



“Write Where You Belong”

Quality Enhancement Plan, **Revised**

East Carolina University

Southern Association of Colleges and Schools

On-Site Review: April 2–4, 2013

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I. EXECUTIVE SUMMARY

East Carolina University's (ECU) Quality Enhancement Plan—"Write Where You Belong"—is a multi-faceted, multi-year project with the goals of integrating, aligning, and reinforcing writing instruction for undergraduate students from the day that they begin their first classes at ECU to the day that they complete their degrees and transition into the workplace or advanced study.

Broad-based Institutional Process to Identify Key Issues

Following a yearlong, university-wide process of selecting a QEP topic area, a diverse QEP Council was formed. Comprised of over 35 faculty, staff, and students, the QEP Council spent the 2011–2012 academic year reviewing institutional assessments of student writing, surveying faculty and students about the writing abilities and struggles of our student population, researching best practices in college writing instruction, and gathering information from faculty, staff, alumni, and local professionals about the kinds of writing students need to do to succeed at ECU and beyond (see sections II, III, and V).

Focus

Based on campus conversations and this extensive research, the QEP Council drafted five student learning outcomes (see section IV) and identified three areas for initiative action: Student Support, Faculty Support, and Curriculum Enhancement (see section VI). Because the QEP Council's research revealed significant differences in writing expectations across disciplinary contexts, and because survey responses from both faculty and students indicated that few connections currently exist across the points at which students learn about and practice writing in their curricula, the larger goal of providing carefully sequenced, effectively reinforced, and fully supported writing instruction throughout students' undergraduate degree programs informs every aspect of "Write Where You Belong."

Broad-based Involvement in Development and Implementation

Academic year 2012–2013 involved many campus community members in laying the foundation for our QEP implementation. To initiate "Faculty Support" actions, QEP leadership has met with departments to share details about the QEP and with school- or department-designated faculty "Writing Liaisons" to begin the cross-curricular conversations that are at the heart of the QEP. To prepare for QEP "Student Support" initiatives, undergraduate students from many disciplines are enrolled in a seminar in tutoring writing, and construction of an expanded University Writing Center is almost complete. Additionally, course proposal materials for English 2201, a course that will help students make connections between academic writing skills and writing conventions in different disciplinary contexts, are moving through the university's faculty-led curriculum approval process.

Capability

The university has provided substantial human, financial, and physical resources to support these preliminary activities and has allotted even greater resources for the five-year QEP period itself (see section IX). During the QEP period, these resources will be used across the campus community in several concurrent initiatives designed to improve student writing (see section VII). Individuals in the "Writing Leadership Hub," in collaboration with the QEP Steering Committee and the university's Writing across the Curriculum Committee, will coordinate these various activities, monitoring progress, reviewing ongoing assessments, and making adjustments as needed (see section VIII).

Assessment

A centerpiece of "Write Where You Belong" is the development of a University Writing Portfolio for each undergraduate student. The University Writing Portfolio will provide students with a mechanism to collect and connect writing experiences within their degree programs while also providing ECU with a robust collection of student writing for assessment purposes (see section X). At the same time, existing and newly developed indirect assessments, including focus groups and nationally and locally based surveys, will allow ECU to measure the impact of new support services for students and faculty.

II. PROCESS USED TO DEVELOP THE QEP

Over the past two years, faculty, staff, and students from across campus have contributed to the development of ECU’s QEP. Rosters for QEP-related councils, committees, and working groups are included in Appendix A. This section provides an overview of the phases of QEP development, including

Phase One—Selecting an Area of Student Learning for Improvement

Phase Two—Establishing a Framework and Investigating Possibilities

Phase Three—Developing Initiatives and Assessment Plans

Phase Four—Writing and Publicizing the QEP, and

Phase Five—Laying the Groundwork for Implementation.

Section III: Identification of Topic details information gathered during Phase Two and explains how the QEP Council used that information to focus the QEP on a manageable, important topic that could be parlayed into a clear set of actions to be taken.

Phase One—Selecting an Area of Student Learning for Improvement

East Carolina University began the process of selecting its Quality Enhancement Plan (QEP) topic area on September 15, 2010. The Chancellor and SACS Liaison made the final topic selection on April 26, 2011.

The selection process began with a call for individuals or groups of individuals to submit two-page proposals of themes and topic areas for further consideration. A Quality Enhancement Plan Topic Selection Council consisting of faculty, staff, and students evaluated the brief proposals using a predefined rubric. Strong brief proposals accomplished the following:

- Identified a clear theme or topic that is directly related to improving student learning at ECU
- Provided an opportunity for meaningful tasks to support the objectives of the theme or topic
- Provided a clear link between proposed activities and student learning
- Identified methods and approaches for measuring the effects of the tasks or activities on student learning

Five brief proposals were selected for more detailed development in a white paper format. The goal was to provide the university community with additional insight into why the theme or topic area is important or relevant for ECU and to be able to assess the viability of a QEP on each proposed theme or topic area. Strong white papers met above criteria and also accomplished the following:

- Included a good structure for an assessment plan
- Suggested an appropriate management structure that would be responsible for implementation
- Identified the scope of resources (including personnel, funding, facilities, and technology) needed to conduct the various activities
- Suggested the nature of the leadership and resources that are required for expanding this proposal into a full Quality Enhancement Plan

Full proposals were posted to the website of the Office of Institutional Planning, Assessment and Research on February 15, 2011, with an announcement to the university community of a four-week period of review. Following the review period, the university held a convocation for the entire campus

community, including online access via Centra, at which each proposal was presented by its lead author. Time was allowed for questions and discussion.

For the next two weeks, all faculty, staff and students were encouraged to vote online for their preferred topic. Votes were tabulated and topics were rank ordered from 1–5 by number of votes garnered. The ECU Faculty Senate, which includes faculty representatives of each unit, also rank ordered the topics from 1–5. The results of the online voting and the Faculty Senate ranking were conveyed to the Chancellor and the SACS Liaison for consideration.

On April 21, 2011, the Chancellor and SACS Liaison chose the topic that received the top ranking by both the campus community and the Faculty Senate, “Write Where You Belong!”

Phase Two—Establishing a Framework and Investigating Possibilities

For over two decades, undergraduate students at East Carolina have had to meet a “writing intensive” (WI) requirement for graduation. Under this requirement, students complete two writing courses in their first year: English 1100, an introduction to academic writing and research, and English 1200, a course that focuses on different types of research-based writing. Students must then take two additional WI-designated courses, one of which must be in their major area and is, thus, often taken in the junior or senior year. WI-designated courses have been reviewed and approved by the university’s Writing across the Curriculum (WAC) Committee. For approval, WI courses must require a substantial amount of writing, often with multiple drafts of each major assignment.

Despite the two required first-year courses, faculty across the university regularly complain that students’ writing is weak in areas such as organization, support and evidence, citation and integration of source material, word choice, and grammatical correctness. Students have been taught about these areas of writing, and they were able to perform with at least enough success to pass English 1100 and 1200, yet prior instruction and successes appear not to stay with students as they move into other courses that demand writing. Drawing upon the overview of this situation provided in the QEP white paper (see Phase One, above), the QEP development process began with this question: why is it such a challenge for students to transfer—to recall and appropriately apply—writing skills from their English 1100 and 1200 courses?

The QEP Council—a group of over 35 faculty, staff, and students from across the university—spent much of the fall 2011 semester exploring barriers to transfer of learning across students’ experiences with writing at ECU. A vertical model of students’ experiences with writing, based on three increasingly specialized levels of writing, structured this initial investigative work:

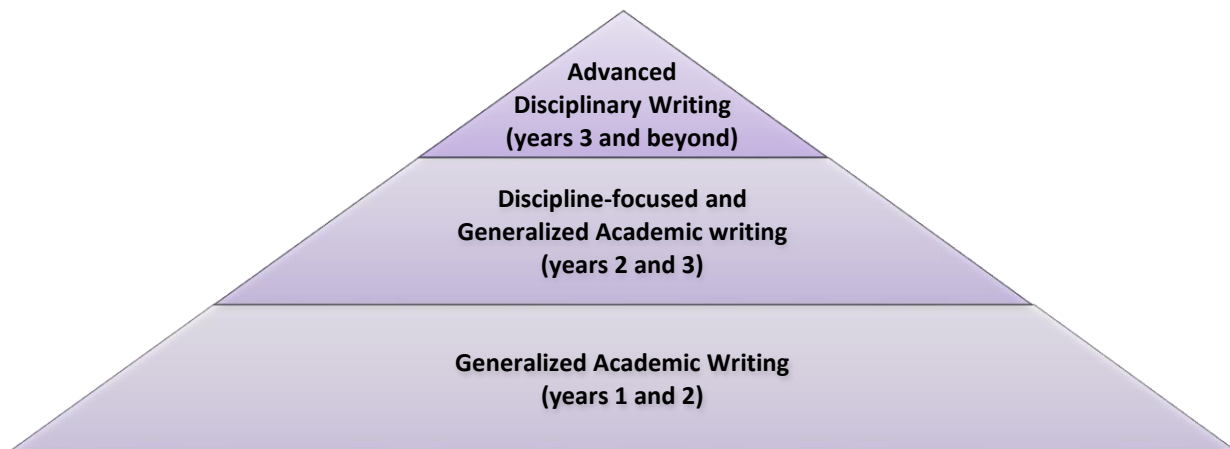


Figure 1: Vertical Model of Student Writing Experiences at ECU

This model reflects the fact that students begin with instruction and practice in “foundational” academic writing skills in their first-year composition courses and in other lower-level introductory courses. These writing skills include reading critically, analyzing, arguing, using sources, proofreading, and related academic writing skills. In subsequent semesters, students encounter more specialized genres and field-specific expectations as they prepare to graduate and enter the workplace or graduate study.

To facilitate the QEP Council’s investigative work and reduce the likelihood of duplicated efforts, each Council member was asked to serve on one of three QEP Working Groups based on the vertical model of students’ experiences with writing:

Table 1: QEP Phase Two Working Groups and Topics Investigated

Phase Two Working Group	Topics Investigated
Writing Beyond Group	Approaches to and best practices in preparing graduates for writing in advanced study and the workplace
Writing Intensive Group	Approaches to and best practices in Writing across the Curriculum (WAC) ECU’s WAC program, with specific attention to WI courses in the majors
Writing Foundations Group	Approaches to and best practices in college composition ECU’s composition courses (English 1100 and 1200) and related support programs

In addition to the three groups derived from the vertical model of students’ writing experiences, a fourth group, the English 1100 Plus group, was formed to explore the transition from writing in the high school curriculum to writing in college contexts. Due to the many other ambitious actions planned, the QEP Council ultimately decided not to include a QEP-specific initiative to provide additional support for first-year writers when they enter ECU (beyond the additional services that will be available through the expansion of the University Writing Center described in “VI. Actions to be Taken”). Nevertheless, the English 1100 Plus group’s insights will contribute to efforts by the English Department’s Composition Committee to develop reliable procedures for identifying and assisting first-year students who might benefit from additional writing support.

Members of these working groups, along with additional campus community members whose input the groups deemed essential, met weekly during the fall 2011 semester. Members also reconvened monthly as the full QEP Council to share information and discuss initiative possibilities. Group members reviewed scholarship and best practices in college writing instruction; investigated the current writing abilities of ECU students; and gathered information from faculty, staff, students, and local professionals about the kinds of writing students need to do in order to succeed at ECU and beyond. The processes used to carry out these tasks are described below.

Reviewing Scholarship and Best Practices

Working group members prepared and shared summaries of various research and best practices publications that were made available in the QEP Resource Center—a bookcase near the front of ECU’s Joyner Library—or online in a Sharepoint QEP document library. Information from these resources is surveyed in section V: Literature Review and Best Practices.

Working group members also learned about research and best practices through talks and workshops offered by visiting scholars and writing specialists. The following consultants led sessions for QEP Council members and other interested campus community members in fall 2011:

Table 2: Consultants who Visited ECU in Fall 2011 and Sessions Led

Consultant	Sessions Led
Dr. Michael Carter, Associate Dean of the Graduate School and former Associate Director of the Campus Writing and Speaking Program, NC State University	“Preparing College Students for Writing across the Curriculum” “Using Genre to Introduce Students to Disciplinary Writing”
Dr. Elizabeth Wardle, Director of Writing Programs, University of Central Florida	“Writing Foundations and Transfer” “Writing across the Curriculum and Transfer”
Dr. Georgia Rhoades, Director of Writing across the Curriculum, and Dr. Elizabeth Carroll, Director of the Writing Center, Appalachian State University	“Appalachian State’s Vertical Writing Curriculum: Building Foundations” “Appalachian State’s Vertical Writing Curriculum: Bolstering Writing across the Curriculum”

Querying Students, Faculty, and Employers

The fact that the ECU campus community decided to focus the QEP on improving student writing points to the limited effectiveness of ECU’s current efforts to improve student writing. Wanting to know more about the causes and consequences of that limited effectiveness, the QEP working groups developed several methods of gathering information from stakeholders at different points along the writing curriculum at ECU. These information-gathering methods included

- **Student Survey of Writing Experiences.** Working groups collaborated to design a fifteen-minute survey in Qualtrics, ECU’s online survey software, about a variety of topics, including the types of writing that students complete in their major-area courses; students’ confidence in their abilities to perform common writing tasks; students’ perceptions of how well English 1100 and 1200 prepared them for writing in their majors; and students’ beliefs about the kinds of writing that would be important in future careers or graduate study. With the assistance of ECU’s Student Government Association, a link to the survey was distributed via email to all sophomores, juniors, and seniors in fall 2011. Students were reminded of the survey through several follow-up emails and via Twitter. The English Department provided funds for an incentive program through which ten respondents were randomly selected to receive a \$100 gift card for ECU’s Dowdy Student Stores. A total of 838 students—200 sophomores, 279 juniors, and 348 seniors—responded to the survey. The response rate was not as high as the Council had hoped. Still, as explained in section III: Identification of Topic, the survey revealed some trends that, in combination with other data gathered through surveys, focus groups, and research in best practices, helped the Council to think more clearly about initiatives that might be part of the QEP.
- **Faculty Survey about Student Writing.** Working groups also constructed a fifteen-minute Qualtrics survey for faculty. Among other things, the survey gathered information about the kinds of writing assigned by faculty in different disciplinary areas and at different curricular levels; the characteristics of effective writing in different disciplines; the level of faculty familiarity

with the English 1100 and 1200 courses; and the specific improvements faculty most desire to see in their students’ writing. With the assistance of ECU’s Office of Institutional Planning, Assessment and Research (IPAR), a link to the survey was circulated via email from the Provost’s office to all teaching faculty. Faculty were sent several reminders prior to the survey closing date. Forty percent of faculty—683 individuals—provided responses.

- **Survey of Instructors of English 1100 and 1200 and Survey of Students in English 1100 and 1200.** The English 1100 Plus group designed these instruments to gauge English 1100 and 1200 instructors’ perceptions of students’ strengths and weakness as writers and to discover students’ perceptions of their own strengths and weakness as writers at the start of their university education. As mentioned above, this data will be very useful as the Composition Committee in the English Department works to design a process for identifying and assisting first-year students in need of additional writing support.
- **Focus Groups on Writing Beyond ECU.** In November 2011, members of the Writing Beyond group hosted two focus groups to investigate what students need to know and do as writers after graduation. Community members, local employers, and representatives from career services, alumni affairs, and graduate programs were invited to participate. Table 3 provides a list of participants.

Table 3: Focus Group Participants

Name	Title	Organization
James Westmoreland	Associate Dean for External Affairs	ECU College of Business
Beth Velde	Professor & Director	ECU Engagement & Outreach Scholars Academy
Trent McGee	Director of Public Policy & Workforce	Greenville-Pitt County Chamber of Commerce
Susan Morgan	Lead Coordinator, Offices of Clinical Experiences & Alternative Licensure	ECU College of Education
Leah B. Futrell	Human Resources Manager	City of Greenville
Beverly Garrett	Manager, Document Control	DSM Pharmaceuticals
Wanda Yuhas	Executive Director	Pitt County Development Commission
Dennis Vestal	Recreation Manager	Greenville Recreation and Parks Department
Lillian Roberts	Director, Visual Media Development, Organizational Learning and Performance Center	Vidant Medical Center
Catrina Davis	Liaison to Colleges of Education and Fine Arts & Communication, Career Counselor	ECU Career Center
Melissa Allay	Liaison to College of Health and Human Performance, Career Counselor	ECU Career Center
Vivian Covington	Director of Teacher Education	ECU College of Education
Jeffrey Gibson	Producer	Hooker and Buchanan Insurance
Chris James	Talent Acquisition Manager	NACCO Materials Handling Group

Questions used to guide focus group sessions, derived from the national study *Writing: A Ticket to Work...or a Ticket Out: A Survey of Business Leaders* (2004), included the following:

- How important is writing in graduate study/the workplace?
- Is writing an important hiring/admissions consideration?
- What kind of writing is expected on the job/in graduate school today?
- Do employees/new students have the writing skills employers/faculty seek?
- How are new employees introduced to writing in the workplace?
- Is writing a promotion criterion?
- Do American companies provide writing training? If so, what does it cost?

Phase Three: Developing Initiatives and Assessment Plans

Based on the information gathered during the fall 2011 semester, the QEP Council reconfigured its working groups for spring 2012 so that they focused on exploring and developing initiative ideas. These reconfigured working groups, along with their areas of investigation, are described in table 4.

Table 4: Phase Three Working Groups and Areas of Investigation

Phase Three Working Group	Areas of Investigation
Writing Mentors Group	Models of writing mentor programs (course-embedded writing tutors), including duties, training, and compensation at similar universities and other UNC system schools Desirability and logistics of implementing a mentors program at ECU
Writing Center Group	Current services and facilities of ECU’s University Writing Center Models of writing centers at similar universities and other UNC system schools Means of enhancing the University Writing Center online and face-to-face to enhance student transfer of learning about writing
Writing Instruction Network Group	Models of support for faculty who teach WI courses at similar institutions and other UNC system schools Existing services and resources for instructors of WI courses at ECU Strategies for fostering relationships with graduate programs, employers, and writing instructors from area high schools and “feeder” community colleges
Sophomore Writing Course Group	Models of sophomore-level composition courses at similar institutions and other UNC system schools Potential impact of a sophomore composition course on existing degree plans and transfer students Methods of preparing faculty to teach a sophomore-level writing course
English 1100 Plus Group	Curricular models from similar institutions and other UNC system schools for assisting incoming students who struggle to make the transition to college-level writing, despite their fulfillment of admissions requirements Methods of identifying students in need of additional support, including directed self-placement and placement testing

In addition to the work accomplished within these groups, all members of the QEP Council dedicated time in spring 2012 to considering methods of assessing QEP initiatives. As elaborated in the next section, several visitors to campus shared strategies for identifying data needs and gathering data.

Reviewing Scholarship and Best Practices

Members of Phase Three working groups researched programs at other institutions, reviewed best practices in the areas assigned, and investigated current structures in place at ECU related to the focus of each group's inquiry. In addition to scouring websites, contacting writing program and writing center administrators, and reviewing relevant literature for best practices, groups also benefitted from the expertise of visiting consultants as outlined in table 5:

Table 5: Consultants Who Visited ECU in Spring 2012 and Sessions Led

Consultant	Sessions Offered
Dr. Barbara Walvoord, Professor Emerita, University of Notre Dame, Consultant on Assessment, IDEA Center	"Assessing the QEP" "Grading and Assessing Writing"
Dr. Terry Myers Zawacki, Director of Writing across the Curriculum, and Dr. Sarah Baker, Assistant Director of Writing across the Curriculum, George Mason University	"What are Writing Mentors? How are They Trained, Used, and Assessed?" "What are Writing Mentors? How Can a Writing Mentor Help My Students? "
Dr. Brian Huot, Director, Dr. Michael Williamson, Director, Nicole Caswell, Assistant Director, and Elliot Knowles, Assistant Director, Kent State University Annual Writing Assessment Symposium	"Assessing Writing across the Curriculum" "Assessing Writing Foundations"
Dr. Shelley Reid, Director of Composition, and Dr. Jessica Matthews, Assistant Director of Composition, George Mason University	"Designing Disciplinary-themed Writing Courses" "Developing Assignments and Teaching Activities for Disciplinary-themed Writing Courses"

As part of QEP Council research into writing centers, the Director of the University Writing Program, the QEP Director, and the Assistant Director of the University Writing Program attended the February 2012 annual convention of the Southeastern Writing Centers Association (SWCA). This meeting was hosted by the Noel Studio for Academic Creativity at Eastern Kentucky University which, as explained on the Noel Studio's homepage, is "a dynamic, integrated, and technologically-sophisticated environment that inspires individual and collaborative learning" (<http://www.studio.eku.edu/>). Seeing the furniture, layout, and technology of the space provided numerous ideas for how ECU can maximize the impact of an expanded and technologically enhanced writing center. The SWCA conference also provided opportunities to talk with Noel Studio administrators about the process of developing and running expansive tutoring services in the space.

In addition, to gather ideas about assessing QEP initiatives, several QEP Council members attended national professional development events during the spring and summer of 2012. In March 2012, the QEP Director, the Director of Composition (English 1100 and 1200), and the Director of the University Writing Program attended a workshop on "Assessing Transfer" at the national Conference on College Composition and Communication. In July 2012, the Director of Composition attended an assessment workshop as part of the national conference of the Council of Writing Program Administrators.

Phase Three research helped the QEP Council determine which initiatives to pursue. The need to focus the QEP on a finite number of manageable actions meant that some of the possibilities explored ultimately did not find a place in section VI: Actions to be Implemented. Several of the excluded actions, however, are being pursued through other means. For example, the Writing Center working group's research revealed a number of robust support programs for graduate student writers at institutions similar in size and student population to ECU. While the QEP focuses on enhancing writing center support for undergraduate students, the University Writing Center will pilot consultant-led writing groups

for thesis and dissertation writers in the fall 2013 semester, thanks in part to the expansion of writing center staff and space enabled by the QEP. In addition, the efforts of the English 1100 Plus group have laid the groundwork for future pilots of a directed self-placement process and sections of English 1100 for students who identify themselves as struggling writers.

Phase Four: Writing and Promoting the QEP

The process of composing the QEP document began in earnest during the summer of 2012 and continued throughout fall 2012. This process involved the QEP Steering Committee, a group of 15 faculty and administrators who had been heavily involved in QEP development, meeting weekly to discuss drafts and subsequent revisions. The Steering Committee also solicited feedback from Dr. Susan Miller-Cochran, Associate Professor of English at North Carolina State University and a trained SACS on-site QEP lead evaluator. Additionally, Dr. Steven Sheely, a Vice President with SACS, visited campus to answer questions about the developing document in October 2012.

Concurrent with the writing of the QEP document in fall 2012, the QEP Director and several steering committee members began publicizing the QEP. We created a website with information about the QEP (www.ecu.edu/QEP) and launched several other efforts to raise faculty awareness of the QEP:

- A brief QEP overview, along with QEP notebooks and pens, were distributed to new faculty and new department chairs at orientation sessions.
- The Provost, the Associate Provost for IPAR, the QEP Director, and the Vice Chancellor for Health Sciences visited eight of nine college faculty convocations in late August to provide an overview of the QEP.
- QEP pens were distributed to faculty at all nine college convocations.
- The QEP Director, with assistance from the Director of the University Writing Program, the Director of Composition, and other members of the QEP Steering Committee, toured department meetings across the university to share a 15-minute overview of QEP initiatives.
- The QEP Director and several members of the QEP Steering Committee, in conjunction with the University Writing Program and Office for Faculty Excellence, held Q&A sessions on the QEP and led several workshops on fostering transfer of writing abilities.

The following strategies were used during fall 2012 and spring 2013 to increase awareness of the QEP among ECU students:

- QEP "Write Where You Belong" notebooks were distributed to all incoming first-year students at orientation sessions.
- A three-minute video was shown at each first-year and transfer student orientation session, featuring students talking about the importance of writing and pitching the forthcoming QEP.
- A quarter-page QEP advertisement appeared in the "Welcome Back" edition of the *East Carolinian*, the university's student newspaper.
- A ten-minute video about the importance of writing and the forthcoming QEP, featuring leaders of campus writing programs as well as deans or directors of programs across the university, was produced by University Marketing and shown to students in English 1100 and 1200.
- A student intern was recruited to design and implement social media (Facebook, Twitter) awareness campaigns.
- Five hundred QEP tee shirts were distributed to students at the annual "Connect at the Cupola" event in September 2012.

- A variety of banners and table tents were designed for strategic placement around campus.
- University Marketing created a display about the new writing center space inside Joyner Library.
- Additional QEP items were distributed at writing-focused student events during spring 2013.

Phase Five: Laying the Groundwork for Implementation

The most recent phase of the QEP development process involves several actions undertaken to ensure successful implementation of the QEP in fall 2013. Out of necessity, some of this work began while the QEP document was still being drafted, and much of it continues in spring semester 2013. Implementation actions that have already occurred or are currently underway are listed below. More details about each of these items can be found in the section indicated in parentheses.

- Planning for the new writing center space in Joyner Library (VI)
- Initiation of approval for curricular changes related to the QEP (VI)
- Design of mechanisms for assessment of QEP initiatives (X)
- Identification of and initial meetings with departmental Writing Liaisons (VI)
- Recruitment of Writing Mentor candidates (VI)
- Collection of baseline writing samples for QEP assessment (X)
- Offering of a course on tutoring writing to prepare writing mentors (VI)
- Construction and outfitting of the new University Writing Center space (VI)
- Planning for baseline writing assessment in summer 2013 (X)
- Discussion with faculty and advisors regarding degree progression in light of proposed QEP curricular changes (VI)

III. IDENTIFICATION OF TOPIC

This section highlights information gathered by the Phase Two working groups that was particularly important in identifying the barriers and struggles that ECU students face in their development as writers at the university and beyond. This information enabled the QEP Council to establish a manageable set of student learning outcomes (see section IV: Desired Student Learning Outcomes), a focus for the research summarized in section V: Literature Review and Best Practices, and, ultimately, a coherent plan of action as detailed in section VI: Actions to be Implemented.

Lessons Learned from Program Assessment Data and Survey Results

Both the Writing Foundations and Writing Intensive Phase Two working groups reviewed existing assessments of student writing at ECU and surveyed local stakeholders to identify potential hindrances to students’ writing development. Assessment and survey results highlighted several potential shortcomings of the existing structure for writing instruction.

Assessment Results for English 1200

Attempting to narrow the QEP topic to a manageable set of student learning outcomes and actions, Phase Two working groups considered results of past assessments of the English 1100 and 1200 sequence. Faculty across the curriculum offered plentiful anecdotal evidence about the struggle upper-division students face when using secondary sources. Accordingly, the Director of Composition focused programmatic assessments for the academic years 2009–2010 and 2010–2011 on students’ abilities to identify and revise faulty uses of secondary source material. This assessment, using a pre- and-post test design, demonstrated that students struggled significantly with paraphrasing sources even at the conclusion of English 1200, a course that has long dedicated significant time to teaching strategies for using secondary sources—including direct quotation and paraphrase—and avoiding plagiarism.

