

WRITE IT RIGHT!

Improving Students' Writing Skills

Quality Enhancement Plan

Florida National College

On-Site Review September 26-28, 2011

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Quality Enhancement Plan

IMPROVING STUDENT WRITING SKILLS: *“Write It Right”*

I. Overview

The topic for the QEP was the direct result of a collective effort that embodied the student body, faculty, staff, administration and the Board of Governors. Improving the writing skills of students is at the heart of student learning and will ensure that Florida National College graduates acquire the skills and knowledge needed for the successful completion of their program of studies and secure entry level positions or advanced studies. The objectives of this plan include establishing support services designed to enhance student writing, such as a Writing Lab and online supplements and software for remediation, the use of the Net Tutor and the Catalyst for online writing evaluation to assess student writing skills through the English courses and in some of the programs’ core courses.

In general, the QEP will aim to produce improvement in student learning outcomes in foundation writing courses and in their major’s core courses. This will be achieved by: a) re-structuring the English Composition courses curriculum, b) increasing the educational support services and technologies that facilitate learning and teaching of writing (Writing Lab), c) training of the faculty involved in the QEP, and c) evaluating students writing skills to measure improvement after implementation of the plan through the programs’ core courses.

The implementation of this plan will enable the institution to identify the most successful strategy and resources that will provide the students an opportunity to increase and enhance their writing skills and become better writers and better prepared employees in their field of studies. The QEP Director, the Director of Assessment and Research and the English Department will provide the assessment tools and will summarize the results in order to recommend curricular modifications and/or supplements to the College Curriculum Committee.

Florida National College expects that the QEP will have a long term effect on student learning and will emphasize improvement on writing skills at the freshman level and after establishing a solid foundation, the improvement will be demonstrated within all the disciplines and programs of studies. Developing the QEP

Step One: Identifying the Topic

During the academic year 2009-2010, our institution started preparations for the process of re-affirmation and QEP selection. The first step consisted of organizing and forming the QEP Committee. After participating in the SACS – COC Orientation Program on January 25, 2010, the Leadership Team

conducted meetings with the faculty and the staff and introduced the plan for preparation and selection of the QEP. The students were also involved through the Student Services Office and the Student Government body. Over this period of time, students, faculty, staff and administrators spoke openly and honestly about our institution's strengths and weaknesses and discussed how to improve student learning in order to identify the topic for the QEP.

In the January 19, 2009 Faculty Workday, the Quality Enhancement Plan Workshop was presented to the faculty by the SACS Liaison and the VP of Academic Affairs (**See Attachment A - QEP Workshop Minutes**). After the workshop, the faculty was encouraged to start identifying issues or areas where our institution needed improvement (**See Attachment B – QEP Proposals**). Simultaneously, the Campus Deans conducted the same workshop for the staff in their respective campus. The Student Services Office recruited students to participate in the workshops too and thus the topic selection process began.

Faculty, staff, and students submitted their topics, out of which a survey was drafted. On the February 16, 2009 Faculty Workday the faculty voted on the top three choices for the QEP. The Staff and the students were also asked to submit their choices. Blackboard communication was used to engage distance learning students. During the Week of Planning and Evaluation, the Office of Assessment and Research conducted a survey of the entire institution to evaluate and select the topic for the QEP (**See Attachment C – QEP Topic Selection Survey**). On April 9, 2009, all the Reaffirmation Committees met to prepare their action plans and the QEP Committee nominated Mr. Mike Ambrosino as external advisor. Mr. Ambrosino is the regional representative from McGraw-Hill, the publisher that provides most of our English resources. The results of the surveys indicated that a large majority had chosen “Improving Writing Skills” as the topic and area of improvement (**See Attachment D – QEP Survey Report**)

Why focus on improving student writing? Florida National College's mission aims to “prepare the students for employment in their chosen careers or advanced studies through the acquisition of the required skills and knowledge needed for the completion of the program of studies”. Writing skills are one of the foundations for learning and developing knowledge that is needed for success in pursuing a college education and obtaining employment in the field of studies.

The QEP topic identification process also involved the Board of Governors and some members of our community. They all agree on the importance of appropriate writing skills to enhance students' academic performance and their chances of obtaining good employment in their field of studies.

Step Two: QEP Rationale

The QEP Committee received a presentation from Mr. Rodrigo Loaiza, Director of Assessment and Research on April 14, 2009. He introduced data obtained from the institution's assessment test

T.A.B.E. (Test for Adult Basic Education) which is used to diagnose English, Reading and Mathematics levels of all incoming freshmen who desire admittance to the institution and do not have a passing SAT or ACT score. His presentation provided data obtained from this test during the period 2008 to 2009 which indicates the low writing levels of our incoming students (**See Attachment E - TABE Results for 2008-2009 from FNC Fact Book**). Following this presentation, the English Department and all the Division and Department Heads met to discuss the collection of data to support the selected topic. The English Department has been facing difficulties fulfilling the English Composition I course learning outcomes and the overall consensus of the entire faculty was that students do not fully attain the required writing skills or come unprepared for college level courses, which is exemplified in their written assignments and projects (**See Attachment F - English Department Meeting**).

The development of FNC's QEP aimed to engage all the constituencies of the college. The QEP Committee was formed February 16, 2009, and Elizabeth Barcena J.D. (Criminal Justice/Paralegal Department Head) was selected as Chairperson. The members of the committee are listed below.

NAME	POSITION
Elizabeth Barcena, J.D.	Dept. Head – Criminal Justice - QEP Committee Chairperson
Ernesto Varela	Writing Lab Director
Dr. Ernesto Gonzalez	Business Department Head
Ileana Torres	Faculty - English Department
Karelia Castaneda	Faculty – English Department
Jorge Morales	Faculty– English Department
Ebel Moya	Faculty– English Department
Sonia Martinez	Computers Department Head
Dayme Garcia	Staff / Student
Jeanne Meliz	Staff / Student
Alaina Machado	Student / SGA President – Hialeah Campus
Edgar Diaz	Student
Vida Abril Quintana	Student
Mike Ambrosino	Consultant/Advisor

Improving student writing at the freshman level was determined to be a positive effect on the students overall academic performance and success in their careers. The QEP in its first phase of implementation will focus on a sample group of first year students that require remedial English courses according to their results on the initial assessment test (T.A.B.E.). Transforming the freshman writing curriculum will increase and facilitate student learning over the long term.

Additionally, this effort will establish a strong foundation for future learning and writing within their programs of studies. The QEP has been designed to create a teaching-learning environment that will support and produce appropriate writing skills at all levels.

Throughout 2009-2010, the institution continued to expand the involvement of the academic community in the QEP development. The impact and analysis of the data received from the Office of Assessment and Research and the actual observations of students' performance on written assignments led to the design of the implementation plan and resources required. Several meetings were conducted by the QEP Committee to share the information provided by the academic community and the plan started to be designed.

The QEP Committee identified some institutional challenges that arose from the proposed plan. Finding classroom space for the Writing Lab and scheduling time in the computer labs were addressed with the administration and feasible solutions were presented. The Writing Lab will be prepared for the pilot program and will be expanded as the QEP is fully implemented.

