DO THE WRITE THING

Writing for the Real World: Strengthening Writing and Career Knowledge

Quality Enhancement Plan
On-Site Review
October 21-23, 2014

Miami Dade College

300 N.E. Second Ave · Miami, Florida

About the Logo

To support the marketing of the Miami Dade College (MDC) Quality Enhancement Plan (QEP), a student contest was initiated to choose a QEP logo. The contest, open to all students enrolled at MDC, garnered a total of 61 submissions. Three finalists were identified, and a vote through Facebook determined the winner: Alexander Rey.

Alexander Rey has always had a passion for learning, but it wasn't until he started studying at MDC that he felt empowered to follow his dreams and begin reaching his full potential. Alex is precisely the type of hard-working, academically focused student that MDC wants to help. Born in Santa Clara, Cuba, he worked as an electrician and also learned sign language. Since arriving in Miami eight years ago, he has been employed in a supermarket and in construction, among other jobs.

Now, Alex is progressing toward the completion of his associate in science degree in graphic design technology. He currently works as a layout designer for MDC's award-winning student newspaper, the *Reporter,* and plans to continue his education in pursuit of a bachelor's degree.

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Institutional Profile

Miami Dade College (MDC) is a state-supported, open-access institution dedicated to meeting the needs of its diverse community. Currently enrolling 165,000 students in credit and noncredit programs, **MDC's mission** is to change lives through the opportunity of education. As democracy's college, MDC provides high-quality teaching and learning experiences that are accessible and affordable to meet the needs of our diverse students and prepare them to be responsible global citizens and successful lifelong learners. The College embraces its responsibility to serve as an economic, cultural, and civic beacon in our community.

In support of the College's mission, the **vision of MDC** is to be a college of excellence, renowned for its values:

- **An exceptional learning environment** in which students are challenged and empowered through innovation, state-of-the-art technologies, teaching excellence, and student support programs that prepare each student with the knowledge, skills, and values to succeed in a dynamic world.

- **A culture of inquiry and evidence** that is characterized by the commitment of faculty, staff, and students to accountability for learning excellence through the achievement of measureable learning outcomes, innovative assessment methods, and data-driven decisions that foster adaptability in programs and services.

- **An exceptional work environment** that makes MDC the "employer of choice" for an exemplary, diverse workforce that is engaged in and accountable for the quality of MDC's learning environment and that benefits from excellent support, state-of-the-art technologies, growth opportunities, and a competitive compensation program.

- **Quality community partnerships** that serve as the foundation for the development of relevant workforce, cultural, and civic programs to foster community service and create a pervasive understanding throughout the greater Miami-Dade County community of the essential importance of education.

- **A commitment to cultural initiatives** that complement academics and promote the advancement and appreciation of the arts, thereby contributing to the richness of our multicultural community.

- **Sustainability practices** that distinguish MDC as a leading innovator in educating our students as contributors to a healthy planet and as an institution that accepts its responsibility to preserve the natural environment.

- **Resource development and operational efficiencies** that ensure effective support for the College's long-term efforts to provide an innovative and exemplary learning environment.

- **Global reach and awareness** that enrich the curriculum and provide a truly international perspective to students.

Emerging from the mission and vision are a series of **strategic goals,** articulated in the 2010–2015 MDC Strategic Plan, that will guide and support the implementation of the QEP:

- Review and transform curriculum and its delivery to optimize student access and success.

- Strengthen instructional support to optimize student progression and degree/certificate completion.
- Develop a comprehensive student support model that focuses on engagement and excellence in service.
- Fully integrate the MDC learning outcomes into the fabric of the curriculum.
- Create a systematic approach to coordinating data collection and dissemination.
- Identify and promote the use of indicators of learning and success that are appropriate for the College.
- Develop creative incentives for exemplary performance.
- Increase professional development and external learning experiences for faculty and staff.
- Develop a comprehensive college-wide approach to cultivating and managing community partnerships.

Founded in 1960, MDC was the first public institution of higher education in greater Miami. The College responded immediately to the challenges of desegregation and, later, the vast influx of Cuban refugees. In the decades following, MDC added six campuses and two centers throughout the 2,000-plus square miles of Miami-Dade County to provide students greater geographical access and to meet the higher-education needs of the seventh-largest county in the nation. Today, MDC students are 71% Hispanic, 18% non-Hispanic black, and 7% non-Hispanic white.

MDC programs have also evolved. The original associate in arts (AA) program continues to be the largest, with graduates transferring to four-year programs to complete a baccalaureate degree, but the AA has been joined by a substantial number of career technical certificate (vocational) programs, associate of applied science (AAS) programs, associate in science (AS) programs, and related college-credit certificates. In 2002, MDC added its first baccalaureate program. The College now offers sixteen baccalaureate programs, serving 3,542 students.

The College's dedicated faculty and support networks assist students to overcome what seem to be insurmountable barriers. Two-thirds of students (68%) come to MDC unprepared for college-level work. They are working full- (18%) or part-time (52%), have as their native language a language other than English (48%), are below the poverty level (46%) or classified as low income (20%), and are first-generation college students (51%). Yet they achieve. Eighty-three percent of AA graduates (2010–2011) transferred to Florida colleges to continue their education within one year of graduation. The AAS, AS, baccalaureate, and career and technical education graduates were either working in jobs related to their degrees or continuing their education. Retention rates have increased annually. In 2012–2013, MDC's fall-to-spring new student retention rate was 81.9%.

Through the academic disciplines and co-curricular activities, general education provides multiple, varied, and intentional learning experiences to facilitate the acquisition of fundamental knowledge and skills and the development of attitudes that foster effective citizenship and life-long learning. Supporting degree completion, retention, and the quality of its graduates continues to be at the forefront of the College's mission. In 2005, MDC broke new ground in higher education by establishing **ten general education student learning outcomes.** Incorporating an innovative assessment component, MDC's learning outcomes process became a celebrated national model.

Developed after many conversations with students, faculty, alumni, and members of the business community, MDC's ten general education learning outcomes are part of all programs, regardless of major or degree type, and assist students to succeed in their chosen field, strengthen the life skills critical to their future, and become lifelong learners. The ten general education learning outcomes state that, as graduates of MDC, students will be able to:

1. Communicate effectively using listening, speaking, reading, and writing skills.

2. Use quantitative analytical skills to evaluate and process numerical data.

3. Solve problems using critical and creative thinking and scientific reasoning.

4. Formulate strategies to locate, evaluate, and apply information.

5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.

6. Create strategies that can be used to fulfill personal, civic, and social responsibilities.

7. Demonstrate knowledge of ethical thinking and its application to issues in society.

8. Use computer and emerging technologies effectively.

9. Demonstrate an appreciation for aesthetics and creative activities.

10. Describe how natural systems function and recognize the impact of humans on the environment.

MDC is currently implementing an ambitious and innovative college-wide project that promises to strengthen student success even more: the **Student Achievement Initiatives.** Strategies supporting the initiatives include (1) creating a structured intake process that includes mandatory orientation, assigned advisers, and diagnostic and holistic assessments, and (2) developing and utilizing structured curriculum plans with sequential coursework and focused course choices at all levels of instruction to ensure that students know the requirements to succeed and enter programs of study early in their college careers.

The Student Achievement Initiatives are focused primarily on promoting the educational success of first-time-in-college students entering MDC directly from high school. To date, these initiatives have generated numerous success stories. Interventions that have been successfully implemented include summer basic skills academies, mandatory orientation, a first-year experience course, developmental education redesign, academic pathway redesign, coaching and mentoring, and a multiple measures pilot.

The QEP specifically addresses three of the MDC's ten general education learning outcomes, directly supports components of the Student Achievement Initiatives, and advances the College's strategic goals. In addition, the plan builds on professional development opportunities for faculty and staff and capitalizes on both existing and new academic support elements. By equipping students with career-related writing skills, the QEP will improve the workforce readiness of MDC graduates. Concurrently, the plan will strengthen the writing and career knowledge of students and promote a culture of writing at MDC.

I. Executive Summary

MDC's QEP—*Do the Write Thing*—is designed to enhance students' workforce readiness through the skill of writing. The QEP topic emerged from extensive college-wide dialogue and reflects input from multiple stakeholders in the college community. The topic selection process, led by the QEP Topic Selection Leadership Committee, involved comprehensive college surveys, focus groups, town hall meetings, and discussions on all MDC campuses. After a six-month data analysis, **"Writing for the Real World: Strengthening Writing and Career Knowledge"** materialized as the topic.

