

Goals/Student Outcomes (Plan)	Intervention (Do)	Assessment (Check)	Change (Act)
<b>I. Improvement of Students' Written Communication</b>			
<p><b>Improve Students' Written Communication</b></p> <p><b>1. Students will demonstrate knowledge and skills of the use of writing to communicate ideas, concepts, emotions and descriptions to the reader by:</b></p> <p><i>a. articulating the difference between a topic and a thesis.</i></p> <p><i>b. articulating a position through a thesis statement and advance it using evidence, examples and counterarguments that are relevant to the audience or issue at hand</i></p> <p><i>c. using a variety of methods to develop arguments, including compare-contrast reasoning; logical arguments (inductive/deductive); and alternation between general and specific (e.g., connections between public knowledge and personal observation and experience).</i></p> <p><i>d. writing to persuade the reader by anticipating and addressing counterarguments, by using rhetorical devices and by developing an accurate and expressive style of communication that moves beyond mechanics to add flair and elegance to writing.</i></p> <p><i>e. distinguishing between formal and informal styles, for example, between academic essays and personal memos.</i></p> <p><i>f. using appropriate strategies and formats to write personal and business correspondence, including appropriate organizational patterns, formal language and tone.</i></p> <p><b>2. Students will demonstrate knowledge and skills of how to use and prioritize a variety of strategies to revise and edit written work to achieve maximum improvement in the time available by:</b></p> <p><i>a. using department specific style manuals</i></p> <p><i>b. employing basic editing skills proficiently to identify obvious mechanical errors, clarify and improve the structure of the piece and sharpen language and meaning</i></p>	<p><b>How to Improve Students Written Communication:</b></p> <p><b><u>English 100</u></b></p> <p><b><u>English 101/102</u></b> Continue basic components on rhetorical and literal essay responses.</p> <p>1. Add <i>Writing Software</i> as component, including lab time using rubric, <i>Strunk</i>, and Standards.</p> <p>2. <i>Exit Exam</i> for diagnostic advisement</p> <p>3. <i>Portfolio Strunk &amp; White</i> (4th edition). Judson College Writing Standards.</p> <p>4. <i>Strengthen advisement in writing</i> through written English Expression Placement Test</p> <p>5. Add <i>Rubric</i> for advisement and assessment.</p> <p>6. <i>Communicate QEP</i></p> <p>7. <i>Teach Software</i></p> <p>8. <i>Discuss English Usage as Diagnostic and Advising Tool</i></p>	<p><b>Assessment of Students Written Communication</b></p> <p><b><u>Multiple Measures of Assessment</u></b></p> <p>1. <i>Internal Measures</i></p> <p><i>b. Portfolio</i></p> <p><i>b. Rubric Assessment of:</i>  <i>Entrance and Placement Essay</i>  <i>Exit Essays fro ENG 100, 101, and 102</i>  <i>Junior-level Research Paper</i>  <i>Senior High-stakes Essay Exam</i></p> <p>2. <i>External Measures</i></p> <p><i>a. Academic Profile</i></p> <p><i>b. National Survey of Student Engagement</i></p> <p><i>c. Student Satisfaction Inventory</i></p> <p><i>d. Written English Expression Placement Test</i>  <i>75% for Graduation</i></p>	

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<p><i>c. reviewing ideas and structure in substantive ways to improve depth of information and logic of organization.</i></p> <p><b>3. Students will demonstrate knowledge and skills of writing conventions to write clearly and coherently by:</b></p> <p><i>a. using paragraph structure in writing as manifested by the ability to construct coherent paragraphs and arrange paragraphs in logical order.</i></p> <p><i>b. using a variety of sentence structures appropriately in writing, including compound, complex, compound-complex, parallel, repetitive and analogous sentence structures</i></p> <p><i>c. presenting ideas to achieve overall coherence and logical flow in writing and using appropriate techniques such as transitions and repetition to maximize cohesion.</i></p> <p><i>d. using words correctly, using words that mean what the writer intends to say; and using a varied vocabulary.</i></p> <p><b>4. Students will demonstrate knowledge and skills of basic grammar conventions in an effort to write clearly by:</b></p> <p><i>a. identifying and using correctly and consistently parts of speech, including nouns, pronouns, verbs, adverbs, conjunctions, prepositions, adjectives and interjections.</i></p> <p><i>b. using subject-verb agreement and verb tense consistently and correctly.</i></p> <p><i>c. demonstrating consistently, correct and appropriate pronoun agreement and the use of different types of clauses and phrases, including adverb clauses, adjective clauses and adverb phrases.</i></p> <p><b>5. Students will demonstrate knowledge and skills of conventions of punctuation and capitalization by:</b></p> <p><i>a. using commas with nonrestrictive clauses and contrasting expressions.</i></p>	<p><b><u>Intervention in the Disciplines</u></b></p> <p><b><u>Junior Research Seminar</u></b></p> <p>Disciplinary/Course Writing Effectiveness Components in place</p> <p><b><u>Senior High Stakes Essay Exam</u></b> in discipline and at an advanced level.</p>		

