

## Action Project

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**Institution:** Seward County  
Community College

**Submitted:** 2007-11-14      **Contact:** Cynthia Rapp

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### Timeline:

Planned project kickoff date: 10-01-2007

Target completion date: 08-31-2008

Actual completion date: --

A. Give this Action Project a short title in 10 words or fewer:

Compare and Realign Writing Skills and Transfer Composition Curricula.

B. Describe this Action Project's goal in 100 words or fewer:

Following the reuniting of Developmental Writing and English within a single division, the next step is to work towards closing the gaps identified in the prior Action Project that exist between the two programs. This new project will track the core skills and outcomes defining mastery at the gateway course level back through the developmental courses to identify the core skills and outcomes necessary for success at each level. Each course will then be evaluated and realigned to address those skills and outcomes.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

Primary Category: Helping Students Learn

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:

The increasing number of underprepared students entering Writing Skills and English courses makes even more important the discovery of specific causes and remedies for the current unsatisfactory success rate of SCCC students in gateway classes. Of new first time freshmen, 64.9% test into at least one developmental writing and/or reading class. Of the AQIP cohort (first time, full time, first generation students) that percentage increases to 70.7%. (this data is from 2005 and 2006 fall cohorts). Only 43% of Writing Skills IV students successfully complete (grade: A, B, or C) Composition I; if the student earns less than an A in Writing Skills IV, that rate decreases to 38%. SCCC students can choose to waive placement recommendations. Thirty-six percent of students who waive Writing Skills placements successfully complete Composition I. Both administration and faculty agree that these rates of student success are unsatisfactory and can and will be significantly improved as a result of this new Action Project.

E. List the organizational areas - institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:

English Department Academic Affairs Council: Developmental Education & General Education  
Information Technology: Data collection

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve:

Curriculum sequencing Data collection Placement and Advising Assessment of student learning

## Enrollment process

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):

The Action Project will be conducted largely by the five Writing Skills and English instructors. At the end of the 07-08 academic year, the retiring chair of the Humanities and Social Sciences Division will have to be replaced, as will at least one full-time English instructor. Completing the Project by the start of the 08-09 academic year will allow the process of closing the previously identified gaps to begin and plans for any new course and/or curricular realignment to be in place at the time new administrative and instructional personnel join the division. Also, the time allotted for completion will allow Project participants to investigate similar projects at other AQIP institutions, as suggested in the recently completed Action Project Review.

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:

Progress will be reported at the monthly AQIP Steering Committee meeting. Bill McGlothing, English, (co-leader with Frances Brown, Developmental Writing) is also a Steering Committee member. A collection calendar and data requirement schedule will be developed with the data collector. Results will be reviewed at the end of each semester to monitor changes and/or progress.

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:

Syllabi will be coordinated and sequenced, and course mastery levels will be defined.

J. Other information (e.g., publicity, sponsor or champion, etc.):

Bill McGlothing, English Frances Brown, Developmental Writing Todd Carter, AQIP Steering Committee Member, Mathematics and Science Division Chair

K. Project Leader and contact person:

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