

Title: Writing for the Major

Institution: Everglades University

Accreditation Liaison: Dr. Jayne Moschella, Vice President of Academic Affairs

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Executive Summary:

Everglades University (EU) has designed a QEP that flows from its mission and institutional goals. EU's QEP will use a networked system of classroom interventions, faculty training and development, and learning and tutoring services to improve students' ability to write in the academic and professional contexts of their major fields of study. This goal of the QEP was identified by the QEP Leadership Committee after reviewing several cycles of assessment data and surveying faculty, staff, Program Advisory Committee members, and students. Because of the broad-based involvement from Program Advisory Committee members and employers of Everglades University graduates, as well as the University's focus on preparing students for successful careers, the QEP became "Writing for the Major."

EU's QEP identifies two outcomes for students, the first of which is divided into four subsections. The first outcome will directly measure students' abilities to write for their majors, and the second will measure the adequacy of student support for the QEP provided by EU.

- 1) Students will create original written responses to writing assignments or prompts in the context of their major fields of study that:
 - a) Fulfill the assigned rhetorical task of demonstrating understanding of major theoretical perspectives in the student's major field of study
 - b) Are logically organized and clearly expressed at the document, paragraph, and sentence level
 - c) Apply effective research skills to use appropriate and pertinent information to purposefully support the response's main idea, and that present the research using appropriate conventions and styles of documentation and citation in the discipline
 - d) Demonstrate knowledge and application of mechanics, spelling, and word choice expected by the academic conventions of college-level English
- 2) Students will take advantage of and be satisfied with the learning and tutoring services offered by the University to support them in writing for their majors.

Assessment of the QEP will be both direct and indirect. Assessment of the QEP's student learning outcomes will involve a specially-designed QEP Written Response Rubric, as well as other instruments that assess writing competencies already in use in EU's institutional effectiveness processes.

Assessment will also include faculty, because the faculty will be the main avenue through which the QEP's strategies for improvement will be delivered. These strategies are articulated as faculty objectives and will be assessed using classroom observations, syllabus reviews, and faculty self-report on the use of these strategies and their effect in the classroom.

Formative data from these assessments will be gathered by an ongoing and recursive process, and this data will determine the type of development faculty will receive, the kinds of modifications that will be made to classroom instruction, the changes or additions to student academic support services that will be necessary, and the modifications that may be necessary to the QEP itself. The effects of these changes on student learning will in turn be assessed again with the same instruments in subsequent data cycles, providing constant and sustained feedback and direction to EU's efforts to support students in writing for their majors and gaining the writing skills they need now for successful careers in the future.

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