


# DENMARK TECHNICAL COLLEGE

# P.O.W.E.R.S.

*To Articulate through  
Writing ...*



*Purpose. Organization. WRITING. Evaluation. Reflection. Scaffolding.*

QUALITY ENHANCEMENT PLAN  
ON-SITE REAFFIRMATION COMMITTEE VISIT - OCTOBER 28-30, 2014





## Contents

I. Executive Summary .....	5
II. Process Used to Develop the QEP.....	8
The College .....	8
The Topic Development Process.....	9
The QEP Steering Committee:.....	10
III. Identification of the Topic:.....	14
Surveys .....	16
Topic Survey .....	16
Narrowing Topic - Focus Group Discussion.....	17
Narrowing Topic - Faculty Resource Based Justification.....	18
Narrowing Topic - Faculty Opinion on Ease of Implementation.....	18
Narrowing Topic - Faculty Student Comparison .....	19
Institutional Context .....	21
IV. Literature Review and Best Practices:.....	22
Writing Across the Curriculum .....	22
Writing to Learn & Writing in the Discipline .....	23
Purpose and Organization.....	24
Writing.....	25
Examination and Reflection.....	26
Scaffolding .....	27
Active Learning/Student-Centered Learning.....	29
Faculty Development .....	31
Assessment.....	32
Literature Review and Best Practices Summary.....	33
V. Focus: .....	34
Student Learning Outcomes.....	34
Learning Environmental Outcomes .....	37
Accomplishing Mission of the Institution .....	37





The QEP Development Process.....	38
VI. Actions to be implemented.....	39
1. Implement a Professional Development Program .....	39
2. Develop and Implement a Writing System for POWERS to Articulate Writing .....	39
3. Establish a Writing Center .....	39
4. Year 0 Action Plans.....	40
5. Marketing of QEP.....	41
VII. Assessment and Evaluation .....	42
Student Learning Outcomes.....	42
Assessment Instruments for Student Learning Outcomes.....	43
Evaluation Process for Student Learning Outcomes .....	44
Learning Environment Outcomes (LEO).....	49
Assessment Instruments for Environment Outcomes .....	50
Evaluation Process for Environmental Outcomes.....	50
Validation of the Evaluation Rubrics .....	54
Triangulation of an Assessment Instruments .....	55
The POWERS to Articulate Flow Chart .....	57
VIII. Timeline:.....	59
IX. Organizational Structure:.....	64
Position Descriptions.....	65
The QEP Director .....	65
The QEP Assessment Coordinator .....	65
The QEP Writing Center Coordinator.....	66
The QEP Writer Mentors.....	66
The Academic Dean(s).....	66
The Faculty .....	66
College Partners .....	66
X. Resources:.....	68
Physical Resources .....	68





Fiscal Resources & Budget.....	68
Personnel .....	68
Contractual.....	69
Travel .....	69
Bibliography .....	71





## I. Executive Summary

Denmark Technical College is excited to implement its Quality Enhancement Plan (QEP) POWERS to Articulate, which as proposed will focus on improving students' writing abilities. Through a broad-based engagement of its stakeholders, the plan will facilitate students' ability to articulate ideas by focusing on **Purpose** and **Organization**. As they express their ideas through artful **Writing**, they will **Evaluate** their own efforts and **Reflect** on the quality of the product. The dedicated faculty will provide on-demand **Scaffolding** in order to motivate learners and bring out their creativity to communicate.

The proposed QEP includes faculty development, student learning, and technology integration, which all support the College's strategic goals:

1. Implement Student Learning Outcome based teaching and learning processes across all academic programs.
2. Implement faculty and staff development programs.
3. Implement technologies to enhance student learning and support programs.

In order to accommodate the QEP, the College has established the following six student learning outcomes:

1. Articulate the purpose of writing appropriate for the situation, audience, and genres.
2. Organize major points with a logical progression in a unified, coherent, well developed (reasonable and convincing) manner and integrate resources resulting from skillful use of high quality, credible, and relevant sources.
3. Develop ideas using appropriate writing style (e.g., narration, example, comparison/contrast, classification, cause/effect, and definition) in response to specific situations.
4. Write with appropriate diction, syntax, usage, and mechanics with few errors.
5. Examine writing and the associated process for professional growth as a writer in context.
6. Reflect personal writings and evaluate personal growth as a writer with regards to context.

The aforementioned student learning outcomes are in concert with the following objective as a part of the mission of the institution,

Provides the graduates with the intellectual and practical skills to include but not limited to inquiry and analysis, critical and creative thinking, written and oral communications, quantitative literacy, information literacy, teamwork and problem solving.

In addition, these skills specifically address the following institutional student learning outcomes:





- Demonstrate effective communication skills through articulation of good listening, oral presentation, reading, writing, and presentation skills.
- Demonstrate ability to utilize research, discerning of information and use of technology for personal and professional growth.
- Demonstrate professional growth through self-advocacy– promoting self through active engagement in the learning community, astuteness regarding diversity and its significance in the current society.

### **QEP Development and Identification of Topic**

Through the involvement of all appropriate campus constituencies by way of surveys and focus groups, and by analyzing the institutional data and integrating results of literature research and best practices, the college proposes a topic that is creative and vital to the long-term improvement of student learning at the institution. The institutional data pertaining to the success rate in the developmental English as well as English composition courses suggest a need for improved student success. In addition, the data also shows a marked difference between student and faculty perception regarding writing. The QEP team researched Writing Across the Curriculum, Writing to Learn, Purpose and Organization in writing, the writing process, examination and reflection in order to improve writing, and the role of scaffolding. As a result, a multi-year approach came to fruition through two stages: topic identification by the QEP Topic Identification Committee followed by the comprehensive effort by the QEP Steering Committee.

### **Implementation and Timeline**

In order to be able to generate the desired student learning outcomes, the QEP team, through a series of careful analysis of institutional context, developed a set of strategically planned actions. As these actions are tested through a pilot stage during the 2014-2015 academic year, a refined process will emerge to be fully implemented in subsequent years. The detailed timeline has been proposed by the team to ensure the viability, practicality, and sustainability of the operation.

### **Resources and Organizational Structure**

Through careful planning, the QEP Committees have proposed sufficient human, financial, and physical resources for the POWERS to Articulate endeavor. In addition, the plan includes a well thought out organizational structure in the context of the institutional setting and the QEP topic. The structure shows a clear line of responsibility in order to implement the QEP and ensure its sustainability. Under the leadership of a QEP Director, the plan will be executed as the writing center coordinator and the assessment coordinator provide vital support. The QEP





Advisory Committee, along with the academic Deans and faculty, will provide the necessary collaboration for the successful implementation of the QEP.

### Assessment

The QEP team has developed a comprehensive evaluation plan that includes direct measurements of student learning outcomes as well as process goals and indirect measurements (external and internal). Through data collection and analysis, there will be careful monitoring of the following success factors:

- Student success in writing
- Student attitude regarding writing, as a process and in context
- Faculty perception about students' ability to write
- Efficacy of the efforts (professional development, scaffolding, technology, and reflective practices ) to improve the learning environment

Fully implemented, this paperless effort will generate e-portfolios, clearly demonstrating that DTC students can be effective communicators in the emerging workforce.





## II. Process Used to Develop the QEP

*Evidence of the involvement of all appropriate campus constituencies (providing support for compliance with CS 3.3.2 “includes a broad-based involvement of institutional constituencies in the development...of the QEP”)*

Denmark Technical College (DTC) started the development of its Quality Enhancement Plan (QEP) during the spring of 2013. The initial phase started with the development of the topic followed by identification of the topic, and concluded with a review of literature and best practices. The topic development process included a broad-based engagement of stakeholders through various committees, surveys, and focus group discussions. As a result, the College decided to focus on improving student writing, the most practical area to create a robust Quality Enhancement Plan. During the second phase, the committee analyzed institutional data related to writing and identified the topic in order to improve students’ writing ability a) as a process, b) in context and discipline, c) through scaffolding, and d) in active learning environments. As a logical next step, a review of literature and best practices honed in on specific elements of writing as a process, writing in context, scaffolding to enhance the learners’ writing ability, and active learning, which encourages learners to take ownership of the writing process. Thus, the entire process, in concert with the College’s mission and strategic plan, envisions the Quality Enhancement Plan to be POWERS to Articulate.

### The College

Denmark Technical College is a public, comprehensive, Historically Black, two-year technical college located in rural Bamberg County in South Carolina. The college annually serves approximately 2,000 credit and continuing education students in addition to a mixture of traditional, nontraditional, full-time and part-time students. Denmark Technical College is the only technical college in the State of South Carolina with on-campus housing. As a member of South Carolina Technical College System, Denmark Technical College’s mission is related to the educational mission of the State of South Carolina and the Technical College System. The College’s primary service area is comprised of Bamberg, Barnwell, and Allendale Counties with a legislated mandate to serve students throughout the state. As an open-door institution, the College provides affordable post-secondary education culminating in associate degrees, diplomas, and certificates to citizens from diverse educational and socioeconomic backgrounds and reaches out to its service area high schools, providing opportunities for their students. The college provides training needed by business and industry through collaborative partnerships and resource allocation.

To accomplish its mission, DTC engages its stakeholders in a continuous cycle of planning and assessment that facilitates continuous improvement of student learning as well as the effectiveness of all programs and services. Evolving from the planning process, the QEP proposes to enhance the quality of instruction and student success pertaining to writing. As such, the QEP is aligned with the College’s mission, various institutional goals, and three of the College’s strategic goals.





Denmark Technical College:

1. Provides Student Learning Outcome based educational opportunities for its students with embedded continuous improvement plan that will afford the necessary skills and knowledge for the emerging job market.
2. Develops and implement processes for seamless transition of students from high school through Denmark Technical College to four year institutions.
3. Provides the graduates with the intellectual and practical skills to include but not limited to inquiry and analysis, critical and creative thinking, written and oral communications, quantitative literacy, information literacy, teamwork and problem solving.<sup>1</sup>
4. Provides the graduates with the personal and social responsibility skills to include but not limited to civic knowledge and engagement—local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning.<sup>1</sup>
5. Engages in efforts to form extensive partnerships/consortia leading to branding the college as a leader in training for the business and industry that will enhance the economic development and growth of the service area and the state
6. Provides a competency based program for the students to attain and maintain certifications for the job market.

The proposed Quality Enhancement Plan includes faculty development, student learning, and technology integration, which all support three of the College's strategic goals:

1. Implement student learning outcome based teaching and learning processes across all academic programs.
2. Implement faculty and staff development programs.
3. Implement technologies to enhance student learning and support programs.

DTC students, faculty, and staff are enthused about the various opportunities that will arise from *POWERS to Articulate*. The QEP will undoubtedly strengthen DTC's students' writing skills. In addition, the process will foster and create a culture that will promote the significance of fluency in the art of writing and emphasize its significance for emerging career opportunities.

### **The Topic Development Process**

During spring 2013, in one of the College-wide faculty and staff meetings, May 2, 2013 the President of the College floated the concept of the Quality Enhancement Plan and asked that a process be initiated to identify and finalize a topic. After a brief introduction of QEP as a part of the institution's decennial reaffirmation process for accreditation by the Vice President of Institutional Research, Planning and Development, the president reemphasized the importance of initiating a data driven topic selection process.





In its June (6/10/2013) meeting, the Executive Council discussed available data (vide infra) covering student academic performance with regards to remedial studies, success rates in the courses, and barriers to student success. This resulted in the formation of the QEP Steering Committee and the determination of its rationale, function, and membership.

#### The QEP Steering Committee:

**Rationale:** The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that its member institutions formulate a Quality Enhancement Plan as a part of the reaffirmation for accreditation at its decennial review. A Quality Enhancement Plan (QEP) is created, wherein the institution recognizes key issues emerging from institutional assessment. The QEP focuses on student learning outcomes, or the environment supporting student learning in concert with accomplishing the institution's mission.

To that end, Denmark Technical College's Quality Enhancement Plan will (1) demonstrate institutional capability for the initiation, implementation, and completion of the QEP; (2) include broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identify goals and a plan to assess their achievement.

Reviewed by a SACSCOC on-site reaffirmation committee, the QEP is a required element of the reaffirmation process, yet it is also a unique opportunity to develop a focused institution-wide effort to address one of its important issues.

**Function:** This committee is charged with the task of producing a QEP for Denmark Technical College in compliance with SACSCOC standards. The committee also provides guidance and makes recommendations regarding the development, implementation, management, and adjustment of the Quality Enhancement Plan (QEP). The committee also engages in continuous improvement of curricular and co-curricular aspects of the QEP in concert with the mission of the College; oversees faculty and staff development to deliver the QEP curriculum and co-curricular activities; recommends modifications in response to ongoing assessment of student learning and programmatic outcomes; recommends allocation of appropriate fiscal and human resources to fulfill the mission of the QEP; and maintains an ongoing internal and external communication plan with all key constituencies.

**Members:** Due to change in personnel, some of the committee members' names have been changed. The following is the most current committee listing:





<b>Quality Enhancement Plan Steering Committee</b>	
<b>Dr. Ashok Kabisatpathy</b>	VP for Institutional Research, Planning, and Development
<b>Dr. Valerie S. Fields</b>	VP for Academic Affairs
<b>Mr. Clarence Bonnette</b>	VP for Fiscal Affairs
<b>Mrs. Avis Gathers</b>	Interim VP for Student Affairs
<b>Mr. Stephen Mason</b>	Associate VP of Economic and Workforce Development
<b>Mrs. Tarshua Mack</b>	Director of Title III/Grants and Contracts
<b>Mr. Derrick Steward</b>	Director of Information Technology
<b>Mrs. Alfredia Boyd</b>	Director of Human Resources
<b>Mr. Jay Fields</b>	Director of Career Planning and Placement
<b>Mrs. Laura Fogle</b>	Director of Financial Aid
<b>Mrs. Shannon Williams</b>	Director of Academic Support Center
<b>Mrs. Biju Kabisatpathy</b>	Dean of Public Service
<b>Dr. Yvette McDaniel</b>	Interim Dean of Arts and Sciences
<b>Ms. Carolyn Fortson</b>	Dean of Learning Resource Center
<b>Mrs. Tia Richards</b>	Dean of Business, Computer, and Related Technologies
<b>Mr. William Day</b>	English Instructor
<b>Mrs. Eleanor Jenkins</b>	English Instructor
<b>Ms. Melinda Fadipe</b>	Developmental English Instructor
<b>Mr. Michael Singleton</b>	Basic Skills Instructor
<b>Mr. Alvin Milhouse</b>	Counselor, Student Services Program Coordinator II
<b>Mr. Jamal Tucker</b>	President of Student Government Association
<b>Mr. Marvin Freeman</b>	VP of Student Government Association
<b>Mr. Philip Syme</b>	Computer Programmer
<b>Mrs. Anne Kline</b>	Administrative Specialist for Public Information
<b>Ms. Annett Steward</b>	Program Assistant in Workforce Development





In addition to the Steering Committee, several subcommittees were assembled to - complete the necessary leg work and research for specific QEP components. Additional members with expertise and experience were added as recommended by the chair of each subcommittee. Each of the committee chairs submitted their findings in the Steering Committee's meetings. The final plan evolved out of a collective effort of these subcommittees.

Quality Enhancement Plan Subcommittee Alignment										
	TOPIC	WRITING	RESEARCH	SLO	ASSESSMENT	BUDGET	ASC	TECHNOLOGY	MARKETING	IMPLEMENTATION
Bonnette, Mr. Clarence						C				M
Day, Mr. William		M			M					M
Fadipe Ms. Melinda	C	M		M			M		O	M
Fields, Mr. Jay			M			M				M
Fogle, Mrs. Laura	M						M			M
Fortson, Ms. Carolyn			M				M	M		M
Freeman, Mr. Marvin							M	M		M
Gathers, Mrs. Avis							M		M	M
Jenkins, Mrs. Eleanor		M								M
Kabisatpathy, Dr. Ashok	M	C	C	C	C					M
Kabisatpathy, Mrs. Biju				M					M	M
Kline, Mrs. Anne						M			C	M
Mack, Mrs. Teresa			M			O		M		M
Mason, Mr. Stephen						M		M	M	M
McDaniel, Dr. Yvette			M	O			O			M
Milhouse, Mr. Alvin							M		M	M
Otts, Mrs. Tonya						M				M
Richards, Mrs. Tia				M				O		M
Roberts, Ms. Antonia	O	O			O		C			M
Sheppard, Ms. Carolyn			O		M					M
Singleton, Mr. Michael				M			M	M		M
Steward, Mr. Derrick			M		M			C		M
Steward, Ms. Annett									M	M
Syme, Mr. Philip			M					M		M
Tucker, Mr. Jamal							M			M
Williams, Mrs. Shannon					M		O	M		M
SLO: Student Learning Outcomes    ASC: Academic Support Center    C: Chair    O: Co-Chair    M: Member										





The QEP Committee had a brain storming session (6/11/2013), a data analysis session (6/12/2013), and a draft writing session (6/13/2013).

During Fall 2013, the QEP Committees were engaged in the data analysis as well as topic selection processes. To facilitate this process, the Institutional Research, Planning, and Development (IRPD) staff administered surveys among the stakeholders (student, faculty, staff, alumni, and governing bodies). Subsequently, the office (IRPD) also conducted several focus group sessions to discuss and provide SWOT analyses of the top three topics:

1. Reading
2. Student Support
3. Writing

The QEP Topic Selection Committee met (7/2/2013) to finalize the topic. Though writing was not the top ranking topic (of the three), it was chosen based upon researched data, existing infrastructure, such as PLATO and Smarthinking®, and the practicality to implement.

Starting in Spring of 2014, the Topic “POWERS to Articulate” was finalized for the Quality Enhancement Plan, yet there was one more opportunity to finalize the topic. Our not including the core word “writing” in the topic raised questions about the appropriateness of the current topic; the QEP Steering Committee was called to task. On July 28, 2014, the committee changed the topic to “POWERS to Articulate through Writing.”

The above description clearly demonstrates that all stakeholders were engaged. Thus, the proposed QEP is a result of a broad-based involvement of institutional constituencies in its development.

The Steering Committee and the subcommittee members continued to develop various components of the QEP and the results are articulated in the subsequent sections.





### III. Identification of the Topic:

*A topic that is creative and vital to the long-term improvement of student learning (providing support for compliance with CR2.12 “focuses on learning outcomes and/or the environment supporting student learning”)*

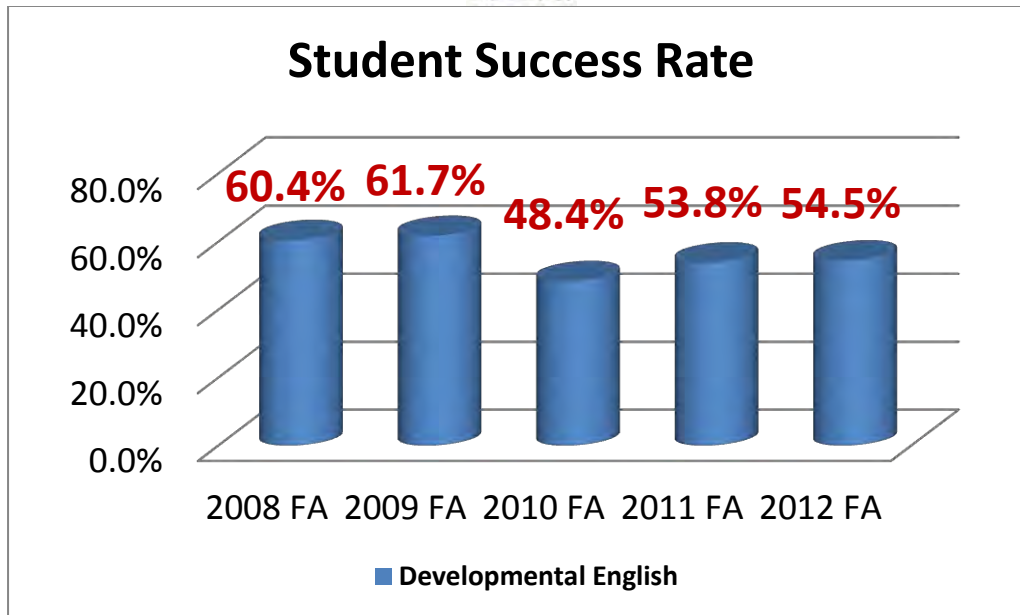
Denmark Technical College proposes to engage students throughout its Quality Enhancement Plan (QEP), ***POWERS to Articulate through Writing***, thereby, fostering their inner ability to articulate through writing. It is the College’s endeavor to equip the faculty through professional development training in order to redesign their already existing major assignments, which include writing, in order to achieve this objective. In addition, the QEP will utilize the emerging technologies in an effort to seek and connect with professionals in related fields to aid with student evaluation efforts in real-time. A rubric based strategy will facilitate the assessment of the entire effort, ensuring that it is effective and meaningful for monitoring progress towards achieving the proposed student learning outcomes.

