



# FLORIDA A&M UNIVERSITY

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QUALITY ENHANCEMENT PLAN: #WRITEONFAMU

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## Executive Summary

The overarching goal of Florida A&M University's Quality Enhancement Plan (QEP) is to improve writing proficiency by providing students with multiple opportunities throughout their matriculation to engage in writing activities. The key component of #WriteOnFAMU is the establishment of a Writing Across the Curriculum program, which will help to foster a campus climate in which faculty are encouraged and supported to teach using high-impact educational practices and create opportunities for students to enhance their writing proficiency. Consistent with the University's Mission Statement, developing students' written communication skills in and out of the classroom will improve student learning, and prepare graduates to apply their knowledge, critical thinking skills and creativity in their service to society.

Through the establishment of the Writing Across the Curriculum (WAC) program, #WriteOnFAMU will:

- Create activities that increase student writing proficiency.
- Nurture students' recognition of their need for exceptional writing skills, along with the development and articulation of their writing skills to prepare for success in dynamic educational, professional, and future academic contexts.
- Incorporate opportunities to enhance written communication skills into curricular and co-curricular activities, thus creating a supportive learning environment.

#WriteOnFAMU will create a support network to help faculty integrate high-impact educational practices into their classroom teaching and supplement student learning with relevant co-curricular activities that enhance writing proficiency. To this end, three QEP Goals have been established to facilitate improvements in: (A) Student Learning, (B) Faculty Development, and (C) the Learning Environment (i.e., the resources and enhancements that support Student Learning).

**QEP Goal 1:** Provide students with multiple opportunities throughout their matriculation to engage in writing activities that improve their written communication skills.

- *Student Learning Outcome:* Students will be able to effectively express thoughts and synthesize ideas using Standard English and appropriate vocabulary in quality written documents related to their disciplines.

**QEP Goal 2:** Provide a supportive student-learning environment that enables the cultivation of writing proficiency.

- *Learning Environment Outcome:* The University will invest in resources to improve writing proficiency in support of a campus-wide culture of writing.

**QEP Goal 3:** Provide support for faculty development to facilitate improvements in student writing proficiency.

- *Faculty Development Outcome:* Faculty will incorporate high-impact pedagogies and provide co-curricular experiences that improve written communication skills.

The effective implementation of #WriteOnFAMU will assist the University's ongoing efforts to develop and graduate students who are confident and proficient writers. Students will come to appreciate and value appropriate written communication skills. #WriteOnFAMU will serve the University's students in ways that are more deliberate and provide them with meaningful support to thrive and become writing scholars.

## Process Used to Develop the QEP

The process used to identify a topic for the FAMU QEP consisted of four phases: (1) Broad-based Stakeholder Engagement; (2) Analysis of Institutional Assessment Data; (3) Committee Review and Analysis; and (4) Leadership Team Topic Selection. The following sections describe the four phases depicted in the figure below.

### QEP Topic Development Process



## Broad-based Stakeholder Engagement

During the first phase of the development of the QEP, input and feedback was solicited from a broad base of stakeholder groups, as listed below.

- Students
- Faculty Members
- Staff Members
- Administrators
- Board of Trustees
- Alumni
- Local Business Owners
- Public Servants
- Members of the Leon County Community
- University Partners/Supporters

### Topic Identification

To engage the various stakeholders, members of the University's Leadership Team and the QEP steering committee distributed surveys and feedback forms, hosted focus groups, design thinking sessions, and

listening sessions, and participated in University activities to garner support. The following is a summary of key stakeholder engagement activities.

#### Summary of Key Stakeholder Engagement Activities

- Fall 2015: Faculty Planning Conference
  - The SACSCOC Liaison gave a SACSCOC update to the faculty, which included an overview of the QEP planning process.
  - A survey was administered to faculty to solicit initial feedback on potential topics.
  - Faculty were arranged in groups and asked to suggest two topics with corresponding rationales for the suggestions.
  - 108 people provided responses (52 surveys were administered to the 108 people, who were placed in groups; one survey was collected per group.).
- September 30, 2015: Employer Survey
  - As part of the University's Strategic Planning Process, a survey was administered to employers during the 2015 Career Fair.
  - 109 responses were collected (representing 88 companies).
  - The responses provide insight on student skill sets that employers identify as needing improvement.
- Spring 2016: Faculty Mini Conference
  - A survey was administered to faculty to solicit feedback on 12 potential topics.
  - Faculty were asked to identify their topic selection and provide a rationale.
  - 52 people provided responses.
- Fall 2016: Faculty Planning Conference
  - The SACSCOC Liaison gave an overview of the QEP planning process and administered a survey to solicit faculty feedback on 11 potential topics.
  - 60 people provided responses.
- September 20, 2016 Faculty Senate Meeting
  - The SACSCOC Liaison gave an overview of the QEP planning process and administered a survey to solicit faculty feedback on 11 potential topics.
  - 34 people provided responses.
- January 18, 2017: Topic Recommendation Survey
  - The QEP Assessment Subcommittee distributed the QEP Survey via email on January 18, 2017. Results were collected through February 7, 2017.
  - 624 responses to the survey were collected from participants, who included students, faculty, staff, administrators, alumni, and community members.
- May 16, 2017: Leadership Team Review
  - The Chair and Co-chair of the QEP Steering committee presented three topics to the University Senior Leadership Team. After this presentation, the SACSCOC Leadership Team met with the University President. From this meeting, it was determined that Written Communication Skills was the best fit for the University's mission, goals, and improvement of student learning.

The following is the analysis of the results collected from the aforementioned stakeholder engagement surveys.

A faculty survey was developed and deployed by the SACSCOC Liaison at the Faculty Planning Conference in August 2015. Faculty members were asked to participate in roundtable discussions

regarding topics for the QEP based on student learning improvement needs. At the December 2016 meeting, the QEP Steering Committee was provided with the results of the Faculty Survey. This list included eleven topics in no particular order. Written communication was identified as one of the potential topics for the QEP.

- Oral Communication
- **Written Communication**
- Interpersonal Skills
- Professionalism
- Technical
- Problem-solving
- Team Work
- Quantitative
- Foundational Skills
- Information Literacy
- Professional Development

In 2015, a Strategic Plan Task Force was established by the University President. The Task Force was charged with soliciting feedback from stakeholder groups to aid the development of the University’s new Strategic Plan. The Task Force administered three community surveys (One sample in Appendix A), which provided valuable data to help inform the decision-making process for the new QEP topic.

- Career Fair Employer Survey
- Stakeholder Survey
- Leon County Guidance Counselors Administrators Survey

The 2015 Career Fair Employer Survey was administered on September 30, 2015 to all employers who participated in the FAMU Career Fair. Responses to the survey were collected from 119 individuals who represented 88 companies. The table below provides a descriptive summary of the organizations that participated in the survey.

<b>Characterize your company/organization (Please select all that apply)</b>		
<b>Response Category</b>	<b>n</b>	<b>Percent</b>
Public	40	36.70%
Government	32	29.36%
Private	26	23.85%
Other (If other, please specify)	11	10.09%
Nonprofit	8	7.34%
Military	2	1.83%

Additionally, the Strategic Plan Task Force surveyed both internal and external stakeholders (via the Stakeholder Survey) and guidance counselors from the local school district to solicit feedback on the critical skill sets that FAMU graduates need to be competitive in the workforce. The percentages for items with multiple response categories (*i.e., select all that apply*) are reflective of the total number of respondents who answered the survey item. All open-ended items were analyzed using a basic interpretative approach to qualitative data analysis. This resulted in a thematic summary of respondents’ responses to the closed-ended items on the survey. These surveys indicate that oral/written communication skills, critical thinking, teamwork and problem solving are all skills that college graduates should possess. In addition, respondents indicated that FAMU students need improvement in oral communication, written communication and critical thinking skills. The two tables below provide descriptive summaries of the top five areas in which the participants indicated that FAMU graduates could improve.

<b>What skills are most critical to the success of college graduates entering the workforce? (Select no more than three)</b>								
<b>Career Fair Employer Survey</b>			<b>Stakeholder Survey</b>			<b>Leon County Guidance Counselors Administrators Survey</b>		
<b>Skill</b>	<b>n</b>	<b>Percent</b>	<b>Skill</b>	<b>n</b>	<b>%</b>	<b>Skill</b>	<b>n</b>	<b>%</b>
Oral Communication	78	73.58%	Critical Thinking	79	58.09%	Critical Thinking	19	54.29%
Critical Thinking	62	58.49%	Professionalism	71	52.21%	Problem-Solving	18	51.43%
Team Work	60	56.60%	Oral Communication	52	38.24%	Professionalism	15	42.86%
Problem Solving	59	55.66%	<b>Written Communication</b>	<b>49</b>	<b>36.03%</b>	Oral Communication	13	37.14%
<b>Written Communication</b>	<b>56</b>	<b>52.83%</b>	Problem-Solving	47	34.56%	<b>Written Communication</b>	<b>13</b>	<b>37.14%</b>

<b>What are the critical areas in which FAMU graduates need improvement? (Select no more than three)</b>								
<b>Career Fair Employer Survey</b>			<b>Stakeholder Survey</b>			<b>Leon County Guidance Counselors Administrators Survey</b>		
<b>Skill</b>	<b>n</b>	<b>%</b>	<b>Skill</b>	<b>n</b>	<b>%</b>	<b>Skill</b>	<b>n</b>	<b>%</b>
Oral Communication	35	38.89%	<b>Written Communication</b>	<b>77</b>	<b>58.33%</b>	<b>Written Communication</b>	<b>17</b>	<b>56.67%</b>
<b>Written Communication</b>	<b>23</b>	<b>25.56%</b>	Critical Thinking	61	46.21%	Oral Communication	15	50.00%
Critical Thinking	22	24.44%	Oral Communication	39	29.55%	Professionalism	12	40.00%
Interpersonal skills	21	23.33%	Problem-Solving	34	25.76%	Content Knowledge	10	33.33%
Content Knowledge	16	17.78%	Technical	28	21.21%	Critical Thinking	9	30.00%

The QEP Topic Recommendation Survey (Appendix B) was distributed via email on January 18, 2017 by the QEP Assessment Subcommittee to solicit feedback from the University's stakeholders on possible topics for the QEP. Results were collected through February 7, 2017. Responses to the survey were collected from 624 participants, who included students, faculty, staff, administrators, alumni, and community members. Following is a descriptive summary of the participants who completed the survey and the top five areas in which the participants indicated that FAMU graduates could improve. All open-ended items were analyzed using a basic interpretative approach to qualitative data analysis. This approach resulted in a thematic summary of respondents' responses to the items on the survey.

<b>Participant Summary</b>		
	<b>%</b>	<b>Count</b>
Student	24.04%	150
Faculty Member	15.87%	99
Staff Member	6.25%	39
Administrator	3.37%	21
Alumnus	47.28%	295
Local Business Owner	0.48%	3
Public Servant	0.32%	2
Member of the Leon County Community	0.16%	1
University Partner/Supporter	2.24%	14
Total	100%	624

<b>Top Five Areas for Improvement</b>		
	<b>%</b>	<b>Count</b>
Technology	12.89%	49
Other	11.32%	43
Faculty	11.05%	42
Grit	9.47%	36
<b>Writing</b>	<b>8.68%</b>	<b>33</b>

### Feedback to Refine the Topic and Develop the QEP

Once selected (as described in later sections), the QEP topic was communicated to the university community through a series of meetings, workshops, and events. The QEP Steering Committee continued to engage faculty, staff, and students by hosting listening sessions, presenting at college/school meetings, department meetings, deans' council meetings, faculty planning meetings, etc. The University President also presented the QEP topic at various town hall meetings and convocations.

The following is a summary of key engagement sessions, meetings, and activities that took place as part of the QEP development process.

#### Summary of Key QEP Development Activities

- July 13, 2017: Design Thinking Session
  - The design thinking session was held to refine the focus of the QEP and develop preliminary student learning outcomes.
  - The group consisted of one representative from each college/school, four students, and five QEP Steering Committee members.
  - 18 people participated in the session.
- July 26, 2017: QEP Definition Session
  - This session was held as a follow-up session to the design thinking session. Participants were engaged in discussions to assist the steering committee in developing the QEP and overarching goal of the plan.
  - 15 people participated in the session.
- August 15, 2017: Faculty Planning Conference
  - The topic was revealed and presented to University faculty at the annual planning conference.
  - Approximately 350 faculty participated.
- August 15, 2017: Best Practice Survey
  - The best practice survey was distributed to collect faculty recommendations on best practices utilized to integrate writing in the classroom.
  - 94 faculty members provided recommendations on pedagogical best practices.
- September 22, 2017: QEP Topic/Development Presentation
  - Presented the Draft QEP to the School of Allied Health Sciences Faculty.
- September 26, 2017: Listening Session - Review of the QEP Literature Review
  - The QEP Steering Committee – Draft Writing Subcommittee hosted these sessions to solicit input from all stakeholders during the development of the plan.
  - Eight (8) people participated in the session.
- October 5, 2017: Founders' Day Convocation

- Faculty, staff, administrators/trustees, students, alumni, and community members participated in this university-wide event. The President also discussed the importance of the QEP.
  - There were approximately 800 attendees.
- October 11, 2017: Listening Session - Review of the QEP Implementation Plan
  - The QEP Steering Committee – Draft Writing Subcommittee hosted these sessions to solicit input from all stakeholders during the development of the plan.
  - 13 people participated in the session.
- October 12, 2017: Deans' Council Meeting
  - The QEP Steering Committee – Draft Writing Subcommittee provided an overview of the QEP to the Deans' Council. Feedback was collected on the courses currently offered within their respective areas that incorporate writing.
- October 13, 2017: Homecoming Convocation
  - Faculty, staff, administrators/trustees, students, alumni, and community members participated in this university-wide event. The President discussed the importance of the QEP topic.
  - There were approximately 4,000 attendees.
- October 17, 2017: QEP Topic/Development Presentation
  - The Draft QEP was presented to the Writing Resource Center Staff.
  - Feedback and suggestions for incorporating current services into the QEP were provided.
- October 19, 2017: QEP Topic/Development Presentation
  - The Draft QEP was presented to the University Library Staff.
  - Feedback and suggestions for incorporating current services into the QEP were provided.
- October 25, 2017: Listening Session - Review of the QEP Assessment Plan
  - The QEP Steering Committee – Draft Writing Subcommittee hosted these sessions to solicit input from all stakeholders during the development of the plan.
  - 8 people participated in the session.
- November 9, 2017: QEP Topic/Development Presentation
  - The Draft QEP Career Pathway Component was presented to the Career Center Staff.
  - Feedback and suggestions for incorporating current services into the QEP were provided.
- November 13, 2017: QEP Topic/Development Presentation
  - The Draft QEP Foundational Pathway Component was presented to the Department of English.
  - Feedback on how the QEP could best serve the students was provided.
- November 30, 2017: QEP Topic/Development Presentation
  - The Draft QEP Faculty Development Component was presented to the Teaching and Learning Center (TLC) Staff.
  - Feedback and suggestions for incorporating current services into the QEP were provided.
- December 11, 2017: Town Hall Meetings
  - Faculty, staff, administrators, and students had an opportunity to pose questions to President Robinson during Town Hall meetings. The President also discussed the importance of the QEP.
- January 13, 2018: MLK Day Convocation
  - Faculty, staff, administrators, and students participated in this university-wide event. The President also discussed the importance of the QEP.
  - There were approximately 2,250 attendees.

- January 20, 2018: Rattler Round Up
  - The QEP topic and components were presented to campus leaders representing various student and campus organizations. Information on the QEP was provided to them to take back and distribute to their respective organizations.
  - Approximately 30 students were in attendance.
- January 23, 2018: SJGC All-School Colloquium
  - A member of the QEP Steering Committee spoke at the School of Journalism and Graphic Communication (SJGC) All-School Colloquium. The QEP topic and the importance of writing proficiency were discussed.
  - Approximately 400 students were in attendance.
- February 2, 2018: Logo Voting/Slogan Suggestions
  - Three options for the new QEP logo were distributed to FAMU students. They were asked to vote on the logo they would like to see used for the University's QEP. Students were also asked to provide suggestions for the slogan.
  - 142 students participated in the voting/suggestion process.
- February 8, 2018: FAMU Day at the Capital
  - Flyers about #WriteOnFAMU were distributed to Alumni, student leaders, local and state leaders, and Leon county community members during this event. (Appendix C)

### Analysis of Institutional Assessment Data

The QEP Steering Committee examined several sources of data to identify a suitable QEP topic. Each data source is reviewed below, with a summary of the findings.

#### *Outcomes Achievement Report*

The QEP Assessment Subcommittee reviewed the Outcomes Achievement Report from the Office of University Assessment (OUA), a compilation of the academic assessment reports submitted by academic units for each degree program in the University's thirteen colleges and schools. The information analyzed in this report was gathered utilizing the assessment approach adopted by the University.

FAMU'S assessment model is rooted in a broad-based approach that includes assessment coordinators from each college/school, administrative unit, and educational support unit. The Deans of each college/school and Vice Presidents for each division have identified assessment coordinators to work with program faculty/units to implement assessment processes. The charge of the college/school/unit level Assessment Coordinators is to coordinate the annual assessment activities within their assigned units. Annually, each academic program and administrative and educational support unit identifies and focuses on expected program outcomes that are consistent with the program's mission, the FAMU Strategic Plan, and priorities of the University's governing bodies.

The Outcomes Achievement Report provides a comprehensive summary of assessment outcomes performance for colleges/schools at FAMU. Quantitative and qualitative techniques were employed in analyzing the data associated with this report. A count of total outcomes achieved/not achieved was conducted for each degree program and aggregated at the college/school level. A thematic summary of outcomes was identified, and their frequency was evaluated to identify broad areas of opportunity.

The report included a list of student learning outcomes that were assessed and not achieved. The top five areas that were not met for 2015-2016 are listed in the table below. As shown in the table, communication skills are among the top five and has consistently made the top five list over the past three years. The

numbers listed in the columns are the number of outcomes that were not met. Blanks mean that the outcomes related to that topic were met and therefore were not included in the report. The frequency column shows the total number of outcomes not met for the topic across all colleges/schools. For instance, based on the assessment report analysis, 10.06% (n=16) of outcomes across all colleges/schools related to communication skills were not met. Outcomes and measures across disciplines may vary in terminology. However, the nature of the skills for students to attain to be successful are common.

2015-2016 Frequency of Broad Outcome Focus Not Achieved Across Colleges/Schools (Top 5 listed)

	Colleges/Schools												Frequency of Topic:	% Frequency	
	CSSAH	CST	COE	CAFS	COL	COPPS	SOE	COEng.	SOAHS	SAET	SBI	SJGC			SON
Content Knowledge	5	7	7	1			3	3	1			1		28	17.61%
Cultural Awareness	2		8		1			2			3			16	10.06%
<b>Communication Skills</b>	<b>4</b>	<b>3</b>	<b>2</b>			<b>2</b>	<b>3</b>				<b>2</b>			<b>16</b>	<b>10.06%</b>
Critical Thinking Skills	5		2				2				2	2		13	8.18%
Research Skills		4	5			1								10	6.29%

Note: Total number of outcomes not met for all colleges/schools taken as a group (N=160).

ETS Proficiency Profile (EPP)

The Assessment subcommittee also examined the ETS Proficiency Profile (EPP) results for incoming freshmen and graduating seniors.

The ETS Proficiency Profile (EPP) is a General Education knowledge and skills test that is designed to measure critical thinking and college-level reading, writing, and mathematical skills in the contexts of the humanities, social sciences, and natural sciences. To evaluate General Education learning outcomes, the University currently requires students to take the EPP at entry (freshman) and exit (senior) levels. The EPP is administered twice a year, to incoming freshmen in the Fall semester and to graduating seniors in the Spring semester. Within the past five years (Fall 2012 – Spring 2017), 2,131 freshmen and 1,547 seniors have participated in the EPP test.

The results of the EPP confirm that FAMU’s students are entering the University with deficits in skill areas as reported by the small number of incoming freshmen who were classified as proficient on the test. Equally notable, is the proportion of graduating seniors who were classified as proficient in the skill areas measured by the test. Since 2009, less than 55% of FAMU graduating seniors were classified as proficient in the skill areas measured by the test. Additionally, less than 10% of graduating seniors completing the test were classified as proficient in Critical Thinking, Writing Level 3 and Mathematics Level 3.

Trends in Incoming Freshmen Classified as Proficient (2007-2016)

<b>Proficiency Levels</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
	<b>N=714</b>	<b>N=142</b>	<b>N=613</b>	<b>N=751</b>	<b>N=508</b>	<b>N=354</b>	<b>N=308</b>	<b>N=276</b>	<b>N=571</b>	<b>N=622</b>
Reading, Level 1	55%	51%	34%	29%	32%	32%	31%	30%	33%	34%
Reading, Level 2	23%	20%	12%	10%	12%	12%	13%	12%	12%	16%
Critical Thinking	2%	3%	1%	1%	1%	3%	2%	0%	1%	1%
<b>Writing, Level 1</b>	<b>52%</b>	<b>53%</b>	<b>39%</b>	<b>35%</b>	<b>34%</b>	<b>37%</b>	<b>40%</b>	<b>33%</b>	<b>34%</b>	<b>39%</b>
<b>Writing, Level 2</b>	<b>10%</b>	<b>19%</b>	<b>8%</b>	<b>9%</b>	<b>9%</b>	<b>10%</b>	<b>11%</b>	<b>6%</b>	<b>9%</b>	<b>11%</b>
<b>Writing, Level 3</b>	<b>3%</b>	<b>7%</b>	<b>2%</b>	<b>3%</b>	<b>4%</b>	<b>3%</b>	<b>3%</b>	<b>1%</b>	<b>4%</b>	<b>4%</b>
Mathematics, Level 1	42%	29%	28%	28%	28%	29%	32%	28%	29%	31%
Mathematics, Level 2	16%	14%	8%	9%	9%	11%	12%	10%	9%	11%
Mathematics, Level 3	2%	4%	2%	2%	2%	3%	2%	1%	1%	2%

Trends in Graduating Seniors Classified as Proficient (2009-2017)

<b>Proficiency Levels</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
	<b>N=613</b>	<b>N=751</b>	<b>N=242</b>	<b>N=409</b>	<b>N=287</b>	<b>N=537</b>	<b>N=259</b>	<b>N=237</b>	<b>N=227</b>
Reading, Level 1	51%	39%	32%	37%	37%	35%	42%	27%	33%
Reading, Level 2	24%	18%	13%	17%	16%	13%	18%	11%	12%
Critical Thinking	2%	1%	0%	3%	4%	1%	1%	2%	1%
<b>Writing, Level 1</b>	<b>54%</b>	<b>36%</b>	<b>32%</b>	<b>39%</b>	<b>41%</b>	<b>32%</b>	<b>39%</b>	<b>26%</b>	<b>33%</b>
<b>Writing, Level 2</b>	<b>15%</b>	<b>11%</b>	<b>10%</b>	<b>11%</b>	<b>13%</b>	<b>10%</b>	<b>12%</b>	<b>7%</b>	<b>8%</b>
<b>Writing, Level 3</b>	<b>5%</b>	<b>4%</b>	<b>3%</b>	<b>4%</b>	<b>4%</b>	<b>2%</b>	<b>5%</b>	<b>3%</b>	<b>3%</b>
Mathematics, Level 1	47%	31%	31%	33%	31%	31%	36%	34%	28%
Mathematics, Level 2	25%	15%	12%	15%	16%	15%	12%	14%	11%
Mathematics, Level 3	7%	4%	2%	4%	3%	4%	2%	3%	3%

The percent proficient in Writing Level 3 has not surpassed 5% over the history of the administration of the test. Below are the proficiency measures related to writing skills on the ETS proficiency profile.

