



QUALITY ENHANCEMENT PLAN (QEP)

P.O.W.E.R.S...to Articulate through Writing...
Purpose. Organization. WRITING. Evaluation. Reflection. Scaffolding.

The Quality Enhancement Plan, P.O.W.E.R.S. to Articulate through Writing... will focus on improving students' ability to write with clear purpose and well organized thoughts. In order to ensure that students become better writers, P.O.W.E.R.S. (the process) also encourages students to evaluate and reflect upon their own writing.

- The topic was selected through broad-based involvement of the college's constituents (administrators, faculty, staff, students, and governing bodies) by analyzing institutional data on student performance by way of surveys and focus groups.
- The review of literature and best practices provided additional guidance on designing the QEP process, which includes scaffolding.
- The QEP supports the college's strategic goals related to academic programs, faculty development and technology use.

P.O.W.E.R.S. COMPONENTS

- P *PURPOSE*... write for a specific purpose to suit the situation, audience, and different types of writing.
- O *ORGANIZATION*... organizes main points, in an easy to read manner, flowing with facts and figures from reliable sources.
- W *WRITING* ...writes with few errors
- E *EVALUATION*...examines one's own writing, and learns from it (examination) to write better.
- R *REFLECTION*...reflects on personal writings and becomes a better writer.
- S *SCAFFOLDING* ... allows the teacher and learner to meet where the student is (with regards to writing ability). The teacher helps the learner grow in order to build confidence in his or her own ability to WRITE. As such, the learner becomes a better WRITER, developing higher-order thinking.

P.O.W.E.R.S. PROCESS

After the student takes the COMPASS e-write test to measure the writing ability score...

1. A writing assignment is given, the student submits draft 1, and gets "contextual feedback" from the subject teacher.
2. Then the student applies the feedback and creates draft 2, which receives "process feedback" from the writing teacher.
3. The student prepares draft 3 and engages in a one-on-one (scaffolding) session with the subject teacher.
4. Finally, the student applies feedback from the one-on-one session and creates the final product.
5. In the mean time, the student:
 - a. Examines the product to be able to write better.
 - b. Reflects on his or her own ability to become a better writer.

When the student is ready to graduate, he or she takes the COMPASS e-write test AGAIN to determine changes in the writing ability score.

P.O.W.E.R. AND SCAFFOLDING

- The scaffolder (expert/instructor/mentor) ensures that the learner receives assistance with only the skills that are beyond his or her ability at that time (the expert evaluates the learner's process and provides support).
- The learner is permitted to accomplish the task in small chunks.
- Scaffolding contributes cognitively by enabling the learner to complete a task, encouraging positive attitude about and interest in writing.
- Scaffolding causes the learner to internalize the process, no longer requiring assistance.

P.O.W.E.R.S. RESULTS

Improvement in students' writing ability and their attitude towards writing will be monitored. Also, faculty's perception about students' writing abilities will be collected through surveys. Finally, an electronic portfolio will show improvement in students' ability to write over the course of time

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