Over the span of time, data were being collected and/or analyzed regarding student performance at DTC. As an open enrollment institution, DTC faces several challenges as it strives to provide educational opportunities for willing learners in its service area.

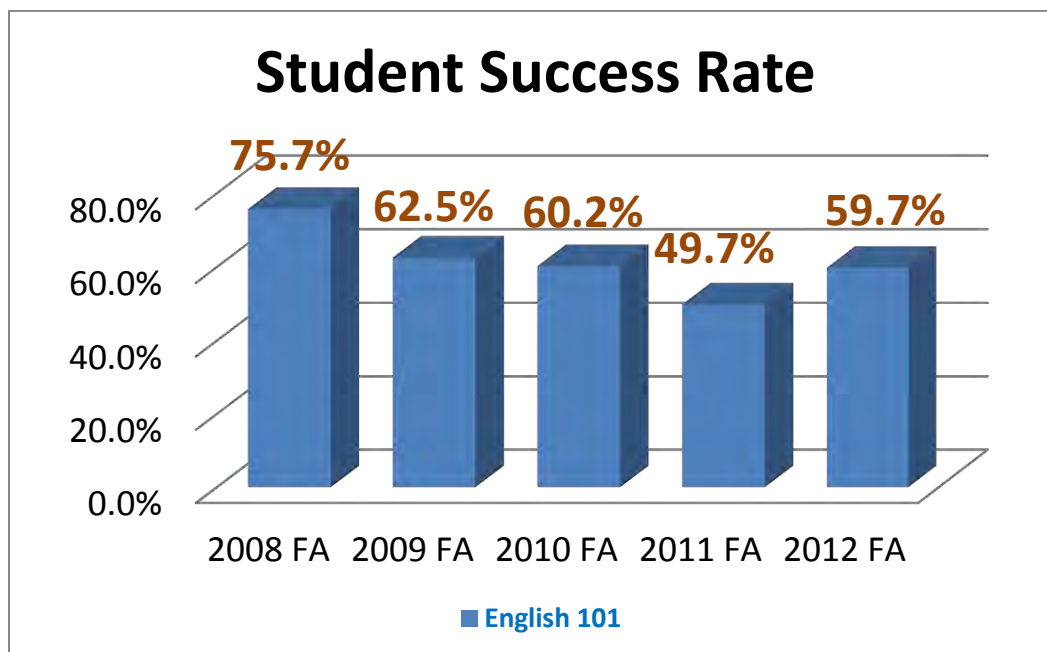
One of the College’s most critical areas has been student success in developmental English courses. As the following chart shows, between 48% and 62% of students succeed in this course. The rest of the students not only have to repeat the course, but most importantly, they often drop out and do not return.

Though there are several pedagogical strategies implemented by the faculty, there seems to be considerable room for improvement, if the student success rate is to be enhanced. Scaffolding has been considered as a method to engage students in the active learning process. Structured writing exercises, which include drafting, revising, and finalizing the product were also suggested and implemented. Scaffolding provided by faculty becomes a very vital component of this process for students who need it most. Thus, the entire process should ensure that students are better writers and, thereby, successful in the course overall.





When students' success rate in the first English course (ENG-101 English Composition) was researched, it showed a low success rate of 49.7% in the fall of 2011 and a high success rate of 75.7% in the fall of 2008. Again, active learning and scaffolding emerged as two factors that potentially can improve student success in this course.

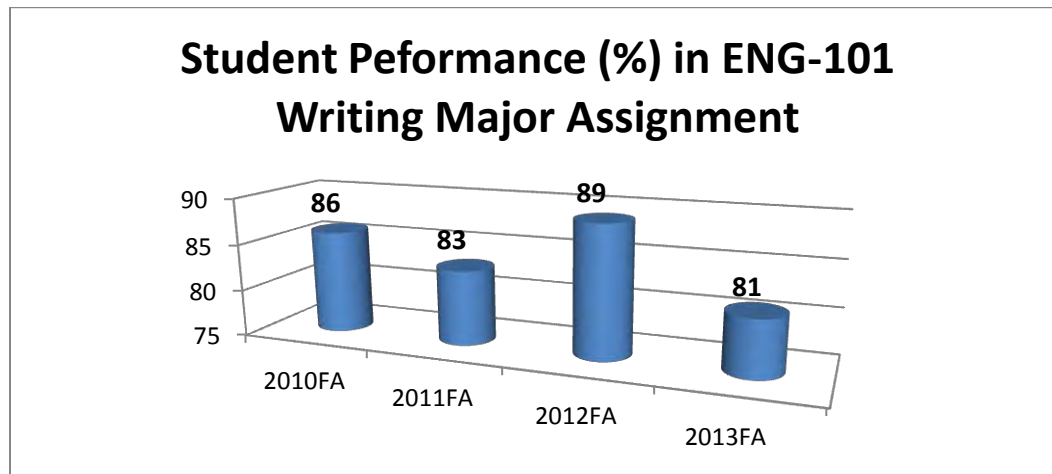


As such, in a college-wide effort to engage students, major assignments were developed across academic programs. Specifically, students were assigned writing tasks through major assignments, which provided an indicator for student success in the ENG 101 – English Composition course. As the following chart shows, the students consistently succeeded with an





over 80% success rate. While the result was highly encouraging, the process required additional analysis to institutionalize writing. First, the assignments had to be modified for integration into other courses. The evaluation rubrics had to be revised for uniformity. Faculty feedback identified scaffolding and active learning as two important methods that should be incorporated into the institutionalization of writing.



As the QEP team met and discussed, the following suggestions emerged:

1. Establish a faculty development program to redesign and further develop writing assignments.
2. Design quality writing assignments with universal rubrics for ease of implementation across the college.
3. Integrate active learning.
4. Integrate scaffolding to provide individualized learning.

## Surveys

In order to engage all the stakeholders, the QEP team members needed to administer surveys, collect data, and perform analysis of the data to prioritize and finalize the QEP topic.

### Topic Survey

First, a survey with eight topics was administered to students, faculty, staff, alumni, administrators, and the Denmark Technical College Area Commissioners (DTC's governing body). Participants were provided with a choice of topic questions. They were asked to select the top three topics. A total of 509 surveys provided the result in Table 1.1, which indicated reading, writing, and academic support as the top three choices. There were 424 Student, 30 faculty, 29 staff, 7 DTC Area Commissioners, 3 Alumni, 11 Community Members and 5 Administrator who responded to the survey.





Table 1.1 Topic Survey Analyses

Questions	Ranking
Denmark Technical College recognizes that students should be able to read and understand information for further use.	1st
Denmark Technical College students should be able to use good writing skills to clearly communicate an idea to the audience.	2nd
Denmark Technical College recognizes that each student should develop good mathematical skills to be able to function in the world.	
Each Denmark Technical College student should recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (by using available technology).	
Denmark Technical College should embark on establishing online learning to increase educational access.	
Denmark Technical College students should develop critical thinking and problem solving skills.	
Denmark Technical College students should develop a sense of globalization (appreciation of cultures, economic opportunities, and interdependencies).	
Denmark Technical College Students should have a good academic support system (educational, counseling, and placement) from admission to graduation.	3rd

### Narrowing Topic - Focus Group Discussion

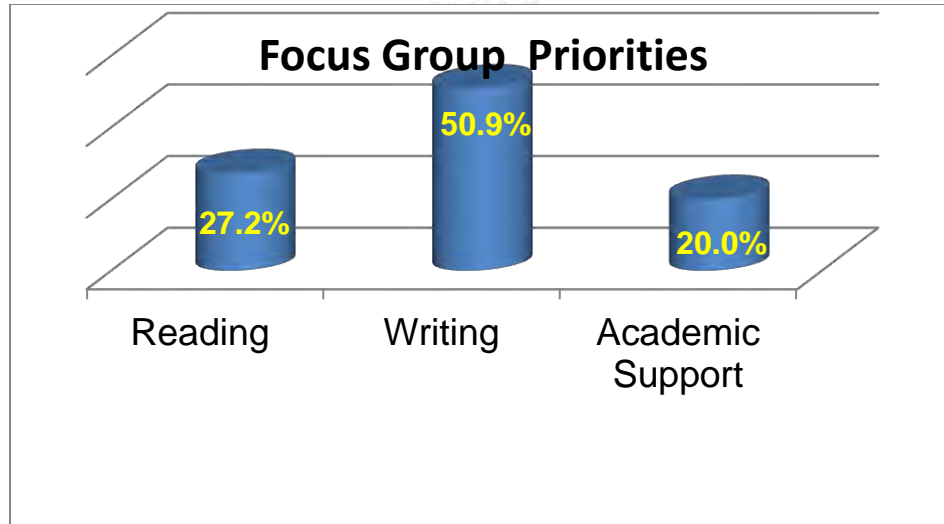
Following the topic survey, several focus group discussions were organized to engage the faculty, students, staff, and administrators in a face-to-face setting in order to conduct a strength, weakness, opportunity, and threat analysis for each of the three highest rated topics according to the topic survey.

Finally, taking all the SWOT analysis results into account, each focus group ranked the three topics (read, write, and academic support) with regards to the ease and practicality of implementation (easiest being #1). Table 1.2 below provides the results of this ranking.

Table 1.2 Focus Group Analyses

Topics	Ranking
Academic Support	1st
Reading	2nd
Writing	3rd





### Narrowing Topic - Faculty Resource Based Justification

Subsequently, stakeholders were again engaged (through a survey) to take the three topics into consideration with regards to context of available resources and reprioritization. The goal was to obtain a collective opinion regarding the practicality of implementing any of the three topics. The participants reprioritized the topics and writing emerged as number 1 of the three topics as the most practical topic for implementation.

### Narrowing Topic - Faculty Opinion on Ease of Implementation

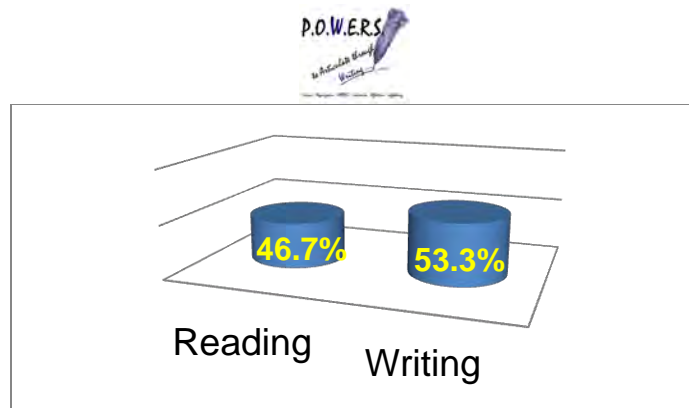
Since faculty will ultimately implement a QEP in the classroom to ensure that students learn effectively, they (the faculty) were further engaged in a survey which consisted of the following two questions:

- Which of the two would you be most comfortable implementing into your course?
- Which one of the following would you be most comfortable using to evaluate student work?

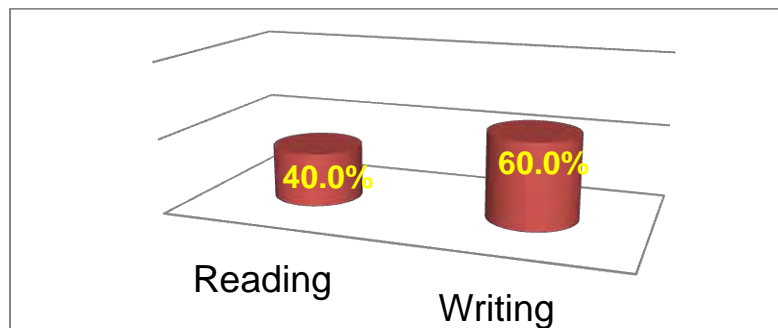
The objective was to get the faculty as a group to emphasize one of the top two topics prioritized during the focus group discussions. Interestingly enough, given the research data, the survey analysis, the available resources, and the practicality of implementing each of the topics, faculty was most comfortable with implementing writing.

For the question, "Which of the two would you be most comfortable implementing in your course?" 53.3% of the faculty selected writing.





Also, for the question, “Which one of the following would you be most comfortable using to evaluate student work?” Faculty chose writing (60%). One reason that contributed to the faculty’s selection of writing is the fact that faculty have been using rubrics to evaluate student performance in their courses and are accustomed to that form of assessment. They are also familiar with the resources such as PLATO software, Smathinking Web Services, and other resources that support unstructured student writing exercises at the College.

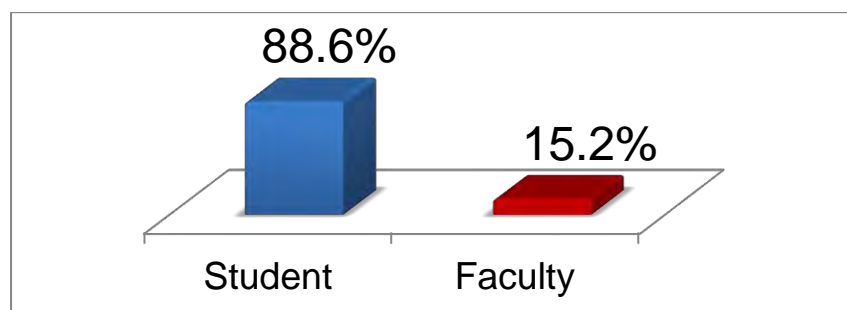


### Narrowing Topic - Faculty Student Comparison

To further explore student and faculty perception regarding writing, paired questions were asked. For each of the paired questions, the result showed a marked difference between the groups of faculty and students. The questions were focused around purpose, the revision process to obtain a final product, and the use of references during writing.

Student: I can write to the required purpose in the assignment.

Faculty: Students in my classes are good at writing to address the required purpose.

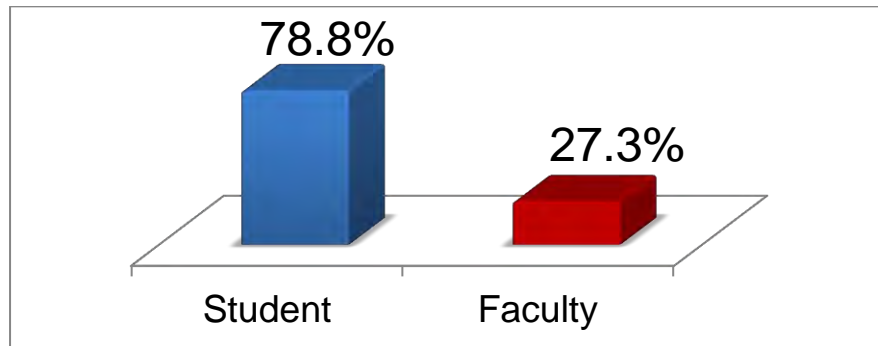






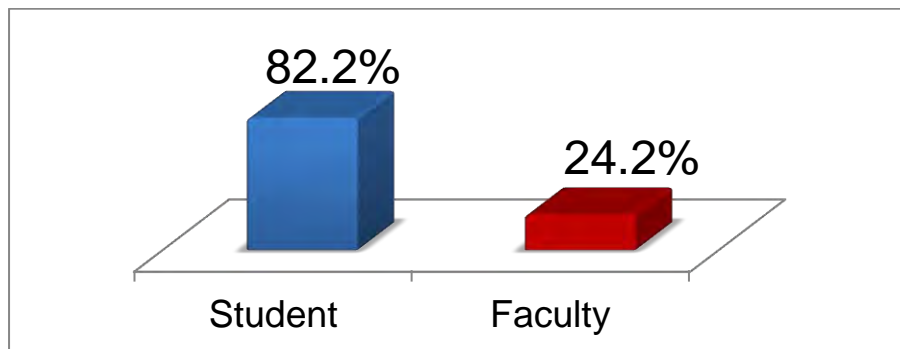
Student: I can revise the initial writing to create a better product.

Faculty: Students in my classes are good at revising the final product.



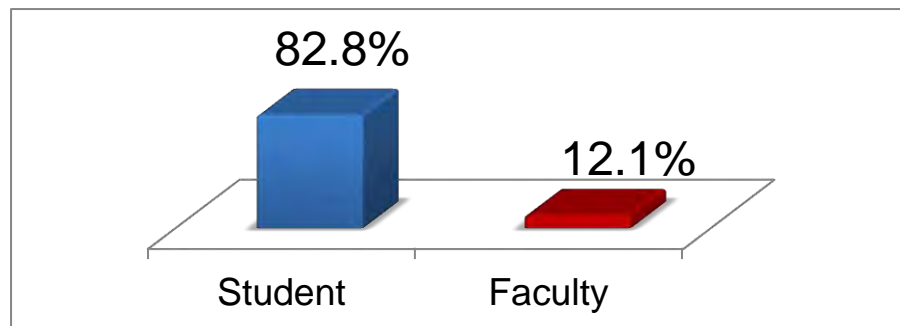
Student: I can properly include the references in the final product.

Faculty: Students in my classes search and obtain appropriate references.



Student: I can include the content from the references properly and not just by copying.

Faculty: Students in my classes properly integrate content from references into the product.



When faculty and students are fully engaged in the teaching and learning process, their awareness about teaching and learning, though not the same, can be close. This survey indicated that there is a lack of engagement among the teacher and the learner. This was also an





indication of inadequate active learning and scaffolding, as the learners are to gain fluency in writing.

Research and contribution from the stakeholders indicate that students at DTC can improve in their ability to write for a purpose, organize their thoughts, write effectively, and take time to reflect. The proposed QEP will address these issues in a systematic manner. With an evidence based process in place, DTC will be able to analyze the data, make necessary improvements to the process goals, and ensure that the student learning outcomes are achieved.

### **Institutional Context**

The process of carrying out research, surveying the stakeholders, and finalizing the topic for a Quality Enhancement Plan was very rewarding. Beyond allowing the College to come up with a QEP topic, the process also contextualized the need for institutionalizing such efforts. For example, writing, though it exists in almost all courses and is a part of student assessment in many, a college-wide effort could eliminate redundancy and increase efficiency. This will also allow a college-wide measurement of student performance with respect to established student learning outcomes. Most importantly, success of this model (in WAC and WTL) will allow DTC to extend the QEP into reading comprehension, quantitative reasoning, information literacy, and technology usage. Collectively, the effect will be transformative.





## IV. Literature Review and Best Practices:

*Evidence of consideration of best practices related to the topic (providing support for compliance with CS 3.3.2 “institutional capability for the initiation, implementation, and completion of the QEP”)*

There is a plethora of literature pertaining to writing as a learning process. It is important to contextualize the available information to the needs of Denmark Technical College. This is important because the College is not looking for a Writing Across the Curriculum (WAC) program. Neither is it looking for a Writing In Discipline (WID) type program. Rather, the College is interested in an active learning process in which the students are engaged from focusing on the purpose, organizing thoughts and information, writing correctly, clearly, and succinctly, examining their work, and reflecting as they improve their writing skills. In addition, the College proposes to provide scaffolding to motivate the students as they practice the POWER to Articulate. The literature search was conducted with this in mind, and the relevant findings are presented. The WAC and WID literatures are presented in context.

### Writing Across the Curriculum

In her essay, Brady in 2013, extends the evolutionary metaphor to two very different but very successful WAC programs to show how one might develop and apply a heuristic that can help us explore the evolutionary potential of existing WAC programs. Successful WAC programs take years to develop and the effectiveness of such programs depends on the institutional culture of collaboration and eventually a sustainable infrastructure. She notes that in one of the successful programs, student writing has morphed from assignments to portfolios.

The reason for the institutions’ need to allow the WAC programs to mature before claiming success is due to the following:

- Expectations between writing in a composition course and that in a discipline-specific course may be disjointed (Carroll, 2002),
- Participants’ ability to connect what they learned during a WAC experience to future writing needs may lack (McCarthy, 1987) or
- The efficacy of the first-year writing experience for writing in the later year courses may be difficult to realize (Bergmann and Zepernick, 2007).

As Denmark Technical College proposes to implement its QEP, focusing on writing, the approach will be to initiate a writing process wherein the student will be engaged in producing written documents across many courses with emphases on **Purpose, Organization, Writing, Examination, and Reflection, while Scaffolding (POWERS) will allow them to articulate through writing.** In order to establish an efficient writing program, the three aforementioned points have to be addressed. As such at DTC:





- Expectations in all courses will be to produce a writing product with (1) Purpose, Organization, Writing, Examination, and Reflection (POWER) and (2) the same assessment rubric with calibration will be used to ensure uniformity.
- Students who will participate will continue with the POWER philosophy from admission through graduation, thus their writing experience at DTC will continue to be connected.
- From the first year through the years in between and the graduation year, students at DTC will continue to show that their writing has POWER, and they are continuing to master the skills and attain fluency at the point of graduation.

