

# Quality Enhancement Plan (QEP)

## Summary of Proposals

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### **LinC: Learning in Community Course Model**

On average, 74% of first time degree seeking students at Gateway Community and Technical College place into one or more developmental education courses. Historically, development math courses have comprised the bulk of the developmental education course offerings. Placement into MT 55 indicates that a student scored below a 41 on the pre-algebra section (below a 9.9 grade equivalency) of the Compass Placement Test. Analysis of the 2009 semester data showed that 26.7% of the students failed MT 55 while 6.42% withdrew. One practice that has shown promise in increasing pass rates, retention rates, and semester to semester persistence rates is the implementation of “learning communities.” The pairing of MT 55 with GEN 102, a three credit hour introduction to college course, would be a plausible pairing for forming a scholarly and supportive community of learners. Linking MT 55 with GEN 102 would provide the most academically fragile students with increased support by creating a peer to peer support system, while infusing the experience with such college literacy topics.

### **Read and Write Gold Literacy Software to Improve Student Outcomes**

The Read and Write Gold literacy software will be used in ENC 90, Foundations of College Writing I, to improve persistence (retention) and passing rates. The expectation is that the use of Read and Write Gold literacy software in conjunction with the typical ENC 90 instruction will improve the percentage of students persisting to complete ENC 90 and the percentage of students passing ENC 90. Read and Write Gold is a literacy software solution that allows struggling students access to curriculum and complete reading, writing, and research assignments. It was developed primarily to be used as assistive technology with Special Education students. The software provides support in pre-writing, selecting the correct word, advanced spelling check, and listening aloud to one’s writing.

### **Technology Literacy Initiative**

The Technology Literacy Initiative is a multi-department, collaborative effort to address the ever-expanding role that computer technology plays in the educational process. In order for all members of the college community to maximize their role in such a technologically based system, it is crucial that each person achieve and maintain a level of technology literacy or competency. The Technology Literacy Initiative will promote excellence in the use of technology by focusing on equipping students with the skills, competencies, and resources needed to maximize their effective use of technology. It will also expand current technology professional development opportunities for faculty and staff to better enable them to use technology to advance excellence in teaching and learning. Lastly, it will develop a campus infrastructure to create a technologically supported learning environment both in and out of the classroom.

### **Writing and Communication Center**

The Writing and Communication Center is proposed as a way to contribute to academic excellence among all students taking any course that requires a written or oral component. There are six services that will be provided in the Writing and Communication Center. First, students will be able to find aid in: avoiding plagiarism, APA/MLA formatting, editing process, in alleviating writer’s block, in preparing a letter of intent, in preparing a speaking outline, in practicing speeches, in developing PowerPoint presentations, etc. by working with a credible tutor. Appointments with tutors will be available both appointment and on a drop-in basis. The Writing and Communication Center will have morning, evening and weekend hours to accommodate student schedules. While there will be one central Writing and Communication Center, the tutors will travel among the campuses to work with students at posted times.