

**Name of Institution:** Denmark Technical College (DTC)

**Title of QEP:** P.O.W.E.R.S (Purpose, Organization, WRITING, Evaluation, Reflection, Scaffolding)

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### Executive Summary

Denmark Technical College is excited to implement its Quality Enhancement Plan (QEP) P.O.W.E.R.S. to Articulate through writing, which as proposed will focus on improving students writing abilities. Through a broad-based engagement of its stakeholders, the plan will facilitate students ability to articulate ideas by focusing on Purpose and Organization. As they express their ideas through Writing, they will Evaluate their own efforts and Reflect on the quality of the product. The dedicated faculty will provide on-demand Scaffolding in order to motivate learners and bring out their creativity to communicate.

The proposed QEP includes faculty development, student learning, and technology integration, which all supports the College's strategic goals.

1. Implement Student Learning Outcome based teaching and learning processes across all academic programs.
2. Implement all faculty and staff development programs.
3. Implement technologies to enhance student learning and support programs.

In order to accommodate the QEP, the College has established the following six student learning outcomes.

1. Articulate the purpose of writing appropriate for the situation, audience, and genres.
2. Organize major points with a logical progression in a unified, coherent, well developed manner, and integrate resources resulting from skillful use of high quality, credible, and relevant sources.
3. Develop ideas using appropriate writing style (e.g., narration, example, comparison/contrast, classification, cause/effect and definition) in response to specific situations.
4. Write with appropriate diction, syntax, usage, and mechanics with few errors.
5. Examine writing and the associated process for professional growth as a writer in context.
6. Reflect personal writing and evaluate personal growth as a writer with regards to context.

Through the involvement of all appropriate campus constituencies by way of surveys and focus groups, the college will analyze data for best practices. The Institutional data will pertain to the success rate in developmental English as well as English composition. In order to be able to generate the desired learning outcomes, the QEP team will develop a set of strategically planned actions. As these actions are tested throughout the 2014-15 academic year, a refined process will emerge and be implemented. Professional Development training for faculty and staff members commenced in August 2014 during the Fall faculty and staff development training. The college has hired a QEP Director (Michael Stevenson) in June and he is in the final stages of hiring the QEP Assessment Coordinator. The QEP Director, Mr. Stevenson has established the writing lab for students to begin fall 2015. The Director is in the process of interviewing for the Writing Center Coordinator position to ensure that the QEP is successfully implemented.