Thus, an effective POWERS to articulate through writing program at DTC will have a built-in WAC component as students will continue to write in several courses during their matriculation. This will provide pathways for DTC to promote a culture of writing, a collaborative working environment, and a sustainable infrastructure. DTC will also adapt best practices to sustain its POWERS to Articulate through writing QEP by ensuring that the active writing experiences for the learner are available from admission to graduation.

### Writing to Learn & Writing in the Discipline

As a grassroots effort since the 1970s, Writing Across the Curriculum has been a transformative movement in higher education by emphasizing writing as a process of active learning to construct knowledge. This effort had many approaches. Two of the significant ones were Writing-to-Learn (WTL) and Writing in the Discipline (WID). WTL is based on the idea that students learn through the active process of writing. As they write to learn, they also develop the sense of analysis, synthesis, and creation of new knowledge. Through short and informal writings, they create work through pre-writing, free-writing, journals, class notes, and reflection statements. As they develop a sense of expression through writing, they show motivation and interest. Based on Herrington (1981) and Langer and Applebee (1987), the pedagogical benefits of writing are accomplished as stated:

- Students select and reconnect material, digest it, and translate it into their own meaning and words.
- Learning through writing is better than activities involving only studying or reading.
- Various writing activities require students to focus on an array of information.
- Reasoned short writing on a set of information can lead to multifaceted and insightful responses compared to short-answer responses.

With added emphasis on writing instruction in the disciplinary specific conventions and style, students gain knowledge of discipline-specific approaches and styles. This is because the specialists in the fields are tuned to such writings (McLeod, 2000, p. 154) and have developed specific ways of thoughts and communications (Linton, Madigan, & Johnson, 1994, p. 65).

On a continuum, WID has emphasized that writing should be within major fields of study in order to foster focus as well as motivate learners. As an integrative approach, writings within





WID programs generally are contextualized for a specific audience. The premise of WID is that writing, as a process, must be transferred from a general education experience to the learner's chosen field of study.

The reason for emergence of WID is articulated by David Russell in his 2002 edition of *Writing in the Disciplines: a Curricular History*, as a limited attempt by WAC programs to involve departments and disciplines. This is due to the fact that WAC programs have focused on individual faculty in interdisciplinary workshops or WI [Writing Intensive] courses are administered centrally.

In 2003, Jonathan Monroe described WAC to have partially realized its best aspirations through WID. Accordingly, he asserts that while the success of WAC depended on the efforts of WAC directors, WID distributed the responsibilities to individual faculty engaged in writing from particular fields. Such an argument emphasizes that these faculty are the vital link between an institution's vision of student education and the role writing can play, or should play, to realize the vision.

The POWERS to Articulate through writing process at DTC will take into consideration Russell's and Monroe's reasoning and will engage faculty from across the disciplines. There will be an emphasis on transforming the writing experience for the students with a focus on discipline-specific writing (context) as well as achieving the general education outcomes (process). As the literature suggests, students will be able to extend their writing experience (through assignments) to their purpose for getting an education.

## Purpose and Organization

In her review of Anne Beaufort's book, *College Writing and Beyond: A New Framework for University Writing Instruction*, Driscoll (2008) describes the author's conceptual model of writing expertise that includes knowledge of the writing process, subject matter, rhetoric, genre, and the discourse community. In a way, this analysis sets the primary goal of writing - writing for a purpose.

In the book, Beaufort (2007) expands the manner in which to align writing instructions throughout the years so that college writing instructions are more effective. For example, by helping students to find out how various discourse communities (chemists, healthcare professionals, business professionals, etc.) write, students can identify the purpose of writing. Drawing upon research on how people learn to write in the workplace (Schneider & Andre, 2005; Smart & Brown, 2002), Brent (2011) emphasizes teaching about genre knowledge (i.e., what are genres, how do they facilitate focused writing).

Similarly, Brent (2011) draws upon research to recommend that writing curricula focus on teaching "genre knowledge—what genres are, how they function, and how to learn them" (p. 412). Writing faculty should help students first understand how to write in different contexts,





says Wardle (2009), before assigning projects, which may facilitate transfer of knowledge from general compositional writings to writing in contexts - with a purpose.

According to Odell, (1993, p. 98), when writing (in composition courses) is separated from the process of knowing (in discipline-specific courses), then students may write well about nothing. In other words, without this connection, students lose the purpose of writing as they progress through their academic pursuit.

Based on this and other literature, DTC will emphasize the purpose of writing in a multitude of contexts by including writing assignments in several courses. Students will be required to emphasize the purpose of writing and will be specifically evaluated on how well they articulate the purpose for writing.

## Writing

As Anne Walker (1988) explains, when instructors in any discipline incorporate writing into the course, students benefit in three ways: they understand the content better; they are able to retain more knowledge; and they begin to write better. Thus, best practices within writing often indicate that having a singular, cross-disciplinary understanding of good writing assists not only faculty with their own writing, but also help the faculty convey their expectations clearly and succinctly to their students.

One way to see that the transfer of writing skills takes place is by allowing students to understand “metagenre” of writing. Michael Carter (2007) describes, “metagenre” as more discipline-specific. A student who understands that laboratory reports are the result of an inquiry, and a play is the result of a creative aspect of life can apply the writing process in context rather than just writing a three paragraph essay.

In a larger context of “activity systems,” students’ attention is drawn to efficacy of writing for education and career building (Guile & Young, 2003; Kain & Wardle, 2005; Russell, 1997; Tuomi-Gröhn & Engeström, 2003). Thus, a student should be encouraged to see that writing is a more complex process and has a larger impact for further advancement as a student or with regards to a career. In this process, a student must recognize that just writing a letter to someone involves not only the structure of the letter, but also the information, the organization, the reference, the flow, and the validation that makes this letter a convincing piece of communication.

In order to write beyond a composition course, students must be able to transfer the skill set in the discipline-specific courses. In future courses, new knowledge about writing has to be created by the student. Their ability to write well in these new situations will depend on the nature of their prior knowledge and the instructor’s ability to draw upon that knowledge (Ambrose et al., 2010, p. 15). A conversation among the instructors can facilitate this strategy of transfer.

Making explicit connection between new writing tasks and the writing knowledge from previous courses can facilitate the transfer of writing skills. While Ambrose (2010) and Driscoll (2011) discuss making positive connections, Osman (2008) alerts against negative transfer. To





avoid negative transfer, students should contextualize writing and not use citation in a public relation announcement or place allegory (rather than being objective) in a laboratory report.

Students in technical, scientific, and professional disciplinary areas often did not identify the kinds of writing (documentation, lab reports, instructions, memos, etc.) performed in their intended majors and careers as writing. Instead, they thought of “writing” as school genres such as essays, research papers, term papers, and bibliographies (Driscoll, 2011). One way to help students realize that discipline-specific writings (e.g., memos, lab reports, guidelines, etc.) are just as important as composition (e.g., essays, research paper) is by removing this misconception.

According to Bok (2006, p. 98), like critical thinking, writing skills have to be learned in several courses through repeated practices. By implementing POWERS to articulate through writing, DTC will provide students with the opportunity to realize the reflective, iterative, and transformative characteristics of writing. They will write to understand metagenre, towards career advancement, to transfer writing skills, and to communicate technical concepts. This is again one of the emphases in the POWERS to articulate through writing’ at DTC. Efforts will be made to ensure that through progression, students are gaining skills and knowledge as well as fluency in writing.

## Examination and Reflection

An effective tool for self-reflection can be a well-designed rubric. The rubric for evaluation can set the purpose of a task, clarify organization needed to complete the task, emphasize the breadth and depth in the task (content), and initiate a conversation for future reflective learning moments. Huba and Freed (2000) characterize the rubric’s primary function as a self-reflection tool. To foster dialog between the student and teacher, Knipper & Duggan (2011, p. 464) suggest that the rubric is available early and revisited frequently.

When the rubrics are practical and clear, according to Arter and McTighe (2001), the benefit of using a rubric is that it can be used as a tool of fairness and consistency in evaluating student work, as suggested by Mansilla, Duraisingh, Wolfe, and Haynes (2009). Popham (1997) also sees the positive impact of simple rubrics, as they are more practical for implementation.

Examining and asserting through self-analysis provides a pathway for the learners to carry a skill set into the future. This is because of the development of metacognitive awareness, to the ability to identify a task, formulate skills, and apply a process to accomplish tasks in context. Once these critical steps are summarized, the learner can transfer the knowledge and skills from one area of learning, i.e., writing composition into another such as writing a laboratory report (Perkins and Salomon (1992).

A self-directed learner shows the characteristics to monitor and shift his own strategies to learning (Ambrose et al. 2010, p. 6). When a student recognizes the processes to follow in order to know what is expected for an assignment, to carry out research, or to prepare a report for the assignment, it becomes easier to transfer those processes to other situations and assignments (Belmont, Butterfield, and Ferretti 1982). Learning to self-monitor the degree of one’s own





understanding becomes an asset, as these students learn at a higher rate than those without the ability to incorporate self-monitoring skill (Bielaczyc, Pirolli, and Brown, 1995).

Specifically, the effect of metacognition on learning to read and write shows that it helps writers and readers transfer literacy knowledge to new contexts (Palincsar and Brown 1984, Pressley and Afflerbach 1995). It has been emphasized (Wardle 2007, p. 82) that meta-awareness about writing, language, and rhetorical strategies plausibly is the most important ability our [required composition] courses can render to the learner.

While the above research findings emphasize metacognition as a tool for good writing, several studies have provided instructional strategies for learners to develop metacognition for the writing process. One strategy, instructional intervention, suggested by Sitko (1998) includes teaching the learners to make a connection between personal writing and existing writing (by expert writers, for multiple contexts, for several audience groups, etc.), to manage the revision process, and finally evaluate their own writing. Additional best practices can be availed from Ambrose et al. (2010), Brent (2011), and Yancey (2001), all of which address metacognitive examination of their own writing by the learners.

Key aspects of any reflective practice are to identify the familiarity with a process, the improvements needed with the skills, and the new knowledge gained from the experience. Ames (1990) and Bergmann and Zepernick (2007) emphasize motivation as a critical factor in learning and in particular for writing. As students gain autonomy in the college setting, motivation plays an important role as they engage in the learning process. Similarly, realizing that writing skills from a composition course is a transferrable skill that can be used well into the future can be a motivational factor for the students. One way 'POWERS to Articulate' proposes to foster this motivation is by engaging the students in reflective practices.

Active learning is associated with self-analysis and reflection. Portfolios provide such opportunities to the students as they write across the curriculum. Students learn by reading their own writing (Emig, 1977), by reflecting on their growth over time (Yancy 1993), and by reviewing old ideas (writing) through new information (Murphy, 1997). As such, portfolios are critical to the assessment of a strong writing program.

POWERS to articulate through writing will use examination and reflection strategies and related best practices to help students examine their own work and develop the metacognitive ability to assess and improve subsequent writing tasks. As such, they will be able to reflect upon the writing processes. The rubrics will document the examination of students' writing skills and the reflection reports will document their progress in metacognition ability.

## Scaffolding

The concept of scaffolding was first discussed in an article by Wood, Bruner, and Ross in 1976, "Adults controlling those elements of the task that are essentially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence." As such, it is the support a facilitator provides to a student during





learning that ensures that he receives assistance with only the skills that are beyond his ability at that time.

Initially, scaffolding presumed that one expert provides support for an individual learner to make progress (e.g., Bruner, 1975; Wood et al., 1976). Playing a critical role, the expert (who is knowledgeable in content and the processes to be learned) provides encouragement as well as nudging support to equip the learner to accomplish the task in small chunks. Thus, the scaffolding contributes both cognitively by enabling the learner to complete a task, and affectively as he remains motivated to learn (Stone, 1998).

Literature points to several key elements of scaffolding (Langer & Applebee, 1986; Reid, 1998; Stone, 1998) during the teaching and learning process:

1. Termed as *intersubjectivity* (Rogoff, 1990), it is the combined ownership of the tasks between the expert and the learner, which is accomplished by setting a common goal during scaffolded instruction.
2. During scaffolding sessions, the facilitator constantly evaluates the learner's progress and provides support that is appropriate for "*this tutee, in this task at this point in mastering the task*" (Wood et al., 1976, p. 97). As such, according to Hogan & Tudge (1999) the interaction between the expert and the learner is individualized as the interactions are different in "content and form from individual to individual."
3. Active learning is the hallmark of scaffolding. Through ongoing dialog and interactions, the learner becomes an active participant and contributes towards the direction of the interaction, and does not remain passive during the experience. In the reciprocal teaching studies of reading (Brown & Palincsar, 1985; Palincsar & Brown, 1984), this is demonstrated by students taking turns by leading the group discussion and engaging in comprehension monitoring strategies.
4. Successful scaffolding takes place when the learner takes control of his own learning experience. In turn, eventually scaffolding will lead to internalization of the processes by the learner without further assistance (Rogoff, 1990).

Often, in discipline-specific writing assignments, instructors can facilitate skill transfer by giving students feedback that is individualized and targeted. In teaching complex skills such as writing, learners often identify teacher feedback as important criteria to be able to apply prior knowledge in new settings (Wardle, 2007). Proper scaffolding can reduce cognitive load on a student's ability to perform complex tasks by breaking the task down and providing instruction (Ambrose et al., 2010). This study also suggests that this process can encourage skill transfer.

During the initial phase of writing, an institutional infrastructure such as a writing center with tutors can provide scaffolding in terms of "targeted feedback" and "goal-directed practice," both of which can supplement an instructor's time-constrained efforts (Balzer, Doherty, & O'Connor, 1989; Black & Williams, 1998; Cardell & Corno, 1981; McKendree, 1990).





Research demonstrated that writers who received feedback from their readers were better able to form descriptions in subsequent works than those who did not (Traxler & Gernsbacher, 1992). In a study (Bereiter and Scardamalia, 1987) through targeted instruction (scaffolding) in writing drafts and applying revisions, learners demonstrated a ten-fold increase in the frequency of substantial, idea-level revisions.

In light of the above research findings and best practices, via POWERS to articulate through writing, DTC will integrate scaffolding into the writing process. Faculty and writer mentors will be provided professional development on scaffolding and its implementation. The impact of scaffolding will be evaluated by comparing the performance of students with and without scaffolding.

### Active Learning/Student-Centered Learning

The concept of active learning or student-centered learning has a rich literature-based foundation. When asked, students mentioned writing three times more than any other skill that needed improvement (Light, 1990, p. 54), which indicates that they value writing and also courses that require writing.

As an active learning process, Emig (1977) asserts that the value of writing to learn is similar to individualized learning while Butler and Winne (1995) stress that individualized learning is critical to individual success. Herrington (1981) prescribes that instructors should facilitate the active learning process of writing by stressing it to be a process of discovery. According to McLeod (2000, p.153), facilitated by an instructor, writing (as an active learning process) can enhance the teaching and learning processes, wherein students become engaged learners and faculty become mentors.

Sorenson (1991) concludes assuming that students gain new knowledge by making associations with prior knowledge, the writing activities commonly used across the curriculum give students the opportunity to make such connections. In order to process the information and make sense of it, in an active learning setting, students must have an opportunity to examine the material and work through what is still confusing and what makes sense to them. Hamilton-Wieler (1988) indicates this kind of writing is a way into or means of learning, and a way into understanding through articulating. Active learning also provides the opportunity for metacognition, where students work through the information and the process in order to prove to themselves that they know it.

While writing may not be obvious in a mathematics course, Delcham and Sezer (2010) has shown that after integrating low-level writing requirements, students in an introductory statistics course demonstrated better comprehension, and teaching effectiveness improved through timely intervention. Through writing students were engaged in an active learning process that fostered understanding.

One of the approaches to active learning/student-centered learning is to facilitate the metacognitive ability of the learners. Such facilitations may include raising the awareness of self-knowledge, cognitive processes involved, and intellectual self-reliance. When students relate learning materials to their own lives (McCombs & Whistler, 1997), when the learning





process is emphasized rather than the specific materials for generalization (Aaronsohn, 1996), and when students are encouraged to try various strategies to learn based on their learning style (Kolb, 1984), they remember better (Silberman, 1996) and are motivated more (Gorham, 1988; McCombs & Whistler, 1997; McKeachie, Pintrich, Lin, & Smith, 1987). Such approaches are also well suited for community college environments which include a diverse group of students (Stuart, 1997; Tudor, 1996).

Examination of best practices in student-centered instruction helps to identify factors necessary for success (Cornwall, 1988) as well as those to avoid (Bonwell and Eison, 1991). Several instructional strategies to promote student-centered learning (Scott and Buchanan, 1997) continue to show promises. However, ultimately a well-developed course in content and process has the potential to ensure student empowerment during student-centered teaching and learning (Scott & Buchanan, 1997). As a process-focused strategy, student-centered teaching is well suited for writing (Miller, 1992) and the product it generates (Aaronsohn, 1996). The outcome of such processes has been shown to encourage students to focus on their own language learning processes (Miyao, 2000) and writing ability (Gessell & Kokkala, 2001).

Freire (1970) thinks that Writing Across the Curriculum assists in “removing students from their passivity.” When students actively participate, they in other words become active participants in their education. Through participation, they discover that they can make contributions to the discussion with regards to their learning experience. This, in essence, often removes the instructor as the center of learning and allows students to understand and make meaningful connections with the information.

Grading of occasional papers alone is ineffective for stimulating positive attitudes toward writing behavior; instead, writers require continuous positive feedback about the substance of their writing. When the focus is on grammar and mechanics at the cost of idea development, the writing process often proves counter-intuitive to the learning process. In this context, many instructors outside of English departments either do not feel obliged or comfortable evaluating writing assignments. To engage the discipline-specific instructors in the evaluation of writing, models of evaluated writing that are disciplinary-specific need to be presented.

As per Sorenson (1989), models of writings that serve as examples for students who may be confused about how the final work should appear, are a preferred strategy for writing instruction. These models also allow instructors to use as examples (from previous semesters) of good writing or writing that fell short of its intended goal. This process can assist students with further developing a more fully constructed response.

In addition, to develop writing skills and knowledge retention, Forsman’s (1985) research summary supports that writing is one of the most effective ways to develop thinking. In Sorenson’s article, Barr and Healy (1988) emphasize that a study of writing achievement across the curriculum attests to the fact that writing improves higher-order reasoning abilities. As Sorenson (1991) suggests, Writing Across the Curriculum programs give emphasis to the idea that such programs give students a good foundation of information from specific disciplines and subsequently allow the students to make sense of the data in a practical and tangible way.





As an active learning process, the above research findings will work into POWERS to articulate through writing at DTC. The above research shows writing as an active learning effort that is effectively facilitated in a student-centered learning environment. As such, the proposed QEP in writing will promote an active learning environment in a student-centered setting, at DTC.

## Faculty Development

Faculty development is the foundation of any successful writing program. Herrington (1981) suggested that the faculty themselves must believe in writing as an active learning process. McLeod (2000) emphasized that the faculty should role play and participate in workshops by sharing their writing, providing feedback, and reflecting on their progress as learners. This will allow them to empathize with their students.

Townsend (2008) states the lack of faculty support as a reason for failed WAC implementation (p. 50). To that end, having a sustainable faculty development program that continues to stay current and engages the existing faculty as well as the new arrivals (faculty) can be essential for the success of a writing program.

Another goal of a faculty development program should be to help faculty who may lack a clear understanding of the writing process and may also not be fully familiar with the pedagogy to teach how to write in context.

All of the above takes time and requires targeted short-term implementations as well as sustainable long-term planning. These processes are always slow and prone to derail due to structural changes at any institution. Writing, however, has been recognized as one of the most important skills for a functioning citizen; teaching it, as an institutional effort, continues to meet barriers. This is evident on many campuses that do not have a sustainable writing program and that make limited efforts to teach effective writing as one of the most important communication tools. In this regard a faculty development program is also a key first step for initiation of writing on campus in order to sustain the effort, promote success, and reward innovation.

An important second step is to put processes in place so that writing eventually becomes an integral part of any course on any given day of teaching and learning. To achieve this, every teacher must develop fluency in writing skills, become comfortable with writing as a process, and embrace evaluating a student's writing product as a part of certification for student performance.

However, the cautionary tale from Sorenson (1991) must not be overlooked as she writes:

To overcome these problems and address the issues—in short, to make teachers comfortable—most schools have found a year-long plan for in-service and group dialogue necessary for a successful program. In many cases, participation has been voluntary, but the rewards have come when participants, observing the enthusiasm and classroom success, have asked for information.

Also, Haring-Smith (1992) explains that changing faculty attitudes is one of the more difficult tasks in implementing a cross-discipline writing initiative: faculty outside the English department did not feel it was their responsibility to teach writing.