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<p><i>b. using ellipses, colons, hyphens, semi-colons, apostrophes and quotation marks correctly.</i></p> <p><i>c. capitalizing sentences and proper nouns correctly.</i></p> <p><i>d. avoiding consistently run-on sentences and sentence fragments.</i></p> <p><b>6. Students will demonstrate knowledge and skills of conventions of spelling by:</b></p> <p><i>a. using a dictionary and other resources to spell new, unfamiliar or difficult words.</i></p> <p><i>b. differentiating between commonly confused terms, such as “its” and “it’s” or “affect” and “effect.”</i></p> <p><i>c. using the spellchecker and grammar check function in word processing software while understanding the limitations of relying upon these tools.</i></p> <p><b>7. Demonstrate confidence in writing ability</b></p>			

**II. Faculty Development**

<p><b>Provide Faculty Development</b></p> <p><b>1. Faculty:</b></p> <p><i>a. Understand the Purposes and Goals for the QEP</i></p> <p><i>b. Understand the learning outcomes and how to implement and assess them</i></p> <p><i>c. Understand the Chain of Responsibility for the QEP</i></p> <p><i>d. Develop Writing Components Within Respective Departments/Courses</i></p> <p><i>e. English Faculty - Develop Strategies for English 100, 101, and 102 that Implement the Goals of the QEP and Work in an Advisory Capacity with the QEP Co-Directors and Steering Committee</i></p>	<p><b>How to Provide Faculty Development:</b></p> <p><i>1. Provide a Series of Faculty Workshops to Instruct Faculty in the QEP and Writing Techniques/Standards</i></p> <p><i>2. Monitor, Measure, Assess and Evaluate Faculty Progress and Participation in Developmental Procedures</i></p> <p><i>3. Monitor and Advise Faculty in the Design and Implementation of their Respective Departmental Writing Components and Aid them in Assessment of Results</i></p> <p><i>4. Conferences and Professional Workshop Assessors Provide Assessment-Evaluation Guidance on Interactions</i></p>	<p><b>Assessment of Faculty Development</b></p> <p><i>1. QEP Survey of Faculty</i></p> <p><i>2. Faculty Compliance Checklist of Implementation and Assessment of QEP through Departmental Academic Planning Units</i></p> <p><i>3. Worksheets</i></p> <p><i>4. Assessor Training</i></p> <p><i>5. Technology usage - SMARTHINKING, etc.</i></p>	
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<b>III. Financial Plan</b>			
<p><b>Monitor Financial Plan</b> Provide the Necessary Funds to Effectively Implement the QEP</p>	<p><b>How to Monitor Financial Plan:</b></p> <ol style="list-style-type: none"> <li>1. Hire Additional Personnel:                             <ol style="list-style-type: none"> <li>a. Adjuncts to Operate Writing Lab</li> <li>b. Clerical Worker</li> <li>c. Adjuncts to Provide Teaching Release Time for Those in the QEP</li> <li>d. Proportional Salary Compensation for Co-Directors</li> </ol> </li> <li>2. Provide Travel Funds for Faculty Development and Consultation</li> <li>3. Provide Operational Support                             <ol style="list-style-type: none"> <li>a. Office</li> <li>b. Computers</li> <li>c. Supplies</li> <li>d. Phones</li> </ol> </li> <li>4. Provide Technology Resources and Assessment Materials                             <ol style="list-style-type: none"> <li>a. College Technology Infrastructure</li> <li>b. Technology Specific to QEP                                     <ol style="list-style-type: none"> <li>i. Hardware</li> <li>ii. Software</li> <li>iii. Online Subscriptions</li> </ol> </li> <li>c. External Assessment Tools                                     <ol style="list-style-type: none"> <li>i. Proficiency Tests</li> </ol> </li> </ol> </li> </ol>	<p><b>Assessment of Financial Plan</b></p> <ol style="list-style-type: none"> <li>1. Periodic Report of Budget Comparison to Actual Expenditures</li> <li>2. Dated Compliance Checklist</li> </ol>	
<b>IV. Management Plan</b>			
<p><b>Implement a Management Plan</b></p> <ol style="list-style-type: none"> <li>1. Job Description</li> <li>2. Job Responsibilities</li> <li>4. Appointment of Personnel</li> </ol>	<p><b>How to Implement a Management Plan:</b> Flowchart and Job Descriptions to be Added</p>	<p><b>Assessment of a Management Plan</b></p> <ol style="list-style-type: none"> <li>1. Dated Compliance Checklist</li> </ol>	
<b>V. Time Line Implementation</b>			
	<p><b>Fall (Dec) 2004 Revision of QEP Plan</b> Dec 2004 - Obtain 5 Paragraph Essays from all Students Currently Enrolled in English 100 and 101 to Establish Baselines</p> <p><b>Spring 2005 Pilot Course for Students Enrolled in English 101</b> Initiate First Faculty Workshops Devoted to QEP April 2005 - 5 Paragraph Essays from all Students Currently Enrolled in English 102 to serve as Baselines for the QEP</p> <p><b>Short Term 2005 Pilot Course for Students Enrolled in English 102</b></p> <p><b>Fall 2005 QEP Put into Operation in All English 101 Courses</b> Pilot Course in English 100</p> <p><b>Spring 2006 QEP Put into Operation in all English 102 Courses</b> January 2006 Inclusion of Writing Components with QEP Specific Learning Outcomes in Course Syllabi and Departmental Plans Pilot Course in 1Hour Writing Research Seminar at 3rd Year Level</p>	<ol style="list-style-type: none"> <li>1. Dated Compliance Checklist</li> </ol>	