Proficiency Measures: Writing Skills

Level 1: Students who are proficient can:

- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions)
- recognize appropriate transition words
- recognize incorrect word choice

- order sentences in a paragraph
- order elements in an outline

Level 2: Students who are proficient can:

- incorporate new material into a passage
- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases
- combine simple clauses into single, more complex combinations
- recast existing sentences into new syntactic combinations

Level 3: Students who are proficient can:

- discriminate between appropriate and inappropriate use of parallelism
- discriminate between appropriate and inappropriate use of idiomatic language
- recognize redundancy
- discriminate between correct and incorrect constructions
- recognize the most effective revision of a sentence

### Senior Exit Survey

The FAMU senior exit survey is designed to capture graduating students' perceptions of their collegiate experiences and plans. The survey specifically seeks respondents' perceptions of their experiences as those experiences relate to learning outcomes, student support services, facilities, availability of services, major field of study, among other items deemed important to the university. The report prepared by the Office of University Assessment provides a summary of exit survey data collected over the last five academic years. Although the students' endorsements reflect that they believe they are well prepared, the data indicate that the students felt least prepared in the following categories. In comparison to the faculty and employer surveys, the results suggest that FAMU's students seem overconfident about their communication skills. Thus, there is a need for more faculty development and student metacognition.

1. Technology Literacy
2. Communication
3. Ethical Values
4. Life-Long Learning

Select Items	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	Total Respondents (n)	% Strongly Agree & Somewhat Agree	Total Respondents (n)	% Strongly Agree & Somewhat Agree	Total Respondents (n)	% Strongly Agree & Somewhat Agree	Total Respondents (n)	% Strongly Agree & Somewhat Agree	Total Respondents (n)	% Strongly Agree & Somewhat Agree
Communication	1995	91.50%	1854	93.10%	1884	94.16%	1973	95.5%	2262	95.0%
Critical Thinking	1996	93.10%	1856	94.56%	1996	95.34%	1975	96.6%	2260	97.0%
Technology Literacy	1997	85.30%	1852	85.10%	1996	86.47%	1972	89.1%	2259	91.0%
Collaboration	1995	91.00%	1850	93.68%	1999	94.90%	1966	96.0%	2257	96.0%
Ethical Values	1995	90.50%	1854	90.99%	1997	91.99%	1968	94.1%	2260	95.0%
Life-long Learning	1993	90.50%	1852	92.22%	1998	93.09%	1963	94.5%	2258	95.0%
Cultural Diversity	1983	89.90%	1843	92.57%	1990	92.76%	1958	94.1%	2260	96.0%

## National Survey of Student Engagement

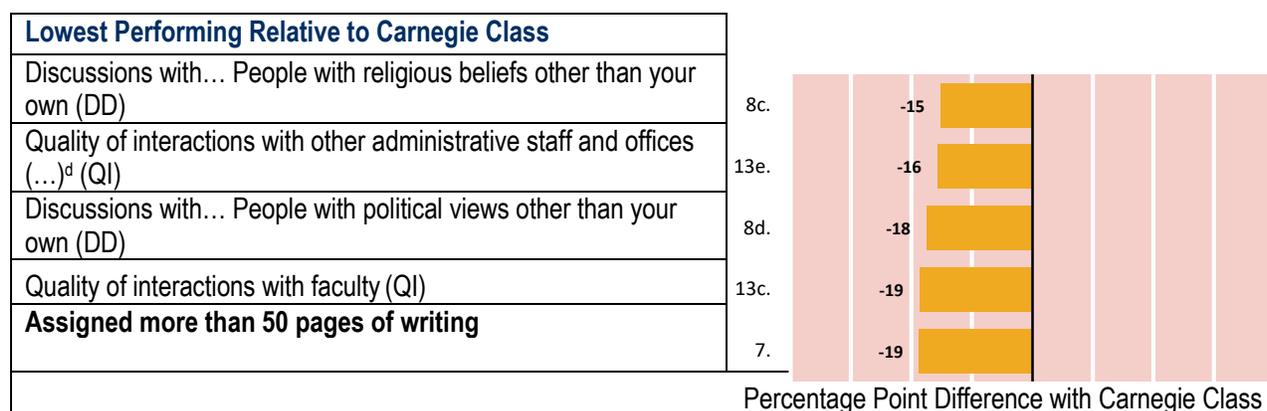
FAMU participated in the 2014 administration of the NSSE survey. Taken as a group, 835 students participated in the survey. The overall response rate was 25% for first-year students and 23% for seniors. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice. The results for incoming freshmen indicate that “Quality of interactions with faculty” and “Assigned more than 50 pages of writing” had the largest differences between FAMU and its Carnegie Class. For seniors, “Quality of interactions with faculty”, “Assigned more than 50 pages of writing”, and “Quality of interactions with other administrative staff and offices...” had the largest differences.

Taken together, the common learning outcomes reflected in these data as areas of note include:

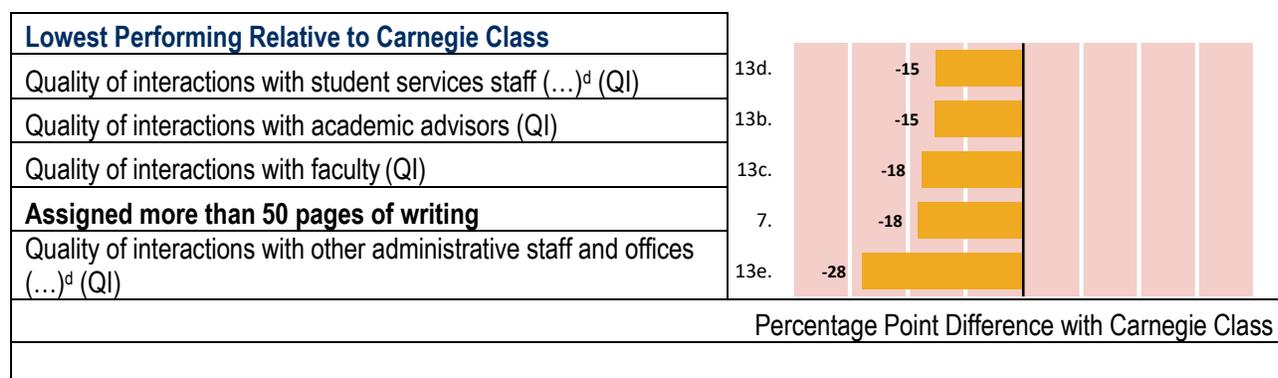
1. Cultural Diversity/Understanding
2. Communication
3. Writing

Writing fell 19 percentage points below the Carnegie Class for freshmen and 18 percentage points below for seniors.

### Freshmen



### Seniors



## Committee Review and Analysis

While activities to engage stakeholders in the QEP development process first began in 2015, in 2016 the Provost and Vice President for Academic Affairs established the QEP Steering Committee, which had primary responsibility for developing the QEP. The first meeting of the committee was held on November 8, 2016. At this meeting, various subcommittees were established to ensure maximum campus and community stakeholder input and feedback during the development phase for the topic. Dr. Jennifer Collins was appointed chair of the Steering Committee. The committee consisted of various University constituents to ensure all areas of the University were represented.

### QEP Steering Committee Members

- Dr. Jennifer Collins (Committee Chair): Assistant Dean, School of Business and Industry
- Dr. Michael Thornton (Co-chair): Associate Professor, Department of Biology
- Dr. Kawachi Clemons: Associate Dean, College of Education
- Dr. Lewis Johnson: Assistant Dean, College of Science and Technology
- Dr. Yolanda Bogan: Associate Dean, College of Social Sciences, Arts and Humanities
- Dr. Sunny Li: Assistant Director, Office of Institutional Research
- Ms. Brandi Newkirk: Assessment Coordinator, Office of University Assessment
- Ms. Arnita Tucker-McFarland: Assistant Director, Career Center
- Dr. Brenda Spencer: Director for Academic Integration and Student Transitional Services, Undergraduate Student Success Center
- Dr. Angela Coleman: Associate VP, Division of Student Affairs
- Mr. Bryan Anderson (Student Rep): Sophomore Senator, SGA
- Dr. Genyne Boston: Associate Provost, Division of Academic Affairs
- Dr. Carl Goodman: Associate Provost, Division of Academic Affairs
- Ms. Deidre Williams: Program Coordinator, Center for Teaching & Learning
- Ms. Carmen Cummings-Martin: Senior Executive Director, University Advancement
- Mr. Mark Palazeski: Director, Office of Human Resources
- Dr. William Hyndman: Assistant Vice President, Office of International Education and Development
- Ms. Kanya Stewart: Assistant Director, Office of Communications
- Ms. Kimberly Windham: Instructor Librarian, FAMU Libraries
- Ms. Brennen Grant-Cannon: Coordinator of Academic Support, Office of Instructional Technology
- Dr. Jenelle Robinson (GEAC Rep): Assistant Professor, Department of Food Science

The following (9) nine subcommittees were formed. Subcommittee members are listed in Appendix D.

- |                       |                           |
|-----------------------|---------------------------|
| 1. Assessment         | 6. Budget                 |
| 2. Marketing          | 7. Stakeholders           |
| 3. QEP Draft Writing  | 8. Library                |
| 4. Technology Support | 9. Institutional Research |
| 5. Topic Research     |                           |

The Assessment Subcommittee was charged with gathering and analyzing the data collected from stakeholders and institutional data to develop a list of potential topics for the QEP.

Five themes emerged from the review of these data sources. The following table highlights the analysis of emerging themes and the data point in which they appeared.

	<b>Technical/ Technology Skills</b>	<b>Writing/ Communication Skills</b>	<b>Analytical/ Quantitative Skills</b>	<b>Professionalism/ Ethics</b>	<b>Hands on Learning/Grit</b>
<b>FAMU Strategic Plan</b>	Strategic Priority #1, 5	<b>Strategic Priority #1, 3</b>		Strategic Priority #1	Strategic Priority #1
<b>SPTF Leon County Descriptive Results</b>	X	<b>X</b>	X	X	X
<b>2015 Stakeholder Survey</b>	X	<b>X</b>	X	X	X
<b>2015 Employer Results</b>	X	<b>X</b>		X	X
<b>Faculty Input</b>	X	<b>X</b>	X	X	X
<b>ETS Proficiency Profile</b>		<b>X</b>	X		
<b>Exit Survey</b>	X	<b>X</b>		X	
<b>NSSE</b>		<b>X</b>	X	X	
<b>Outcomes Report</b>	X	<b>X</b>			
<b>Topic Recommendation Survey</b>	X	<b>X</b>		X	X
<b>Steering Committee</b>	X	<b>X</b>	X	X	X

Additional analysis was done to delve further into the results to identify specific topics that align with the goals of the University's new 2017-2022 Strategic Plan. Critical Thinking was the most frequently cited topic. However, this was the topic for the University's previous QEP and was therefore excluded from consideration. While critical thinking will not be the main topic, the new QEP will aid in reinforcing the competencies and skills from the previous enhancements. Communication was most frequently cited as a skill FAMU graduates could improve.

Stakeholders further delineated Communication as Written Communication and Oral Communication, and these skills were highly ranked. The next most frequently cited skills for all data sources were Content Knowledge, Technology, and Cultural Diversity. These themes were presented to the QEP Steering Committee for discussion and consideration.

#### Top-Ranking Themes

1. Oral Communication
2. Written Communication
3. Content Knowledge
4. Technology
5. Cultural Diversity

The QEP Steering Committee examined these five topics in comparison to the University's strategic priorities as well as the State of Florida's performance metrics. The committee voted to present three topics to the University Senior Leadership Team for discussion.

#### Leadership Team Topic Selection

In consideration of SACSCOC guidelines for identifying a QEP topic, the three topics selected were based on the following factors:

- Focus on improving student learning
- Consistent with the University's mission and goals
- Align with the University's Strategic Plan

The three topics selected based on these criteria were oral and/or written communication skills, discipline-specific/content knowledge, and technological skills. On May 16, 2017, these three topics were presented to the University Senior Leadership Team. After this presentation, the SACSCOC Leadership Team met with the University President to determine the best course of action based on the institutional mission and goals, student learning needs, and stakeholder feedback. From this meeting, it was determined that Written Communication Skills was the best fit for the University's mission, goals, and improvement of student learning.

As previously mentioned, once selected, the topic was communicated to the university community through a series of meetings, workshops, and events. The QEP Steering Committee continued to engage faculty, staff, and students by hosting listening sessions, presenting at college/school meetings, department meetings, deans' council meetings, faculty planning meetings, etc. The University President also presented the QEP topic at various town hall meetings and convocations.



## Topic Alignment with the Mission, Institutional Priorities and Strategic Planning

As outlined in the University's Mission Statement, "The University provides a student-centered learning environment consistent with its core values." As also noted, "The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society." Writing Across the Curriculum program literature suggests that written communication skills are important for students' successful matriculation in all degree programs. Hence, #WriteOnFAMU is a Writing Across the Curriculum program that will foster a culture of writing that prepares FAMU's students to apply their knowledge, skills and creativity with improved written communication skills.

FAMU has institutional-level student learning outcomes, which are assessed in the General Education courses. #WriteOnFAMU supports the University's institutional-level student learning outcomes of:

- Communication – The ability to clearly understand and convey ideas, feelings, and attitudes in speech and in writing.
- Critical Thinking – The ability to understand, apply knowledge, analyze and solve problems, develop new knowledge, and think creatively.
- Social and Ethical Responsibility – The ability to adhere to a set of principles as defined by standards of academic integrity, diversity and cooperation.
- Quantitative Reasoning - The ability to apply numerical concepts to resolve real world problems.

In addition to its alignment with the University mission, #WriteOnFAMU aligns with Strategic Priority 1 in the 2017-2022 Strategic Plan (*FAMU Rising*), which focuses on “providing our students a high-quality education, an exceptional student experience, and every available advantage to succeed while enrolled and after graduation.” #WriteOnFAMU’s use of high-impact pedagogical practices will assist the University in providing its students with a high-quality education. In addition, #WriteOnFAMU’s focus on writing proficiency aligns with this strategic priority by developing a systematic approach to prepare students to thrive as effective communicators during their matriculation and beyond.

## Literature Review

### Writing Across the Curriculum – Principles and Pedagogy

The Writing Across the Curriculum (WAC) movement started in the 1970s at several universities where faculty engaged in cross-disciplinary writing workshops. The movement quickly spread to other colleges and universities. This movement continues to spread across college and university campuses as a means for improving student writing and learning. McLeod, Miraglia, Soven, Thaiss (2001) state that Writing Across the Curriculum (WAC) initiatives are often defined by their intended outcomes: “helping students become critical thinkers and problem solvers, as well as developing their communication skills.” (p.5) However, in their book, *WAC for the New Millennium: Strategies for Continuing Writing-Across-the-Curriculum Programs*, they emphasize that ultimately WAC is defined by its pedagogy. Recent scholarship on WAC encourages professors to move away from the lecture mode of teaching and incorporate models of active student engagement. (McCleod & Miraglia, 2000). As McLeod and Soven (2000) explain, “WAC assumes that students learn better in an active rather than a passive mode, that learning is not only solitary but also a collaborative social phenomenon” (pg. 4).

While it is important for a WAC program to acknowledge the individual modes of instruction that are used in different disciplines, the scholarship suggests that writing pedagogy can be based on several shared principles that can be applied across the curriculum. The International Network of Writing Across the Curriculum Programs’ “Statement of WAC Principles and Practices” identifies these principles as “Writing as rhetorical,” “Writing as a process,” “Writing as a mode of learning,” and “Learning to write.” These principles are supported in a report entitled, “Framework for Success in Postsecondary Writing,” which was developed by the Council of Writing Program Administrators, National Council of Teachers of English, and the National Writing Project. The report emphasizes the following objectives:

- Developing Rhetorical Knowledge – the ability to analyze and act on understandings of audience, purposes, and contexts in creating and comprehending texts.
- Developing Critical Thinking Through Writing, Reading, and Research – the ability to analyze a situation or a text and make thoughtful decisions based on that analysis.
- Developing Flexible Writing Processes – the multiple strategies writers use to approach and undertake writing and research.
- Developing Knowledge of Conventions – the formal rules and informal guidelines that define what is considered to be correct (or appropriate) and incorrect (or inappropriate) in a piece of writing.
- Composing in Multiple Environments – the ability to create writing using everything from traditional pen and paper to electronic technologies.

### Best Practices in WAC

The best practices for Writing Across the Curriculum are grounded within the well-established connection between writing and learning. Anderson, Anson, Gonyea and Paine (2016) found that “interactive writing

processes, meaning-making writing tasks, and clear writing expectations” were positively associated with the National Survey of Student Engagement constructs of deep learning as well as the personal and social development of students. Specifically, the data reflect that writing about a topic is one of the ways to learn about a topic. It is not merely the recording of content that aids learning, but the writing process itself has measurable value in relation to clarifying thought on subjects. Therefore, a successful WAC program must be a comprehensive program that transforms the curriculum to encourage the skill of “writing to learn” as well as “learning to write” in all disciplines (McLeod and Soven, 2000). WAC programs focus on genre and rhetorical methods for teaching writing. According to Hesse (2017):

“Genre approaches have students learn features that readers expect in specific kinds of writing (lab reports, op-eds, business proposals, magazine feature articles, movie reviews, and so on). Rhetorical approaches have students analyze the kinds of evidence, structure, and style that will be effective for particular purposes (for example, to persuade, inform, or entertain), for particular groups of readers (experts, novices, or people of particular viewpoints), and in particular situations. Both methods make significant use of model readings and examples.”

This emphasis on writing as a mode of learning then suggests that the combination of frequent, varied reading and writing improves higher-order thinking and comprehension. The literature also suggests that revision not only enhances student writing, but also promotes self-assessment of and reflection on student writing. In addition, the peer review process provides gradations of feedback that raise the student’s level of writing self-evaluation. These four practices are described below:

#### *Writing to Learn*

In many instances, faculty think that writing-intensive courses only involve “writing to communicate” which usually translates into formal, graded writing assignments that require more time for grading and providing feedback. However, McLeod and Soven (1992) suggest that “writing to learn” is vital to improving student writing. “Writing to Learn” involves informal, often ungraded activities that help students develop idea generation and reflection skills. “Writing to Learn” low-stakes activities help students improve their critical thinking skills along with the ability to develop ideas and meta-cognitive skills. In addition, low-stake activities do not place an unrealistic grading burden on faculty.

#### *Frequent Reading and Writing*

Graham and Hebert (2010) propose that frequent reading and writing promotes and enhances student learning. Fitzgerald and Shanahan (2000) state that writing facilitates improved reading and helps students to learn new material. Shanahan (2006) suggests that writing and reading rely on common cognitive processes. Anson (2002) states that opportunities for exploratory writing facilitates recursive thinking. When students engage in the act of writing and reading for the purpose of making connections and expressing their thoughts in the exploratory writing process they become “more engaged participants in class.” (Anson, 2002)

#### *Revision*

Anderson et al. (2016) cite involvement in an interactive writing process as an important component of WAC programs. Good writing involves opportunities for rewriting. Even the best writers engage in a process of revision to clarify diction and improve the efficiency of language usage. Likewise, it has been shown that writers on all ends of the skill spectrum benefit from constructing multiple versions of assigned documents. Revision can be accomplished on two levels: editing for content and proofreading for grammar, spelling, and mechanics. The issue for learners and evaluators, respectively, has been the

anticipated time involved in both crafting and grading successive iterations of the same paper while other writing assessments are planned. Yet with shorter, in-class writing assignments, revision and scaffolding of smaller assignment components can produce higher quality, larger writing projects. Constructive faculty feedback affirming revision as a key part of the learning and writing improvement process is tantamount. The literature maintains that instructor valuation of the revision process, as reflected in course grading, fosters a greater valuation of the revision process by the student (Council of Writing Program Administrators, National Council of Teachers of English, and the National Writing Project, 2011).

### *Peer Review*

Peer Review can be utilized for low-, medium-, and high-stakes assignments in varying degrees. Research in this area states that the integration of frequent peer-review in the assessment process increases the efficacy of writing. For instance, the literature suggests that a student makes larger gains as a writer when being critiqued by his/her peers (McLeod & Soven, 1992). Peer review allows students to see a reflection of their own work in their classmates' work and to understand the evaluation process. This deeper level of participation in assessment gives the student multiple angles with which to view variation in writing quality. Beyond general comments, peers can use rubrics to quantify and more objectively convey feedback that mirrors the instructor's evaluation tools. With standardized instruments, peer review can factor into the grading process, which mitigates the perception of arbitrariness in evaluation and invites the learner to take the process more seriously.

### High-Impact Pedagogical Practices

In the Association of American Colleges & Universities' 2007 report, *College Learning for the New Global Century*, the National Leadership Council for Liberal Education and America's Promise (LEAP) identified a number of innovative, "high-impact" practices gaining attention in higher education. In a subsequent AAC&U report, Kuh (2008) describes strong positive effects of participating in high-impact activities as measured by the National Survey of Student Engagement. Specifically, first-year students and seniors who participated in learning communities, service learning, study abroad, student-faculty research, and senior culminating experiences reported the greatest gains in learning and personal development.

The teaching and learning practices listed above have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts. These "high-impact" practices promise to engage today's college students to a greater extent than traditional classroom-based instruction alone. Kuh (2008) also reported that historically underserved students experience "compensatory effects," or a "boost" in grades and retention during the first year of college because of these practices.

In 2008, Brownell and Swaner reviewed first-year seminars, learning communities, undergraduate research, service learning, and capstone experiences. Their findings showed that: (1) a host of positive outcomes exists for students who participate in these activities, although little attention has been given to specific outcomes for underserved students; and (2) colleges and universities can take particular steps in designing practices to maximize positive outcomes for students.

On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices' contribution to students' cumulative learning. In discussing the evidence for the success of these practices, Gonyea, Kinzie, Kuh, and Laird (2008) recommend that all students in higher education participate in at least two high-impact practices, one in their first year and

another in their academic major. A majority of college students do not have the opportunity to participate in high-impact activities, and, as Kuh (2008) notes, underrepresented students, such as first-generation college students and African American students are far less likely to participate. Kuh (2008) describes high-impact practices that have been found to increase rates of student retention and engagement, such as first-year seminar and experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, and capstone courses/projects.

In the *Across the Disciplines* special issue on WAC and High-Impact Practices (HIP), Boquet and Lerner (2016) state that some of the common distinguishing features of HIPs, such as frequent and significant contact with faculty, peers, and material are supported by WAC programs. Therefore, WAC programs not only facilitate and enhance student writing but can also undergird university efforts to offer HIPs. For example, AAC&U states that First -Year Experience courses place a "strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies." All of the listed skills are developed by WAC programs.

## E-Portfolio

Best practices for integrating technology into instruction includes a philosophical shift about technology. The research says universities have to prepare students, staff, and faculty to see teaching with technology as rhetorical (Seibner, 2004). Electronic portfolios (e-portfolios) have become a viable institutional tool to facilitate student learning and its assessment. Many higher education institutions use e-portfolios to enhance student-learning outcomes, conduct institutional assessments, and support students as they prepare for future careers.