Do the Write Thing is aligned with and guided by the College's mission to provide high-quality teaching and learning experiences that are accessible and affordable to meet the needs of our diverse students and prepare them to be responsible global citizens and successful lifelong learners. The goal of the QEP is **to enhance workforce readiness through the skill of writing.** This goal will be accomplished by providing increased and deliberate opportunities in career-oriented courses to expand the breadth and depth of student writing experiences. The plan will thus promote the value of writing as a tool for learning and communication in both academic and real-world settings, with a focus in strengthening career knowledge.

To establish a culture of writing at MDC, the plan will target three primary objectives: (1) the establishment of academic and professional development units to support writing, (2) the enhancement of student writing, and (3) the integration of meaningful writing in discipline courses. As a result of the plan, students will achieve three learning outcomes: (1) compose academic, discipline, and career-specific writing, (2) demonstrate career knowledge through written responses to co-curricular activities, and (3) evaluate their writing performance and workforce readiness. Strategies to accomplish the plan's goals, objectives, and outcomes include implementing changes to the curriculum in identified QEP career-oriented program courses, expanding co-curricular activities, building the capacity of campus academic support, and designing and implementing a professional development program to train faculty, staff, and tutors.

MDC's capacity to implement the QEP is reflected in the plan's implementation timeline, lines of responsibility and reporting, and budget for sustainability. The plan efficiently leverages many existing College resources and addresses scalability concerns by utilizing an incremental implementation approach for individual schools of the College. The five-year QEP budget includes projected expenses for personnel, professional development, assessment, and supplies. The plan will be phased in with cohorts of associate and baccalaureate degree programs over five years.

Assessment will be multi-dimensional, occurring at all levels throughout the plan. Measures will be formative and summative, using quantitative and qualitative data gathered from internal and external sources. The College will assess the impact of the plan, first, by using a team of trained evaluators to assess writing samples. Rubric averages will then be compared to the target score. Perception survey information will be used to validate the findings. Timelines, assessment strategies, types of assessment, and criteria for success have been established for the plan's components.

Do the Write Thing is a plan designed to prepare students for the challenges of writing in both academic and professional environments. The QEP will help students become successful and confident communicators and will enrich faculty and staff through professional development activities designed to enhance the teaching and learning of written communication skills.

II. Process Used to Develop the QEP

In September 2012, MDC began the process of developing its QEP. The development process engaged all constituencies of the College community and progressed in two distinct phases: Phase I, Generating Ideas and Selecting a Topic, and Phase II, Designing and Formulating the Plan.

PHASE I: GENERATING IDEAS AND SELECTING A TOPIC

MDC began the process of selecting a QEP topic with the appointment of the QEP Topic Selection Leadership Committee, with broad-based representation of MDC stakeholders (see Appendix A). Fundamentally, the goal of the committee was to develop a topic that increased the effectiveness of student learning while accomplishing the mission of the College. In addition, the committee needed to ensure alignment with MDC's ten general education student learning outcomes and the Student Achievement Initiatives, which were in place as the process evolved. In doing so, the team asked for participation from all the constituents of the college community.

Specifically, the committee was charged with the following responsibilities:

- Design and implement comprehensive opportunities for all MDC constituencies to discuss, contribute to, and express opinions about potential QEP topics.

- Design and implement communication mechanisms for that discussion.

- Identify two or three promising topics based on internal and external research data and best practices, potential contribution to improved student learning and relevance to the MDC strategic plan and MDC's Student Achievement Initiatives.

- Review the findings of promising topics with key MDC leadership groups.

- Select and recommend the QEP topic to the College's Executive Committee.

- Recommend the organizational structure for QEP implementation to the College's Executive Committee.

Broad-Based Input for Selection of the QEP Topic

Beginning in September 2012, the QEP Topic Selection Leadership Committee employed a series of data collection techniques to identify a topic that was both vision- and mission-centered and feasible in its implementation. Utilizing the expertise of MDC Institutional Research, collection techniques were identified that would facilitate the meaningful gathering of data to assist the committee in its endeavor.

In pursuit of a suitable QEP, the student body and the entire MDC community were provided with the opportunity to participate in topic selection. Data was collected through the use of surveys, town hall meetings, and focus group methodologies. The committee sought to identify topics that were relevant to student interests as well as those of the faculty and administrators and to maintain a collaborative and community-centered approach. The goal was to produce a dynamic and vibrant QEP that was holistic and effective in nature.

Campus- and Center-Based Meetings

In October 2012, the QEP Topic Selection Leadership Committee organized broad-based campus meetings to generate ideas (see Table 1). The meetings followed a variety of formats based on the size and culture of each campus and center. The formats for the meetings included town halls, college cafés, and open discussion meetings. These discussions included a broad representation of the campus constituencies (faculty, staff, administrators, and students).

Table 1. Schedule of Campus- and Center-Based QEP Topic Selection Meetings

Date	Location	Size	Participants
10/15/12	Kendall Campus	85	Faculty
10/22/12	Kendall Campus	74	Students
10/19/12	Hialeah Campus	56	Students
10/22/12	Inter-American Campus	80	Faculty and staff
10/22/12	Kendall Campus	85	Faculty and staff
10/22/12	Medical Campus	90	Faculty and staff
10/22/12	Wolfson Campus	44	Students, faculty, and staff
10/24/12	Wolfson Campus	34	Faculty and staff
10/26/12	Homestead Campus	46	Faculty and staff
10/26/12	Homestead Campus	35	Students
10/31/12	North Campus, MDC-West, and Carrie P. Meek Entrepreneurial Education Center	234	Faculty and staff

Participants at these meetings were challenged to identify and discuss possible ideas for the QEP that would significantly improve student learning. Results were forwarded to Topic Selection Leadership Committee, and the following nine primary topics were identified for preliminary consideration:

1. Career knowledge
2. "At-risk" students
3. Student-assistant teaching
4. Student-centered technology
5. Planning next steps
6. Specific courses
7. Linked courses
8. College writing
9. College-wide outcomes

Comprehensive College Survey

After the completion of the campus-based meetings, a QEP All-College Survey was developed and distributed to over 98,000 students and just over 4,000 full-time faculty and staff members. The survey contained the nine potential topics generated by the campus based meetings. The Topic Selection Leadership Committee used the results of the survey to narrow and determine

the QEP focus. As the results of the survey were tabulated, two prominent topics emerged from the nine potential topics. Faculty identified college writing as their top choice (44%) among the nine potential QEP topics. Staff and administrators (35%) included college writing along with career knowledge and at-risk students as their top three choices. Although career knowledge was by far the first choice of students (65%), approximately one-fifth of the students also selected college writing as their first choice. In order to ensure the development of a QEP topic that enhanced student learning and had faculty ownership, the Topic Selection Leadership Committee continued its review of the survey results and solicited additional feedback related to topic selection.

Focus Groups

After analyzing the QEP All-College Survey, the Topic Selection Leadership Committee established both student and faculty focus groups. The purpose of these focus groups was to gather additional feedback related to the narrowed topics identified from the surveys.

The committee identified three campuses as the primary sites for student focus groups, which were held during November 2012. The campus student deans worked with MDC College Training and Development to host the focus groups at Kendall, North, and Wolfson campuses. The Topic Selection Leadership Committee used this approach to solicit additional feedback related to college writing and career knowledge, previously identified as potential topics.

In addition to the student focus groups, Topic Selection Leadership Committee identified three campuses as the primary sites for faculty focus groups held during December 2012. Again, campus academic deans worked with College Training and Development to establish and host the focus groups, convened at Homestead, North, and Wolfson campuses. During these focus group discussions, emphasis was placed on addressing challenges of strengthening college writing, career knowledge, and at-risk students.

Business Community Input

In addition to the College community, the Topic Selection Leadership Committee solicited contributions and feedback from the various school and program advisory committees during the 2012–2013 and 2013–2014 academic years. As a programmatic accreditation requirement, a number of programs at MDC have advisory committees made up of business and industry representatives who are well positioned to discuss and indicate workforce needs. At the various advisory committee meetings held during the data-gathering period, committee members were asked to provide feedback on the nine topics identified by the committee. An overwhelming majority indicated a need to strengthen writing for career readiness and applications. Many advisory committee members felt that graduates did not always have the writing skills needed by the specific profession for which they had been trained. The committee found that this additional input supported the potential integration of two QEP topics: college writing and career knowledge.

Data Analysis and Topic Selection

Upon completion of the four-month data-gathering period, the Topic Selection Leadership Committee spent the next six months analyzing the information collected from all of the various sources, including literature review and data from MDC Institutional Research. Based on its findings, the committee developed and presented three proposals to the student and academic deans. Following the endorsement of the deans, the Topic Selection Leadership Committee recommended the proposals (listed below) to the College Executive Committee. All three proposals addressed enhancing an area of student learning—writing—and integrated the other

top interests of respondents to the QEP All-College Survey: career knowledge, at-risk student support, and college writing.

