

## QEP Executive Summary – Erskine College

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The Erskine College Quality Enhancement Plan (QEP), *Developing Academic Writing Skills through the Study of Critical Issues within the Disciplines*, is achieved through The Write Course (WC 201).

College students communicate and learn through academic writing in all disciplines. Encouraging cooperation and coordination among stakeholders takes an active effort when the needs of the students are a priority. The QEP supports Erskine’s mission to equip students to “flourish as whole persons.”

During the **Initial Discussion Phase** (2009), faculty interviews revealed “common dissatisfaction” with the Erskine Seminar (a first-year experience course) and concern about student writing in general.

The **Identification Phase** (2010-2012) saw the formation of the first QEP Committee. Topics related to writing and critical thinking were presented, and faculty indicated a wish to increase and improve student writing opportunities by “revising and improving” the Erskine Seminar. The QEP Committee proposed a sophomore writing seminar to be taught by all departments; 73.1% of faculty respondents agreed.

The **Development Phase** (2012-2013) involved hiring a QEP/Writing Program Director who would chair the QEP Committee. The QEP Committee proposed The Write Course; faculty approved. The QEP Committee then agreed on a set of Student Learning Outcomes (SLOs) and created a Common Assessment Writing Rubric. The QEP Director trained faculty members to teach the new course and helped revise the EN 101 and EN 102 rubrics as a bridge to the SLOs for QEP/The Write Course.

The **Implementation Phase** (2013-2015) began the scheduling of The Write Course for all second-year and transfer students; relocation of the college writing lab, The Write Here Center (WHC), to a high-traffic area; continued spring and fall workshops for faculty teaching The Write Course; membership of the QEP Committee by participating faculty; and annual assessment of The Write Course.

During the **Institutionalization Phase** (2015-2017), writing becomes a part of the culture at Erskine College. All second-year and transfer students enroll in a section of The Write Course taught by faculty members from various academic disciplines; the WHC expands days/hours of operation to meet the growing needs of students, faculty, and staff; more faculty members participate in spring and fall workshops; the Erskine College Seminary adopts a version of the Common Assessment Writing Rubric. Both The Write Course and the WHC increase visibility through promotional events, workshops, electronic media advertising (i.e., Facebook, college message board, college Web site), and campus-wide print advertisements; QEP Web page is created; and both internal and external assessments continue.

The fifth year (2017) will examine the QEP’s overall effectiveness. As a result of the QEP, stakeholders will see a measureable increase in students’ academic writing skills, especially with respect to the following SLOs:

- Rhetorical Knowledge (purpose, development of a thesis, employment of rhetorical strategies)
- Critical Response (thesis support, source support integration)
- Writing as Process (planning, drafting, revision, editing)
- Knowledge of Conventions (standard grammar, punctuation, mechanics)
- Composition in Electronic Environments (location, evaluation, organization of scholarly sources)

These SLOs are assessed using the ETS Proficiency Profile Test (writing subsection) administered to all students enrolled in The Write Course and via an annual assessment day.