Electronic portfolios communicate various kinds of information for the purposes of assessment. For example, e-portfolios can:

- Identify connections among academic and extra-curricular learning for admission to higher education and vocational opportunities.
- Demonstrate applications of knowledge and critical literacies for course or programmatic assessment.
- Provide evidence of meeting standards for professional certification.
- Display qualifications for employment.
- Showcase job-related accomplishments beyond schooling, for evaluation or promotion.
- Represent lifelong learning for participation in public service.

(Conference on College Composition and Communication, 2015)

An e-Portfolio is a collection of work (evidence) in an electronic format that highlights learning over time. An e-Portfolio may contain all or some of the following:

- Files of various formats (text, pictures, video, etc.)
- Evidence related to courses taken, programs of study, etc.
- Writing samples (which might include several drafts to show development and improvement)
- Projects prepared for class or extracurricular activities
- Evidence of creativity and performance
- Evidence of extracurricular or co-curricular activities, including examples of leadership
- Evaluations, analysis and recommendations

## Current High-Impact Practices at FAMU that will be Impacted by the QEP

### Colleges/Schools

As previously stated, WAC programs support high-impact practices. #WriteOnFAMU will undergird the current high-impact practices at the University by providing students with support and opportunities to improve writing proficiency. Below is a listing of current high-impact practices among FAMU's schools and colleges. Some of the HIPs are institutional initiatives, such as the Living and Learning Communities and First-Year Experience courses. In 2010, the University implemented the required First-Year Experience course for all incoming freshmen as well as an alternate course for transfer students. This course focuses on success skills development, such as time management, studying, and financial literacy. Also, the Writing Resource Center currently offers co-curricular writing opportunities for all students. In some instances, faculty integrate these opportunities into their courses. In other instances, students independently seek out career-oriented opportunities. In addition, several schools and colleges have capstone courses that are considered writing-intensive courses. For example, in the School of Allied Health Sciences, the Health Care Management degree program capstone course requires student bi-weekly journals and case study writing assignments. These WAC best practices provide students with revision, feedback and "writing to learn" opportunities.

High-Impact Practices	Colleges/Schools											
	CSSAH	CST	COE	CAFS	COPPS	SOE	COEng	SOAH	SAET	SBI	SJGC	SON
First-Year Seminars and Experiences	X	X	X	X	X	X	X	X	X	X	X	X
Common Intellectual Experiences			X									
Learning Communities	X	X	X	X	X	X	X	X	X	X	X	X
Writing-Intensive Courses	X	X					X	X		X		
Collaborative Assignments and Project		X	X		X		X	X	X			
Undergraduate Research		X	X		X	X	X					
Diversity/Global Learning		X	X		X		X					
Service Learning/Community-based Learning		X	X				X	X	X			
Internships		X	X		X		X	X	X	X		
Capstone Courses and Projects	X	X	X	X	X		X	X	X	X	X	X

## Building on Strengths to Support High Impact Practices

Currently at Florida A&M University, there are several non-academic units that provide writing-related services to faculty and students. #WriteOnFAMU will integrate these resources into the implementation of the QEP to improve writing proficiency. The specific units include the: Teaching and Learning Center, Career Center, Writing Resource Center, and University Libraries,

### Teaching and Learning Center

The FAMU Teaching & Learning Center (TLC) provides faculty development at every career level and discipline. The TLC fosters the development of teaching and learning innovations that enhance instruction, improve student outcomes, and advance FAMU as a leader in evidence-based education. The TLC is designed to help transform classrooms and careers by providing quality training, resources, and professional development activities for faculty. The TLC offers a Faculty Learning Community for faculty

members interested in redesigning their courses. The learning community typically lasts 4-5 weeks and provides faculty members with an interdisciplinary learning experience. Participants collaborate with instructional designers during several interactive workshops to develop course plans for the following fall semester. In addition to on-campus services, faculty on the main and satellite campuses can access a digital library of targeted professional development videos that offer solutions to common classroom challenges.

### *Career Center*

The FAMU Career and Professional Development Center is an integral part of the total education process. The goal of the Center is assisting students in their career development. They provide career counseling to prepare students and provide opportunities for students to pursue meaningful careers in a variety of professional fields and/or pursue graduate studies. The Center offers an array of services, from career advisement to professional development workshops, to students and alumni that facilitate career exploration and professional development.

### *Writing Resource Center*

The FAMU Writing Resource Center (WRC), which is supported by the Undergraduate Student Success Center (USSC) and the College of Social Sciences, Arts and Humanities, offers free, thirty-minute and one-hour writing and grammar tutorials for all students enrolled at FAMU.

The WRC also offers Writing Groups and Workshops that address a particular language skill, writing strategy, or essay genre and gives students an opportunity to interact with peers who are interested in improving in the same areas. Specifically, Writing Groups (small group tutorials) are designed to reinforce fundamental language skills and provide a foundation for writing at the collegiate level. Workshops are designed to provide an overview of important topics that contribute to writing success. Instructors can request an in-class workshop on one of the Writing Success topics (or on a topic that can be tailored to address the specific needs of their classes).

### *University Libraries*

The University Libraries offer academic support to students at both the undergraduate and graduate levels by providing research assistance in multiple formats.

#### Information Literacy Classes

The information literacy classes are conducted in collaboration with faculty. The Libraries have already formed an existing partnership with many of the faculty who teach ENC 1101 and ENC 1102. At this level, students learn the basics of the research process in preparation for the writing process. The learning outcomes include how to use the online catalog in order to find books that are relevant to a topic and how to use an electronic database effectively in order to find full-text, scholarly articles that are relevant to a topic.

As the students receive information literacy instruction during their junior and senior years, they learn how to use the electronic databases that are specific to their scholarly discipline, how to find peer-reviewed articles, and where to find information on formatting citations. The Libraries provide access to the online citation manager, RefWorks. The Libraries offer an annual training session on how to use RefWorks for the graduate students as they write their theses and dissertations.

#### Research Consultations

The Library provides students with individual sessions with a librarian, who can focus on the specific research needs of that student. This assistance can include finding information and evaluating information to determine characteristics such as accuracy of the information, reliability of the information, or biases that may depend upon the source of the information. These sessions can also include information on how to properly cite sources and avoid plagiarism.

### Online Resources

There are online tutorials that cover aspects of the research process. These are accessible to students enrolled in distance education programs, as well as students on campus.

Information Literacy Online (a research guide) <http://library.famu.edu/InfoLitOnline>: This is a series of Information Literacy Modules created to assist students and faculty with how to be better searchers, create effective reference skills and present information. Information Literacy Online also includes modules that are specific to writing, research, plagiarism and citing resources.

Online resources also include PrepStep, RefWorks, the Chicago Manual of Style, AP Stylebook, OED (Oxford English Dictionary), and APA Central. PrepStep provides an English skills review that allows users to build a core skill set to improve reading and writing skills. RefWorks is a web-based citation manager, which allows users to accurately track and format their references. The Chicago Manual of Style provides online guidance for formatting references and access to writing tools. AP Stylebook is a writing and editing guide based on the Associated Press style. APA Style Central is an online, learning, writing, and research, solution developed for academic institutions by the American Psychological Association that is designed to help users develop their writing and professional research skills.

## Goals and Desired Outcomes

The #WriteOnFAMU QEP has an overarching goal to improve writing proficiency. Through the General Education Assessment Committee, the University currently defines written communication as the ability to clearly understand and convey ideas, feelings, and attitudes in writing. More specifically, students should be able to demonstrate the following competencies.

- Read with literal comprehension.
- Apply critical reading skills to a wide range of materials.
- Use various rhetorical modes to communicate ideas and information to a variety of targeted audiences.
- Synthesize personal experiences, observations, and reasoning to communicate information and ideas.
- Assess individual thinking (think critically about what they have written) to revise their drafts and produce more unified, coherent, and analytical prose.
- Critique writing and critical thinking of others by participating in collaborative peer editing.
- Utilize databases and printed materials to research, prepare, and document academic papers and oral presentations.
- Explore non-traditional mediums (poetry, visuals, music, and technology) to communicate arguments.
- Conform to conventional Standard Written English when transmitting ideas and information.

To this end, #WriteOnFAMU is designed to facilitate improvements in: (A) Student Learning, (B) Faculty Development, and (C) the Learning Environment (i.e., the resources and enhancements that to support Student Learning). Establishing a Writing Across the Curriculum (WAC) Program is a key strategy for achieving these three improvement goals. Best practices gleaned from successful WAC Programs implemented across the country over the past several years have and will continue to guide the development and implementation of the #WriteOnFAMU framework, as described in the sections below.

**QEP Goal 1:** Provide students with multiple opportunities throughout their matriculation to engage in writing activities that improve their written communication skills.

- *Student Learning Outcome:* Students will be able to effectively express thoughts and synthesize ideas using Standard English and appropriate vocabulary in quality written documents related to their disciplines.

**QEP Goal 2:** Provide a supportive student-learning environment that enables the cultivation of writing proficiency.

- *Learning Environment Outcome:* The University will invest in resources to improve writing proficiency in support of a campus wide culture of writing.

**QEP Goal 3:** Provide support for faculty development to facilitate improvements in student writing proficiency.

- *Faculty Development Outcome:* Faculty will incorporate high-impact pedagogies and provide co-curricular experiences that improve written communication skills.

## #WriteOnFAMU Framework

In an effort to develop an effective QEP for improving student writing proficiency, the QEP Steering Committee reviewed the QEPs of several other institutions that focused on WAC. The QEPs from East Carolina University (Write Where You Belong) and the University of West Florida (Communication for Professional Success) were found to be useful references. In addition, design thinking sessions were held with faculty representatives from various disciplines across the University. In these sessions, faculty were tasked with developing a program that addressed the goal of #WriteOnFAMU, to enhance student writing proficiency. As a part of the sessions, the participants interviewed a group of students who provided insight on resources and tools needed for students to improve writing proficiency. From the sessions, the #WriteOnFAMU framework was developed.

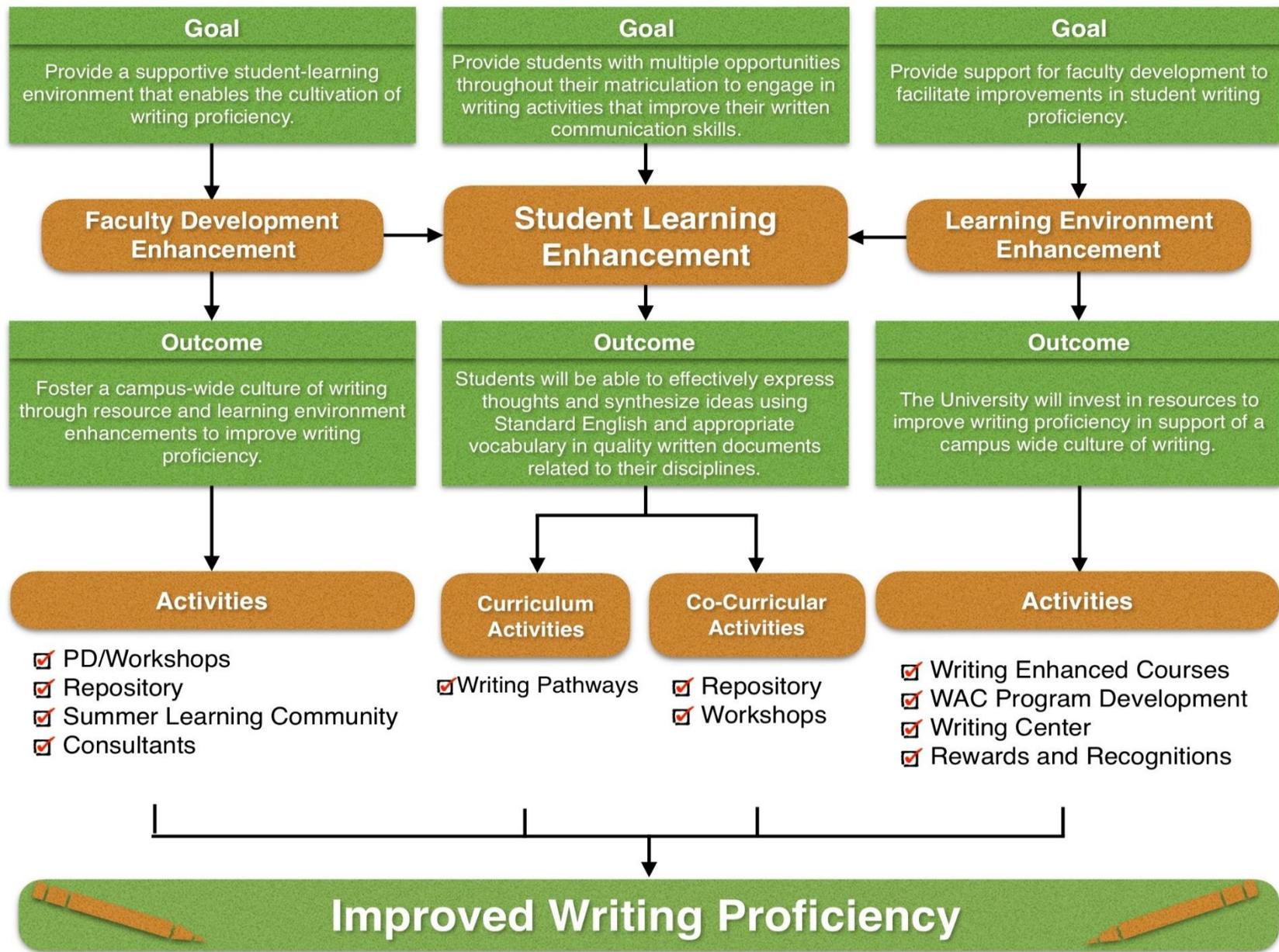
The purpose of #WriteOnFAMU is to improve student writing proficiency through (1) increased opportunities for students to engage in writing activities across the curriculum, (2) improved infrastructure to provide a supportive student learning environment, and (3) increased faculty and student pedagogical support. Based on research, along with faculty and student input, the WriteOnFAMU framework was developed (see figure below). There are three vital enhancements: Faculty Development, Student Learning, and the Learning Environment. Each component of the framework has been found to be linked to improved student writing proficiency.

*Student Learning Enhancements:* The goal of the student learning enhancements is to provide students with multiple opportunities to engage in meaningful writing activities across the curriculum to improve their written communication skills. The WAC literature indicates that students should be provided with opportunities to write across the curriculum in various formal and informal contexts. #WriteOnFAMU's

student learning enhancements are expected to provide students with the opportunity to engage in the writing process across multiple courses across the curriculum. There are three writing pathways: foundational, discipline specific and career-oriented. Student will engage in writing through curricular and co-curricular activities. In the three pathways, students will participate in writing intensive courses that are supported by relevant co-curricular activities. Additionally, an online student resource repository and student writing workshops will provide support for students.

*Learning Environment Enhancements:* The goal of the learning environment enhancements is to provide a supportive learning environment that enables the cultivation of writing proficiency through infrastructure improvements. The WAC literature indicates that supportive infrastructure provides students and faculty with a support system that assists in improving writing proficiency. #WriteOnFAMU learning environment enhancements include: the addition of writing intensive courses, the establishment of a University-wide Writing Across the Curriculum program, an expanded Writing Resource Center, and Rewards and Recognitions for both faculty and students participating in the #WriteOnFAMU initiative. These enhancements are expected to foster a culture of writing across the university that will lead to improved student writing proficiency.

*Faculty Development:* The goal of the faculty development enhancement is to provide support for faculty to facilitate improvements in student writing proficiency. WAC scholars propose that faculty development provides faculty members with the tools necessary to integrate writing into their courses. Also, the use of high-impact pedagogical practices by faculty members are supported by WAC programming related to faculty development. Hence, the expected faculty development outcome of #WriteOnFAMU is that faculty will incorporate high-impact pedagogies and provide relevant co-curricular experiences that improve written communication skills.



## Actions to Be Implemented

The implementation plan provides details on how #WriteOnFAMU will be infused into and enhance the current culture of writing at FAMU. The following provides the framework components that will be integrated into the University to implement the plan.

### Student Learning Enhancement

This enhancement will purposefully integrate customizable writing intensity levels (quantity/frequency), writing proficiency levels (quality), and levels of self-efficacy in writing (perception) mechanisms throughout the three unifying Writing Pathways – Foundation, Discipline, and Career.

- The **Foundation Pathway** uses general education and discipline-specific courses to initiate students into the “community of inquiry.” Courses in the Foundation Pathway introduce concepts, technical language and stages in the writing process used in generalized academic writing. The courses in this pathway include ENC 1101 (Freshman Communicative Skills I), ENC 1102 (Freshman Communicative Skills II), and a discipline-specific sophomore-level course. ENC 1101 and 1102 are a part of the General Education curriculum and are included in the annual assessment of communication skills for the General Education core. These courses already include many WAC best practices, such as small class sizes (maximum number of students is 25) and an interactive writing process that includes peer and faculty feedback along with opportunities for revision. In addition, faculty teaching these courses use a common rubric for assessment and feedback purposes as well as a textbook compiled by the English faculty. While these best practices assist in the enhancement of writing proficiency, students do not always transfer these skills to their future courses. Based on the WAC literature, metacognition and transfer are fundamental for student writing proficiency. Therefore, ENC 1101 and 1102 will be enhanced through the incorporation of assignments that facilitate metacognition and writing process transfer. An additional enhancement will be the reduction of class sizes. The National Council of Teachers of English recommends a class size of 15 and sets the limit at 20. Currently, the class size is set at 25 students maximum. The English department set a strategic goal to reduce class sizes to 17-20 students in their 2017-2022 strategic plan. This will be in alignment with best practices. As a part of #WriteOnFAMU, faculty teaching these courses will participate in the Summer Learning Community to ensure that these courses incorporate the WAC best practices such as, in-class writing “Writing to Learn” opportunities, peer feedback, and revision opportunities. In addition, faculty will be introduced to classroom assessment techniques such as those suggested by Angelo and Cross (1988) to aid in the development of metacognition and transfer skills. Further, there are some degree programs that offer foundation-level writing-intensive courses; therefore, the faculty teaching these courses will also be invited to participate in the Summer Learning Community. At the sophomore level, students will either enroll in: 1) ENC 2300, Improved Writing Competency; ENC 3243, Technical Writing; and ENC 3320, Advance Composition, 2) a Writing Enhanced Course (WEC)-designated course in the General Education core, or 3) a discipline-specific sophomore-level course. The target for the Foundation Pathway courses is to reach at least 85% of freshmen and 80% of sophomores.
- Students will be introduced to and demonstrate discipline-specific writing conventions in **Discipline Pathway** courses. These courses explore discipline-specific intellectual traditions and discourse styles. Writing assignments in this Pathway prepare students to contextualize issues using appropriate sources; analyze evidence; and reinforce understanding of writing as an iterative

process by building upon or requiring the application of concepts and skills introduced in the Foundation Pathway. These will be junior- and senior-level courses within each discipline. Each dean provided information on capstone courses and writing-enhanced courses in each undergraduate degree program that can be developed into Writing Enhanced Courses (see Appendix E). Based on the information provided by each dean, 63% of undergraduate degree programs have a writing-intensive course at both the junior and senior levels. However, there is inconsistency in the level of intensity and the degree to which the WAC best practices are integrated in these courses. In Years 2-5, as a part of the Discipline Pathway enhancement plan, faculty currently teaching writing intensive courses will be invited to participate in the Summer Faculty Learning Community in order for their courses to become certified Writing Enhanced Courses. In order for courses to be certified as Writing Enhanced, courses must meet the criteria that will be established by the WAC Advisory Committee. The target is for 50% of degree programs to have a minimum of one certified Writing Enhanced Course at both the junior and senior level by Year 3, 75% by Year 4, and 95% by Year 5.

- **Career Pathway** courses facilitate the students' ability to prepare career-appropriate documents. This instruction will occur within courses in the discipline and co-curricular activities, such as internships, seminars and workshops related to career preparation. Assignments in this pathway will challenge students to prepare career-appropriate documents. In addition, the University Career and Professional Services Center will continue to offer co-curricular opportunities for faculty to embed in their courses. For this pathway, the target is that in Year 1 50% of freshmen students will participate in co-curricular career-oriented writing activities. Since most freshmen are required to enroll in a First-Year Experience course that includes a career development component, faculty teaching these courses will be provided training and asked to integrate the Career Center's co-curricular activities into their courses. Since many schools and colleges have Living and Learning communities for freshmen that include several co-curricular activities, in Year 1, #WriteOnFAMU will invite the faculty teaching in the Living and Learning communities to participate in WAC workshops and have their courses WEC-certified. By Year 2, 70% of students enrolled in career-oriented courses in their discipline will participate in co-curricular career-oriented writing activities. During Years 3-5, 80% of students enrolled in a career-oriented course in their discipline will participate in co-curricular career-oriented writing activities.

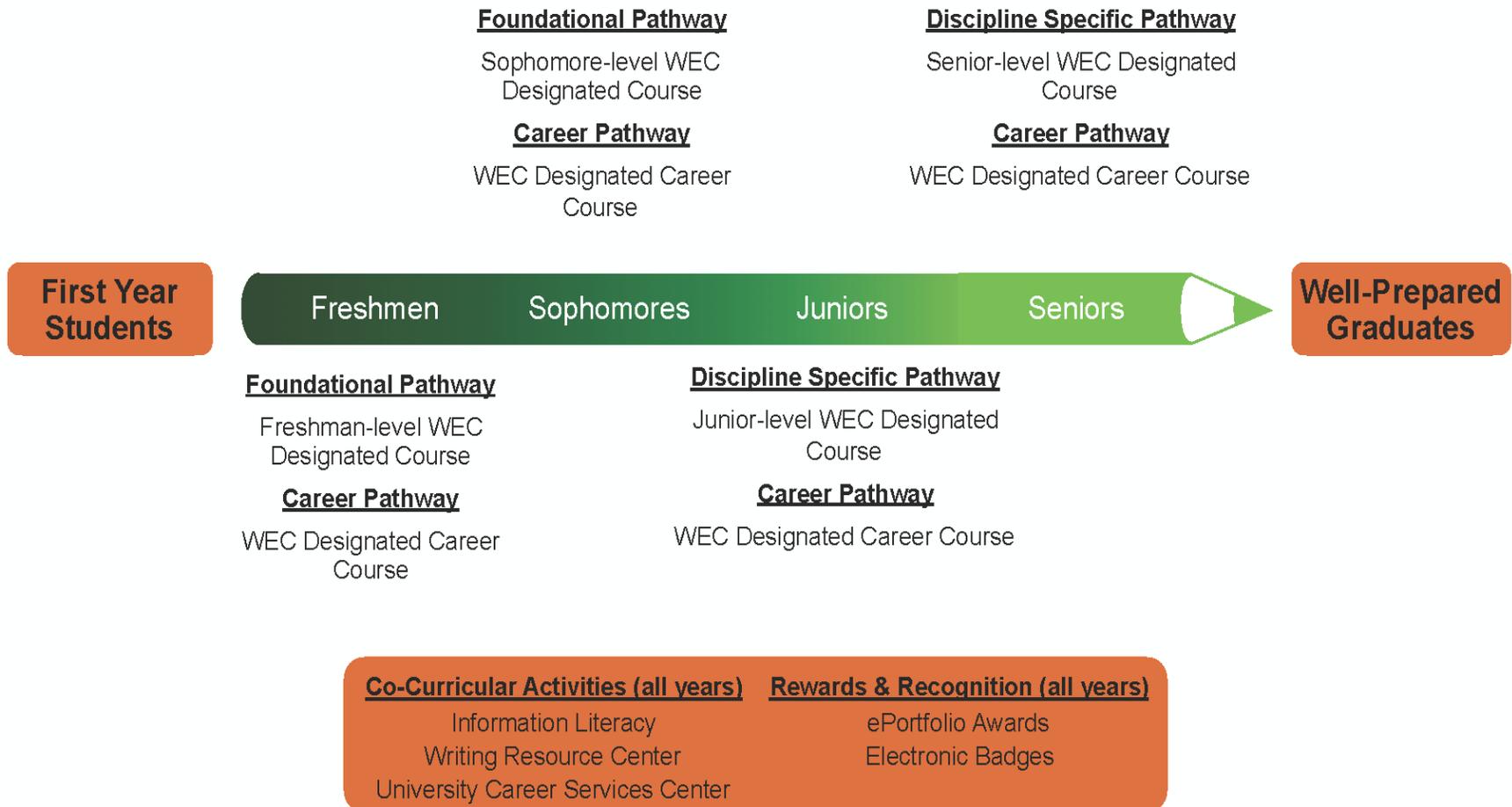
### *Writing Resource Repository*

A Writing Resource Repository will be made available and provide students with assignment exemplars, links, and other resources to assist with the completion of course assignments. This Repository will archive sample assignments and writing tools to provide guidance for students. This Repository, located on the QEP website and in a community LMS course, will also be a hub for digital resources from other institutions. The WAC Director and the WAC Advisory Committee will be responsible for updating the repository.

