

QEP Title: *The Write Choice for Success* **Institution:** Surry Community College
QEP Contact: Mr. Jon Thomas, English Faculty/QEP Director (thomasj@surry.edu)

The goal of Surry Community College's QEP is to improve curriculum students' written communication skills. The framework for the QEP is based on Writing Across Curriculum and Writing Within Disciplines, which involves students learning the writing process and writing in *every* class they take, including online courses, and through Writing Intensive Courses selected in some disciplines to hone student understanding of what writing in that discipline should look like. In order to foster this understanding, SCC has established four Student Learning Outcomes:

1. Students will demonstrate **clarity** and **precision** in writing using precise abstraction and specific details, arranged so as to communicate effectively to an audience.
2. Students will demonstrate **accuracy** and **correctness** in writing by fairly representing sources and by conforming to the conventions of documentation, grammar, punctuation, spelling, and usage.
3. Students will demonstrate **depth** in writing by addressing the complexities of a significant situation, issue, problem, or question.
4. Students will demonstrate **organizational skills** by writing in focused and coherent sentences, demonstrating appropriate organization and formatting for audience and purpose.

SCC has implemented several strategies to address these student learning outcomes:

1. **Interdisciplinary Advance Team (IAT):** The IAT consists of 10 faculty members—one from each division—who will serve as leaders in their respective departments. Team members will both lead and participate in professional development sessions. Additionally, IAT members will work for three hours per week as staff in the writing lab. IAT members commit to serve for at least 2 years.
2. **Academic Support Center-Writing Lab (ASC-WL):** This facility will improve students' writing proficiency by offering face-to-face and online tutoring for students in their courses. It will be staffed by professional tutors, IAT members, and the QEP Director.
3. **Implementation of the Writing Process:** Students will learn that writing is not product driven; rather, it is process-driven. Therefore, students will be instructed in the phases of the writing process in each class that they take, and they will execute discipline-specific writing assignments in those classes.
4. **Writing-Intensive Courses (WIC):** Writing assignments in these courses will be weighted heavily—30%-50% of the students' grades in WIC will come from writing.
5. **Focused Plan for Faculty and Staff Development:** Professional Development sessions designed to help faculty improve writing and the teaching of writing will be offered frequently throughout the year; these sessions will be led by the IAT and writing professionals from other colleges.

Student learning will be assessed using direct (ETS Proficiency Profile, ETS Proficiency Profile Essay, General Education Assessment: Writing Outcomes Team) and indirect (CCSSE, Graduate Survey, SCC Employer Survey, Advisory Group Survey) measures. Items relevant to the QEP have been identified and will be tracked using these tools.