEARNING OUTCOMES?

To meet these Program Outcomes, the QEP will improve student writing in the FYC sequence by centering its curriculum on the following Student Learning Outcomes (SLOs), which will be assessed in the FYC Common Assignments using the departmental rubric:

- SLO #1: Students will write compositions containing a focused thesis developed by a logical sequence of detailed support.
- SLO #2: Students will appropriately and consistently address the specifics of the chosen rhetorical situation.
- SLO #3: Students will integrate source citations effectively with original writing according to the documentation style specified by the assignment.
- SLO #4: Students will present final drafts that have been effectively edited to conform to Edited Standard Written English (ESWE).
- SLO #5: Students will apply the writing process to assigned projects.

#### WHAT IS THE BASIC PLAN?

To achieve both its Program Outcomes and Student Learning Outcomes, the QEP will be structured around the following strategy: **Intensify support for students placing into Developmental English through two primary actions:**

- *Accelerated Learning Program (ALP)*: Developmental students will have access to a corequisite remediation pathway designed to provide substantial but temporary support to reinforce the writing skills required to successfully complete English Composition I.
- *Mandatory Visits to the System-Wide Writing Center*: Developmental students will be exposed to a key educational service that will provide ongoing permanent support throughout the entire FYC sequence.

#### WHAT IMPACT WILL THE QEP HAVE?

By the end of QEP implementation, student writing will have improved as evidenced by the attainment of the five Student Learning Outcomes in the FYC Common Assignments. In addition, there will be improvement in the two Program Outcomes related to the progression through the FYC sequence.

#### WHO ARE THE CONTACT PERSONS FOR THE NWCC QEP?

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