> **Proposal 1: Writing for the Real World.** The overarching goal of this proposal was to enhance career knowledge through the skill of writing. This focused QEP would assist AS students from specific MDC's schools of Architecture and Interior Design, Business, Engineering and Technology, and Justice and the Fire Science program.

> **Proposal 2: Personalized Peer-Led Writing Coaches to Improve Writing Skills for At-Risk Learners.** The proposed topic was the implementation of a personalized peer-led writing coach program to build the college and professional writing skills of at-risk students. These students were defined as former developmental education students, now college ready, who had successfully completed English Composition 1101 and were beginning AA and AS degree programs. This topic was driven by findings from the fall 2012 QEP At-Risk Student Focus groups, which indicated that at-risk students often do not seek out an instructor's assistance but, rather, are more inclined to work with other students.

> **Proposal 3: Strengthening Writing among Cohorts in a Community of Interest.** The proposed project integrated writing and content-based curricula for students studying in a cohort of learners with like interests, creating a writing-enriched curriculum through which students would become better writers as they learned and become critical thinkers about their chosen area of study.

In the final analysis, based on the information gathered from campus dialogues, the QEP All-College Survey, student and faculty focus groups, business community input, literature review, and data compiled by MDC Institutional Research, **"Writing for the Real World: Strengthening Writing and Career Knowledge"** was selected as the QEP topic. This topic is intended to motivate students and faculty to enhance student writing and connections with career writing that ultimately increases student preparation and workforce competitiveness.

PHASE II: DESIGNING AND FORMULATING THE PLAN

The Role of the QEP Planning Committee

After the topic was selected and approved, the QEP Planning Committee was formed in August 2013, approximately one year after the inception of Topic Selection Leadership Committee. The QEP Planning Committee members are listed in Appendix A. The Planning Committee, reflecting broad-based representation, was tasked with the following responsibilities:

- Draft the detailed QEP and identify resources (human, financial, technological) required for implementation by July 2014.
- Coordinate the Southern Association of Colleges and Schools Commission on Colleges evaluation review in fall 2014.
- Analyze and assess strengths, challenges, and opportunities for QEP-identified Schools and the College in relation to student learning and the learning environment.
- Develop goals and strategies for enhancing current strengths and achieving the College's vision.
- Identify resource needs associated with strategies and propose priorities among those alternatives.

- Propose an implementation plan, including assignment responsibilities and a schedule.

The QEP Planning Committee was asked to consider the following preliminary strategies:

- Design a faculty professional development program to train faculty in professional and business writing.

- Incorporate, through campus career centers, co-curricular activities that focus on career knowledge.

- Collaborate with campus writing centers to provide professional/business writing training for staff, students, and tutors.

- Provide virtual co-curricular activities and tutoring for online students within the selected AA, AS, and selected baccalaureate programs.

- Develop learning outcomes and rubrics for designated QEP career-oriented program (QEP-COP) courses.

On the first day of the fall 2013 term, the QEP Planning Committee presented an update at the College convocation and gathered feedback and input from faculty, staff, and administrators. From that point forward, the committee convened bi-weekly meetings throughout the development of the QEP. As the plan evolved, the committee also maintained an update/feedback model by giving periodic presentations and gathering feedback from various constituents of the College at different campuses. The QEP Planning Committee made presentations to the board of trustees, College and Campus Executive Councils, Dean's Councils, College and Campus Academic and Student Support Councils, Student Life Directors, faculty and academic administrator discipline meetings, College and Campus Support Staff Councils and Student focus groups. These groups represented faculty, staff, and students.

In the planning process of the MDC QEP, a focus on writing and workforce preparedness served as a driving force for the plan. At the same time, the planning team consistently wrestled with the challenge of implementing a plan that could be taken to scale and effectively deal with the College's large enrollment. To assist the team, a review and analysis of enrollment distribution between campuses and workforce programs took place. During the 2012–2013 academic year, the college supported a total enrollment of 165,000 students, with just over 126,000 students enrolled in credit degree programs (AA, AS, and baccalaureate). This enrollment is depicted in Appendix C.

Further analysis took place to determine enrollment based on the various schools associated with workforce programs available at MDC (see Appendix C). As a result of the enrollment analysis, MDC made the decision to target students enrolled in degree programs which have a direct relationship to workforce. To assist the college with the scalability of the plan, an incremental approach will be utilized. The plan will be infused into the various Schools at MDC through a cohort model. The infusion of the QEP will begin with the degree pathways (AA, AS, BAS) housed in the School of Justice followed by other schools that have agreed to be part of the QEP process. Upon completion of the implementation into the School of Justice (Cohort A), the QEP process will continue by applying the components of the QEP to the Schools identified for Cohort B, C, and D.

In developing the QEP, the Planning Committee was divided into subcommittees focusing on individual components of the plan. The members sought and received feedback

after each draft. At the end of this process, the committee developed a plan that formalizes the writing-for-careers process that is well aligned with the College's mission and vision. The plan is also supported by the College's ten Student Learning Outcomes and the Student Achievement Initiatives. The tactical execution of this QEP will assist the College in "closing the loop" and eliminate existing gaps identified by community partners between skill development and career readiness and help our students become successful lifelong learners.

Affirming the QEP Topic through Broad-Based Input

Beginning in November 2013, the QEP Planning Committee began QEP Topic Affirmation presentations. These presentations were designed to confirm the topic identified for MDC's QEP and to inform constituents throughout the College on QEP progress. Members of the Planning Committee traveled from campus to campus to provide these presentations. Participants included campus Executive Committee membership, administrators, staff, and faculty.

In March 2014, MDC held a Professional Development Day, with over 1,200 participants. Serving as the official start of the QEP marketing/awareness campaign, the Professional Development Day focused on topics that supported the QEP (see Appendix B). Both internal and external speakers presented content related to the culture of writing, e-portfolios, and the integration of academic support services. The day culminated in the afternoon with sessions specific to the mandated State of Florida academic meta-major categories and support staff areas. The afternoon sessions gave participants an opportunity to provide feedback to specific content areas associated with the QEP topic and process. Results of these sessions were overwhelmingly positive in relation to the QEP process and topic.

In addition, during the spring 2014 term (January through April), QEP Planning Committee members conducted student focus groups on each campus. During these sessions, students were asked to provide feedback on seven content areas directly related to the QEP topic and on the academic support services provided to students by the College. Again, results from these surveys indicated positive feedback on the QEP process and topic.

QEP Awareness Campaign

This commitment to broad-based involvement has continued with the QEP marketing awareness campaign. Beginning in March 2014, the campaign began at a college-wide professional development day focused on the QEP, with 1,200 college employees in attendance. The campaign has continued with presentations to multiple constituency groups at all MDC campuses, and up-to-date information reaching internal and external audiences through the QEP website (www.mdc.edu/qep/). Since April 2014, monthly news briefs have kept the college community informed of QEP progress. In August 2014, a college-wide convocation was held with over 1,100 attendees with a focus on the QEP. Attendees received QEP Awareness Packets containing multiple resource documents. This focus was reinforced at each campus convocation. Student government leaders and student life directors have assisted with the education of the student body regarding the QEP and its benefits to the students.

Summary

The development of QEP incorporated broad-based input from multiple internal and external sources. Through the use of campus-based meetings, comprehensive surveys, focus groups, and business community input, data collected and analyzed facilitated a QEP topic focused on enhancing student learning while supporting current initiatives in place at MDC.

III. Identification of the Topic

As noted in the previous section, the QEP topic selection process involved multiple resources, including all the constituents of the College and the business community. The QEP Topic Selection Leadership Committee collected information on potential topics through various methods, followed by a six-month analysis to narrow the QEP topic.

The goal of the Topic Selection Leadership Committee was to produce a dynamic and vibrant QEP topic that enhanced student learning and reflected the top concerns and interests of MDC students, faculty, staff and administrators, as well as external contributors. In addition, the topic selected needed to align with the College's mission and vision, ten general education student learning outcomes, and the Student Achievement Initiatives as the process evolved and to reflect the data collected by MDC Institutional Research. Keeping all of these contributing factors in mind, it was determined that the focus of writing would take place in the career-oriented courses rather than the required college-level English courses. This approach was based on the results of the literature review and an opportunity to reinforce and infuse into career-oriented courses the writing pedagogies successfully completed by students in English classes.