Every major assignment in English 1200, in fact, requires students to locate and effectively integrate multiple secondary sources into their writing, and composition faculty expend considerable effort helping students to compose effective paraphrases in their writing projects, yet nearly 60 percent of students were unable to recognize a paraphrase as inappropriate on a quiz distributed to a sampling of English 1200 sections at the end of spring 2010. Based on these results, the Department of English ran professional development workshops during the 2010–2011 academic year that focused on instruction in paraphrasing. Despite this additional preparation and a heightened attention to paraphrasing in English 1200 courses as a result of the disappointing assessment results the previous year, student success rates were nearly identical when the quiz was distributed to another sampling of English 1200 sections at the end of spring 2011.

There are several possible reasons for the unsatisfactory performance on the quiz, including some related to the validity of a quiz as a means of assessing writing abilities (see section X: Assessment), but one potentially significant reason suggested by published research is that students enter the university accustomed to viewing sources as things to be reported on rather than as things to be questioned, refuted, or used as support for their own purposes and positions. Not until students have more experience with academic and disciplinary conversations and gain familiarity with how professionals and scholars use information can they begin to see how to *use* sources rather than simply reproducing or “parroting” what they read (Curtis & Herrington, 2003; Penrose & Geisler, 1994; Sommers & Saltz, 2004). As a result, in the first year of college, instruction in techniques for a skill such as paraphrasing may not have the desired impact because students are not yet familiar enough with academic reading and writing conventions to understand the significance of or to implement those strategies. English 1200 assessment results, considered in light of published research, pointed to a need for a curriculum that facilitates students’ recognition and understanding of how experienced writers in different fields and disciplinary contexts use information and sources.

Sophomore, Junior, and Senior Student Survey Results

As discussed in section II: Process Used to Develop the QEP, Phase Two working groups explored the writing abilities and experiences of student writers through several surveys distributed to both faculty and students. The survey results helped the QEP Council determine which areas to focus on as we conducted further research, studied best practices, and designed our QEP actions.

From the “Student Survey of Writing Experiences,” completed by 838 students who had attained sophomore or higher class standing, the working groups learned more about the diverse writing situations and conventions that students encounter in different disciplines at ECU. For example, 84 percent of students majoring in the College of Education and 66 percent of students majoring in the College of Human Ecology said that they write reflections and self-assessments in their major-area coursework, whereas only 38 percent of students majoring in the College of Arts and Sciences and 22 percent of students majoring in the College of Technology and Computer Science indicated that they did this type of writing. Another significant difference in types of writing expected across colleges involves collaborative writing: 75 percent of students in the College of Business and 68 percent of students in the College of Human Ecology indicated that they complete group writing projects, whereas only 41 percent in the College of Allied Health Sciences and 40 percent in the College of Nursing said that they did. Detailed results from the survey questions regarding types of writing completed in different schools and colleges at ECU appear in Appendix B.

These differences in writing expectations and experiences across disciplines are significant because they suggest that a “one-size-fits-all” approach may not be the best way to meet the needs of student writers if English 1100 and 1200 are to be truly “foundational” to students’ future writing.

Reinforcing the need to pay greater attention to future writing expectations and situations, local survey results also indicated that, regardless of whether or not they plan to attend graduate school, students believe that they will need to write certain kinds of workplace documents and promotional materials in their careers, even though many also indicated that they’d not had experience with these kinds of writing in their coursework. Seventy-one percent of students indicated that they believed they would need to write “workplace writing (memos, letters, procedures, policies),” even though only 29 percent indicated that they’d had experiences with this kind of writing in their courses. Just under half of respondents (49 percent) indicated that they anticipated being asked to write “promotional materials (posters, brochures, press releases, etc.),” even though only 25 percent had had experience with these kinds of documents in their courses. Similarly, 48 percent of respondents indicated a belief that writing “grants and proposals” will be expected in their careers, while only 13 percent indicated that they have had experience with these genres in their coursework.

The difference between what students expect to do with writing and what they have done in their courses at ECU may be accounted for in part by the fact that sophomores, who comprised about 25 percent of student survey respondents, likely had not yet reached the advanced courses in which they would be expected to produce such documents. The differences also suggest, however, that greater exposure to and experience with professionally situated writing would better prepare ECU students for graduate study and careers. Providing such exposure and experience currently comes through some advanced WI courses in the majors, but, as elaborated in section VI: Actions to be Implemented, students could also be exposed to these common writing situations and formats as part of the composition sequence so that students would be better able to process and integrate later, more advanced instruction and experience.

Another finding from our survey—that 53 percent of ECU students believe that English 1100 and 1200 instructors care more about the quality of their writing than do instructors in their major area courses—suggests that earlier exposure to and experience with professionally and disciplinarily situated writing

might benefit ECU students. If students believe that the quality of writing is not as important outside of their composition courses, they are less likely to recall and apply the writing strategies that they learn in those courses in other contexts. The reports summarized in “Lessons Learned from Focus Groups and National Studies of Writing among Recent Graduates” below indicate that writing is very important across industries, professions, and workplaces. ECU students, like students around the country, would benefit from stronger, clearer, and repeated emphasis of this point throughout their time at ECU.

Faculty Survey Results

Several pieces of information stood out from the results of the “Faculty Survey about Student Writing,” but perhaps most striking was that 53 percent of the 683 respondents said that they were “not at all familiar” with the curriculum taught in the Writing Foundations courses; an additional 24 percent indicated that they were only “a little familiar” with that curriculum. These responses clearly reflect a gap in communication between instructors of English 1100 and 1200 and instructors of other WI courses. The teaching of writing at ECU, as at many other institutions around the country, has been seen largely as the purview of the Composition Program in the English Department, and English 1100 and 1200 are viewed as the mechanisms through which students attain the writing competence that will carry them through their time at ECU. As a result, little communication between instructors of English 1100 and 1200 and instructors of WI courses in the disciplines has seemed necessary. Without ongoing conversations, however, those teaching English 1100 and 1200 cannot know the specifics of what student writers will need to be able to do in future courses, and instructors of upper-level, discipline-specific WI courses cannot build upon the foundations provided in English 1100 and 1200.

The faculty survey also revealed the extent of faculty dissatisfaction with students’ writing abilities after those students have completed the English 1100 and 1200 sequence. On a scale of one to five, where one indicates “strongly disagree” and five indicates “strongly agree,” the mean response to the statement “English 1100 and 1200 prepare students well for the writing that they are asked to do other undergraduate courses” was 2.96, slightly below “neither agree nor disagree.” In another question, faculty indicated on a scale of one (indicating “definitely will not”) to five (indicating “definitely will”) how helpful they thought different initiatives might be in improving student writing. The highest favorable response (a mean of 4.08) accompanied “smaller class sizes for Writing Intensive courses,” with “revision of the Foundations Curriculum (English 1100 & 1200) to include a sophomore-level composition course that introduces students to writing in their intended majors” coming in second with a mean of 3.76. More detailed information about faculty feedback on possible actions to improve student writing can be found in Appendix C.

Additionally, similar to students’ responses identifying the kinds of writing assigned in major-area coursework, faculty survey responses revealed important differences in what is most valued in writing in different disciplines. For example, when asked to identify the five most important characteristics of effective writing in the major/field, 45 percent of College of Allied Health Sciences respondents selected “accuracy,” while only 19 percent of respondents in the College of Arts and Sciences selected this characteristic. Another substantial difference was reflected in the fact that 47 percent of faculty responding from the College of Fine Arts and Communications identified “language, word choice, and vocabulary” as an important characteristic of successful writing, while only 20 percent of faculty from the College of Nursing did. This is not to suggest that faculty in the College of Nursing do not concern themselves with language, word choice, and vocabulary or that departments in the College of Arts and Sciences are not interested in accuracy; rather, the responses suggest that, given the necessity of prioritizing in a crowded curriculum, certain aspects of writing might merit greater attention than others given the future writing contexts and expectations that students are likely to face within advanced courses and discipline-specific settings. A chart summarizing the faculty responses on the important characteristics of effective writing in different colleges and schools appears in Appendix D.

Lessons Learned from Focus Groups and National Studies of Writing among Recent Graduates

To get additional perspective on the writing abilities and struggles of ECU students and graduates, members of the Writing Beyond working group invited a number of local employers and representatives of various graduate programs at ECU to participate in one of two focus group sessions. Participants and focus group questions are listed in section II: Process Used to Develop the QEP.

The focus group discussions yielded several themes regarding how recent graduates perform in writing:

- Email is one of the most important kinds of writing that most students will do in the workplace. Emails need to be professional, and recent graduates regularly struggle to compose messages that reflect professional attention and care.
- Workplace writing must be accurate, clear, and carefully proofread, especially in healthcare, education, and heavily regulated manufacturing environments.
- New employees learn to write on the job by looking at samples, by having their work reviewed, and through mentoring and training.
- Employees often need to know how to translate and transform highly specialized knowledge and content for different audiences and purposes.
- In workplaces, applied writing is critical. Workplace writing does things; it makes things happen. Document formats and components are often dictated by the action(s) to be accomplished.

The Writing Beyond working group also considered a handful of reports published over the past decade by national organizations of educators and professionals. These reports emphasize the centrality of writing abilities to employment and professional advancement while also documenting employers' concerns about the writing abilities of recent college graduates. Following are the names and dates of the studies considered, along with information about the organizations that conducted the studies and their key findings:

The Neglected "R": The Need for a Writing Revolution (2003). National Commission on Writing in America's Schools and Colleges. <http://www.writingcommission.org>.

The National Commission on Writing, an organization of academic experts on writing, teachers, superintendents, and colleges and university presidents and chancellors founded in 2002 by the College Board, studied writing curricula across grade levels in the United States. Recommendations particularly relevant to writing instruction at the university level include:

- Writing instruction in colleges and universities should be improved for all students.
- State and federal government should provide financial resources necessary for the additional time and personnel required to make writing a centerpiece in the curriculum.
- Common expectations about writing should be developed across disciplines through in-service workshops designed to help teachers understand good writing.
- Faculty in all disciplines should have access to professional development opportunities to help them improve student writing.

Writing: A Ticket to Work...or a Ticket Out (2004). The Business Roundtable. <http://www.writingcommission.org>.

The Business Roundtable, an association of chief executive officers of leading US companies, surveyed leaders of 120 American businesses about writing and found that

- Half of responding companies consider writing proficiency when hiring professional employees.
- Half of responding companies consider writing proficiency when making promotion decisions.

- More than half of all responding companies report that they “frequently” or “almost always” produce technical reports (59 percent), formal reports (62 percent), and memos and correspondence (70 percent).
- Communication through email and PowerPoint presentations is almost universal.
- More than 40 percent of responding firms offer or require training for salaried employees with writing deficiencies at an estimated cost to businesses of as much as \$3.1 billion annually.

The Roundtable also made the following recommendation for broadening writing instruction in colleges and universities: “Developing the kinds of thoughtful writers needed in business, and elsewhere in the nation’s life, will require educators to understand writing as an activity calling for extended preparation across subject matters” (p. 19).

Writing: A Powerful Message from State Government (2006). National Commission on Writing and the National Governors Association. <http://www.writingcommission.org>.

Based on a survey of state human resources divisions in all 50 states, this report indicates that

- More than 75 percent of respondents in state government reported that they take writing into consideration in hiring and promoting professional employees.
- Memos, correspondence, and email are universal requirements in state agencies.
- More than half of respondents also reported that policy alerts, legislative analyses, formal and technical reports, and oral presentations are “frequently” or “almost always” required.
- Thirty percent of professionals are below standard in writing, and most states provide remedial writing training or instruction at a cost of about a quarter of a billion dollars annually.

Are The Really Ready to Work? Employers’ Perspectives on the Basic Knowledge and Applied Skills of Entrants to the 21st Century US Workforce (2006). Consortium of the Conference Board, Corporate Voices for Working Families, the Partnership for 21st Century Skills, and Society for Human Resource Management. http://www.p21.org/storage/documents/FINAL_REPORT_PDF09-29-06.pdf.

Drawing upon a 2006 survey of over 400 employers across the US and follow-up interviews with a dozen HR and other senior executives, the consortium found that

- More than 89 percent of employers indicated that “Writing in English” is very important for college graduates to succeed in the workplace. “Writing in English” encompasses “grammar, spelling, etc.” (p. 16).
- More than 93 percent say that “Written Communication” is very important for college graduates to succeed in the workplace. “Written Communication” involves the specific application of writing skills to workplace genres such as “memos, letters and complex technical reports” (p. 16).
- More than one-quarter of four-year college graduates are perceived to be deficiently prepared in “Writing in English” and in “Written Communication.”

Some larger conclusions can be drawn from these national reports. First, writing takes place and deserves significant attention in a wide variety of educational and professional settings. Second, applied writing skills merit greater attention at the university level because professional genres (memos, correspondence, email, PowerPoint presentations, technical and formal reports, etc.) are critical to success in so many fields. Third, writing instruction needs to be located both within and across courses and curricula if that instruction is to prepare graduates effectively for future endeavors. Finally, time spent on improving writing and writing instruction can have significant consequences for the material well-being of students, graduates, and employers.

IV. DESIRED STUDENT LEARNING OUTCOMES

Based on the responses to student and faculty surveys, the feedback received from focus groups with local employers, the insights gained from research into published literature and best practices, and extensive discussion within and across the QEP working groups, the QEP Council identified the following student learning outcomes (SLO) for ECU’s QEP:

At the conclusion of their undergraduate degree programs, ECU graduates will be able to

- SLO 1.** Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources.
- SLO 2.** Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio or other multimodal components) of their major disciplines and/or career fields.
- SLO 3.** Demonstrate that they understand writing as a process that can be made more effective through drafting and revision.
- SLO 4.** Proofread and edit their own writing, avoiding grammatical and mechanical errors.
- SLO 5.** Assess and explain the major choices that they make in their writing.

Rationale for Individual SLOs

The connection between each SLO and the QEP goal of integrating and aligning writing instruction across the university is articulated below.

SLO 1. Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources.

This SLO responds to several concerns discovered in Phase Two of the QEP development process. First, it addresses the substantial problems revealed through English 1200 assessments and faculty survey responses regarding student writers’ use of sources. Both during and after their time at ECU, students need to understand and appreciate the processes of effective and ethical source use. Understanding and appreciating these processes will help students avoid plagiarism and, more importantly, will foster greater respect for and fair treatment of the ideas and words of others.

Second, it takes into consideration the fact that, rather than simply parroting information from others, graduates need to be able to use sources to accomplish important tasks in the workplace. Ninety-three percent of employers surveyed in the study *Are They Really Ready to Work?* said that they consider the “Written Communication” abilities of new hires very important. “Written Communication,” as defined in the study, involves the ability to apply writing skills to specific written communication tasks and genres, such as memos, letters, and technical reports, that are critical to accomplishing the collective goals of an organization.

SLO 2. Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio or other multimodal components) of their major disciplines and/or career fields

The second SLO recognizes that different disciplinary and career areas require different kinds of writing. As our surveys of faculty and students revealed, a “one-size-fits-all” approach to writing does not reflect what writers actually need to do to succeed. Additionally, this SLO addresses weaknesses identified by students in ECU’s current writing curriculum. On our student survey of writing experiences, the top five areas in which students felt least prepared to succeed after completing their Writing Foundations courses were “writing for electronic/online environments”; “incorporating visuals (graphs, charts, images) into my writing”; “combining writing with other modes of communication (visuals, sound, film, etc.)”; “writing collaboratively/writing group projects”; and “writing in my intended major.”

SLO 3. Demonstrate that they understand writing as a process that can be made more effective through drafting and revision

Although research in written composition and writing instruction has long demonstrated that multiple drafts and a robust revision process improve writing, students and faculty both report that students commonly put writing off until the last possible moment. Students report that their Writing Foundations courses only left them “somewhat prepared” to manage time effectively in their writing processes. Additionally, our survey of faculty revealed that faculty only “sometimes” require students to write multiple drafts (with a mean of 3.15 on a five-point scale, on which 3 indicated “sometimes”), a fact that likely diminishes the value that students attach to the drafting process. Making drafting a regular, required component of writing assignments can increase students’ awareness of the value and benefits of careful, multi-stage revision.

SLO 4. Proofread and edit their own writing, avoiding grammatical and mechanical errors

Faculty surveys and focus group feedback from the QEP Council and working groups’ Phase Two work clearly indicated the importance of correct, carefully edited prose to both academic and professional success. As the Council’s work revealed, grammatical and mechanical errors often distract and frustrate faculty and workplace readers. Over half of respondents to the faculty survey indicated that they wished their students were better able to “use correct grammar/syntax” (66 percent) and to “proofread/copy edit their own work” (54 percent). Similarly, focus group participants emphasized that writing done in the workplace must be accurate, clear, and carefully proofread, especially in healthcare, education, and heavily regulated manufacturing environments.

SLO 5. Assess and explain the major choices that they make in their writing

The final SLO reflects the importance of metacognition in learning. As elaborated in detail in section V: Literature Review and Best Practices, for students to be able to recall, apply, and adapt what they learn about writing across contexts, they need to be able to review, analyze, and assess their own writing processes so that, when faced with an unfamiliar writing situation, they can write effectively even in the absence of clear, detailed instructions, as is often necessary in contexts outside of the classroom.

Rationale for SLOs as a Group

The QEP SLOs were established in response to research conducted by the QEP Council and working groups during Phase Two, but they were also influenced by existing outcome statements at the institutional and national levels.

Alignment with Established University Outcomes

In establishing the SLOs, the QEP Council considered the “Writing Competence” goals developed by ECU’s Foundations Curriculum and Instructional Effectiveness committee and approved by the ECU Faculty Senate in 2005. These goals for “Writing Competence” aim to ensure that all students, regardless of disciplinary major or focus, develop certain writing abilities by the time that they complete their Writing Foundations courses. The QEP SLOs align with and expand upon these goals, reflecting the QEP’s institution-wide, cross-curricular, and cross-year focus. Intersections between the QEP SLOs and the university’s “Writing Competence” goals are illustrated in table 6.

Alignment with Established National Outcomes

The QEP SLOs also align with the “Outcomes Statement for First-Year Composition” developed by the National Council of Writing Program Administrators (WPA) in 2000 and revised in 2008. The WPA document includes 25 student learning outcomes grouped into four broad categories. Those categories and their alignment with the QEP SLOs are illustrated in table 7.

Table 6: Alignment of QEP SLOs with ECU Foundations Curriculum "Writing Competence" Goals

<p>Foundations Curriculum Writing Competence Goal</p>	<p>QEP SLO 1. Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources</p>	<p>QEP SLO 2. Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres of their major disciplines and/or career fields</p>	<p>QEP SLO 3. Demonstrate that they understand writing as a process that can be made more effective through drafting and revision</p>	<p>QEP SLO 4. Proofread and edit their own writing, avoiding grammatical and mechanical errors</p>	<p>QEP SLO 5. Assess and explain the major choices that they make in their writing</p>
<p>Goal 1. Students will learn to use various heuristic and planning tactics in preparing a written composition. In drafting and revising, they will learn to choose words carefully, exploit English syntax fully, and ensure coherence. They will learn to edit for standard written English usage, punctuation, and spelling. They will also become competent in using the computer to perform those processes.</p>	<p>X</p>		<p>X</p>	<p>X</p>	
<p>Goal 2. Students will improve their reading skills in order to understand literally, to infer, to recognize ideological bias, and to evaluate. They will deepen their sensitivities to connections and differences among texts. They will increase their capacities for reflecting on experience and analyzing and solving problems creatively.</p>	<p>X</p>				<p>X</p>
<p>Goal 3. Students will learn the aims and means of the expositor and the advocate and will learn to write in order to inform and to persuade.</p>	<p>X</p>	<p>X</p>			
<p>Goal 4. Students will learn to formulate research questions, identify and search both print and electronic bibliographic indexes, locate resources in the library, and read widely for selected kinds of information. They will learn to incorporate information gained from the library and other sources into their compositions, citing documents appropriately.</p>	<p>X</p>	<p>X</p>			

Table 7: Alignment of QEP SLOs with WPA "Outcomes Statement for First-Year Composition"

WPA Outcomes Statement Area	QEP SLO 1. Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources	QEP SLO 2. Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres of their major disciplines and/or career fields	QEP SLO 3. Demonstrate that they understand writing as a process that can be made more effective through drafting and revision	QEP SLO 4. Proofread and edit their own writing, avoiding grammatical and mechanical errors	QEP SLO 5. Assess and explain the major choices that they make in their writing
Rhetorical Knowledge , including awareness of and ability to respond effectively to purpose, audience, rhetorical situation, genre, and conventions		X			
Critical Thinking, Reading, and Writing , including the ability to use writing to inquire, learn, and think, to analyze and understand writing assignments, to integrate the ideas of others into one's own writing, and to understand how language, knowledge, and power are interrelated	X				
Processes , including the effective implementation of drafting, revising, and proofreading, as well as the ability to critique their own work and the work of others			X	X	X
Knowledge of Conventions , including awareness of and ability to compose in common formats and to meet expectations for structure, paragraphing, syntax, grammar, punctuation, and spelling		X		X	
Composing in Electronic Environments , including the ability to draft, revise, review, edit, and share texts in electronic environments; to locate, evaluate, and organize research materials from electronic sources, both scholarly and broader Internet sources; and to understand and employ the different rhetorical strategies available in digital environments		X	X	X	

V. LITERATURE REVIEW AND BEST PRACTICES

Given our recognition that a lack of consistent support for students as they move across sites of writing at ECU has likely played a role in their struggles to succeed as writers, members of the QEP Council and working groups spent a good deal of time during academic year 2011–2012 reviewing research and best practices in cross-curricular support for students and teachers of writing. We focused on scholarship and best practices for aligning and integrating writing instruction throughout students’ undergraduate degree programs in ways that best prepare them for life after graduation.

Through this research, we learned that connections between first-year writing programs and writing in disciplinary contexts are often tenuous in institutions of higher education and that the cumulative education students receive in writing across their time in an undergraduate degree program often does not prepare them sufficiently for future writing demands. Fortunately, we also discovered a number of research-based practices to better connect writing instruction across the years of a student’s education and into the professions.

Gaps in Writing across the Curriculum

Writing across the Curriculum (WAC) programs are not new; they have been a regular feature of colleges and universities since at least the 1980s. In the past decade, however, WAC program administrators have grown increasingly interested in how to make those programs more effective. Experience has revealed that simply adding emphasis to writing within academic disciplines, while an improvement over past models that held English departments solely responsible for student writing, does not ensure that graduates will become strong writers. A common problem for WAC programs across the country is the divide that often exists between students’ instruction in first-year composition courses and the writing that they are asked to do in later courses (Beaufort, 1999, 2007; Bergmann & Zepernick, 2007; Carroll, 2002; Carter, 2007; Driscoll, 2011; Herrington & Curtis, 2000; McCarthy, 1987; Russell, 1997; Soliday, 2011; Wardle, 2007).

Carroll’s (2002) research reveals that students often experience a disjunction between the expectations of composition faculty and discipline-specific faculty in terms of appropriate format, structure, organization, evidence, style, and other elements of the rhetorical situation. For example, a common introduction technique discussed in many composition courses is to start with a specific example to catch the reader’s attention, but starting a patient care plan this way in an advanced nursing course will likely not be effective. McCarthy’s (1987) study demonstrates that students, perhaps influenced by the conflicting instruction they sometimes receive about effective writing, often fail to see any connections between the kinds of writing that they do in different courses. Instead, they approach writing tasks as course- and instructor-specific: each writing assignment is a discrete event in which they have to figure out what the individual instructor “wants” on his or her assignment. In fact, students in Bergmann and Zepernick’s study (2007) were largely unaware that the purpose of first-year composition was to provide them with foundational writing abilities that they should draw upon in future courses.

Influenced by this body of literature, as well as by experiences at their own institutions, a number of writing scholars, teachers, and administrators have argued that WAC programs must be carefully structured both across the curriculum and across the years of students’ academic programs. WAC programs, Hall (2006) explains, “must be concerned not only with the horizontal breadth of writing instruction (the fact that it’s happening simultaneously in the social sciences, in the humanities, and in the natural sciences), but also with the vertical integration of writing instruction at various levels and at various times throughout the whole period of a student’s undergraduate career” (p. 6). Nelms and Dively (2007) echo Hall’s emphasis on institution-wide articulation of connections between what students learn in their required composition courses and what they learn beyond those courses: “The manner in which institutions of higher education structure student movement from the narrow confines

of the first-year composition course out into the ever-broadening contexts of further higher education and beyond will determine the amount of success students have transferring what they learn in their composition courses.” Developing an effective WAC program, Nelms and Dively continue, requires broad-based institutional involvement and support: “It implicates not only composition teachers and their students but also writing centers, writing across the curriculum and writing in the disciplines programs, university administrators across colleges, departments, and programs, and employers beyond the academy” (p. 214).

What can faculty do to foster students’ development as writers across the disciplines? How can an institution bridge the gaps that lead students to see little or no connection across writing contexts and sites of writing instruction? Research in how people learn in general, and research in how people learn to write in particular, provides some answers to these questions in terms of both curriculum design and pedagogical practices.

Strategies for Promoting Learning Transfer

A good deal of literature suggests that student learning increases when faculty “teach for transfer.” Though different scholars use somewhat different constructions of “transfer,” effective transfer always involves the acquisition, retention, and transformation of knowledge for new purposes and contexts. Additionally, research consistently demonstrates that transfer becomes more challenging for learners as contexts become more distant and distinct from one another. Leading researchers on transfer David Perkins and Gavriel Salomon (1992) distinguish between “near” and “far” transfer to highlight the difficulty of the latter: “Near transfer refers to transfer between very similar contexts, as for instance when students taking an exam face a mix of problems of the same kinds that they have practiced separately in their homework.... Far transfer refers to transfer between contexts that, on appearance, seem remote and alien to one another. For instance, a chess player might apply basic strategic principles such as ‘take control of the center’ to investment practices, politics, or military campaigns.” Far transfer requires the ability to abstract general principles from specific contexts and apply them to different, distant contexts.

Far transfer requires student writers to abstract from the processes, strategies, and conventions of academic writing taught in first-year composition courses and then, often a full year or more later, to recall, evaluate, and adapt those processes, strategies, and conventions in more advanced coursework. Far transfer, in other words, is necessary to bridge the gap between required first-year composition courses and discipline-specific writing courses. It is not enough for a college junior or senior student to recall, for example, strategies for writing introductions from first-year composition; she must also be able to gauge the efficacy of those strategies given the different expectations of the new writing contexts she faces in advanced coursework. Furthermore, if the writer determines that those previously learned writing strategies cannot be directly applied, she must be prepared to transform them so that they work in the new context. Research suggests one additional instructional practice that can promote this kind of awareness and adaptability among writers: teaching metacognition.

Foster Metacognitive Awareness of Writing Expectations and Processes

Research suggests that students are more likely to recall, assess, and transform what they learn if they develop “metacognitive awareness,” or the ability to identify, explain, and critically assess what they do to accomplish tasks in particular contexts. As Perkins and Salomon (1992) explain, drawing on research by Gick and Holyoak (1980, 1983), the ability to transfer knowledge and skills in any area of education depends upon whether learners have abstracted critical attributes and broader principles from what they are studying or doing.