Denis Lawton (1974) also captures this notion when he states:

It's more difficult to convince teachers that writing is a learning process than it is to convince them that talk is, because so often teachers use writing as a way of testing. They use it to find out what students already know, rather than as a way of encouraging them to find out. The process of making the material their own—the process of writing—is demonstrably a process of learning.

In light of the aforementioned research, only long-term faculty development programs can achieve this goal and in five years, the POWERS to Articulate through writing QEP at DTC will do so through a strong and sustainable professional development program. Faculty will continue to assimilate the potential benefits of integrating writing into all disciplines. All faculty will realize the significance of their role as facilitators of writing. The QEP will evaluate the faculty development program as a learning environmental goal and make improvements in order to achieve student learning outcomes through writing.

## Assessment

Assessment of the writing programs generally have been qualitative in nature as often typical writing assessments come from a wide range of disciplines with unique style and syntax. Due to a large variation, the interpretation of a good writing process and skills are often the common evaluation strategies. In WAC programs, qualitative surveys and questionnaires are administered to faculty and students (Fulwiler, 1990, p. 126).

A common evaluation strategy for writing assessment is rubrics, which uses scoring rules and criteria to judge student work. Also, the well-developed rubrics can help students self-monitor and improve as they write to learn (Knipper and Duggan, 2006). Rubrics are most effective when created and used correctly. Mansilla, Duraisingh, Wolfe, and Haynes (2009), emphasize the power and effectiveness of well-designed rubrics to evaluate writing. When the rubrics are introduced at the start of the assignment and referenced in the class regularly, an opportunity for dialog between the teacher and the students arises. Such dialogs provide a clear sense of what should be learned and subsequently applied for the production of quality work (Knipper & Duggan, 2006, p. 464).

Rubrics do help students write better and assess their own progress. Rubrics can also help instructors convey their specific objectives in order to evaluate writing assignments. As a result, they get better writing products and effectively spend time evaluating them. Mansilla et al. (2009), asserts that “grading is seen to be fairer and more consistent when assessment criteria are made explicit and instructors describe different levels of performance” (p. 336). Faculty, often apprehensive about incorporating writing across the curriculum due to fears about time spent grading, can benefit from a well-developed rubric. In addition to reducing grading time, rubrics provide an excellent means to give feedback and measure student success by clearly “differentiating between below-average, average, and superior performance” (Knipper & Duggan, 2006, p. 463).





Based on the literature and best practices, DTC will establish a comprehensive assessment system with direct and indirect instruments through its POWERS to Articulate Writing QEP. The system will collect formative and summative data, conduct analysis of the data to assess impact, and use the results to make improvements to the assessment system. The primary goal of the assessment effort will be to ensure optimized achievement of the environmental as well as student learning outcomes.

Based on its review of literature and best practices, along with the findings of local research, the QEP Committee identified a focused set of initiatives to address: the gaps identified in writing instruction and students' writing experiences at DTC. The next section details these initiatives.

### **Literature Review and Best Practices Summary**

The following are some of the literature and best practices-based approaches DTC will implement through its Quality Enhancement Plan POWERS to Articulate Writing:

1. Ensure that writing allows students to connect writing assignments with their educational purpose.
2. Provide faculty development to ensure that students are properly directed and do not deviate from the purpose of writing throughout rigorous assignments.
3. Ensure that all writing assignments are distributed with an evaluation rubric.
4. Avoid the writing exercises where students write well about nothing (without context).
5. Ensure that rubrics evaluate students' ability to transfer discipline-specific knowledge into the writing product, i.e., lab report, field experience report.
6. Promote metacognition.
7. Develop motivational strategies for students by emphasizing transferability of writing skills from composition classes to classes in their majors.
8. Establish a robust scaffolding program.
9. Implement active learning and monitor student ownership of learning.





## V. Focus:

*Specific, well-defined goals related to an issue of substance and depth, expected to lead to observable results (providing support for compliance with CS 3.3.2 “identifies goals”)*

The proposed QEP will focus BOTH on student learning and the learning environment which supports student learning. The two goals are to:

1. Enhance the quality of writing by students pertaining to purpose, organization, and process as well as by examination of writing products and self-reflections. **(Student Learning Outcomes)**
2. Empower faculty and writer Mentors (through professional development) to facilitate students’ ability to write through the design of assignments, the implementation of pedagogy (active learning, scaffolding) in writing, and the assessment of student products in writing. **(Learning Environment Outcomes)**

## Student Learning Outcomes

A myriad of Student Learning Outcomes were contemplated to accomplish the first goal of the QEP:

Enhance the quality of writing by students pertaining to purpose, organization, and process as well as through examination of products and self-reflections.  
**(Student Learning Outcomes)**

In order to establish robust student learning outcomes, a series of steps were taken. First, the QEP writing team looked into the existing rubrics used by the faculty across the campus for writing assignments. After reviewing a myriad of rubrics on writing, the team also decided to embrace the research based value rubric developed by the Association of American Colleges and Universities (AACU). The team then developed the POWERS to Articulate through writing student learning outcomes that are clear and measurable. Table 4.1 shows the final Student Learning Outcomes (SLO). The relevancy of these SLOs in regards to the AACU Value rubrics are shown in Table 4.2.

Table 4.1 Student Learning Outcomes

1. Articulate the purpose of writing appropriate for the situation, audience, and genres.
2. Organize major points with a logical progression in a unified, coherent, well-developed (reasonable and convincing) manner and integrate resources resulting from skillful use of high quality, credible, relevant sources.
3. Develop ideas using appropriate writing style (e.g., narration, example, comparison/contrast, classification, cause/effect, and definition) in response to specific situations.
4. Write with appropriate diction, syntax, usage, and mechanics with few errors.
5. Examine writing and the associated process for professional growth as a writer in context.
6. Reflect on their own writing and evaluate their personal growth as a writer in context.





Table 4.2: POWERS to Articulate Writing Student Learning Outcomes and AACU Value Rubrics

Student Learning Outcome	AACU Value Rubric (Capstone)
1. Articulate the purpose of writing appropriate for the situation, audience, and genres.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
2. Organize major points with a logical progression in a unified, coherent, well-developed (reasonable and convincing) manner and integrate resources resulting from skillful use of high quality, credible, relevant sources.	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing
3. Develop ideas using appropriate writing style (e.g., narration, example, comparison/contrast, classification, cause/effect, and definition) in response to specific situations.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
4. Write with appropriate diction, syntax, usage, and mechanics with few errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.
5. Examine writing and the associated process for professional growth as a writer in context.	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices
6. Reflect on their own writing and evaluate their personal growth as a writer in context.	NA





Table 4.3: Student Learning Outcomes and Measurable Criteria:

Student Learning Outcome	Measurable Criteria for the Evaluation Rubric
1. Articulate the purpose of writing appropriate for the situation, audience, and genres.	<ul style="list-style-type: none"> <li>a. Formulates an introduction addressing the purpose.</li> <li>b. Provides adequate examples to highlight the purpose.</li> <li>c. Finishes the writing with a conclusion iterating the purpose.</li> <li>d. Demonstrates that the articulated purpose is appropriate for the situation (context).</li> <li>e. Demonstrates that the articulated purpose is appropriate for the audience.</li> <li>f. Demonstrates that the articulated purpose is appropriate for the genre.</li> </ul>
2. Organize major points with a logical progression in a unified, coherent, well-developed (reasonable and convincing) manner and integrate resources resulting from skillful use of high quality, credible, and relevant sources.	<ul style="list-style-type: none"> <li>a. Creates a writing that is to-the-point and flows from the beginning to the end via logically-ordered sentences.</li> <li>b. The paragraphs are united through stated or implied topic sentences.</li> <li>c. Demonstrates coherence through the use of transitional words, phrases, or sentences.</li> <li>d. Appropriately embeds relevant and quality sources within the content.</li> </ul>
3. Develop ideas using appropriate writing style (e.g., narration, example, comparison/contrast, classification, cause/effect, and definition) in response to specific situations.	<ul style="list-style-type: none"> <li>a. Demonstrates creativity (sentence structure, style, and placement) to express ideas.</li> <li>b. Articulates ideas clearly (without confusing logic).</li> <li>c. Demonstrates ability to engage the reader.</li> <li>d. Uses vocabulary appropriate for the situation and audience.</li> <li>e. Presents forceful arguments.</li> </ul>
4. Write with appropriate diction, syntax, usage, and mechanics with few errors.	<ul style="list-style-type: none"> <li>a. Avoids distracting grammar errors (fragments, comma splices, run-ons, subject-verb agreement).</li> <li>b. Avoids distracting usage errors (misuse of pronouns, comma errors, semicolon errors, faulty subordination or coordination, misplaced or dangling modifiers, faulty parallelism, inconsistencies of person, tense, number, or mood).</li> <li>c. Shows correct spelling, including proper use of homonyms.</li> <li>d. Avoids distracting mechanics errors.</li> </ul>
5. Examine writing and the associated process for professional growth as a writer in context.	<ul style="list-style-type: none"> <li>a. Completes a draft based on the directions.</li> <li>b. Incorporates feedback from the faculty into the revised document.</li> <li>c. Incorporates feedback from the studio writers into the revised document.</li> <li>d. Incorporates feedback from the scaffolding session into the revised document.</li> <li>e. Demonstrates growth as a writer (by analyzing the process of drafting and revisions; by analyzing the ability to effectively use credible sources; by evaluating the ability to engage the audience through writing; and by examining the ability of error-free writing).</li> </ul>
6. Reflect on their own writing and evaluate their personal growth as a writer in context.	<ul style="list-style-type: none"> <li>a. Completes a Like-Improvement-Discovery report by analyzing own ability to: write, recognize importance of writing for their academic and professional goals, and recognize improved writing.</li> </ul>





Each of the students writing will be evaluated by the writing mentor and the faculty. Each will use the rubric to evaluate the same set of the six student learning outcomes. However, each will evaluate attainment of these from different perspectives. While the writer mentor will focus on the writing process itself, the faculty will focus on the contextual aspect of writing. As such, the writing assignment will be evaluated twice, one for the writing process and the other for the context.

## Learning Environmental Outcomes

In order to achieve the desired student learning outcomes, DTC must establish related learning environments as per goal 2 of the QEP:

Empower faculty and writer Mentors (through professional development) to facilitate students' ability to write through the design of assignments, the implementation of pedagogy (active learning, scaffolding) in writing, and the assessment of student products in writing. (*Learning Environment Outcomes*)

For example, in order to achieve the proposed student learning outcomes in writing, the faculty must be familiar with existing research in pedagogy, the use of technology in writing, and the calibration of evaluation instruments. This calls for a learning environment outcome related to faculty development. The following table outlines all the proposed learning environment goals for the proposed QEP.

Table 4.4 Learning Environment Outcomes

1. Participate in the "POWERS to Articulate through Writing" institute.
2. Establish the Writing Center.

## Accomplishing Mission of the Institution

These goals on student learning outcomes and the environment supporting student learning articulated in the QEP are in concert with the mission of the institution:

3. Provides graduates with the intellectual and practical skills that include but are not limited to inquiry and analysis, critical and creative thinking, written and oral communications, quantitative literacy, information literacy, teamwork and problem solving.

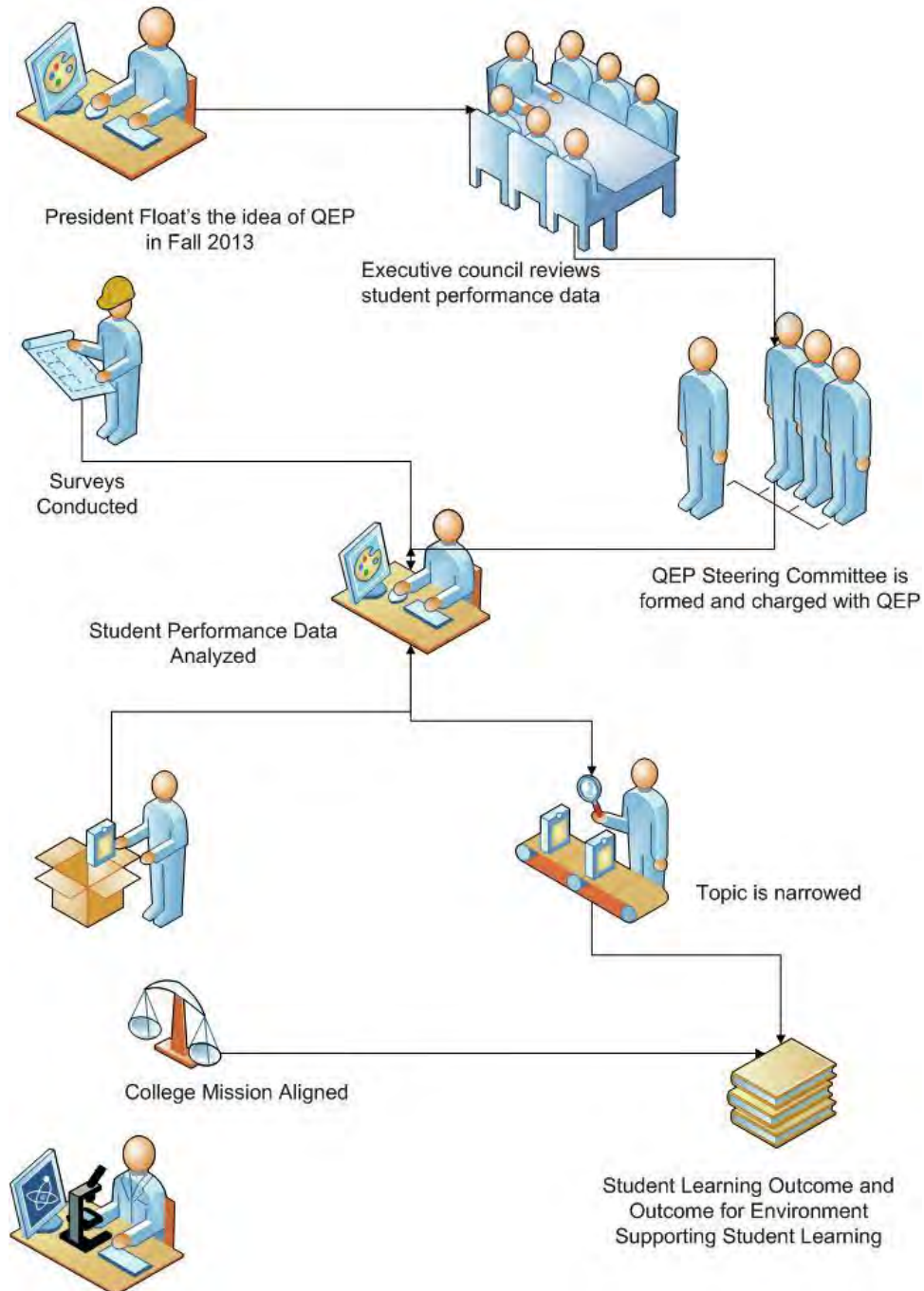
In addition, these goals specifically address the following institutional student learning outcomes:

- Demonstrate effective communication skills through articulation of good listening, oral presentation, reading, writing, and presentation skills.
- Demonstrate ability to utilize research, discerning of information and use of technology for personal and professional growth.
- Demonstrate professional growth through self-advocacy– promoting self through active engagement in the learning community, astuteness regarding diversity and its significance in the current society.



## The QEP Development Process

The following flow-chart illustrates that POWERS to Articulate Writing has been evolving as an institutional process by identifying key issues, focusing on learning outcomes, conceptualizing an environment that will support student learning, and contribute towards [accomplishing the mission of the institution](#).







## VI. Actions to be implemented

*Evidence of careful analysis of institutional context in designing actions capable of generating the desired student learning outcomes (providing support for compliance with CS 3.3.2 “institutional capability for the initiation, implementation, and completion of the QEP”)*

For each of the following QEP process goals identified actions will be implemented in order to create the learning environment that will be necessary to achieve the proposed student learning outcomes.

### 1. Implement a Professional Development Program

- a. Identify characteristics of the writing system that include, but are not limited to, developing writing assignments, evaluating writing assignments, promoting metacognition in learners in the context of writing, and conducting scaffolding sessions.
- b. Conduct a gap analysis to identify faculty and writer mentors’ needs for professional development topics.
- c. Identify necessary professional development resources.
- d. Facilitate professional development on the selected and prioritized topics.

### 2. Develop and Implement a Writing System for POWERS to articulate through writing

- a. Identify courses in each program in which a writing assignment will be developed.
- b. Develop quality writing assignment in each of the identified courses.
- c. Align the institutional writing rubric with that for the course assignment with appropriate descriptors.
- d. Administer the writing assignments in the courses as well as assign them to the students, providing feedback, following up with writer mentors for feedback, and receiving the final product.
- e. Evaluate each assignment by using two rubrics – context and process.
- f. Make improvement plans.

### 3. Establish a Writing Center

- a. Identify writing center location on campus.
- b. Develop processes to integrate Smarthinking - Writing Practice, Compass e-Write, and PLATO - Writing Modules as support services.
- c. Procure and install 20 computers in the writing center.
- d. Install productivity software such as Adobe Suites and Office Suites.
- e. Establish operational schedule of the center.
- f. Develop the writing handbook for the center.
- g. Develop the writing center web site.
- h. Identify the pool of writer mentors.





#### 4. Year 0 Action Plans

As the QEP is being developed, there is a plan of action that must be implemented in order to develop an infrastructure that will allow a smooth transition of the QEP at DTC starting Fall 2015:

##### a. Hiring of QEP Director

To demonstrate that Denmark Technical College is committed to its QEP, a director will be in place starting fall 2014 to implement the pilot activities of the QEP.

##### b. Identification of Courses

In order to implement POWERS to Articulate, each of the academic programs have selected a course in each semester to develop and administer a POWERS to articulate through writing assignment. For each student, this will allow the progression of the writing experience from first semester to fourth semester. In addition, it will also allow the faculty in the program to design the assignment with enhancement in content, context, fluency, and process.

Table IV.1 POWERS to Articulate through writing courses

Program	1st Semester	2nd Semester	3rd Semester	4th Semester
1. Associate in Art & Associate in Science	PSY 201 SOC 101 HIS 101 ENG 101 BIO 101 MAT 155 PHY 101 COL 103	PSY 201 SOC 101 HIS 102 ENG 102 BIO 101 MAT 155 PHY 102 COL 103	PSY 201 SOC 101 HIS 201 ENG 205 BIO 101 MAT 110 CHM 110 COL 103	PSY 201 SOC 101 HIS 202 ENG 208 BIO 101 MAT 110 CHM 111 COL 103
2. Early Care and Education	ECD 102	ECD 105	ECD 135	ECD 201
3. Human Services	HUS 101	HUS 203	HUS 208	HUS 204
4. Electromechanical Engineering Technology	EET 113	EET 145	EET 227	EET 233
5. Computer Technology	CPT 101	CPT 170	CPT 264	CPT 257
6. Administrative Office Technology	AOT 105	AOT 134	AOT 210	AOT 254
7. General Business	BUS 101	BUS 130	MKT 101	BUS 121
8. Criminal Justice Technology	CRJ 101	CRJ 222	CRJ 145	CRJ 244
9. Practical Nursing		PNR 110	PNR 122	PNR 170
10. Barbering		BAR 101	BAR 130	BAR 250
11. Cosmetology		COS 101	COS 210	COS 201
12. Culinary Arts			CUL 101	BKP 120
13. Computer Service and Repair			ELT 229	ELT 109
14. Building Construction Fundamentals			BCT 102	BCT 151
15. Nurse Aide Assistant			AHS 108	AHS 151





c. Setting up the website and social media

The DTC website will have a link to its QEP page. The page will be available with general information, committee structures, and meeting announcements. However, in the spring of 2015, the website will include information about each of the QEP components.

In fact, students will be able use this portal to access the online writing system to submit assignments, review feedback by faculty and mentors, and resubmit the final product. Students will also be able to complete surveys and receive performance scores on each of their writing products.

The website will also continue to evolve with results and analysis. Some of the data will be available in real-time. For example as students receive feedback, a running record of submissions, evaluations, and resubmissions will be charted for intervention.

The website will contain all professional development sessions and allow online registration for the faculty and writer mentors. All professional development activities will have automated post session surveys for each participant to complete.

## 5. Marketing of QEP

Along with planning, developing, and implementing the QEP, there will be a coordinated effort to bring its awareness among the stakeholders. The QEP Steering Committee expects to achieve this through the printing of posters, flyers, and promotional items. In addition, there will be a social media presence for POWERS to Articulate. The College's newsletter will have articles. Wherever possible, the College will communicate the QEP to prospective students through appropriate channels.





