Quality Enhancement Plan: Writing Across the Curriculum (or Writing in the Disciplines)

I. Executive Summary

II. Background and Rationale
   A. Definition of student learning (appropriate to focus of QEP)
   B. Southwestern’s history with assessing student writing
   C. Overall goals for a focus on writing across the curriculum
   E. Constituencies engaged in QEP process
      1. Faculty, GE outcomes assessment process, LAC and peer tutoring referrals, anecdotal evidence
      2. Students, CCSSE, (possible new internal survey in the spring)
      3. Staff, anecdotal evidence from IE surveys (issues with clarity and grammar/mechanics)
      4. Advisory committees, frequently cite writing and communication skills as major, ongoing concerns
   F. Importance of our QEP (value and appropriateness to institution)
   G. Goal(s) of QEP
      1. Improve student writing in/by . . .

II. Literature Review
   A. WAC theory
      1. Experimental and qualitative studies of WAC
      2. Connection between purposes for writing (writing to learn, writing to share information, writing for assessment, writing for publication), assignments, teaching strategies, and assessments
      3. Writing in the disciplines
   B. Models for assessing writing (formative and summative)
   C. Best practices in WAC programs at colleges and universities
   D. Benchmarks for success

III. QEP Initiatives
   A. Establish baseline data
      a. Pre/post writing samples
   B. Intervention A (Faculty development, student workshops)
      a. Goal
      b. Expected SLOs
      c. Intervention activities
      d. Assessment/evaluation
      e. Timeline
      f. Resources (personnel, fiscal/physical, time, energy/sustainability)
   C. Intervention B (Smarthinking)
      a. Goal
      b. Expected SLOs
      c. Intervention activities
      d. Assessment/evaluation
      e. Timeline
      f. Resources (personnel, fiscal/physical, time, energy/sustainability)

IV. Overall Project Timeline
December 2005
QEP Focus Identified
SACS Leadership Team approval

January 2006
Planning/writing retreat: January 5, 2006
QEP draft: Definition of student learning, constituencies engaged in QEP, importance of QEP, and goals of QEP, best practices in writing across the curriculum (part 1)
Benchmarking: new student and final semester student writing samples

February 2006
Intervention A team: researching interventions and strategies (for faculty and students)
Intervention B team:
QEP draft: SCC’s history with writing across the curriculum and overall goals for writing across the curriculum; best practices in writing across the curriculum (part 2)

March 2006
Intervention A team: planning professional development and assessments
Intervention B team:
QEP draft: Review of the literature on writing across the curriculum

April 2006
Intervention A team: planning professional development and assessments
Intervention B team:
QEP draft: share complete draft with college community for comments

May 2006
Revise QEP draft

June 2006
Revise QEP draft

July 2006
Final version QEP

August 2006
Prepare for site visit

September 2006
Prepare for site visit

October 2006
SACS site visit

November 2006
Post site visit review and planning

January 2007

April 2007

May/June 2007
Analyze results for 2006-2007
August 2007
September 2007
October 2007
January 2008
April 2008

May/June 2008
Analyze results for 2007-2008
August 2008
September 2008
October 2008
January 2009
April 2009

May/June 2009
Analyze results for 2008-2009
August 2009
September 2009
October 2009

January 2010
Draft QEP Impact Report

April 2010
Second draft QEP Impact Report

May/June 2010
Analyze results for 2009-2010
Revise QEP Impact Report

July 2010
QEP Impact Report final draft
Definition of student learning

Constituencies engaged in QEP

Importance of QEP

Goals of QEP

February
March
April
May
June
July
August

V. Overall Project Resources and Sustainability
<table>
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<tr>
<th>Original QEP Team</th>
<th>New QEP Team</th>
<th>Moving to DL Committee</th>
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<tbody>
<tr>
<td>Kurt Berger</td>
<td>Kurt Berger (?)</td>
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<tr>
<td>Christy Deaver</td>
<td>Christy Deaver</td>
<td>(Christy, as needed)</td>
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<td>Marti Hunter</td>
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<td>Dennis Keough</td>
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<td>?Nelda or Dianne?</td>
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Intervention A (Faculty development, student workshops)

Goal

Expected SLOs

Intervention activities

Assessment/evaluation

Timeline

Resources (personnel, fiscal/physical, time, energy/sustainability)

Intervention B (Smarthinking)

Goal

Expected SLOs

Intervention activities

Assessment/evaluation

Timeline

Resources (personnel, fiscal/physical, time, energy/sustainability)