

Communicating to Succeed

Quality Enhancement Plan for North Carolina Central University Durham, North Carolina

Executive Summary

North Carolina Central University conducted a series of focus groups to ensure broad-based involvement in the development of the Quality Enhancement Plan (QEP). A team of faculty conducted sessions with academic administrative and educational support services groups; faculty, staff, and student groups; the Board of Trustees; and alumni and retiree groups.

The primary focus of the Quality Enhancement Plan (QEP), *Communicating to Succeed*, is to enhance NCCU students' oral and written communication skills. A cohort of first-time freshmen and new transfer students will create exit portfolios using electronic portfolios to gather, explore, and store their oral and written artifacts of learning throughout their matriculation. At the end of each academic year, faculty who teach writing and speaking intensive courses, as well as writing and speaking consultants from outside the campus, will evaluate the portfolios and develop intervention plans for students to enhance their skills as needed.

The four student learning outcomes are as follows:

- (1) Students will create written documents that are well-organized and well-developed, that present and prove a clear thesis, and that reflect appropriate use of language given a specific discipline, audience, and purpose;
- (2) Students will demonstrate both oral and written critical thinking and analytical skills and appropriate use of technology consistent with assignment objectives;
- (3) Students will create written documents that engage cross-disciplinary ideas and audiences in order to broaden their thinking about their own disciplines and career paths, and
- (4) Students will confidently and articulately conduct oral presentations that are organized and developed that present and prove a clear thesis, and that make appropriate use of visual aids and language given a specific discipline, audience, and purpose.

Implementation of the pilot in the fall semester of 2009 included hiring a full-time QEP director, starting construction of a new Writing/Speaking Studio, launching Blackboard Outcomes as the vehicle for uploading artifacts into electronic portfolios, beginning a series of faculty development workshops, and expanding student workshops on writing and speaking skills.

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