### *Writing Enhancement Workshops*

Writing workshops and modules will be added as co-curricular activities for students to enhance their writing proficiency. As a requirement of receiving the WEC course designation, students will attend workshops as assigned by the faculty. These co-curricular workshops will be offered through the Writing Resource Center, University Libraries and the University Career Services Center.

The figure below outlines the components of the various pathways that students will engage in during their matriculation.



## Faculty Development Enhancement

A critical component of a WAC program is the development and support of faculty. #WriteOnFAMU will provide development and support faculty by providing professional development and resources for FAMU faculty. It is the faculty who are responsible for guiding their students' academic development; therefore, this enhancement focuses on expanding faculty knowledge, skills and abilities as they relate to written communication skills. #WriteOnFAMU faculty development initiatives will address the misconceptions of faculty about student writing and guide them in learning how to help their students through a focus on writing practices. In an effort to address faculty concerns early on, Dr. Teresa Redd, former Director of Howard University's Writing Across the Curriculum program, will be the keynote speaker at the Annual FAMU Teaching and Learning Conference in May 2018.

The goal for the Faculty Development Enhancements is to provide faculty with the necessary tools to incorporate high-impact pedagogical practices that improve written communication skills in existing courses. The University will hire a Writing Across the Curriculum program director who will be responsible for managing the WAC program and the faculty development component of #WriteOnFAMU. In addition, the WAC program director will work closely with the Teaching and Learning Center to offer both traditional and online professional development for faculty. The goal is for at least 70% of faculty to participate in workshops, seminars, and/or learning communities.

### *Professional Development*

While faculty are subject matter experts, keeping up to date with proven pedagogical practices is not an area of primary emphasis. Particularly when it concerns Writing Across the Curriculum, faculty may need assistance transforming a course from its present state into one where writing proficiency can be effectively measured. Four key areas will be the focus of Faculty Development efforts: (1) an annual course development seminar with a writing focus, (2) Departmental WAC Workshops and Consultation Sessions, (3) Creation of a WAC Teaching Resources Repository and (4) a Summer Learning Community.

- (1) **Annual WAC Course Development Seminar.** In many instances, faculty members feel unequipped to implement WAC artifacts that measure writing proficiency in their courses for a number of reasons. Some feel that grading overload prevents them from adding another assignment to their syllabi, that they are not writing experts, and that their courses are entirely technical or scientific and are irrelevant to writing. Led by a documented thought leader in the field, this annual workshop will be a part of the University's Fall Faculty Planning session and would provide an opportunity for faculty to be guided through the course construction process with an intentional focus on writing proficiency as a major course objective. After the general presentation, time would be allotted for colleagues across the campus to dialogue to share best and most ineffective practices to teach students established writing norms of their discipline as well as to reinforce standard conventions of writing in general.
- (2) **Departmental WAC Workshops and Consultation Sessions.** Beyond the annual University-wide WAC Workshop, faculty will need to wrestle with their process at the academic unit level. These workshops will follow the Faculty Dialogue Model of faculty development. "The goal of this model is to explore language and learning on a particular campus through a series of faculty seminars" (Siebert, 1996). Thus, the WAC Coordinator will conduct scheduled workshops at the department level each year to ensure that QEP goals, assessments, and measurement tools are clear and reliable. In addition, these workshops can field any questions about the process or ongoing QEP results from Departmental faculty while discussing best practices for their particular

discipline. As requested, Departmental Consultation Sessions will be conducted to address departmental issues in executing the WAC strategic plan or bringing new/adjunct faculty up to speed on the process.

- (3) **WAC Teaching Resource Repository.** This Repository will archive assignments and assessments that can be used to inspire new faculty or to provide alternatives for experienced faculty seeking to employ new assessment artifacts. Examples of successful writing assignments and reliable assessments that have been reliable for improving student writing proficiency will be included. A WAC Digital Teaching Resource Repository will be established. This Repository will also be a hub for digital resources from other institutions or literature containing best practices for WAC in general, as well as discipline-specific materials. The WAC Director and the WAC Advisory Committee will be responsible for updating and enhancing the repository.
- (4) **Summer Learning Community.** In order for courses to be certified as Writing Enhanced, faculty will be required to participate in a learning community that will be led by the WAC Director and hosted by the Teaching and Learning Center. In Year 1, faculty teaching ENC 1101, ENC 1102 and SLS will be invited to participate in a workshop on meta-cognition and transfer skills. Also, in Year 1, the college/school faculty liaisons will participate in the inaugural Summer Learning Community. In Year 2, faculty teaching the sophomore level courses will be invited to participate and Years 3-5, faculty teaching junior and senior-level courses will be invited to participate. Faculty participating in the learning communities will receive a stipend.

### *Writing Consultants*

QEP Writing Consultants who are trained and certified faculty volunteers will be available to consult with faculty about integrating writing into courses, designing effective writing assignments, grading and commenting on student work. The requirements for Writing Consultants are as follows:

1. Must be full-time faculty member
2. Must be credentialed in a writing-based discipline and/or must have sufficient documentation to illustrate proficiency in writing production and assessment
3. Must successfully complete one WAC Faculty Summer Learning Community
4. Must complete a Writing Consultant application
5. Must submit a Curriculum Vitae
6. Must have an annual performance assessment for recertification

In Year 1, junior faculty in the English Department will be invited to serve as Writing Consultants who will assist the WAC Director with faculty development workshops and activities. In Years 2-5, at least one faculty member from each school or college will be invited to participate in the Writing Consultant training. Faculty serving as Writing Consultants will receive a stipend.

## Learning Environment Enhancement

### *Curriculum*

Writing Enhanced Courses (WEC) will focus on writing skill as a tool for communicating knowledge as well as a tool for creating understanding. A 'W' will be appended to the course numbers for courses in the WEC series. Writing Enhanced Course requirements are as follows:

- a. Include writing assignments that engage students in intellectual activities central to the course objectives;

- b. Have at least two graded writing assignments;
- c. Have at least two opportunities (informal and/or brief formal) to practice using references and general academic writing mechanics;
- d. Provide a schedule for writing assignments that allocates class time for discussing strategies to improve student writing;
- e. Require students to make substantial revision(s) of at least one graded, out-of-class writing assignment;
- f. Have students giving and receiving peer feedback at least once during the semester;
- g. Require students to attend relevant co-curricular activities as assigned;
- h. Require each student to write a target of 5,000 words;
- i. Writing assignments will comprise at least 40% of student course grade.

These requirements are subject to approval by the WAC Advisory Committee. The WAC Advisory Committee will finalize the requirements and make changes as needed to fit the program.

Writing intensity will be included in the description of Writing Enhanced Courses in iRattler and course catalogs. Pathway designations will appear in curriculum maps, course matrices, and other materials designed to assist students in progressing through their degree programs in four years.

- Foundational courses in freshman year – During the freshman year, most students will be required to take ENC 1101, ENC 1102 and SLS 1000. Students who have completed these courses prior to admission will be required to enroll in ENC 2300 or a discipline-specific writing course.
- Foundational course in sophomore year - During the sophomore year, students will be required to take either Technical Writing, Improving Writing, Advanced Composition, or a WEC-certified course in their discipline or in the General Education curriculum. Departments will have an option to develop a course specific for their discipline to address the skills students need to obtain by completing a technical writing component course.
- Discipline-specific courses – It is expected that students complete at least one course in their junior and senior years to enhance their writing skills throughout their matriculation. To ensure this plan is intentional, each school and college will be required to identify junior and senior-level courses for each degree program that will be used to assess student writing proficiency.

#### *Improved Writing Resource Center*

To prepare for QEP Writing Across the Curriculum student support initiatives, undergraduate students from many disciplines will participate in various writing development activities. A thoughtfully designed and well-executed FAMU Writing Resource Center will become a focus of student and faculty interaction and activity, consisting of offices, seminar rooms, an e-portfolio/digitization studio, open lounge, and study areas, and support spaces. When a WAC program works with or through a robust writing center, there is a visible focus, where writing becomes a main focal point of the campus as well as having the writing center connected to the English department. Writing centers also contribute to the growth and success of a WAC program, because they can often open new lines of communication to faculty who become interested in WAC after their students have used the center. The FAMU Writing Resource Center will be re-designed to facilitate collaboration and interaction among various academic programs, assist university faculty in the teaching of writing, and promote a variety of student writing initiatives. The expansion will enable and inspire students in a welcoming, comfortable environment equipped to accommodate the 21st-century academic and social needs of the FAMU community. In addition, an online tutoring service will be provided

to supplement the services of the Writing Resource Center and accommodate more students. Further, the Writing Resource Center is currently housed in the Undergraduate Student Success but will be moved under the English department in the College of Social Science, Arts and Humanities so that English department faculty provide guidance and oversight of the Center based on discipline-specific best practices.

#### *Software for faculty grading and student assistance*

A variety of online tools and resources will be used to support students and faculty. Technology trends in recent years have precipitated changes in the types and uses of online writing and editing tools for feedback. While there have been methods for users to receive feedback on the quality of their writing for some time, a variety of proofing and editing tools are now available, both for spelling and grammar. New tools and services have arisen to facilitate online composition/editing for faculty to assess and grade writing. Browser-based text editors will make it easier than ever to participate in online sites. Language tools and services will offer automatic assessment of writing, enabling the development of reviewing skills, so essential to improving writing. These tools will serve as a supplement to faculty and peer feedback of writing. The WAC Director will conduct further analysis of the software and determine the best fit for the university community.

#### *EPortfolio*

The creation of an ePortfolio allows students to reflect on and display their writing experiences during their matriculation through the #WriteOnFAMU program. In addition, ePortfolios will be used to capture assessment artifacts for the Writing Enhanced courses and the co-curricular activities. The Writing Resource Center, as well as the Career Development Center, QEP office, and the Digital Media Studio will provide support for students completing the ePortfolio. Joint workshops will be conducted, and students will have the ability to meet one-on-one to receive assistance. In addition, WEC faculty will be trained on the integration of the ePortfolio into their courses by the TLC.

#### *Faculty Rewards and Recognition*

Faculty that participate in various professional development components will be recognized. Incentives and recognition include small stipends to redesign and enhance courses, travel grants, official certificates that can be used in the member's professional portfolio, and public recognition as the teacher of a FAMU Writing Enhanced Course.

#### *Student Rewards and Recognition*

The #WriteOnFAMU program recognizes students who complete the various levels of learning experiences. Students who complete the required components of the program will be eligible to receive incentives and recognition during their matriculation as well as upon graduation. The initiative includes three components and relate to each of the Writing Proficiency Pathways: foundational, discipline-specific and career.

- Program Components for Recognition
  - #WriteOnFAMU Courses: Students will complete three #WriteOnFAMU courses by the end of their freshman year and four foundational #WriteOnFAMU courses during their freshman and sophomore years. Students will complete at least two courses within their discipline during their junior and senior years. Students will complete at least one co-curricular activity in each of the #WriteOnFAMU courses as well as two workshops as

assigned by the professor from each of the writing proficiency pathways. #WriteOnFAMU faculty members will determine the co-curricular activity for their courses. Therefore, students will complete at least six co-curricular activities by the end of the senior year.

- The ePortfolio: The student ePortfolios will be a combination of work produced as a part of the course assignments as well as the co-curricular activities such as internships, campus and community involvement. Students will select the documents they place in their e-Portfolios from their courses and co-curricular activities that relate to the student-learning outcome. The WAC Director and Advisory Committee will assess the best-suited ePortfolio platform for this program.
  - End-of-Program Poster Session: The end-of-program poster session will be optional for students who have completed all of the #WriteOnFAMU program requirements. Students will display their final ePortfolio, and external stakeholders, such as community members and alumni, will serve as judges for the program. The top three students will be awarded scholarships.
- Student Incentives/Recognition for Participating in the #WriteOnFAMU program
    - Student incentives and recognition for #WriteOnFAMU include early registration privileges for students after the first semester of enrollment in a #WriteOnFAMU (currently proposed) course, scholarship opportunities upon completion of the sophomore ePortfolio, and electronic badges upon completion of each level of writing proficiency: novice, progressive and competent. There will be an awards reception each spring semester to highlight and recognize the exemplary student ePortfolios.
  - Recognition at Certain Benchmarks
    - Freshman Year: At the freshman Pinning Ceremony, students will receive a #WriteOnFAMU t-shirt and button. There are three required #WriteOnFAMU courses in the freshman year. Students who have completed the required courses prior to their enrollment at the University will be eligible to enroll in the sophomore level #WriteOnFAMU course.
    - Sophomore Year: Students will take another Foundational course as well as submit their ePortfolios to be eligible for a book scholarship.
    - Junior Year: They will also enroll in one #WriteOnFAMU courses as well as submit their ePortfolios to be eligible for a book scholarship.
    - Senior Year: They will also enroll in one #WriteOnFAMU courses. Students are also eligible to submit their ePortfolios for cash awards for an exemplary end-of-program ePortfolio poster session.

The following table shows the expected impact that #WriteOnFAMU will have on writing-related student learning at the end of five years as it relates to WEC courses.

<b>Schools and Colleges</b>	<b>Number of Undergraduate Degree Programs</b>	<b>Number of Projected Writing Enhanced Courses by the End of Year 5</b>
College of Social Sciences, Arts and Humanities	13	23
College of Science and Technology	7	12
College of Education	10	18
College of Agriculture and Food Sciences	3	5
College of Pharmacy and Pharmaceutical Sciences	1	1
School of the Environment	2	3
FAMU-FSU College of Engineering	6	10
School of Allied Health Sciences	4	7
School of Architecture and Engineering Technology	4	7
School of Business and Industry	4	7
School of Journalism and Graphic Communication	3	5
School of Nursing	1	1
<b>Total</b>	<b>58</b>	<b>99</b>

The table below shows the connection between each activity listed in the QEP framework and the related assessment targets that will be achieved by Year 5 of the QEP.

Goal and Outcome	Activity	Assessment Measure
<p>Student Learning Outcome: Students will be able to effectively express thoughts and synthesize ideas using Standard English and appropriate vocabulary in quality written documents related to their disciplines.</p>	Writing Pathways	<ul style="list-style-type: none"> <li>• At least 80% of artifacts collected from Freshmen level students enrolled in WEC courses will receive a score of 2 or higher on a 5-point rubric designed to assess written communication.</li> <li>• At least 75% of the artifacts collected from Sophomore level students enrolled in WEC courses will be scored one point higher than the average score of students at the freshmen level on writing assignments graded with a 5-point rubric designed to assess written communication.</li> <li>• At least 70% of the artifacts collected from Junior level students enrolled in WEC courses will be scored one point higher than the average score of students at the sophomore level on writing assignments graded with a 5-point rubric designed to assess written communication, which will include a competency related to 'Develop career-appropriate and discipline-specific documents with well-founded perspectives related to the students' discipline'.</li> <li>• At least 65% of the artifacts collected from Senior level students enrolled in WEC courses will be scored one point higher than the average score of students at the junior level on writing assignments graded with a 5-point rubric designed to assess written communication, which will include a competency related to 'Utilize appropriate and relevant content to synthesize ideas within the context of the discipline in Writing'.</li> </ul>
	Student Repository	Review and update student resource repository on an annual basis.
	Student Workshops	<ul style="list-style-type: none"> <li>• At least 90% of students enrolled in WEC courses will complete Informational Literacy Co-curricular in ENC 1101 and ENC 1102</li> <li>• At least 85% of students enrolled in WEC courses will attend a session in the Writing Resource Center.</li> <li>• At least 90% of students enrolled in WEC courses will participate in co-curricular activities hosted by the Career Center.</li> </ul>
Faculty Development Outcome: Faculty will incorporate high- impact pedagogies and provide co-curricular experiences	Faculty Workshops	Host at least 4 workshops on high-impact pedagogies that improve written communication skills annually.
	Teaching resource Repository	Review and update teaching resource repository on an annual basis.

Goal and Outcome	Activity	Assessment Measure
that improve written communication skill.	Summer Learning Community	<ul style="list-style-type: none"> <li>• At least 60% of degree programs will incorporate co-curricular experiences by May 2023.</li> <li>• At least 85% of faculty respondents will state that they incorporate high impact pedagogies and/or provide co-curricular experiences that improve written communication skill based on the best practices survey distributed to faculty and staff.</li> </ul>
Learning Environment Outcome: The University will invest in resources to improve writing proficiency in support of a campus wide culture of writing.	Writing Enhanced Courses	Review and update list of writing enhancement courses across in the registrars' schedule of classes on an annual basis.
	WAC Program development	A Writing Across the Curriculum Program office will be established and staffed.
	Writing Center	Complete the renovation and expansion of the Writing Resource Center and digital studio space by October 2020.
	Rewards and Recognition	At least 90% of faculty respondents will strongly agree/agree that they value high-quality writing.

Achievement of the outcomes and criterion below will signify that #WriteOnFAMU has been successful in impacting students' writing proficiency and improved written communication skills.

Key Measures of Success (To be achieved by Year 5 of the QEP):

**QEP Goal 1:** Provide students with multiple opportunities throughout their matriculation to engage in writing activities that improve their written communication skills.

<i>1. Student Learning Outcome: Students will be able to effectively express thoughts and synthesize ideas using standard English and appropriate vocabulary in quality written documents related to their disciplines.</i>			
<b>Assessment Tool</b>	<b>Criteria for Success</b>	<b>Methodology</b>	<b>Responsibility</b>
ePortfolio Artifacts scored by Rubric	At least 80% of seniors will receive an average score that is 2 points higher than that of freshmen on a 5-point rubric designed to evaluate written communication.	Artifacts will be collected each semester and scored annually. Each cohort will show improvement over the previous year of artifact submission. When comparing the freshmen average score to the seniors' average score, there will be a 2-point increase for the cohort. All artifacts will be assessed using a common 5-point rubric designed to assess written communication.	QEP Staff WAC Director
ETS Proficiency Profile	The average mean score of graduating seniors will be at least 4 scaled points higher than that of incoming freshmen based on the ETS proficiency Profile pre-post test scores.	The test will be administered each semester. The average aggregated pre-test score will be compared to the average aggregated post-test scores for the cohort. This data will not be available until year 4 and 5 of the QEP. There will be at least a 4-point increase from the pre-test to post-test scores.	University Assessment Staff

**QEP Goal 2:** Provide a supportive student-learning environment that enables the cultivation of writing proficiency.

<i>2. Learning Environment Outcome: The University will invest in resources to improve writing proficiency in support of a campus wide culture of writing.</i>			
<b>Assessment Tool</b>	<b>Criteria for Success</b>	<b>Methodology</b>	<b>Responsibility</b>
Curriculum Analysis	At least 90% of degree programs will have designated writing enhanced courses embedded in their curriculum.	Analysis will be done annually beginning summer 2019. The course catalog will be reviewed along with program curriculum plans and course syllabi.	WAC Director

Program Analysis	The writing across the curriculum program will be fully implemented and integrated into the University.	The status of program implementation will be reviewed on an annual basis.	QEP Director
Completion Plan	Complete the renovation and expansion of the Writing Resource Center and digital studio space by October 2020.	Renovations are to be completed by year 3 of the QEP. Monthly status reports will be received from facilities planning and reviewed to determine the percentage completion of the project.	QEP Director

**QEP Goal 3:** Provide support for faculty development to facilitate improvements in student writing proficiency.

<i>3. Faculty Development Outcome: Faculty will incorporate high impact pedagogies and provide co-curricular experiences that improve written communication skills.</i>			
<b>Assessment Tool</b>	<b>Criteria for Success</b>	<b>Methodology</b>	<b>Responsibility</b>
QEP Survey	At least 60% of degree programs will incorporate co-curricular experiences by May 2023.	Analysis will be done annually beginning summer 2019. The program requirements and course syllabi will be reviewed for co-curricular activities.	QEP Staff
Faculty Survey	At least 85% of faculty will state that they incorporate high impact pedagogies and/or provide co-curricular experiences that improve written communication into their course of instruction. Course syllabi will be collected as documentation of activities.	Survey will be administered annually	QEP Staff
Professional Development Attendance	At least 70% of faculty will participate in workshops, seminars, and/or learning communities	Annually Review Activity Records	WAC Director

## Timeline

### Pre-Implementation Timeline

#### Key Events

- May 2018: Hire WAC Director.

- May 7, 2018: Dr. Teresa Redd will give the keynote address on WAC programs at the FAMU Spring 2018 Teaching and Learning Conference.
- Summer 2018: Implement the #WriteOnFAMU Faculty Learning Communities.

A 5-year timeline of the proposed QEP activities is listed below for the three framework components. After Year 1, the topics of the workshops and seminars will be developed to address existing needs as determined by the outcomes of the continuous QEP assessment process.