FNC's English Writing and Reading computerized remedial programs are currently offered in the Students' Computer Lab to provide additional practice for the students while enrolled in the remedial courses. Also, the English Department offers tutoring at all campuses for all students that need assistance in Reading and Writing. The critical issues are the integration of the resources with the English courses and the students' limited time to attend the tutoring sessions. We have, through the QEP, a significant opportunity to integrate writing resources and services to facilitate writing skills development, restructuring the English courses to enhance writing skills, as well as the implementation of a Writing Lab which will increase the availability of tutoring services and support for the students. We envision extending the Writing Lab services for all the students and all programs in order to provide a strong co-curricular support center.

Step Three: Defining the Student Learning Outcomes

On October 12, 2009, the Humanities & Fine Arts Division met to collect and disseminate the data obtained through the measurement of all the English Composition courses' learning outcomes for the academic years 2008 and 2009 and analyzed the English Department's goals and expected outcomes that demonstrated a deficit in writing skills. A report was provided to the Vice-President of Academic Affairs with the detailed information. The information generated from the yearly Planning, Assessment and Implementation of the English Department indicated that during 2008 and 2009 the expected learning outcomes for writing were not met (**See Attachment G - 2008 and 2009 Planning, Assessment and Implementation Form – English Department**), which determined that the goal of our QEP should be to improve student writing focusing on freshman writing, and the desired learning outcomes should be:

a) Students will be able to demonstrate the ability to write with mechanical and grammatical accuracy.

b) Students will be able to format their written assignments according to the discipline in which they are writing.

c) Students will be able to convey their explanations, analyses and/or arguments effectively through their written assignments.

These outcomes were drafted based on the concerns of our academic community, as well as the literature reviewed, which confirmed the need to increase college students' writing skills.

Step Four: Researching the Topic

Literature Review

A. Importance of effective writing skills.

Writing skills are an important aspect of academic performance as well as of subsequent work-related performance. Kellog & Raulerson (2007) indicate that effective writing skills are central both in higher education and the world of work that follows. One's ability to compose a text is the best predictor of success in course work during the freshman year. They also added that informative and analytical writing ability are the best indicators of the value added by higher education.

Employers today complain that college graduates are not sufficiently prepared, in terms of writing skills and communication, for work in the business environment (Thomas, 1994). A College Board's 2004 study revealed that a majority of the United States employers said that a third of workers fail to meet the writing requirements of their positions (Hansen, 2010). Writing skills are fundamental in the workplace; it is increasingly important to be able to convey content in a logical, direct manner, particularly in a fast-paced technological environment. Furthermore, Russell (2011) indicated that writing skills are even more important today since professionals spend more time each day writing, e-mailing, and writing reports and memos, so it is imperative that employees write well. Business leaders also have expressed that writing skills among graduates have declined and that writing skills can differentiate job candidates from one another (Russell, 2011).

The importance of writing and communication skills have been addressed by the National Health Education Standards in terms of students using verbal and nonverbal skills to maintain healthy personal relationships (Liller & Liller, 2007). Harris (2010) also indicated that one-third of today's national workforce does not meet the minimum writing requirements for the jobs they currently hold. In business it is extremely important to have appropriate writing skills. Good business writing helps to transmit messages effectively; poor communication will hinder business growth and cause the business and employee to look unprofessional.

According to Duff & Zidulfa (2008), in the business and accounting fields the integration of communication with technology and other skills is vital for individuals when it comes to demonstrating competency acquired. Many companies and public sector organizations today are encountering that their new employees are lacking in the fundamentals writing skills that they need to make it in the work place. In the last year or two, an increasingly popular response from companies to this problem has been to request higher education institutions to add business writing to their programs. Many years ago being able to write or spell properly was one of those skills that were overlooked by hiring companies, but now-a-days they have realized the importance of well-written management reports, letters, reports and both interoffice and online communication in their companies performance and development. Harris (2010) reported that at least 66% of all salaried workers in large U.S. companies have jobs that require at least some writing and 20 to 33% of all hourly workers in fast-growing service sectors also have some writing responsibility.

People form lasting impressions from a business or individual's written communications. Good writing and communication skills will allow you to share ideas, knowledge and even your feelings in a way that people understand.

B. Assessment of writing difficulties

Kellog and Raulerson (2007), indicate that American students rarely attain advanced scores on assessments of writing skills. Only a small percent of high school seniors achieve an advanced score on the Florida Comprehensive Achievement Test writing section in 2009 which may be in part a consequence of insufficient instruction and practice and also due to the pressure of teachers to teach for the test. High school students today refuse to write since writing has become a technical skill instead of an expressive medium. Benfield (2010) reported that many high school students in spite of graduating with high grade averages need to take remedial classes since they are not prepared to take entry-level college English. Benfield (2010) indicates that there is a lot of emphasis in No Child Left Behind in bringing up the lowest students to a minimum level and not a lot of effort to get a solid performing student ready for college.

Additionally, Harris (2010) reported that the top three writing problems are punctuation, clarity and grammar. Writers today do not know how to communicate properly. The need to sharpen writing skills is at an all-time high. Many people have forgotten the rules, or in some cases, the students didn't care in the lower grades, such as in high school.

Huse, Wright, Clark and Hacker (2005) point out that first year college English Composition instruction is weak in writing techniques, composition and incorporation of writing skills in other subjects and throughout the academic program. A large number of entering freshmen today need to take

remedial reading and writing courses in order to be able to perform in their college level courses. These students are underprepared for college level writing expectations.

Pfeifer and Ferree (2006) cited several reasons why college students have poor writing skills. First, they are not required to write in college, students refuse to take intensive writing courses and because many instructors refuse to administer writing assignments, such as reports or research papers because they don't want to take the time to grade them or they do not have good writing skills either or lack confidence in their own writing skills.

According to Klages and Clark (2009), college students today are dependent on technology and writing has become a way of transferring information from digital sources. Students need to know how to write for a multimodal environment and to be able to produce digital information. This new virtual world is very easy and writing becomes an act of moving from composing to instant publishing. Students need to move away from editing and go back to traditional writing, and apply their skills in academic and professional situations. As Messmer (2001) indicated, in our e-enabled business world, expertise in translating ideas into words is a essential. In fact, it's technology that's making these skills even more important than they've been in the past. As technology advances, such as e-mail, Facebook, etc. allow us to communicate more rapidly, more often, and with greater numbers of people, writing is becoming a larger part of everyone's job. At the same time, the new written communication has become simpler and a sort of "new language" has been created in order to write faster and this has totally deteriorated writing skills and spelling.

C. Intervention and Solutions

Pfeifer and Ferree (2006) reported that the most common complaint among college instructors is that students have very poor writing and research skills. In particular, instructors indicate that students' papers are poorly organized, full with grammar and spelling errors, lack content and are very often plagiarized. There is an evident need to improve students' writing skills, through remediation or intensive instruction. Institutions also need to provide students with instructors who are trained in writing that can incorporate writing in their courses and help the students to further develop their writing skills throughout their program courses.

Most American colleges and universities offer special courses for students who lack some of the reading and writing skills that are critical for college- level work (Attewell, Lavin, Domina & Levey, 2006). This problem has become known as remedial education or remedial or college preparation courses. These courses sometimes are not sufficient to target the lack of skills that college freshmen bring from

high school, a more intensive and continuous instruction is required with application and practice throughout the curriculum.