Roughly one fifth of all students responding to the QEP All-College Survey reported an interest in college writing (20%) as a potential topic for the QEP and career knowledge (64%) was the most frequently selected focus among MDC students, showing the importance of these two topics among our students. Moreover, both MDC faculty and staff/administrators chose the same topics. Similarly, in-depth focus groups with both AA and AS students found that students were interested in building their writing skills, especially as connected to their eventual careers. However, interviews with AA and AS faculty found that only AS faculty reported difficulties with their student's level of writing ability once students had completed English Composition 1101, while AA faculty were more interested in enhancing critical thinking and communication skills, with writing being only one facet.

Data from 2010–2012 suggest that both AA and AS students are performing in English Composition 1101 at roughly the same level when comparing the grade earned, but the response of AS faculty suggests otherwise. For example, "Students get to my class and they can't write," and "The students come to me not knowing how to write." The 2012 College-wide Student Learning Outcomes Assessment results for the communication learning outcome showed a significant difference between Associate in Arts and Associate in Science students who performed at a level of proficient or higher. Fifty-six percent of AA students scored at a level of proficient or higher in comparison to 41% of AS students who scored proficient or higher. One possible reason for the disconnect between the grade earned in English Composition 1101 between AA and AS students may be that AS students perform well within the general required English course, but are not able to transfer the rhetorical and expository writing skills to the more specific, focused writing related to their chosen field in coursework within the major.

Analysis of the QEP All-College Survey revealed two major topics of interest. MDC faculty identified college writing as their top choice (44%) among the nine potential QEP topics; and although career knowledge was the first choice of students (65%), approximately one-fifth of the students also selected college writing as their first choice.

MDC has and continues to be supported by Program Advisory Committees, which contain workforce representatives related to specific disciplines. These advisory committees serve as a conduit between the College and related industries to provide connections and guidance. Various MDC Program Advisory Committee members expressed similar concerns during meetings held at the College. Feedback from these entities indicated that job applicants frequently exhibited the following shortcomings in essential career-related writing skills:

- Inability to write in chronological order.
- Problems with both written and verbal communications skills.
- Social media deters younger students from learning proper writing skills required for jobs.
- Overreliance on technology (such as auto-correction features) may impede on writing skill development.
- Applicants unable to effectively complete a writing exercise included in the application process.
- Failed to have a true understanding of the position for which they thought they were prepared for.
- Writing is a daily requirement on the job.
- Important for students to understand the interconnection between writing and the system.
- Inability to organize thoughts in writing.
- Need opportunities to learn about the reality of the position.
- Important to be exposed to scenarios followed by a writing component.

The review of external research data by the Topic Selection Leadership Committee provided further support for this topic. A survey of 318 employers published by the Hart Research Associates (2013) for the Association of American Colleges and Universities found that "80% said colleges should focus more on written and oral communication" (p. 8). Based on a 2013 Lumina Foundation/Gallup poll, Egar (2014) and Grasgreen (2014) determined that gaps exist between academia and business where "96 percent of university officers believe that they're effectively preparing students for the success in the workplace," only "eleven percent of business leaders strongly agree that today's college graduates have the skills and competencies their companies need".

In spring of 2004, the National Commission on Writing surveyed 120 major American corporations employing nearly 8 million people, which resulted in the publication, *Writing: A Ticket to Work… or a Ticket Out*. The results of this survey support the importance of writing in the workplace: "writing is particularly important in services and in finance, insurance, and real estate…" (p. 5). As a proposed QEP topic, writing as a means to enhance career knowledge within the Associate in Science degree resonates with the expectations of employers: "the strength of corporate complaints about the writing skills of college graduates was surprisingly powerful" (College Board 2004, p. 19).

As an institution of higher education, MDC's selection of a QEP topic that intertwines both writing and career knowledge supports the College's strategic goal 19: Innovate and invest in educational programs and technologies that foster competitive advantages that benefit our students and community. Successful implementation of this QEP topic could increase salaried employment opportunities for MDC students. Based on the data collected and research, the

target of the intended strategies will be primarily AS programs, which lead to degrees with the goal of preparing a student for the workforce, rather than for transfer into upper-division education.

Support for the topic selection may also be found within MDC. Student learning outcomes assessment data from 2006 through 2012 indicated that 56% of prospective MDC graduates were deficient in communication skills (MDC general education learning outcome 1). These results clearly indicated the need to improve the writing-based skills required for long-term real-world and academic student success. In addition, 71% of the faculty teaching composition reported that their students had difficulty communicating clearly "both in speaking and writing."

At the conclusion of this process—and in an effort to build a bridge between scholarship and practice—the topic of the MDC QEP was identified as **Writing for the Real World: Strengthening Writing and Career Knowledge.** The topic addresses the interests and concerns of students, faculty members, and the business community while preserving the core emphasis of MDC's mission and vision.

Summary

Writing is a skill that sustains a student's ability to be a lifelong learner. Thus, **Writing for the Real World: Strengthening Writing and Career Knowledge** is clearly aligned with MDC's mission, "to provide high-quality teaching and learning experiences that are accessible and affordable to meet the needs of our diverse students and prepare them to be responsible global citizens and successful lifelong learners." In addition, the QEP supports MDC's Strategic Plan goal 1, "to review and transform curriculum and its delivery to optimize student access and success." Finally, the QEP reinforces key student learning outcomes that support, not only the QEP goals, but also MDC's established general education learning outcomes.

IV. Desired Student Learning Outcomes

True to its mission, MDC is committed to providing high-quality teaching and learning experiences to meet the needs of its students and prepare them to be successful lifelong learners. This shared institutional commitment results in the College's unwavering determination to find ways to ensure the long-term success of its graduates.

To that end, the Student Learning Outcomes initiative, inaugurated in 2005, includes intentional student learning outcomes and assessments for MDC program completers. As the QEP was developed, constant consideration was given to MDC's ten general education student learning outcomes and the Student Achievement Initiatives. Thus, MDC has aligned its QEP student learning outcomes with three of the college student learning outcomes:

MDC Outcome 1. Communicate effectively using listening, speaking, reading, and writing skills.

MDC Outcome 3. Solve problems using critical and creative thinking and scientific reasoning.

MDC Outcome 4. Formulate strategies to locate, evaluate, and apply information.

Building on the inferences from the literature review, best practices, and the results of the six-month analysis completed by Topic Selection Leadership Committee, the QEP Planning Committee established learning outcomes which correlate to the existing College Student Learning Outcomes, incorporated components of the Student Achievement Initiatives, and provided a focus to the strategies to be implemented to support the QEP. The QEP learning outcomes were developed after many conversations with students, faculty, alumni, and members of the business community.

To support the primary goal of *Do the Write Thing*, the College has developed the following **QEP student learning outcomes:**

QEP Outcome 1. Students will compose academic, discipline, and career-specific writing.

QEP Outcome 2. Students will demonstrate career knowledge through written responses to co-curricular activities.

QEP Outcome 3. Students will evaluate their writing performance and workforce readiness.

V. Literature Review and Best Practices

The MDC QEP is designed to strengthen students' writing skills and career knowledge in order to enhance their workforce readiness upon graduation. Initial literature review results indicate that employers from all sectors of the economy emphasize the importance of their employees' proficiency in writing. The College Board (2004) survey of companies, *Writing: A Ticket to Work… Or a Ticket Out,* found that half of all employers consider the writing abilities of potential employees during the hiring process" (p. 3). Many of the companies "express[ed] a fair degree of dissatisfaction with the writing of recent college graduates—and also with academic styles of writing, unsuited to workplace needs" (p. 14). In addition to the easily observable grammar and spelling errors, employers noted that "many employees don't understand the need for an appropriate level of detail, reasoning, structure, and the like" (p. 14).

Writing effectively in the workplace requires one to adapt to a variety of rhetorical situations and deploy a range of habits of mind, such as curiosity, persistence, and responsibility. Budig (2006) found that "people who cannot write and communicate clearly are less likely to be hired than people who have these skills, and, if hired, are less likely to last long enough to be considered for promotion" (p. 663). This QEP is designed to improve writing in order to prepare graduates to enter a workforce that expects them to communicate effectively.

Information in this section is presented with a discussion of content found from the literature review and best practices. Each area is then followed with how MDC envisions the findings from the literature review and how best practices will contribute to the QEP.

A CULTURE OF WRITING

Literature Review

A culture of writing in higher-education institutions has been defined by Edward P.J. Corbett as, "Everyone in the academy becoming, in a very real sense, a teacher of writing, and those who are especially trained to be teachers of writing widening their purview" (Thomas 2009). These programs seek to cultivate a culture of writing within institutions, helping students and faculty to understand the value of writing to learn as well as learning to write. In fact, MDC's goals of increasing student completion and improving career readiness align very well with the goals of writing across the curriculum (WAC) programs around the nation.