**Timeline: Student Learning Enhancements**

Month	Component	Event/Activity	Year 1	Year 2	Year 3	Year 4	Year 5
August	Writing Pathways: Foundational Pathway	Freshman Students enrolled in ENC 1101 and ENC 1102	X	X	X	X	X
October	Student Writing Enhancement workshops	Students complete Informational Literacy Co-curricular in ENC 1101 and ENC 1102	X	X	X	X	X
March	Student writing support	Students complete ePortfolio Assessment	X	X	X	X	X
April	Student writing support	Student ePortfolio session and Awards Recognition Reception	X	X	X	X	X
May	Student writing support	Students complete required hours in the Writing Resource Center	X	X	X	X	X
May	Student Writing Resource Repository	WAC Advisory Committee develops and deploys Student Writing Resource Repository	X				
July	Student Writing Resource Repository	WAC Advisory Committee updates and adds to Student Writing Resource Repository		X	X	X	X
August	Writing Pathways: Foundational Pathway	Students enroll in a 2000- level Writing Enhanced Course for their discipline or ENC 2300, ENC 3320, ENC 3243.		X	X	X	X
October	Student Writing Enhancement workshops	Students complete Informational Literacy Co-curricular in sophomore level Foundational Pathway courses		X	X	X	X
August	Writing Pathways: Discipline-specific Pathway	Students enroll in a 3000-level writing enhanced course for their discipline			X	X	X
August	Writing Pathways: Discipline-specific Pathway	Students enroll in a 3000-level writing enhanced course for their discipline			X	X	X
August	Writing Pathways: Career Pathway	Students enroll in a writing enhanced course for their discipline				X	X
August	Writing Pathways: Discipline-specific Pathway	Students enroll in a 4000-level writing enhanced course for their discipline				X	X
April	Writing Pathways: Career Pathway	Student complete career co-curricular sessions with the Career Center				X	X

### Timeline: Faculty Development Enhancements

Month	Component	Event/Activity	Year 1	Year 2	Year 3	Year 4	Year 5
July	Faculty Professional Development: Learning Community	Summer Learning Community to establish first group of potential Faculty Fellows	X				
July	Faculty Professional Development: Summer WAC Institute Fellows	Summer WAC Institute Fellows Seminar		X	X	X	X
August	Faculty Professional Development: Workshops/Sessions	QEP Update During Faculty Pre-Planning Conference	X	X	X	X	X
August/ January	Faculty Professional Development: Workshops/Sessions	Designing Courses to Enhance Student Writing Proficiency	X				
August/ January	Faculty Professional Development: Workshops/Sessions	Pedagogical Approaches to Enhance Student Writing Proficiency	X				
August/ January	Faculty Professional Development: Workshops/Sessions	Strategies for Assessing Student Writing Proficiency	X				
September	Faculty Professional Development: Workshops/Sessions	College-Wide Overview of QEP Goals & Objectives	X	X	X	X	X
October/ February	Faculty Professional Development: Peer-led discussions	Departmental/Discipline Specific Course-Design Workshops	X	X	X	X	X
November	Writing Consultants for Faculty	Writing Proficiency Rubrics from each fall course are submitted and data compiled/Syllabi collected electronically	X	X	X	X	X
December/ April	Faculty Writing Resources	Links, books, and articles added to Teaching Resource Repository	X	X	X	X	X
December/ April	Teaching Resource Repository	Resources and examples of effective syllabi/Assignments are added	X	X	X	X	X
December/ April	Writing Consultants for Faculty	Rubric compilations from each course and Department are submitted to QEP Office	X	X	X	X	X
Continuous	Writing Consultants for Faculty	As scheduled, individual and small-group faculty consultation	X	X	X	X	X
February	Rewards & Recognition: Faculty	Faculty apply to be Summer WAC Institute Fellows	X	X	X	X	X
March	Writing Consultants for Faculty	Writing Proficiency Rubrics from each spring course are submitted and data compiled	X	X	X	X	X
April	Faculty Professional Development: Workshops/Sessions	Summer WAC Institute Fellows announced	X	X	X	X	X
August/ January	Faculty Professional Development: Workshops/Sessions	Enhance Student Writing Proficiency Workshop Series		X	X	X	X

**Timeline: Learning Environment Enhancements**

Month	Component	Event/Activity	Year 1	Year 2	Year 3	Year 4	Year 5
<b>August</b>	Writing Consultants for Faculty	Recruit general writing consultants	X				
<b>September</b>	Faculty Writing Resources	Enhance online faculty resources	X	X	X	X	X
<b>September</b>	Improved Writing Resource Center	Secure space for the expansion of the Writing Resource Center	X				
<b>September</b>	Student Writing Resource Repository	Enhance online resources	X	X	X	X	X
<b>October</b>	Improved Writing Resource Center	Initial planning for renovation and expansion of the Writing Resource Center and digital studio space.	X				
<b>October</b>	Student Writing Enhancement workshops	Writing Center workshops for students	X	X	X	X	X
<b>October</b>	Writing Consultants for Faculty	Educate and train writing consultants	X	X	X	X	X
<b>January</b>	Faculty Writing Resources	Facilitate faculty development workshops and events	X	X	X	X	X
<b>January</b>	Software for faculty grading and student assistance	Purchase English language writing-enhancement software	X				
<b>March</b>	Student writing support	Hire and train peer tutors	X	X	X	X	X
<b>April</b>	Faculty Writing Resources	Develop QEP Common Writing Rubric	X				
<b>April</b>	Software for faculty grading and student assistance	Purchase e-portfolio software	X				
<b>October</b>	Improved Writing Resource Center	Finalize planning for renovation and expansion of the Writing Resource Center and digital studio space		X			
<b>January</b>	Improved Writing Resource Center	Begin renovation and expansion of the Writing Resource Center and digital studio space		X			
<b>April</b>	Software for faculty grading and student assistance	Provide training sessions for faculty members to use software		X	X	X	X
<b>June</b>	Software for faculty grading and student assistance	Train faculty members to use software		X			
<b>August</b>	Improved Writing Resource Center	Finalize renovations and expansion of the Writing Resource Center and digital studio space.			X		
<b>August</b>	Improved Writing Resource Center	Host grand opening for new Writing Resource Center			X		

## Organizational Structure

The FAMU QEP will be housed in the Division of Academic Affairs. Day-to-day management will be the responsibility of a QEP Director, who will report directly to the Provost. Dr. Jennifer Collins has been identified to serve in this position. The Writing Across the Curriculum Program will be managed by the WAC Director, who will report to the Associate Provost and work closely with the QEP Director during the implementation of the program. The person filling this position will meet the criteria listed in Appendix F. A search to hire the WAC Director will be initiated in February 2018, with a targeted start date of summer 2018, or sooner.

### #WriteOnFAMU Organizational Structure

The QEP Director will provide overall leadership for the implementation and assessment of the QEP. The QEP Director will report to the Office of the University Provost. The QEP Director will oversee the Assessment Coordinator, Administrative Assistant, and the Technology/Web Support specialist to ensure the implementation of the assessment and evaluation components of the project. The Writing Across the Curriculum Director will report to the Associate Provost of Faculty Development. The key components of the #WriteOnFAMU organizational structure are shown in the diagram below.

#### QEP Director

The QEP Director reports directly to the Provost and is responsible for overseeing the development, implementation and assessment of #WriteOnFAMU.

#### Writing Across the Curriculum Director

The Writing Across the Curriculum Director will provide leadership to the Writing Across the Curriculum program.

#### QEP Administrative Assistant

This administrative position will provide administrative support to the WAC Director and oversee the marketing and communications plan.

#### Assessment Coordinator

The Assessment Coordinator is responsible for facilitating all activities related to the collection and analysis of assessment data.

#### Technology/Web Support Specialist

The Technology/Web Support staff person will provide technical and web support to the QEP Director.

#### QEP Advisory Committee

This committee will be comprised of the College/School Faculty liaisons, representatives from Faculty Senate, Student Government Association along with representatives from relevant non-academic units.

#### Writing Across the Curriculum Advisory Committee

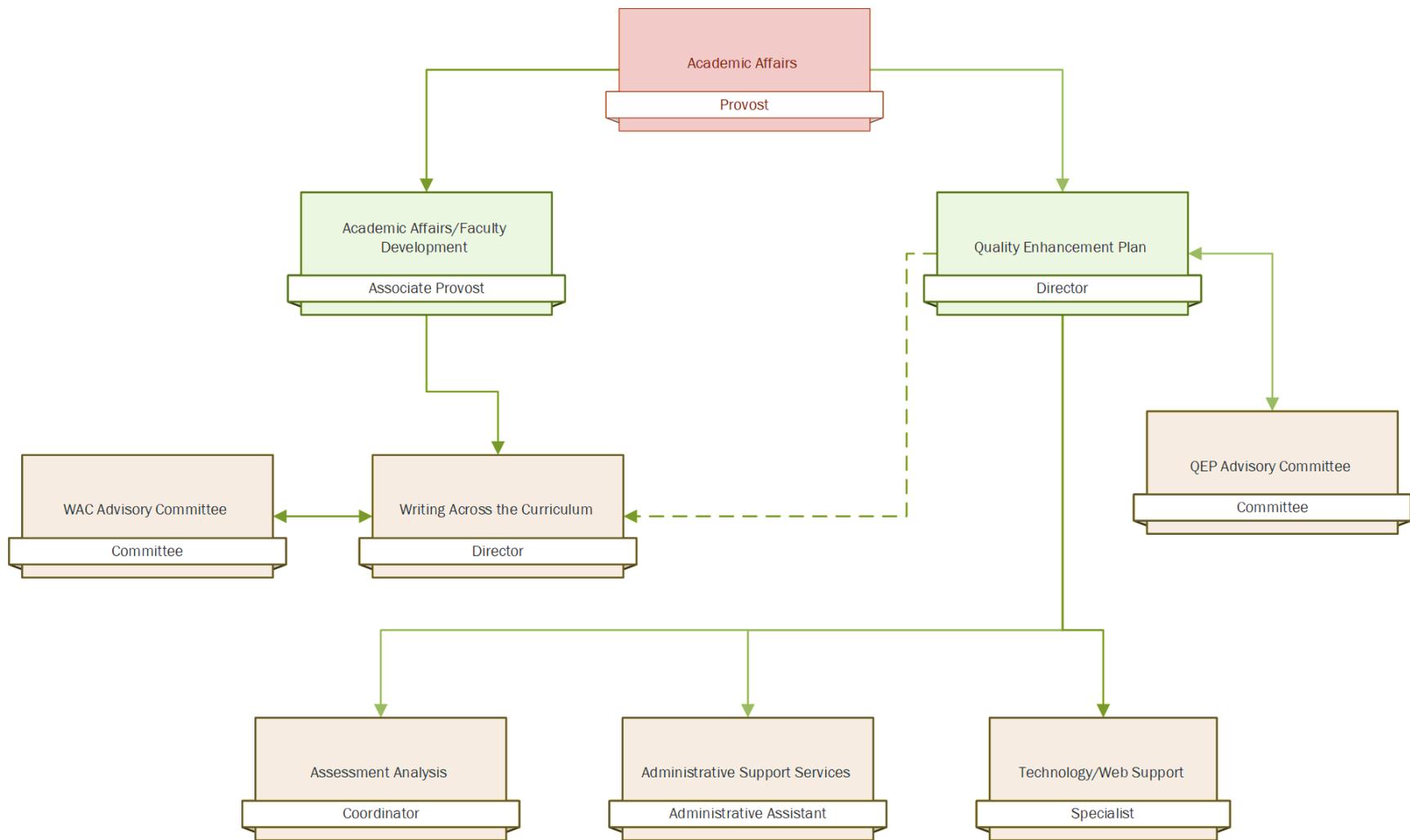
This seven-member committee will be comprised of faculty members who are writing experts and they will serve as the primary advisors to the Writing Across the Curriculum Director.

*Monitoring Portfolios between Assessment Periods*

In order for ePortfolio scores to accurately reflect students' writing performance at FAMU, students must upload the requested materials in a timely fashion. Responsibility for reminding faculty and students about the University Writing Portfolio upload process, and for random checking of ePortfolios between assessment periods, falls to the individuals listed in the following table.

*Responsibility for Portfolio Monitoring*

<b>Responsible Individual</b>	<b>Duties</b>	<b>Frequency</b>
<b>QEP Director</b>	Random checking of Writing Enhanced course sections of ePortfolios	Final 2 weeks of each semester
<b>WAC Director</b>	Reminding WAC faculty, via email and other means as appropriate, of University Writing Portfolio Requirement	Just prior to the beginning of each semester and again during the final 2 weeks of each semester
<b>Writing Consultants</b>	Reminding WAC faculty face-to-face and, as appropriate, via email of University Writing Portfolio component of WEC courses	Beginning and final 2 weeks of each semester
<b>University Writing Resource Center Coordinator and College/School Faculty Liaisons</b>	Reminding WAC faculty (other than WF instructors) via email and other means as appropriate of University Writing Portfolio component of WECI courses	Just prior to the beginning of each semester and again during the final 2 weeks of each semester



## Resources

Florida A&M University is committed to the success of #WriteOnFAMU. The University has committed to providing approximately \$3.9 million in funding over five years to support the implementation of the project and its ongoing administration in order to achieve the student learning outcomes associated with the Quality Enhancement Plan.

The proposed implementation plan will require significant funds to: market the program; hire required personnel; expand existing support units as necessary; provide workshops for faculty and staff; provide awards and grants; develop research connected to writing proficiency pedagogy; provide adequate space; and assess and evaluate the project. Recognizing the importance of the QEP to student success, FAMU will begin committing resources to the QEP process in the 2018-2019 academic year, fully supporting the implementation of QEP initiatives, and, most importantly, working toward the absorption of these activities into the regular FAMU operations. The annual expected expenditures are set out in the table below.

### *Budget Process*

The QEP budget process began in the spring of 2017 after the QEP Steering Committee - Budget Subcommittee was formed. Once the central committee developed a theme and general draft action plan in the fall of 2017, the QEP Budget Subcommittee developed a presentation template and started collecting preliminary budget requests from other QEP members and University Department partners. To help start determining personnel and financial needs, a list of initial budget line items was developed and placed in the template. The template presents the Budget in three main cost centers categories aligned with the plan's target areas: Student Learning Enhancements; Faculty Development Enhancements; and Learning Environment Categories. Allocations are further broken into categories for line item consideration (e.g., Curricular, Faculty Development Education, Personnel, Marketing, Operating expenses, and Assessment).

The preliminary budget draft was used to gauge initial implementation costs, help set priorities and the estimated cost through the five-year cycle. Initially, the committee used other institutions as benchmarks to compare what was spent in the main categories (Personnel, Faculty Development, Operating costs [includes curricular budget], and Assessment) to help guide reasonable and realistic expenditures that would sustain and move the plan forward.

On January 16, 2018, the proposed budget was presented to the SACSCOC Leadership Team who presented the budget to the University President and Vice Presidents. Based on discussions with the QEP Steering Committee and the SACSCOC Leadership Team, a finalized budget was developed on January 19, 2018.

### Budget Narrative

Description of major categories expenditures are included below for each of the #WriteOnFAMU enhancement components.

#### Student Learning Enhancements:

- Student Writing Support (Writing Enhancement Workshops): A total of \$3,000 is annually allocated to support on-campus student workshops. Workshops will be provided to students on topics designed to help improve their writing skills. Funding will be used to provide an honorarium to guest speakers and provide food during the workshop. (Topic Example: Writing for Your Audience)

- Library Student Support: In Year 1, the allocation for library student support includes the purchase of writing guides, style manual, online style manuals with databases, Chicago Manual of Style and APA Style Manual. Years 2 through 5 includes the cost of subscription fees for online style manuals with databases and Chicago Manual of Style and APA Style Manual.
- Online Access Support: A total of \$45,600 is annually allocated to purchase online resources for students. The University will purchase resources for the student repository with useful and relevant material that will assist students' writing proficiency.

#### Faculty Development Enhancements:

- Travel Professional development: A total of \$15,000 is annually allocated for faculty to attend relevant conferences. Funds will be provided to faculty to attend relevant conferences and workshops to enhance pedagogy and knowledge of best practices around writing proficiency.
- Consultant Honorarium/ Travel: A total of \$14,000 is annually allocated to cover the costs associated with inviting speakers for faculty development workshops. Experts in WAC will be invited to conduct workshops and training sessions for faculty and staff.
- Learning Environment Enhancement-faculty award: A total of \$4,500 is annually allocated to provide three awards to faculty that incorporate WAC principles into their courses. Awards will be provided to faculty members that implement curricular changes in their respective program/department.
- Faculty Research Awards: A total of \$3,000 is annually allocated to provide awards to faculty members engaged in research related to improving student writing proficiency. Awards will be given to faculty that demonstrate an interest in research related to improving written communication skills of the University's students.
- QEP writing workshop: A total of \$2,000 is annually allocated for the provision of WAC-related workshops. The workshops will be held to enhance faculty pedagogy. (Topic Example: Metacognition and Transfer Skills)
- Writing Consultants: A total of \$12,000 is annually allocated to provide support for WEC-certified faculty who will serve as writing consultants at the school/college level. There will be a total of ten (10) writing consultants and they will each receive a stipend of \$1,200.
- Summer WAC Institute Fellows: A total of \$90,000 is annually allocated to provide support for faculty participating in the Summer WAC Institute. Each summer there will be 15 faculty members that participate in the Summer WAC Institute. Faculty members will participate in learning communities to certify their courses as WEC and receive a stipend of \$6,000 each.
- Faculty Liaisons: A total of \$72,000 is annually allocated to provide support for the College/School Faculty Liaisons who will serve on the QEP Advisory Committee and assist with the implementation and monitoring of #WriteOnFAMU. There will be one faculty liaison from each of the twelve (12) schools and colleges that offer undergraduate degree programs. Each faculty liaison will be WEC-certified and received a stipend of \$6,000.

#### Learning Environment Enhancements:

- Personnel
  - Leadership: Funding is allocated for the salaries of the QEP Director and the WAC Director (total of \$198,200 in year 1).
    - The QEP Director funding amount is based on 50% of the faculty 9-month salary and fringe benefits, a \$10,000 annual stipend and summer support at 50%.

- The WAC Director amount is based on an annual salary (12-month) of \$80,000 (plus fringe benefits). These positions are essential to the implementation and success of #WriteOnFAMU.
  - Support Staff: This includes payment to QEP support staff, assessment coordinator, and additional staff to the support the new structure of the writing resource center.
    - Administrative Assistant: \$59,600 for salary and fringe benefits for one staff position to support the QEP and WAC directors.
    - Six (6) OPS staff for the Writing Resource Center: \$148,008 for salary and fringe benefits (\$11 per hour, 40 hours/week each)
    - Assessment Coordinator: \$15,660 (\$15 per hour, 20 hours per week)
    - Graduate Assistants: \$15,660 (\$15 per hour, 20 hours per week)
    - Coordinator for the Writing Resource Center: \$38,820 for salary and fringe benefits.
- Infrastructure/Operations/Assessment
  - Writing Center: The University Writing Resource Center will be relocated to a space in the University Library; \$100,000 has been allocated for this expansion. After the expansion, \$5,000 is annually allocated to provide necessary updates to the center.
  - Equipment/General and Misc.: Funds will be used to equip the QEP and WAC offices with necessary supplies. A total of \$15,000 is annually allocated to purchase equipment for the Writing Resource Center, the QEP office as well as the WAC program. This includes the purchase of technology, software and other supplies.
  - Assessment: A total of \$15,000 is allocated for the annual administration of the ETS Proficiency Profile test. This cost covers 1,000 students at \$15 each. An ePortfolio system will be used for assessment purposes. A total of \$10,000 in Year 1 has been allocated to cover the institutional fees associated with an ePortfolio system.
  - Communication/Marketing: A total of \$2,000 in Year 1 and \$1,000 thereafter are allocated to purchase promotional materials for #WriteOnFAMU. These funds will be used to promote and market #WriteOnFAMU to all university constituents.

## QEP Budget

Implementation Budget Items		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	TOTAL
Student Learning Enhancements	<b>Curricular Development</b>						
	Student Writing Support (Writing Enhancement Workshops)	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
	Library student support	\$6,360	\$1,660	\$1,660	\$1,660	\$1,660	\$13,000
	Online Access Support	\$45,600	\$45,600	\$45,600	\$45,600	\$45,600	\$228,000
	<b>Sub Total</b>	<b>\$54,960</b>	<b>\$50,260</b>	<b>\$50,260</b>	<b>\$50,260</b>	<b>\$50,260</b>	<b>\$256,000</b>
Faculty Development Enhancements	<b>Education, Incentives, Development and Training</b>						
	Travel Professional development (Adhoc/General)	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$75,000
	Consultant Honorarium/ Travel: (4@ \$3,500)	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000	\$70,000
	Learning Environment Enhancement faculty award (\$1,500/ year for 3 awards)	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$22,500
	Faculty Awards	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
	Writing Workshops	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
	Writing Consultants (10 participants@ \$1,200 each)	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$60,000
	Summer WAC Institute Fellows (15 participants at \$6,000 each)	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$450,000
	Faculty Liaisons (12 participants at \$6,000 each)	\$72,000	\$72,000	\$72,000	\$72,000	\$72,000	\$360,000
	<b>Sub Total</b>	<b>\$212,500</b>	<b>\$212,500</b>	<b>\$212,500</b>	<b>\$212,500</b>	<b>\$212,500</b>	<b>\$1,062,500</b>
Learning Environment Enhancements	<b>Personnel and Infrastructure</b>						
	<b>Personnel ( fringe included) ** 1% increase per year</b>						
	Leadership (WAC Director and QEP Director)	\$198,200	\$200,182	\$202,184	\$204,206	\$206,248	\$1,011,019
	Support Staff	\$275,688	\$276,809	\$277,941	\$279,084	\$280,239	\$1,389,761
	<b>Sub total( Personnel)</b>	<b>\$473,888</b>	<b>\$476,991</b>	<b>\$480,125</b>	<b>\$483,290</b>	<b>\$486,487</b>	<b>\$2,400,780</b>
	<b>Infrastructure/Operations/Assessment</b>						
	Writing Center	\$0.00	\$105,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$120,000.00
	Equipment/General and Misc.	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$75,000.00
	Assessment	\$25,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$72,500.00
	Communication/Marketing	\$2,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$7,000.00
<b>Sub total (Infrastructure/Operations/Assessment)</b>	<b>\$42,000.00</b>	<b>\$136,000.00</b>	<b>\$36,000.00</b>	<b>\$36,000.00</b>	<b>\$36,000.00</b>	<b>\$274,500.00</b>	
<b>TOTAL</b>	<b>\$783,348</b>	<b>\$875,751</b>	<b>\$778,885</b>	<b>\$782,050</b>	<b>\$785,247</b>	<b>\$3,993,780</b>	

## Assessment

Assessment is an integral component of the institutional effectiveness model for the University and plays an integral role in helping the institution to achieve its goals and strategic priorities related to student learning. The University employs a systematic approach in assessing the effectiveness of the teaching and learning processes to ensure that expectations and standards are met in fulfilling the mission of the university. This process is documented in the FAMU-STARS assessment approach. This process requires the identification of outcomes, evaluation of the achievement of those outcomes, and documentation of improvement based on the results. Following is the assessment approach adopted by the University.

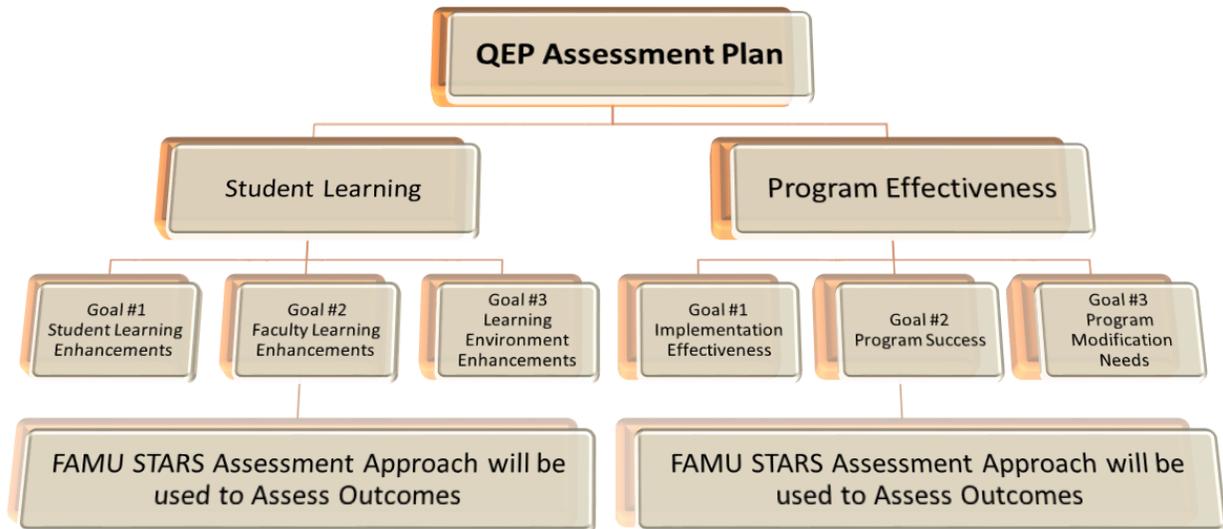
### *FAMU-STARS Assessment Approach*

The FAMU-STARS assessment approach is a five-step approach to meaningful and manageable assessment where each letter in the acronym (STARS) represents a step in the assessment process.