Mills (2010) investigated the impact of an Internet based program to improve writing skills on grammar and punctuation scores on an English assessment test. In the last two decades a number of software programs have appeared to improve student writing, such as Microsoft Word, this program points out errors such as segment fragments, run-on sentences, nonparallel or incorrect sentence structure, also spelling errors. There are also other programs that have been created to increase, assess and evaluate writing skills that when implemented serve as a guide and tool to enable students to express themselves correctly in writing and to be able to produce well-written college assignments and reports, as well as to communicate appropriately through all media.

Schmidt (2004) conducted a study to evaluate a writing strategy for undergraduate nursing students. This study aimed to increase nursing faculty involvement in structuring the educational experience so that students could develop and refine critical thinking and writing skills to prepare students for the RN practice. This study recommended writing-to-learn activities that were linked to course objectives and the content being taught; activities such as journals, written evaluations, and many others. The findings of this study indicated favorable results in the increase of writing skills and the quality of nursing students' written works. Another study by Carlson (2007) with students in the Allied Health field indicated that science instructors can help students become better writers and independent thinkers by using writing application techniques to improve writing skills and critical thinking.

Additionally, there have been numerous studies that indicate that by providing remediation and more intensive instruction in writing composition, college students can improve their writing skills. Ashton (2007) reported on the challenges of improving business students writing skills. In this study recommendations are made to implement more writing activities throughout the business curriculum. Duff and Zidulka (2008) explain how vital writing skills are for accounting students and actual certified accountants since accountants are responsible for communicating complex information in a language clients can understand. The integration of communication with technical skills is vital for individuals when it comes to demonstrating a competency acquired. Firch, Campbell, Lindsay & Garner (2010) also explained the importance of writing skills for business and accounting students. They discussed the results of the implementation of a writing skills course for these students in order to give them an opportunity to write within the discipline, while obtaining experience in researching topics of interest.

In conclusion, the literature reviewed indicates that by enhancing writing skills for all college students, institutions will be providing more opportunities for growth and employment after graduation.

Step Five: Identifying the Actions to be Implemented

Following the two- year study, FNC proposed to focus the QEP on improving writing skills through the accomplishment of the following three strategies:

1. Re-structuring the Freshman English courses.
2. Improving writing support services and resources (Writing Lab)
3. Enhancing the teaching-learning environment.

The English Department administers the first- year composition courses. The department has recommended the implementation of an additional remedial course to further expand the remediation of writing skills for students that score below 10th grade on the Test for Basic Adult Education (TABE). In order to transform the teaching-learning environment the plan calls for implementation of a Writing Lab, additional software and resources, and the restructuring of the English curriculum. The faculty will also receive instruction and training in writing skills development. We will empower the English instructors to shape the program and to use the assessment results to enhance learning. We will also engage selected faculty (QEP courses) from other departments/disciplines and provide them with professional workshops to continue the structure established.

Re-structuring of the Freshman English curriculum

(ENC 0010 – Basic Writing Skills and ENC 1101- English Composition I) Will consist of the addition of a new course ENC 0020 – Basic Writing Skills II to further remediate and fill the gap between the current remedial course ENC 0010 and the English Composition I course ENC 1101. Currently the ENC 0010 covers basic grammar, spelling, mechanics and sentence and paragraph structure. These are too many elements to be covered in just one course and to remediate if there is a deficiency. Therefore, the addition of ENC 0020 will assist by continuing covering basic grammar, mechanics, sentence structure and a more in-depth instruction on paragraphs and essay structure; to be followed by ENC 1101 which covers training, and the techniques and skills required to write coherent paragraphs and essays. Students also will receive instruction in the use of library and electronic resources formats as a source of reference.

The description of the remedial courses and the English Composition I course are as follows:

ENC – 0010 BASIC WRITING SKILLS (3 credits)

This course is designed to improve writing skills through exercises in basic grammar, spelling, mechanics, sentence structure, and paragraph structure. Prerequisites: A score of less than 7 on the TABE test. Students taking a remedial course will be unable to complete their program of study in the number of semesters specified in the program section of the catalog. Remedial courses are not creditable.

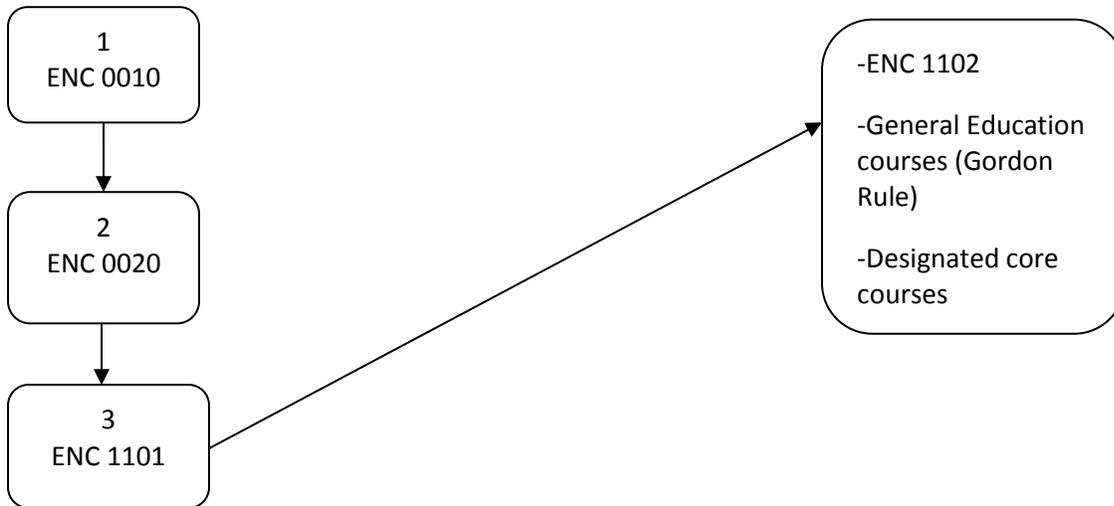
ENC- 0020 BASIC WRITING SKILLS II (3 credits)

This course is designed to improve writing skills by further developing basic grammar, spelling, mechanics, sentence structure and in-depth instruction on paragraph structure which will lead to proper essay writing. Prerequisites: A score between 7 and 9.

ENC – 1101 ENGLISH COMPOSITION I (3 credits)

This course is an introduction to college level writing, offering freshmen students training in the techniques and skills required to write unified, coherent paragraphs and essays and in the use of library and electronic formats as a source of reference. Students receive instruction on the principles, practice and skills of argumentation and critical reading and thinking. Prerequisites: Achievement of Level 10 on TABE or ENC 0010 / ENC 0020/REA 0010. This course serves to meet the Gordon Rule writing requirements.

QEP Action: New sequence of composition courses



FNC requires the completion of the remedial courses and ENC 1101 during the first year; however, the skills obtained may not be reinforced through the core courses and this tends to deteriorate the enhancement and continuous development of the writing skills obtained. We believe that our graduates develop adequate skills overall, but we are not satisfied with the results of our freshman writing courses and their assessment methods as indicated by the English Department’s assessment for the 2008 and 2009 academic years. This plan presents an opportunity to establish a sequenced composition curriculum and to set clear learning outcomes for each course in order to perpetuate the growth of writing skills, as well as to provide a good support system for both students and faculty.

