



# Baton Rouge Community College

## Quality Enhancement Plan Summary

The focus of Baton Rouge Community College's (BRCC) Quality Enhancement Plan (QEP), *The Write Path to Success*, is to increase student success and retention in the gateway college-level English composition course, required by all associate degree programs. A co-requisite model of instruction, the QEP was created as a result of a year-long dialogue with stakeholders, including students, faculty, staff, and community partners, through focus groups, surveys, and discussions. Additionally, data provided by the Office of Institutional Effectiveness and Strategic Initiatives, in conjunction with the college's Strategic Plan, revealed deficiencies in student progression through the first-year English composition sequence, particularly developmental coursework. The co-requisite English composition model seeks to address many of the concerns and issues that arose from the surveys, discussions, and data analysis.

## The QEP and the Mission of the College

"The mission of Baton Rouge Community College is to identify and meet the educational and workforce needs of the community through innovative, accessible, and dynamic programs." The co-requisite English model is rooted in a dynamic and innovative teaching approach that directly meets the educational needs of BRCC's students and therefore helps them achieve their workforce goals in a timelier manner.

## Program Outcomes, Student Learning Outcomes, and Assessment

The QEP assessment plan is centered on the progression of students through the co-requisite courses and on the direct assessment of student writing to inform improvements in teaching and learning. A variety of both direct and indirect assessments have been included in the plan to provide a holistic assessment of the effectiveness of the QEP actions. *The Write Path to Success* has the following program and student learning outcomes:

### **QEP Program Outcomes**

1. To increase the first-time pass rate of students in the co-requisite course by a total of 2% from the baseline dataset established in the pass rate for students in the course in fall 2019, to the pass rate for students in the course in fall 2023.
2. To increase the fall-to-fall retention rate for first-time, full-time, associate degree-seeking students in the co-requisite course, taking the course for the first time, by a total of 2% from the baseline dataset established in the fall-to-fall retention rate for students in the course in fall 2019, to the fall-to-fall retention rate for students in the course in fall 2023.
3. To increase the fall-to-spring retention rate for first-time, full-time, associate degree seeking students in the co-requisite course, taking the course for the first time, by a total of 2% from the baseline dataset established in the fall-to-spring retention rate for students in the course in fall 2019, to the fall-to-spring retention rate for students in the course in fall 2023.

**QEP Student Learning Outcomes:** Because the goal of the co-requisite model is successful student completion of ENGL 1013, the QEP Student Learning Outcomes are identical to the ENGL 1013 course learning outcomes.

1. Students will respond effectively to different rhetorical situations with a focus on purpose and needs of various audiences using appropriate genre conventions.
2. Students will write essays through multiple drafts that consist of a logically-sequenced progression of focused and coherent paragraphs.
3. Students will write essays demonstrating effective use of evidence in support of assertions.
4. Students will integrate ideas with the ideas of others using effective quotation, paraphrase, and summary.
5. Students will apply the appropriate conventions of citation and standard edited English.

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