## VII. Assessment and Evaluation

*A comprehensive evaluation plan (providing support for compliance with CS 3.3.2 “a plan to assess their achievement”)*

DTC’s QEP POWERS to Articulate Writing proposes to improve student writing skills on multiple fronts. Direct and indirect measures will be used to evaluate the degree of achievement throughout this initiative. In addition, internal and external instruments will be used to assess progress on various levels.

It is to be noted that the goals, outcomes, and the associated assessment strategies presented here for the QEP are unique and the overall achievement of student learning outcomes cannot be achieved through existing teaching and learning processes at DTC. Specifically, the overall improvement in the quality of student writing is a unique effort at DTC. In addition, assessing the efficacy of scaffolding, self-examination, and self-reflection at the institutional level will result in a comprehensive status of student motivation and attitude towards writing will be another overarching outcome from this QEP.

The proposed QEP focuses on student learning and the learning environment supporting student learning, with the following two goals:

3. Enhance the quality of writing by students pertaining to purpose, organization, and process as well as by examination of writing products and self-reflections. (*Student Learning Outcomes*)
4. Empower faculty and writer mentors (through professional development) to facilitate students’ ability to write through the design of assignments, the implementation of pedagogy (active learning, scaffolding) in writing, and the assessment of student products in writing. (*Learning Environment Outcomes*)

### Student Learning Outcomes

In order to attain the first goal, the following six student learning outcomes will be assessed.

1. Articulate the purpose of writing appropriate for the situation, audience, and genres.
2. Organize major points with a logical progression in a unified, coherent, well-developed (reasonable and convincing) manner and integrate resources resulting from skillful use of high quality, credible, relevant sources.
3. Develop ideas using appropriate writing style (e.g., narration, example, comparison/contrast, classification, cause/effect, and definition) in response to specific situations.
4. Write with appropriate diction, syntax, usage, and mechanics with few errors.





5. Examine writing and the associated process for professional growth as a writer in context.
6. Reflect on writing and evaluate personal growth as a writer in context.

The target group will be the first-time freshmen. All assessment data will be aggregated for this group from their admission to the college until their graduation.

### **Assessment Instruments for Student Learning Outcomes**

DTC will use the following instruments to evaluate the student learning outcomes:

#### **Compass e-Write Rubrics**

A description of the Compass e-Write assessment is available in Appendix G. The committee determined that this nationally-normed, computer-graded measure of writing performance would be a reliable and valid indicator of the first four QEP student learning outcomes. Thus e-Write will provide a measure to evaluate student performance.

#### **Writing Process Evaluation Rubric**

DTC will develop an internal rubric to evaluate all QEP writing assignments for the writing process that include writing for the purpose, organizing the thoughts, and applying appropriate writing style and syntax. In addition, there will be an item in the rubric to evaluate students' ability to examine one's self and use feedback to professionally improve his or her writing process. A second item in the rubric will evaluate the students' ability to reflect on personal growth as a writer by improving his or her writing processes.

#### **Writing Context Evaluation Rubric**

DTC will develop an internal rubric to evaluate all QEP writing assignments for writing in context to include writing for the purpose, organizing the thoughts, and applying appropriate writing style and syntax. In addition there will be an item in the rubric to evaluate students' ability to examine one's self and use feedback to professionally improve his or her writing in context. A second item in the rubric will evaluate the students' ability to reflect on personal growth as a writer by improving his or her ability to write in context.

#### **Student Attitude Survey(s)**

An internally developed survey will be used to evaluate students' attitude towards writing. Also, the program will use the Daly-Miller Test for the same purpose.

#### **Faculty Perception Survey**

Faculty perception of students' writing and of improvements in their ability to write will be another indirect survey used by the program.

#### **Focus Groups**

DTC will create focus groups for students and faculty. The discussion will pertain to their experiences with writing in their classes. The Director will coordinate meetings between these groups and facilitate discussions each spring.





## Evaluation Process for Student Learning Outcomes

### **SLO 1: Articulate the purpose of writing appropriate for the situation, audience, and genres.**

Each student's writing assignment will be evaluated by the writer mentors through a rubric to assess the achievement of skills in writing as a process. The benchmark will be established in the fall of 2015. In subsequent semesters, 70% of the targeted students will cumulatively (all courses with writing major assignment) improve each semester until they receive 80% or above in their scores.

Each student's writing assignment will be evaluated by the context faculty through a rubric to assess the achievement of skills in writing in context. The benchmark will be established in the fall of 2015. In subsequent semesters, 70% of the targeted students will cumulatively (all courses with writing major assignment) improve each semester until they receive 80% or above in their scores.

#### Success Criteria:

Assessment Method	Target	Baseline Data
Writing Process Evaluation Rubric	70% of the students who will complete the QEP writing assignments will achieve 80% success rate in the <b>first</b> criteria in the process rubrics.	During spring of 2015, writing assignments will be given to students in five courses, and the final products will be evaluated by using the evaluation rubrics (process). Analysis of the evaluation will provide the baseline data for this outcome.
Writing Context Evaluation Rubric	70% of the students who will complete the QEP writing assignments will achieve 80% success rate in the <b>first</b> criteria in the context rubrics.	During spring of 2015, writing assignments will be given to students in five courses, and the final products will be evaluated by using the evaluation rubrics (context). Analysis of the evaluation will provide the baseline data for this outcome.
Faculty Perception Survey	90% of the faculty will strongly agree or agree with the related survey question.	Spring 2015 faculty and writer mentor perception survey data will provide benchmark data.

### **SLO 2: Organize major points with a logical progression in a unified, coherent, well-developed (reasonable and convincing) manner and integrate resources resulting from skillful use of high quality, credible, relevant sources.**

Each student's writing assignment will be evaluated by the writer mentors through a rubric to assess the achievement of skills in writing as a process. The benchmark will be established in the fall of 2015. In subsequent semesters, 70% of the targeted students will cumulatively (all courses with writing major assignment) improve each semester until they receive 80% or above in their scores.

Each student's writing assignments will be evaluated by the context faculty through a rubric to assess the achievement of skills in writing in context. The benchmark will be established in the





fall of 2015. In subsequent semesters 70%, of the targeted students will cumulatively (all courses with writing major assignment) improve each semester until they receive 80% or above in their scores.

Success Criteria:

Assessment Method	Target	Baseline Data
Writing Process Evaluation Rubric	70% of the students who will complete the QEP writing assignments will achieve 80% success rate in the <b>second</b> criteria in the process rubrics.	During spring of 2015, writing assignments will be given to students in five courses, and the final products will be evaluated by using the evaluation rubrics (process). Analysis of the evaluation will provide the baseline data for this outcome.
Writing Context Evaluation Rubric	70% of the students who will complete the QEP writing assignments will achieve 80% success rate in the <b>second</b> criteria in the context rubrics.	During spring of 2015, writing assignments will be given to students in five courses, and the final products will be evaluated by using the evaluation rubrics (context). Analysis of the evaluation will provide the baseline data for this outcome.
Faculty Perception Survey	90% of the faculty will strongly agree or agree with the related survey question.	Spring 2015 faculty and writer mentor perception survey data will provide benchmark data.

**SLO 3: Develop ideas using appropriate writing style (e.g., narration, example, comparison/contrast, classification, cause/effect, and definition) in response to specific situations.**

Each student's writing assignment will be evaluated by the writer mentors through a rubric to assess the achievement of skills in writing as a process. The benchmark will be established in the fall of 2015. In subsequent semesters, 70% of the targeted students will cumulatively (all courses with writing major assignment) improve each semester until they receive 80% or above in their scores.

Each student's writing assignment will be evaluated by the context faculty through a rubric to assess the achievement of skills in writing in context. The benchmark will be established in the fall of 2015. In subsequent semesters, 70% of the targeted students will cumulatively (all courses with writing major assignment) improve each semester until they receive 80% or above in their scores.

Success Criteria:

Assessment Method	Target	Baseline Data
Writing Process	70% of the students who will complete the QEP writing	During spring of 2015, writing assignments will be given to students in five courses, and the final





Evaluation Rubric	assignments will achieve 80% success rate in the <b>third</b> criteria in the process rubrics.	products will be evaluated by using the evaluation rubrics (process). Analysis of the evaluation will provide the baseline data for this outcome.
Writing Context Evaluation Rubric	70% of the students who will complete the QEP writing assignments will achieve 80% success rate in the <b>third</b> criteria in the context rubrics.	During spring of 2015, writing assignments will be given to students in five courses, and the final products will be evaluated by using the evaluation rubrics (context). Analysis of the evaluation will provide the baseline data for this outcome.
Faculty Perception Survey	90% of the faculty will strongly agree or agree with the related survey question.	Spring 2015 faculty and writer mentor perception survey data will provide benchmark data.

#### **SLO 4: Write with appropriate diction, syntax, usage, and mechanics with few errors.**

Each student's writing assignment will be evaluated by the writer mentors through a rubric to assess the achievement of skills in writing as a process. The benchmark will be established in the fall of 2015. In subsequent semesters, 70% of the targeted students will cumulatively (all courses with writing major assignment) improve each semester until they receive 80% or above in their scores.

Each student's writing assignment will be evaluated by the context faculty through a rubric to assess the achievement of skills in writing in context. The benchmark will be established in the fall of 2015. In subsequent semesters, 70% of the targeted students will cumulatively (all courses with writing major assignment) improve each semester until they receive 80% or above in their scores.

#### Success Criteria:

<b>Assessment Method</b>	<b>Target</b>	<b>Baseline Data</b>
Writing Process Evaluation Rubric	70% of the students who will complete the QEP writing assignments will achieve 80% success rate in the <b>fourth</b> criteria in the context rubrics.	During spring of 2015, writing assignments will be given to students in five courses, and the final products will be evaluated by using the evaluation rubrics (process). Analysis of the evaluation will provide the baseline data for this outcome.
Writing Context Evaluation Rubric	70% of the students who will complete the QEP writing assignments will achieve 80% success rate in the <b>fourth</b> criteria in the process rubrics.	During spring of 2015, writing assignments will be given to students in five courses, and the final products will be evaluated by using the evaluation rubrics (context). Analysis of the evaluation will provide the baseline data for this outcome.
Faculty Perception Survey	90% of the faculty will strongly agree or agree with the related survey question.	Spring 2015 faculty and writer mentor perception survey data will provide benchmark data.





**SLO 5: Examine writing and the associated process for professional growth as a writer in context.**

Each student's writing assignment will be evaluated by the writer mentors through a rubric to assess the achievement of skills in writing as a process. The benchmark will be established in the fall of 2015. In subsequent semesters, 70% of the targeted students will cumulatively (all courses with writing major assignment) improve each semester until they receive 80% or above in their scores.

Each student's writing assignment will be evaluated by the context faculty through a rubric to assess the achievement of skills in writing in context. The benchmark will be established in the fall of 2015. In subsequent semesters, 70% of the targeted students will cumulatively (all courses with writing major assignment) improve each semester until they receive 80% or above in their scores.

Additionally, student attitude towards writing will be benchmarked by using the Daly-Miller Test. The data will be compared for the same cohort each semester and any increase in positive attitude will be noted for comparison as well as an improvement plan.

Local surveys will be administered to assess students' attitude about their skill set with regards to the writing process and their ability to write in context. The data will be compared with their actual performance. In subsequent years, the targeted student group should show realistic attitude. The goal is to minimize the gap between student perception and actual performance.

**Success Criteria:**

<b>Assessment Method</b>	<b>Target</b>	<b>Baseline Data</b>
Writing Process Evaluation Rubric	70% of the students who will complete the QEP writing assignments will achieve 80% success rate in the <b>fifth</b> criteria in the process rubrics.	During the spring of 2015, writing assignments will be given to students in five courses, and the final products will be evaluated by using the evaluation rubrics (process). Analysis of the evaluation will provide the baseline data for this outcome.
Writing Context Evaluation Rubric	70% of the students who will complete the QEP writing assignments will achieve 80% success rate in the <b>fifth</b> criteria in the context rubrics.	During the spring of 2015, writing assignments will be given to students in five courses, and the final products will be evaluated by using the evaluation rubrics (context). Analysis of the evaluation will provide the baseline data for this outcome.
Faculty Perception Survey	90% of the faculty will strongly agree or agree with the related survey question.	Spring 2015 faculty and writer mentor perception survey data will provide benchmark data.
Student Attitude Survey(s)	80% of the student surveyed will choose above 3 on a Likert Scale of 1 (lowest)-5(highest).	Baseline data will be established during the spring of 2015 by administering the internal survey to first-time freshmen.





### **SLO 6: Reflect on their own writing and evaluate their personal growth as a writer in context.**

As a part of the writing assignment, students will complete a Like-Improvement-Discovery (LID) report by clearly articulating their reflections as they completed the writing assignment. With a special focus on their metacognition of writing, they will be guided to describe awareness about their own ability to write.

#### Success Criteria:

Assessment Method	Target	Baseline Data
Writing Process Evaluation Rubric	70% of the students who will complete the QEP writing assignments will achieve 80% success rate in the <b>sixth</b> criteria for the two rubrics.	During the spring of 2015, writing assignments will be given to students in five courses, and the final products will be evaluated by using the evaluation rubrics (process). Analysis of the evaluation will provide the baseline data for this outcome.
Writing Context Evaluation Rubric	70% of the students who will complete the QEP writing assignments will achieve 80% success rate in the <b>sixth</b> criteria for the two rubrics.	During the spring of 2015, writing assignments will be given to students in five courses, and the final products will be evaluated by using the evaluation rubrics (context). Analysis of the evaluation will provide the baseline data for this outcome.
Student Attitude Survey(s)	80% of the student surveyed will choose above 3 on a Likert Scale of 1 (lowest)-5(highest).	Baseline data will be established during the spring of 2015 by administering the internal survey to first-time freshmen.

### **SLO 7: Create a quality product through “POWERS to Articulate through Writing.”**

Each student in the targeted group will take the COMPASS e-Write test. The 8 or 12 rubric-based results will be collected and shared with the students. At the point of graduation, they will take the same test again, and the same rubric-based data will be collected and analyzed.

All students participating in the QEP (first-time freshmen) will take the COMPASS® Writing Essay Test (e-Write) when they are admitted into the college. The test provides an instantaneous holistic score as well as sub scores in the areas of focus, content, organization, style, and conventions.

A faculty perception survey will be administered each semester to assess participating faculty's perception about the students' skill set with regards to the writing process and their ability to write in context. The benchmark will be established in the fall of 2015. In subsequent years, the faculty should articulate their perceptions based on evidence.





### Success Criteria:

Assessment Method	Target	Baseline Data
Compass e-Write Rubrics	70% of the students who will complete the QEP writing assignments will improve by 5 points in the posttest.	First-time freshmen score.
Writing Process Evaluation Rubric	70% of the students who will complete the QEP writing assignments will achieve 80% success rate in the <b>average</b> criteria for the process rubrics.	During spring of 2015, writing assignments will be given to students in five courses, and the final products will be evaluated by using the evaluation rubrics (process). Analysis of the evaluation will provide the baseline data for this outcome.
Writing Context Evaluation Rubric	70% of the students who will complete the QEP writing assignments will achieve 80% success rate in the <b>average</b> criteria for the context rubrics.	During the spring of 2015, writing assignments will be given to students in five courses, and the final products will be evaluated by using the evaluation rubrics (context). Analysis of the evaluation will provide the baseline data for this outcome.
Student Attitude Survey(s)	80% of the student surveyed will choose above 3 on a Likert Scale of 1 (lowest) – 5 (highest).	Baseline data will be established during the spring of 2015 by administering the internal survey to first-time freshmen.
Daly-Miller Test	Student attitude towards writing will improve by 20% from admission to graduation in the Daly-Miller Test.	Baseline data will be established during the spring of 2015 by administering the Daly-Miller Test to the first-time freshmen.
Faculty Perception Survey	90% of the faculty will strongly agree or agree with the related survey question.	Baseline data will be established during the spring of 2015 by administering the internal survey to the faculty.

### Learning Environment Outcomes (LEO)

The QEP processes will have to be assessed to ensure that the plan is successfully implemented, improvement plans are formulated, and the student learning environment is conducive to learning. For each of the process goals, success criteria have been established to monitor the progress and make modifications as necessary.

1. Participate in the POWERS to Articulate through writing institute.
  - a. Develop a Faculty Development Program.
  - b. Develop a Writer Mentor Professional Development Program,
  - c. Design and assign contextually appropriate writing assignments for learners.
  - d. Provide targeted and meaningful feedback on the writing drafts to the students.
  - e. Apply scaffolding techniques to enhance student metacognition towards writing.





## 2. Establish the Writing Center

### Assessment Instruments for Environment Outcomes

DTC will use the following instruments to evaluate the student learning outcomes:

#### Professional Development Survey

After each QEP-related professional development session, faculty and writer mentors will be asked to complete a survey indicating the efficacy of the session and the integration of learning into their pedagogy.

#### Assignment Evaluation Rubrics

DTC will design a rubric to evaluate each writing assignment for clear directions, focused evaluation descriptions, and quality of rigor.

#### Student Engagement Rubrics

DTC will design a rubric to evaluate the utility and efficiency of the feedback as well as scaffolding sessions offered by the instructors as well as the writer mentors.

### Evaluation Process for Environmental Outcomes

#### LEO 1: Participate in the “POWERS to Articulate Writing” institute.

In order to achieve the desired student learning outcomes, the learning environment must be conducive and appropriate. When the teacher is the major component in this learning environment, steps must be taken to ensure that they have the necessary skill set for the task. As such, the faculty and the writer mentors will continue to undergo professional development sessions to gain the necessary knowledge and skills for the implementation of POWERS to Articulate.

#### LEO 1a. Develop a Faculty Development Program

Denmark Technical College will establish a special faculty development program to ensure that the faculty members are meaningfully engaged in the Quality Enhancement Plan - POWERS to Articulate. Faculty will gain knowledge regarding designing effective writing assignments, engaging in appropriate scaffolding sessions to help students improve their writing skills by examining their own work, using the rubrics to evaluate student writings with consistency, and utilizing QEP assessment results for continuous improvements.

#### Success Criteria:

Assessment Method	Target	Baseline Data
Professional Development Survey	a) 100% of the faculty will attend at least one faculty development program in a semester.  b) 80% of the faculty will indicate that they benefited from the professional development	a) Spring 2015 will provide baseline data to ascertain scheduling and other barriers towards reaching the 100% goal  b) Baseline data will be





	program.	established during spring 2015 by administering the internal survey to the faculty after each session.
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### **LEO 1b: Develop a Writer Mentor Professional Development Program**

Since the writer mentors will play a special role in POWERS to Articulate and provide essential feedback to the students, they will be provided with the necessary guidance and professional development. Most of these trainings will be online as many of the writers mentors will work under flexible scheduling.

#### Success Criteria:

<b>Assessment Method</b>	<b>Target</b>	<b>Baseline Data</b>
Professional Development Survey	<p>a) 100% of the writer mentor will attend at least one faculty development program in a semester.</p> <p>b) 80% of the writer mentor will indicate that they benefited from the professional development program.</p>	<p>a) Spring 2015 will provide baseline data to ascertain scheduling and other barriers towards reaching the 100% goal</p> <p>b) Baseline data will be established during spring 2015 by administering the internal survey to the writer mentors after each session.</p>

### **LEO 1c: Design and assign contextually appropriate writing assignments for learners.**

All writing assignments will be analyzed for necessary improvements. Each major assignment will have a clear set of directions for the students and a corresponding rubric for evaluation. During the spring 2015 semester, all of the writing-related major assignments will be assessed in all courses to ensure clarity of directions and the relevancy of the rubrics. Each of these writing assignments will be evaluated against a rubric in order to document a uniformly designed set of assignments.

#### *Develop Writing Assignments*

The effectiveness of the evaluation of student writing skills will depend on the quality of the written assignment. Two of the most important characteristics of a quality written assignment are clear directions and the evaluation criteria which will be used to assess the final product.

#### *Develop Evaluation Rubrics*

The effectiveness of the evaluation of the writing assignments will depend on the quality and the embedded granularity of the rubric. Even though a rubric will be developed and will be available in the appendix, in spring 2015, it will be used by the faculty and the writing center





staff to gauge its reliability and validity. Also, the rubrics will have to be tuned to the inter-rater discrepancy. This process to optimize the effectiveness of the evaluation rubrics will continue during spring 2015 and summer 2015.

Success Criteria:

Assessment Method	Target	Baseline Data
Assignment Evaluation Rubrics	a) 100% of the writing assignments will have a clear set of directions and detailed submission criteria that will be unambiguous to the students who must complete the assignment and to the writer mentors who must evaluate the assignment. b) By fall 2015, 100% of the writing assignments will have detailed evaluation rubrics that will be clear to the students and to the writer mentors for evaluation.	a) Each of the writing assignments (as they will be designed) will undergo a thorough analysis by an assignment subcommittee to ensure quality. b) All rubrics will undergo another rubric based evaluation to ensure their integrity. 100% of the rubrics will be 100% clear to the assessment committee members as it pertains to the criteria of evaluation.