Florida National College’s QEP aims to improve writing skills through a focused program of evaluation, assessment and instruction. Students will be required to complete a prescribed number of written samples throughout the program courses and the general education requirements. The fundamental concept of this QEP is the practice and remediation required not only through the English

courses but through as many courses as possible. The implementation of electronic evaluation and practice resources and the use of the Writing Lab will facilitate the process as well as the continued instruction and practice through the various courses designated which is part of the General Education and curriculum of FNC programs of study.

Freshmen students enrolled in the remedial English courses or in the English Composition I course will take an initial writing evaluation (Pre-Test). This test will assess the students' writing deficiencies and will provide individual assessment guides that will be used for classroom instruction and for remedial work at the Writing Lab. Following the completion of each course, students will take a Post-test to determine their progress and the success of the remediation plan. The English Department will be responsible for gathering all assessments and follow the students as they progress through the English courses and the designated General Education and core courses that will be used to continue measuring and evaluating writing skills.

Below are the General Education courses that are part of all programs and the programs' core courses that require extensive writing and application of the writing rubric.

Students will apply and refine their writing skills in various types of writing such as persuasive writing, argumentative writing, comparison and contrast writing, research papers, expository writing, writing about literature, and creative writing. Prerequisites: ENC 1101. This course serves to meet the Gordon Rule writing requirements.

ENC – 1133 RESEARCH WRITING (1 credit)

This course is concerned with increasing the proficiency in effective methods of library research and in writing the documented essay. Prerequisites: ENC 1101.

ENC – 2135 RESEARCH WRITING II (2 credits)

This course will provide the student with the application of advanced research methods and technologies. It involves heavy use of the library and the electronic resources located therein. The student is expected to produce an extended research project. Prerequisites: ENC 1101.

ENC – 2200 BUSINESS COMMUNICATIONS (3 credits)

This is an English composition course geared toward the needs of students in business-oriented careers. Emphasis will be placed on written communication in the business environment, using correct and effective language, form, and strategies. Prerequisites: ENC 1101. This course serves to meet the Gordon Rule writing requirements.

AML – 1010 SURVEY OF AMERICAN LITERATURE I (3 credits)

A survey of major American writers from pre-colonial North America to the United States Civil War. This course serves to meet the Gordon Rule writing requirements. Prerequisite: ENC 1101.

AML – 1631 HISPANIC AMERICAN LITERATURE (3 credits)

This course explores the relevance of Hispanic-American literature to contemporary culture. The course presents a wide variety of literature, from the chronicles of early Spanish explorers to contemporary

poetry, short stories, novels and memoirs. We will explore the role of race and ethnicity in identity formation as a theme in contemporary Hispanic-American literature. This course serves to meet the Gordon Rule writing requirements. Prerequisite: ENC 1101.

HUM – 1020 HUMANITIES (3 credits)

This course offers a chronological survey of guiding ideas and trends within western culture, as reflected in the philosophy, literature, and fine arts of the ancient, medieval and modern times. The instructor will select a succession of periods that can be covered meaningfully within the term. The student will acquire knowledge of the cultural achievements falling within selected periods in the development of western civilization along with an understanding of how these achievements contribute to the making the west's present cultural inheritance. Prerequisites: ENC 1101. This course serves to meet the Gordon Rule writing requirements.

HUM – 1030 ORIGINS OF WESTERN CIVILIZATION (3 credits)

This course explores the meaning of civilization as a stage in the development of culture and examines some of the considerable cultural achievements of the earliest civilizations that have contributed to the cultural legacy of the west. Of particular interest will be the religious and philosophical ideas concerning the world and the human condition, especially as revealed in its literature, architecture, and other fine arts produced by each civilization. The civilizations examined include those of Mesopotamia, Egypt, Crete, and of the archaic and classical Greece.

(Pre-requisites: ENC 1101. This course serves to meet the Gordon Rule writing requirements.

HUM – 1510 UNDERSTANDING ART (3 credits)

This course is an interdisciplinary course which introduces ideas and examples of art, music, philosophy, drama, literature, and dance with an emphasis on critical appreciation of the influences that shape each genre. The course retains the focus on the arts as an expression of cultural and personal values. Prerequisites: ENC 1101. This course serves to meet the Gordon Rule writing requirements.

LIT – 2330 CHILDREN'S LITERATURE (3 credits)

This course surveys various aspects of children's literature, with emphasis on fairy tales, folk tales, poetry, and picture books to realistic fiction and fantasy. The overall intent of the course is to enable the student to think, to evaluate, to speak, and to write confidently about this literature. Prerequisites: ENC 1101. This course serves to meet the Gordon Rule writing requirements.

PLA – 2114 LEGAL RESEARCH AND WRITING II (3 credits)

This course will introduce the student to legal terminology as well as the specific usage of such terminology in legal documents. Topics covered include: problem analysis, resource materials, research techniques, presentation of research, writing memoranda, and writing legal briefs. The emphasis of this course will be on writing.

PLA – 3115 LEGAL RESEARCH AND WRITING III (3 credits)

Emphasis is on improving legal research and writing ability through the use of practical writing assignments, including: case briefs and legal memorandums. Pre-Requisites PLA 2104, PLA 2114

PHI – 1600 ETHICS (3 credits)

This course is an introduction to philosophical thinking about morals. The course will examine a series of important texts in the history of philosophical ethics, representative of various ethical approaches. The student will be encouraged to employ the various philosophical (utilitarian and deontological) approaches to moral questions. Students are encouraged to apply ethical reasoning to moral dilemmas

in various professional and personal areas and to engage in philosophical thinking about morality at least to the extent of comparing their own moral intuitions or beliefs against the major philosophical trends examined in this course. Students are also to gain some understanding of the methods and procedures of philosophy. This is a humanities distribution course Prerequisites: ENC 1101. This course serves to meet the Gordon Rule requirements.

CJL – 2100 CRIMINAL LAW (3 credits)

This course presents a comprehensive survey of the world of criminal law. It will allow the student of criminal justice or any field of law, order, and justice systems to have an understanding of the rules, laws, and legal regulations that categorize and gather up a group of conduct and behavior as a crime or label it as a criminal act. The student will have at the end of the course a foundation of the types of crimes and how these are regulated according to its basis for occurrence.

PSY 1012 GENERAL PSYCHOLOGY (3 credits)

A comprehensive survey of the diverse and rapidly expanding field of human psychological research. Emphasis is placed on understanding the dynamics of the human nervous system and how it affects our day-to-day behavior.

DEP – 2004 HUMAN GROWTH AND DEVELOPMENT (3 credits)

The course focuses on the nature of human behavior as a dynamic developmental phenomenon. While the emphasis is psychological, an understanding of the physical aspects of development and their social implications is included. Observation and written analysis of principles of learning involved in human development are required. The course meets teacher certification requirements in the area of psychological foundations.