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<b>VI. Communication</b>			
<p><b>Conduct Routine Communication</b>  <i>Establish and Maintain Within the College Community Adequate Communication Channels with Regard to the QEP</i></p>	<p><b>How to Conduct Routine Communication:</b></p> <ol style="list-style-type: none"> <li>1. Workshops held on a regular basis for QEP communications and training (biannual)</li> <li>2. Devote Chapel Time to Disseminate QEP Information to Students, Faculty and Staff</li> <li>3. Provide Oral and/or Written Reports on the QEP to the Board of Trustees</li> <li>4. Devote Time in Faculty Meetings to Questions and Answers Regarding the QEP</li> <li>5. Utilize Institutional Communication Software - Mainly E-mail, Educator, and Syllabuilder</li> <li>6. Publish and Disseminate a QEP Newsletter to the College Community - Committee To Be Established</li> <li>7. Schedule QEP Focus Groups Throughout the Year</li> </ol>	<p><b>Assessment of Routine Communication</b></p> <ol style="list-style-type: none"> <li>1. Institution Wide Survey Evaluating Effectiveness of Routine Communication Regarding the QEP</li> <li>2. Maintain a Check List On Which They Record and Date of Compliance for Each Area of Proposed Communication</li> <li>3. Prepare and Distribute Evaluation Forms to a Sample Group of Students</li> </ol>	
<b>VII. Ongoing Assessment</b>			
<p><b>Continually Assess and Revise the QEP</b></p>	<p><b>How to Assess and Revise the QEP</b></p> <ol style="list-style-type: none"> <li>1. End of Fall Semester - QEP Co-directors Will Compile Data For an Interim Effectiveness Report to be Submitted to First Vice-president/Interim Academic Dean</li> <li>2. End of Spring Semester - QEP Co-directors Will Compile Data for Annual Effectiveness Report to be Submitted to First Vice-president/Interim Academic Dean</li> <li>3. June of each year - QEP Co-directors Will Compile Data for Revised QEP Plan to be Submitted to First Vice-president/Interim Academic Dean</li> <li>4. End of five year period (2009) - QEP Co-directors will Send Impact Report to the Commission on Colleges</li> </ol>	<p><b>Assessment of Ongoing Compliance</b></p> <ol style="list-style-type: none"> <li>1. Dated Compliance Checklist</li> </ol>	