**LEO 1d: Provide targeted and meaningful feedback on the writing drafts to the students.**

Local surveys will be administered to assess student perception about their skill set with regards to the writing process and their ability to write in context. The data will be compared with their actual performance. In subsequent years, the targeted student group should show realistic attitude. The goal is to minimize the gap between student perception and actual performance.

In order to ascertain that the faculty is contributing to a conducive learning environment that will support student learning in the area of writing as proposed by this QEP, data will be collected regarding the feedback on student writing by the faculty and writer mentors and its usefulness for the students.

Success Criteria:

Assessment Method	Target	Baseline Data
Student Engagement Rubrics	a) 100% of the writing assignment drafts will receive meaningful feedback within 24 hours. b) 80% of the student surveyed regarding the feedback will choose above 3 on a Likert Scale of 1 (lowest) – 5 (highest) towards	a) A log in chart will establish the rate of return of drafts. b) Baseline data will be established during spring of 2015 through the administration of an internal survey to the students.





	usefulness of the feedback. c) 75% of the students receiving feedback will find it targeted, meaningful, and useful.	c) Baseline data will be established during spring of 2015 through the administration of an internal survey to the students.
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### **LEO 1e: Apply scaffolding techniques to enhance student metacognition towards writing.**

Local surveys will be administered to assess student perception about their skill set with regards to the writing process and their ability to write in context. The data will be compared with their actual performance. In subsequent years, the targeted student group should show realistic attitude. The goal is to minimize the gap between student perception and actual performance.

Scaffolding will play a major role in student success towards becoming a better writer. As such, data will be collected to measure the success of scaffolding through surveys. The direct measure made through faculty describing the scaffolding strategy used and evidence of improvement due to the session will be documented. A student attitude survey will provide insight into the usefulness of scaffolding sessions. In addition, a faculty focus group analysis will document some of the best practices at DTC.

#### Success Criteria:

<b>Assessment Method</b>	<b>Target</b>	<b>Baseline Data</b>
Student Engagement Rubrics	a) 80% of the student surveyed will choose above 3 on a Likert Scale of 1 (lowest) - 5 (highest) regarding writing metacognition. b) 100% of the students will receive scaffolding session. c) 70% of the students will find the scaffolding session to be useful. d) 50% of the faculty in a focus group will indicate conducting scaffolding sessions with students.	a) A log in chart will establish the rate of return of drafts. b) Baseline data will be established during spring 2015 by administering the internal survey to the students. c) Baseline data will be established during fall 2014 by administering the internal survey to the students. d) Baseline data will be established during fall 2014 by administering the internal survey to the students.

### **LEO 2: Establish a Writing Center**

Having a writing center will facilitate the institutional writing process envisioned through the QEP. As such, a physical location in Building 030 will be dedicated for this purpose. The area will be equipped with 20 computers for students to access virtual resources such as Smarthinking - Writing Practice, Compass e-Write, and PLATO - Writing Modules. In addition, the center will provided the necessary face-to-face scaffolding sessions for students in order to





ensure successful completion of their writing assignments. The writing center will also be available for students to complete their writing assignments by using the necessary software i.e., the entire Office Suite, blog, and Adobe Suite.

Success Criteria:

Assessment Method	Target	Baseline Data
Student Engagement Rubrics	<p>a) The Writing Center will be operational and functional with a writing center coordinator by spring 2015.</p> <p>b) The Writing Center will be operational and functional with 20 computers by spring 2015 and will serve the students to engage in the QEP process. A POWERS to Articulate Survey will be used to measure the usefulness of the computers.</p> <p>c) The Writing Center will be operational and functional with the support system (writer mentors and companion website) by spring 2015 and will serve the students to engage in the QEP process. A POWERS to Articulate Survey will be used to measure the usefulness of the computers.</p>	<p>a) Baseline data will be established by preparing the planning stage document for the performance evaluation of the writing center coordinator upon hiring</p> <p>b) Baseline data will be established by asking the students using the lab the question, "The Writing Center was helpful towards completing my QEP writing assignment" in the POWERS to Articulate Survey.</p> <p>c) Baseline data will be established by asking the students using the lab the question, "The Writing Center support system (writer mentors and companion website) were helpful towards completing my QEP writing assignment" in the POWERS to Articulate Survey.</p>

**Validation of the Evaluation Rubrics**

POWERS to Articulate at DTC will encourage group grading in order to calibrate the rubrics. During fall 2014 and spring 2015, the Director of the QEP will arrange the group grading sessions. Sample assignments will be selected and after grading is completed, the group will discuss the outcomes. This alignment in grading results for both the faculty member and the writer mentor will ensure the validity of the rubric.





## Triangulation of Assessment Instruments

Through use of several assessment instruments, DTC will ensure that assessments are triangulated, since no one assessment instrument can measure all aspects of an initiative. From administration of assessment and implementation timeline (Table 8.1), through the types of assessment instruments (Table 7.1), to the alignment to the student learning outcomes as well as environmental outcomes to support student learning (Table 7.2), DTC uses these validation techniques in the QEP in expectation of sustainable success.

Table 7.1: Assessment Instruments

	Direct	Indirect
<b>Internally Developed</b>	Rubric Process Rubric Context	Faculty Perception Survey Student Attitude Survey Student Reflection Response Focus Groups
<b>External</b>	Compass e-Write	Daly-Miller Test (Survey)

Table 7.2: Alignment of Assessment Instruments with the Outcomes

Outcomes/Instrument	Compass e-Write	Rubric Process	Rubric Context	Student Attitude Survey	Faculty Perception Survey	Faculty Focus Group	Assignment Evaluation Rubric	Student Engagement Rubric	Professional Development Survey
STUDENT LEARNING OUTCOMES									
SLO 1. Articulate the purpose of writing appropriate for the situation, audience, and genres.	X	X	X		X				
SLO 2. Organize major points with a logical ..... and integrate resources ....., credible, relevant sources.	X	X	X		X				
SLO 3. Develop ideas using appropriate writing style..	X	X	X		X				
SLO 4. Write with appropriate diction, syntax, usage, and		X	X		X				





Outcomes/Instrument	Compass e-Write	Rubric Process	Rubric Context	Student Attitude Survey	Faculty Perception Survey	Faculty Focus Group	Assignment Evaluation Rubric	Student Engagement Rubric	Professional Development Survey
mechanics with few errors.									
SLO 5. Examine writing and the associated process..		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>				
SLO 6. Reflect on their own writing.....		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>				
LEARNING ENVIRONMENT OUTCOMES									
1a. Develop faculty professional development program.						<b>X</b>	<b>X</b>		<b>X</b>
1b. Develop writer mentor professional development program.						<b>X</b>	<b>X</b>		<b>X</b>
1c. Design and assign contextually appropriate writing assignments ...						<b>X</b>	<b>X</b>		<b>X</b>
1d. Provide targeted and meaningful feedback ...				<b>X</b>		<b>X</b>		<b>X</b>	<b>X</b>
1e. Apply scaffolding techniques to enhance student metacognition...				<b>X</b>		<b>X</b>		<b>X</b>	<b>X</b>
2. Establish a Writing Center				<b>X</b>		<b>X</b>		<b>X</b>	





## The POWERS to Articulate Flow Chart

The POWERS to Articulate chart provides a flow diagram of the assessment process for a participating student. When a first-time freshman is admitted into the college, the COMPASS e-Write test and the Daly Miller test (a survey) are administered. The rubric-based result is the pre-test data for the student. The student takes the same test & survey at the point of graduation, which provides the post-test data. A comparison is expected to demonstrate the effect of the POWERS to articulate through writing experience and attitude towards writing.

The student is assigned writing assignments in assigned courses with clear directions and is expected to submit a draft. The discipline instructor provides relevant feedback to the student that should facilitate that the student's writing is in the context of the discipline.

The student is then expected to take the feedback into consideration and revise the writing and submit the first revised draft. The writer mentor now provides feedback on the writing process. The student is then expected to process the feedback and prepare a second revised draft.

The second revised draft provides the instructor with the opportunity (not the writer mentor) to engage the learner in a scaffolding session in the classroom. The purpose is to provide the student with additional feedback towards creating a product that is appropriate for the discipline i.e., a laboratory report in biology, a field experience report in early childhood education, an marketing plan in the marketing class, or a proposal for a welding job for a company.

The student will then have the opportunity to submit the final draft for evaluation. The final product is then evaluated by the faculty who uses the context rubric and is also evaluated by the writer mentor who uses the process rubric.

At the end of the semester, the students are asked to complete an attitude survey.

At the end of each semester, all faculty are asked to provide a perception survey about the writing abilities of their students. All faculty administer at least one writing assignment each semester.

Thus, the assessment process will generate the following five data sets to evaluate the achievement of student learning outcomes:

- a. Faculty perception survey data. (Indirect Measure)
- b. Faculty Focus Group Data on student writing (Indirect Measure)
- c. Faculty evaluation context rubric data. (Direct Measure)
- d. Student attitude survey data. (Indirect Measure)
- e. Writer mentor evaluation process rubric data. (Direct Measure)
- f. COMPASS e-write pre and post test data. (Direct Measure)
- g. Daly Miller Test pre and post survey data on student attitude towards writing.

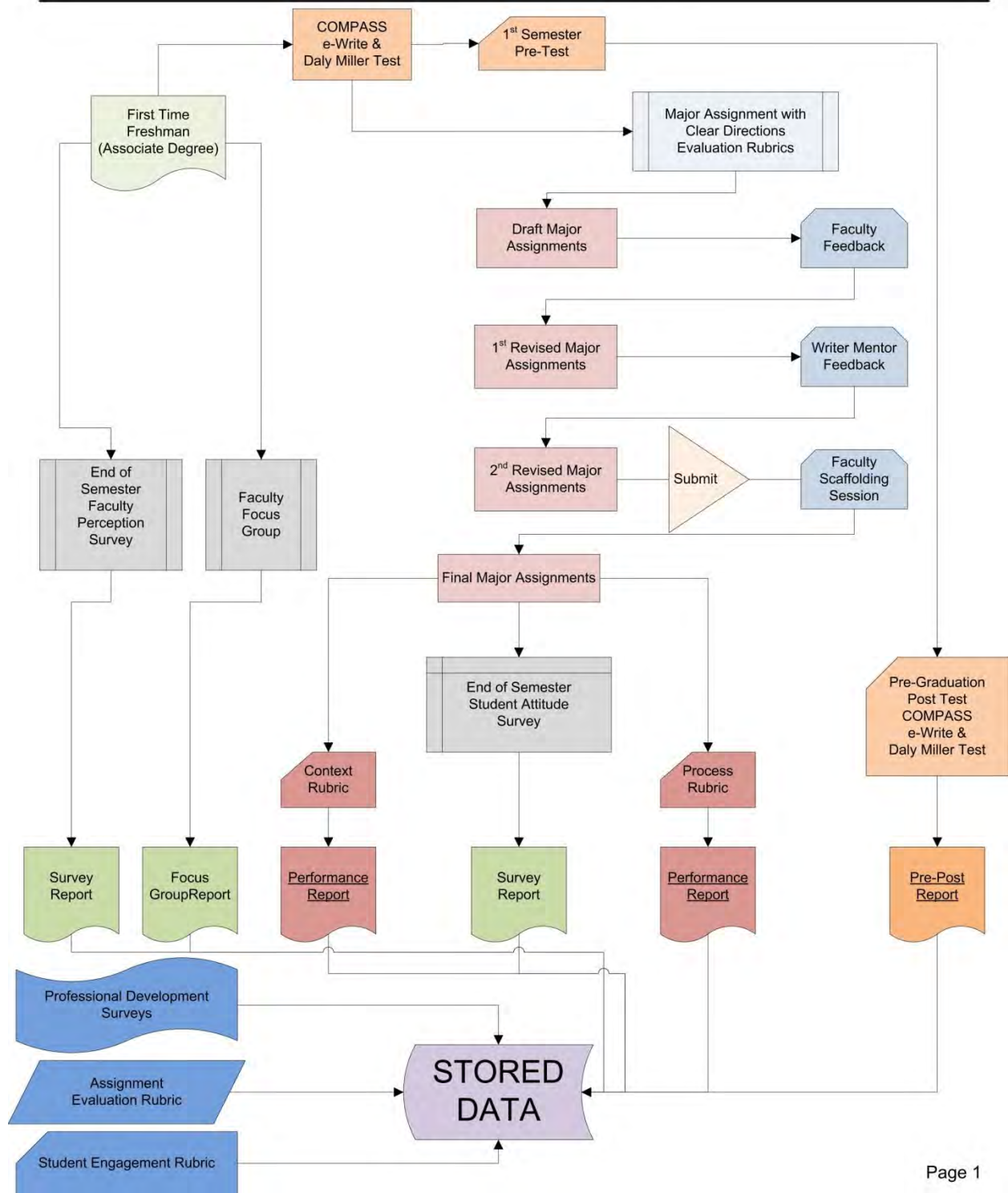
In addition QEP staff will also collect data pertaining to the learning environment:

1. Professional Development Surveys
2. Assignment Evaluation Rubric
3. Student Engagement Rubric





## POWERS to Articulate







## VIII. Timeline:

*A logical calendaring of all actions to be implemented (providing support for compliance with CS 3.3.2 “institutional capability for the initiation, implementation, and completion of the QEP”)*

In order to accomplish the proposed student learning outcomes, the following seven process goals and associated action plans need to be part of a logical calendaring for the initiation, implementation, and completion of the QEP.

Each of the action plans are identified on the left column followed by the corresponding letter. While this table provides all the action plans grouped by QEP process goals, another series of tables are provided in the appendix showing the annual action plan calendars by year, essential for effectively implementing the QEP. Note that the dates are approximate estimates and will be adjusted based on activities hosted by the college.

This table will be continuously updated as the actions items will transition from design, pilot, implementation, evaluation, and closing the loop phases. However, the status of each of the events is in accordance with the written development of the QEP. An updated version of this table will be provided to the on-site committee.





# Denmark Technical College

Table 8.1: Timeline of Implementation of Events

Activities /Timeline	2014-15		2015-16		2016-17		2017-18		2018-19		Assessment Tool	Expected Outcome
	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP		
<b>1. Implement a Professional Development Program</b>												
a. Identify characteristics of the writing system. (Responsible: QEP Director)		4/1 - 4/5		4/1 - 4/5		4/1 - 4/5		4/1 - 4/5		4/1 - 4/5	Faculty Focus Group	Characteristics of the writing system for Professional Development
b. Conduct a gap analysis (Responsible: QEP Director)		5/1 - 5/5		5/1 - 5/5		5/1 - 5/5		5/1 - 5/5		5/1 - 5/5	Faculty Focus Group	Need regarding the writing system for Professional Development.
c. Identify professional development resources. (Responsible: QEP Director)		5/20		5/20		5/20		5/20		5/20	Professional Development Schedule	Professional Development Schedule matching the identified needs.
d. Facilitate professional development. (Responsible: QEP Director)	All Year	All Year	All Year	All Year	All Year	All Year	All Year	All Year	All Year	All Year	Professional Development Survey	Appropriate professional development sessions
<b>2. Develop and Implement a Writing System</b>												
a. Identify courses in each program. (Responsible: Academic Deans)		5/1 - 5/5		5/1 - 5/5		5/1 - 5/5		5/1 - 5/5		5/1 - 5/5	Faculty Consent Checklist	List of QEP Courses for implementation
b. Develop quality writing assignment. (Responsible: Faculty)		5/1 - 5/5		5/1 - 5/5		5/1 - 5/5		5/1 - 5/5		5/1 - 5/5	Writing assignment rubric	Quality writing assignments
c. Align the Institutional Writing Rubric (Responsible: Faculty & Writer Mentor)		5/1 - 5/5		5/1 - 5/5		5/1 - 5/5		5/1 - 5/5		5/1 - 5/5	Writing assignment rubric	Quality writing assignments rubrics





Activities /Timeline	2014-15		2015-16		2016-17		2017-18		2018-19		Assessment Tool	Expected Outcome
	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP		
d. Administer the writing assignments (Responsible: Faculty)	All Year	All Year	All Year	All Year	All Year	All Year	All Year	All Year	All Year	All Year	Course Syllabi with the assignment listed	Completed Assignments
e. Evaluate assignment by using rubrics – context and process. (Responsible: Faculty & Writer Mentor)	12/2 - 12/5	5/1 - 5/5	12/2 - 12/5	5/1 - 5/5	12/2 - 12/5	5/1 - 5/5	12/2 - 12/5	5/1 - 5/5	12/2 - 12/5	5/1 - 5/5	Context & Process Rubrics	Student Performance Reports
f. Make improvement plans. (Responsible: Faculty & Writer Mentor)	12/2 - 12/5	5/1 - 5/5	12/2 - 12/5	5/1 - 5/5	12/2 - 12/5	5/1 - 5/5	12/2 - 12/5	5/1 - 5/5	12/2 - 12/5	5/1 - 5/5	Use of Result Report	Revised (if necessary) assignments
<b>3. Establish a Writing Center</b>												
a. Identify Writing Center location on campus. (Responsible: QEP Committee)	10/15										Location Announcement	Writing Center
b. Develop processes to integrate resources for support services. (Responsible: QEP Director)		5/10 - 5/15		5/10 - 5/15		5/10 - 5/15		5/10 - 5/15		5/10 - 5/15	Student Engagement Survey	Integrated Support Services
c. Procure and install 20 computers in the center. (Responsible: QEP Director)		1/2 - 5/1									Student Engagement Survey	Computer Lab
d. Install productivity software. (Responsible: QEP Director)		1/2 - 5/1		1/2 - 5/1		1/2 - 5/1		1/2 - 5/1		1/2 - 5/1	Student Engagement Survey	Productivity Software, Reviewed annually, (if needed) upgraded annually.
e. Establish operational schedule of the center (Responsible: QEP Director)		1/5	8/1	1/5	8/1	1/5	8/1	1/5	8/1	1/5	Student Engagement Survey	Writing Center Schedule
f. Develop the Writing Handbook for the center (Responsible: Writing Center Coordinator)		4/1 - 5/1		4/1 - 5/1		4/1 - 5/1		4/1 - 5/1		4/1 - 5/1	Student Engagement Survey	Writing Center Handbook
g. Develop the Writing Center Web Site (Responsible: QEP Director)			8/1 - 10/1		8/1 - 10/1		8/1 - 10/1		8/1 - 10/1		Student Engagement Survey	Writing Center Website
h. Identify the pool of Writer Mentors (Responsible: QEP Director)		1/2 - 5/1		1/2 - 5/1		1/2 - 5/1		1/2 - 5/1		1/2 - 5/1	Performance Evaluation	Qualified Writer Mentor Pool
<b>4. Year 0 Action Plans</b>												





Activities /Timeline	2014-15		2015-16		2016-17		2017-18		2018-19		Assessment Tool	Expected Outcome
	FA	SP	FA	SP	FA	SP	FA	SP	FA	SP		
a. Hiring of QEP Director (Responsible: QEP Committee)	10/15										Hiring Process	QEP Director
b. Identification of Courses (Responsible: Academic Deans)	9/1										Course Checklist	Initial QEP Courses
c. Setting Up the Website and Social Media (Responsible: QEP Committee)	10/2		10/2		10/2		10/2		10/2		Website Functionality Checklist	Functioning QEP Website
<b>5. Marketing of QEP</b> (Responsible: QEP Committee)	All Year	All Year	All Year	All Year	All Year	All Year	All Year	All Year	All Year	All Year	Marketing Committee Minutes	Marketing Plan & its implementation

Table 8.2: Assessment Instruments and Implementation Timeline

Assessment/Timeline	Year 0 2014-15		Year 1 2015-16		Year 2 2016-2017		Year 3 2017-2018		Year 4 2018-2019	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<b>Administer</b> Compass e-Write to First time Freshmen (Responsible: QEP Director) [provides student writing ability - pre-test data]	8/1		8/1		8/1		8/1		8/1	
Analyze Compass e-Write data (Responsible: Assessment Coordinator)		12/1		12/1		12/1		12/1		12/1
<b>Administer</b> Compass e-Write to Graduates (Responsible: QEP Director) [Provides student writing ability - post-test data]						4/15		4/15		4/15
Analyze Compass e-Write to Graduates data (Responsible: Assessment Coordinator)						5/15		5/15		5/15
<b>Administer</b> Writing Process & Context Evaluation Rubric (Responsible: Context-Faculty; Process-Writer Mentors) [Provides student performance data]		6/1		6/1		6/1		6/1		6/1
Analyze Writing Process & Context Evaluation Rubric data (Student Performance) (Responsible: Faculty Focus Group)			7/1		7/1		7/1		7/1	
<b>Administer</b> Student Attitude Survey (Responsible: QEP Director) [Provides student attitude towards writing]		4/1	12/1	4/1	12/1	4/1	12/1	4/1	12/1	4/1
Analyze Student Attitude Survey data			2/1	6/1	2/1	6/1	2/1	6/1	2/1	6/1