A substantial body of research supports engaging students in more writing in order to achieve greater writing proficiency. In "Framework for Success in Postsecondary Writing" (2011), the Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project assert that learning to write is a complex process that is "both individual and social, and which takes place over time and requires continued practice and informed guidance." The document emphasizes that writing outcomes cannot be achieved or taught in reduced, quick, or simple ways. Recommendations highlight the need to address students' knowledge of different rhetorical situations; they stress the need for faculty in all programs and departments to help students learn the main features and uses of writing in their fields, as well as the main expectations of readers in their fields. Writing should be used for inquiry, learning, thinking, and communicating, and students should understand a writing assignment as a series of tasks involving multiple drafts, flexible strategies, an open process, critiques of their own and others' work, and the integration of their own ideas with those of others.

A culture of writing can take place with the establishment of a WAC program and writing intensive courses. In *Great Expectations: The Culture of WAC and the Community College Context* (2010), McMullen-Light recommends that community colleges identify the ways in which WAC helps to support important institutional goals. It notes:

> Common values of WAC and community college cultures: (1) inclusiveness; (2) diversity; (3) service orientation; (4) learning support; and (5) emphasis on teaching/learning. Learning outcomes reforms at community colleges can be linked in an integral way to a writing intensive curriculum, as illustrated by Metropolitan Community College in Longview, Kansas.

As part of developing a culture of writing across an institution, WAC programs have historically emphasized the importance of "writing to learn" instead of simply "learning to write." In this way, discipline faculty can begin to see that writing can be used as a means for developing content-based knowledge. As a result, the focus for discipline faculty can become the creation of writing assignments to develop reflection and critical thinking instead of solely to teach particular rhetorical forms or improve grammar (Bazerman et al. 2005).

The teaching of writing as a recursive process is the centerpiece of much writing-related research, as is the concept of WAC. Shared assumptions of WAC programs are that "students need to learn to write in many disciplines and fields and that many members of the faculty need to create writing opportunities for students" (Knodt 2006). Following a professional writing approach to WAC would entail making sure students write for different professional or workplace audiences, varying the formality and tone of their content depending on the audience and situation. Knodt (2006) denotes "students should also employ critical thinking, reading, analysis, and understanding of writing processes and of the common conventions of Standard American English". These strategies may be employed and assessed throughout specific courses in a program of study, as well as through capstone writing projects and portfolios in which the students reflect upon their own writing habits, growth, and proficiency.

It is important to note salient features of successful WAC programs at community colleges. McMullen-Light (2010) highlights the need for administrative support, faculty interest, and effective, ongoing development and coordination. McMullen-Light's study suggests that in order to create a successful culture of writing at a community college, there should be "broad-based participation—from library staff, advisers, writing intensive courses' faculty, writing center staff, professional development coordinators, to administrators." The study recommends release time for faculty involved in developing new writing-related curricula and pedagogical approaches. Similarly, McLeod and Miraglia (2001) have also identified "key areas for successful WAC programs: faculty interest, administrative support, and program coordination through a leadership position." WAC initiatives require a budget to support the professional development essential to informing and engaging instructors across the disciplines. It is especially important that a WAC approach be perceived as serving the entire academic community in support of writing as the "central academic endeavor that crosses the curriculum in general education as well as vocational education" (McMullen-Light 2010).

A variety of approaches have been implemented by colleges and universities in order to achieve a culture of writing. At Virginia State University, Thomas (2009) identifies the development of a culture of writing, including:

> (1) Providing all entering students a strong and effective first-year writing program that emphasizes academic writing and that includes the critical thinking, reflective practice,

and technology; (2) creating opportunities for students throughout their general education program to practice writing and critical thinking in a variety of contexts to strengthen the writing and thinking skills developed in the first-year writing program; (3) providing opportunities for students to continue to develop their writing competencies and critical thinking skills through discipline-specific and genre-specific writing activities in their professional (major) courses (writing-intensive courses); (4) requiring students to develop a senior e-portfolio for assessment; and (5) providing writing assistance and support to students, faculty, and staff. (p.3)

The WAC Clearinghouse (http://wac.colostate.edu/), maintained by Colorado State University, has an extensive collection of examples of how "writing to learn" can be integrated into any discipline.

Funding and academic resources are needed for a culture of writing to thrive at the institutional level. At Virginia State University, for example, the resources allocated included:

- University-wide shared commitment to the teaching of writing in all academic programs
- Demonstrated commitment to support a wide range of writing activities, including writing across the disciplines and writing intensive courses in the majors
- Adequate funding, human resources, strategic planning, curricula changes, and administrative support to sustain these efforts on a long-term basis
- Institutional support for faculty development activities that prepare faculty to deliver a robust writing initiative in all academic programs and that nurtures a culture of writing

Virginia State University sought to foster the writing culture throughout the entire institution: the first-year writing program, the writing across the disciplines, the writing intensive emphasis in the major, the student publications, the honor societies, the Writing/e-Portfolio Center, and other campus organizations. The goal was to get the entire university involved in writing.

MDC Implication

At MDC, several of the general education student learning outcomes reflect the College's commitment to a culture of writing. Learning outcomes 1 (communication), 3 (critical thinking), and 4 (information literacy) directly link to the goals of writing-intensive courses.

In an effort to respond to employer's needs for individuals with writing proficiency, MDC's QEP will utilize the foundation established in the ENC 1101 and/or ENC 1102 courses as a springboard for the development of a culture of writing. Building on the foundation from these English courses, writing will continue in QEP career-oriented program (QEP-COP) courses by emulating content for writing intensive courses to support writing as a process. These QEP-COP courses will also have writing assignments focusing on career knowledge. With the foundation established in the English courses, infusing these processes into QEP-COP courses and incorporating assignments with a career knowledge focus will support the overall goal of the plan.

CLASS SIZE AND WORKLOAD

Literature Review

The main challenges to a successful community college WAC program are highlighted in the Two-Year College Association survey results of 2010. The study indicates the importance of

allocating necessary resources and establishing cohesion in order to achieve a culture of writing. Heavy teaching loads, many class preps, and large class sizes are challenges for faculty involved in writing-intensive courses. In addition, many students arrive unprepared for pivotal writing and critical thinking experiences at the college level. The 2009 ACT College Readiness Report shows that about 23% of students entering college are ready to operate at a passing level in English, mathematics, reading, and science (McMullen-Light 2010).

In the Johnston Community College 2012 QEP Plan, "On the Write Path," it is acknowledged that, although research amply supports that that teaching writing across the disciplines promotes learning and critical thinking, there may be faculty resistance to establishing writing components in their courses, such as the extra grading load and the lack of expertise in teaching writing. The JCC plan sought to address those objections by establishing clear guidelines and criteria for identifying writing-intensive courses. Farris and Smith (2000) have noted that guidelines for such courses are similar among various institutions, and many strictly adhere to the guideline that the courses include no more than 15 to 25 students.

In a pilot study of college writing faculty, Lee (2009) found that increased workload decreases overall "average comment length" and affects "the rhetorical content and pedagogical direction of comments" (p.171). The research consisted of a survey of fifteen participating writing instructors from five colleges whose workload ranged from twenty students to more than one hundred. For the most part, the heavier the workload, the shorter, shallower, and less rhetorically connected were the faculty responses to students' papers. Any institutional initiative to improve student writing must take into account the time and human energy required to respond meaningfully to student writers.

MDC Implication

For the establishment of a culture of writing, MDC will review opportunities and challenges to college productivity with potential changes in current class size and possible reductions in faculty workload.

CRITERIA FOR WRITING-INTENSIVE COURSES AND CLASS SIZE GUIDELINES

Literature Review

Virginia State University (Thomas 2009) used the following criteria to designate courses in the major as writing intensive:

1. The course uses writing to promote the learning of course materials.
2. The course provides interaction between teacher and students while students complete assigned writing.
3. Writing contributes significantly to each student's grade.
4. The course requires students to do a substantial amount of writing (a minimum of 4,000 words, or about 16 pages).
5. The course is restricted to 20 to 25 students, to allow for meaningful professor-student interaction.

In addition, writing-intensive courses at a community college require significant writing support for students in the form of Writing Centers or tutors outside the classroom.

The National Council of Teachers of English (2014) states that "no more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15. Students cannot learn to write without writing. In sections larger than 20, teachers cannot possibly give student writing the immediate and individual response necessary for growth and improvement." Farris and Smith (2000) have noted that guidelines for writing-intensive courses at various institutions are similar, and many include the following elements:

1. **Class size or instructor/student ratio**. Most guidelines insist that writing-intensive courses include no more than 15 to 25 students.

2. **Required number of papers or words.** Guidelines range from a total of 2,500 to 5,000 words, which may include some combination of formal and informal writing, in-class and out-of-class writing, drafts, and journals.