Ambrose et al. (2010) argue that “to become self-directed learners, students must learn to monitor and adjust their approaches to learning” (p. 6). Belmont, Butterfield, and Ferretti (1982) found that

recognizing what processes they follow to understand an assignment, to conduct research, to compose an effective response to that assignment, and the like can help students apply those processes to other situations and assignments. Other research also points to the benefits of self-monitoring for student learning. Results of studies by Bielaczyc, Pirolli, and Brown (1995) and Chi et al. (1994) indicate that “students who were taught or prompted to monitor their own understanding or to explain to themselves what they were learning had greater learning gains relative to students who were not given any monitoring instruction” (Ambrose et al., 2010, p. 224). The importance of such active self-monitoring of learning is reflected in the National Research Council’s (2000) claim that metacognition improves learning transfer in all areas (p. 55).

Research has also shown the impact of metacognition on learning to read and write. Palincsar and Brown (1984) and Pressley and Afflerbach (1995) both found that metacognition helps writers and readers transfer literacy knowledge to new contexts. Similarly, empirical research studies conducted at international writing research centers in the 1980s and 1990s illustrated that experienced writers have developed awareness of genres, discourse communities, and rhetorical situations and an understanding of strategies that allow them to control the composition process. Novice writers, by contrast, have difficulty understanding rhetorical situations (audiences, purposes, and contexts), struggle to initiate thought and research processes that help them generate and elaborate upon ideas, and find it challenging to prioritize revision tasks, often focusing on surface- or sentence-level correction before attending to higher order concerns such as achievement of purpose, audience appropriateness, clarity of focus, and other rhetorical considerations (Sitko, 1998). Wardle (2007) succinctly summarizes the importance of providing instruction that will foster student metacognition about writing: “Transfer research...suggest[s] that meta-awareness about writing, language, and rhetorical strategies...may be the most important ability our [required composition] courses can cultivate” (p. 82).

Following up on this research, several scholars have offered instructional strategies to build metacognition of the writing process. For example, Sitko (1998) recommends “instructional interventions” for teaching meta-awareness of how writing works and self-awareness of one’s own writing processes. These strategies include direct instruction in writing processes (e.g., studying how experienced writers compose, guiding students through the writing process as they compose, etc.); group analysis of exemplar texts to explore how those texts function and why they are composed as they are; opportunities to develop flexibility by writing for multiple audiences with multiple purposes; direct instruction in and heuristics for prioritizing and managing the competing tasks of revision; and reflective writing tasks that prompt students to consider their learning, describe their dispositions and choices, and evaluate the effectiveness of their own texts.

Other best practices for fostering metacognition are provided by Ambrose et al. (2010) and include any activities that call upon students to apply what they learn in multiple contexts and to compare and contrast how underlying principles manifest themselves in different contexts, assignments, conventions, and scenarios. Brent (2011), too, advocates “structured reflection” across the writing curriculum to enhance transfer, and Yancey (2001) recommends having students compose accounts of how they approach, develop, and complete their writing projects as they work on them. Such accounting can provide excellent material for later reflection as students critically assess their own writing processes, identifying productive strategies and learning to avoid habits that inhibit writing success.

Yancey and a number of other educators and scholars of learning advocate the use of portfolios to promote metacognitive awareness (see, for example, the work of various contributors to John Zubizarreta’s 2009 edited collection, *The Learning Portfolio*). The process of selecting materials to include in a portfolio and composing the reflective document that frequently introduces portfolio materials to readers, argues Terrel Rhodes (2012), vice president for the Office of Quality, Curriculum and Assessment at the American Association of American Colleges and Universities, “deepens

[students’] learning and their understanding of their strengths and weaknesses; in practice, students are given a formal voice in their own education and what it means” (p. 41).

Emphasize Forward-looking Connections in Composition Course Design

In *College Writing and Beyond: A New Framework for University Writing Instruction*, a longitudinal study of one writer as he progressed through college and into the workplace, Beaufort (2007) provides guidance for aligning writing instruction across the years of a student’s program so that he or she is prepared to undertake writing in increasingly advanced contexts. Based on the struggles that her research subject encountered as he attempted to move from writing in his composition courses, to writing courses in his major area, to writing on the job, Beaufort suggests that college writing instruction would be more effective if it focused on teaching students how to recognize the ways that different academic and professional discourse communities (such as communities of nurses, of high school teachers, of physicists, of journalists, etc.) communicate in writing. College composition courses, Beaufort explains, tend to teach a general version of academic writing that can be applied to a variety of introductory-level and general education courses. Some of the strategies taught in this approach to writing, however, are not appropriate or effective in other, more advanced contexts.

Beaufort recommends instead a writing curriculum that focuses on teaching students three key concepts of writing expertise: discourse community, which she defines as “a social group that communicates at least in part via written texts and shares common goals, values, and writing standards, a specialized vocabulary and specialized genres” (p. 179); genre, or the common types of texts created and used within different discourse communities; and rhetorical situation, or the writers, audiences, purposes, and social contexts of written communication. Similarly, Brent (2011) draws upon research on how people learn to write in the workplace (Schneider & Andre, 2005; Smart & Brown, 2002) to recommend that writing curricula focus on teaching “genre knowledge—what genres are, how they operate, and perhaps most important, how to learn them” (p. 412). Wardle (2009) also advises writing teachers to attend first to helping students learn how writing works in different contexts, and then to assign writing projects that ask students to create “boundary objects,” or texts that serve as bridges from general academic writing to writing in disciplinary contexts.

One kind of “boundary object” is what Michael Carter (2007) calls the “metagenre.” Based on his research into the types of written genres used to accomplish different disciplinary purposes, Carter proposes that writing courses support students in the movement from knowledge of general writing principles to the production of more discipline-specific texts by introducing them to metagenres, the larger categories of genres that aim to accomplish similar purposes in different, but often related, disciplinary contexts. For example, Carter explains, “the lab report may be seen as one of a collection of possible responses to learning situations that call for empirical inquiry, a collection that includes the scientific paper, poster, and project proposal” (p. 393). In this example, the metagenre might be identified as “Responses to Academic Situations that Call for Empirical Inquiry” (p. 396). Other disciplines call for different metagenres. For example, because of the emphasis upon performance and reception in areas such as Art, Music, Design, and Theater, students in these areas are more likely to be asked to write texts that establish and apply criteria to specific shows, concerts, or exhibits.

Yet other scholars have suggested that a solid writing foundation needs to draw students’ attention to the larger “activity systems” in which they hope to participate in later coursework and careers (Guile & Young, 2003; Kain & Wardle, 2005; Russell, 1997; Tuomi-Gröhn & Engeström, 2003). For a writer to succeed in new contexts, she must be sufficiently fluent in the language to be written, but she must also understand how to participate in “the systematic activity of collective organizations” (Wardle, 2007, p.68). A prospective teacher, for instance, must know not only how to write clear, correct sentences when writing to parents, but also what information to include in those sentences, what order to present

them in, which vocabulary and formats to use, and so on. Knowing what information to include and how to include it requires an understanding of the uses and purposes of that information. In this example, a student would need to understand what parents need to know about the situation at hand, what information a school is legally required to provide to parents in this scenario, what reading level she can expect parents to possess, and many other details. The future teacher, in other words, will come to understand fully and internalize characteristics of written communication with parents only as she comes to understand why those characteristics exist and what functions are served by communications with parents in the work of a school. Asking students to investigate activity systems builds rhetorical flexibility, lessens reliance on rules and guidelines provided by an external party, and deepens understanding of why communication is structured in particular ways within communities of practice.

More clearly linking the curriculum of required writing courses to future contexts has the added benefit of likely increasing student motivation, a critical component of learning and transfer. Ambrose et al. (2010), drawing on Ames (1990), stress that “the importance of motivation, in the context of learning, cannot be overstated. As students enter college and gain greater autonomy over what, when, and how they study and learn, motivation plays a critical role in guiding the direction, intensity, persistence, and quality of learning behaviors in which they engage” (p. 69). In a study of students’ attitudes toward composition courses, Bergmann and Zepernick (2007) conclude that students do not look for connections between what they learn in composition courses and the writing required in other courses because they believe that those writing skills have little if any value in other situations. Students often see required composition courses as hoops to jump through: they know they need to take the course, but, beyond that, it is often difficult for them to see relevance to their interests and goals. As a result, they are not motivated to practice, internalize, or recall what is covered in those courses.

Emphasize Backward-reaching Connections in Discipline-specific Writing Courses

The closure of transfer gaps depends upon the curricular structure of advanced courses in the disciplines as well. Instructors of advanced courses should be in regular conversation with instructors of foundational and prerequisite courses so that the former can build on what students have learned. Research demonstrates that “the extent to which students are able to draw on prior knowledge to *effectively* construct new knowledge depends on the nature of their prior knowledge as well as the instructor’s ability to harness it” (Ambrose et al., 2010, p. 15). Instructors can determine how to harness prior knowledge, Ambrose et al. (2010) suggest, by looking at syllabi and assignments from previous courses to understand the strategies students learned and the language used to talk about those strategies. Another approach is to talk with instructors of prior courses about student abilities. Identifying the tasks that students excelled at or struggled with, and gathering ideas for how prior instructors assisted students in areas of struggle, can help to align instructional approaches and make it more likely that learning will occur (p. 28).

Research also suggests that instructors of courses in the disciplines can help students to transfer writing knowledge more effectively by *explicitly* linking new writing tasks to writing knowledge from previous courses. Because, as Ambrose et al. (2010) explain, students often compartmentalize their coursework, they may not recognize when concepts or strategies from one course or semester apply to a later one. Instructors can help students to recognize these connections by prompting them to recall previous work. This can be as simple as reminding students of writing assignments that they may have completed or writing strategies they may have practiced in previous courses. Driscoll (2011) recommends that instructors of courses in the disciplines should refer students back to what they were taught in composition courses and hold them accountable for using those skills. Not only would this practice encourage transfer, it would also address a common myth among undergraduate students—including, as revealed by responses to the QEP Council’s survey, students at ECU—that English teachers are more concerned about writing than are other instructors.

Another transfer strategy is to align, as much as possible, the terminology used to talk about writing in discipline-specific courses and composition courses. Often, differences in writing-related terminology can obscure connections to writing processes and skills learned in previous contexts, making transfer unlikely. Drawing on the work of Anderson, Reder, and Simon (1996), Driscoll (2011) suggests that students will be much more likely to recall and use past writing strategies when they are provided with similar cues, including vocabulary, in diverse contexts.

At the same time, research suggests that instructors can reduce “negative transfer” by specifically discussing which writing strategies learned in earlier contexts do not apply. Osman (2008) defines negative transfer as instances in which a previously learned concept or strategy does not fit well with a new context and thus interferes with performance in the new context. An example of negative transfer would be a student in a basic reporting course who inserts in-text citations into his newspaper articles or a student in a 200-level engineering course who expounds at length on all points in her technical documents. In the first instance, in-text citations are essential to traditional academic writing, with students risking serious consequences of plagiarism if they omit these citations in their work for other courses. In the second instance, fully supporting a point is a mantra of expository essays in college. In both cases, however, the conventions and purposes of the new writing contexts make these writing practices unsuccessful. To reduce these instances of negative transfer, Ambrose et al. (2010) recommend that instructors clearly identify the writing expectations and conventions of a discipline so that students can recognize what strategies learned in their previous courses and writing experiences are and are not appropriate in the new disciplinary context.

Another strategy for fostering transfer in the context of discipline-specific courses is to foster in students a broad definition of “writing.” Driscoll (2011) found that students in technical, scientific, and professional disciplinary areas often did not identify the kinds of writing (documentation, lab reports, instructions, memos, etc.) performed in their intended majors and careers as writing. Instead, they thought of “writing” as school genres such as essays, research papers, term papers, and bibliographies. If students see certain discipline-specific texts as something other than writing, they are not as likely to recall or apply writing strategies that they learned in their earlier composition courses. Faculty in discipline-specific courses can help by addressing misconceptions about what counts as “writing” and by emphasizing, explaining, and illustrating how these other kinds of texts require students to use many of the strategies—such as researching, drafting, revising, and editing—that they encountered in their required composition courses.

Finally, instructors of discipline-specific writing courses can promote transfer by providing individualized, targeted feedback for students. Students in Wardle’s (2007) study named teacher feedback as a key factor in their ability to apply prior writing knowledge to new writing contexts. Other studies of learning emphasize the importance of targeted feedback as part of a scaffolded approach to teaching complex tasks such as writing. Ambrose et al. (2010) suggest that a scaffolded approach—one that breaks down complex tasks and provides instruction in the different parts of them separately before expecting students to put them all together—can help reduce the demands on the brain’s time and attention and thus bolster learning transfer.

Yet it is often very difficult for instructors to provide detailed, individual feedback, particularly if they encourage students to write in multiple drafts and if, as is often the case in discipline-specific courses, the class must also meet content-area learning outcomes. Literature and best practices suggest that increased tutorial support, through a cross-disciplinary writing center and/or embedded writing tutors within discipline-specific courses, can provide scaffolded instruction to supplement what instructors are able to supply. These resources can also provide “targeted feedback” and “goal-directed practice,” both of which are crucial to continued learning (Balzer, Doherty, & O’Connor, 1989; Black & Williams, 1998;

Cardell & Corno, 1981; McKendree, 1990). Furthermore, tutors can help students in discipline-specific courses to recall and build upon the writing abilities learned in their composition courses.

While increasing tutorial support may only yield a modest increase in the amount of feedback and writing practice that students receive, we know from research (Traxler & Gernsbacher, 1992) that even a little bit of feedback can result in stronger writing across drafts. An area where tutorial support might result in significant gains is drafting and revising (QEP SLO 3). Bereiter and Scardamalia (1987) found that targeted instruction in these two processes, both of which students in their study typically did not continue on their own after completing their required composition courses, led to a dramatic improvement in student writing, including a ten-fold increase in the frequency of substantial, idea-level revisions.

Moving Forward: Research into Action

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

VI. ACTIONS TO BE IMPLEMENTED

This section provides an overview of the research-informed actions that ECU intends to take to advance our students’ success in the outcomes enumerated in section IV: Desired Student Learning Outcomes. These actions fall into three broad and interconnected areas: Curriculum Enhancement, Student Support, and Faculty Support.

Curriculum Enhancement—Changes to English 1100 and 1200

In response to survey results and to the information discussed in section III: Identification of Topic, as well as to the research discussed in section V: Literature Review and Best Practices, the QEP Council has identified as a key initiative the revision of the university’s required first-year composition sequence so that it facilitates transfer of learning from the general academic writing and research presented in English 1100 to the more specialized writing in disciplinary areas. Specifically, the QEP includes a change in terminology for both courses and a change in the timing and goals of English 1200:

- [Change in Terminology: Writing Foundations](#). To help students more readily recognize the connections between what they learn in their English composition courses and what they do in contexts across the university, the directors of the QEP, the Composition Program, and the University Writing Program have begun the process of changing the collective name of those composition courses and the structures that support them from the “Composition Program” to the “Writing Foundations Program.” This change is already being implemented informally through documents and conversations about the program, and the official change has begun with the submission of a proposal to change the name of English 1100 to “Foundations of College Writing,” a change discussed later in this section. As the QEP advances, the official name of the program leader will be changed from the “Director of Composition” to “The Director of Writing Foundations” in the Unit Code document for the Department of English. This change in terminology emphasizes that the required sequence of writing courses serves as a starting point for writing development that will continue across students’ time at ECU.
- [Change in Timing and Goals: English 2201](#). The second course in the Writing Foundations sequence will be replaced by a 2000-level course so that the majority of students take it in their sophomore year and are thus less likely to be affected by a gap in attention to writing that inhibits transfer. The new course, English 2201, will also serve as a bridge between the general analytical, expository, and research-based academic writing students are exposed to in English 1100 and the discipline-specific reading, researching, and writing skills that they will be expected to develop in their upper-level courses and beyond. As explained below, one goal is to have English 2201 instructors provide students with explicit connections between what is learned in English 1100 and writing situations in major-specific courses. Another goal of English 2201 is to dispel the all-too-common assumption among students that what they learn in English 1100 is not applicable in other contexts.

New Writing Foundations Course: English 2201

As noted in section III: Identification of Topic, faculty surveys indicate that students at the junior and senior level struggle with writing, including areas of writing that have long been part of the curriculum in ECU’s first-year composition courses. Students’ learning about writing appears not to transfer effectively, and perhaps for some very good reasons. Currently, a significant gap in time exists between when students take the English 1100 and 1200 sequence (usually in their first year) and when they need to apply what they have learned to their upper-level, major-specific WI courses, which are typically taken in the junior or senior year. In addition to a gap in time—a gap that diminishes recall of the materials learned in 1100 and 1200 when they need it in their major area coursework—there has

been little intentional coordination between what students are taught in English 1100 and 1200 and what they are asked to do in major-specific WI courses, a situation that results in students erroneously thinking that their English teachers care more about writing than their other instructors will and that English 1100 and 1200 are merely “hoops to jump through” rather than truly foundational components of broad success at ECU and beyond.

Performance in upper-division courses is hampered by curricular gaps, which require that students achieve what educational researchers call “far transfer,” or the ability to connect learning experiences that occur in contexts that differ significantly in time and/or situation. As explained in section V: Literature Review and Best Practices, learners are more likely to apply and build on what they have learned if conditions exist for “near transfer,” or the making of connections across intentionally aligned learning contexts. Research in psychology, education, and cognitive science suggests that intentional, consistent sequencing of instruction that highlights similarities and explains differences across learning contexts enhances transfer.

Additionally, information gleaned from our local surveys suggests that students might struggle moving from first-year composition to discipline-specific writing because they face different writing expectations depending on the domain-specific contexts and activity systems (Kain & Wardle, 2007) of their major area disciplines. In the local context of ECU as explained in section III, these writing differences are perhaps most significant for students in major areas that tend to require collaborative writing (College of Business and College of Human Ecology) or for digital or multimodal writing (College of Education and College of Fine Arts and Communication). As table 8 indicates, students who completed the QEP “Student Survey of Writing Experiences” felt that English 1100 and 1200 did not prepare them as well for these kinds of writing as those courses did for other kinds of writing.

Table 8: Effectiveness of English 1100/1200 in Preparing Students for Future Writing—10 Items with the Lowest Mean Scores on 1–5 scale.

QUESTION: Considering the kinds of writing you have done since taking English 1100 and/or 1200, how effective do you think English 1100 and/or 1200 was in preparing you to do the following? (Students were asked to respond on a scale from 1 to 5, with one indicating “Very Ineffective” and five indicating “Very Effective.”)	Mean Score (1–5 scale)
Writing for electronic/online environments	3.38
Incorporating visuals (graphs, charts, images) into my writing	3.41
Combining writing with other modes of communication (visuals, sound, film, etc.)	3.55
Writing collaboratively/Writing group projects	3.56
Writing in my intended major	3.70
Writing analytically	3.92
Managing the time I spend on writing assignments	3.95
Writing for professional audiences	3.95
Coming up with things to write about	3.96
Identifying differences and similarities among different types of writing (term papers, newspaper articles, short stories, lab reports, etc.)	4.01

While means for broad academic writing skills, such as understanding and avoiding plagiarism, writing and revising multiple drafts, writing clearly, and incorporating supporting details and examples, were above 4.30, writing skills that align with specific disciplinary areas received substantially lower scores. The mean response was 3.38 on “Writing for electronic/online environments”; 3.41 on “Incorporating visuals (graphs, charts, images) into my writing”; 3.55 on “Combining writing with other modes of

communication (visuals, sound, film, etc.)”; and 3.56 on “Writing collaboratively/Writing group projects.” “Writing in my intended major” rounded out the bottom five writing skills with a mean of 3.70.

English 2201 Course Overview

It is important to stress that English 2201 will be, as English 1200 currently is, a “Writing Foundations” course. In other words, the intent of the course will not be to teach students how to write like experts in their intended majors—only experts in the majors can do that, and sophomores generally do not yet have the background knowledge necessary to produce “expert” writing. As Kain and Wardle (2007) explain, students gain greater awareness of the “activity systems”—the networks of people, rules, tools, and symbols—that operate within their major areas as they progress through their education. Familiarity with these systems is critical to writing effectively in those systems. While English 2201 alone cannot provide all needed information about activity systems in the many different majors offered at ECU, it can teach students strategies for discovering how writing functions in different activity systems, and it can provide an opportunity for students to explore writing practices that are prevalent in their potential major areas.

Reflecting the sophomore status of the majority of students who will take English 2201, the proposed description of this new course (see table 9) retains important similarities to English 1200 but also differs in important ways. Similar to English 1200, English 2201 will provide a foundation for writing tasks to come; however, unlike English 1200, it will explicitly teach students strategies for investigating, understanding, and entering written conversations across different disciplinary and career areas. Furthermore, English 2201, in keeping with ECU’s mission to “serve as a national model for public service and regional transformation” (ECU Mission Statement), will ask students to consider how disciplinary writing operates in contexts beyond campus and career.

Table 9: Current and Proposed Names, Numbers, and Descriptions for Second Required Course

Current 1200 Course Name and Description	Proposed 2201 Course Name and Description
<p>1200. Composition. Instruction in critical reading, library research, and research writing. Analytical and argumentative writing.</p>	<p>2201. Writing about the Disciplines. Instruction in research-based writing in the context of academic disciplines. Analytical and argumentative writing skills for university, professional, and civic life.</p>

The proposed course objectives for English 2201 also reflect its transitional position as both a Writing Foundations course and an introduction to disciplinary writing. As table 10 details, several of the objectives for English 2201 parallel the current objectives of English 1200, but they have been revised to include elements that reflect an emphasis on contexts, conventions, formats, and genres of different disciplinary areas.

Table 10: Current English 1200 Outcomes and Related English 2201 Outcomes

Current English 1200 Outcomes	Related English 2201 Outcomes
Formulate significant research questions Craft a strong research proposal Establish work plans and timelines	Formulate significant research questions and craft strong research proposals with feasible work plans and timelines
Locate and evaluate a variety of sources, including field-based, print, and electronic sources	Locate and critically evaluate a variety of sources, including field-based, print, and electronic sources
Organize source materials Integrate outside source materials—field-based, print, and electronic—into writing	Organize source materials and integrate them into writing
Apply research and use writing to achieve a variety of purposes	Apply research and use writing to achieve a variety of purposes in a variety of contexts
Convey the results of research to a variety of audiences	Convey the results of research to a variety of audiences through a variety of genres and formats
Cite sources accurately and responsibly in order to avoid plagiarism	Recognize the purposes of citation practices in different contexts Cite sources accurately and responsibly in order to avoid plagiarism
Identify and explain writing strategies used in your own work as well as in the work of experienced writers	Read critically to analyze the writing strategies of experienced writers Identify and explain writing strategies used in their own work

In addition to revising and expanding the existing outcomes for English 1200, the QEP Council created two new objectives for English 2201. These new objectives stipulate that students successfully completing the course will be able to

NEW Outcome 1. Recognize and explain the significance of variations in content, style, structure, and format across different writing contexts

NEW Outcome 2. Use clear, appropriate language and grammar in writing about topics in different disciplinary contexts

The first new English 2201 objective reflects the QEP Council’s awareness that metacognition—the ability to identify and explain similarities and differences in writing structures, styles, and strategies across contexts—is critical to students’ ability to transfer what they learn about writing from situation to situation and to adapt to and navigate unfamiliar writing tasks.

The second new objective responds to concerns expressed, locally and nationally, by major-area faculty and employers about the inability of upper-level students and recent college graduates to produce writing that meets stylistic expectations and is free of errors.

[English 2201 Course Structure—Course Versions](#)

To further encourage positive transfer of learning from English 1100 to later writing courses and contexts, English 2201 will be offered in several different discipline-themed versions. After

studying how other institutions with similar course structures¹ operate and the feasibility of adapting those structures to ECU, the council selected the following course versions:

- Writing about the Disciplines (multidisciplinary)
- Writing about Arts and Humanities
- Writing about Business
- Writing about Communication
- Writing about Technology, Engineering, and Computer Science
- Writing about Education
- Writing about Health Sciences
- Writing about Natural Sciences
- Writing about Social Sciences

The decision to establish different versions of the course was based on several factors related to enhancing the likelihood of learning transfer across writing contexts. The research and scholarship about these factors is detailed in section V: Literature Review and Best Practices, but it is worthwhile to explain here how the discipline-themed versions of the course respond to those factors.

First, student engagement with material is very important for absorption of material. Students will be able to select a version of 2201 that engages them with a field of interest and places them with other students who share that interest, promoting greater investment in and engagement with the course reading and writing.

Second, published scholarship suggests that students often fail to transfer what they learn from required English composition courses because they do not see the connection between what they do in those classes and what they do in future classes and contexts. Students tend to see such required courses as narrow instruction in writing solely for English classes rather than as foundational instruction in writing across the disciplinary curriculum. Introducing material and perspectives from the disciplinary areas in which students are likely to take future courses is one way to make the foundational nature of writing instruction explicit.

Third, the QEP Council saw an opportunity, in establishing these versions, to promulgate productive collaboration between faculty who teach the Writing Foundations courses and faculty who teach writing intensive courses in the disciplines. As elaborated in section C. Faculty Support, below, a yearlong professional development plan will support faculty in the English Department as they prepare to teach English 2201 for the first time in fall 2015. Weekly “Writing Foundations Faculty Seminars” will involve faculty who are familiar with writing intensive courses in the disciplines. As a result, instructors of English 2201 will gain a deeper understanding of the kinds of writing that students will be asked to produce after English 1100

¹ Institutions researched include Appalachian State University, Brigham Young University, City University of New York/York College, George Mason University, Kent State University, Iowa State University, Louisiana State University, Old Dominion University, Penn State University, Sacramento State University, Texas Christian University, University of California at Santa Barbara, University of North Carolina at Pembroke, University of North Carolina at Wilmington, and Western Carolina University.

and 2201. At the same time, faculty from areas outside of English will gain a better understanding of the work students do in English 1100 and 2201 and will be able to contribute to the shape and scope of English 2201. Through these conversations, faculty in Writing Foundations and other WI courses will be better positioned to provide students with “similarity of cues” (Anderson, Reder, and Simon, 1996) that will help student writers to recognize situations in which previously encountered writing strategies can be successfully employed.

Finally, the discipline-themed versions of English 2201 provide an opportunity to fill some current gaps that student surveys revealed. By creating courses around broad disciplinary foci, ECU can provide instruction that responds to the different writing expectations and experiences—collaborative writing and writing that involves visual and/or multimodal components, for example—that students will encounter in different major areas.

English 2201 Course Structure—Common Assignment Categories

Students change majors, even well after their sophomore year. As a result, it is necessary for all versions of English 2201 to guide students toward shared outcomes in a way that will prepare those students to be effective writers in whatever major field they ultimately select.

Accordingly, the QEP Council has identified two categories of assignments from which instructors may choose four or five major projects for their classes, selecting at least two from each category. Asking that instructors work with specific categories of assignments to move students toward the course outcomes will help to create necessary commonality across versions of the course and make it more likely that a student will be able to apply what is learned in one version of 2201 to whatever discipline is ultimately selected as the major.