<i>(Responsible: Assessment Coordinator)</i>										
<b>Administer</b> Faculty Perception Survey & conduct Focus Groups. <i>(Responsible: QEP Director)</i> [Provides faculty perception of student writing]		4/2	12/2	4/2	12/2	4/2	12/2	4/2	12/2	4/2
Analyze Faculty Perception Survey & Focus Group data <i>(Responsible: Assessment Coordinator)</i>			6/2	2/2	6/2	2/2	6/2	2/2	6/2	2/2
<b>Administer</b> Assignment Evaluation Rubric <i>(Responsible: QEP Director)</i> [Provides data pertaining to the evaluation of the internally developed writing assignments and rubrics]		4/1	12/1	4/1	12/1	4/1	12/1	4/1	12/1	4/1
Analyze Assignment Evaluation Rubric data <i>(Responsible: Assessment Coordinator)</i>			6/1	2/1	6/1	2/1	6/1	2/1	6/1	2/1
<b>Administer</b> Student Engagement Rubric <i>(Responsible: QEP Director)</i> [Provides student account regarding the efficacy of scaffolding and feedback processes]		4/1	12/1	4/1	12/1	4/1	12/1	4/1	12/1	4/1
Analyze Student Engagement Rubric data <i>(Responsible: Assessment Coordinator)</i>			2/1	6/1	2/1	6/1	2/1	6/1	2/1	6/1
<b>Administer</b> Professional Development Survey <i>(Responsible: QEP Director)</i> [Provides faculty and writer mentor evaluation of the efficacy of professional development sessions]		6/1		6/1		6/1		6/1		6/1
Analyze Professional Development Survey data <i>(Responsible: Assessment Coordinator)</i>			7/1		7/1		7/1		7/1	

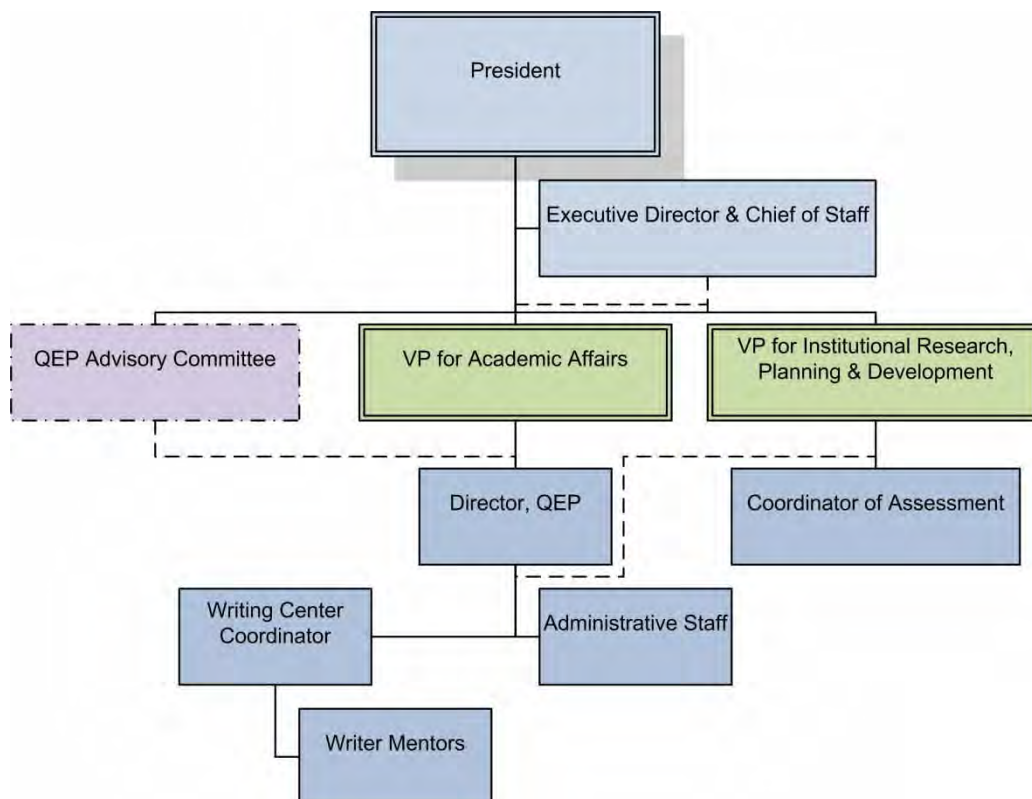


## IX. Organizational Structure:

*Clear lines of responsibility for implementation and sustainability (providing support for compliance CS 3.3.2 “institutional capability for the initiation, implementation, and completion of the QEP”)*

The Director of Quality Enhancement Plan (QEP) will report directly to the Vice President for Academic Affairs. To support the Director, an administrative staff and the Writing Center Coordinator will report to the QEP Director in order to manage the day-to-day operations of the program and manage the activities of the writing center. The Writer Mentors will report directly to the Writing Center Coordinator and will provide necessary support in providing feedback to the students as well as evaluate the writing product from a process perspective. The Assessment Coordinator will report directly to the Vice President for Institutional Research and Planning with collaborative reporting to the QEP Director and will manage all aspects of QEP assessment.

The above will establish a clear line of responsibilities for the implementation of the QEP at DTC as well as its sustainability well into the future.





## Position Descriptions

### The QEP Director

1. Provides leadership for, and direct all aspects of, the QEP;
2. Coordinates monthly meetings and prepares the agenda for the QEP Standing Committee;
3. Ensures that the QEP Standing Committee is informed of progress and problems and issues that arise for the QEP;
4. Supervises fiscal management of QEP funds and evaluates QEP budget annually with the guidance of the QEP Standing Committee;
5. Assists in the development of alternative plans for meeting QEP objectives whenever necessary;
6. Serves as spokesperson for the QEP;
7. Supervises coordination of QEP-related professional development activities;
8. Ensures that all requirements and deadlines for QEP-related SACSCOC reports are met;
9. Communicates the progress of QEP implementation internally to DTC administrators, faculty/staff, and Board of Trustees members, and externally to SACSCOC;
10. Ensures that the intervention-related evaluation is carried out according to a specific timeframe and that a complete QEP administrative process evaluation is accomplished at the end of each year and at the end of the QEP five-year implementation cycle; and
11. Ensures that the QEP administrative objectives are written, assessed, and accomplished annually through the existing institutional effectiveness process.

### The QEP Assessment Coordinator

1. Assists in the development of data-driven, outcome-based assessment of all QEP related assessment tasks;
2. Assists and encourages faculty to effectively use assessment to increase attainment of student learning outcomes;
3. Provides oversight and guidance for assessment of the QEP;
4. Prepares and submits brief annual assessment reports for QEP;
5. Collects and collates QEP assessment results from participating faculty in college-wide departments;
6. Manages and tracks QEP student artifact uploads to the electronic portfolio system and provides technical support to all QEP constituents;
7. Develops and facilitates QEP-related workshops, presentations, and conferences;
8. Provides leadership for training activities related to the QEP; and
9. Chairs the QEP Assessment Committee.



### The QEP Writing Center Coordinator

1. Tutors students in face-to-face writing consultations individually or in groups;
2. Assists faculty in developing writing assignments coordinating among course level and QEP student learning outcomes;
3. Conducts writing workshops for courses across the curriculum;
4. Contributes resources to the on-site Writing Studio and the related web site;
5. Assists faculty in developing stronger writing pedagogies;
6. Assists Assessment Coordinator and Director of Quality Enhancement in collecting, managing, and analyzing data associated with the development of the Quality Enhancement Plan; and
7. Advises faculty and administration with professional development activities involving the improvement of writing instruction.

### The QEP Writer Mentors

1. Provides constructive feedback on student writing;
2. Evaluates student performance by using QEP rubrics for writing process; and
3. Ensures that evaluations are performed in a timely manner.

### The Academic Dean(s)

1. Ensures that each faculty responsible for implementing a writing assignment in the course is prepared with all the necessary tools and support and
2. Participates in the QEP implementation team.

### The Faculty

1. Implements the writing assignments in a timely manner;
2. Follows up with the students to ensure that the writing assignments proceed through the draft, revision, and final product phases;
3. Completes rubric based evaluation in a timely manner; and
4. Coordinates with the QEP Director for intervention and follow up.

### College Partners

Various units in the College will play coordinating roles for the QEP. This support and coordination among these units will allow the QEP to eventually be seamlessly institutionalized. The table below provides some of the primary support units at the College.



Table 9.1: College Partners to Assist POWERS to Articulate

Support Unit	Supporting Role
<b>Career Center</b>	Advises faculty and staff regarding the skills sought by employers and helps students compose materials for job applications.
<b>Institutional Research, Planning, and Development</b>	Provides extensive support for POWERS to Articulate assessment and surveys.
<b>Testing Center</b>	Administers COMPASS e-Write testing.
<b>Information Technology</b>	Provides support for all technological needs of students, faculty development, and the Writing Center computer labs.
<b>Public Relations</b>	Provides all the materials for the marketing of POWERS to Articulate. Helps with news media, photography, graphic designs, and other publications.
<b>Library</b>	Provides sessions on information literacy and specifically how to use the library's extensive resources and services.



## **X. Resources:**

*A realistic allocation of sufficient human, financial, and physical resources (providing support for compliance CS 3.3.2 “institutional capability for the initiation, implementation, and completion of the QEP”)*

### **Physical Resources**

The College will have adequate resources as it plans, implements, and institutionalizes POWERS to Articulate. The writing center will be housed in the Academic Support Center in Building 29. The QEP Office will also be housed in Building 29 in the Academic Support Center. Professional development for adequate training of faculty will be available in year one and will present opportunities for train-the-trainer workshops for additional staff members in implementation year 1. The computer labs accessible for students will be located in Building 29 in the Academic Support Center and in Building 25 Smith Hall.

### **Fiscal Resources & Budget**

Resources for the QEP implementation consist of directly budgeted activities and in-kind resources from various existing operational areas and personnel. Support for the implementation will be provided through the Vice President for Academic Affairs, the offices of the Vice President of Research and Planning and Institutional Effectiveness, Information Technology, Grants and Contracts/Title III, Public Relations, and other system services.

The College has set aside \$214,200.00 in FY 2014 to support the planning year for the QEP and budgeted for year two \$222,736.00 for the first full-year implementation of POWERS to Articulate. The effort proposed for year 2 through 4 is \$751,866.00. Table 10.1 below provides a line item allocation of funds.

The justifications for the allocations are provided below.

### **Personnel**

The program will have funds for the QEP Director and the Writing Center Coordinator. In addition, there will be an Assessment Coordinator who will be hired to manage the evaluation of QEP, whose responsibility will be integrated in a previously budgeted position not filled by the college. In addition, the program will get an Administrative Assistant to coordinate its activities. This will be a new position.

There will be a need to provide timely feedback on student writing and evaluate the final products. The College plans to hire part-time personnel with relevant experience to carry out these functions. Funds are budgeted in years 1 through 4 for five Writer Mentors to be hired for 20 hours a week for 30 weeks at \$15/hr. These hires will be based on the demand and as such the number and hours of contracts will depend on the work generated by the students.



### Contractual

For software, telephone services, and copy services, \$2000 is requested for the first year. The college utilizes a networking system within the building to share resources among faculty and staff.

The QEP will also be evaluated by an external evaluator in the third year and again in the fifth year. \$6,000 is allocated for each of these two years.

### Travel

Funds are allocated for travel of the QEP Director to the SACSCOC Annual meeting. Also, each year the QEP Director, the Writing Center Coordinator, and the Assessment Coordinator will be able to use travel funds for professional development. \$5,000 is requested for each year.



**Table 10.1 POWERS to Articulate Five Year Budget**

		Year 0 2014-15	Year 1 2015-16	Year 2 2016-2017	Year 3 2017-18	Year 4 2018-19	
<b>Personnel</b>							
	Director	\$ 50,000.00	\$ 51,500.00	\$ 53,045.00	\$ 54,637.00	\$ 56,276.00	\$ 265,458.00
	Assessment Coordinator	\$ 35,000.00	\$ 36,050.00	\$ 37,132.00	\$ 38,246.00	\$ 39,393.00	\$ 185,821.00
	Writing Center Coordinator	\$ 27,000.00	\$ 27,810.00	\$ 28,645.00	\$ 29,504.00	\$ 30,389.00	\$ 143,348.00
	Administrative Assistant		\$ 22,000.00	\$ 22,660.00	\$ 23,340.00	\$ 24,040.00	\$ 92,040.00
	Writer Mentors		\$ 18,000.00	\$ 27,000.00	\$ 27,000.00	\$ 36,000.00	\$ 108,000.00
	<i>SUBTOTAL</i>	\$ 112,000.00	\$ 155,360.00	\$ 168,482.00	\$ 172,727.00	\$ 186,098.00	\$ 794,667.00
<b>FB</b>		\$ 39,200.00	\$ 54,376.00	\$ 58,969.00	\$ 60,455.00	\$ 65,135.00	\$ 278,135.00
	Office	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 10,000.00
	Educational	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 15,000.00
	Promotional	\$ 3,000.00	\$ 3,000.00	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00	\$ 10,000.00
<b>Contractual</b>							
	Software, Phone, Copy Services	\$ 2,000.00					\$ 2,000.00
	Evaluator				\$ 6,000.00		\$ 6,000.00
<b>Travel</b>							
	Professional Development	\$ 8,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 28,000.00
<b>Fixed Asset</b>							\$ -
	Office Furniture	\$ 5,000.00					\$ 5,000.00
	Office Computers System Set Up	\$ 5,000.00					\$ 5,000.00
	Equipment: Computers, Office	\$ 25,000.00	\$ -	\$ -	\$ -	\$ -	\$ 25,000.00
<b>Other</b>							
		\$ 204,200.00	\$ 222,736.00	\$ 239,451.00	\$ 250,182.00	\$ 262,233.00	\$ 1,178,802.00



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## XI. Appendices

- A. AACU Writing Value Rubric
- B. Topic Selection Survey
- C. Focus Group Discussion Survey
- D. Student Attitude Survey
- E. The Daly-Miller Test
- F. Faculty Perception Survey
- G. Compass e-Write
- H. Position Description-Director P1
- I. Position Description-Director P2
- J. Position Description-Writing Center Coordinator P1
- K. Position Description-Writing Center Coordinator P2
- L. Position Description-Assessment Coordinator P1
- M. Position Description-Assessment Coordinator P2
- N. Quality Enhancement Plan Implementation Committee



# WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

## Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples or collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/ Council of Writing Program Administrators' White Paper on Writing Assessment (2008; [www.wpacouncil.org/whitepaper](http://www.wpacouncil.org/whitepaper)) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; [www.ncte.org/cccc/resources/positions/123784.htm](http://www.ncte.org/cccc/resources/positions/123784.htm)).

## Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.



# WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



## Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones 3                      2		Benchmark 1
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.



# Denmark Technical College

## Quality Enhancement Plan

### Topic Selection Survey

Denmark Technical College is interested in your feedback to select a topic for its Quality Enhancement Plan. Thank you for your participation.

Your Category:

☐ Area Commissioner

☐ Administrator

☐ Student

☐ Community Member

☐ Staff

☐ Alumni

☐ Business & Industry Partner

☐ Faculty

☐ Other

#### INSTRUCTIONS:

**Step 1: Read All (8) Topics**

**Step 2: Select Only (3) Topics**

**Step 3: Of the (3) Selected Topics - Rank them from 1 to 3**

**Fill-in One Circle for Each Rank (1 = First Choice 2 = Second Choice 3 = Third Choice)**

First  
Choice

Second  
Choice

Third  
Choice

Denmark Technical College recognizes that students should be able to read and understand information for further use.

☐ ☐ ☐

Denmark Technical College students should be able to use good writing skills to clearly communicate an idea to the audience.

☐ ☐ ☐

Denmark Technical College recognizes that each student should develop good mathematical skills to be able to function in the world.

☐ ☐ ☐

Each Denmark Technical College student should recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (by using available technology).

☐ ☐ ☐

Denmark Technical College should embark on establishing online learning to increase educational access.

☐ ☐ ☐

Denmark Technical College students should develop critical thinking and problem solving skills.

☐ ☐ ☐

Denmark Technical College students should develop a sense of globalization (appreciation of cultures, economic opportunities, and interdependencies).

☐ ☐ ☐

Denmark Technical College Students should have a good academic support system (educational, counseling, and placement) from admission to graduation.

☐ ☐ ☐

OTHER: Please construct a clear and precise statement -

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# Denmark Technical College

## QUALITY ENHANCEMENT PLAN

### Focus Group Discussion Survey

#### TOPIC: WRITING

Strength at DTC to implement a QEP in Writing?	Weaknesses at DTC that must be kept in mind as the QEP in Writing is implemented?	Opportunities that may be available when the QEP in Writing is successfully implemented?	External Treats that are going to hinder DTC's efforts to implement the QEP in Writing?

#### TOPIC: READING

Strength at DTC to implement a QEP in Reading?	Weaknesses at DTC that must be kept in mind as the QEP in Reading is implemented?	Opportunities that may be available when the QEP in Reading is successfully implemented?	External Treats that are going to hinder DTC's efforts to implement the QEP in Reading?

#### TOPIC: ACADEMIC SUPPORT SYSTEM

Strength at DTC to implement a QEP in Academic Support System?	Weaknesses at DTC that must be kept in mind as the QEP in Academic Support System is implemented?	Opportunities that may be available when the QEP in Academic Support System is successfully implemented?	External Treats that are going to hinder DTC's efforts to implement the QEP in Academic Support System?

As a group for each of the category narrow the list to three items.

As a group rank the three topics (Reading, Writing, and Academic Support) regarding the ease and practicality of implementation (easier being #1).



# Denmark Technical College

## Quality Enhancement Plan

### Student Attitude Survey (Writing)

Directions: As a student, rate the following based on your level of satisfaction. Please fill-in one circle for each statement.

Mark solid marks that fill the response completely.  
5-Very Satisfied 4-Satisfied 3-Neutral 2-Dissatisfied 1-Very Dissatisfied

#### How satisfied are you with your abilities in the following areas of writing?

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1. I can write to the required purpose, in the assignment.	5	4	3	2	1
2. I can write different types assignments (research paper, lab reports, compare and contrast, field reports etc....)	5	4	3	2	1
3. I can revise the initial writing to create a better product.	5	4	3	2	1
4. I can properly include the references in the final product. (writing)	5	4	3	2	1
5. I can include the content from the references properly and not just copying.	5	4	3	2	1
6. I proofread my own writing and identifying possible improvements for a better product.	5	4	3	2	1

#### How satisfied are you with:

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
7. Your own background to be able to write a report, research paper, or case study.	5	4	3	2	1
8. Connecting what you have learned in the English class and the writing assignments given by instructors in other courses.	5	4	3	2	1
9. The assistance provided by your instructors (not the English courses) to complete the writing assignments they require of you.	5	4	3	2	1

#### How satisfied are you with your ability to:

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
10. Have some clues where to start when a writing assignment is given.	5	4	3	2	1
11. Organize the information for a good piece of writing.	5	4	3	2	1
12. Locate resources from professional sources through a library.	5	4	3	2	1
13. Write correctly (grammar, punctuation, structure etc...).	5	4	3	2	1
14. Avoid plagiarism.	5	4	3	2	1
15. Examine your own work.	5	4	3	2	1
16. Write in a group by contributing your share.	5	4	3	2	1
17. Reflect and being proud of your own writing.	5	4	3	2	1



# The Daly-Miller Test

Name: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Select the response from 1 to 5 that best suits your feelings about the following statements.  
Remember: There are no correct answers, only give your honest response to each item.  
Thank you for your participation.