GEB - 3213 BUSINESS COMMUNICATION (3 credits)

Business professionals spend about 70% of their time communicating. As communications skills are the chief criteria of employers in both hiring and promotion decisions, this course is designed to help business students learn the basics of communicating in the workplace: from working in teams to being a good listener, to understanding business etiquette. It also covers the study and practice the skills and activities involved in presenting positive, persuasive messages versus negative, ineffective ones. It includes the preparation of formal reports and proposals as well as informal business reports.

HSC 1000C INTRODUCTION TO HEALTH CARE (3 credits)

This course offers an introduction to the concepts of health and illness, healthcare system in the USA, and Allied Health careers, as well as the ethical and legal issues and the communication techniques in healthcare. An overview of the human body and the language for healthcare is also done.

The Writing Lab will be established to offer students paper proof reading services, tutoring and evaluation in grammar usage, mechanics, sentence structure, manuscript formats, documentation styles and content for all students including those in distance learning. Writing skills evaluations will also be provided through the implementation of various programs such as the *Catalyst* and the *Net Tutor*. The tutoring sessions will be conducted by the Writing Lab staff. These tutoring sessions will be interactive; the students will participate in discussions as they review their assignments and/or complete the assigned worksheets. The sessions will be 45 minutes, during the first 15 minutes the instructor will review the rules for the skills and lead an interactive discussion with the students. During the next 15

minutes students will complete a worksheet on the skill and the final 15 minutes the tutor will review the worksheet and will expand using application skills.

The Writing Lab also will provide paper proof reading for on campus and online students. The lab instructor will recommend corrections on grammar usage, manuscript formats, content, correctness of expression, and documentation. The lab will provide faculty with diagnostic tests administrations, support software and skill specific lab work as requested. Additionally, training will be provided by the Director to prepare the tutors to work in the lab and to apply process writing, discuss grammatical errors, instruct the students and promote/represent the Writing Lab.

The lab will be opened all day from Monday to Friday (8:30am – 9:00pm). The students will be able to use its services as needed and the faculty will administer the reinforcement exercises and online supplements as well as the periodic evaluations and assessments in the lab computers. Students will need to log in their lab time to notify their instructors. The Writing Lab will facilitate the efficient implementation of the QEP resources and the longitudinal alignment of writing instruction. The lab will facilitate the alignment of the expected outcomes, teaching and grading practices, and assessment of student learning; provide additional opportunities for professional development, and generate further expertise for the development of techniques to improve student writing.

Description of programs:

The Catalyst: Web-based, collaborative, assisted writing environment designed to help students improve their academic writing and research skills. It contains four modules: learning, writing, research, and editing. The Catalyst allows the students to:

- Apply the writing process
- Find and accurately document sources
- Develop a sense of audience awareness
- Effectively apply rhetorical strategies
- Employ grammatically correct style and usage
- Apply effective document design
-

The Catalyst allows the instructor to assign learning activities and assess/remediate the students' individual weaknesses. It also provides numerous students' writing samples, including complete research paper examples. Additionally, the Catalyst can be used in conjunction with Blackboard in order to extend the same tutoring services to online students.

The Net Tutor is a web-based online tutoring service. It is a useful tool to teach the basics of English grammar by using websites that review grammar rules and then allow students to pinpoint grammatical errors. The Net Tutor allows the students to use their own computers to access learning materials. The instructors are provided with the tools needed for easy management of subject materials. This program will be used mainly for online students.

Training for QEP faculty- The QEP Committee, in collaboration with the Vice-President of Academic Affairs and the English Department, will promote and conduct a series of writing workshops for faculty in all the disciplines that will be involved in the QEP. The QEP faculty is in the subject areas of Humanities, English, Legal Research, Criminology, Psychology, Human Growth and Development, Ethics and Business Communication. These workshops will focus on the integration of writing skills **within the selected QEP program courses** (pages 13-15) and incorporation of the Writing Lab and all the QEP efforts. Student involvement in these efforts will also be requested through the Student Services Offices. The QEP seeks to create new opportunities for involvement and professional development among instructors of composition courses and the faculty teaching the QEP selected core courses. The new professional development workshops will assist faculty in updating their approaches, integrating the new technologies/software, and promoting teacher behaviors that relate to improving writing skills and overall learning (**Attachment H - List of Workshops**)

In order to enhance the teaching/learning environment, all faculty members teaching the selected QEP courses will be instructed to use the writing rubric for all research papers and reports. They will also receive training in the writing process in their particular disciplines by participating in seminars and workshops. In addition to the Humanities/Fine Arts Division, we will require all the other divisions to participate in the trainings and to promote the Writing Lab and to support the enhancement of writing skills.

The writing component of the selected QEP courses will follow the following procedure:

- Require a total of 4,000 words (or 20 pages), including both graded and ungraded writing activities
- Include formal and informal writing activities distributed throughout the term and not concentrated at the end
- Include writing process activities
- Require Writing Lab attendance for revision of at least one writing assignment.
- Include feedback from the instructor and/or from peers for at least one writing assignment.
- Devote some class time to writing instruction
- Evaluate formal writing assignments using the QEP Writing Rubric
- Require that students receiving below a C on a formal writing assignment work with a tutor in the Writing Lab before resubmission of revised paper.
- Structure grading such that writing assignments account for at least 30% of the final grade

- Add a statement to the syllabus to communicate these requirements
- Identify one formal writing assignment to be submitted to the QEP Committee

Marketing the QEP should begin by the Winter of 2011 in order to expand the awareness and involvement of the overall institution in the QEP efforts. This marketing process will require:

- a) Placing QEP information on the institution's website
- b) Placing informative posters in bulletin boards around the campuses
- c) Send Power Point presentation explaining the QEP to all FNC constituents via college e-mail.
- d) Involve the Student Services' Offices and the Student Government in student informative sessions
- e) Presentations will be made to the Board of Governors, the faculty, and the staff to further review the QEP process
- f) Produce QEP promotional items such as bookmarks with the QEP logo ("Write It Right") and other "freebies."

The attached budget (**Attachment I – QEP Budgets**) indicates the funds that need to be allocated to purchase the required resources for the lab (4 PCs, one printer, two tables and 10 chairs, one desk, Internet Access or Wi-Fi, as well as Microsoft Office Suite). Additionally, funds will be allocated for the Writing Lab personnel (1 lab director and two tutors). The programs that will be used, The Catalyst and Net Tutor are free with the use of McGraw Hill textbooks.

The Writing Lab offers three options for instructors who want their students to do lab work:

- 1) Follow-up lab work and tutorials
- 2) Paper reading
- 3) Lab work for extra credit.

During the first week of the semester, the Writing Lab staff will visit the English classes and will explain the lab procedures. Following the introduction, each instructor will administer the course pre-test and will prepare a checklist of assignments to remediate the different skills covered in the pre-test in which the students demonstrated deficiency.

The Writing Lab will be equipped with the following programs: *Net Tutor and the Catalyst*. The *Net Tutor* will be used for paper reading and corrections and to obtain feedback and instruction on grammatical and syntax errors. The *Catalyst* provides worksheets and exercises on every deficiency as well as initial and final assessment. The individualized tutoring sessions will be administered to students that require additional help and instruction and also as requested by the instructor. The paper reading

sessions will include reviewing rough drafts, grammar check, format and documentation style check and mechanics.

