The SACS-COC QEP Impact Report is completed!

The fifth-year “QEP Impact Report” for SACS-COC—what we have been anticipating, in many respects, for the last eight years of our work together—is now complete and submitted for senior leadership review. The “QEP Impact Report” is a ten-page document report mandated by policies of the Southern Association of Colleges and Schools-Commission on Colleges, and its submission and review is an essential component in the criteria of the college’s ongoing reaffirmation process. The Impact Report reflects activities of the first five years of our Quality Enhancement Plan: The Pen is Our Power.

The QEP—What it is

Every college and university accredited by the Southern Association of Colleges and Schools-Commission on Colleges is required to prepare and implement a “Quality Enhancement Plan.” The purpose of the plan is to institutionalize a program that will augment student learning in a way or ways not sufficiently or effectively being met. The topic for the Mountain View College QEP focuses on writing—more specifically, improving student writing, increasing the amount of writing students complete, and nurturing a culture of writing. These are the three broad goals of our initiative which began formally following the approval by the SACS visiting team that reviewed our plan in September 2012. In its evaluation, the visiting team recognized our plan as a national model and encouraged us to share our initiative with other colleges and universities.

How we address the QEP Goals

To achieve the first two goals—to improve the quality of student writing and to increase the amount of writing—we have created both “writing-intensive” and “writing-enhanced” courses in every academic discipline. To achieve the third goal—to nurture a culture of writing across the campus—we sponsor an annual “Culture of Writing Festival” for both students and staff each spring. Additionally, throughout the year, we provide both student workshops and staff professional development workshops, activities, and other opportunities to improve as written communicators.

What the Impact Report requires

The report requires responses to four broad queries:
1) The title and brief description of the institution’s Quality Enhancement Plan as initially presented
2) A succinct list of the initial goals and intended outcomes of the QEP
3) Changes made to the QEP and the reasons for making those changes
4) A description of the QEP’s direct impact on student learning including the achievement of goals and outcomes as outlined in item two above, and unanticipated outcomes of the QEP, if any.

Four report highlights
1) The “Ink Spot”—The college’s Academic Center for Writing, last year alone, addressed more than 59,000 student inquiries about their writing, resulting in a 20% increase in student success rates.
2) The Writing-Intensive/Writing-Enhanced Courses—While the original plan called for the creation of at least 50 sections by 2017, we eclipsed that objective by 300%; as of last year, we were offering 156 sections of our “QEP courses.”
3) A Revision of Purpose—Our original goal was to increase the graduation rate of former Developmental Writing students. With the decline in the numbers of that student cohort, we have a new goal: To increase the persistence rate of degree-seeking First-Time-in-College Students from fall to fall.
4) Broad, campus-wide support—Every service area of the college is engaged in meaningful ways in supporting our mission to enhance student success and to move students successfully along to graduation at some point through their improvement as writers by offering services that support good writing and by modeling for them the importance of writing in our own work groups.
5) The institutionalization of the QEP—The Pen is Our Power is a permanent student learning initiative funded each year in the operational budget of the college.
Reading for Better Understanding: The QEP Literature Review

Editor’s Note: In each Update, we recommend readings directly related to points of interest for our QEP work. Chief Librarian Jean Baker and her colleagues have created a helpful QEP LibGuide containing links to scholarly articles supporting our Goal 1 student cohort, writing intensive courses, and our continuing efforts to nurture a culture of writing across the campus. To access the QEP LibGuide, open the library page on the MVC website, and select the LibGuide link in the right column. Scroll down the list to the QEP link which will take you to links to articles related to student persistence, success, and retention.

QEP-Related Topic: Persistence of College Students
“Stigma, Awareness of Support Services, and Academic Help-Seeking Among Historically Underrepresented First-Year College Students,” by Greta Winograd and Jonathan P. Rust, State University of New York, New Paltz

Abstract: Various “factors . . . facilitate and hinder academic help-seeking among first generation college students and students from other backgrounds underrepresented in higher education. . . Stereoype threat and self-stigma present challenges to adaptive academic help-seeking beliefs and behaviors, whereas a greater sense of belonging on campus, participation in the Educational Opportunity Program (EOP), and awareness of campus support services minimize these barriers.

The 2018 “Culture of Writing” Festival blends student and staff development opportunities

Set your calendar for Tuesday, March 27th for the 2018 QEP “Culture of Writing Festival” sessions. This year’s lineup offers opportunities for both students and staff. Here’s the outline for this year’s program:

Welcome – 9:30 – 9:40 a.m. – Professor Darius Frasure
10:15 – 11:00 a.m. – Session 1: “LibGuides: Information Portals” – MVC Chief Librarian Jean Baker
11:15 – 12 noon – Session 2: “Mountain View College: The ‘Write to Work’ College” – QWP Steering Committee, Academic Center for Writing (W114)
12:30 – 1:50 p.m. – Kick-Off Celebration! – Special student presentations, open mic, the Kevin Williams Writing Lounge (student writing club) – Treetop Lounge and Cliff Art Gallery
2:00 – 4:30 p.m. – Session 3: “Writing Across Centuries” – Luke Story, Director, Academic Center for Writing, Academic Center for Writing (W114)
4:30 – 5:10 p.m. Session 4: “Journal Writing/Blogging – The Painting of Voice” – Alice Rios, Office of Marketing and Public Information,
5:15 – 5:55 p.m. – Session 5: Writing Scholarship Essays – Luke Story, Academic Center for Writing, Director,
6:00 – 6:40 p.m. – Session 6: “The Influence of Language on Implicit Preferences of Gender in Academia,” Jason Schneider, Adjunct and Writing Specialist
6:45 – 7:20 p.m. – Closing Event! Darius Frasure, Treetop Lounge and Cliff Gallery