- Step 1: Start with Strategic and Student Learning Outcomes/Program Outcomes/Objectives that are aligned to institutional Mission/Goals.
- Step 2: Target performance levels that are aligned to appropriate measures.
- Step 3: Analyze and review performance data.
- Step 4: Reflect on results in relation to outcome/objective.
- Step 5: Strengthen programs/services through continuous improvement.

The QEP assessment plan describes the process that will be used annually to monitor, document and evaluate: a) the direct impact of the FAMU QEP on student learning; b) the effectiveness of institutional implementation of the FAMU QEP; c) the overall success of the FAMU QEP; and d) the need to modify the FAMU QEP to improve student learning. The QEP Director will supervise the implementation of the QEP assessment plan, with assistance from the Director of University Assessment and the QEP Assessment Coordinator.

The FAMU-STARS Assessment Approach will be used to assess the FAMU QEP as described in the figure below and the accompanying charts and tables. Assessment forms will be completed, and assessment data will be collected and analyzed during the fall and spring semesters. At the conclusion of each academic year, the assessment results will be used to compile a QEP Annual Report, which will be distributed to the University community for review and to solicit feedback and used to guide the continuous improvement of the FAMU QEP.



### Assessment of Student Learning

The impact of the FAMU QEP on student learning will be assessed with respect to the objectives and outcomes that are related to each of the three QEP goals.

**QEP Goal 1:** Provide students with multiple opportunities throughout their matriculation to engage in writing activities that improve their written communication skills.

- *Student Learning Outcome:* Students will be able to effectively express thoughts and synthesize ideas using Standard English and appropriate vocabulary in quality written documents related to their disciplines.

**QEP Goal 2:** Provide a supportive student-learning environment that enables the cultivation of writing proficiency.

- *Learning Environment Outcome:* The University will invest in resources to improve writing proficiency in support of a campus wide culture of writing.

**QEP Goal 3:** Provide support for faculty development to facilitate improvements in student writing proficiency.

- *Faculty Development Outcome:* Faculty will incorporate high- impact pedagogies and provide co-curricular experiences that improve written communication skill.

The following are key measures that will be assessed for each outcome. The criteria for success is based on a review of current institutional assessment data, university strategic goals, and university peer and aspirational institutions.

On an annual basis, the QEP Director and staff will provide updates on the status of the QEP at meetings of various University stakeholder groups, such as the Student Government Association, Faculty Senate, Industry Cluster, Board of Trustees, Alumni Association, and at the annual Faculty planning conference. Also, the annual assessment report, completed by the QEP Director, will be made available to the University Community. Feedback on the assessment results will be solicited from the stakeholder groups via surveys and questionnaires. Information from these solicitations will be used to develop a plan of action for continuous improvements. Sample rubrics and surveys are provided in Appendices G-I.

Below is a detailed list of the objectives, methods, and target performance levels that will be utilized to assess the impact of #WriteOnFAMU on student learning for the duration of the QEP.

Goal/Outcome	Measure/Activity	Target Performance Level	Frequency of Assessment
<b>QEP Goal 1 – Student Learning Outcome</b>	A. Percentage of students enrolled in WEC courses who complete Informational Literacy Co-curricular in ENC 1101 and ENC 1102.	<b>Year 1</b> – At least 70% <b>Year 2</b> – At least 75% <b>Year 3</b> – At least 75% <b>Year 4</b> – At least 85% <b>Year 5</b> – At least 90%	Annually
<b>QEP Goal 1 – Student Learning Outcome</b>	B. Number of artifacts collected from freshmen level students enrolled in WEC courses.	<b>Year 1</b> – At least 65% of artifacts will receive a score of 2 or higher on a 5-point rubric designed to assess written communication. <b>Year 2</b> – At least 70% of artifacts will receive a score of 2 or higher on a 5-point rubric designed to assess written communication. <b>Year 3</b> – At least 70% of artifacts will receive a score of 2 or higher on a 5-point rubric designed to assess written communication. <b>Year 4</b> – At least 70% of artifacts will receive a score of 2 or higher on a 5-point rubric designed to assess written communication. <b>Year 5</b> – At least 80% of artifacts will receive a score of 2 or higher on a 5-point rubric designed to assess written communication.	Annually
<b>QEP Goal 1 – Student Learning Outcome</b>	C. Student Self-Efficacy Survey - Percentage of student respondents who state that they are confident in their ability to effectively organize and express ideas in writing.	<b>Year 1</b> – At least 50% <b>Year 2</b> – At least 60% <b>Year 3</b> – At least 70% <b>Year 4</b> – At least 80% <b>Year 5</b> – At least 90%	Annually
<b>QEP Goal 1 – Student Learning Outcome</b>	D. Implementation of electronic repository	<b>Year 1</b> - Setup and implementation completed by October 2018 <b>Year 2</b> – Review and updated student repository. <b>Year 3</b> – Review and updated student repository. <b>Year 4</b> – Review and updated student repository. <b>Year 5</b> - Review and updated student repository.	Annually
<b>QEP Goal 1 – Student Learning Outcome</b>	E. Percentage of students enrolled in WEC courses who attend a session in the Writing Resource Center.	<b>Year 2</b> – At least 50% <b>Year 3</b> – At least 50% <b>Year 4</b> – At least 75% <b>Year 5</b> – At least 85%	Annually beginning in Year 2

Goal/Outcome	Measure/Activity	Target Performance Level	Frequency of Assessment
<b>QEP Goal 1 – Student Learning Outcome</b>	F. Number of artifacts collected from sophomore level students enrolled in WEC courses.	<b>Year 2</b> – At least 50% of artifacts of artifacts will be scored one point higher than the average score of students at the freshmen level on writing assignments graded with a 5-point rubric designed to assess written communication. <b>Year 3</b> – At least 60% of artifacts will be scored one point higher than the average score of students at the freshmen level on writing assignments graded with a 5-point rubric designed to assess written communication. <b>Year 4</b> – At least 70% of artifacts will be scored one point higher than the average score of students at the freshmen level on writing assignments graded with a 5-point rubric designed to assess written communication. <b>Year 5</b> – At least 75% of artifacts will be scored one point higher than the average score of students at the freshmen level on writing assignments graded with a 5-point rubric designed to assess written communication.	Annually beginning in Year 2
<b>QEP Goal 1 – Student Learning Outcome</b>	G. Percentage of Students enrolled in WEC courses who participate in co-curricular activities hosted by the Career Center.	<b>Year 3</b> – At least 50% <b>Year 4</b> – At least 75% <b>Year 5</b> – At least 90%	Annually beginning in Year 3
<b>QEP Goal 1 – Student Learning Outcome</b>	H. Number of artifacts collected from Junior level students enrolled in WEC courses.	<b>Year 3</b> – At least 50% of artifacts will be scored one point higher than the average score of students at the sophomore level on writing assignments graded with a 5-point rubric designed to assess written communication. <b>Year 4</b> – At least 60% of artifacts will be scored one point higher than the average score of students at the sophomore level on writing assignments graded with a 5-point rubric designed to assess written communication. <b>Year 5</b> – At least 70% of artifacts will be scored one point higher than the average score of students at the sophomore level on writing assignments graded with a 5-point rubric designed to assess written communication.	Annually beginning in Year 3
<b>QEP Goal 1 – Student Learning Outcome</b>	I. Number of artifacts collected from Senior level students enrolled in WEC courses.	<b>Year 4</b> – At least 50% of artifacts will be scored one point higher than the average score of students at the junior level on	Yearly beginning in Year 4

Goal/Outcome	Measure/Activity	Target Performance Level	Frequency of Assessment
		writing assignments graded with a 5-point rubric designed to assess written communication. <b>Year 5</b> – At least 65% of artifacts will be scored one point higher than the average score of students at the junior level on writing assignments graded with a 5-point rubric designed to assess written communication.	
<b>QEP Goal 2 – Learning Environment Outcome</b>	A. Identify foundational level writing enhancement courses across curricula.	Identification of foundational level writing enhancement courses across curricula.	Year 1
<b>QEP Goal 2 – Learning Environment Outcome</b>	B. Number of meetings for the Initial planning for renovation and expansion of the Writing Resource Center and digital studio space.	<b>Year 1</b> – At least 4	
<b>QEP Goal 2 – Learning Environment Outcome</b>	C. Implement a recognition/reward system for faculty, staff, and students.	Implementation of a recognition/reward system for faculty, staff, and students by February 2019.	Year 1
<b>QEP Goal 2 – Learning Environment Outcome</b>	D. Purchase of software for faculty enhancements.	Software purchased for faculty enhancements by September 2018	Year 1
<b>QEP Goal 2 – Learning Environment Outcome</b>	E. Number of training sessions on new software for faculty and staff	<b>Year 1</b> – At least 3 <b>Year 2</b> – At least 3 <b>Year 3</b> – At least 3 <b>Year 4</b> – At least 3 <b>Year 5</b> – At least 3	Annually
<b>QEP Goal 2 – Learning Environment Outcome</b>	F. Satisfaction Survey – percentage of respondents who strongly agree/agree that institutional learning enhancements were helpful in developing the culture of writing for the institution.	<b>Year 1</b> – At least 75% <b>Year 2</b> – At least 75% <b>Year 3</b> – At least 80% <b>Year 4</b> – At least 85% <b>Year 5</b> – At least 90%	Annually
<b>QEP Goal 2 – Learning Environment Outcome</b>	G. Workshop Survey – number of respondents who strongly agree/agree that they are extremely satisfied/ satisfied with the workshops provided to enhance the culture of writing.	<b>Year 1</b> – At least 75% <b>Year 2</b> – At least 75% <b>Year 3</b> – At least 80% <b>Year 4</b> – At least 85% <b>Year 5</b> – At least 90%	Annually
<b>QEP Goal 2 – Learning Environment Outcome</b>	H. Percentage of degree programs that identified Writing Enhanced Courses	<b>Year 1</b> – At least 20% <b>Year 2</b> – At least 30% <b>Year 3</b> – At least 50% <b>Year 4</b> – At least 75% <b>Year 5</b> – At least 90%	Annually
<b>QEP Goal 2 – Learning Environment Outcome</b>	I. Identification of discipline specific writing enhancement courses.	Discipline specific writing enhancement courses identified by October 2019	Year 2
<b>QEP Goal 2 – Learning Environment Outcome</b>	J. Finalize planning for renovation and expansion of the Writing Resource Center and digital studio space	Planning for renovation and expansion of the Writing Resource Center and digital studio space completed by October 2019	Year 2
<b>QEP Goal 2 – Learning Environment Outcome</b>	K. Complete impact report	<b>Year 2:</b> Completion of year 2 impact report by July 2020	Annually beginning in Year 2

Goal/Outcome	Measure/Activity	Target Performance Level	Frequency of Assessment
		<b>Year 3:</b> Completion of year 3 impact report by July 2021 <b>Year 4:</b> Completion of year 4 impact report by July 2022. <b>Year 5:</b> Completion of year 5 impact report by July 2023.	
<b>QEP Goal 2 – Learning Environment Outcome</b>	L. Identify career specific writing enhancement courses.	Identification of career specific writing enhancement courses completed by October 2020	Year 3
<b>QEP Goal 2 – Learning Environment Outcome</b>	M. Renovation and expansion of the Writing Resource Center and digital studio space.	Renovation and expansion of the Writing Resource Center and digital studio space completed by October 2020.	Year 3
<b>QEP Goal 2 – Learning Environment Outcome</b>	N. Number of writing enhancement courses that are marked with a (W) in the registrars schedule of classes.	All writing enhancement courses will be marked with a (W) in the registrars schedule of classes by October 2021	Year 4
<b>QEP Goal 2 – Learning Environment Outcome</b>	O. Update list of writing enhancement courses in the registrars' schedule of classes.	<b>Year 1</b> - Review and update list of writing enhancement courses in the registrars' schedule of classes. <b>Year 2</b> – Review and update list of writing enhancement courses in the registrars' schedule of classes. <b>Year 3</b> – Review and update list of writing enhancement courses in the registrars' schedule of classes. <b>Year 4</b> – Review and update list of writing enhancement courses in the registrars' schedule of classes. <b>Year 5</b> - Review and update list of writing enhancement courses in the registrars' schedule of classes.	Annually
<b>QEP Goal 3 – Faculty Development Outcome</b>	A. Number of workshops on high-impact pedagogies that improve written communication skills.	<b>Year 1</b> – At least 6 <b>Year 2</b> – At least 4 <b>Year 3</b> – At least 4 <b>Year 4</b> – At least 4 <b>Year 5</b> – At least 4	Annually
<b>QEP Goal 3 – Faculty Development Outcome</b>	B. Identify co-curricular experiences, such as: service learning, research, co-curricular activities, attending related campus events, and/or attending off-campus events provided by faculty and staff.	Co-curricular experiences identified by October 2018.	Year 1
<b>QEP Goal 3 – Faculty Development Outcome</b>	C. Faculty Pedagogy Survey – Percentage of faculty respondents who state that they incorporate high impact pedagogies and/or provide co-curricular experiences that improve written communication skill based on the best practices	<b>Year 1</b> – At least 30% <b>Year 2</b> – At least 40% <b>Year 3</b> – At least 50% <b>Year 4</b> – At least 60% <b>Year 5</b> – At least 85%	Annually

Goal/Outcome	Measure/Activity	Target Performance Level	Frequency of Assessment
<b>QEP Goal 3 – Faculty Development Outcome</b>	D. Faculty Value Survey – Number of faculty respondents who strongly agree/agree that they value high-quality writing.	<b>Year 1</b> – At least 50% <b>Year 2</b> – At least 50% <b>Year 3</b> – At least 60% <b>Year 4</b> – At least 70% <b>Year 5</b> – At least 90%	Annually
<b>QEP Goal 3 – Faculty Development Outcome</b>	E. Percentage of degree programs that incorporate co-curricular experiences.	<b>Year 2</b> – At least 20% <b>Year 3</b> – At least 35% <b>Year 4</b> – At least 45% <b>Year 5</b> – At least 60%	Annually beginning in Year 2
<b>QEP Goal 3 – Faculty Development Outcome</b>	F. Review and update teaching resource repository.	<b>Year 1</b> – Update and review teaching repository by October 2019. <b>Year 2</b> – Update and review teaching repository by October 2020. <b>Year 3</b> – Update and review teaching repository by October 2021. <b>Year 4</b> – Update and review teaching repository by October 2022. <b>Year 5</b> – Update and review teaching repository by October 2023.	Annually

**Assessment of Implementation Effectiveness**

Assessment of the FAMU QEP at the institutional level will be conducted to monitor and evaluate the institution’s effectiveness in implementing the QEP to enhance student learning. The assessment will be conducted with respect to the objectives that are related to the Implementation Goal as described below.

**Implementation Goal:** To successfully implement the FAMU QEP.

Associated Objectives

- Objective #1: Financial resource allocation in alignment with established budget to support the QEP goals and objectives.
- Objective #2: Hire administrative staff and provide resources to support the QEP goals and objectives.
- Objective #3: Collect and review the assessment data generated from the QEP activities.

The following are the measures that will be assessed annually for each objective.

<b>Objective 1</b>	Financial resource allocation in alignment with established budget to support the QEP goals and objectives.	
<b>Assessment Measures</b>	Assessment Tool/Method	Criterion (Target Performance Level)
	Budget Analysis	Yearly financial allocation in alignment with QEP budget.
<b>Objective 2</b>	Hire administrative staff and provide resources to support the QEP goals and objectives.	
<b>Assessment Measures</b>	Assessment Tool/Method	Criterion (Target Performance Level)
	Document Analysis	A Program office will be established and staffed in alignment with the QEP plan.
	Document Analysis	A Writing Across the Curriculum Program office will be established and staffed in alignment with the QEP plan.

<b>Objective 3</b>	Collect and review the assessment data generated from the QEP activities.	
<b>Assessment Measures</b>	<b>Assessment Tool/Method</b>	<b>Criterion (Targeted Performance Level)</b>
	Meeting Documentation	A QEP Advisory Committee will be established to provide oversight and feedback on the progress of the QEP.
	Meeting Documentation	A WAC Advisory Committee will be established to provide oversight and guidance to the WAC Director.
	Activity Records	Regular updates on the QEP activities and assessment results will be presented to University stakeholders (including the Board of Trustees, Student Government Association, Alumni, Industry Cluster and Faculty Senate) to solicit feedback on ways to improve the QEP.
	Report Analysis	An annual report on the QEP activities will be generated and presented to the QEP Advisory Committee, SACS Leadership Team and the University Administration for review and feedback

### Assessment of Program Success

The FAMU QEP will be assessed on an annual basis in order to evaluate the degree to which the program is an overall success. The specific assessment measures that will be utilized are listed below.

Criteria for Success	Assessment Tool	Timetable	Responsibility
At least 80% of undergraduate students enrolled in WEC courses will utilize the Writing Resource Center.	Activity Log	Annually Review Activity Records	Writing Center Staff
At least 80% of juniors and seniors enrolled in WEC courses will participate in co-curricular activities hosted by the Career Center.	Activity Log	Annually review Career Center workshop participation	Career Center Staff
At least 90% of degree programs will have designated writing enhanced courses embedded in their curriculum.	Curriculum Analysis	Analysis will be done annually beginning summer 2019	WAC Director
The writing across the curriculum program will be fully implemented and integrated into the University.	Program Analysis	Annually assess status of program implementation	QEP Director
At least 60% of degree programs will incorporate co-curricular experiences.	QEP Survey	Survey will be administered annually	QEP Staff
At least 80% of faculty teaching designated writing enhanced courses will utilize the common university writing assessment rubric for at least 2 writing assignments per semester.	Faculty Survey	Survey will be administered annually	QEP Staff
At least 85% of faculty respondents will state that they incorporate high impact pedagogies and/or provide co-curricular experiences that improve written communication into their course of instruction.	Faculty Survey	Survey will be administered annually	QEP Staff
At least 70% of faculty respondents will participate in workshops, seminars, and/or learning communities	Professional Development Attendance	Annually Review Activity Records	WAC Director

## Assessment of Program Modification Needs

The FAMU QEP will be assessed on an annual basis in order to evaluate the need for making modifications to the program that will lead to improved student learning. The specific assessment methods that will be utilized are listed below.

Tasks	Assessment Tools	Criteria for Success	Timetable	Responsibility
Analysis of assessment results.	QEP Annual Report (summary of QEP assessment results and activities).	Achievement of Targeted benchmarks for Student learning and program achievement. If benchmarks are not met, appropriate modifications will be implemented.	Annually, starting spring 2019.	QEP staff; QEP Assessment Coordinator; and Office of University Assessment.
Feedback from stakeholder groups on the following criteria: <ul style="list-style-type: none"> <li>• Success in achieving student-learning outcomes.</li> <li>• Effectiveness of program implementation and management.</li> <li>• Success in involving campus community in program implementation and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Government Association QEP Survey.</li> <li>• Faculty Senate QEP Survey.</li> <li>• Alumni Association QEP Survey.</li> <li>• Faculty, staff, Student surveys.</li> <li>• Annual QEP Report.</li> </ul>	For each program element evaluated, at least 80% of respondents will indicate that they are satisfied with the program performance. If benchmarks are not met, appropriate modifications will be implemented. In addition, suggestions received from stakeholder groups for improving the program will be considered for implementation.	Annually, starting spring 2019.	QEP staff; QEP Assessment Coordinator; and Office of University Assessment.
External review of program by consultant. Review criteria will include: <ul style="list-style-type: none"> <li>• Success in achieving student-learning outcomes.</li> <li>• Effectiveness of program implementation and management.</li> <li>• Success in involving campus community in program implementation and evaluation.</li> </ul>	Consultant's report.	Review and implementation of consultant recommendations.	At the Conclusion of years 2 and 4 of the program.	QEP staff and External consultant.

## Communication of Assessment Results

The assessment results will be communicated to the University community via several mechanisms, as described in the table below. The primary mechanism for communicating the assessment results to the

campus community will be via distribution of the QEP Annual Report at the conclusion of each program year. The QEP Annual Report will also be posted on the FAMU QEP website. In addition, the QEP Director and staff will provide updates at meetings of various University stakeholder groups, such as the Student Government Association, Faculty Senate, Industry Cluster, Board of Trustees, and Alumni Association. Feedback on the assessment results will be solicited from the stakeholder groups via surveys and questionnaires. Information from these solicitations will be used to develop an annual QEP Improvement Plan.

Stakeholder Group	Method of Communication
Students	<p>Communication to students and securing student feedback about QEP activities will be achieved by a variety of mechanisms, including the following.</p> <ul style="list-style-type: none"> <li>• updates on the progress of the QEP will be given at meetings of the Student Government Association (SGA) at least once during each year;</li> <li>• students enrolled in the WEC courses will complete surveys at the end of each semester to provide feedback on the QEP activities;</li> <li>• students who attend the seminar sessions will complete surveys;</li> <li>• a SGA representative will serve on the QEP Advisory Committee;</li> <li>• written feedback on the QEP Annual Report will be solicited from the SGA.</li> </ul> <p>In addition, students will be provided with information via the QEP website and electronic QEP Newsletters.</p>
Faculty	<p>Faculty will be involved in all phases of the implementation. Regular updates on the progress of the FAMU QEP will be given to faculty during activities such as monthly Faculty Senate meetings, the Annual University Faculty Planning Conference, and College and School faculty meetings. In addition, faculty will be provided with information via the QEP website and electronic QEP Newsletters. Feedback from faculty will be solicited in the form of faculty questionnaires and surveys. The FAMU QEP website will also be equipped to allow faculty to provide feedback on the QEP on a regular basis. A Faculty Senate representative will serve on the QEP Advisory Committee and written feedback on the QEP Annual Report will be solicited from the Faculty Senate.</p>
Administration	<p>The University administration will be involved in all phases of the QEP implementation. The QEP is housed in the Division of Academic Affairs and the QEP Director reports directly to the Provost. The QEP Director will develop quarterly written updates for review by the administration and SACSCOC Leadership Team. A QEP Annual Report will be developed and presented to the University administration and SACSCOC Leadership Team to solicit written feedback. In addition, administrators will be provided with information via the QEP website and electronic QEP Newsletters.</p>
Staff	<p>University support staff will receive copies of all QEP publication materials and their input will be solicited in the form of surveys and questionnaires distributed at the QEP events. In addition, staff will be provided with information via the QEP website.</p>
Alumni	<p>The Office of Alumni Affairs will be used to involve alumni in the QEP implementation. The Executive Director of Alumni Affairs will serve on the QEP Advisory Committee and that office will use its existing communication mechanisms to provide updates and solicit feedback (via surveys and questionnaires) from alumni. In addition, alumni will be provided with information via the QEP website and electronic QEP Newsletters.</p>
University Board of Trustees	<p>Updates on the progress of the QEP will be given at BOT meetings at least once per year.</p>
Corporate Partners	<p>The FAMU Industry Cluster and the Career Center will be used as the vehicle for involving the University's corporate partners. The Cluster meetings and the Career Fair are held on campus twice per year; QEP updates and feedback solicitations will be given at these events.</p>
General Public	<p>The University QEP website and the University public TV station, FAMU TV20, will be used as the primary means for informing the general public about ongoing QEP activities. The QEP Director will conduct at least one interview per year on FAMU TV 20. Community feedback will be solicited via the FAMU website.</p>

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## Appendices

- A. Appendix: Strategic Plan Task Force 2015 Leon County Guidance Counselors Administration Survey
- B. Appendix: QEP Topic Recommendation Survey
- C. Appendix: #WriteOnFAMU Info Sheet
- D. Appendix: QEP Steering Committee – Subcommittee Members
- E. Appendix: Current capstone and writing enhanced courses
- F. Appendix: WAC Director Position Description
- G. Appendix: Career Pathway Resume Rubric
- H. Appendix: Writing Proficiency Rubric Samples
- I. Appendix: QEP Student Self-Efficacy Survey

## Appendix A: SPTF 2015 Leon County Guidance Counselors Administration Survey

### Florida Agricultural and Mechanical University

#### 2015 Strategic Planning Task Force Stakeholder Survey – Leon County Guidance Counselors/Administrators

Thank you for taking the time to complete this survey. Your feedback is important to FAMU. The answers you provide will be anonymous and will contribute to the work of the FAMU Strategic Planning Task Force. In addition, your feedback will be used to enhance FAMU's recruiting strategies in the local area. The survey should take approximately 20 minutes to complete. Additional comments can be shared with the Task Force via email at [strategicplanning@famuedu.edu](mailto:strategicplanning@famuedu.edu).