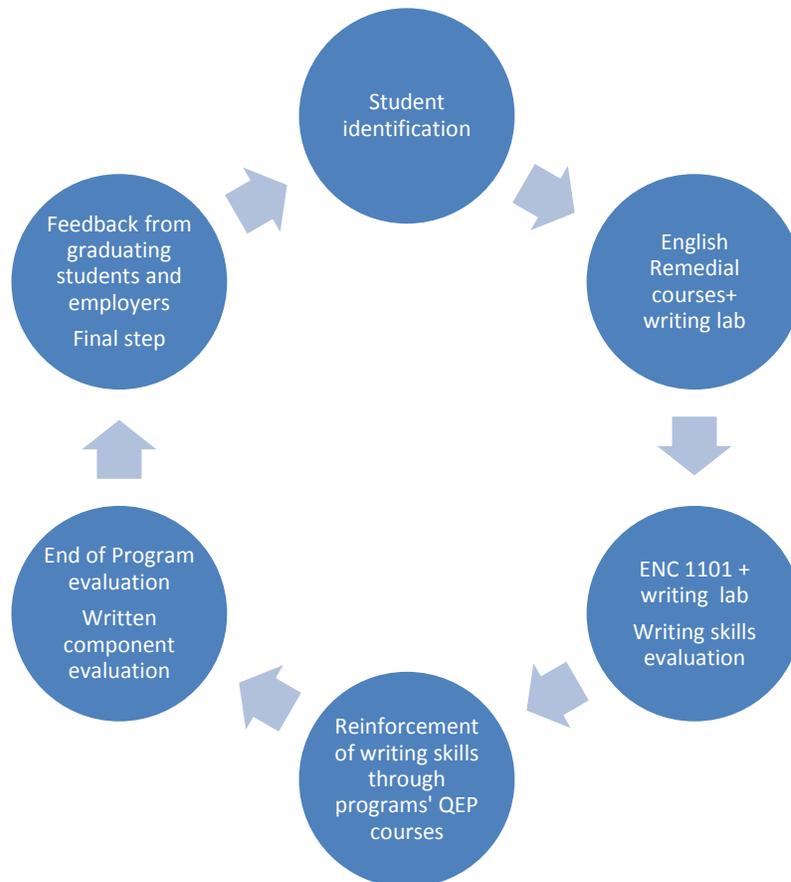
The Writing Lab will also offer faculty workshops to assist instructors in the process of correcting and implementing writing assignments. Additionally, instructors will receive an orientation on the uses of the Lab and the resources available to students and to faculty. For distance learning students, the lab will incorporate a section on the college website in which students can be provided with all the same services. The English composition courses are conducted online in the same manner as the on campus classes.

During the Teacher Workdays the English faculty, in collaboration with the QEP Committee, will present and explain the strategies and procedures to carry out the QEP. Writing activities and teaching methods will be discussed as well as evaluation and assessment of writing skills. *Write It Right* workshops will be conducted for all faculty and staff in order to ensure that the entire college community is well-informed about the QEP prior to starting the implementation of the pilot program in the winter of 2011. The QEP will aim to involve as many faculty members as possible, and to inculcate the importance of writing skills throughout the entire institution.

Implementation Steps:

1. Identification of students based on TABE scores on the Language Section.
2. Students will be placed on Remedial English courses based on the scores (ENC 0020 scores 9-6 and ENC 0010 scores less than 7).
3. The Academic Advising Office provides advising to these students and an explanation of the "Write It Right" QEP.
4. After registration, the Registrar's Office provides the QEP Director and the English Department Head with a list of all freshmen placed in remedial courses.
5. The English instructors implement new instructional guidelines incorporating the Writing Lab (diagnostic, assessment, prescription of lab activities, and follow-up).
6. Students attend the Writing Lab to complete the assigned activities and the required hours in order to pass the course.
7. Each English course administers a post-test to measure attainment of the course's learning outcomes and success of the Writing Lab activities.
8. Upon completion of the English composition courses (ENC 0010, ENC 0020 and ENC 1101), students receive a final writing assessment that will indicate if they have mastered the required skills.

9. Through the selected program core courses and General Education courses students will have to continue demonstrating appropriate writing skills. Instructors of these courses will reinforce and implement writing assignments such as reports or research papers that will enable to continue the evaluation and assessment of writing skills.
10. The end-of- program evaluation will include a written component to further evaluate mastery of writing skills.
11. After graduation, the Office of Assessment and Research will gather the information received from the employers' surveys and students' exit interviews to measure the efficacy of the QEP in the mastery of writing skills.



Pilot Program Implementation

1. Winter A 2011 – January 3 to February 24

- A. Changes made to the distribution of scores form the TABE exam to integrate the new Writing remedial course (ENC 0020)
 - B. Students enrolling for Term B will start placement in the new distribution.
 - C. New cluster of students falling into ENC0010 will become the QEP pilot group and identified as QEP STUDENT
2. Winter B 2011 – February 28 to April 25
 - A. The students in ENC 0010 will receive the new curriculum and Writing Lab remediation.
 - B. These students will be evaluated and assessed before and after the course.
 - C. The course learning outcomes results will be compared with the previous courses taught in Fall A and B.
 3. Summer A 2011- May 2 to June 23
 - A. The students will proceed to ENC 0020 and the same procedure will be followed as with ENC 0010.
 - B. These students will be scheduled as a cluster and will complete the English courses in sequence.
 4. Summer B 2011- June 27 to August 22
 - A. The students will proceed to ENC 1101, English Composition.
 - B. The final evaluation of the English courses will be conducted and the course’s learning outcomes will be measured and compared with the previous courses (Fall TERM A&B)
 - C. The Writing Lab will provide feedback on the students’ individual progress and final assessment in the Catalyst diagnostic test.
 5. After completion of ENC 1101, the students will be scheduled in their program core courses and as they participate in the QEP designated courses they will receive an evaluation/assessment on their writing assignments. By this time we would have received our ON-Site visit and the QEP should have been evaluated which will enable us to implement the QEP for all new students. The team’s recommendations and/or suggestions will be taken into consideration for improvements or changes if any are required.

Step Six: Timeline

January 2009	Initial QEP Workshop- faculty and staff SACS/COC Orientation for Reaffirmation, Atlanta, Georgia
February 2009	Selection of QEP topic- Survey conducted by the Office of Assessment and Research to all FNC constituents and Board of Governors

	QEP Committee is formed
April 2009	Reaffirmation Committees prepare their action plans. QEP Committee prepares action plan Director of Assessment and Research presents and reviews data from TABE exam results (2008-2009) English Department analyzes English Composition courses' learning outcomes results for 2008-2009.
Summer 2009	English Department and all Division/Department Heads evaluate English courses, all Gordon Rule courses, and all writing components from different programs.
Fall 2009	English Department, in collaboration with all Division/Department Heads, draft the QEP's learning outcomes
Winter /Spring 2010	Continue gathering data from English courses' learning outcomes evaluation. Continue addressing the QEP in all faculty and staff workshops. QEP Director meets with Student Services and Student Government officers to review QEP learning outcomes and to brainstorm implementation and marketing procedures
Summer 2010	QEP first draft is produced by the QEP Committee. Necessary resources and equipment for the Writing Lab are reviewed and planned for. QEP budget is prepared. English curriculum is modified and new textbooks selected for ENC 0010 and ENC 0020 by English Department
Fall 2010	Update Board of Governors as to QEP procedures Continue QEP and writing workshops for faculty Student Government presentations Writing Lab is opened QEP Marketing