The two major assignment categories are

- 1. Assignments that teach foundational skills for analyzing and understanding writing in the discipline.** These analytical and informational assignments help students learn how to locate credible sources, how to read carefully in order to discern central and important features of disciplinary writing, and how to recognize ways in which specialized knowledge can be “translated” for broader audiences. The ability to research, locate, and analyze disciplinary texts in order to discern key features of those texts is necessary for all fields. Furthermore, as the Council’s examination of writing in the workplace revealed, the ability to navigate between field-specific writing and writing for “outsiders” is critical to success in a wide range of professions. Assignments in this category—as recommended by Sitko (1993), Driscoll (2011), and others—provide opportunities for students to explore how model texts, from contexts that those students are likely to encounter later, work and to better understand why those texts are composed as they are. Too, assignments in this category introduce students to the study of what Carter (2007) calls “metagenres,” or larger categories of types of texts that aim to accomplish similar purposes in different, but often related, disciplinary contexts. Some possible assignments from this category include
 - Textual Analysis: Students will write an analysis that compares and contrasts the rhetorical strategies used in a popular and a trade article in the discipline.
 - Publication Analysis: Students will select a trade or scholarly periodical in the discipline and analyze the publication by examining audience, purpose, design, content, and structure.
 - Report on Writing in the Field: Students will use primary (interviews) and secondary sources (articles and books on how to write different professional genres) to compose a report on the principal kinds of writing done in the discipline.

- Report on Authoritative Sources in the Discipline: Students will locate at least four credible sources (print or electronic) from the discipline and compose a report that identifies and explains what constitutes a reputable source of information in the field.
- 2. Assignments that teach foundational skills for composing in the discipline.** Projects in this category provide students with the opportunity to practice writing for common disciplinary purposes and to consider how and why writing conventions differ across and within disciplinary contexts. Some possible assignments from this category include
- Annotated Bibliography: Students will identify a specific issue within the discipline to investigate. They will then compile an annotated bibliography of 10–12 credible sources that adheres to the discipline-specific documentation style.
 - Literature Review/Presentation: Students will synthesize into a literature review the information collected from their research. To foster oral presentation skills, students will provide a brief (5–7 minute) oral overview of their literature review.
 - Research Proposal: Students will write a formal proposal for a polished writing assignment.
 - Press Release: Students will write a concise press release about a discipline-specific topic or event for a mainstream news publication.
 - Explanation of Key Procedure or Process: Students will write a clear, detailed document, in a genre of their choosing, that explains a key procedure or process in the disciplinary field to a non-expert. Students will also make a presentation to the class on the procedure or process.
 - Response to an Ethical Issue: Students will identify, investigate, report on, and respond to an ethical issue in the discipline/field. The project should responsibly represent divergent viewpoints on the issue and should be directed to an audience of non-experts.

In addition to ensuring some commonality across versions of the course, these two assignment categories will further the likelihood of learning transfer from English 1100 into later writing contexts. The assignments in category one are critical to the course’s functioning as a place to foster the application of what students have learned about writing in English 1100 to more domain-specific writing contexts. As Wardle (2007) explains, instructors of composition courses “cannot prepare students for every genre, nor can [they] know every assignment they will be given or the genre conventions appropriate to those assignments across disciplines. That knowledge—and the supports for learning it—must be gained in discipline-specific classrooms. What [instructors of composition courses] can do, however, is help students think about writing in the university, the varied conventions of different disciplines, and their own writing strategies in light of various assignments and expectations.” Wardle goes on to recommend that instructors of composition courses assign “rhetorical analyses of various types of texts across the university” as a “means for cultivating meta-awareness” (p. 82). With a similar goal of transfer in mind, Driscoll (2011) recommends that instructors have students write analyses of the genres that they are likely to encounter in the future. Such analyses, she explains, familiarize students with those genres and help students to connect what they learn and practice in earlier writing courses to what they will be asked to do in future writing contexts, either at ECU or in their careers.

Additionally, Driscoll (2011) suggests, assignments that ask students to explore writing expectations and conventions foster analytical skills that students can apply to unfamiliar writing situations: “Encouraging students to consider insights into their future writing situations and to

be prepared for analyzing the genres and discourse communities they will encounter will better prepare them for the types of writing tasks they will face” (para. 88). Similarly, assignments such as those in category one (that ask students to conduct research about writing in their fields through interviews with professionals and through studying sources that discuss how to write effectively in a field/profession) will increase students’ awareness of future writing situations and foster forward-reaching transfer.

[English 2201—Alignment with English 1100](#)

English 2201 will also enhance both forward-reaching and backward-reaching transfer through revisions to the name and course description of English 1100. The revisions detailed in table 11 will ensure that the connections between English 1100 and 2201 are clearer for students and the ECU community.

Table 11: Current and Proposed Names, Numbers, and Descriptions for First Required Course

Current English 1100 Course Name and Description	Proposed English 1100 Course Name and Description
<p>1100. Composition. Principles of expository writing and their application to writing tasks. Emphasis on methods of organization; techniques for developing unified, well-supported paragraphs and essays; grammatical conventions, proofreading, and editing skills; and other important aspects of the writing process.</p>	<p>1100. Foundations of College Writing. Introduction to expository, analytical, and research-based academic writing. Instruction in critical reading; developing, supporting, and organizing ideas; drafting and revising; understanding grammatical conventions; proofreading and editing; and other important aspects of the writing process.</p>

[English 1100 and 2201—Writing Self-Analysis](#)

Additionally, the English 1100 curriculum and the English 2201 curriculum will be coordinated through a similar required reflective component. As part of the “University Writing Portfolio” assessment mechanism described in section X, students will select writings from English 1100 and 2201 and will, for each course, compose an analysis in which they identify specific writing strategies they have used in those writings and explain how those strategies have been employed to help them achieve course outcomes. In addition to providing the university with assessment data, this required analytical component will help students develop the metacognitive awareness that they need for successful learning transfer to later courses.

Curriculum Enhancement—Writing Self-Analysis in Writing Intensive Courses

English 2201 clearly addresses our QEP SLOs. The intent of “Write Where You Belong,” however, is not only to increase student learning in the Writing Foundations Courses, but also to support the development of writing abilities throughout a student’s time at ECU. The introductory framework for ECU’s QEP SLOs clarifies that those learning outcomes apply to what student writers are able to do “at the conclusion of their education at ECU,” and the second outcome indicates that students will “produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres of their major disciplines and/or career fields.” With this long-range goal in mind, the QEP Council has identified a third component of curriculum enhancement that involves courses beyond the Writing Foundations sequence. As explained below, ECU will create opportunities in courses across the university for students to continue the metacognitive development that they begin with the English 1100 and 2201 writing self-analyses.

First, whenever students submit materials to their University Writing Portfolio, they will also include a writing self-analysis (see section X: Assessment). Second, the QEP Director and the UWP Director, with assistance from Writing Liaisons, will identify faculty from programs across campus who are interested in implementing an enhanced metacognitive component in their WI courses. Then, during academic year 2013–2014, these instructors will attend several professional development sessions (conducted by the UWP and the Office for Faculty Excellence) that focus on strategies for incorporating writing self-analysis into WI courses. Faculty volunteers will incorporate metacognitive practices into their WI courses beginning in fall 2014, and, if assessment results suggest that enhanced practice in metacognitive writing improves students’ writing success, the university may consider expanding implementation of those practices in later years of the QEP and after the QEP has concluded.

Curriculum Enhancement—Addressing Class Sizes in Writing Intensive Courses

As noted in section III: Identification of Topic, survey responses indicated that faculty believe reducing class sizes of WI courses would likely improve the quality of student writing at ECU. The University Writing Program has, since its inception, recommended that WI courses be capped at 25 students, but individual academic departments have, in practice, set the actual caps in response to factors such as number of majors and departmental faculty. While the majority of departments across campus follow the recommended cap, data on course enrollments for the past three academic years indicates that some departments regularly run writing intensive courses with more students per section. In some cases, class enrollments exceed the recommended 25-student cap by 10, 20, or even more, creating a situation in which faculty struggle to find time to provide the detailed feedback and focused instruction that students need to improve as writers. These higher-than-recommended enrollments are the result of myriad factors, including a difficult economic climate and rapidly growing programs. Whatever the causes, these large class sizes need to be addressed creatively and in concert with programs and faculty.

The expansion of the University Writing Center, as detailed below, will provide an opportunity for more students to get assistance with and feedback on their writing in a way that is likely not possible in some of the larger WI classes; however, as suggested by the literature and best practices, the combination of small class sizes *and* additional support from writing consultants and mentors is optimal for improving student writing. While the QEP cannot resolve state budget issues, it can serve as an opportunity to explore curricular and pedagogical alternatives that might reduce class sizes. The QEP Director, the Director of the University Writing Program, and the Writing across the Curriculum Committee of the Faculty Senate, working with individual departments, have begun the process of reviewing the university’s WI course requirement and examining whether some courses that are currently designated as WI might, given staffing shortages and the UNC System formula for determining student credit-hour production, be more productive for faculty and students if they are not so designated. Finding ways to provide the individualized attention and intensive feedback necessary for effective writing instruction will take time—likely more time than five years—because that process must account for budget realities as well as the major-area course requirements of students who, for the benefit of both the students and the institution, need to graduate in a timely fashion. Through the QEP, however, focused efforts have begun in earnest.

Student Support—Expanding the University Writing Center

The QEP Council and working groups also explored ways to bolster tutorial support for student writers. This section describes initiatives that expand the size and scope of writing resources available to students both within and outside of their courses.

At the heart of the student support initiatives that ECU will undertake, enlarging the UWC will bring much-needed space and enhanced services for students across the university. In the past, ECU has provided supplemental instruction for student writers through two separate entities: the First-Year

Writing Studio (FYWS) and the UWC. Located in the same building as the English department, the FYWS has provided in-person, one-to-one writing consultations for students in the Writing Foundations courses (English 1100 and 1200). The UWC, on the other hand, has worked with student writers in all other courses and offers both face-to-face and online consultations (through the Online Writing Lab, a separate office in the library). To date, there has been little cross-training or sustained communication between the FYWS and the UWC. The lack of communication between instructors of the Writing Foundations courses and instructors of writing intensive courses across the disciplines is, in other words, mirrored in the divide between the FYWC and the UWC. Just as a carefully structured, coordinated writing curriculum fosters transfer of writing skills from year to year, a writing center model that draws together and aligns the work of the FYWS and the UWC will better serve the needs of student writers.

Before such a writing center model can be effectively implemented, however, facilities, personnel, and resources must be in place to support it. The FYWS has had a dedicated classroom and a staff of 15–20 trained English graduate student consultants each semester to meet the needs of the roughly 3,500 students who take English 1100 and 1200 each semester. Although the 20–25 tutoring slots available per day in the FYWS (for a total of 100–125 consulting sessions per week) meet much of the demand for assistance from the two Writing Foundations courses, during peak times of the semester, several students must be turned away due to lack of personnel and/or space.

More significantly, while tutorial support for students in the Writing Foundations courses has been substantial, that level of supplemental support does not continue into other classes and disciplines. For the past several years, the University Writing Center’s tutoring services have existed primarily as a single four-person table in the open lobby area of Joyner Library (the UWC also has small, one- to two-person satellite sites on the Health Sciences campus and in two classroom buildings on main campus). In this space, the UWC has been able to consult with, at most, two students per hour, for a maximum of 92 possible students per week (two students per hour for 46 hours per week). With a student body of over 27,000 students, ECU needs capacity to support many more students per hour in the many writing intensive and writing-heavy (even if not officially designated WI) courses across the university.

To better support our QEP, ECU has initiated the process of providing more space, as well as more and different types of support, for student writers across the university. First, the central location of the UWC is being expanded from a single dedicated table in a shared lobby area to an enclosed space of 2,720 square feet with significant facilities for tutoring students both one-to-one and in small groups. The new UWC space will include

- A reception area for greeting students and collecting data on the students who come for tutoring
- A lounge space with soft furniture (chairs, couches) and movable writing/computer tables so students can work on their writing before and after tutoring sessions
- A Digital Studio, which will accommodate up to 20 students who are working on sophisticated, computer-mediated projects: presentations (e.g., PowerPoint, Prezi, poster-style), brochures, flyers, new media/video, web design, etc. Complete with multiple large-screen touch monitors, this space will be primarily an open-use lab for students working on particular projects either individually or in small groups, with the benefit of having UWC consultants available to help with questions about writing, design, and multimedia integration. Additionally, UWC consultants and staff will provide small-group workshops on effective writing, document/presentation design, digital research, and other topics of interest/need to undergraduate and graduate students. This studio is particularly important for improving the UWC’s ability to help students with the

multimodal writing projects that, as our survey of student writing experiences revealed, are clearly necessary for academic success.

- 8–10 movable/wheeled small tables and chairs to facilitate tutoring
- Rolling white boards that can be repositioned to provide spaces for brainstorming/invention, planning, and revision of texts/projects
- Cloth wall panels and movable dividers to buffer sound between tutoring stations/tables
- Access to multiple power supplies/outlets to encourage students to use laptops, iPads, and other digital tools
- Space that integrates the Online Writing Lab with face-to-face tutoring
- Office spaces for the QEP Director, the Director and Assistant Director of the University Writing Program, the Director and Assistant Director of the University Writing Center, and support staff.

Figure 2 provides a preliminary floor plan for the space:

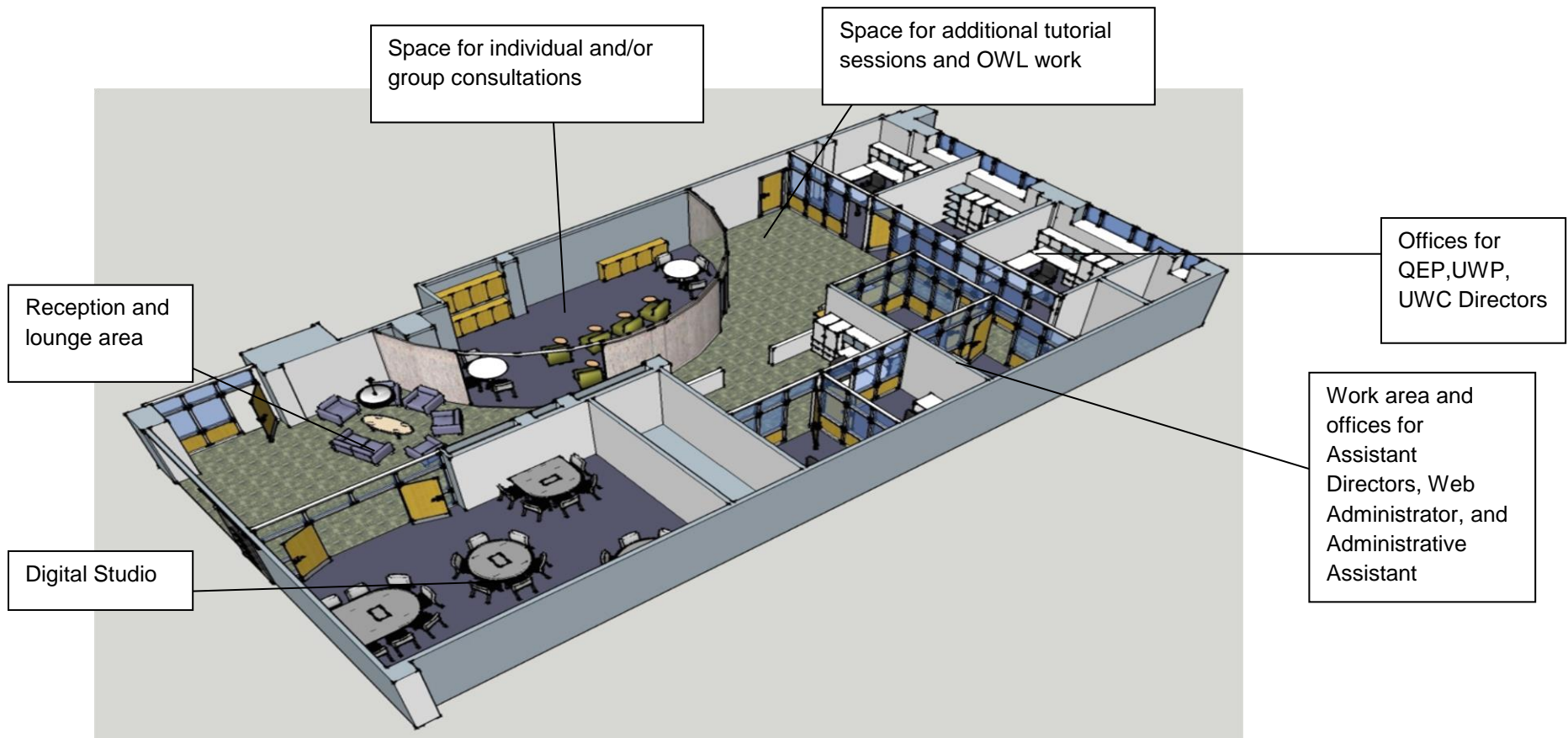


Figure 2: Layout of New University Writing Center

Student Support—Increasing Writing Center Staff and Hours

In order to provide increased support for student writers in the expanded and technologically rich University Writing Center spaces, physical and virtual, ECU has made significant commitments to increasing staff, extending hours, and bolstering leadership.

In fall 2012, Dr. Nicole Caswell joined the staff as the Director of the University Writing Center. In the new position, Dr. Caswell supervises the University Writing Center (all locations, including the First-Year Writing Studio and the Online Writing Lab) and is already working to integrate and align the work of these tutorial services. Additionally, the QEP includes plans to hire a full-time web administrator to ensure that new resources for student writers are added regularly and that information about writing support services is current. This administrator will also provide support for the Online Writing Lab and for assessment of web-based UWC services.

When the new UWC space is fully operational in fall 2013, it will be staffed by close to twice the current number of consultants, with new undergraduate and graduate student consultants added to the group. This additional staff will provide extended service hours. At present, the UWC is only open Monday through Friday because we do not have sufficient personnel to offer weekend services, despite the fact that weekend hours are common at other institutions, including UNC Wilmington, UNC Greensboro, UNC Chapel Hill, and NC State. QEP support will make it possible for ECU to offer Sunday afternoon services and evening services during the week.

Student Support—Enhancing Training for Writing Center Staff

As it conducted research on expansion and enhancement of UWC services, the QEP Council learned that the vast majority of writing centers at our peer institutions and in the UNC system require consultants (particularly undergraduate students who serve as consultants) to complete a semester-long, credit-bearing course in the tutoring of writing. To better prepare our undergraduate consultants and writing mentors, beginning in spring 2013, ECU will require that prospective consultants and mentors complete such a course prior to appointment. In addition to familiarizing students with the scholarship and best practices of tutoring writing in university settings, the course will encourage consultants to consider how they can help students to build on what is learned in the Writing Foundations courses, to develop metacognitive awareness of writing practices, and to apply that awareness to new writing contexts. In this way, the consultants' work will not only help individual writers with specific projects but also promote transfer and reinforce the conscious alignment of the writing curriculum implemented through the QEP.

Enhanced training for graduate student writing consultants will be provided through a compensated multiple-day pre-semester retreat. At these retreats, graduate students from across the university will learn about research-based best practices for responding to writing and encouraging productive revision. Graduate student consultants will also be required to attend a weekly one-hour staff meeting during the academic year as continuing professional development.

Student Support—Improving the University Writing Program Website

At the same time that the physical presence of writing assistance on campus is expanding, the online presence of writing assistance will be expanding as well. A new website that combines resources from the Writing Foundations and the University Writing Programs is scheduled to be launched in late spring 2013 and will include instructional videos and handouts addressing a variety of writing-related topics so that students have resources available twenty-four hours per day. Furthermore, in both design and content, the new website will provide supports for student transfer of writing knowledge and abilities by connecting what they learn in their Writing Foundations courses to writing intensive courses in other

areas. The site will bring together resources from and information about the various locations of writing tutorial support around campus.

Additionally, the site will provide a "Glossary of Writing Terms" to help students understand the connections and distinctions between terms that they are likely to encounter in writing assignments (such as "analyze," "report," and "summarize") across the curriculum and to recognize different disciplinary terminology for similar writing processes (a summary might be called a "précis" in one field or context, but an "abstract" or an "executive summary" in another, for example). While this glossary will be a resource for student writers, it can also serve as a resource for faculty development. This use is discussed briefly in the Faculty Support section below.

Student Support—Writing Mentors Program

As part of the QEP, ECU will also develop additional, targeted writing support through a Writing Mentors program that will embed juniors, seniors, and graduate students as consultants in several writing intensive courses across the curriculum each semester.

Supports that a writing mentor might provide for students in a writing intensive course include

- Meeting with small groups of students to discuss ideas for assignments, to assist with researching, revising, or editing, or to facilitate peer review.
- Providing students in the class with written and/or verbal feedback on drafts.

In any of these areas of support, familiarity with the course curriculum, the instructor's pedagogical approach, and the unique students in the class is essential to a mentor's success. Mentors will meet with instructors of their assigned sections prior to and during the semester, and mentors will attend many class meetings.

To ensure quality, writing mentors will be selected through an application process that includes recommendations from faculty. In addition, mentors will complete a semester-long course in tutoring writing (for undergraduate students) or an intensive multiple-day training session prior to the start of the semester (for graduate students). Before they begin work as a mentor, students selected for the program will also be required to familiarize themselves with an online Writing Mentors Handbook and to sign an agreement indicating that they are aware of the expectations and responsibilities they are undertaking as participants in the program. Once they have officially begun their work as mentors, ongoing training and professional development will occur through required weekly staff meetings.

The Writing Mentors program will start small and grow over the period of the QEP. We intend to identify and train 8 to 10 undergraduate students for the first year of the QEP, with each undergraduate student working 8 to 10 hours per week. This number will increase to 15 to 20 undergraduate writing consultants working as mentors by the last official year of the QEP. Similar growth is planned for the number of graduate students serving as mentors. Starting with 4 to 6 graduate students in the first year of the QEP (each working 8 to 10 hours per week), we plan to increase that number to 8 to 10 in the latter years of the QEP.

Faculty Support—Writing Liaisons

While English 2201 is designed to promote transfer of learning from English 1100 to upper-level, disciplinary writing contexts, if the writing processes and practices students use in English 1100 and English 2201 are not called upon by and reinforced in later courses, transfer is not likely to occur. Thus, a third major area of QEP initiatives focuses on improving communication between Writing Foundations course instructors and instructors of WI courses across the university in order to help faculty implement aligned instructional strategies that foster both forward- and backward-reaching transfer. At a university as large as ECU, numerous points of contact must be established across the university. As part of the

QEP, each academic department on campus will nominate a “Writing Liaison” to facilitate communication and coordination. These Writing Liaisons will

- collaborate with the University Writing Program, University Writing Center, and QEP Directors to plan faculty development events and create faculty resources;
- work with the UWP, UWC, and QEP Directors to develop face-to-face and online resources to support student writers;
- participate in “Faculty Learning Communities” that bring together discipline-specific WI instructors and Writing Foundations instructors to investigate and discuss topics related to teaching writing;
- contribute during the 2014–2015 academic year to “Writing Foundations Faculty Seminars” that will prepare future instructors of English 2201;
- participate in the Writing across the Curriculum Academy (described below) at least once;
- meet regularly with the QEP Director, UWP Director, UWC Director, and Director of Writing Foundations to discuss concerns about the WI courses included in the department’s curricula;
- provide input to the UWP and QEP Director regarding procedures for assessing student writing.

Liaisons will hold two-year appointments and will, budget permitting, receive a modest travel/research stipend for their work.

Faculty Support—Faculty Learning Communities

Beginning in fall 2013, the University Writing Program, Writing Foundations Program, and Office for Faculty Excellence will organize Faculty Learning Communities (FLC) that will bring together faculty from the English Department who regularly teach Writing Foundations courses and faculty from departments across the university to study and discuss issues related to student writing and writing instruction. These groups will follow the models of teacher-led inquiry outlined in the “Faculty Inquiry Toolkit” developed by the Carnegie Foundation for the Advancement of Teaching and in the various publications of the National Writing Project. FLC participants will identify shared concerns about student writing and writing instruction and will collaboratively investigate best practices in order to address those issues in their courses. As mentioned above, Writing Liaisons will participate in a FLC. Writing Foundations instructors who participate can include their participation in their annual reports as professional development activity. Following a one-year shift in focus as described in the next section, Faculty Learning Communities will operate yearly as a regular part of ECU’s efforts to improve writing and writing instruction across the curriculum.

Faculty Support—Writing Foundations Faculty Seminars and Workshops

Faculty Learning Communities will establish connections and set the stage for another important faculty support initiative of the QEP: Writing Foundations Faculty Seminars. To be prepared to teach English 2201, with its new sophomore population and writing-about-the-disciplines themes, Writing Foundations faculty will need time and venues for relevant professional development. It is important to note that, although teaching assignments each semester will be based in part on faculty members’ preferences for and past experience with particular versions of English 2201, Writing Foundations instructors will need to be prepared to teach any of the versions of English 2201 due to shifting needs. Prior to the first offerings of the course, Writing Foundations faculty will need the opportunity to

- become familiar with types of research questions, common research methods, professional resources, and scholarly databases in different disciplinary areas so that they, in collaboration

with instructional librarians at Joyner Library, can help students with the research tasks that are necessary to meet English 2201 course outcomes;

- explore the ways in which different disciplinary discourses are “translated” for broader audiences;
- review various citation systems used in different disciplinary areas;
- identify teaching strategies that will help students gain competence in common writing tasks within different disciplinary areas;
- plan assignments and classroom activities that will help students recognize and explain differences and similarities in purposes, genres, styles, and audiences within and across disciplinary communities;
- develop strategies for promoting metacognitive awareness in student writers.

ECU recognizes that Writing Foundations instructors also need sufficient time to develop pedagogically effective methods of teaching new curricula to new student populations. During academic year 2014–2015, the English Department’s 35 full-time fixed-term faculty who regularly teach Writing Foundations courses will each receive a one-course reassignment for fall and spring semesters to provide time for them to participate in weekly seminars (see Appendix E) that will prepare them to teach English 2201, which will be offered for the first time in fall 2015. One-course reassignments for these instructors will be possible for the 2014–2015 academic because of the reduction in the number of Writing Foundations sections that will need to be offered. Assuming an incoming class of 4,000 students, the English department will need to offer approximately eighty fewer composition sections—or forty fewer per semester—because that incoming class will not take English 1200 in their first year; thus, offerings of English 1100 can be spread out across both semesters.

Foundations Faculty Seminars will be coordinated by the Director of Writing Foundations, with assistance from the QEP Director and the UWP Director. Each seminar will involve six to eight instructors and will be led by a veteran instructor who will receive a small travel/research stipend for her or his work. In addition, Writing Liaisons from across the university will contribute to these seminars by discussing the writing expectations and disciplinary conversations typical to majors in their departments. Liaisons will share common assignments from WI courses and will provide insights into, among other things, popular, trade, and scholarly publications; professional organizations; citation practices; and common writing challenges in major-area courses. At the same time, Writing Foundations instructors will help the Writing Liaisons to understand philosophies of and approaches to teaching writing in the Writing Foundations courses so that the Liaisons can share that information with their departments. By the end of AY 2014–2015, seminar participants will have created and shared several sample assignments and rubrics for both assignment categories in English 2201. Additionally, participants will have collaborated in the development of a Writing Foundations resource pool, including suggested readings and teaching activities, for each of the different versions of English 2201.