#### MISSION STATEMENT

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

#### VISION STATEMENT

Florida A&M University (FAMU) will be internationally recognized as a premier land grant and research institution committed to exemplary teaching, research, and service preparing transformational graduates with high ethical values dedicated to solving complex issues impacting our global society.

#### CORE VALUES

Scholarship, Excellence, Openness, Fiscal Responsibility, Accountability, Collaboration, Diversity, Service, Fairness, Courage, Integrity, Respect, Collegiality, Freedom, Ethics and Shared Governance.

What is your affiliation with FAMU? **Please select all that apply.**

- Administrator
- Alumnus
- Board of Trustees Member
- Business and Industry Cluster Member
- Civic Partner
- Corporate Partner
- Employer of FAMU Graduates
- Other (If other, please specify): \_\_\_\_\_
- Faculty Member
- Foundation Board of Directors Member
- Graduate Student
- Retiree
- Staff Member
- Undergraduate Student

1) How long have you worked as a guidance counselor/administrator in the State of Florida?

- 1 year or less
- 1 – 5 years
- 6 – 10 years
- 11 – 20 years
- > 20 years

2) What is your age?

- 18 – 22?
- 22 – 29?
- 30 – 34?
- 35 – 39?
- 40 – 44?
- 45 – 49
- 50 – 54?
- 55 – 59?
- 60 – 64?
- 65 or over?

3) What is your gender?

- Female
- Male

4) What is your race/ethnicity?

- African-American/Black
- American Indian
- Asian
- Hispanic
- Multiracial
- Native Hawaiian/Pacific Islander
- White
- Other

5) How satisfied are you with the quality of FAMU graduates?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- N/A

6) Which area of the University are you most familiar with?

- Athletic Programs
- Division of Academic Affairs (Including Schools and Colleges)
- Division of Administrative and Financial Services
- Division of Audit and Compliance
- Division of Legal Affairs
- Division of Research
- Division of Student Affairs
- Division of University Advancement
- Marching 100
- Office of the President
- ROTC
- Student Clubs/Organizations
- Other (If other, please specify): \_\_\_\_\_

7) Which elements of the current FAMU Mission Statement do you find most critical to the success of FAMU? **Please select all that apply.**

- 1890 Land Grant Institution
- Critical Thinking
- Globalization
- Historic Mission to Serve African-American Students
- Commitment to Diversity
- Other (If other, please specify): \_\_\_\_\_
- Doctoral/Research Institution
- Student-Centered University
- Teaching
- Service to Society

8) Which current FAMU Core Values do you find most critical to the success of FAMU? **Please select all that apply.**

- Scholarship
- Excellence
- Openness
- Fiscal Responsibility
- Accountability
- Collaboration
- Diversity
- Service
- Fairness
- Courage
- Integrity
- Respect
- Collegiality
- Freedom
- Ethics
- Shared Governance

9) Which of the following elements in the current 2010 FAMU Strategic Plan would you make a top priority in the new Strategic Plan? **Please select no more than three and rank in order of importance.**

Rank selected options in order of importance with 1 being very important.

- Academic Programs \_\_\_\_\_
- Accountability \_\_\_\_\_
- Communications \_\_\_\_\_
- Diversity Initiative \_\_\_\_\_
- Financial Resources \_\_\_\_\_
- Fundraising \_\_\_\_\_
- Graduation Rates \_\_\_\_\_
- Human Resources \_\_\_\_\_
- International Initiative \_\_\_\_\_
- Physical Resources \_\_\_\_\_
- Recruitment \_\_\_\_\_
- Research \_\_\_\_\_

- Retention/Progression Rates \_\_\_\_\_
- Technology Resources \_\_\_\_\_
- None of the above \_\_\_\_\_
- Other (If other, please specify): \_\_\_\_\_

10) What areas are in high demand for employment? **Please select all that apply.**

- Business
- Health Professions
- STEM (Science, Engineering, Technology, and Mathematics)
- Agriculture
- Social Sciences, Arts, Humanities
- Other (If other, please specify): \_\_\_\_\_
- Law
- Architecture
- Education
- Journalism
- Criminal Justice/Law Enforcement

11) What skills are most critical to the success of college graduates entering the workforce? **Please select no more than three and rank in order of importance.**

Rank **selected options** in order of importance with 1 being very important.

- Oral Communication \_\_\_\_\_
- Written Communication \_\_\_\_\_
- Problem Solving \_\_\_\_\_
- Team Work \_\_\_\_\_
- Critical Thinking \_\_\_\_\_
- Interpersonal skills \_\_\_\_\_
- Professionalism \_\_\_\_\_
- Content Knowledge \_\_\_\_\_
- Technical \_\_\_\_\_
- Other (If other, please specify): \_\_\_\_\_

12) What are the critical areas in which FAMU graduates need improvement? **Please select no more than three and rank in order of importance.**

Rank selected options in order of importance with 1 being very important.

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- Oral Communication \_\_\_\_\_
- Written Communication \_\_\_\_\_
- Problem Solving \_\_\_\_\_
- Team Work \_\_\_\_\_
- Critical Thinking \_\_\_\_\_
- Interpersonal skills \_\_\_\_\_
- Professionalism \_\_\_\_\_
- Content Knowledge \_\_\_\_\_
- Technical \_\_\_\_\_
- Other (If other, please specify): \_\_\_\_\_

13) Please respond to the following statement: **FAMU is an outstanding institution.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

14) Do you feel that HBCUs have an important role in educating tomorrow's workforce?

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

15) What are the most significant threats to FAMU's future? **Please select no more than three and rank in order of importance.**

Rank selected options in order of importance with 1 being very important.

- Accreditation \_\_\_\_\_
- College Affordability \_\_\_\_\_
- Competition from other HBCUs \_\_\_\_\_
- Competition from PWIs (Predominantly White Institutions) \_\_\_\_\_
- External Perception of the University \_\_\_\_\_
- Fiscal Accountability/Financial Responsibility \_\_\_\_\_
- Lack of Ethnic/Racial Diversity \_\_\_\_\_
- Lack of Sufficient Resources \_\_\_\_\_
- Relevancy of Academic Programs \_\_\_\_\_
- Slow/Ineffective Response to Changes in the External Environment \_\_\_\_\_
- Other (If other, please specify): \_\_\_\_\_

16) Please respond to the following statement: **FAMU provides the necessary academic experience to its students.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

17) Please respond to the following statement: **FAMU provides the necessary co-curricular/social experience to its students.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

18) Please respond to the following statement: **FAMU provides the necessary professional development/skills training to its students.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

19) Please respond to the following statement: **I have a positive perception of FAMU.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

20) What do you perceive as FAMU's strengths? **Please select no more than three and rank in order of importance.**

Rank selected options in order of importance with 1 being very important.

- |   |     |     |
|---|-----|-----|
| <input type="radio"/> Academic Programs                       | ___ |     |
| <input type="radio"/> Administration                          |     | ___ |
| <input type="radio"/> Athletic Programs                       |     | ___ |
| <input type="radio"/> Co-curricular/Social Environment        |     | ___ |
| <input type="radio"/> Customer Service                        |     | ___ |
| <input type="radio"/> Diversity                               |     | ___ |
| <input type="radio"/> Campus Facilities/Infrastructure        |     | ___ |
| <input type="radio"/> Faculty                                 |     | ___ |
| <input type="radio"/> Impact on the Community                 |     | ___ |
| <input type="radio"/> Quality of its Students                 |     | ___ |
| <input type="radio"/> Research                                |     | ___ |
| <input type="radio"/> Retention/Graduation Rates              | ___ |     |
| <input type="radio"/> Staff                                   |     | ___ |
| <input type="radio"/> Student Experience                      | ___ |     |
| <input type="radio"/> Students                                |     | ___ |
| <input type="radio"/> Other (If other, please specify): _____ |     | ___ |

21) What do you perceive as FAMU's weaknesses? **Please select no more than three and rank in order of importance.**

Rank selected options in order of importance with 1 being very important.

- Academic Programs \_\_\_\_\_
- Administration \_\_\_\_\_
- Athletic Programs \_\_\_\_\_
- Co-curricular/Social Environment \_\_\_\_\_
- Customer Service \_\_\_\_\_
- Diversity \_\_\_\_\_
- Campus Facilities/Infrastructure \_\_\_\_\_
- Faculty \_\_\_\_\_
- Impact on the Community \_\_\_\_\_
- Quality of its Students \_\_\_\_\_
- Research \_\_\_\_\_
- Retention/Graduation Rates \_\_\_\_\_
- Staff \_\_\_\_\_
- Student Experience \_\_\_\_\_
- Students \_\_\_\_\_
- Other (If other, please specify): \_\_\_\_\_

22) Please provide suggestions on how FAMU can enhance its recruitment efforts.

23) Please feel free to share any additional comments below.

## Appendix B: QEP Topic Recommendation Survey

### QEP Topic Recommendations

---

#### Start of Block: QEP Topic Suggestions

Q1 Dear FAMU Community,

*Florida Agricultural and Mechanical University (FAMU) is in the process of identifying a focus for our next Quality Enhancement Plan (QEP) in alignment with the mission of the University.*

*According to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accrediting body, "QEP describes a carefully designed and focused course of action that addresses a well-defined topic or issue(s) related to enhancing student learning."*

*Our last QEP topic, "Enhancing Performance in Critical Thinking," focused on improving freshman level student learning in the area of critical thinking. (The 2016 plan can be viewed here: [www.famu.edu/qep](http://www.famu.edu/qep)). Our next QEP focus must benefit the University in meaningful ways and support the realization of the mission of FAMU.*

*Your responses will be anonymous and the survey results will be reported in aggregate form. Your participation in this brief survey is critical as it will provide the FAMU QEP Steering Committee with valuable insight that will not only help us develop our next QEP but will also aid in the development of our students academically and, eventually, professionally.*

*Please contact the FAMU QEP Steering Committee chair if you have any questions or comments at [jennifer.bowers@famu.edu](mailto:jennifer.bowers@famu.edu)*

*Thank you for your participation,  
The FAMU QEP Steering Committee*

---

Q2 1. Tell us about yourself. I am a:

- Student (1)
- Faculty Member (2)
- Staff Member (3)
- Administrator (4)
- Alumnus (5)
- Local Business Owner (6)
- Public Servant (7)
- Member of the Leon County Community (8)
- University Partner/Supporter (9)

---

*Display This Question:*

*If 1. Tell us about yourself. I am a: = Student*

Q3 1A. You indicated that you are a student at Florida A&M University. Please select your classification.

- Freshman (1)
  - Sophomore (2)
  - Junior (3)
  - Senior (4)
  - Professional (5)
  - Graduate Student (6)
- 

Q4 2. What kind of skills do our students need to improve their learning outcomes?

**Please limit each suggestion to five words.**

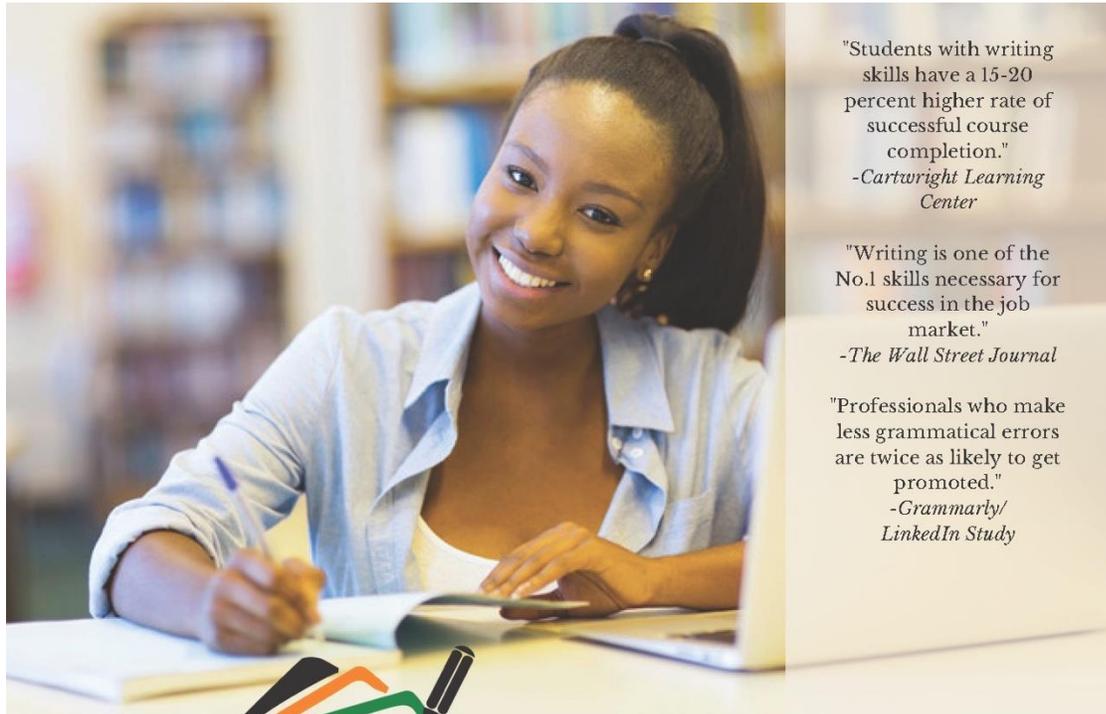
*(Ex. Improve writing skills, enhance technology literacy, develop student's self-worth)*

- First Suggestion (1) \_\_\_\_\_
- Second Suggestion (2) \_\_\_\_\_
- Third Suggestion (3) \_\_\_\_\_

End of Block: QEP Topic Suggestions

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## Appendix C: #WriteOnFAMU Info Sheet



"Students with writing skills have a 15-20 percent higher rate of successful course completion."  
-Cartwright Learning Center

"Writing is one of the No.1 skills necessary for success in the job market."  
-The Wall Street Journal

"Professionals who make less grammatical errors are twice as likely to get promoted."  
-Grammarly/  
LinkedIn Study



**Writing is a critical skill for academic and career success.**

To ensure FAMU students are prepared, the University has launched a new Quality Enhancement Plan (QEP), "Write On FAMU," focused on infusing written communication skills development and writing engagement opportunities into curricular and co-curricular activities across campus and in the community.

At FAMU, we're committed to creating a campus culture where students are actively engaged in learning through writing across curriculums, preparing them for success in grad school and diverse career fields.

Join our movement! Use #WriteOnFAMU and share why writing is important to you!

[WWW.FAMU.EDU/QEP](http://WWW.FAMU.EDU/QEP)



# WRITE ON FAMU

## FAMU's Quality Enhancement Plan To Improve Student Writing Proficiency

Educational and Professional Communications Skills

Active Learning  
& High-Impact Teaching

Writing Across Curriculums

*"Creating a campus culture where students are  
actively engaged in learning through writing!"*

**Use #WriteOnFAMU to share why writing is important to you!**

[www.famu.edu/QEP](http://www.famu.edu/QEP)

## Appendix D: QEP Steering Committee – Subcommittee Member

<b>Sub-Committees</b>	<b>Steering Committee Members</b>	<b>Faculty Volunteers</b>
<b>Assessment</b>	Yolanda K. Bogan-Chair Brandi Newkirk- Co-chair Mark Palazesi Mike Thornton Carl Goodman Jenelle Robinson	Serena Roberts Dawn Brown-Cross Katie Brodhead
<b>Marketing/Communication &amp; Stakeholder Engagement</b>	Kanya Stewart-Chair Carmen Cummings-Co-chair Mike Thornton Arnita Tucker-McFarland Bryan Anderson	Nashid Madyun Edith Carnley Torhonda Lee
<b>QEP Draft Writing</b>	Angela Coleman-Chair Jennifer Collins Yolanda Bogan	Darius Young Darryl Scriven Juliet Davis Kenya Washington
<b>Technology Support</b>	Brennen Grant Cannon-Chair Lewis Johnson Bryan Anderson	Errick Farmer Kelley Bailey
<b>Topic Research</b>	William T. Hyndman III – Chair Yolanda Bogan-Co-chair Jennifer Collins Bryan Anderson	
<b>Budget</b>	Mark Palazesi-Chair Genyne Boston-Co-chair Brandi Newkirk	Desmond Stephens
<b>Institutional Research</b>	Sunny Li-Chair Brenda C. Spencer-Co-Chair/member Lontejuana Cooper- Co-chair Lewis Johnson	Daniel Osborne
<b>Library</b>	Kimberly Windham-Chair	Reginald Ellis Marcia Owens
<b>Action Plan</b>	Genyne Boston Jennifer Collins Michael Thornton – Chair Kanya Stewart QEP Advisory Committee	

## Appendix E: Current Capstone & Writing Enhanced Courses

### Capstone Courses

College/School	Division/Department	Degree Program	Capstone Course
College of Agriculture and Food Sciences	Agribusiness		
	Agronomy		
	Animal Science	Animal Science (Industry Option), Animal Science (Pre-Vet Option), Animal Science (Science Option)	ANS 4931 Seminar*
	Biological & Agricultural Systems Engineering		
	Food Science	Food Science	FOS 4930 Seminar in Food Science
	Entomology		
College of Education	Elementary Education		
	Secondary Education and Technology Education and Foundations		
	Health, Physical Education and Recreation		
	Educational Leadership and Counseling		
College of Engineering	Chemical and Biomedical		
	Civil and Environmental	Civil Engineering, Environmental Engineering	CGN 4802 Senior Design Project
	Electrical and Computer		
	Industrial and Manufacturing		
	Mechanical	Mechanical Engineering	EML 4552C Senior Design Project I I*
College of Law	College of Law	N/A	
College of Pharmacy and Pharmaceutical Sciences	Basic and Pharmaceutical Sciences		
	Clinical and Administrative Services	N/A	
	Economic, Social and Administrative Pharmacy		
	Institute of Public Health		
	Army/ROTC		

College/School	Division/Department	Degree Program	Capstone Course
College of Social Science, Arts and Humanities	English and Modern Language	English	AML 4934 Seminar in African American Literature*
	History and Political Science	History & Political Science	POS 4910 Senior Research Seminar*
	Interdisciplinary Studies		POS 4936 Seminar in Political Science*
	Music	Social Work	SOW 3341 Social Work Practice I, SOW 3342 Work Practice II
	Psychology		
	Social Work		
	Sociology and Criminal Justice	Criminal Justice	CCJ 4934 Senior Seminar in Criminal Justice
	Visual Arts, Humanities and Theatre	Sociology	SOC ____ Seminar in Sociology
	Fine Arts	ART 4915 Colloquium in Art*	
	Theater	THE 4908 Senior Project*	
College of Science and Technology	Biology		
	Chemistry	Chemistry, Chemistry (Pre-Medicine), Chemistry (Pre-Dentistry), Biochemistry	CHM 4930 Chemistry Seminar
	Computer Information Sciences		
	Mathematics		
	Physics	Physics	PHY 4931 Seminar I* (Both), PHY 4931 Seminar I* (Both)
School of Allied Health Sciences	Cardiopulmonary Science		
	Health Care Management	Healthcare Management	HJC 4922 Capstone: Health care Management
	Health Informatics and Information Management		
	Occupational Therapy		
	Physical Therapy		
School of Architecture and Engineering Technology	Architecture		
	Engineering Technology		
School of Business and Industry	Accounting and Finance	Accounting	MAN 4720 Business Policy and Strategic Management

College/School	Division/Department	Degree Program	Capstone Course
	Professional Leadership Development & Economics	Economics	
	Information Systems and Operations Management		
	Management and Marketing	Business Administration, Facilities Management	MAN 4720 Business Policy and Strategic Management
School of Environment	Environmental Science	Environmental Science	EVR 4910 Senior Thesis Research*
	Environmental Studies		
School of Graduate Studies and Research	School of Graduate Studies and Research		
School of Journalism and Graphic Communication	Journalism	Journalism (Broadcast), Journalism (Public Relations)	MMC 4922 Senior Capstone Colloquium
	Public Relations		
	Graphic Design	Graphic Design	GRA 4941 Design Practicum I, GRA 4942 Design Practicum
School of Nursing	School of Nursing	Nursing	NUR 4935 Nursing Seminar*

### Career Courses

College/School	Division/Department	Degree Program	Professional Development/ Career Course
College of Agriculture and Food Sciences	Agribusiness		
	Agronomy		
	Animal Science	Animal Science (Industry Option), Animal Science (Pre-Vet Option), Animal Science (Science Option)	
	Biological & Agricultural Systems Engineering		
	Food Science	Food Science	
	Entomology		
College of Education	Elementary Education		
	Secondary Education and Technology Education and Foundations	Music Teacher Education (Choral-Voice or Piano), Music Teacher Education (Instrumental -Wind or	EDF 1005 Introduction to the Teaching Profession (w/Field

College/School	Division/Department	Degree Program	Professional Development/ Career Course
		Percussion), Secondary Education (Biology), Secondary Education (Chemistry), Secondary Education (History), Secondary Education (Mathematics), Secondary Education (Physics Education), Secondary Education (Political Science Education)	Experience) *, MAE 3920 Professional Development III
	Health, Physical Education and Recreation		LEI 4500 Administration of Recreation and Parks*
	Educational Leadership and Counseling		
College of Engineering	Chemical and Biomedical		
	Civil and Environmental	Civil Engineering, Environmental Engineering	CGN 4800 Pre-Senior Design Professional Issues
	Electrical and Computer		
	Industrial and Manufacturing		
	Mechanical	Mechanical Engineering	
College of Law	College of Law	N/A	
College of Pharmacy and Pharmaceutical Sciences	Basic and Pharmaceutical Sciences		
	Clinical and Administrative Services	N/A	
	Economic, Social and Administrative Pharmacy		
	Institute of Public Health		
College of Social Science, Arts and Humanities	Army/ROTC		
	English and Modern Language	English	
	History and Political Science	History & Political Science	HIS 1921 Introduction to Professional Development I, POS 1921 Introduction to Professional Development
	Interdisciplinary Studies		
	Music	Music (Electronic Music Composition), Music Industry	MUM 3701 Business of Music*
	Psychology	Sociology	
	Social Work	Social Work	SOW 3290 Social Work Ethics & Professional Development, SOW

College/School	Division/Department	Degree Program	Professional Development/ Career Course
			3341 Social Work Practice I, SOW 4322 Social Work Practice II
	Sociology and Criminal Justice	Criminal Justice	
	Visual Arts, Humanities and Theatre	Fine Arts	ART 3948 Pract Art Merch I
		Theater	THE 4942 Arts/Theatre Management Practicum*
College of Science and Technology	Biology	Biology, Biology (Pre-Medicine), Biology (Pre- Dentistry)	BSC 3926 Professional Development for Biology
	Chemistry		
	Computer Information Sciences	Computer Information Systems	CIS 1920 Professional Development I and CIS 4920 Professional Development IV
	Mathematics	Mathematics (Actuarial Science)	MAT 4937 Pro-Seminar in Math I*
	Physics	Physics	PHY 4931 Seminar I, PHY 4932 Seminar II
School of Allied Health Sciences	Cardiopulmonary Science	Cardiopulmonary	RET 4930 Professional Seminar in Cardiopulmonary Science
	Health Care Management	Healthcare Management	HIC 3931 Professional Development II, HSC 3930, HSC 4930, HSC 4931
	Health Informatics and Information Management		
	Occupational Therapy		
	Physical Therapy	Health Science (Pre-Physical Therapy)	PHT 4028 Professional Development Pre-Physical Therapy
School of Architecture and Engineering Technology	Architecture		
	Engineering Technology		
School of Business and Industry	Accounting and Finance	Accounting	GEB 1091, GEB 1092, GEB 2091, GEB 2092, GEB 3083, GEB 3084, GEB 4931, GEB 4932
	Professional Leadership Development	Economics	
	Information Systems and Operations Management	N/A	

College/School	Division/Department	Degree Program	Professional Development/ Career Course
	Management and Marketing	Business Administration & Facilities Management	GEB 1091, GEB 1092, GEB 2091, GEB 2092, GEB 3083, GEB 3084, GEB 4931, GEB 4932
School of Environment	Environmental Science	Environmental Science	EVR 2920, EVS 4007, EVR 4032, EVR 4643
	Environmental Studies		EVR 2920, EVS 4636, EVS4007, EVS4032, EVR 3033
School of Graduate Studies and Research	School of Graduate Studies and Research		
School of Journalism and Graphic Communication	Journalism	Journalism (Broadcast), Journalism (Public Relations)	MMC 4250 Leadership in Media Management I*
	Public Relations		
	Graphic Design	Graphic Design	GRA 4941 Design Practicum I, GRA 4942 Design Practicum
School of Nursing	School of Nursing	Nursing	NUR 4XXX Professional Career Development Seminar, NUR 4XXXL Professional Transition Practicum

## Appendix F: WAC Director Position Description

### Job Summary:

Florida A&M University is searching for a Director of Writing Across the Curriculum. The Director of Writing Across the Curriculum should have a positive attitude, an active, energetic mind, and a leadership style that is characterized by highly ethical practices and a commitment to diversity, openness, flexibility, integrity, and kindness.