3. **Writing as a process.** Some guidelines specify that papers should go through a complete revision process. Guidelines generally indicate that drafts may be read by the instructor, peers, and other readers. Some guidelines make clear that feedback and revision must involve more than pointing out and correcting surface errors.

4. **Types of assignments** Guidelines require or recommend that writing be spread throughout the course in a sequence of related assignments rather than concentrated in a large term paper. Guidelines may specify that a certain number of papers engage students in particular tasks, for example, summary, analysis, and integration of sources.

5. **Assignment-related instruction and evaluation of papers.** Guidelines suggest teaching techniques demonstrated in professional development workshops, for example, collaborative work, directed lessons on research techniques, rubrics for feedback on drafts, conferencing with students, etc.

6. **Support services.** Guidelines suggest or require that instructors make use of available consultation with the tutoring services in the campus Writing Center.

MDC Implication

In an effort to establish a culture of writing, it is imperative to create criteria that support this undertaking. What transpires in the classroom is directly related to this effort. MDC will utilize the following criteria for courses identified as QEP-COP courses. These include:

1. **Class size.** In order to maintain effective, productive programs, class size will be limited to a maximum of 30 students. This will permit the college to meet productivity requirements and faculty workload. Additional support will be provided to buttress this enrollment through the services listed below.

2. **Required number of papers or words.** Students will be required to write assignments totaling 3,000 to 3,500 words that include some combination of formal and informal writing, in-class and out-of-class writing, drafts, and journals.

3. **Writing as a process.** Various assignments will assist in the establishment of writing as a process, including revisions through the draft process and sequential related assignments.

4. **Support services.** To support the number of students enrolled in a QEP-COP course, embedded writing fellows/coaches and embedded librarians will be an integral component of these courses to support writing.

5. **Course selection.** For the AA and AS, two courses selected from the 1000 level and two courses from 2000 level offered in the specific degree. If a BS or BAS offering is

provided by the program, one course will be selected from the 3000 level and one course selected from the 4000 level. The courses identified at each level will be determined by the program faculty. These will be designated as QEP-COP courses.

SIGNATURE ASSIGNMENTS

Literature Review

A signature assignment is one that addresses two or more student learning outcomes, incorporates a "real-world" application of knowledge, and is accompanied by reflective writing. It is not an additional assignment, but one that you already incorporate into your course. Signature assignments are flexible, intentional, and adaptive in nature. Instructors in writing-intensive courses have the flexibility to choose the assignment and make it relevant to the course, thus, securing academic freedom while assuring the goals of the course are met. These real-world–based assignments provide students with a bridge to their post-graduation career. For the student, the signature assignment intentionally directs students to analyze and reflect on their own career pathway.

Salt Lake Community College has infused this type of writing into its programs (Zane 2013). Signature assignments are designed to integrate reflective thinking that "constitute[s] real-world application of knowledge, and include[s] reflection" (Association of American Colleges and Universities News 2011). The assignments are designed to provide students with the ability to analyze scenarios, reflect on the process of analysis, and use critical thinking as a learning process. The strategy is designed to have "students connect their academic learning to course and program learning outcomes" (Driscoll 2014).

MDC Implication

Two major writing assignments will be incorporated into the QEP-COP courses: the Course Writing Essay and Co-curricular Writing Essay. These assignments integrate reflective writing and incorporate "real-world" situations designed to strengthen career knowledge. For MDC, these will serve as signature assignments. The assignments will be assessed utilizing the designated rubric. Additional assignments incorporated into these courses that have a reflective focus and/or a "real-world" focus will be placed into the e-portfolio as artifacts and will be assessed utilizing the e-portfolio rubric.

E-PORTFOLIOS

Literature Review

Over the last decade, the use of electronic portfolios (e-portfolios) in education has grown dramatically. Established in 2009, the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) is the organizing body for many of the e-portfolio initiatives being conducted throughout the country and provides a useful inventory of most of the national projects. AAEEBL's mission—"to deepen learning and to transform institutions with electronic portfolios and other learner-centered technologies online that support lifelong, 21st Century educational and career growth"—captures the reasons that most institutions turn to the use of e-portfolios (Association for Authentic, Experiential and Evidence-Based Learning, n.d.). Although the use of e-portfolios can have many purposes, what all e-portfolio projects share, regardless of the platform or software used, is an opportunity for students to collect, select and reflect on their work. This will be a powerful tool for documenting and assessing student growth and learning as writers in a discipline.

In *Peer Review* (2014), published by the Association of American Colleges and Universities, Rhodes describes a three-pronged utilization approach. First, "faculty can frame content and organization of e-portfolios to include course, program and institutional learning outcomes" and include artifacts that "demonstrate their learning towards those outcomes" (p.9). Second, students apply this technology to assess their "work towards a final product demonstrating their achievement" (p.9). Third, programs and institutions are afforded the opportunity to demonstrate "authentic evidence and examples of the level of learning demonstrated by their students for the use in efforts to improve achievement" (p.9).

In addition, Yancey (2009), a leading scholar in the use of e-portfolios, describes how they can house a variety of artifacts for a variety of purposes, including "multimedia artifacts and reflective commentary to artifacts-as-evidence linking to institutionally sanction programmatic outcomes and to more personalized self-identified outcomes."

LaGuardia Community College, a leader in the e-portfolio movement, uses e-portfolios to document student learning, not simply in a single course, but across courses and across disciplines. Since 2001, LaGuardia has been building its capacity to document student work for a variety of purposes and indicates that e-portfolios promote (LaGuardia Community College, n.d.):

- An opportunity to effectively represent yourself and your education
- A place to collect and save coursework
- A chance to showcase accomplishments and school work to family and friends
- A tool for creating digital resumes to send to employers
- A web portal for accessing your work, track your academic growth, and plan your career
- A portal that helps connect educational goals with personal experience
- An electronic resource you can use to apply for transfer and financial aid at a four year school
- A chance to reflect on your education, to make connections between where you are and where you want to be, and,
- A record of your skills, achievements, and learning.

From course-based objectives to advisement, the e-portfolio has become the centerpiece of instruction and assessment and their tutorials and milestones can help guide our own process. As Yancey suggests, LaGuardia has found innovative ways to involve students, faculty, and staff in the creation of the portfolios.

It will be important to decide on the purposes for the e-portfolio in the QEP context and to find ways to have students actively engage in the creation and use of the portfolios. As Yancey (2009) has discovered, the extent to which "e-portfolios increase course completion and retention is intimately tied to the degree to which students are involved in the design." She cautions institutions to understand that there may not be one technology used to document the many institutional and individual uses for the *e*-portfolio and shares the example of Penn State that found they needed to use multiple technologies to document different aspects of student learning and growth. "It isn't easy to use one technology that engages students creatively and similarly gives the institution the qualitative and quantitative measurements it may need for a project" (Yancey, 2009).

Each time students use e-portfolio in their own coursework—showcasing their best work, reflecting upon what they have learned, or presenting themselves to audiences both at and beyond the college—they contribute to an ongoing and substantive documentation of their educational careers. In this way, e-portfolio pedagogy is inherently integrative: it helps turn many disparate pieces into a coherent whole.

MDC Implication

Documenting growth across courses and over time is important for the MDC QEP as the purpose of implementing and maintaining the e-portfolio is to provide a mechanism for students to reflect on their educational process and assess their readiness for the workforce.   The portfolio will include student's goals, philosophy of education, and career goals. The electronic portfolio will showcase different types of written works, including Word documents, Excel files, audio and video recordings, and/or photographs. Reflections of co-curricular activities composed by the students will be a component of the portfolio.

As at LaGuardia, the e-portfolio at MDC will serve many purposes both at the institution and beyond. At the time of enrollment into the first 1000-level QEP-COP course, the student will be required to establish an e-portfolio utilizing the college's learning management system (Blackboard). This e-portfolio will serve as a repository for a number of assignments that take place during enrollment, especially for QEP-COP courses. However, students will be encouraged to utilize the e-portfolio as a repository for all assignments from all courses in their identified academic program. In addition, the e-portfolio will serve as one of the assessment measures for plan effectiveness.

CO-CURRICULAR ENGAGEMENT AND WRITING

Literature Review

An abundance of research has revealed the benefits that students gain through participation in co-curricular activities. Finelli et al. (2012) have noted the connection between co-curricular engagement and the development of students' ethical thinking. Bringle et al. (2010) observed that service learning "yields multiple positive outcomes for students," including improved academic performance, "educationally meaningful community service experiences that enhance personal and civic development," and "overall satisfaction with college." These benefits support MDC's focus on improving student retention and completion rates.

