



Name of Quality Enhancement Plan: Writing through Revision

Institutional address: Spalding University, 901 S 4th St, Louisville, KY 40203

QEP Director: Jeffrey Shenton, Ph.D. **Email:** jshenton@spalding.edu **Phone:** (502) 873-4273

Executive Summary:

“Spalding University is a diverse community of learners dedicated to meeting the needs of the times in the tradition of the Sisters of Charity of Nazareth through quality undergraduate and graduate liberal and professional studies, grounded in spiritual values, with an emphasis on service and the promotion of peace and justice” (Spalding University Mission Statement).

Among the institution’s goals are to provide a stimulating educational atmosphere, personal student/faculty interaction, and individual attention to a student’s total learning. In support of these goals, Spalding University has developed a Quality Enhancement Plan (QEP) that seeks to improve undergraduate students’ written communication. This QEP, titled “Writing through Revision,” is a multi-year project designed to enhance writing instruction in each undergraduate program of study and support that effort with the services offered by the University Writing Center (UWC).

Development Process

After a yearlong, community-wide topic selection process, a QEP Committee comprising students, staff, faculty, and alumni was formed in 2015. The QEP Committee reviewed institutional data; surveyed students, faculty, and other stakeholders; and researched best practices in writing pedagogy in preparation for establishing student learning outcomes, program goals, action plans, and assessment methodologies.

Program Goals and Action Plans

The QEP’s program goal is to *engage students in the writing process through curriculum revision and academic support*. Strategies to achieve this goal are (1) focus on writing as a process in first-year writing courses (College Writing I & II), (2) scaffold students’ writing processes within writing-intensive (WI) courses in each program of study, and (3) embed UWC support in all WI courses.

Student Learning Outcomes (SLOs)

As a result of this QEP, students will engage in writing by (1) brainstorming to develop ideas, (2) planning and implementing drafts and revisions, (3) giving and receiving feedback, and (4) proofreading/editing. Additionally, students will demonstrate competency in (1) understanding context, audience, and purpose; (2) developing content; (3) adhering to genre and disciplinary conventions; (4) utilizing sources and evidence; and (5) controlling syntax/mechanics.

Assessment

A variety of external and internal assessments will be used to evaluate both student learning outcomes and program goal progression, including the multiple-choice and written sections of the ETS Proficiency Profile, the AAC&U Written Communication Values Rubric, the NSSE and NSSE Writing Module, faculty and student surveys, and University Writing Center surveys and utilization data. These assessment tools will be administered and the results evaluated and shared with the university community at intervals throughout the five years to adjust action plans to better enable students to achieve the stated learning outcomes.