Winter 2011 Term A January 3rd	QEP Pilot begins with freshmen students entering ENC 0010 in Hialeah Campus. QEP sample group is selected from TABE scores
Winter 2011 Term B Feb 28	QEP Pilot continues, students move on to ENC 0020 Continue QEP Marketing efforts and faculty training.
Summer 2011 Term A May 2nd	QEP Pilot continues, students are evaluated in the Writing Lab to determine readiness for English Composition I Continue Marketing QEP
Summer 2011 Term B June 27 th	QEP Pilot continues as students move to ENC 1101 Preparations for On-Site Visit
Fall 2011 Term A	Learning Outcomes evaluation of ENC 1101 and final writing post test will be analyzed to determine the success of the pilot group in order to present to the On-Site Committee for further assessment and evaluation of QEP.

Step Seven: Organizing for Success

Florida National College has created a QEP Committee to organize and implement the plan. The QEP Committee members (p.5) will provide leadership and oversight for all aspects of the QEP implementation process. The Committee chairperson has scheduled all the preliminary meetings and, in conjunction with the English Department, will lead the implementation efforts, as well as continually evaluate and improve QEP initiative, in collaboration with the faculty. The Division and Department Heads will ensure that the QEP is followed within their disciplines and chosen courses, as well as encourage their faculty to continue enhancing writing skills through the use of the writing rubrics and the promotion of the Writing Lab.

The Writing Lab Director will be responsible for the tutors' schedules and monitoring their work, as well as their training and preparation. The director will also prepare the lab's schedules and the advertising campaign to promote the Writing Lab.

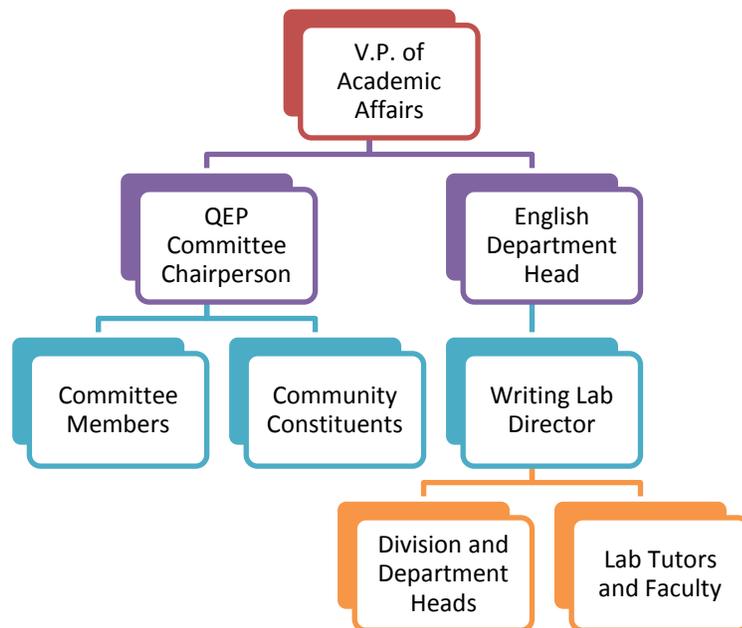
Through the implementation process, the following key personnel will carry on the procedures:

- Caridad Sanchez, M.S. -Vice-President of Academic Affairs

Will be responsible for supervising the QEP implementation and the performance of the pilot group.

- Elizabeth Barcena, JD - QEP Director,
Will direct all the QEP efforts and initiatives.
- Barbara Rodriguez, M.S. - SACS Liaison, English Department Head
Supervise and organize the restructuring of the English courses as well as the preparation of the Writing Lab.
- English faculty – Provide training to faculty and to carry on the Writing Lab initiatives.
- Ernesto Varela, MA, MBA- Writing Lab Director, will coordinate lab services and instructions as well as the daily operations of the Writing Lab.
- All the Division and Department Heads will promote and implement writing skills through selected courses in their disciplines and will ensure the assessment of writing skills in their end of program evaluations.
- Students representatives will promote the QEP and all initiatives.
- Consultant/advisor: Mike Ambrosino, McGraw-Hill representative
Writing Lab assessment and implementation

The chart below represents the structural organization of the QEP.



Additionally, the Registrar's Office will work with the QEP Committee Director to ensure that all freshmen entering on Winter 2011 receive their diagnostic tests and that the results are presented to the Committee in a timely manner in order to ensure quick identification and placement of the sample group to be used in the pilot program (p.18). Also, the College Registrar will ensure that the sequence of English Composition courses is followed by instructing all campus registrars of the QEP procedures and new English course structure.

The Academic Advising Office will also work with the QEP director to ensure that the English courses sequence is followed and by advising the students about the importance of completing these courses prior to taking their core courses. The advisors will also serve as advocates of "Write It Right" and the use of the Writing Lab.

The Director of Assessment and Research will compile the data received from the QEP Committee in order to assess the performance and efficacy of the pilot program; in addition customized course evaluations will be distributed in order to determine the efficacy of the revised English courses and the Writing Lab. The Distance Learning Director will continue advertising and promoting the QEP and the Writing Lab on the college's website and after the pilot program is completed, the implementation of an online Writing Lab will take place.

The Office of Student Services will promote the QEP and continue the marketing efforts among the students. This office will also be responsible for presenting and instructing new students during Orientation about the QEP efforts and the Writing Lab requirement. Additionally, new students will receive instructions on the QEP efforts during the Freshman College Study Skills class (SLS1501).

The College administration and staff will provide support and guidance throughout the process as well as serve as advocates to this endeavor.

Step Eight: Identifying Necessary Resources

Florida National College is committed to providing resources needed for the success of the QEP. FNC has allocated new funds and relocated existing funds to support the QEP. The institution has provided adequate human resources for writing instruction and support services. The Writing Lab will be created, furnished, and equipped to meet the needs of students and faculty.

The preliminary budget (**Attachment I – QEP Budgets**), along with the information on the sources of the required funds, demonstrates FNC's commitment to the QEP which is necessary to meet all funding needs that may arise as we implement and continue to review and refine the QEP.

Approximately \$41,380 will be devoted to QEP related activities for the implementation of the pilot program starting Winter B 2011. The budget includes expenses for required personnel, professional development, advertising, resources and assessment. The most significant expense are the salaries of the Writing Lab director and the lab tutors. The budget also indicates the monetary allocations for the QEP implementation after its approval by SACS/COC. This budget was reviewed and approved by the Comptroller, Campus Dean, President, and Board of Governors.