Co-curricular engagement has been found to improve students' workforce readiness and career readiness, especially in the cases of internships, shadowing, and academic service learning that is closely related to course content (Hettich 2000; Yin, 2009; Bringle ert al. 2010; Ro 2011). For engineering students, Yin (2009) has shown that "students' classroom and work (co-op and internship) experiences differentially influenced three types of knowledge: theoretical, practical, and procedural knowledge." Ro's research (2010) reveals "the value of students' co-curricular experiences in cultivating students' profession skills and building students' understanding of the social and global contexts and issues that are part of the work of today's engineer." In the case of internships, Hettich (2000) observed a variety of experiences that improve students' workforce readiness:

> Direct experience in social service settings with issues that are addressed in their course work; the expectation to act independently with minimal supervision; authority to act independently and, sometimes, make decisions on matters that are often ambiguous; and regular collaboration with supervisors and peers. (p.8)

The value of co-curricular learning extends beyond academic achievement by giving students real-world experiences; after all, "the workplace is not simply a sequence of read-write-test-read-write-test events," and "the transition from college to career is a highly complex and critical period for students" (Hettich, 2000). There is substantial evidence in the literature that scenario-based learning results in high levels of academic achievement. Tremaine (2012) credited experiential learning and "experience catalysts" as the cornerstone of training for Department of Defense employees. Similarly, Buckhaults and Fisher (2011) note that "incorporating field trips and role-play in accounting instruction engages students by allowing them to gain hands-on experience."

While it may be easy to see the connection between co-curricular activities and career readiness, the connection between co-curricular engagement and writing proficiency might seem less apparent. Some co-curricular opportunities might include a written component such as a service-learning project where students compose a marketing plan for a local nonprofit agency. In many cases, however, the co-curricular activities will not feature a written component outside of the class. For this reason, as Ned Laff (2014) explained "it is essential that instructors give students an opportunity to reflect upon their participation in these activities and guide those reflections in a way that helps students to see the connections to the course materials".

Community colleges across the country are working to integrate more high-impact co-curricular activities. At one such institution, Storey (2010) found a correlation between student achievement and involvement in co-curricular activities, which were designed to help participants gain experience in:

> Sharing information with peers, using reputable sources to convey messages, knowing about current global trends and issues, planning finances and budgets, preparing for the workforce, blending technology with learning, being fiscally responsible, critiquing writing skills, and increasing social networking skills through technology.

In addition to general career knowledge, students also enhance their understanding of the importance of writing for their careers through co-curricular activities; at the institution reviewed in Storey's research, students who had participated in "multi-cultural" and "leadership" opportunities showed a correlation to high levels of achievement in the Reading and Writing Learning Outcomes (Storey 2010). Overall, 82.8% of students who had participated in co-curricular activity reported that their involvement enhanced their learning (Storey 2010).

Several institutions and individual programs within institutions have discovered the value of creating experiential learning opportunities for students through simulations, scenario-based assignments, and role-playing activities. Van Hasselt and Romano (2004) explained their use of role-playing as a technique for teaching crisis negotiation skills. Students in their program developed "active listening skills, widely considered a negotiator's primary weapon, [which] can be most easily trained and shaped in the context of role-play training scenarios." They highlight the importance of imitation and simulation in mastering these kinds of hands-on skills: "Given the increasingly prominent role of crisis negotiations in law enforcement and the need for more and better-trained negotiators, law enforcement agencies should use, as well as refine, role-play strategies in crisis negotiation training" (Van Hasselt et al. 2004).

Similarly, Robinson (2013) described how engineering students at the University of Auckland in New Zealand gained workplace experience while also learning and applying the engineering course objectives, but he also cautioned colleges to be prepared to devote the resources necessary to effective planning and execution of such projects:

The [systems-thinking, scenario-based] model provides a low-risk template for change. We'd encourage other universities to follow - *but* it relies, totally, on the faculty engaging practitioners with big project experience to effectively design and run the scenarios and teach the systems thinking portion of the curriculum. (p.33)

Baglione (2006) explains the value of creating a career simulation of "crisis management for a fictitious organization" for business students at Saint Leo University. Students participating in the simulation reported a "higher level learning (as compared with merely listening to lectures)" and an enhanced understanding "of the components of good crisis management and prepared them to handle a crisis" (Baglione 2006).

Co-curricular activities can also be made available to students in the Virtual College. As McKeown and Heritage (2012) pointed out, "Many extracurricular activities, such as producing a school newspaper or participating in a chess club or reading group, translate well to the online environment." In addition, faculty and staff can design webinars and blogging opportunities for online students. However, the literature also points out that not all co-curricular activities for online students need to be delivered or participated in virtually. In fact, although many online students choose the online delivery format for the course material, they may want or be required to engage in face-to-face co-curricular opportunities such as Service Learning. In fact, the University of Maryland University College "has made it a priority to engage its students beyond the virtual classroom. The program encourages students to work toward membership in the national history honor society, Phi Alpha Theta" (McKeown and Heritage 2012).

MDC Implication

To reinforce writing as a process, students will provide writing responses to co-curricular activities. These co-curricular activities will strengthen career knowledge and at the same time provide the student with the opportunity to expand their writing skills through a reflective process. Further benefits of co-curricular activities include enhancing the curriculum by providing hands-on experience in the field for MDC students and supporting MDC's focus on improving student retention and completion rates.

In addition to direct benefits to the students, co-curricular activities and particularly service learning strengthens the institution, and are aligned well with the College's strategic goal of "develop[ing] a comprehensive college-wide approach to cultivating and managing community partnerships" (Miami Dade College, n.d.).

CAREER EXPLORATION ACTIVITIES AND WRITING

Literature Review

Writing can be considered as systemizing knowledge and information. In that sense, career exploration and eventual accumulation of experiences and information expressed through writing, can help achieve the goal of strengthening career knowledge through the skill of writing. Studies of career exploration have examined activities that influence students' potential career trajectories and solidify their personal interests, including researching careers, participating in job shadowing, internships, and workshops, as well as completing interest and personality inventories, participating in the world of work, and using social networks to broaden knowledge and expectations. According to a 2010 study completed by Abbas et al.:

Students who make greater use of career exploration resources tend to perceive themselves as better prepared to enter the workforce than do students who use career

exploration resources less" and "Students with higher levels of self-efficacy tend to be more involved with career exploration than students with low levels of self-efficacy.

In order to ensure that students utilize the career exploration services and resources available to them, it is important for career services staff to work closely with faculty to integrate the career exploration activities into the curriculum.

According to the Cornell University *Career Exploration Guide,* "Career development takes place through the course of one's lifetime, and despite where [one] is in his or her process, careers require continual self-assessment. Self-assessment and reflection help [students] to develop skills required to manage and prepare for a dynamic job market" (2014). The transition of college graduates from school to the workforce has been the subject of much research. The role that colleges and universities play in students' post-graduate plans and expectations is paramount.

Experts refer to graduates' movement from college into the workforce as the *transition to adulthood*. Furstenberg et al. (2008) noted "adulthood is defined by the individual's ability to obtain gainful employment and financial independence." Wendlandt and Rochlen (2008) reported the "college-to-work transition can be simplified by ensuring that graduates' expectations of the world of work are realistic, and that they are prepared for the culture of the working environment." Students' attitudes, beliefs, and plans, as well as, the process of vocational and career discernment are also extremely important as it relates to a graduate's ability to smoothly transition from college to the workforce. Furthermore, other key areas pertinent to this transition include the impact of building skills, informal or formal experience and an awareness of the nuances of researching and seeking careers.

Many activities can help students explore potential careers in their chosen fields, including analyzing the results of aptitude tests, examining personality type indicators, conducting research projects, and engaging in shadowing expeditions. Cornell University's (2014) career exploration activities focused on career planning in three steps:

"Step One: Understanding Yourself and Self-Assessment" – In step one, the University focused on self-assessment. Knowing about one's self is the basis of career decision-making. Students examined their own personal traits and characteristics, their interests, skills, and values, and what is important to them about their work.

"Step Two: Gathering Information about Careers" – In step two, the University focused on career information. Learning about the careers, types of jobs, educational requirements, and job functions are important in understanding the careers that fit students' interests and goals.

"Step Three: Integration" – In step three, the University focused on integrating self and interest awareness with career knowledge. This step requires students to take what they know about themselves and piece it together with the reality of the work world. Through these activities, students begin to evaluate career options that are suited for them.

Cornell went on to provide a detailed outline for instructors to incorporate the three step process, which included an action plan at each step. The university incorporated resume building, library research, and support counseling and advisement into its action plans.