While the vast majority of Writing Foundations courses are currently taught by fixed-term faculty or graduate teaching assistants, the English department intends to involve its tenured and tenure-track faculty more heavily in the teaching of these courses over the next several years. To ensure that these faculty—who cannot be released from one course per semester during the 2014–2015 academic year due to the course needs of upper-level undergraduate and graduate students in the program—have the support they need to teach English 2201, the Director of Writing Foundations, the Director of the University Writing Program, the QEP Director, and the faculty leaders of the Writing Foundations Faculty Seminars will offer a 1–2 day workshop at or shortly after the end of the spring 2015 semester for all interested tenured and tenure-track faculty. This workshop will also be offered at the end of the

spring 2016 and spring 2017 semesters for additional faculty who are interested in teaching English 2201. Tenured and tenure-track faculty who opt not to attend one of these workshops will, when needed to teach a Writing Foundations course, be assigned to English 1100.

The English department also assigns 20 to 25 graduate teaching associates to teach sections of writing foundations courses. These graduate teaching associates will be exposed to the English 2201 curriculum through the required pedagogy course (English 6625: Teaching Composition—Theory and Practice) that they must take prior to teaching and through the weekly staff meetings that they are required to attend while teaching.

Faculty Support—Expanding the Writing-Across-the-Curriculum Academy

ECU has a long tradition of supporting professional development for writing teachers, and the QEP will build on that foundation through the initiatives describe above. The QEP also aims to build opportunities for faculty—particularly new faculty—from across the university to become more familiar with approaches to teaching writing that inform our curricula. Each spring since 2005, the WAC Academy has provided an opportunity for up to ten instructors to support each other’s efforts to design more effective writing curricula for discipline-specific courses by exploring different aspects of writing and writing pedagogy. During the six-week academy, participants read and write, prepare demonstrations of research-based model lessons involving writing, and talk to colleagues about techniques they have used successfully to help students become better thinkers and writers. With support from the UWP and other WAC Academy participants, those involved also produce an article on best practices in writing instruction for submission to a teaching-focused publication (*Academic Exchange Quarterly, Journal of Teaching and Learning, Pedagogy, Teaching in Higher Education, Teaching Professor*), to a periodical specific to their discipline, or to ECU’s online WAC Newsletter.

Prior to the QEP, resources were sufficient only to support a handful of faculty in the WAC academy in the spring semester. As part of the QEP, the UWP will hold its first summer WAC Academy in 2014. Applicant invitations distributed in late fall of 2013 will be directed most heavily toward faculty who are in their first two years of employment at ECU. Teaching a WI course can be confusing and daunting, particularly for a new faculty member who is not familiar with the students or curricular structure of the university, and who perhaps has not been asked to teach a WI course in her or his previous experiences. Just as ECU wants to provide support for student writers as they transition to new and different writing contexts, the QEP team wants to provide faculty with support as they transition to new and different teaching contexts. Expanding the WAC Academy will fill an important gap in the support provided to faculty who teach writing in the disciplines.

At the same time, the \$500 travel/research stipend historically awarded to WAC Academy participants will appeal to new faculty, many of whom may be on the tenure track and especially welcome additional funds to support their research agendas. Additionally, because admission to the WAC Academy is competitive—participants must be nominated, apply, and be selected—participation is a professional honor that will enhance the faculty member’s vita.

Faculty Support—Enhanced Website Resources for Writing Instructors

The new and expanded face-to-face professional development opportunities described above can accommodate a limited number of participants each year. With this in mind, and to reach the widest possible group of writing instructors, the QEP Council has identified the expansion of the entire University Writing Program website as another important component of the QEP. A redesigned and expanded site that brings together, in one virtual location, information about and supports for ECU’s Writing Foundations curriculum, the Writing across the Curriculum program/WI courses, and the University Writing Center will be launched in fall 2013. In addition to web pages with information about these specific components of the University Writing Program, the site will have sections targeted to

different audiences, including faculty from across the university who seek tools to help them assist student writers. The site will provide, with appropriate permissions and password protection, sample assignments, handouts, videos, and articles on writing-related topics. The site will also serve as the new home for the WAC Newsletter, a publication previously distributed to faculty via email each semester from the Assistant Director of the UWP.

Several of the resources for instructors will be geared to support transfer of learning. For example, the site will include glossaries of writing terms from which faculty from across the disciplines can draw in order to connect what students are exposed to in Writing Foundations courses with what students experience in later courses. A general glossary of terms that covers much of what students learn in English 1100 will be supplemented with glossaries for each disciplinary area around which English 2201 is organized. Instructors in WI courses can then refer to these glossaries to promote backward-reaching transfer by pointing out similarities to what students have been asked to do in the Writing Foundations courses. This kind of “successive cueing,” as Anderson, Reder, and Simon (1996) and Bransford and Schwartz (1999) found, enhances learning transfer because it helps students to recognize when previously learned strategies, with some adaptation, can be used in new contexts.

Another resource on the University Writing Program site for fostering forward-reaching transfer is a collection of videos that feature faculty from various disciplines discussing what writing looks like and how it is used in discipline-specific coursework and professional contexts. Instructors of Writing Foundations courses can use these videos in class to help students gain an awareness of what writing is like in different fields and to anticipate what writing contexts might look like in the future. This kind of anticipation will help students recognize the value in the instruction they receive in English 1100 and 2201 while also planting the seeds for effective writing later in their time at ECU and beyond.

Faculty Support—Biennial Community College/K-12 Writing Symposium

The curricular enhancement and faculty development initiatives described to this point target those who teach or take courses at ECU. The QEP Council recognizes, however, that, for ECU’s curricular model to be most effective for the most students, we must also consider prior preparation in writing that students have received. To best serve ECU’s student population, the QEP must reach out to teachers of writing in area schools and community colleges.

Over the past five years, ECU has admitted 1,200–1,700 transfer students per year, with upwards of 60 percent coming from North Carolina community colleges, the vast majority of whom completed Writing Foundations course equivalencies prior to transfer. ECU has long-established articulation agreements with North Carolina community colleges that stipulate that ECU will accept certain community college courses as equivalent to our Writing Foundations courses. To alter those agreements at this point would potentially do significant harm to students who, for a variety of reasons, follow a path through the North Carolina Community College system to get to ECU. Thus, rather than altering present articulation agreements as part of the QEP, ECU will increase efforts to work with community colleges, particularly those two-year institutions that have historically sent ECU many transfer students, so that instructors at those institutions have the information they need to best prepare students for success at ECU.

More specifically, the Director of Writing Foundations, with the assistance of the QEP Director and the University Writing Program Director, will plan biennial symposia to discuss writing curricula and the teaching of writing. These symposia, which will carry a minimal registration fee, will also be promoted among regional K-12 instructors, another group that provides writing instruction for many future ECU students. In addition to building connections with regional community college faculty and K-12 instructors, these biennial symposia will provide ECU-based writing consultants, writing mentors, and graduate assistants, who will assist in planning and conducting the meetings, with outreach and leadership opportunities.

VII. TIMELINE

The implementation of QEP actions, of necessity, began prior to the 2012–2013 academic year. In order to lay the foundation for the University Writing Center expansion, ECU had to have in place a Director of the University Writing Center for this critical final year of QEP planning. Thus, in addition to the work of the QEP Council in the processes of developing the QEP, the 2011–2012 academic year saw ECU conduct a successful search for a faculty member to hold that position.

The implementation process has continued this year as specifics are finalized and will proceed over the next five years as detailed in tables 12, 13, and 14. For ease of reading, the three major initiative areas are represented in three separate tables. Information about and visual representations of the timeline for assessment of QEP initiatives, implementation, and Student Learning Outcomes is provided in section X: Assessment.

Table 12: Curriculum Enhancement Implementation Timeline

Curriculum Enhancement Activity	Planning Year 2012–2013	Year 1 2013–2014	Year 2 2014–2015	Year 3 2015–2016	Year 4 2016–2017	Year 5 2017–2018
Course proposals for revised English 1100 and 2201 introduced to relevant committees and revised as needed	■	■				
Portfolio and writing self-analysis components in Writing Foundations sections	Pilot sections	■	■	■	■	■
Writing Self Analysis training for volunteer WI course faculty		■	■			
First-year students take only English 1100			■	■	■	■
Writing Foundations Faculty Seminars and Workshops to prepare for English 2201			■			
English 2201 offered				■	■	■

Table 13: Student Support Implementation Timeline

Student Support Activity	Planning Year 2012–2013	Year 1 2013–2014	Year 2 2014–2015	Year 3 2015–2016	Year 4 2016–2017	Year 5 2017–2018
Recruitment of undergraduate Writing Mentors and consultants	■	■	■	■	■	■
Seminar in tutoring writing (spring semesters)	■	■	■	■	■	■
Enhanced UWP websites launched	■					
Expanded UWC Space fully operational in Joyner Library		■	■	■	■	■
2–3 day workshops for graduate student consultants/mentors offered		■	■	■	■	■
Writing Mentors placed in WI courses		■	■	■	■	■

Table 14: Faculty Support Implementation Timeline

Faculty Support Activity	Planning Year 2012–2013	Year 1 2013–2014	Year 2 2014–2015	Year 3 2015–2016	Year 4 2016–2017	Year 5 2017–2018
Identification of Writing Liaisons	■	■	■	■	■	■
Liaisons and Writing Foundations faculty participate in Learning Communities, Seminars, Workshops		■	■	■	■	■
WAC Academy (summers)		■	■	■	■	■
Biennial K-12/Community College Articulation Conference			■		■	

VIII. ORGANIZATIONAL STRUCTURE

Figures 3 and 4 illustrate the organizational structure of the QEP. While, as illustrated in figure 4, this structure necessarily includes some hierarchical elements—the Provost, the Faculty Senate Writing across the Curriculum Committee, and the QEP Steering Committee all have supervisory roles, as do both the Director of Writing Foundations and the Director of the University Writing Center with respect to tutors and instructors within these programs—a primary goal of these structures is to ensure ongoing communication and exchange of ideas among the leaders of writing programs and writing supports on campus and the faculty and staff who work in those programs. As has been noted throughout this QEP document, a lack of communication and coordination has characterized ECU’s writing curriculum and must be addressed if the university is to provide effectively scaffolded and aligned support for students.

As figure 3 reflects, the administration of and responsibility for the QEP is organized such that information about student writing and practices of teaching writing—both classroom- and tutorial-based—will be circulated around a Writing Leadership Hub. The leaders who comprise the hub will be responsible for communicating information from the hub to other parties involved in supporting writing at ECU. For example, Writing Liaisons will be responsible for reporting QEP, UWP, WF, and UWC plans and initiatives to faculty in their departments and for carrying back to the hub any concerns those faculty have about plans and initiatives. Similarly, the Director of Writing Foundations will communicate with Writing Foundations faculty and the Director of the University Writing Center will communicate with writing consultants, writing mentors, and faculty working with mentors. To ensure consistent communication within the writing leadership hub, the QEP Director, the Director of the University Writing Program, the Director of the University Writing Center, the Director of Writing Foundations, and the Coordinator of Instruction will meet bi-weekly. Additionally, these five directors will meet at least twice per semester with the Writing Liaisons.

Informational channels are also essential between the writing leadership and university leadership. As indicated in figure 4, the QEP Director has primary responsibility for ensuring that the QEP Steering Committee is informed of the hub’s work and that the suggestions and concerns of the QEP Steering Committee and the Provost are communicated to and implemented, as appropriate, in the work of the hub. The QEP Steering Committee, as currently configured, includes the Directors of the UWP, WF, UWC and QEP, as well as representatives from IPAR, Advising, Joyner Library, Student Affairs, and the Faculty Senate. The Director of the University Writing Program has a similar responsibility for facilitating communication to and from the Faculty Senate’s Writing across the Curriculum Committee. The WAC Committee, as structured in the ECU Faculty Manual, includes eight elected faculty members from across the university; six appointed ex officio members; the Director of the University Writing Program; and the Director of Writing Foundations (who does not hold a vote).



Figure 3: Members of the “Writing Leadership Hub,” who will coordinate writing instruction activities, and the groups with which they will communicate



Figure 4: Organizational Structure with University Leadership

IX. RESOURCES

East Carolina is committed to the success of “Write Where You Belong.” Significant resources, financial and otherwise, have already been committed to developing the QEP and laying the foundation for successful QEP implementation.

Resources Previously Committed to the QEP

Recognizing the importance of the QEP to student success, ECU began committing resources to the QEP process in the 2010–2011 academic year, and, as the topic and actions to be implemented became clearer, the university has increased its commitment to the QEP’s success. Table 15 lists the resources committed to the QEP prior to its official review and implementation.

Table 15: Resources Previously Committed to QEP Development

AY	Resources committed
2010–2011	Writers of QEP proposals selected for full “White Paper” development received \$500 awards. The English Department was provided resources to hire a tenure-track Director of the University Writing Center and a new tenure-track Director of Composition to replace the faculty member leaving that position to become QEP Director.
2011–2012	A QEP Director was identified and her salary provided through IPAR A part-time administrative assistant was hired to support the QEP Director Two faculty contributors to the QEP White Paper received compensation for a one-course release to work intensively with the QEP Council. A number of external consultants (see section II: Process Used to Develop the QEP) were brought to campus to provide ideas for QEP development The QEP Director and several members of the QEP Council attended QEP-related conferences as part of the development process (see section II: Process Used to Develop the QEP). Compensation provided for six scorers of Writing Foundations portfolios.
2012–2013	Additional external consultants (see section II: Process Used to Develop the QEP) were brought to campus to provide ideas for QEP initiatives and assessment. Funds provided for marketing the QEP across campus using promotional items and events. Writing Liaisons provided with \$200 travel/research money each. Compensation provided for six scorers of Writing Foundations portfolios. Two “super users” of iWebfolio were provided with course reassignments to assist in training Writing Foundations faculty and students in iWebfolio. University Writing Center renovation planned and completed at a cost of approximately \$400,000.

Future Resource Commitments

Over the next several years, ECU will fully support the implementation of QEP initiatives, working toward the absorption of these activities into the regular operations of the Writing Foundations Program, the University Writing Program, and the University Writing Center. An estimated budget is provided in table 16.

Table 16: Estimated QEP Budget, Years 1–5

Budget Item	Amount/Year	Total	Comments
Graduate Assistant Support	\$48,000- \$54,000/year	\$248,000	Additional money in years 3 and 5 will support the K-12/Community College Symposia.
Web/Tech Support	\$50,000	\$250,000	Person to update web sites, assist with assessment, and troubleshoot.
QEP Director	\$85,000	\$425,000	
Staff Support Person	\$10,000	\$50,000	An existing position was moved from three-quarter time to full time to support the QEP.
Course Reassignment for iWebfolio and assessment	NA	\$24,000	Two iWebfolio "super users" in 2013-14. In 2014–15, the Director of WF will receive a 1-course reassignment to lead WF Seminars.
Course reassignments for WF Faculty Seminars	NA	\$280,000	A 1 course/semester reassignment for 35 regular WF instructors in 2014–2015.
Summer stipend for Assistant Director of UWP	\$5,000	\$25,000	The Assistant Director will lead the Summer WAC academy and assist with WI assessments.
Summer stipend for Director of WF	NA	\$10,000	The \$5,000 stipend is not needed after FY 2014 because assessment will be course-embedded.
Summer stipends for WF Assessment	NA	\$32,000	Four scorers at \$4,000 each for years 1 and 2.
Summer stipends for WI Assessment	\$16,000	\$80,000	Four scorers at \$4,000 for the duration of the QEP.
Refreshments	\$1,000.00	\$5,000	Refreshments for assessors.
Undergraduate Consultants	\$45,000	\$225,000	Fifteen additional undergraduate mentors/tutors at \$10/hr. for 10 hrs./week for 15 weeks each semester.
Graduate Consultants	\$39,000	\$195,000	Eight additional graduate students at \$15/hr. for 10 hrs./week for 15 weeks each semester plus orientation.
External Scorers for University Writing Portfolio	\$2500 in yrs. 1, 3, & 5	\$7,500	Five external scorers, at a rate of \$500 each, to ensure reliability of scores.
Supplies	\$2,000	\$10,000	Books, copies, supplies related to the QEP.
Biennial K-12/Community College Symposia	NA	\$8,000	Money for materials and set up for conference and keep registration fees minimal.
Faculty Development	NA	\$91,500	Stipends for liaisons (\$200/yr. for 50 Liaisons=\$50,000), WF Faculty Seminar leaders (\$500 for 8 leaders=\$4,000), English Department tenure/tenure-track faculty workshops (\$500 for 45 faculty=\$22,500), and summer WAC academy (\$500/participant for 5 participants/yr.= \$12,500). QEP-related travel expenses (\$2,500 per year).
TOTAL, Years 1–5		\$1,966,000	

X. ASSESSMENT

Determining the success of our QEP implementation process and the effectiveness of QEP initiatives will necessitate careful planning and consistent collection of data via direct and indirect measures. This section outlines our assessment plans and discusses structures that have been established to ensure a continuous cycle of assessment and improvement.

New Direct Assessment: The University Writing Portfolio

In the QEP, ECU has an opportunity to develop a much-needed, robust structure for assessing student writing. The cornerstone of that structure is the University Writing Portfolio. An electronic repository of writing samples compiled by students in iWebfolio (ECU’s electronic portfolio system), the University Writing Portfolio will provide a means for direct assessment of the QEP SLOs across departments and programs.

As noted earlier, assessments of English 1100 and 1200 have been occurring for several years. While these assessments have been valuable, concerns exist about how well they actually measure students’ writing abilities. For example, the use of a quiz in 2009–2010 and 2010–2011 to assess students’ abilities to integrate and cite sources is of questionable validity for at least two reasons. First, the quiz did not involve sources related to any actual writing that students were doing. Second, the quiz was not completed for a grade or course credit. In the absence of true engagement with the sources on the quiz, and given the lack of external motivation to perform well, it is possible that many students did not do their best work.

While assessment of student writing has been part of the Writing Foundations sequence for several years, systematic assessment of student writing abilities in upper-division writing intensive courses has not been a regular, university-wide practice. Some individual programs assess communication and writing abilities for their majors, often as part of requirements for external accrediting agencies, but many do not. The issue has not been a lack of desire on the part of administrators of the University Writing Program or faculty who teach WI courses. Scarcity of resources—both time and personnel—has inhibited the development of a robust assessment.

The decision to use a portfolio as a means to address these assessment gaps is informed by research and best practices in writing assessment. As Roberta Camp (1993) has argued, quizzes and timed writing tests are of questionable value in efforts to measure the effectiveness of students’ actual writing processes. Portfolios are preferable for a number of reasons:

- Portfolio materials originate in the context of students’ coursework rather than from an external source such as a program assessment committee or a testing company. As a result, they better reflect the actual writing situations and processes that students are asked to engage in.
- Portfolios include more than one example of student work as the basis for assessment. Although reviewing multiple items is more labor-intensive for assessors, it also provides a more complete picture of student abilities.
- Portfolios encourage students to take ownership of their own learning because students determine which materials to include: they are responsible for selecting and interpreting artifacts that demonstrate their abilities.
- Portfolios include a self-analysis component that provides students and instructors with a venue for promoting and gauging the development of metacognition, a quality that, as discussed in section V, is critical to successful learning.

- Portfolios can benefit instructors and improve instruction. Seeing students’ responses to course assignments and their perceptions of their own learning can suggest ways that faculty might improve assignments and pedagogy. Portfolios, in other words, provide a basis for formative as well as summative assessment. As Huot (1996) argues, in addition to measuring what they purport to measure, valid assessment procedures “must have positive impact and consequences for the teaching and learning of writing” (551). A portfolio-based assessment process has the potential for such positive impact.
- Portfolios compiled in a digital medium such as iWebfolio allow for the inclusion of media-rich multimodal texts that better reflect the writing environments and expectations of contemporary disciplines and professions, thus allowing for a more relevant assessment than a timed writing prompt or a standardized test. As Yancey (2001) explains, in an electronic portfolio, “students...can show multiple ways of understanding through graphical, numerical, and verbal representations of data” (26).

The University Writing Portfolio will include two main sections—the Writing Foundations section and the Writing Intensive section. Components of both sections are detailed below.

Writing Foundations Section—Overview

For the past several semesters, the Writing Foundations Program has piloted the use of iWebfolio to gather student writing and incorporate writing self-analysis into the curriculum. Beginning in fall 2013, each student (unless that student has entered ECU with credit for one or both of the Writing Foundations courses) will submit to iWebfolio at least one major writing project from English 1100 and one major writing project from English 1200 (later English 2201), along with descriptions of the assignments and a self-analysis of the projects included for each course. In order to gauge students’ metacognitive development as writers, the self-analyses will ask students to respond to prompts such as:

- What aspects of the writing projects are effective and why do you think they are effective?
- What do you think could be improved in the projects and how could it be improved?
- Describe the processes you used to write the project. Do you think the process you used was effective? Why or why not?

Under the guidance of the Director of Writing Foundations, the writing samples and self-analyses from the Writing Foundations courses will be assessed by trained Writing Foundations faculty. Additional details of the assessment process are provided in “Writing Foundations Section—Assessment Procedures” below.

Writing Foundations Section—Rubrics and Assessment Goals

Rubrics to assess the Writing Foundations portion of a student’s University Writing Portfolio have been developed by the QEP leadership team in consultation with Writing Foundations faculty. Full drafts of these rubrics appear in Appendix F and include criteria that align with QEP Student Learning Outcomes (SLOs) as illustrated in tables 17, 18, and 19.

Table 17: English 1100 Portfolio Rubric and Alignment with QEP SLOs

English 1100 Portfolio Rubric Area	QEP Student Learning Outcome
<p>Inquiry: Ability to identify and engage significant research questions in a disciplinary area.</p>	<p>SLO 1: Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources.</p>
<p>Purpose & Audience: Ability to recognize and respond to purpose and audience (field-specific or general).</p>	<p>SLO 2: Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio or other multimodal components) of their major disciplines and/or career fields.</p>
<p>Source Selection & Support: Ability to use sources considered credible by the audience to support the points the writer makes.</p>	<p>SLO 2: Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio or other multimodal components) of their major disciplines and/or career fields.</p>
<p>Organization: Ability to use organizing structures that are appropriate for the audience and purpose.</p>	<p>SLO 2: Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio or other multimodal components) of their major disciplines and/or career fields.</p>
<p>Integration & Citation of Sources: Ability to integrate source material and cite sources effectively according to an appropriate style guide.</p>	<p>SLO 2: Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio or other multimodal components) of their major disciplines and/or career fields.</p>
<p>Editing: Ability to proofread and avoid surface-level errors.</p>	<p>SLO 4: Proofread and edit their own writing, avoiding grammatical and mechanical errors.</p>

Table 18: English 1200/2201 Portfolio Rubric and Alignment with QEP SLOs

English 1200/2201 Portfolio Rubric Area	QEP Student Learning Outcome
Inquiry: Ability to identify and engage significant research questions in a disciplinary area.	SLO 1: Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources.
Purpose & Audience: Ability to recognize and respond to purpose and audience (field-specific or general).	SLO 2: Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio or other multimodal components) of their major disciplines and/or career fields.
Source Selection & Support: Ability to use sources considered credible by the audience to support the points the writer makes.	SLO 2: Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio or other multimodal components) of their major disciplines and/or career fields.
Organization: Ability to use organizing structures that are appropriate for the audience and purpose.	SLO 2: Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio or other multimodal components) of their major disciplines and/or career fields.
Integration & Citation of Sources: Ability to integrate source material and cite sources effectively according to an appropriate style guide.	SLO 2: Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio or other multimodal components) of their major disciplines and/or career fields.
Editing: Ability to proofread and avoid surface-level errors.	SLO 4: Proofread and edit their own writing, avoiding grammatical and mechanical errors.

Table 19: Writing Self-analysis Rubric and Alignment with QEP SLOs

Writing Foundations Writing Self-analysis Rubric Area	QEP Student Learning Outcome
Awareness: Ability to assess and explain writing strategies (Cover Letter Rubric).	SLO 5: Assess and explain the major choices that they make in their writing.

As these tables indicate, QEP SLO 3—that students will “demonstrate that they understand writing as a process that can be made more effective through drafting and revision”—will not be assessed directly through the Writing Foundations material submitted to the University Writing Portfolio. Instead, we will gather information about students’ drafting and revising habits via indirect assessment (see below).

Our post-implementation goal for each criterion on the English 1100, 2201, and self-analysis rubrics is for 70 percent of scores on a four-point scale to be a 3 or 4 and for no more than 15 percent to be a 1.

Writing Foundations Section—Assessment Procedures

During the first two years of the QEP (AY 2013–2014 and 2014–2015), assessors will be selected from among Writing Foundations faculty and will score portfolios during the summer sessions. Each portfolio randomly selected for assessment will be reviewed and scored independently by two assessors, with a third assessor asked to review the material if the scores assigned by the first two reviewers on any criterion are more than one point apart. Norming sessions will be conducted to ensure common interpretation and application of rubrics and will be repeated if scores on any one criterion diverge by more than one point for more than five percent of samples as the assessment progresses.

Beginning in the third year of the QEP (AY 2015–2016), assessment of materials in these courses will become course-embedded: all instructors of English 1100 and 2201 will use a shared rubric to assess work submitted to iWebfolio in both courses, thus eliminating the need for a separate set of readers and a summer assessment process. By this time, instructors will be familiar with the use of iWebfolio, and, as part of their required professional seminars in 2014–2015, they will have become familiar with the process of scoring writing via the rubrics.

Additionally, by the third year of the QEP, Writing Foundations instructors will have had the opportunity to explore the expert-reader model of assessment upon which course-embedded assessment rests. The expert-reader model privileges the knowledge of the instructor (who is deemed to be the expert) in a specialized context (the individual classroom) to make decisions about students who are in, or would be in, the individual classroom (Smith, 1992, 1993; Haswell & Wyche, 1996). Following the call for assessment procedures developed in a bottom-up fashion within local contexts (Huot, 1996), the QEP Council has adopted and modified the expert-reader model to fit with course-embedded writing assessment. Prior to teaching in the 2015–2016 academic year, Writing Foundations instructors will be normed on rubrics created by current composition instructors so that they are able to determine if a student has successfully met the goals of the course (and by extension the QEP outcomes). In this model, instructors will use their contextual knowledge of the course, in conjunction with the rubrics, to assess whether students have or have not met the objectives set forth in the rubrics.

Writing Foundations Section—Process for Monitoring Results and Implementing Actions

In keeping with current practice, the Director of Writing Foundations holds primary responsibility for conducting the assessment of the Writing Foundations material, for developing action plans in response to assessment results, and for monitoring the implementation of those actions. As depicted in figure 5, recommendations based on Writing Foundations assessment results will be reported annually to the Composition Committee, the WAC Committee, and the QEP Steering Committee. Actions that the Director of Writing Foundations may opt to implement after discussion with these committees include additional professional development requirements, supplemental instruction programs, revised tutorial support for students, and other initiatives that do not substantially change the curriculum of the Writing Foundations courses.

