

# NORTH CAROLINA WESLEYAN COLLEGE

## Real-World Connect: Wesleyan Writes

### Quality Enhancement Plan Executive Summary

North Carolina Wesleyan College's Quality Enhancement Plan (QEP), **Real World Connect: Wesleyan Writes** seeks to support the College's mission to "prepares students for professional advancement [and] life-long learning" (*NCWC Bishop Beliefs*). The College recognizes the need of students to be able to apply knowledge as college graduates in a variety of ways after graduation and seeks to support this need by enhancing students' ability to adapt their writing knowledge to a variety of professional and social contexts. A survey from the U.S. Bureau of Labor Statistics (2020) revealed that Americans born in the early 1980s held an average of 8.2 jobs between the ages of 18 and 32 (*Americans at Age 33*). This suggests that, compared to Baby Boomers who held an average of 12.3 jobs from ages to 18-52, younger Americans face a faster rate of employment turnover (*Number of Jobs*). By encouraging students to develop their knowledge of written communication, the College through the QEP equips students with ability to apply their learning throughout their lives.

The primary focus of the QEP is incorporating instruction on written communication that connects to employability. In particular, the QEP focuses on aspects of written communication that relate to writing knowledge transfer in the hopes that developing those skills help students recognize their employability and be able to describe their knowledge to potential employers confidently. Student performance is measured in authentic assignments at the introductory, intermediate, and mastery levels and in a culminating experience such as an internship, service-learning activity, or student-faculty research project in students' senior year. The overarching purpose of the QEP is to provide NCWC graduates the skills necessary to describe their disciplinary knowledge and thereby gain a competitive edge on the job market.

The QEP is put into operation by incorporating emphasis on written communication as a learning outcome as seen through the skills of **rhetorical flexibility**, **metacognitive reflection**, and **supporting a point with evidence** in three courses: two lower level courses and one upper level course; identifying and/or designing authentic assignments in courses where written communication skills are introduced and in other courses where the skills are reinforced or further developed; and assessing the ability of students to effectively use these written communication skills for professional contexts (e.g., internships, service learning activities, student-faculty research projects or capstone class) in the senior year.

The College will use ongoing SLO assessment procedures to measure development of written communication skills related to writing knowledge transfer in relevant courses. This process uses formative and summative assessment at lower and upper levels. Standardized rubrics are used to measure students' written communication abilities throughout their development in their majors.

In summary, the QEP has been designed to: (1) identify current strengths and weaknesses in how NCWC currently supports and develops student written communication that is transferable to students' post-graduation career and professional endeavors; (2) improve the assessment and tracking of student written communication skills at the College; (3) develop and implement activities to support how faculty and the college can enhance student written communication skills necessary for students to be competitive in the post- college world.

**For more information, please contact:**

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