Step Nine: Assessing the Success of the QEP

Student Evaluation and Assessment- After successful completion of ENC 0010 and ENC 0020, students' writing will be assessed to determine readiness for English Composition I. The students will receive a post test in each class in addition to the assessments conducted in the Writing Lab. In ENC 1101 (English Composition I) the new grading rubric (**See Attachment J – Writing Rubrics**) will be incorporated and the students will be able to receive immediate feedback on their essays. If further remediation is needed, the instructor can continue sending the student to the Writing Lab for reinforcement. Additionally, the grading rubric will be implemented in all General Education and selected core courses designated (pages 13-15) in order to continue to assess writing skills and ensure that there is continuity of the plan throughout the courses. Students' recorded results from all the courses involved will be tabulated and analyzed to determine the efficacy of the action plan. The original rubrics from the English Composition I of the pilot group will be compared with the rubrics in their participating core courses and General Education courses in order to determine if there has been a positive change.

The writing rubric assesses writing in three domains: a) mechanics, b) content and ideas and c) formatting. For each domain, a student will receive a rating of advanced, proficient, minimally acceptable or unacceptable; the criteria for each rating are provided in the rubric so that writing can be assessed with greater consistency, and students may better understand the basis on which their work has been assessed.

This rubric will be used to assess student writing proficiency on the General Education and selected core courses designated to measure writing skills. All these courses will identify a writing assignment appropriate for analysis. Students will submit the writing assignment to the course instructor for evaluation. The instructor will provide feedback on the three domains through use of the rubric. The student will then have to log-in hours in the writing lab to make the necessary improvements. Once the changes are made, the student will resubmit the paper to the instructor for final assessment. The final

rubrics evaluations will be gathered for analysis and the data will be analyzed to determine the efficacy of the plan.

Writing Lab evaluations from the Catalyst will also provide feedback on students' progress. The Catalyst is a web based program that is used to diagnose/assess writing skills and to provide exercises and reinforcement activities to remediate deficiencies. The lab director and the tutors will keep records of the students' scores and will complete the individual learning plan for each student (**Attachment K - Writing Lab Forms**).

Program Evaluations - All programs' final evaluations will contain a written component to measure writing proficiency. For example, in the Business Division, all bachelor students must complete an end-of-program, capstone course, that includes a written component which is used to evaluate writing proficiency. The Business Associate of Arts and Science students complete an end-of-program essay exam for application of their acquired knowledge and to demonstrate writing skills proficiency. The Criminal Justice and the Paralegal Associate-level students, and the Education students must complete a portfolio to measure end-of- program achievement. This portfolio includes reflection papers, reports and research assignments that display the writing proficiency as well as program mastery. (**Attachment L - Sample of End of Year Program Evaluation for the Business Administration Associate of Arts program**). The faculty in charge of administering/teaching the capstone courses, end-of program exams or portfolios will complete the evaluation and assessment of the writing components with the assistance of the Writing Lab Director in order to be able to compile and analyze the data generated from these evaluations.

Additionally, the Office of Assessment and Research will compile the data obtained from the students' exit interviews and the employers' surveys. These two surveys will include questions that will provide information about students' satisfaction with the communication skills obtained and the employers' surveys will also measure satisfaction with the writing skills of our graduates. (**Attachment M – Employer / Graduation Surveys**). The Graduate Exit Interview is mandatory for all students graduating. The Office of Job Placement conducts the interviews every term. In this interview a question will be added to specifically ask the future graduates if their FNC education helped them improve and/or enhance their writing skills. The Employers' Survey is conducted by the Office of Assessment and Research and a more specific question about our graduates' writing skills will be added.

The planning and evaluation process of the QEP will be integrated to the Institutional Effectiveness plan. Florida National College's QEP will be evaluated annually using The Planning, Assessment and Implementation form used by all units of the college. This form will be implemented to analyze the results of the QEP goals and learning outcomes, to measure the expected outcomes, and to

plan for improvements and changes in order to continue enhancing the QEP (**Attachment N - QEP Planning, Assessment and Implementation forms**).

The purpose of the QEP is to improve the students' writing skills which ties in with the college's mission "to prepare the students for employment in their chosen career or advanced studies through the acquisition of the required skills and knowledge needed for the successful completion of the program of studies". The QEP's learning outcomes aim to improve: a) students' ability to write with mechanical and grammatical accuracy, b) ability to format written assignments according to the discipline in which they are writing, and c) ability to convey explanations, analyses or arguments effectively through written assignments. These learning outcomes will be measured through a) evaluation of learning outcomes of the English courses, b) results of writing assessments conducted in the writing lab, c) evaluation of written components of the program courses participating in the QEP, d) evaluation of written component included in the end-of- program evaluation and the employer and graduation surveys. After the five- year implementation of the QEP, Florida National College expects that at least 75% of the graduates that participated in the QEP will demonstrate improvement in the writing learning outcomes in which the students have been having difficulty as indicated in the English Department Planning, Assessment and Implementation of 2008-2209 and 2009-2010.

The Writing Lab's services will be evaluated periodically through surveys conducted by the Office of Assessment and Research in order to determine efficacy and student and faculty satisfaction (**Attachment O - Writing Lab Evaluation**).

Pilot Program Assessment:

As of July 28, 2011, Summer Term B, the QEP students have already completed the first two remedial courses (ENC 0010 and ENC 0020) and are presently enrolled in the English Composition I course (ENC 1101). The students have followed the QEP procedures and each step has been documented by the English faculty participating in the pilot and the Writing Lab Director.

The QEP Committee met on July 11, 2011, to review the data collected from the first two remedial courses and to share the experiences of the faculty and the Writing Lab Director. The findings presented during this meeting indicated that the re-structuring of the English curriculum through the addition of the second remedial course was necessary and demonstrated a better remediation/instruction of writing skills as well as more practice and instructional time that the English department curriculum was lacking of.

The Writing Lab Director and the English faculty that taught the remedial courses reported lack of student attendance to the writing lab due to: a) scheduling, b) student lack of time management, and c) students' job/family obligations. The faculty and the writing lab director during the last remedial (ENC

0020) decided to send the students not attending and demonstrating the most difficulty to the lab during the second half of the class to receive individualized instruction and tutoring.

The QEP Committee recommended the following:

- ENC 1101 instructors need to require that students' essays be reviewed in the writing lab prior to submission.
- A referral form will be implemented in addition to the student sign in form. This referral form must be signed by the writing lab director and the instructor. This form will be returned to the instructor to validate attendance.
- The Writing Lab director will visit the ENC 1101 classes to provide lab orientation and writing workshops.
- Continue sending the students demonstrating difficulty to the lab during class time for tutoring.
- Start gathering data of all the students enrolled in ENC 1101 to compare with the QEP students.

(See Attachment P - QEP Committee Meeting minutes)

The QEP pilot will conclude on August 18th, after the QEP students complete English Composition I. The QEP Committee will meet to analyze all the data collected from the English courses and the writing lab assessments. A comparison will be made between the QEP students (sample group) and the rest of the students that completed ENC 0010 and ENC 1101 during the Winter and Summer of 2011. This analysis will provide some answers regarding our QEP objectives and procedures and will enable us to determine the efficacy of the QEP as well.

Pending approval of our QEP by the On-Site Committee and their recommendations, the QEP Committee will continue assessing and following the QEP students through their program core courses selected to participate in the QEP (see pages 13-15). Hopefully, by the time of the End-of-Program Evaluation, students will demonstrate mastery of college writing skills. The last data collected will be their graduation/exit interview and the feedback from the employers' survey. These two sources will further demonstrate the effectiveness of the QEP.

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Attachments