Additionally, the Director of Writing Foundations can recommend substantive curricular changes. These recommended changes would go through the established, faculty-driven curricular change process at ECU, with ultimate authority for curricular changes resting with the Chancellor. Actions taken and the results of those actions will be reported to the QEP Steering Committee, the WAC Committee, and the Composition Committee. The QEP Director then will ensure that actions taken and results are entered into TracDat (ECU’s assessment tracking software) and communicated to the Provost and Chancellor.

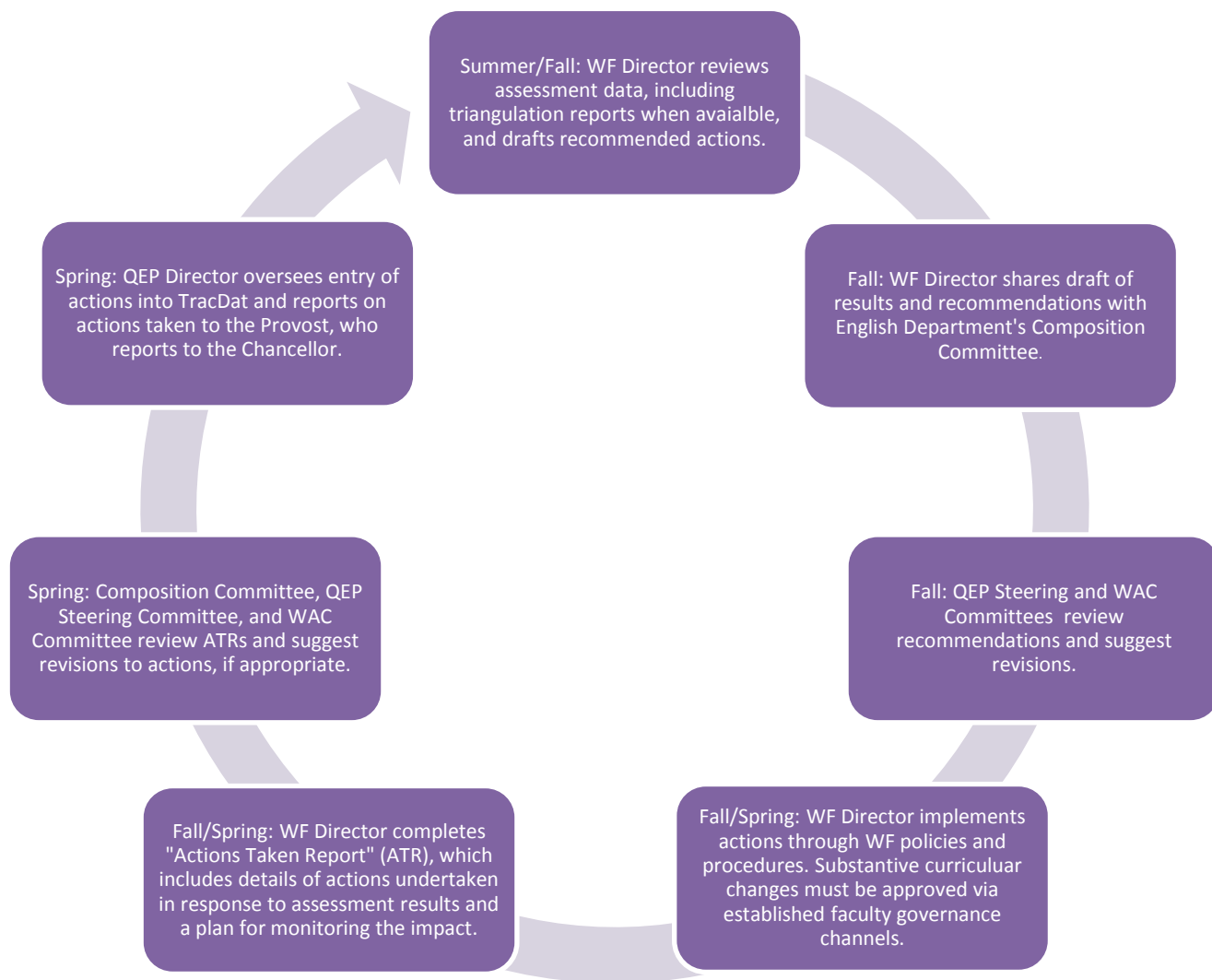


Figure 5: Process for Monitoring Assessment Results and Implementing Actions in the Writing Foundations Program

Writing Intensive Section—Overview

The second section of the University Writing Portfolio will include writing samples from WI courses that a student takes outside of Writing Foundations. Beginning in fall 2014 (after training in iWebfolio during AY 2013–2014), instructors of WI courses will, as part of the regular procedure for teaching a WI course, require students to select writing samples from the course and upload them to their University Writing Portfolios, along with descriptions of the

assignments for which they were completed and a writing self-analysis that responds to questions paralleling those asked as part of the Writing Foundations writing self-analysis.

In preparation for full implementation in fall 2014, the University Writing Portfolio template will be piloted in several upper-division WI courses in spring 2014. Full implementation of the University Writing Portfolio template in WI courses across the university will take place over the 2014–2015 academic year. To ensure that this implementation occurs smoothly, it will be staggered over the fall and spring semesters as detailed in table 20.

Table 20: Staggered Implementation for University Writing Portfolio in WI Courses

Semester	Colleges Implementing
Fall 2014	Harriot College of Arts and Sciences, College of Human Ecology, College of Allied Health, College of Nursing College of Education
Spring 2015	College of Technology and Computer Science, College of Health and Human Performance, College of Fine Arts and Communication, College of Business

Because English 2201 will not be offered until AY 2015–2016, this extended, staggered implementation process will not affect the ability to collect writing samples from courses after the full implementation of English 2201. Thus, the entirety of 2014–2015 can be used to ensure that students and faculty are aware of and prepared to use the University Writing Portfolio template.

The QEP Council intends that this requirement will not impose an undue burden on WI faculty. Writing consultants from the University Writing Center will be trained to assist students with this process, iWebfolio “super users” within each college/program will be available to assist students and instructors, and online videos will be created specifically to teach University Writing Portfolio submission processes and to address common problems that students encounter. In addition, most students will be familiar with iWebfolio uploading procedures as a result of their use of this system in their Writing Foundations courses. The faculty role in the WI University Writing Portfolio requirement will be largely, if not entirely, to ensure that students upload work by checking in iWebfolio to confirm that materials are there.

Under the guidance of the Director of the University Writing Program and the QEP Director, compensated faculty from across the university will score the writing samples and self-analyses during summer sessions. Every effort will be made to ensure that the assessor pool includes faculty who are familiar with the writing conventions used in programs being assessed in a given summer. Ultimately, the goal will be to create course-embedded assessments, similar to the course-embedded assessments that will be in place for Writing Foundations courses beginning in 2015–2016, for WI courses across the university. Given the number of programs involved in the WI portion of the University Writing Portfolio, however, course embedding will likely not be possible until after the end of the QEP period.

Writing Intensive Section—Rubric and Assessment Goals

The rubric for the assessment of writing samples submitted in writing intensive courses will be based on the QEP Student Learning Outcomes, with the exception of SLO 3 (students will “demonstrate that they understand writing as a process that can be made more effective through drafting and revision”), which will be measured through indirect means (see below). A draft of the WI section rubric can be found in Appendix G.

The goal for each criterion increases as students move further along in their curricula:

- For sophomores completing WI courses, the goal is that 70 percent of scores on a four-point scale will be a 3 or 4 and no more than 15 percent will be a 1.
- For juniors completing WI courses, the goal is that 75 percent of scores on a four-point scale will be a 3 or 4 and no more than 10 percent will be a 1.
- For seniors completing WI courses, the goal is that 80 percent of scores on a four-point scale will be a 3 or 4 and no more than 5 percent will be a 1.

Writing Intensive Section—Assessment Procedures

The process for assessing materials in the WI section of the university writing portfolio will largely follow the model used in the Writing Foundations portfolio assessments. Two assessors will review each portfolio independently, with a third assessor used in cases of significantly divergent scores; assessors will participate in several norming sessions to ensure consistency of interpretation and application of rubric criteria; and supplemental norming sessions will be run should scores diverge substantially as assessment progresses. Additionally, in years when post-QEP writing samples are being assessed (see timetable below), time will be devoted to reviewing and discussing scores assigned in baseline assessments for each program in order to ensure consistency across assessments of pre- and post-QEP materials.

Because some assessors in the WI portion of the portfolio will not be familiar with the fields from which writing samples are drawn, preparing this group of assessors will require additional work to achieve inter-rater reliability. In order for the assessors to be able to score the writing samples on SLO 2—“The writer produces writing that reflects an awareness of context, purpose, and audience of their major disciplines and/or career fields”—faculty familiar with writing in a particular disciplinary area will need to provide guidance as to what the purposes, audiences, and written genres look like in that discipline or career field. This information may be included, to some extent, in assignment descriptions, but further details about writing in a particular area will likely be desirable. Thus, in addition to standard norming procedures, training for assessors of the WI portion of the University Writing Portfolio will include discussion and review of discipline-specific writing expectations and conventions.

The need for additional training may lead some to wonder, why not just have programs assess their own writing? The QEP Director is working with programs that already assess writing as part of their larger program assessment procedures to integrate QEP assessment of student writing with their existing assessment procedures; however, in many cases, programs do not have sufficient personnel resources to assess writing systematically. In other cases, programs might have personnel but lack expertise in assessing writing. The QEP assessment process can provide such expertise.

Beyond the resources that the proposed assessment structure can bring to WI courses across the curriculum, drawing faculty from across the university into a collaborative assessment process has the added benefit of broadening awareness of what writing looks like in diverse disciplinary areas. It also creates opportunities for conversations among faculty within programs about what they ultimately want students to be able to do with and through writing at the conclusion of the degree program. As Hall (2006) argues in his discussion of WAC program structures, each major area “needs to articulate a clear idea of the ultimate goal of its undergraduate writing curriculum, a goal that will vary widely since each will be making different kinds of writing demands upon its students depending on the nature of the discipline” (7).

Broadening understanding of writing expectations and conventions in diverse disciplines is a large undertaking, but it is already underway at ECU. For the past two academic years, representatives from the University Writing Program, the Writing Foundations Program, and the QEP have conducted “articulation meetings” with programs across campus. These meetings provide the opportunity for faculty to discuss how students and professionals in their areas use writing and to explain the audiences, contexts, purposes, and expectations for writing in diverse disciplines. Articulation meetings have been held with the College of Education and the School of Nursing, along with the following academic departments of the Harriot College of Arts and Sciences: Anthropology, Biology, Chemistry, Economics, English, Math, and Physics. Information gleaned from these meetings will be used in the WI assessment training.

Writing Intensive Section—Assessment Schedule

To make the scoring of portfolios from across programs and course levels manageable, assessment will occur on a staggered schedule. Table 21 provides a tentative schedule.

Table 21: Tentative Schedule for Writing Intensive Section Assessments

Assessment Date	Colleges/Programs
Summer 2013	Baseline Assessments: Business, Allied Health, Harriot College of Arts and Sciences (selected departments)
Summer 2014	Baseline Assessments: Health and Human Performance, Harriot College of Arts and Sciences (selected departments), Human Ecology
Summer 2015	Baseline Assessments: Education, Nursing, Fine Arts & Communication, Technology and Computer Science
Summer 2016	QEP Assessments: Business, Allied Health, Harriot College of Arts and Sciences (selected departments)
Summer 2017	QEP Assessments: Health and Human Performance, Harriot College of Arts and Sciences (selected departments), Human Ecology
Summer 2018	QEP Assessments: Education, Nursing, Fine Arts & Communication, Technology and Computer Science

Baseline writing samples, assignments, and self-analyses are being collected outside of iWebfolio for WI courses across the university in AY 2012–2013. Collecting these baseline materials must be done outside of the iWebfolio platform due to limitations on how long materials can be stored within the platform.

Writing Intensive Section—Process for Monitoring Results and Implementing Actions

The Director of the University Writing Program holds primary responsibility for conducting the assessment of WI course writing samples. He or she also holds primary responsibility for developing—in consultation with Writing Liaisons, the WAC Committee, the QEP Steering Committee, and department faculty—action plans in response to assessment results. Department Chairs, or their designees, are then responsible for implementing, monitoring, and reporting on those actions.

As depicted in figure 6, recommendations based on WI rubric assessment results will be reported annually to the Writing Liaisons, the WAC Committee, and the QEP Steering Committee. Actions that the Director of the University Writing Program may opt to implement after discussion with these groups include additional professional development opportunities, supplemental instruction programs, revised tutorial support for students, and other initiatives

that do not substantially change the curriculum of WI courses. The Director of the University Writing Program can also recommend changes to the university’s WI requirement and/or to WI curricula in different departments/programs (note that, in figure 6, the QEP Director is involved in the process of discussing such recommendations because of the potentially large number of departments/programs involved). Any recommended curricular changes, however, would go through established, faculty-driven curricular change processes at ECU, with ultimate authority for curricular changes resting with the Chancellor.

Actions taken within the WAC program and/or within WI curricula in academic departments/programs, along any assessment results related to those actions, will be reported to the QEP Steering Committee and the WAC Committee, both of which can make further recommendations to departments if desired. The QEP Director will then ensure that actions taken and assessment results related to those actions are entered into TracDat (ECU’s assessment tracking software) and communicated to the Provost and Chancellor.

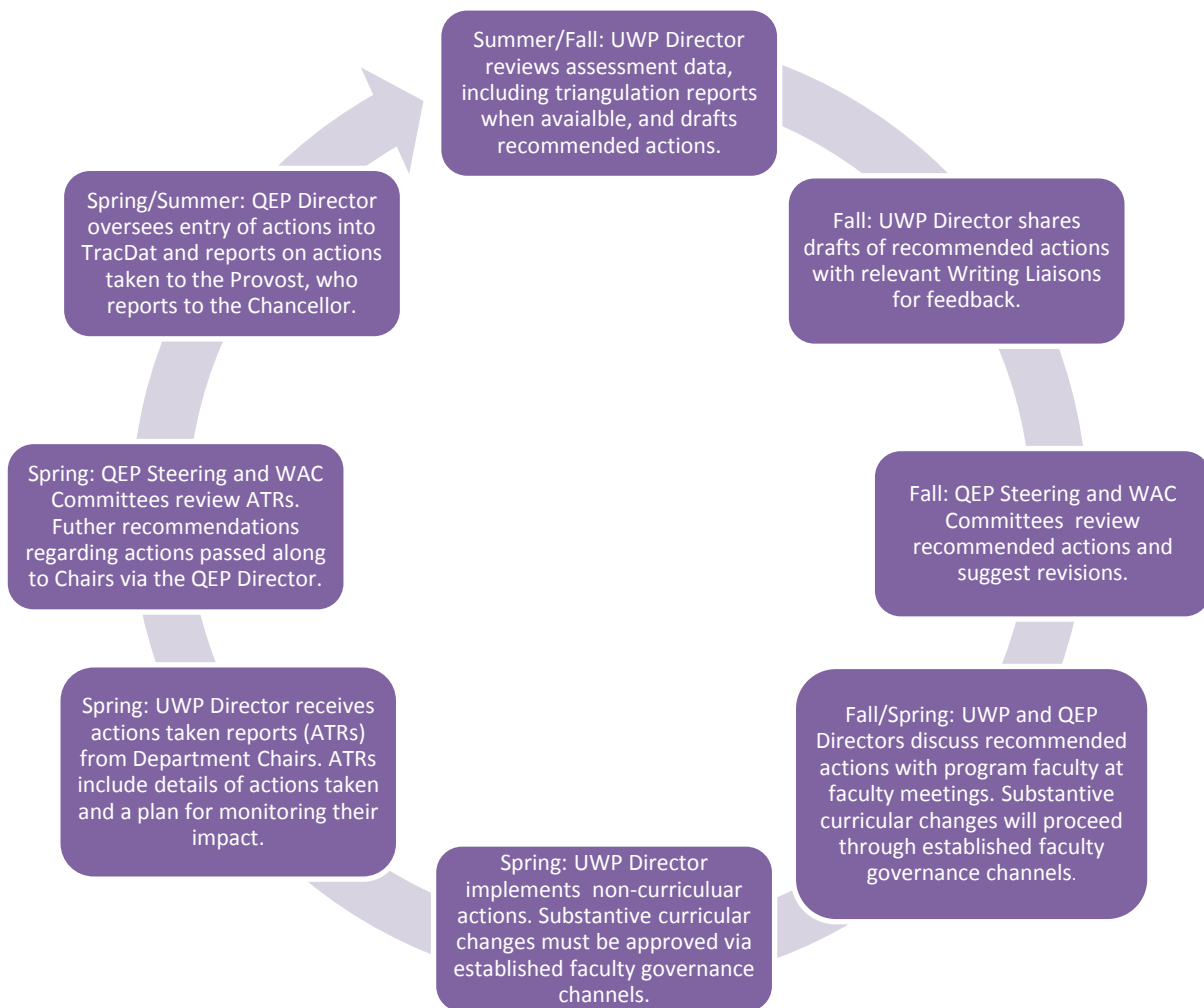


Figure 6: Process for Monitoring Assessment Results and Implementing Actions in the WAC Program/Writing Intensive Courses

Reliability of Portfolio Scores

Inter-rater reliability for the scoring of University Writing Portfolio materials is addressed in part through the norming/calibrating processes discussed above. To better ensure the reliability of portfolio scores, however, every two years during the QEP period, a random sampling of 10% of internally assessed student portfolio items will be distributed, along with the rubrics used to score those samples, to faculty experts at other institutions for their scoring. Compensation of \$500 will be provided to each external assessor. Recruitment of external faculty experts will be the responsibility of the QEP Director, with assistance from the Director of the University Writing Program and the Director of Writing Foundations.

Monitoring Portfolios between Assessment Periods

In order for University Writing Portfolio scores to accurately reflect students’ writing performance at ECU, 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 portfolios in iWebfolio between assessment periods falls to the individuals listed in table 22.

Table 22: Responsibility for Portfolio Monitoring

Responsible Individual	Duties	Times
QEP Director	Random checking of WI Portfolios	Final 2 weeks of each semester
WF Director	Random checking of WF sections of Portfolios	Final 2 weeks of each semester
	Reminding WF 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
Writing Liaisons	Reminding WI faculty (other than WF instructors) face-to-face and, as appropriate, via email of University Writing Portfolio component of WI courses	Beginning and final 2 weeks of each semester
UWP Director	Reminding WI faculty (other than WF instructors) via email and other means as appropriate of University Writing Portfolio component of WI courses	Just prior to the beginning of each semester and again during the final 2 weeks of each semester

While the expectation is that all students in WI courses will upload materials to their University Writing Portfolios, in the event that students in a particular undergraduate program have submission rates below 80%, the QEP Director will communicate with the Department Chair of the program. Additionally, the Director of the University Writing Program will report problematic submission rates to the WAC Committee, the body that is charged with reviewing, and if merited, proposing the removal of, WI course designations.

Analysis of University Writing Portfolio Scores

Analysis of rubric scores will include several steps. Mean, median, mode, frequency, and standard deviation of rubric scores from assessments of the Writing Foundations and Writing Intensive sections of the University Writing Portfolio will be calculated. Pre-implementation scores for each student-learning outcome (SLO) scored on portfolio rubrics can be compared to

post-implementation scores using clustered bar charts, similar to the chart below (note that the data in figure 7 is not actual assessment data; it is provided for illustrative purposes only):

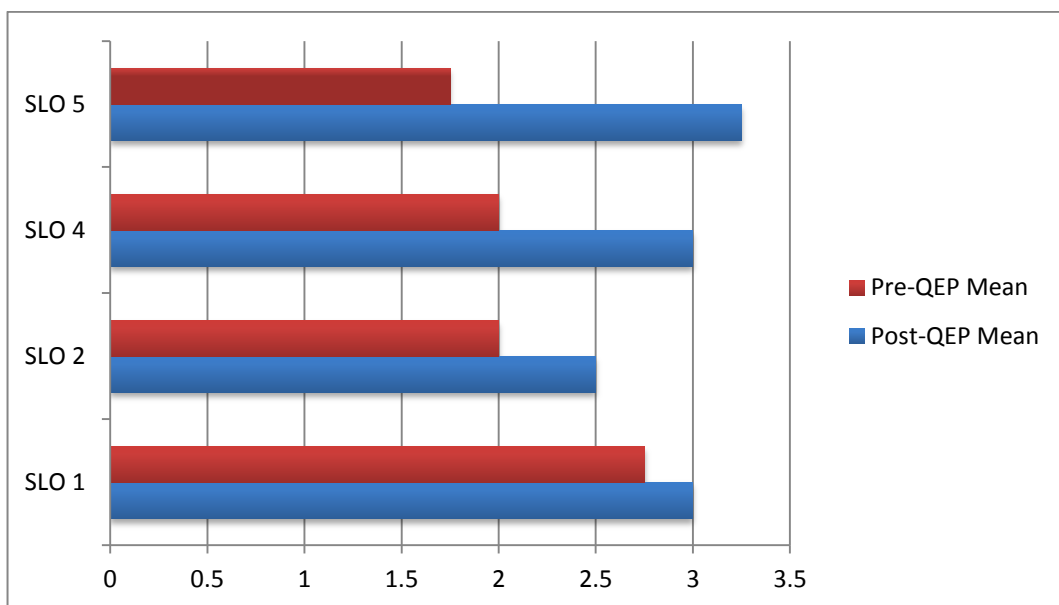


Figure 7: Sample Chart Design for Comparing Pre- and Post-QEP Implementation Mean Scores on Writing-Intensive Portfolio Rubric

Differences between pre- and post-implementation data will be analyzed for statistical significance. Because materials scored will be accompanied by students’ Banner ID numbers—which will enable disaggregation of score data by variables such as college of major, course standing, transfer status, and various demographic characteristics—we can look for trends within and across different groups. Statistical significance and, where appropriate, correlation analyses will be conducted for score differences noticed among different student groups.

The Director of the University Writing Program and the Director of Writing Foundations will share primary responsibility for compiling and analyzing rubric score data annually, with statistical analysis assistance provided by the ECU Department of Biostatistics.

New Indirect Assessments and Data Analysis

Robust assessment of QEP initiatives will require both direct and indirect measures. This section provides an overview of indirect assessment methods for each initiative area as well as plans for analyzing the data gathered through these indirect assessments.

Indirect Assessment of Curriculum Enhancement Initiatives

To complement direct assessment of student writing via the University Writing Portfolio, in QEP years one (pre-curriculum enhancement implementation) and four (post-curriculum enhancement implementation), a revised, condensed version of the “Student Survey of Writing Experiences” (Appendix H) will be distributed to students in upper-division WI courses across the university.

Summary tables will allow for side-by-side comparison of data from quantitative measures on the survey and will facilitate identification of data trends and possible correlations across responses. Additionally, pre- and post-QEP implementation data will be compared across questions that are carried over from an earlier version of the survey that was distributed, as

explained in the original QEP document, during the QEP development process. Differences observed in response scores before and after implementation of the QEP will be reviewed for statistical significance, possible correlation, and, where appropriate, causal relationships. Because survey responses will be linked to students' Banner ID numbers, data can be disaggregated so that comparisons can be set up between course sections in which the instructor made use of QEP initiatives, such as working with a Writing Mentor or participating in the WI Writing Self-Analysis Initiative.

Also in QEP years one and four, focus groups of eight to ten students from different colleges and programs will allow for the discovery of more specific details about students' experiences and achievements as writers in WI courses. Focus group sessions will be recorded (with permission) and transcribed by graduate assistants. Transcripts will then undergo an open categorical coding process (codes will be established through review of the data), and counts for categories will be tallied for analysis. Data from focus group transcripts can be visualized in table form alongside data from related closed-ended questions in the survey in order to triangulate and look for trends across data types.

Assessing the impact of curriculum changes will also involve gathering input from faculty. In QEP years two and four, a revised, condensed version of the "Faculty Survey about Student Writing" (Appendix H) will be distributed to all faculty from across all academic disciplines. Via closed-ended questions, the survey will measure, among other things, the faculty's satisfaction with students' achievement in writing related to the QEP SLOs; their familiarity with the Writing Foundations curriculum; and the frequency with which they ask students to engage in different writing practices. Response data for this survey will be analyzed in a manner similar to data from the "Student Survey of Writing Experiences," with particular attention paid to differences noticed between pre- and post-QEP implementation.

Assessment data from faculty will also be gathered through focus groups involving faculty volunteers who have participated in the WI Writing Self-Analysis Initiative. These focus groups, carried out during years two and four of the QEP, will be conducted in a manner similar to the student focus groups discussed above. Questions raised will ask participants to discuss the ways in which they have integrated writing self-analysis into their courses and their perceptions of how successful students are in these endeavors. Data from the focus groups will follow a recording, transcribing, coding, and analysis procedure similar to that used with student focus groups.

The QEP Director will hold primary responsibility for gathering and analyzing student and faculty survey data, as well as scheduling, designing, leading, and analyzing data from student and faculty focus groups. Assistance with transcription and coding will come through graduate assistants, and statistical assistance will come from the ECU Department of Biostatistics.

In addition to assessing the success of the initiatives themselves, the QEP Steering Committee plans to assess the implementation of curriculum enhancement initiatives. For example, because the success of these initiatives depends largely on the ease with which advisors can guide students into the most appropriate version of English 2201, surveying advisors will be a key piece of QEP implementation assessment. In years three and four, surveys will be sent to advisors across the university to gather information about the ease (or difficulty) with which they have been able to direct students into appropriate 2201 sections. This data will be considered alongside data gathered from surveys distributed to Writing Foundations faculty that ask those faculty to rate their satisfaction with the implementation of the course. Results from both of these surveys will be used by the Director of Writing Foundations, the Director of the Advising

Collaborative, and the Associate Chair of the Department of English (who creates the teaching schedule for the Writing Foundations courses) to improve scheduling and advising processes so that students are more likely to take the version that is best suited to their interests.

Furthermore, because the Writing Foundations Faculty Seminars are critical to the successful implementation of the English 2201 initiative, we will assess their effectiveness early and adjust them as needed. To this end, participants will be asked to complete a very brief survey at four points during 2014–2015: mid-semester fall 2014, at the conclusion of fall 2014, mid-semester spring 2015, and at the conclusion of spring 2015. These surveys will provide summative assessment data, letting us know how effectively these groups responded to instructors' needs. But, perhaps more importantly, results can be used as they are gathered in order to improve the seminars and to ensure that Writing Foundations faculty have the support that they need to teach English 2201 for the first time in fall 2015.

Indirect Assessment of Student Support Initiatives

The impact of the University Writing Center expansion will be assessed largely through usage data and feedback from client surveys. In AY 2012–2013, exit surveys, previously only in place to a limited extent in the FYWS, were instituted for all students who received assistance from the FYWS or the UWC (Appendix H). These surveys will allow us to gauge student satisfaction with the pre-QEP services provided by the University Writing Center. Pre-implementation response data for each question will be compared with post-implementation response data using clustered column charts, similar to the chart below (note that the data in figure 8 is not actual assessment data; it is provided for illustrative purposes only).

