**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.