



Name of Institution:
Dalton State College

Title of Quality Enhancement Plan:
Improving the Academic Performance of High-risk Students through Learning Support English: Getting on the “Write” Path

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Quality Enhancement Plan: Executive Summary

The faculty, staff, and students of Dalton State College, along with stakeholders from the larger community, participated in the selection of the topic for the College’s Quality Enhancement Plan (QEP). The institution solicited suggestions and examined the data to determine the area of greatest need: learning support, which is the designation used by the University System of Georgia for its developmental programs. Further analysis of data and constituent input led to the final choice of Learning Support English.

Dalton State College offers learning support coursework in three areas: reading, mathematics, and English (writing). Based on the data, the QEP Committee chose to focus on English because the percentage of students who exit the Learning Support English course in one attempt was the lowest of the three disciplines (52.58% as opposed to 61.7% in math and 66.9% in reading).

In order to help Dalton State students succeed in Learning Support English and in their college careers, the QEP focuses on four goals: to enable students to write error-free sentences, to write well-developed paragraphs, to write effective essays, and to become more self-directed learners. The plan engages students in the following ways: 1) through targeted technology and support in the College’s Writing Lab to help them reach writing-specific goals and 2) through assignments to build their skills as self-directed learners and through learning communities with a First-year Experience class to help them navigate the college system and give them the skills to succeed as writers and as students.

The program is administered and assessed by a QEP director who also teaches Learning Support English. All sections of Learning Support English are taught by members of a QEP Action TEAM comprised of full-time English faculty members who have demonstrated success in Learning Support English and have expressed enthusiasm for the goals and the methods of the Quality Enhancement Plan. The director also facilitates and serves as a resource for, and a member of, the TEAM.