-----  
1 Strongly Agree - 2 Agree - 3 Uncertain - 4 Disagree - 5 Strongly Disagree  
-----

	SA	SDA
1. I avoid writing. (+)	1 2 3 4 5	
2. I have no fear of my writing's being evaluated. (-)	1 2 3 4 5	
3. I look forward to writing down my ideas. (-)	1 2 3 4 5	
4. I am afraid of writing essays when I know they will be evaluated. (+)	1 2 3 4 5	
5. Taking a composition course is a very frightening experience. (+)	1 2 3 4 5	
6. Handing in a composition makes me feel good. (-)	1 2 3 4 5	
7. My mind seems to go blank when I start to work on my composition. (+)	1 2 3 4 5	
8. Expressing ideas through writing seems to be a waste of time. (+)	1 2 3 4 5	
9. I would enjoy submitting my writing to magazines for evaluation and publication. (-)	1 2 3 4 5	
10. I like to write down my ideas. (-)	1 2 3 4 5	
11. I feel confident in my ability to express my ideas clearly in writing. (-)	1 2 3 4 5	
12. I like to have my friends read what I have written. (-)	1 2 3 4 5	
13. I'm nervous about writing. (+)	1 2 3 4 5	
14. People seem to enjoy what I write. (-)	1 2 3 4 5	
15. I enjoy writing. (-)	1 2 3 4 5	
16. I never seem to be able to write down my ideas clearly. (+)	1 2 3 4 5	
17. Writing is a lot of fun. (-)	1 2 3 4 5	
18. I expect to do poorly in composition classes even before I enter them. (+)	1 2 3 4 5	
19. I like seeing my thoughts on paper. (-)	1 2 3 4 5	
20. Discussing my writing with others is enjoyable. (-)	1 2 3 4 5	
21. I have a terrible time organizing my ideas in a composition course. (+)	1 2 3 4 5	
22. When I hand in a composition, I know I'm going to do poorly. (+)	1 2 3 4 5	
23. It's easy for me to write good compositions. (-)	1 2 3 4 5	
24. I don't think I write as well as most other people. (+)	1 2 3 4 5	
25. I don't like my compositions to be evaluated. (+)	1 2 3 4 5	
26. I'm not good at writing. (+)	1 2 3 4 5	



# Denmark Technical College

## Quality Enhancement Plan

### Faculty Perception Survey (Writing)

**Direction: Mark solid marks that fill the responses completely.**

	Yes	No
Is the ability of student writing an item of importance/concern in your program?	<input type="radio"/>	<input type="radio"/>
Is the quality of products from student writing an item of importance/concern in your program?	<input type="radio"/>	<input type="radio"/>

*Rate the following based on your level of satisfaction.*

**How satisfied are you with the student work in writing?**

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1. Students in my classes are good in writing to the required purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Students in my classes are good in revising the final product (writing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Students in my classes search and obtain appropriate references.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Students in my classes properly integrate contents from references writing into the product (writing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Students in my classes produce are well organized products (writing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Students in my classes avoid plagiarism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*In responding to items in this section, please mark all that apply.*

**For writing assignments I:**

- Require at least two drafts. ☐
- Give written feedback early to be able to make changes to the final product. ☐
- Emphasize the importance of writing in my class. ☐
- Discuss the writing assignments clearly and elaborately. ☐
- Provide examples of primary and secondary references. ☐
- Show how to incorporate contents from references into the writing. ☐
- Discuss how to cite references in the product. ☐

*Please mark the answer that best represents your response for each statement.*

**To what degree do you agree with the following statements to be able to provide assistance to students for writing assignments?**

- There is not enough time to integrate writing into my courses.  
☐ Very much      ☐ Quite a bit      ☐ Somewhat      ☐ A little bit      ☐ Not at all
- I do not have enough training to integrate writing effectively into my courses.  
☐ Very much      ☐ Quite a bit      ☐ Somewhat      ☐ A little bit      ☐ Not at all
- I can use professional development to design better writing assignments in my courses.  
☐ Very much      ☐ Quite a bit      ☐ Somewhat      ☐ A little bit      ☐ Not at all
- There is not enough resources to integrate writing into my courses.  
☐ Very much      ☐ Quite a bit      ☐ Somewhat      ☐ A little bit      ☐ Not at all



# ACT Compass<sup>®</sup> Writing Essay Test (e-Write)

2–12 Score Scale for the Writing Essay Test (e-Write)		
Rubric Definition Level	e-Write Score	Description
1	2	The response shows an inadequately developed sense of purpose, audience, and situation. These responses show a failed attempt to engage the issue defined in the prompt, and the response displays more than one of the following significant problems: focus on the stated position may be unclear or unsustained; support is lacking or not relevant; much of the style and language may be inappropriate for the occasion, with a very poor control of language: sentences may be poorly constructed and incomplete, word choice may be imprecise, or there may be so many severe errors in usage and mechanics that the writer's ideas are very difficult to follow.
	3	The response reflects some characteristics of a Level 2 response and some elements of a Level 4 response.
2	4	The response shows a poorly developed sense of purpose, audience, and situation. While the writer takes a position on the issue defined in the prompt, the response shows significant problems in one or more of the following areas, making the writer's ideas often difficult to follow: focus on the stated position may be unclear or unsustained; support may be extremely minimal; organization may lack clear movement or connectedness; much of the style and language may be inappropriate for the occasion, with a weak control of language; sentences may be poorly constructed or incomplete, word choice may be imprecise, or there may be a pattern of errors in usage and mechanics that significantly interfere with meaning.
	5	The response reflects some characteristics of a Level 4 response and some elements of a Level 6 response.
3	6	The response shows a partially developed sense of purpose, audience, and situation. The writer takes a position on the issue defined in the prompt and attempts to support that position, but with only a little elaboration or explanation. The writer maintains a general focus on the stated position, with minor digressions. Organization is clear enough to follow without difficulty. A limited control of language is apparent: word choice may be imprecise, sentences may be poorly constructed or confusing, and there may be numerous errors in usage and mechanics.
	7	The response reflects some characteristics of a Level 6 response and some characteristics of a Level 8 response.
4	8	The response shows a developed sense of purpose, audience, and situation. The writer takes a position on the issue defined in the prompt and supports that position with some elaboration or explanation. Focus on the stated position is clear and generally maintained. Organization is generally clear. A competency with language is apparent: word choice and sentence structures are generally clear and appropriate, though there may be some errors in sentence structure, usage, and mechanics.
	9	The response reflects some characteristics of a Level 8 response and some elements of a Level 10 response.
5	10	The response shows a well-developed sense of purpose, audience, and situation. The writer takes a position on the issue defined in the prompt and supports that position with moderate elaboration or explanation. Focus on the stated position is clear and consistent. Organization is unified and coherent. A command of language is apparent: word choice and sentence structures are generally varied, precise, and appropriate, though there may be a few errors in sentence structure, usage, and mechanics.
	11	The response reflects some characteristics of a Level 10 response and some characteristics of a Level 12 response.
6	12	The response shows a thoughtful and well-developed sense of purpose, audience, and situation. The writer takes a position on the issue defined in the prompt and supports that position with extensive elaboration or explanation. Focus on the stated position is sharp and consistently maintained. Organization is unified and coherent. Outstanding command of language is apparent: word choice is precise, sentences are well structured and varied, and there are few errors in usage and mechanics.



# STATE OF SOUTH CAROLINA POSITION DESCRIPTION

## GENERAL INFORMATION

0	0	0	1	4	5	6	1	8	H	6	Q	Denmark Technical College
Position Number									Agency Code		Agency Name	
Academic Affairs											Denmark/Bamberg	
Division/Section/Unit											City / County	
Vacant									0 5		N Y/N	
Employee Name									County Code		Is Position in Central Office?	
Program Coordinator II									A H 4 0		0 0 0 4 0 6	
Current State Title									Alphanumeric Code		Slot	

F	5	2
Full/Part Time Indicator		
3	7	5 0
Hours Per Week		
1	9	5 0
Base Hours		

College President	U	C	0	4	0	0	0	1
Supervisor State Title	Alphanumeric Code				Slot			

## SOURCE OF FUNDING

				1	0	0	0	0				
State %				Federal %				Other %				

## REQUESTED ACTION INFORMATION

Reclassification	Student Services Manager I	C	B	7	0
Requested Action	Requested State Title	Alphanumeric Code			
Supervisor's Signature	Date	Other Required Signature	Date		

E FLSA Designation

8/25/2014

## THE FOLLOWING SECTION OF THE POSITION DESCRIPTION IS TO BE COMPLETED BY THE SUPERVISOR

- What are the minimum requirements for the position (Minimum requirements must at least meet the state minimum requirements for classified classes but may include additional requirements.)?  
**A master's degeree or bachelor's degree and 1 (one) revelant program experience. Must meet all professional requirements of SACA-COC guidelines, SBTEC and Denmark Technical College's Policeis andPrcedrues with appropriate degrees.**
- What knowledge, skills, and abilities are needed by an employee upon entry to this job including any special certification or license?  
**Knowledge of the policies and procedures of the Quality Enhancement Program (QEP). Knowledge of education program development. Ability to conceptualize and implement innovative educational programs. Ability to coordinate programs involving a multi-disciplinary approach. Ability to communicate effectively with faculty, staff and students.**
- Describe the guidelines and supervision an employee receives to do this job, including the employee's independence and discretion.  
**A period of formal departmental orientation will be provided to properly familiarize the employee of the positon, then limited supervision will be provided.**
- Indicate additional comments regarding this position (e.g. work environment, physical requirements, overnight travel).  
**Employee must be willing to work varied hours including evenings and weekends if needed, routine travel. Good organizational and computer skill needed.**

## MISCELLANEOUS DATA

Employee Number						
Position Dept. Number						

☐ OHR COPY

☐ AGENCY COPY

## OFFICE OF HUMAN RESOURCES

H	6	Q	C	B	7	0			
Agency Code			Alphanumeric Code				Slot		

0	8	2	5	2	0	1	4
Authorized Date							

☐ Delegated ☐ New Position ☐ Prototype  
☐ State Title Changes ☐ Update

Student Services Manager I

Approved State Title

Approval Signature

8/25/2014  
Date Approved



# STATE OF SOUTH CAROLINA POSITION DESCRIPTION

**1. Job Purpose:**

Under the supervision of the Vice President of Academic Affairs, provides leadership in the Quality Enhancement Program (QEP) which focuses on improving student writing skills. Responsible for program development, implementation and evaluation of the program.

**2. Job Functions:**

1. 1. Provide leadership for, and direct all aspects of, the Quality Enhancement Program (QEP). Develops program objectives, timelines and evaluation. Ensure that the QEP administrative objectives are written, assessed, and accomplished annually through the existing institutional effectiveness process.
2. Supervise fiscal management of QEP funds and evaluate QEP budget annually with the guidance of the QEP Standing Committee. Ensures that funds are expended according to established budget.
3. Ensure that all requirements and deadlines for QEP-related SACS/COC reports are met and communicate the progress of QEP implementation internally to DTC administrators, faculty/staff, and Board of Trustees members, and externally to SACSCOC
4. Coordinates the establishment, meetings and activities of the QEP Standing Committee. Provides information of the QEP progress to the committee and works to resolve problems and issues that arise for the QEP.
5. Supervise coordination of QEP-related professional development activities for faculty and staff. Evaluates these programs to ensure compliance with program objectives.
6. Performs other related duties as assigned by the supervisor.
- 7.

Essential/ Marginal (E or M)	Percentage of Time
E	25%
E	20%
E	15%
E	15%
E	20%
M	5%
<b>Total</b>	<b>100%</b>

**3. Position's Supervisory Responsibilities:**

*If this position includes supervisory responsibilities, please indicate the state title and number of positions of the three highest subordinates.*

STATE TITLE

Number

(1) <u>Program Coordinator I</u>	<u>1</u>	Number of employees directly supervised:	<u>2</u>
(2) <u>Faculty</u>	<u>1</u>		

**4. Comments:**

5. The above description is an accurate and complete description of this job.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date



## STATE OF SOUTH CAROLINA POSITION DESCRIPTION

GENERAL INFORMATION	
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<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	H	6	Q	Denmark Technical College							
Position Number						Agency Code			Agency Name							
<div></div>									Denmark/Bamberg							
Division/Section/Unit									City / County							
<div></div>									0	5	N	Y/N				
Employee Name									County Code			Is Position in Central Office?				
<div></div>									<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Current State Title									Alphanumeric Code				Slot		Band	

<div> <div> <div></div> <div></div> <div></div> </div> <div>Full/Part Time Indicator</div> </div> <div> <div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> <div>Hours Per Week</div> </div> <div> <div> <div></div> <div></div> </div> <div>Base Hours</div> </div>	<div> <div></div> <div>Supervisor State Title</div> </div> <div> <div></div> <div>Alphanumeric Code</div> </div> <div> <div></div> <div>Slot</div> </div>
<div>SOURCE OF FUNDING</div> <div> <div> <div></div> <div></div> <div></div> <div></div> </div> <div>State %</div> </div> <div> <div> <div></div> <div></div> <div></div> <div></div> </div> <div>Federal %</div> </div> <div> <div> <div></div> <div></div> <div></div> <div></div> </div> <div>Other %</div> </div>	

SOURCE OF FUNDING	

State %                  Federal %                  Other %

[illegible]

Update									
Requested Action				Requested State Title				Alphanumeric Code	
Supervisor's Signature		Date		Other Required Signature					

	FLSA Designation
--	------------------

<p align="center"><b>THE FOLLOWING SECTION OF THE POSITION DESCRIPTION IS TO BE COMPLETED BY THE SUPERVISOR</b></p>	
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1. What are the minimum requirements for the position (Minimum requirements must at least meet the state minimum requirements for classified classes but may include additional requirements.)?  
**A bachelor's degree and relevant program experience.**

2. What knowledge, skills, and abilities are needed by an employee upon entry to this job including any special certification or license?  
**Knowledge of the policies and procedures of the Quality Enhancement Program (QEP). Knowledge of education program assessment. Ability to conceptualize and implement innovative educational programs. Ability to coordinate programs involving a multi-disciplinary approach. Ability to**

3. Describe the guidelines and supervision an employee receives to do this job, including the employee's independence and discretion.

- A period of formal departmental orientation will be provided to properly familiarize the employee of the position, then limited supervision will be provided.

4. Indicate additional comments regarding this position (e.g. work environment, physical requirements, overnight travel).		<b>MISCELLANEOUS DATA</b> _____ _____ _____	
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- Employee must be willing to work varied hours including evenings and weekends if needed, routine travel. Good organizational and computer skill needed.

Position Dept. Number

☐ OHR COPY ☐ AGENCY COPY

OFFICE OF HUMAN RESOURCES

Agency Code      Alphanumeric Code      Slot

\_\_\_\_\_

Authorized Date

☐ Delegated    ☐ New Position    ☐ Prototype  
☐ State Title Changes    ☐ Update

□ Prototype

☐ Update

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466
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Date Approved

MISCELLANEOUS DATA							

Employee Number  
Position Dept. Number



# STATE OF SOUTH CAROLINA POSITION DESCRIPTION

**1. Job Purpose:**

Under the supervision of the Quality Enhancement Program (QEP) Director serves as the Assessment Coordinator of the program which focuses on improving student writing skills. Responsible for assessment functions of the program.

**2. Job Functions:**

1. Assist in the development of data-driven, outcome based assessment of all QEP related assessment tasks. Assist and encourage faculty to effectively use assessment to increase attainment of student learning outcomes. Conducts surveys and studies of problems and needs; makes recommendations. Maintains up-to-date knowledge of the status of the QEP.
2. Provide oversight and guidance for assessment of the QEP. Prepare and submit brief annual assessment reports for QEP. Chair the QEP Assessment Committee
3. Collect and collate QEP assessment results from participating faculty in college-wide departments . Manage and track QEP student artifact uploads to the electronic portfolio system and provide technical support to all QEP constituents .
4. Develop and facilitate QEP-related workshops, presentations and conferences. Provide leadership for training activities related to the QEP.
5. Performs other related duties as assigned by the supervisor.
- 6.
- 7.

Essential/ Marginal (E or M)	Percentage of Time
E	30%
E	25%
E	20%
E	20%
M	5%
<b>Total</b>	<b>100%</b>

**3. Position's Supervisory Responsibilities:**

*If this position includes supervisory responsibilities, please indicate the state title and number of positions of the three highest subordinates.*

**STATE TITLE**

**Number**

(1) _____	1	Number of employees directly supervised:	2
(2) _____			
(3) _____		Total number supervised:	

**4. Comments:**

Serves as a member of the Senior Staff advising the President about business and financial matters that impacts the College.

5. The above description is an accurate and complete description of this job.



# STATE OF SOUTH CAROLINA POSITION DESCRIPTION

## GENERAL INFORMATION

<input type="text"/>	<input type="text"/> H <input type="text"/> 6 <input type="text"/> Q <input type="text"/>	<input type="text"/> Denmark Technical College
Position Number	Agency Code	Agency Name
<input type="text"/>	<input type="text"/>	<input type="text"/> Denmark/Bamberg
Division/Section/Unit	<input type="text"/>	City / County
<input type="text"/>	<input type="text"/> 0 <input type="text"/> 5 <input type="text"/>	<input type="text"/> N <input type="text"/> Y/N
Employee Name	County Code	Is Position in Central Office?
<input type="text"/>	<input type="text"/>	<input type="text"/>
Current State Title	Alphanumeric Code	Slot
<input type="text"/>	<input type="text"/>	Band
<input type="text"/>	<input type="text"/>	<input type="text"/>

<input type="text"/>
Full/Part Time Indicator
<input type="text"/>
Hours Per Week
<input type="text"/>
Base Hours

<input type="text"/>	<input type="text"/>	<input type="text"/>
Supervisor State Title	Alphanumeric Code	Slot

## SOURCE OF FUNDING

<input type="text"/>	<input type="text"/>	<input type="text"/>
State %	Federal %	Other %

☐ OHR COPY

☐ AGENCY COPY

## OFFICE OF HUMAN RESOURCES

<input type="text"/>	<input type="text"/>	<input type="text"/>
Agency Code	Alphanumeric Code	Slot
<input type="text"/>	<input type="text"/>	<input type="text"/>
Authorized Date		
<input type="checkbox"/> Delegated	<input type="checkbox"/> New Position	<input type="checkbox"/> Prototype
<input type="checkbox"/> State Title Changes	<input type="checkbox"/> Update	
<input type="text"/>		
Approved State Title		
<input type="text"/>		
Approval Signature		Date Approved

## REQUESTED ACTION INFORMATION

<input type="text"/>	<input type="text"/>	<input type="text"/>
Update	Requested State Title	Alphanumeric Code
<input type="text"/>	<input type="text"/>	<input type="text"/>
Supervisor's Signature	Date	Other Required Signature

☐ FLSA Designation

## THE FOLLOWING SECTION OF THE POSITION DESCRIPTION IS TO BE COMPLETED BY THE SUPERVISOR

- What are the minimum requirements for the position (Minimum requirements must at least meet the state minimum requirements for classified classes but may include additional requirements.)?  
**A bachelor's degree and relevant teaching experience.**
- What knowledge, skills, and abilities are needed by an employee upon entry to this job including any special certification or license?  
**Knowledge of the policies and procedures of the Quality Enhancement Program (QEP). Ability to conceptualize and implement innovative educational programs. Ability to coordinate programs involving a multi-disciplinary approach. Ability to communicate effectively with faculty, staff and students. Must meet the minimum training and experience guidelines for the SACS -COC and the QEP.**
- Describe the guidelines and supervision an employee receives to do this job, including the employee's independence and discretion.  
**A period of formal departmental orientation will be provided to properly familiarize the employee of the position, then limited supervision will be provided.**
- Indicate additional comments regarding this position (e.g. work environment, physical requirements, overnight travel).  
**Employee must be willing to work varied hours including evenings and weekends if needed, routine travel. Good organizational and computer skill needed.**

## MISCELLANEOUS DATA

<input type="text"/>
Employee Number
<input type="text"/>
Position Dept. Number



# STATE OF SOUTH CAROLINA POSITION DESCRIPTION

**1. Job Purpose:**

Under the supervision of the Quality Enhancement Program (QEP) Director serves as the Assessment Coordinator of the program which focuses on improving student writing skills. Responsible for the instructional functions of the program.

**2. Job Functions:**

1. Tutors students in face-to-face writing consultations individually or in groups. Assists faculty in developing writing assignments coordinating among course level and QEP student learning outcomes
2. Conducts writing workshops for courses across the curriculum. Contributes resources to the onsite Writing Studio and the related web site.
3. Assists faculty in developing stronger writing pedagogies. Assists Assessment Coordinator and Director of Quality Enhancement in collecting, managing, and analyzing data associated with the development of the Quality Enhancement Plan.
4. Advises faculty and administration with professional development activities involving the improvement of writing instruction.
5. Performs other related duties as assigned by the supervisor.
- 6.
- 7.

Essential/ Marginal (E or M)	Percentage of Time
E	30%
E	25%
E	20%
E	20%
M	5%
<b>Total</b>	<b>100%</b>

**3. Position's Supervisory Responsibilities:**

*If this position includes supervisory responsibilities, please indicate the state title and number of positions of the three highest subordinates.*

**STATE TITLE**

**Number**

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_

Number of employees directly supervised: \_\_\_\_\_

Total number supervised: \_\_\_\_\_

**4. Comments:**

Serves as a member of the Senior Staff advising the President about business and financial matters that impacts the College.

**5. The above description is an accurate and complete description of this job.**