

EXECUTIVE SUMMARY

In compliance with SACS Core requirements 2.12 and 3.3.2, Elizabeth City State University (ECSU) has created a Quality Enhancement Plan (QEP) that will improve student learning in *academic writing*. The decision to address academic writing developed from academic research, institutional strategic plans, campus-wide surveys, focus groups, open forums, and several university-wide committees of faculty, administrators, staff, and students.

One-third of ECSU students enrolled in GE 102—English Composition and Grammar and GE 103—English Composition and Vocabulary do not pass. Faculty and staff have reported that students have difficulty with writing papers. For this reason, the QEP will focus upon two major components: A revision of freshman English courses and a Writing Studio. To enhance *academic writing*, English faculty will revise the first-year English courses: GE 102 and GE 103. The revised courses will engage students in a variety of writing experiences in order to develop their knowledge of rhetorical situations, critical thinking skills, reading skills, writing skills and writing processes. Our QEP will encourage students to design their own pathways to *academic writing* using two facets of the Council of Writing Program Administrators' (WPA) outcomes: Students will understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources; students will integrate their own ideas with those of others. ECSU's QEP will focus upon four specific student-learning outcomes: 1. Students will demonstrate their knowledge of the rhetorical skills required in academic, professional, and civic life. 2. Students will demonstrate their ability to comprehend material—print and electronic—and to think critically and analytically about relevant sources. 3. Students will demonstrate mastery of the writing process as recursive: Drafting, writing, revising and editing. 4. Students will demonstrate mastery of writing conventions: Organization, persuasion and mechanics.

The Writing Studio Director, will develop a Writing Studio that will broaden the capability and availability of personal, peer and instructional support to aid in timely writing development support. The Writing Studio will also provide tutorial assistance for students from their freshman to senior year. To ensure continual support, a writing studio extension, a satellite laboratory, will be housed in the G.R. Little Library and will operate during library hours. An E-lab also will be continually available to students during each semester. The Executive Director of the QEP will oversee and manage all aspects of the QEP and encourage faculty development in coordination with the Center for Teaching Excellence.

Formative and summative assessments will be used to assess student success in achieving the learning outcomes in GE 102 and GE 103. Formative assessments based upon standardized objective measures will assess mechanics, syntax, grammar, and punctuation. Writing rubrics will assess student writing in essays, formal argumentation, literary analysis, research, and expository writing.

The Chancellor and the Vice Chancellor/Provost for Academic Affairs have committed \$3.1 million for five years to finance the infrastructure and resources needed to implement the QEP. Resources include additional faculty, faculty development, and equipment for the writing studio, satellite lab and E-lab. State and Title III funds will be the primary funding sources, which are allocated annually. The QEP will enable students to “Think! Write! Revolutionize!” once they have developed the skills.