Reporting to the Associate Provost for Academic Affairs, the Director of Writing Across the Curriculum serves in a leadership role as a writing program administrator who oversees the development, management, and supervision of writing at the upper division and graduate levels across the curriculum. In this role, the Director also serves on appropriate Academic and Advisory Committees and is expected to maintain currency in teaching methodology, research and scholarship in rhetoric, composition, and writing program administration.

The incumbent works with the QEP Director, the General Education Assessment Committee Chair, and the English Department Chair, as well as other appropriate personnel as needed to develop and foster a culture of writing at FAMU and create and implement a strategic plan aligned with the campus mission and university learning goals and directed towards meeting university writing outcomes. Other duties as assigned.

Housed in Academic Affairs, the incumbent will work in collaboration and consultation with:

- the Director of the Faculty Teaching & Learning Center to provide professional development opportunities to faculty teaching writing enhanced courses and faculty using writing in courses across the curriculum as part of Instructional Programs;
- the WAC Advisory Committee (for which among other things the director reviews courses for which departments request certification), and relevant academic departments, to determine the overall direction of writing across the disciplines;
- the Director of University Assessment to coordinate and facilitate the assessment of undergraduate level writing instruction at FAMU;
- the AVP for Institutional Effectiveness, to identify needs and internal and external resources, develop budget requests, and implement an annual budget to support writing across the curriculum
- based on workload demands, teaches a writing course each academic year as determined in consultation with the appropriate college dean and department chair, and the Associate Provost for Academic Affairs.

### Essential Qualifications:

Ph.D. in Rhetoric and Composition or English, or a comparable discipline or field of study from an accredited college or university. Academic credentials expected of an assistant professor. Experience in writing program administration. Knowledge of current theories and best practices in teaching, learning, writing program accreditation, and assessment of written communication. A demonstrated experience in and commitment to excellence in writing and writing instruction. Strong interpersonal skills and ability to work collaboratively and effectively across disciplinary boundaries with faculty, students, and staff. Strong project planning and management skills. Commitment to the educational goals of a public comprehensive university serving a diverse student population.

A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the FAMU. Failure to satisfactorily complete the background check may affect the application status of applicants or continued employment of current FAMU employees who apply for the position.

### Special Working Conditions:

Occasional evening and weekend hours may be required.

## Appendix G: Career and Professional Development Center Resume/Cover Letter Rubric

	Denied Approval	Approval with Reservations	Approved!
<b>Formatting</b>	<ul style="list-style-type: none"> <li>▪ Inconsistent formatting</li> <li>▪ Hard to read</li> <li>▪ No clear headers</li> <li>▪ Not in chronological order by section</li> <li>▪ Inappropriate font (size or style)</li> <li>▪ Too long (more than 2 pages)/short (less than ¾ page long) (if there are other major issues with the resume)</li> <li>▪ References left on resumes (not including separate page for references)</li> <li>▪ Too little/much white space</li> <li>▪ Decorative fonts/ excessive use of italics</li> <li>▪ Three or more font styles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Overuse of lines, borders, boxes</li> <li>▪ Order of sections doesn't maximize effectiveness</li> <li>▪ "Reference available upon request" on resume but unnecessary</li> <li>▪ Two font styles</li> <li>▪ Not in reverse chronological order by section (if everything else on the resume is fine)</li> <li>▪ Too long/short (if everything else on the resume is fine)</li> <li>▪ Too little/much white space (if everything else on the resume is fine)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Format is clean and consistent</li> <li>▪ All information can be easily found with a glance</li> <li>▪ All dates are in appropriate order</li> <li>▪ Conservative/Standard font</li> <li>▪ Font style is consistent throughout resume</li> <li>▪ Effective use of space</li> </ul>
<b>Spelling and Grammar</b>	<ul style="list-style-type: none"> <li>▪ Multiple errors (grammar and/or spelling), needs proofreading!</li> </ul>	<ul style="list-style-type: none"> <li>▪ Few (1 to 3) spelling/grammatical errors that have been identified in review</li> </ul>	<ul style="list-style-type: none"> <li>▪ No apparent mistakes</li> </ul>
<b>Descriptions of Experience, Skills, Honors, Activities</b>	<ul style="list-style-type: none"> <li>▪ Incorrect degree information</li> <li>▪ In narrative format (includes personal pronouns)</li> <li>▪ Not action oriented</li> <li>▪ Provides info on company rather than individual responsibilities/actions</li> <li>▪ Includes full street address/zip code of employer</li> <li>▪ Includes name of supervisor</li> <li>▪ No descriptions</li> <li>▪ Objective that basically translates to "I want a job"</li> </ul>	<ul style="list-style-type: none"> <li>▪ Could be tailored to be more effective, including Objective Statement (if included)</li> <li>▪ Diversity of action verbs could be beneficial</li> <li>▪ Limited information on accomplishments/responsibilities</li> <li>▪ Tense is incorrect</li> <li>▪ Abbreviated degree information (as long as it's the correct abbreviation)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Action verb statements that demonstrate results using #, \$, % if appropriate</li> <li>▪ Illustrates transferrable skills (teamwork, leadership, customer service, etc.)</li> <li>▪ Tailored - makes a match to the job of choice</li> </ul>
<b>General Presentation and Information</b>	<ul style="list-style-type: none"> <li>▪ Picture on resume</li> <li>▪ Paragraphs (if there are other major issues with the resume)</li> <li>▪ Personal information (race, gender, age, etc.)</li> <li>▪ Clip art (including company (school) logos/Resume done in all color text</li> <li>▪ Hobbies/Interests</li> <li>▪ Any High School info is left on (freshmen are exempt)</li> <li>▪ No mention of Kennesaw State on the resume (SPSU alumni should indicate Kennesaw State University, formerly known as Southern Polytechnic State University)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unprofessional email address</li> <li>▪ Active hyperlinks</li> <li>▪ Paragraphs (if everything else on the resume is correct)</li> <li>▪ Irrelevant words (e.g. the word "phone" in front of the phone number)</li> <li>▪ Format choice (functional vs. chronological) should be examined to determine marketability</li> <li>▪ Unique template appropriate for specific field but still professional (including some color lines)</li> <li>▪ Recommend review by faculty in dept.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conservative look</li> <li>▪ Presents a sense of professionalism</li> </ul>

## Appendix H: Writing Proficiency Rubric Samples

### 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		Benchmark 1
		3	2	
<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.

## GEAC Revised Abridged Holistic Scoring Rubric for Writing and Critical Thinking

Criteria	5=Exemplary	4=Skilled	3=Competent	2=Developing	1=Beginning
<p><b>TOPIC SELECTION</b></p> <p><b>GRAMMAR /USAGE</b></p>	<p>Contemplates subject thoroughly, leading to excellent topic.</p> <p>Consistently observes conventions of Standard American English grammar and usage; no errors.</p> <p>Consistently composes sophisticated sentences</p>	<p>Narrows subject to a manageable topic.</p> <p>Makes an occasional error in grammar or usage, but none too serious enough to interfere with clarity or development.</p> <p>Frequently creates correct, polished sentences.</p>	<p>Limits subject to a topic appropriate for effective development but has a few problems executing the attempt</p> <p>Makes minimal errors—often limited to one or two skills rather than a diverse sampling.</p> <p>Generally, writes clear, Logical sentences</p>	<p>Chooses a topic too broad or too narrow for effective treatment.</p> <p>Makes frequent errors in grammar and mechanics that impede writer's attempt to communicate desired purpose</p> <p>Sometimes writes illogical or ambiguous constructions.</p>	<p>Selects topic seemingly haphazardly, vague.</p> <p>Fails to identify and attempt to correct pervasive errors in usage; gross inconsistencies in spelling, mechanics</p> <p>Invariably writes illogical, wordy, and poorly coordinated constructions.</p>
<p><b>ORGANIZATION</b></p>	<p>Creates well-focused or imaginative central idea that is explicitly stated or implied, exhibiting sophistication, polish;</p> <p>Writes a definitive introduction and emphatic conclusion.</p> <p>Organizes thoughts in exceptionally logical manner that presents cohesive and coherent support of thesis.</p>	<p>Develops a central idea that noticeably and coherently asserts a purpose and direction (explicit or implicit).</p> <p>Writes an informative introduction and noteworthy conclusion.</p> <p>Uses reasonably good organization to support thesis.</p>	<p>Writes a rudimentary central idea.</p> <p>Writes a pedestrian introduction and effective conclusion.</p> <p>Uses fairly good organization.</p>	<p>Writes a central idea that is loosely related to the other parts of the essay.</p> <p>Writes a vague or incredibly scant or lengthy introduction and a perfunctory conclusion.</p> <p>Uses some transitions to connect ideas, but some ideas are more loosely connected than others.</p>	<p>Fails to identify or state specific, logical, focused central idea.</p> <p>Writes a rambling, confusing introduction and very simple or contradictory conclusion, if written.</p> <p>Fails to employ cohesive, coherent arrangement of ideas.</p>
<p><b>DEVELOPMENT</b></p> <p><b>1)General Support</b> *Illustration strategy assessed here serves as template for evaluation of other modes of writing: Assess adherence to mode + intellectual standards of clarity, accuracy, precision, relevance + assessment of language used.</p> <p><b>2) Critical Thinking</b></p> <p><b>3)Information Literacy and Documentation</b></p>	<p>Constructs essay with vivid illustrations and details, verifiable information, extensive, specific details with purposeful, refined language and word choices that clarify and augment discussion.</p> <p>Presents thorough, logical, objective examination of ideas or evidence, identifying and eliminating fallacies; raising and countering the most significant opposing arguments and assumptions.</p> <p>Demonstrates eminent skill in information literacy and documentation of research.</p>	<p>Constructs essay with substantial illustrations and details, credible information, mature language, and appropriate word choices to convey main idea.</p> <p>Presents careful, insightful, logical discussion of ideas or evidence, identifying and eliminating most fallacies; raising and countering some objections and assumptions.</p> <p>Demonstrates proficiency in information literacy and documentation of research.</p>	<p>Chooses several pertinent illustrations with adequate details and factual information with some word choices that may be less appropriate than others.</p> <p>Presents an uneven yet logical examination of ideas and evidence, identifying and eliminating the most obvious fallacies; raising a couple of objections but failing to satisfactorily counter them.</p> <p>Demonstrates some skill in information literacy and documentation of research.</p>	<p>Chooses only a few appropriate illustrations and details along with irrelevant information and/or far-fetched claims or falsehoods that cannot be supported with credible evidence; presents a few ill-chosen word choices and biased language.</p> <p>Presents an incomplete, inconsistently logical examination of ideas and evidence, incorporating fallacious reasoning rather than eliminating it; making no concession for alternate viewpoints.</p> <p>Demonstrates limitations in information literacy and documentation of research.</p>	<p>Provides vague, ambiguous, or loosely connected statements with unreliable details or no specific details to support main points; makes pervasive errors in language.</p> <p>Presents superficial, illogical examination of ideas and evidence, addressing no fallacies; Making no attempt to raise opposing views.</p> <p>Demonstrates great weaknesses in information literacy and documentation of research.</p>

**ENC 1102, ENC 1122 (HONORS),  
Freshman Communicative Skills II  
COURSE OBJECTIVES**

<b>AUDIENCE</b>	<b>CRITICAL THINKING</b>
<b>RESEARCH/LIBRARY SKILLS</b>	<b>MECHANICS</b>

**General objectives of the ENC 1102 or ENC 1122 Communication courses in the English Department at Florida A&M University are twofold:**

1. Students will demonstrate the ability to communicate effectively.
2. Students will demonstrate the ability to analyze communication critically.

Following are more specific competencies that have been identified for these General Education core courses.

Students who earn a “C” grade or higher in the second (and last) of the core communication courses will be able to:

- Read with literal comprehension.
- Apply critical reading skills to a wide range of materials
- Use various rhetorical modes to communicate ideas and information to a variety of targeted audiences.
- Synthesize personal experiences, observations, and reasoning to communicate information and ideas.
- Assess individual thinking (think critically about what they have written) to revise their drafts and produce more unified, coherent, and analytical prose.
- Critique writing and critical thinking of others by participating in collaborative peer editing.
- Utilize databases and printed materials to research, prepare, and document academic papers and oral presentations (when assigned).
- Explore non-traditional mediums (poetry, visuals, music, and technology) to communicate arguments
- Transmit ideas and information which conform to conventional Standard Written English.

**Chart E-1 ENC 1101/1102 EVALUATION RUBRICS**

**RUBRIC FOR MLA DOCUMENTED ESSAYS**

**CRITERIA**

**I. DOCUMENTATION**

**MAXIMUM POINTS -25**

(0-Fail 5-Poor 10-Weak 15-Fair Parenthetical documentation  
Works Cited page(s)  
Number and kinds of sources  
Effective and relevant use of quotations  
Graceful integration of quotations  
Correct MLA style

**II. ORGANIZATION /DEVELOPMENT**

**MAXIMUM POINTS -50**

(0-Fail 10-Poor 20-Weak 30-Fair 40-Good 50-Excellent) Effective introduction  
Logical paragraph order  
Clear transitions  
Conclusion  
Topic sentences  
Plausible/Convincing support  
Evidence of critical and insightful thinking

**III. CONVENTION AND SENTENCE STRUCTURE**

**MAXIMUM POINTS -25**

(0-Fail 5-Poor 10-Weak 15-Fair 20-Good 25-Excellent)  
Grammar  
Mechanics - spelling, punctuation, capitalization  
Word Choice - diction  
Sentence Problems - Fragments, run-ons, comma splices,  
Wordiness, dangling modifiers  
Evidence of Proofreading

**NOTE: MISCELLANEOUS**

Teacher may assign additional points for other considerations, not to exceed **10 points**.

**SPECIAL NOTE: UNDOCUMENTED OR PLAGIARIZED PAPERS WILL RECEIVE A FAILING GRADE.**

**Chart E-2**

**RUBRIC FOR UNDOCUMENTED ESSAYS**

**CRITERIA**

**I. ORGANIZATION**

**MAXIMUM POINTS - 15**

(0-Fail 3-Poor 6-Weak 9-Fair 12-Good 15-Excellent)

Effective introduction

Logical paragraph order

Clear transitions

Conclusion

**II. DEVELOPMENT**

**MAXIMUM POINTS -50**

(0-Fail 10-Poor 20-Weak 30-Fair 40-Good 50-Excellent)

Topic sentences

Plausible/Convincing support

Evidence of critical and insightful thinking

**III. CONVENTION AND SENTENCE STRUCTURE**

**MAXIMUM POINTS -25**

(0-Fail 5-Poor 10-Weak 15-Fair 20-Good 25-Excellent)

Grammar

Mechanics- spelling, punctuation, capitalization

Word Choice- diction

Sentence Problems- fragments, run-ons, comma splices,

Wordiness, dangling modifiers Evidence of proofreading

**IV. MISCELLANEOUS**

**MAXIMUM POINTS - 10**

Teacher Preference

## Chart E -3

### General Education Written Communication Assessment Rubric

**Score of 4 (Excellent/Very Good): 94— 100A 4+ 90 - 93 A = 4 84 - 89 B = 4**

**Thesis** — Well focused, or imaginative expression central idea that may be explicitly stated or implied; exhibiting sophistication, polish

**Support** — Substantive ideas which are extensively elaborated, showing evidence of critical thinking, insight, creativity

**Language** — Precise, refined, purposeful

**Coherence** — Excellent selection and use of transitions, varied sentence structure, and synonyms to signal clear relationship between ideas within paragraphs and from paragraph to paragraph

**Errors** — Sparse to non-existent in grammar, punctuation, and spelling. When present, errors do not hamper reader's comprehension of discussion

**Score of 3 (Good/Adequate/Acceptable): 80 - 83 B = 3+ 74-79 C = 3 70— 73 C =3**

**Thesis** — Rudimentary to noticeably coherent assertion of purpose and direction. Thesis may be explicit or implied.

**Support** — Specific and reasonably sufficient. One paragraph may have more substantive ideas than the other two.

**Language** — reasonably mature, exhibiting some refinement and varied sentence structure

**Coherence** — Competent use of transitions displayed throughout essay

**Errors** — Several to minimal but more often limited to one or two skills rather than a diverse sampling. Errors do not impede writer's attempt to impart his/her ideas

**Score of 2 (Below Average): 64— 69 D = 2+ 60— 63 D = 2 54— 59 F = 2**

**Thesis** — Suggests a plan of development which may haphazardly addressed

**Support** — Generalized statements or listing of ideas leading to insufficient discussion of plan suggested

**Language** — Unimaginative and often repetitious

**Coherence** — Marginal at best, if present at all

**Errors** — Numerous, demonstrating deficiency in several skill areas and/or illogical

**Score of 1 (Unacceptable): 50— 53 F = 1**

**Thesis** — vaguely or illogically worded ideas which may be asserted

**Support** — (if any) rambling and or superficial, sketchy and/or illogical

**Language** — Tangled, disjointed, confusing

**Coherence** — Absent (incoherent)

**Errors** — Pervasive errors in sentence structure, usage, and mechanics, subsequently interfering with writer's attempt to communication his/her purpose

## Appendix I: QEP Student Self-Efficacy Survey

### POST-SECONDARY WRITING SELF-EFFICACY INSTRUMENT

Directions: This instrument is composed of twenty statements concerning feelings about communicating with others.

Please indicate the degree to which each statement applies to you by marking whether you:  
Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5.

- \_\_\_\_\_ 1. I can identify incomplete or fragment sentences.
- \_\_\_\_\_ 2. I can invest a great deal of effort and time in writing a paper when I know the paper will earn a grade.
- \_\_\_\_\_ 3. I can articulate my strengths and challenges as a writer.
- \_\_\_\_\_ 4. I can find and incorporate appropriate evidence to support important points in my papers.
- \_\_\_\_\_ 5. I can be recognized by others as a strong writer.
- \_\_\_\_\_ 6. When I read a rough draft, I can identify gaps when they are present in the paper.
- \_\_\_\_\_ 7. I can maintain a sense of who my audience is as I am writing a paper.
- \_\_\_\_\_ 8. I can write a paper without feeling physical discomfort (e.g., headaches, stomachaches, backaches, insomnia, muscle tension, nausea, and/or crying).
- \_\_\_\_\_ 9. When I read drafts written by classmates, I can provide them with valuable feedback.
- \_\_\_\_\_ 10. When I have a pressing deadline for a paper, I can manage my time efficiently.
- \_\_\_\_\_ 11. I can attribute my success on writing projects to my writing abilities more than to luck or external forces.
- \_\_\_\_\_ 12. When a student who is similar to me receives praise and/or a good grade on a paper, I know I can write a paper worthy of praise and/or a good grade.
- \_\_\_\_\_ 13. Once I have completed a draft, I can eliminate both small and large sections that are no longer necessary.
- \_\_\_\_\_ 14. I can write a paper without experiencing overwhelming feelings of fear or distress.
- \_\_\_\_\_ 15. When writing papers for different courses (for example, Biology, English, and Philosophy classes), I can adjust my writing to meet the expectations of each discipline.
- \_\_\_\_\_ 16. I can map out the structure and main sections of an essay before writing the first draft.
- \_\_\_\_\_ 17. I can find ways to concentrate when I am writing, even when there are many distractions around me.
- \_\_\_\_\_ 18. I can find and correct my grammatical errors.
- \_\_\_\_\_ 19. I can find and use resources that help me with my writing.
- \_\_\_\_\_ 20. If I work with a writing tutor, I can learn new strategies that promote my development and success as a writer.

#### **SCORING:**

Overall writing self-efficacy: mean of items 1-20.

#### **Sub-scores:**

Local and Global Writing Process Knowledge: mean of items 1, 4, 5, 6, 7, 9, 11, 12, 13, 15, 16, and 18

Physical reaction: mean of items 8, 14, 17

Time and effort: mean of items 2, 3, 10, 19, 20

#### **Source:**

Schmidt, K. M., & Alexander, J. E. (2012). The empirical development of an instrument to measure writer self-efficacy in writing centers. *Journal of Writing Assessment*, 5(1).