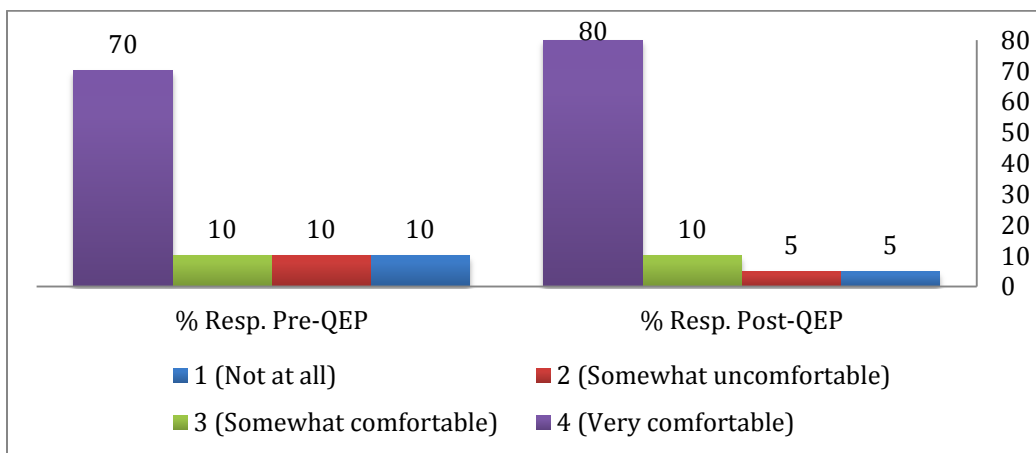


Figure 8: Sample Chart Design for Comparing Pre-Post Implementation Responses to "How Comfortable Did You Feel to Ask Questions and Be Active in Your Session?"

Responses from the two open-ended questions on the survey will be studied for common themes, with running tallies of themes kept by assessors, and will provide important details to inform the University Writing Center Director's plans for building on the Center's strengths while addressing any weaknesses.

University Writing Center usage data for each year of the QEP will be compared to usage data for previous years, including years prior to the opening of the new Writing Center space. In addition, usage over time (monthly and/or weekly) will be compared to see whether changes are consistent or vary during the year.

The Director of the University Writing Center will hold primary responsibility for gathering and interpreting Writing Center data annually, with statistical analysis assistance provided by the ECU Department of Biostatistics.

Our goal over the QEP period is to see a two-fold increase in numbers of student visits and total hours of consultation and, as a result of increased training and professional development opportunities for UWC staff, to receive a response of “satisfied” or “very satisfied” in at least 70 percent of responses to the question, “Overall, how satisfied are you with your experience?”

The Writing Mentors program will be assessed through surveys distributed to students and faculty in courses that are served by Mentors (Appendix H). Additionally, Mentors will be surveyed about their perceived impact on student writing. While Appendix H provides only the survey for students, parallel questions will be asked of instructors and Mentors on their surveys. For example, we will ask instructors how much they agree or disagree with the statement “The Writing Mentor in my class has helped my students to [understand writing assignments, develop ideas for writing, etc.]”

A cluster column chart, similar to the sample below, will allow for side-by-side comparison/triangulation of response data on these three surveys and will facilitate identification of congruent and divergent trends in responses from faculty, students, and Mentors (note that the data in figure 8 is not actual assessment data; it is provided for illustrative purposes only).

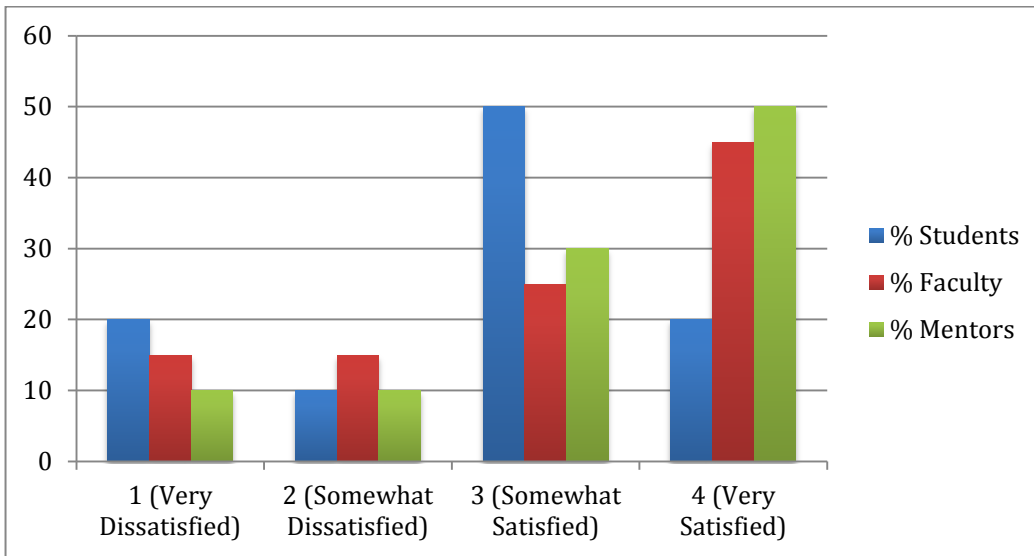


Figure 9: Sample Chart Design for Comparison of Satisfaction with Writing Mentor Experience

Responses from the two open-ended questions on the surveys will be studied for common themes, with running tallies of themes kept by assessors, and will allow for the discovery of more specific details about student, faculty, and Mentor perceptions of the program. Data from open-ended survey questions then can be visualized in table form alongside data from related quantitative questions in order to triangulate and look for trends across data types.

Because the Writing Mentors program is new, no pre-QEP data exists for comparison; however, data gathered in the first two years of the QEP will be used formatively; then, data analysis from the final three years will include a comparison of responses from early and later years of the QEP.

The Director of the University Writing Center and the QEP Director will share primary responsibility for gathering and analyzing Writing Mentors Program data annually, with statistical assistance provided by the ECU Department of Biostatistics.

Indirect Assessment of Faculty Support Initiatives

To determine the impact of faculty support initiatives, surveys and focus groups will be conducted throughout the duration of the QEP. Writing Liaisons will be asked to provide feedback on their experiences via a brief survey at the end of each year that they serve in their positions. Closed-ended questions will gather information about, among other things, Liaisons' satisfaction with the time commitment the role demands; their perception of the frequency and quality of communication with members of their programs/departments; and their perception of the frequency and quality of communication with QEP leadership. Two open-ended questions will ask Liaisons to comment on the benefits of participating in Faculty Learning Communities and Liaisons meetings and to suggest improvements to the Liaisons program.

Data from Liaison surveys will be analyzed in a manner similar to data from the University Writing Center Exit Survey (discussed above). However, because the Writing Liaisons program is new, pre- and post-QEP comparisons cannot be made. Instead, data gathered in the first two years of the QEP will be used formatively; then, data analysis from the final three years will include a comparison of responses from early and later years of the QEP.

An exit survey for the WAC Academy is already in place (see Appendix H). With the expansion of the program, pre- and post-QEP data can be studied for trends across time as WAC Academy opportunities increase.

Participants in the Biennial Community College/K-12 symposia will be asked to complete feedback surveys for sessions that they attend as well as for the event as a whole. These feedback surveys will be used to ascertain, among other things, participants' perception of how effectively individual sessions and the symposium as a whole have conveyed information about the expectations and goals of the writing curriculum at ECU. To assess the extended impact of symposia, follow-up surveys will be sent to participants one year after each symposium to determine how they have implemented ideas or practices discussed at the symposium.

The enhanced UWP website will be assessed through site visit statistics as well as through brief, closed-ended surveys completed by randomly selected site visitors. Among other things, surveys will seek to determine why visitors come to the site and how easily they are able to find the information that they desire. Site visit statistics and survey responses will be analyzed in a manner similar to the University Writing Center usage statistics and exit survey data discussed above. However, because usage statistics and visitor feedback were not gathered prior to the QEP implementation, pre- and post-QEP comparisons cannot be made. Instead, data gathered in the first two years of the QEP will be used formatively; then, data analysis from the final three years will include a comparison of responses from early and later years of the QEP.

The QEP Director will hold primary responsibility for gathering and analyzing the data from surveys of Writing Liaisons; WAC Academy and Biennial Community College/K-12 symposia participants; and website visitors. Statistical assistance will come from the Department of Biostatistics.

Existing Direct and Indirect Assessments

In addition to direct and indirect assessment measures developed specifically for ECU's QEP initiatives, several existing direct and indirect measures will be used to identify changes in students' attitudes toward and experience with writing at ECU over the period of the QEP.

National Survey of Student Engagement (NSSE)

The NSSE is a widely used instrument that measures the degree of involvement or engagement of college undergraduates in a wide range of activities and experiences, including writing experiences and activities, during their freshman and senior years. ECU last participated in the NSSE in spring 2012 and will next participate in spring 2015, after many of the QEP initiatives (with the exception of English 2201) have gone into effect. Because the writing-related items currently on the NSSE do not fully address our QEP student learning outcomes, and because the next administration of the survey falls before students will have experienced the English 2201 curriculum, NSSE results cannot provide a robust basis for assessment of all QEP initiatives; however, the NSSE can supply useful information regarding how regularly students compose multiple drafts of writing projects, how frequently they integrate outside ideas and sources into their writing, how often they write documents of different lengths, and to what extent their experience at ECU has contributed to their ability to write effectively. Additionally, because the report generated for participating NSSE institutions includes results for a number of comparison groups, it will allow us to consider whether QEP initiatives provide our student writers and graduates with an advantage relative to writing experiences and abilities.

We hope to see increased scores on all writing-related NSSE items, but we will pay particular attention to scores on reported regularity of drafting (which corresponds with QEP SLO 3) and scores reporting ECU's overall contribution to students' ability to write effectively. Additionally, we hope to see strong scores on the new "writing module" that will be available with the next administration of the NSSE. This module, currently being developed in conjunction with the National Council of Writing Program Administrators, will provide greater detail about students' writing experiences by asking them to indicate how frequently their instructors provide clear writing assignments, how often they received feedback during the drafting process, and how regularly they use writing as a way to understand complex issues.

ECU/UNC Sophomore and Senior Surveys

To complement data gathered through the NSSE, we will examine responses to writing-related items on the Sophomore and Senior Surveys, both of which are required by the University of North Carolina General Administration (UNCGA) and are distributed yearly at all 16 UNC system schools. These surveys include standard, UNCGA-determined questions, only one of which currently addresses writing.

Fortunately, these surveys also allow for the inclusion of several institution-specific questions. To support assessment of the QEP, several institution-specific items have been added to both surveys to measure students' use of and satisfaction with writing supports available at ECU. These items are as follows:

Please indicate the extent of your agreement or disagreement with the statements below. There are no right or wrong answers. (*strongly agree, agree, neither agree nor disagree, disagree, strongly disagree*)

1. Writing about complicated or tricky topics and situations helps me to think about them.
2. I am well prepared to write effectively in the styles and formats of my career field.
3. When composing important documents, I often write multiple drafts.
4. I regularly take time to proofread my writing before giving it to others.
5. I am confident in my ability to avoid grammatical errors in my writing.
6. I am confident in my ability to evaluate the quality of my own writing.

Collegiate Learning Assessment (CLA)

Last administered in 2011–2012 at ECU, the CLA targets freshmen and seniors in an effort to measure an institution's contribution, or what the CLA organization terms "value added," to the development of a student's ability to think critically, reason analytically, solve problems, and communicate clearly and cogently. Of particular relevance to our QEP assessment is students' performance on the "Analytical Writing Tasks," which require making and critiquing an argument. Responses are scored on a rubric that measures "Writing Effectiveness," which focuses on organization and strength of supporting evidence, as well as "Writing Mechanics," which focuses on grammar, syntax, and diction. With implementation of the QEP, we anticipate increases in scores in both areas.

For a number of reasons, the CLA alone cannot suffice as a measure of the impact of QEP initiatives. First, the next administration of the CLA (2015) falls before students will have experienced the English 2201 curriculum. Second, a test calling for writing that is not linked to a disciplinary context will not provide a basis to assess QEP SLO 2 (that students will "produce writing that reflects an awareness of context, purpose, and audience, particularly within the written formats of their major disciplines and/or career fields"). Third, while a timed writing test does reflect students' abilities to generate and edit text quickly, it cannot, because of the compressed time frame, reflect the more detailed drafting and revising processes desired in QEP SLO 3 (that students will "demonstrate that they understand writing as a process that can be made more effective through drafting and revising"). Nonetheless, the CLA provides some general indications of student writing ability, and the report that we receive as a participating institution will enable comparison of ECU student performance on the timed writing tasks with student performance at other universities.

Overview of Initiative Assessment Plans

Numerous assessment activities—existing, developing, and future—will comprise ECU's efforts to ensure that the institution has, in fact, improved student learning in the area of writing and enhanced the environment surrounding that learning through the QEP initiatives. Table 23 and table 24 provide an overview of where and how QEP initiatives and SLOs will be assessed.

Table 23: QEP SLOs—Type and Curricular Location of Assessment Activities

QEP Student Learning Outcomes	Assessment Activities					
	University Writing Portfolio	Surveys	Focus Groups	National Survey of Student Engagement (NSSE)	ECU/UNC Sophomore & Senior Surveys	Collegiate Learning Assessment
SLO1. Use writing to investigate complex topics, address significant questions through engagement with credible sources, and enhance critical thinking.	ENGL 1100 ENGL 2201 WI courses					Senior Year
SLO2. Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres of their major disciplines and/or career fields.	ENGL 1100 ENGL 2201 WI Courses					
SLO3. Demonstrate that they understand writing as a process that can be made more effective through drafting and revision.		WI Courses WI Courses with Mentors (Students & Faculty)	WI Courses WI Courses with Mentors (Students & Faculty)	First and Senior Years		
SLO4. Proofread and edit their own writing, avoiding grammatical and mechanical errors.	ENGL 1100 ENGL 2201 WI Courses					Senior Year
SLO5. Assess and explain the major choices that they make in their writing.	ENGL 1100 ENGL 2201 WI Courses					

Portfolio

New, QEP-Specific Instruments

Existing Instruments

Table 24: QEP SLOs—SLOs and Types of Assessment

	Assessment Activities						
QEP Initiatives	University Writing Portfolio	Surveys	Focus Groups	National Survey of Student Engagement (NSSE)	ECU/UNC Sophomore & Senior Surveys	Collegiate Learning Assessment	Usage Statistics
Curriculum Enhancement							
Expansion of University Writing Center		Exit Surveys					
Writing Mentors Program		Students, Mentors, Faculty					
Writing Liaisons							
Enhanced UWP Websites							
Writing Foundations Faculty Seminars							

Portfolio

New, QEP-Specific Instruments

Existing Instruments

Usage/Enrollment Data

Triangulation of Assessment Data

The QEP assessment plan also involves consideration of how qualitative and quantitative data from different assessments converge and diverge and what these convergences and divergences suggest about improving QEP initiatives.

Beginning in QEP Year 2 (academic year 2014–2015), aggregated score data from University Writing Portfolio assessments will be triangulated with related data gathered through other quantitative and qualitative measures, as depicted in table 25. Comparing data from various direct and indirect measures will enable the university to develop actions that are more likely to result in the improvement of student performance on the SLOs. For example, if triangulation reveals that students are not scoring well on SLO 4 (Proofreading and Editing) in the University Writing Portfolio assessments but report on the Sophomore and/or Senior Survey that they regularly take time to proofread their writing, we might increase and enhance efforts across the Writing Foundations and WI curriculum to teach students effective proofreading and editing strategies, particularly if, in this scenario, we also were to see that, on the Faculty Survey about Student Writing, faculty report that they only rarely ask students to proofread and edit their own writing.

These triangulations will occur during summer 2014, summer 2016, and summer 2018. Triangulating data every two years, rather than every year when portfolio assessment takes place, ensures the inclusion of rubric scores from a variety of academic major areas in the triangulation process. For example, in summer 2014, we will triangulate the various measures listed in table 25 with rubric scores from those colleges whose students' work is scheduled to be assessed in summer 2013 and summer 2014. As detailed in table 20 above, that includes the following colleges: Business; Allied Health, Harriot College of Arts and Sciences, Health and Human Performance, and Human Ecology. This variety of colleges and programs is important because data from other sources—the Sophomore and Senior surveys, the CLA, the NSSE, the Student Survey of Writing Experiences, etc.—all sample students from across the university.

In addition to comparing indirect and direct assessment data within a specific class group (first-year, sophomore, junior, senior), triangulation results can be compared across class standings. In other words, triangulation will allow us to look for changes in data convergence and divergence trends between, for instance, students in their sophomore year and students in their senior year. Being able to see such convergence and divergence across students' time at ECU will help us determine what kinds of additional supports might improve the vertical writing curriculum model that we are implementing through the QEP and when those supports might be made available for students and/or instructors for maximum impact.

The QEP Director holds responsibility for triangulating data, composing a report on the results, and conveying on those results to others as indicated above in figures 5 and 6.

Table 25: QEP SLO Assessment Data Triangulation

	University Writing Portfolio (Direct)	CLA Score Data (Direct)	NSSE Data (Indirect)	Sophomore/ Senior Survey Data (Indirect)	Faculty Survey/ Focus Group Data (Indirect)	Student Survey/ Focus Group Data (Indirect)
SLO 1: Inquiry and Source Use	Scores for SLO 1: Inquiry and Source Use.	"Analytical Writing Task" score data from the "Writing Effectiveness" rubric category.	Frequency of integrating outside sources into writing. Frequency of using writing to understand complex issues.	Agreement with the statement, "Writing about complicated or tricky topics and situations helps me to think about them."	Frequency of opportunities for students to write informally. Satisfaction with students' abilities to maintain a main idea and use sources.	Confidence in ability to cite, paraphrase, and integrate sources effectively. Description and self-assessment of source-use practices.
SLO 2: Context, Purpose, Audience	Scores for SLO 2: Context, Purpose, Audience.	"Analytical Writing Task" score data from the "Writing Effectiveness" rubric category.	Frequency of composing documents of different lengths, for "real audiences," and in style of specific fields. Perception of university's contribution to achievement in "Writing clearly & effectively."	Agreement with the statement, "I am well prepared to write effectively in the styles and formats of my career field."	Satisfaction with students' abilities to compose different types of genres for different purposes and audiences.	Comfort with writing for different audiences and purposes, and in different genres. Description and self-assessment of rhetorical flexibility.
SLO 3: Drafting and Revising	NA	NA	Frequency of drafting for writing projects. Frequency of giving and receiving feedback during the writing process.	Agreement with the statement, "When composing important documents, I often write multiple drafts."	Frequency of requiring peer review and multiple drafts, providing written feedback on drafts, and conferencing on drafts. Satisfaction with students' drafting/revising practices	Confidence in drafting/revising abilities. Description and self-assessment of drafting and revising practices.
SLO 4: Proofreading and Editing	Scores for SLO 4: Proofreading and Editing.	"Analytical Writing Task" score data from the "Writing Mechanics" rubric category.	Perception of how much the university has contributed to students' ability to "Write clearly and effectively."	Agreement with statements, "I regularly take time to proofread my writing" & "I am confident in my ability to avoid grammatical errors."	Frequency of asking/requiring students to proofread and edit drafts. Satisfaction with students' proofreading and editing abilities.	Confidence in proofreading and editing abilities. Description and self-assessment of proofreading and editing practices.
SLO 5: Writing Awareness	Scores for SLO 5: Writing Awareness.	NA	NA	Agreement with the statement, "I am confident in my ability to evaluate the quality of my own writing."	Frequency of asking students to reflect on and/or evaluate their own writing. Satisfaction with students' writing awareness.	Confidence in ability to evaluate their own writing. Description and self-assessment of writing self-analysis practices and writing awareness.

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APPENDIX A: QEP COUNCILS, COMMITTEES, AND WORKING GROUPS

QEP Topic Selection Council (Fall 2010–Spring 2011)

Council Member and Title	Department or Unit
Don Bradley, Associate Professor	Sociology
Sloan Burke, Assistant Professor (former)	Psychology
Maria Clay, Professor	Bioethics & Interdisciplinary Studies
Kristen Dreyfus, Outcomes Assessment Coordinator	IPAR
Melani Duffrin, Professor	Nutrition Science
Patricia Fazzino, Professor	Nursing
Hayden Griffin, Professor and Chair	Engineering
Linner Griffin, Associate Provost	Academic Affairs
Audrey Kilgore, Associate Professor	School of Art & Design
Tom McConnell, Associate Dean	Graduate School
Steven Schmidt, Associate Professor	Higher, Adult, & Counselor Education
Mark Sprague, Associate Professor, Chair of the Faculty	Physics

QEP Council (Fall 2011–Spring 2012)

Council Member and Title	Department or Unit
Phil Adams, Coordinator (former)	University Writing Center
Terry Atkinson, Associate Professor	Literacy Studies, English, & History Educ.
Will Banks, Associate Professor and Director	English/University Writing Program
Michael Behm, Associate Professor	Technology Systems
Don Bradley, Associate Professor	Sociology
Evelyn Brown, Professor	Engineering
Jill Carlson, Associate Professor	School of Theater & Dance
Elizabeth Coghill, Director	Pirate Tutoring Center
Nelson Cooper, Associate Professor	Recreation & Leisure Studies
Robin Webb Corbett, Associate Professor	Nursing
Alison Danell, Associate Professor	Chemistry
Melani Duffrin, Professor	Nutrition Science
Michael Duffy, Professor	School of Art & Design
Richard Eakin, Interim Dean	Honors College
Michelle Eble, Associate Professor	English
Kerri Flinchbaugh, Assistant Director	University Writing Program
Jayne Geissler, Executive Director, Retention Programs & Undergraduate Studies	Academic Advising
Shanan Gibson, Associate Professor	Management
Amy Gustavson, Assistant Professor (former)	Academic Library Services
Kathy Hill, Director of Assessment	Student Affairs
Robert Kulesher, Associate Professor	Health Services & Info. Management
Laura Levi-Altstaedter, Assistant Professor	Foreign Languages & Literatures
Scott Mantie, Director of Assessment (former)	IPAR
Joshua Martinkovic, President (former)	Student Government Association
Tracy Morse, Assistant Professor, Director of Composition	English
Dorothy Muller, Director	Office for Faculty Excellence
Mary Nyangweso, Assistant Professor	Philosophy/Religious Studies
Richard O'Dor, Director, Communication Center	College of Business
Jeff Popke, Associate Professor	Geography
Matt Reynolds, Associate Professor	Academic Library Services
Chuck Rich, Senior Assessment Associate	IPAR
Melanie Sartore-Baldwin, Assistant Professor	Kinesiology
Steven Schmidt, Associate Professor	Higher, Adult, & Counselor Education

Wendy Sharer, Associate Professor, QEP Director	English
Nancy Spalding, Associate Professor	Political Science
Mark Sprague, Associate Professor, Chair of the Faculty	Physics
Elizabeth Swaggerty, Assistant Professor	Literacy Studies, English, & History Educ.
Beth Velde, Professor	Occupational Therapy
Marianna Walker, Associate Professor, Past Chair of Faculty	Communication Sciences & Disorders
David Weismiller, Associate Provost, SACS Liaison	IPAR

QEP Phase One Working Groups (Fall 2011)

Writing Foundations Working Group

Working Group Member and Title	Department or Unit
Phil Adams, Coordinator (former)	University Writing Center
Will Banks, Associate Professor and Director	English/University Writing Program
Evelyn Brown, Professor	Engineering
Elizabeth Coghill, Director	Pirate Tutoring Center
Cheryl Dudasik-Wiggs, Teaching Instructor	English
Michelle Eble, Associate Professor	English
Jayne Geissler, Executive Director, Retention Programs & Undergraduate Studies	Academic Advising
Amy Gustavson, Assistant Professor (former)	Academic Library Services
Grace Horne, Teaching Instructor	English
Donna Kain, Associate Professor and Associate Chair	English
Laura Levi-Altstaedter, Assistant Professor	Foreign Languages & Literature
Scott Mantie, Director of Assessment (former)	IPAR
Randall Martoccia, Teaching Instructor	English
Brian Massey, Associate Professor	Communication
Catherine Rigsby, Professor	Geology
Melanie Sartore-Baldwin, Assistant Professor	Kinesiology
Wendy Sharer, Associate Professor and QEP Director	English
Nancy Spalding, Associate Professor	Political Science
Elizabeth Swaggerty, Assistant Professor	Literacy Studies, English, & History Educ.
Marianna Walker, Associate Professor, Past Chair, Faculty	Communication Sciences & Disorders
Stephanie West-Puckett, Teaching Instructor	English

Writing Intensive Working Group

Working Group Member and Title	Department or Unit
Will Banks, Associate Professor and Director	English/University Writing Program
Robin Webb Corbett, Associate Professor	Nursing
Alison Danell, Associate Professor	Chemistry
Michelle Eble, Associate Professor	English
Kerri Flinchbaugh, Assistant Director	University Writing Program
Shanan Gibson, Associate Professor	Management
Robert Kulesher, Associate Professor	Health Services & Info. Management
Joshua Martinkovic, President (former)	Student Government Association
Dorothy Muller, Director	Office for Faculty Excellence
Mary Nyangweso, Assistant Professor	Philosophy/Religious Studies
Jeff Popke, Associate Professor	Geography
Matt Reynolds, Associate Professor	Academic Library Services
Steven Schmidt, Associate Professor	Higher, Adult, & Counselor Education

Wendy Sharer, Associate Professor, QEP Director English

Writing Beyond Working Group

Working Group Member and Title	Department or Unit
Terry Atkinson, Associate Professor	Literacy Studies, English, & History Educ.
Will Banks, Associate Professor, Director	English/University Writing Program
Michael Behm, Associate Professor	Technology Systems
Don Bradley, Associate Professor	Sociology
Nelson Cooper, Associate Professor	Recreation & Leisure Studies
Melani Duffrin, Professor	Nutrition Science
Richard Eakin, Interim Dean	Honors College
Michelle Eble, Associate Professor	English
Richard O'Dor, Director, Communication Center	College of Business
Wendy Sharer, Associate Professor, QEP Director	English
Mark Sprague, Associate Professor, Chair of the Faculty	Physics
Beth Velde, Professor	Occupational Therapy

QEP Phase Two Working Groups (Spring 2012)

Writing Mentors Group

Working Group Member and Title	Department or Unit
Michael Behm, Associate Professor	Technology Systems
Jill Carlson, Associate Professor	School of Theater & Dance
Alison Danell, Associate Professor	Chemistry
Melani Duffrin, Professor	Nutrition Science
Richard Eakin, Interim Dean	Honors College
Michelle Eble, Associate Professor	English
Robert Kulesher, Associate Professor	Health Services & Information Management
Joshua Martinkovic, President (former)	Student Government Association
Mary Nyangweso, Assistant Professor	Philosophy/Religious Studies
Wendy Sharer, Associate Professor, QEP Director	English

Writing Instruction Network (WIN) Group

Working Group Member and Title	Department or Unit
Don Bradley, Associate Professor	Sociology
Nelson Cooper, Associate Professor	Recreation & Leisure Studies
Michelle Eble, Associate Professor	English
Kerri Flinchbaugh, Assistant Director	University Writing Program
Scott Mantie, Director of Assessment (former)	IPAR
Dorothy Muller, Director	Office for Faculty Excellence
Melanie Sartore-Baldwin, Assistant Professor	Kinesiology
Steven Schmidt, Associate Professor	Higher, Adult, & Counselor Education
Wendy Sharer, Associate Professor, QEP Director	English
Mark Sprague, Associate Professor, Chair of the Faculty	Physics
Beth Velde, Professor	Occupational Therapy

