



**QEP Topic:** Writing for the Real World: Strengthening Writing and Career Knowledge

**QEP Title: "Do the Write Thing"**

**QEP Goal for MDC:** To enhance workforce readiness through the skill of writing

## QEP Development

September 2012 – July 2013: Topic Selection Leadership Committee performed a four-month data gathering process followed by six months of data analysis to identify topic

August 2013 to present: QEP Planning Committee performed literature review, best practice review and best practice visitation to complete written plan

## QEP Focus

For the establishment of a culture of writing and the strengthening of career knowledge, the following are being incorporated

**Curriculum enhancements** constructed to address the identified needs and requirements

- a. Degree Curriculum Updates
- b. QEP-COP Courses With Guidelines
- c. Signature Assignments
- d. Course Writing Essays
- e. Co-Curricular Writing Essays
- f. Degree Completion Essay
- g. e-Portfolio Utilization

**Structural enhancements** to promote effective organization and utilization of human capital, professional development opportunities and collegewide awareness

- a. SAI Community of Interest
- b. e-Portfolio Utilization
- c. Rubric Utilization
- d. Writing Fellows and Coaches
- e. Portfolio Reviewers
- f. Embedded Tutors and Librarians

**Resource enhancements** infused beyond the classroom to bolster current student learning assessments

- a. Co-Curricular Opportunities
- b. Student Workshops
- c. Writing Assistance
- d. Online Support
- e. Professional Development Training

## Desired Student Learning Outcomes

1. Students will compose academic-, discipline- and career-specific writing.
2. Students will demonstrate career knowledge through written responses to co-curricular activities.
3. Students will evaluate their writing performance and workforce readiness.

## QEP Strategies

1. Implement **changes to the curriculum** in QEP-related courses.
2. Expand **co-curricular opportunities** that enhance students' writing skills and career knowledge.
3. Build capacity of campus **academic support resources**.
4. Design and implement a **professional development program** that provides training for faculty, staff and tutors on high-impact practices that focus on career-specific writing growth.

## Actions to Be Implemented

Over the next five years, the infusion of **Do the Write Thing** at Miami Dade College will include

- Seven curriculum enhancements
- Six structural enhancements
- Five resource enhancements

Each enhancement infused through the QEP is assessed to measure effectiveness and demonstrated improvements related to student writing and career knowledge.

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## QEP Evaluation

### Summative Evaluation

- a. MDC Writing Assessment Rubric (MDC-WAR) utilized for:
  1. Course Writing Essay
  2. Co-Curricular Writing Essay
  3. Degree Completion Essay
- b. MDC e-Portfolio Assessment Rubric (MDC-PAR) – assesses student e-Portfolio
- c. Graduate Survey – at time of completion/post completion
- d. Focus Group – at time of degree completion

### Formative Evaluation

- a. Professional Development Evaluation Form
- b. Writing Assistance Evaluation Form
- c. Student Workshop Evaluation Form
- d. MDC Employer Survey

## Institutional Financial Commitment & Support

**Do the Write Thing** capitalizes on a number of existing resources at the College. These include but are not limited to:

- a. Learning Resources Staff (librarians, writing center/lab personnel)
- b. Computer Infrastructure (BlackBoard and Turnitin.com)
- c. Institutional Effectiveness/Research
- d. Student Services (co-curricular activities and advisement services)
- e. Student Achievement Initiatives
- f. College Learning Outcomes

The College is committed to providing existing and additional support and resources needed to ensure a successful presence of the QEP.

*More on front*