Sophomore Writing Foundations Course Group

Working Group Member and Title	Department or Unit
Will Banks, Associate Professor, Director	English/University Writing Program

Evelyn Brown, Professor	Engineering
Jayne Geissler, Executive Director, Retention Programs & Undergraduate Studies	Academic Advising
Shanan Gibson, Associate Professor	Management
Tracy Morse, Assistant Professor, Director of Composition	English
Jeff Popke, Associate Professor	Geography
Matt Reynolds, Associate Professor	Academic Library Services
Chuck Rich, Senior Assessment Associate	IPAR
Wendy Sharer, Associate Professor, QEP Director	English
Nancy Spalding, Associate Professor	Political Science
Marianna Walker, Associate Professor, Past Chair of the Faculty	Communication Sciences & Disorders

University Writing Center Enhancement Group

Working Group Member and Title	Department or Unit
Phil Adams, Coordinator (former)	University Writing Center
Terry Atkinson, Associate Professor	Literacy Studies, English, & History Educ
Will Banks, Associate Professor and Director	English/University Writing Program
Robin Webb Corbett, Associate Professor	Nursing
Michael Duffy, Professor	School of Art & Design
Amy Gustavson, Assistant Professor (former)	Academic Library Services
Kathy Hill, Director of Assessment	Student Affairs
Laura Levi-Altstaedter, Assistant Professor	Foreign Languages & Literatures
Richard O'Dor, Director, Communication Center	College of Business
Wendy Sharer, Associate Professor, QEP Director	English
Elizabeth Swaggerty, Assistant Professor	Literacy Studies, English, & History Educ

English 1100 Plus Group

Working Group Member and Title	Department or Unit
Joseph Campbell, Teaching Instructor	English
Gabrielle Freeman, Teaching Instructor	English
Grace Horne, Teaching Instructor	English
Frank Hurley, Doctoral Candidate	English
Randall Martoccia, Teaching Instructor	English
Tracy Morse, Assistant Professor, Director of Composition	English
Debra O'Neal, Teaching Instructor	English
Wendy Sharer, Associate Professor, QEP Director	English
Sheryll Wood, Teaching Instructor	English

QEP Publicity Committee (Spring 2012)

Committee Member and Title	Department or Unit
Clint Bailey, Director of Marketing Strategy	University Marketing & Publications
Will Banks, Associate Professor and Director	English/University Writing Program
Christina Bethel, Doctoral Candidate	English
Michelle Eble, Associate Professor	English
Kerri Flinchbaugh, Assistant Director	University Writing Program
Dorothy Muller, Director	Office for Faculty Excellence
Richard O'Dor, Director, Communication Center	College of Business
Wendy Sharer, Associate Professor, QEP Director	English
Chris Stansbury, Executive Director of Marketing	Student Affairs
Deborah Welsh, Doctoral Candidate	English

Stephanie West-Puckett, Teaching Instructor

English

QEP Steering Committee (Fall 2012–Spring 2013)

Committee Member and Title	Department or Unit
Will Banks, Associate Professor and Director	English/University Writing Program
Evelyn Brown, Professor	Engineering
Nicole Caswell, Assistant Professor and Director	University Writing Center/English
Kyle Chapman, Survey Coordinator	IPAR
Michelle Eble, Associate Professor	English
Susan Beck Frazier, Director, Institutional Assessment	IPAR
Jayne Geissler, Executive Director, Retention Programs & Undergraduate Studies	Academic Advising
Kathy Hill, Director of Assessment	Student Affairs
Tracy Morse, Assistant Professor and Director of Composition	English
Dorothy Muller, Director	Office for Faculty Excellence
Matt Reynolds, Associate Professor	Academic Library Services
Wendy Sharer, Associate Professor, QEP Director	English
Mark Sprague, Associate Professor, Chair of the Faculty	Physics
Marianna Walker, Associate Professor, Past Chair of the Faculty	Communication Sciences & Disorders
David Weismiller, Associate Provost, SACS Liaison	IPAR

APPENDIX B: PERCENTAGE OF STUDENTS INDICATING COMPLETION OF DIFFERENT TYPES OF WRITING

Type of Writing	Allied Health Sciences	Harriot College of Arts & Sciences	Business	Education	Fine Arts & Comm	Health & Human Performance	Human Ecology	Nursing	Technology & Computer Science
Essay exams	67%	68%	59%	65%	66%	63%	62%	30%	42%
Graphs/Charts	41%	48%	57%	40%	18%	56%	45%	20%	66%
Collaborative/Group writing	41%	46%	71%	58%	49%	54%	68%	41%	52%
Outlines	56%	54%	69%	62%	64%	47%	49%	41%	56%
Freewriting/brainstorming	28%	37%	38%	48%	54%	23%	34%	22%	30%
Journals	54%	39%	29%	66%	45%	44%	63%	48%	16%
Reflections/self-assessments	51%	39%	55%	84%	55%	57%	66%	46%	22%
In-class writing activities	44%	50%	43%	49%	70%	44%	68%	40%	38%
Research (term) papers	69%	74%	63%	77%	80%	62%	79%	55%	64%
Articles for academic journals	28%	25%	21%	27%	24%	37%	40%	26%	18%
Persuasive or opinion papers	28%	34%	47%	40%	58%	38%	39%	25%	20%
Personal essays	36%	32%	38%	61%	44%	34%	49%	29%	20%
Literature/Research reviews	41%	43%	25%	38%	38%	35%	40%	29%	10%
Annotated bibliographies	36%	35%	34%	42%	31%	16%	26%	32%	18%
Blog/discussion board postings	36%	36%	54%	79%	47%	50%	52%	38%	38%
PowerPoint presentations	72%	57%	72%	83%	67%	69%	76%	43%	62%
Yammer or Twitter	0%	4%	1%	10%	13%	1%	2%	17%	10%
Website content	10%	9%	16%	31%	24%	21%	9%	10%	26%
Multimedia or multimodal project	13%	12%	16%	35%	27%	19%	19%	17%	20%
Fiction	8%	10%	4%	17%	13%	3%	5%	6%	0%
Poetry	3%	11%	4%	26%	17%	3%	4%	3%	0%
Creative nonfiction	8%	10%	6%	12%	13%	0%	6%	1%	4%
Short response papers	46%	54%	46%	59%	56%	66%	59%	16%	26%
Grants or proposals	13%	13%	18%	2%	20%	6%	30%	3%	12%
Lab reports	38%	53%	21%	14%	4%	63%	29%	33%	56%
Workplace writing (memo, letters, procedures, policies)	38%	16%	59%	25%	25%	28%	29%	14%	50%
Promotional materials (posters, brochures, press release, etc.)	23%	13%	22%	27%	47%	31%	33%	14%	18%

APPENDIX C: FACULTY RATING OF POSSIBLE ACTIONS TO IMPROVE STUDENT WRITING

Possible Action	Mean Rating (on 1 to 5 Scale)
Smaller class sizes for Writing Intensive courses	4.08
Revision of the Foundations Curriculum (English 1100 & 1200) to include a sophomore-level composition course that introduces students to writing in their intended majors	3.76
A writing center with tutors who work exclusively with graduate students	3.74
A collection of sample rubrics for writing assignments	3.65
Professional development for faculty that focuses on strategies for teaching writing	3.65
Collaboration/coordination between teachers of English 1100 & 1200 and instructors of upper-level courses that involve substantial amounts of writing	3.62
Writing “fellows”—trained assistants dedicated to helping faculty across the university teach and integrate writing into their courses	3.60
Release time for innovative course development and assessment	3.51
A collection of model writing assignments for instructors	3.47
Online modules focused on various writing strategies and rhetorical principles	3.44
The creation of a digital “university writing portfolio” to which students contribute writing samples for each year at ECU	3.26

APPENDIX D: FACULTY IDENTIFICATION OF TOP FIVE CHARACTERISTICS OF EFFECTIVE WRITING

Characteristic of Effective Writing	Percentage of Respondents Selecting Characteristic by Home College								
	Allied Health Sciences	Harriot College of Arts and Sciences	Business Education		Fine Arts and Comm.	Health and Human Performance	Human Ecology	Nursing	Technology and Computer Science
Accuracy	45%	19%	17%	21%	22%	23%	28%	26%	45%
Appropriateness to audience and purpose	20%	26%	23%	25%	22%	11%	9%	23%	34%
Appropriateness of format, presentation, delivery	17%	13%	13%	19%	15%	15%	7%	29%	24%
Awareness of writing conventions in the student's major/field of study	17%	22%	4%	19%	17%	11%	5%	17%	10%
Brevity	12%	4%	6%	2%	2%	13%	9%	9%	3%
Citation and documentation conventions	20%	18%	13%	20%	17%	28%	33%	46%	21%
Clarity	52%	47%	45%	40%	40%	49%	60%	40%	38%
Coverage of subject matter	12%	17%	18%	28%	21%	21%	25%	29%	31%
Creativity/originality	0%	9%	13%	8%	17%	6%	2%	9%	7%
Drafting and revising	10%	19%	17%	12%	28%	17%	14%	11%	17%
Evidence of complex, extended thinking	40%	30%	9%	32%	25%	29%	23%	17%	21%
Grammar, usage, and punctuation	42%	54%	70%	63%	72%	77%	67%	69%	62%
Integration of source materials	20%	17%	11%	16%	10%	17%	16%	20%	10%
Language, word choice, and vocabulary	30%	21%	36%	28%	47%	36%	37%	20%	34%
Organization, including opening, closing, and transitions	55%	52%	43%	48%	42%	62%	42%	46%	38%
Proofreading/editing	25%	23%	49%	32%	37%	32%	37%	17%	24%
Quality of analysis and explanations	40%	49%	43%	35%	27%	17%	28%	23%	48%
Strength of argument	10%	26%	25%	15%	8%	11%	9%	14%	10%
Style, tone, and voice	5%	5%	9%	5%	7%	2%	9%	9%	3%
Use of effective examples and supporting evidence	17%	27%	28%	30%	23%	23%	26%	23%	14%

APPENDIX E: WRITING FOUNDATIONS FACULTY SEMINARS: YEAR-LONG OVERVIEW

Weeks	Topics
1–2	Changes to 1100 and its relationship to the new course, English 2201 Metacognition and writing self-analysis
3–5 English 2201: Multidisciplinary	Teaching rhetorical analysis/contrastive analysis to identify genre conventions and writing expectations
6–8 English 2201: Arts and Humanities	Finding sources/databases overview (Joyner Library Instructors) Discussions with Writing Liaisons in Arts and Humanities about common writing contexts and expectations Preparation of assignments and accompanying rubrics
9–11 English 2201: Education	Finding sources/databases overview (Joyner Library Instructors) Discussions with Writing Liaisons in Education about common writing contexts and expectations Preparation of assignments and accompanying rubrics
12–14 English 2201: Technology, Engineering, and Computer Science	Finding sources/databases overview (Joyner Library Instructors) Discussions with Writing Liaisons in Technology, Engineering and Computer Science about common writing contexts and expectations Preparation of assignments and accompanying rubrics
15–17 English 2201: Business	Finding sources/databases overview (Joyner Library Instructors) Discussions with Writing Liaisons in Business about common writing contexts and expectations Preparation of assignments and accompanying rubrics
18–20 English 2201: Communications	Finding sources/databases overview (Joyner Library Instructors) Discussions with Writing Liaisons in Communications about common writing contexts and expectations Preparation of assignments and accompanying rubrics
21–23 English 2201: Health Sciences	Finding sources/databases overview (Joyner Library Instructors) Discussions with Writing Liaisons in Health Sciences about common writing contexts and expectations Preparation of assignments and accompanying rubrics
24–26 English 2201: Natural Sciences	Finding sources/databases overview (Joyner Library Instructors) Discussions with Writing Liaisons in Natural Sciences about common writing contexts and expectations Preparation of assignments and accompanying rubrics
27–30 English 2201: Social Sciences	Finding sources/databases overview (Joyner Library Instructors) Discussions with Writing Liaisons in Social Sciences about common writing contexts and expectations Preparation of assignments and accompanying rubrics Preparation of presentations and materials for tenure-track and tenured faculty (to be included in 1–2 day workshops after the semester ends).

APPENDIX F: WRITING FOUNDATIONS RUBRIC DRAFTS

English 1100 Portfolio Rubric

	Invention	Purpose & Audience	Development & Support	Organization	Editing
4 Excellent	Documents demonstrate the writer’s ability to engage topics and questions critically and fully.	Documents consistently demonstrate a keen awareness of audience and purpose.	Documents consistently and effectively integrate appropriate and relevant supporting details and evidence.	Documents consistently display effective structure at both the global (the document as a whole) and local (within paragraphs) levels	Documents consistently display careful proofreading and are largely free of surface-level errors.
3 Good	Documents demonstrate the writer’s ability to engage topics and questions thoughtfully with occasional lapses.	Documents demonstrate an awareness of audience and purpose, with only occasional lapses.	Documents are generally successful in integrating sufficient and appropriate details and evidence, with only occasional lapses.	Documents generally display effective structure at both the global and local levels, with only occasional lapses.	Documents reflect the proofreading efforts of the writer and include only occasional surface-level errors.
2 Adequate	Documents demonstrate the writer’s ability to engage topics and questions, but in limited ways.	Documents demonstrate an uneven awareness of audience and purpose.	Documents provide supporting details and evidence, but do so inconsistently and/or with uneven integration.	Documents demonstrate an uneven awareness of organizational strategies at the global and local levels.	Documents evidence some proofreading and editing, but several surface-level errors remain.
1 Poor	Documents fail to demonstrate a level of engagement with topics and questions that is adequate for college-level work.	Documents largely fail to demonstrate an awareness of audience and purpose.	Documents are substantially lacking in supporting detail and evidence.	Documents largely fail to display effective structure at the global and/or the local levels.	Documents reflect minimal or ineffective proofreading and editing strategies. Numerous surface-level errors remain.

English 2201 Portfolio Rubric

	Inquiry	Purpose & Audience	Source Selection & Support	Organization	Integration & Citation of Sources	Editing
4 Excellent	Documents demonstrate the writer's ability to identify and fully engage significant research questions.	Documents consistently demonstrate a keen awareness of audience and purpose.	Documents consistently use credible sources to fully support the points the writer makes.	Documents consistently display effective structure at global (document as a whole) and local (within paragraphs) levels.	Documents reflect writer's ability to smoothly integrate sources and cite sources accurately to avoid plagiarism.	Documents consistently display careful proofreading and are largely free of surface-level errors.
3 Good	Documents demonstrate the writer's ability to engage meaningful research questions thoughtfully but with occasional lapses.	Documents demonstrate an awareness of audience and purpose, with only occasional lapses.	Documents use credible sources to support the points the writer makes, with only occasional lapses.	Documents generally display effective structure at both the global and local levels, with only occasional lapses.	Documents reflect writer's ability to integrate sources and to cite sources accurately to avoid plagiarism, with occasional lapses.	Documents reflect the proofreading efforts of the writer and include only occasional surface-level errors.
2 Adequate	Documents demonstrate the writer's ability to engage research questions, but in limited ways.	Documents demonstrate an uneven awareness of audience & purpose.	Documents use credible sources of research to support the points the writer makes, but do so inconsistently.	Documents demonstrate uneven awareness of organizational strategies at global and local levels.	Documents reflect adequate, but inconsistent, ability to integrate source material and to cite sources.	Documents evidence some proofreading and editing, but several surface-level errors remain.
1 Poor	Documents fail to demonstrate a level of engagement with research questions that is adequate for college-level work.	Documents largely fail to demonstrate an awareness of audience and purpose.	Documents largely do not use credible sources to support the points the writer is trying to make.	Documents largely fail to display effective structure at the global and/or the local levels.	Documents include numerous problems with citation of sources and/or fail to integrate source material effectively.	Documents reflect minimal or ineffective proofreading and editing strategies. Numerous surface-level errors remain.

English 1100 and 2201 Portfolio Writing Self-analysis Rubric

4 Excellent	The analysis clearly demonstrates the writer's ability to identify and explain the writing strategies and choices used in the portfolio documents included in the portfolio.
3 Good	The analysis demonstrates the writer's ability to identify and explain the writing strategies used in the documents included in the portfolio, with only occasional areas that are confusing or incomplete.
2 Adequate	The analysis demonstrates that the writer is sometimes able to identify and/or explain the writing strategies used in the documents included in the portfolio, but there are several areas that are confusing or incomplete.
1 Poor	The analysis largely fails to demonstrate an ability to identify and explain the writing strategies the writer has made in the documents included in the portfolio.

APPENDIX G: WRITING INTENSIVE RUBRIC

	QEP SLO 1 Inquiry and Source Use	QEP SLO 2 Context, Purpose, Audience	QEP SLO 4 Proofreading and Editing	QEP SLO 5 Awareness
	Writer uses writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources.	Writer produces writing that reflects an awareness of context, purpose, and audience of their major disciplines and/or career fields.	Writer proofreads and edits his or her own writing, avoiding grammatical and mechanical errors.	Writer assesses and explains the major choices that they make in his or her writing (based on self-analysis).
4 Excellent	Documents demonstrate the writer’s ability to identify and fully engage significant questions relevant to the course.	Documents consistently demonstrate a keen awareness of audience, purpose, and conventions of the discipline/course.	Documents consistently display careful proofreading and are largely free of surface-level errors.	The analysis clearly demonstrates the writer’s ability to identify and explain the writing choices and strategies used in the portfolio documents.
3 Good	Documents demonstrate the writer’s ability to engage meaningful questions relevant to the course, but with occasional lapses.	Documents demonstrate an awareness of audience, purpose, and conventions of the discipline/course with only occasional lapses.	Documents reflect the proofreading efforts of the writer and include only occasional surface-level errors.	The analysis demonstrates the writer’s ability to identify and explain the writing strategies used in the portfolio documents, with only occasional areas that are confusing or incomplete.
2 Adequate	Documents demonstrate the writer’s ability to engage questions that are relevant to the course, but in limited ways.	Documents demonstrate an uneven awareness of audience, purpose, and conventions of the discipline/course.	Documents evidence some proofreading and editing, but several surface-level errors remain.	The analysis demonstrates that the writer is sometimes able to identify and/or explain the writing strategies used in the portfolio documents, but there are several areas that are confusing or incomplete.
1 Poor	Documents largely fail to demonstrate engagement with questions relevant to the course.	Documents largely fail to demonstrate an awareness of audience, purpose, and conventions of the discipline/course.	Documents reflect minimal or ineffective proofreading and editing strategies. Numerous surface-level errors remain.	The analysis largely fails to demonstrate an ability to identify and explain writing strategies in the portfolio documents.

APPENDIX H: NEW SURVEY ASSESSMENT INSTRUMENTS

1) University Writing Center Exit Survey

1. What is your class standing?

- Freshman
- Sophomore
- Junior
- Senior
- Graduate
- Faculty/staff

2. How helpful did you find your session today?

- Very helpful
- Helpful
- Somewhat helpful
- Not helpful

3. How comfortable did you feel to ask questions and be active in your session?

- Very comfortable
- Comfortable
- Somewhat comfortable
- Not comfortable

4. Why did you attend the University Writing Center today? Please check all that apply.

- Understand the assignment
- Develop a writing plan (Brainstorming, Webbing, Next Step, etc.)
- Research
- Paraphrase/Summarize
- Organization
- Edit, Proofread, and/or Grammar
- Revise
- Documentation (MLA/APA)
- Other (Please Specify) _____

5. Which skills did/have we helped you develop? Please check all that apply.

- Understand the assignment
- Develop a writing plan (Brainstorming, Webbing, Next Step, etc.)
- Research
- Paraphrase/Summarize
- Organization
- Edit, Proofread, and/or Grammar
- Revise
- Documentation (MLA/APA)
- Other (Please Specify) _____

6. Please indicate how strongly you agree or disagree with the following statement: I leave my University Writing Center session with a plan for my writing.

Strongly agree	Agree	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What did you like most about your session?

8. What improvements would you suggest for the University Writing Center?

9. Overall, how satisfied are you with your experience at the University Writing Center?

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied

10. Would you visit us again?

- Yes
- No

11. Would you recommend us to your friends?

- Yes
- No

12. How did you find out about the University Writing Center?

- Professor/instructor
- Coach
- Peer
- Academic services
- Email
- Poster
- Other (Please Specify) _____

2) Writing Mentor Program Student Survey

1. How often did you communicate, either in person, over the phone, via email, or through some other medium, with the Writing Mentor during this class?

- Never
- Less than Once a Month
- Once a Month
- 2-3 Times a Month
- Once a Week
- 2-3 Times a Week
- More than 2-3 Times a Week

2. How much do you agree with the following statements? The Writing Mentor in my class helped me to...

	Strongly Disagree (1)	Disagree (2)	Neither Agree/ Disagree (3)	Agree (4)	Strongly Agree (5)
Understand writing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop ideas for writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish and maintain a thesis/focus for my writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find good outside sources (books, articles, web sites, etc.) for my writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand my audience when writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write multiple drafts of my assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise (make substantive changes to my writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Edit/Proofread my writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize strengths and weakness in my own writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Address weaknesses in my own writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How effective has working with a Writing Mentor been in helping you to...

	Very Ineffective (1)	Somewhat Ineffective (2)	Neither Effective nor Ineffective (3)	Somewhat Effective (4)	Very Effective (5)
Build confidence in your writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect the writing you have done in this class to writing that you did in your English Composition/Writing Foundations courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop writing skills that will benefit you in other classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop writing skills that will help you after graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. What do you think are the biggest benefits of the Writing Mentor Program? Why?
5. What aspects of the Writing Mentor Program do you think can be improved? How?
6. Would you encourage other students to take WI courses that have Writing Mentors? Why/Why not?
7. Please provide any additional feedback or comments about the Writing Mentor program below. We welcome your input!

3) *Post-Implementation Student Survey of Writing Experiences*

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

	Not at All Satisfied (1)	Somewhat Dissatisfied (2)	Neither Satisfied nor Dissatisfied (3)	Somewhat Satisfied (4)	Very Satisfied (5)
Writing for different audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing different kinds of texts (term papers, abstracts, newspaper articles, short stories, scientific articles, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining a focus in your writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revising (making substantive changes) to your writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citing sources appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paraphrasing sources effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating the ideas and opinions of others into your own writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proofreading your own writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing the effectiveness of your own writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How much do you agree or disagree with the following statements?

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Not Applicable (6)
The instruction I received in my English Composition courses (ECU's English 1100 and 1200 or equivalent) has helped me with the writing that I have done in my other classes at ECU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see very little connection between what I was taught in my English Composition courses (ECU's English 1100 and 1200 or equivalent) and the writing I have had to do in my other courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructors for my English Composition Courses (ECU's English 1100 and 1200 or equivalent) cared more about the quality of my writing than teachers in my other classes do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Considering the kinds of writing you have done since taking English Composition courses (ECU's English 1100 and 1200 or equivalent) how effective do you think those courses were in preparing you to do the following?

	Very Ineffective (1)	Somewhat Ineffective (2)	Neither Effective nor Ineffective (3)	Somewhat Effective (4)	Very Effective (5)	Not Applicable (6)
Writing in my intended major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing ideas for writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying differences and similarities among different types of writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing arguments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing collaboratively/Writing group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing and revising multiple drafts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proofreading my own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating supporting details and examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing correctly (grammar and punctuation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locating research sources for my writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating the quality of research sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and avoiding plagiarism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating the effectiveness of my own writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4) Post-Implementation Faculty Survey about Student Writing

1. Is the quality of writing among students an item of discussion and concern in your program/department?

- Yes
 No

2. Please indicate how much you agree or disagree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Writing should be integrated into the curriculum across the disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not have the time or resources to integrate writing into my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would integrate writing into my courses if I had adequate time and resources to do so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have not had adequate training to integrate writing effectively into my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I would integrate more writing into my courses if I had more training in how to do so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3. How satisfied are you with students' abilities in the following areas of writing?

	Not at All Satisfied (1)	Somewhat Dissatisfied (2)	Neither Satisfied nor Dissatisfied (3)	Somewhat Satisfied (4)	Very Satisfied (5)
Writing for different audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing different kinds of texts (term papers, abstracts, newspaper articles, short stories, scientific articles, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining a focus in their writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revising (making substantive changes) to their writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citing sources appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paraphrasing sources effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating the ideas and opinions of others into their writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proofreading their own writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing the effectiveness of their own writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please indicate the extent to which you engage in the following practices.

	Never (1)	Rarely (2)	Sometimes (3)	Somewhat often (4)	Frequently (5)
Require multiple drafts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give written feedback on early drafts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give opportunities for informal writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold conferences with students on papers in process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide written descriptions of assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss writing assignments in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide rubrics for grading/assessments of written work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide reference books & websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide models of effective writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss models of effective writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask students respond to each other's writing (peer review)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask students to proofread/edit drafts (and provide evidence thereof)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask students reflect on, analyze, and/or evaluate their own writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct students to University Writing Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How familiar are you with the curriculum that is taught in English 1100 and 1200?

- Not at all familiar
- A little familiar
- Somewhat familiar
- Very familiar

6. Please indicate how much you agree or disagree with the following statement.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
English 1100 and 1200/2201 prepare students well for the writing that are asked to do other undergraduate courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Reflecting on the writing abilities of UNDERGRADUATE STUDENTS that you have taught, which 5 of the following do you most wish they could do more effectively?

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> Read and use written descriptions of assignments | <input type="checkbox"/> Include examples and supporting details |
| <input type="checkbox"/> Use reference books, handbooks, and websites | <input type="checkbox"/> Use correct grammar/syntax |
| <input type="checkbox"/> Write collaboratively with group members | <input type="checkbox"/> Write and create multi-modal or multi-media projects |
| <input type="checkbox"/> Develop a main idea in their writing | <input type="checkbox"/> Synthesize information |
| <input type="checkbox"/> Write multiple drafts | <input type="checkbox"/> Separate fact and opinion |
| <input type="checkbox"/> Revise their work | <input type="checkbox"/> Write for different audiences |
| <input type="checkbox"/> Proofread/copy edit their work | <input type="checkbox"/> Write concisely |
| <input type="checkbox"/> Use paragraphs | <input type="checkbox"/> Quote appropriately |
| <input type="checkbox"/> Recognize genres conventions and differences among types/forms of writing (e.g. abstracts, journal articles, term papers, posters, etc.) | <input type="checkbox"/> Cite sources accurately |
| <input type="checkbox"/> Write for different purposes | <input type="checkbox"/> Paraphrase appropriately |
| <input type="checkbox"/> Use appropriate voice for purpose | <input type="checkbox"/> Apply knowledge learned in prior writing classes |
| <input type="checkbox"/> Analyze data | <input type="checkbox"/> Not applicable/do not teach undergraduate students |
| <input type="checkbox"/> Recognize and use appropriate writing technologies | <input type="checkbox"/> Other _____ |