An example of an approach that integrates its career exploration into the curriculum is the Lone Star State College System, which incorporates career exploration into its EDU1300

course. The course includes a career exploration major project in which students also take personal inventories and follow through with an instructor-guided plan of career exploration. This plan includes an interview process, in which students are required to interview someone who works in their identified career field, in order to provide them with first-hand knowledge and possibly internship/volunteer opportunities. This program displays a clear opportunity for the convergence of student interest and career possibilities supported by their instructors, advisers, and learning resource facilitators.

MDC Implication

As a result of feedback from students surveyed during the topic identification process, a driving force for the MDC QEP is career knowledge. Writing assignments within QEP-COP courses will contain content that will be directly related to career exploration and career knowledge in their chosen field.

INTEGRATED ACADEMIC SUPPORT SERVICES

Literature Review

Tutoring services have longstanding acceptance in educational institutions as a way to support the development of writing and several service models exist. Many colleges and universities have developed stand-alone writing centers where students are referred for generalized assistance with writing; voluntary supplemental instructional (supplemental instruction) programs for high risk courses ask students to voluntarily attend peer led sessions; and mandatory labs that support writing development by developing additional activities to be completed outside of class under the guidance of a lab instructor.

Although research supports the idea that tutoring improves pass rates and GPAs (Boylan and Bonham 1997), the bad news is that very few students take advantage of tutoring even when referred by professors as revealed the most recent Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE) data:

> Even though 73% of CCSSE respondents indicate that tutoring is *somewhat* or *very important* and 80% of CCFSSE respondents report *sometimes* or *often* referring students to tutoring, only about one-quarter of students report ever participating in tutoring (Center for Community College Student Engagement 2012).

In other words, faculty see a need for tutoring as do students, but in reality, a voluntary referral or activity removed from the immediate coursework often has little effect. Moreover, this truth may be of even greater import for MDC's largely first-generation, low-income students:

> …when services are optional and are not offered as part of a students' college experiences, many students, especially low-incomes and first-generation students who tend to need the services the most, do not access them (Karp et al. 2008; Cox 2009).

In a report published in 2012 by the Center for Community College Student Engagement, entitled *A Matter of Degrees: Promising Practices for Community College Students Success*, data compiled from a variety of sources offer educators high-impact educational practices that support the completion agenda. From those practices, seven design principles are put forth to frame needed changes. One design principle, Integrated Support emphasizes the need for academic support services to be primarily located in the classroom, woven into the coursework. An integrated design is described in the report (p. 5, emphasis added):

Time is a resource—one of the most important resources a college has—and it is finite. A large part of improving success involves effectively *connecting with students where they are most likely to be: in the classroom*. This means building support such as skills development and supplemental instruction, *into coursework* rather than referring students to services that are separate from the learning experience.

Embedded librarianship is another widely accepted integrated support service that can play a pivotal role in the development of discipline and career-based writing development, research development and curriculum redesign. The American Library Association and the Association of College and Research Libraries are promoting embedded librarianship through research and webinars. As described in a recent training effort by American Library Association:

Embedded librarians work closely over time with non-librarian groups, whether by joining a term-long course, maintaining an ongoing presence in online courses, participating in broad curriculum planning efforts, or joining the staffs of academic departments, clinical settings, or performing groups. More and more libraries are adopting embedded librarianships as an approach to creating an integrated and sustained library instruction presence in classes across the curriculum.

John Hopkins, Purdue University, Community College of Vermont, and The University of Rhode Island are among those educational institutions embracing this approach (Carlson and Kneale 2011).

Whether the librarian is present virtually in the learning management system of the course; attends face-to-face classes and meets with students one-on-one; or simply works with discipline faculty to design assignments and provide access to resources that put to best use the rich resources available online to today's students; embedded librarians can become another part of the social community to build writers (Kesselman and Watstein 2009).

As Accardi et al. (2010) describe in their article "Reviewing the Library Learning Commons: History, Models and Perspectives," "the quest for seamless learning has also led to the development of innovative collaborations across campus with the goal of increasing overall students success, which is a central concern of both academic libraries and student affairs." Their research fully explores the partnership model central to the Learning Commons approach that could easily serve as a framework for providing needed academic support services to students enrolled in QEP-COP courses.

Research indicates that an integrated design model, such as curriculum-based peer tutoring, chronicled in the article, "Curriculum-Based Peer Tutors and WAC," by Soven (2001), is most indicated in institutions in which there is a desire for additional support for writing. In Sloven's review of curriculum-based peer tutoring programs at many institutions (Brown University, City College, LaSalle, University of Pennsylvania, Illinois State, etc.), she notes the benefits to student and teacher of having trained tutors available in discipline courses.

All students receive feedback and assistance from a tutor who is familiar with the course and available both ins and outside of class for consultation. Although each school chronicled in the article employs slight variations in the setup, the commonalities across all curriculum-based peer tutoring programs are that faculty and students self-select, receive both upfront and ongoing training, attend classes regularly, and respond to all students. Since this model has been in existence for many years, the best practices from several schools can be gathered. In addition, the trained tutors can be available for assistance to students outside class, in cases

where faculty members are unable to implement or are resistant to the curriculum-based peer tutoring design. These approaches are designed in depth in Harris's work, "The Writing Center and Tutoring in WAC Programs" (2000). Although not the ideal format, a hybrid integration is preferable, as the model is rolled out and accepted by a wider faculty.

MDC Implication

MDC values the student's desire for additional support with writing as well as instructors' stated need for tutoring support, both as identified in the literature and indicated in our own internal review of faculty preferences. To that end, integration of academic support will take place on two major fronts. First, to assist students with the process of writing, writing coaches/fellows will be housed in specific student support areas found on the various campuses. Second, support will be provided directly in the classroom with embedded writing coaches/fellows and embedded librarians.

WRITING ACROSS THE CURRICULUM: PROFESSIONAL DEVELOPMENT PROGRAMS

Literature Review

A considerable amount of literature reveals the correlation of professional development and training to a successful writing across the curriculum program. A well-developed professional development and training program is self-sustaining, provides a sense of community, allows for individual differences, and includes faculty and staff from all disciplines. When faculty and staff development is viewed as an ongoing need with a professional development approach as a long-term, continuous effort, community building becomes a part of the process. Carefully designed faculty and staff development approaches can facilitate and create a culture that supports a thoughtful focus on teaching, while at the same time, nurture a sense of connectedness and collegiality across the organization that is vital to continuous innovation and improvement (Eib 2006). It is important to not involve simply faculty but staff and administration as well who will be supporting the classroom work. Professional development at all levels and positions will be key.

The importance of creating relationships between a WAC program and the faculty teaching writing intensive courses is often overlooked in the development of successful program. Although understood by WAC leaders, the importance for creating such relationships can be difficult to explain to administrators. Some faculty members may initially be reluctant to buy into the program, citing being uncomfortable with critiquing student writing. Sometimes instructors are asked to teach writing intensive courses but have not received adequate professional training. As a result, they may feel uncomfortable teaching the writing process in their discipline. An added challenge is the student who is struggling with English as a second language. The teaching of English to multiple language learners has traditionally been thought of as the responsibility of the English as a Second Language (ESL) and English department. Students benefit when they receive writing instruction from all faculty (Hall 2009). Faculty should have a comfortable place to go to share concerns, ideas, and strategies with other faculty members (Townsend 2008).

Writing across the curriculum is realized through changes in assumptions within the college community about writing. Workshops for faculty and staff are an excellent medium for such changes because they integrate theory and practice in an experiential environment. WAC workshop participants learn to use multiple drafts, to share their writing, and to respond to each other's writing. Those who participate in WAC workshops return to the classroom with a fuller

sense of the multiple roles that writing plays in teaching and learning. Furthermore, in a workshop context, a spirit of collegiality develops into a powerful force for sustaining WAC (Magnoto and Stout 2000). Birman et al. (2000) explain that "[p]rofessional development activities that include collective participation–that is, the participation of teachers from the same department, subject, or grade–are more likely to afford opportunities for active learning and are more likely to be coherent with teachers' other experiences" (p.30).

Finally, a recent survey of WAC programs in community colleges found that although WAC programs at four-year institutions are growing, "many of the programs at community colleges struggle to move beyond a preliminary launch or initial initiative" (McMullen-Light 2010). Professional development for initiatives "across the curriculum" may have at one time been unique. Now, faculty and staff are required to choose among a variety of initiatives and training and priorities compete. For this reason, McMullen-Light suggests, "thoughtful planning and design is required to ensure that the form of WAC pursued is sustainable beyond initial efforts when energy and interest is high and that the program is situated to support other initiatives rather than compete with them."

There are many insights to be gained from reviews of successful WAC professional development programs. Richardson (2003) published a list of characteristics associated with effective professional development, stating that such programs would optimally be:

> Statewide, long term with follow-up; encourage collegiality; foster agreement among participants on goals and visions; have a supportive administration; have access to adequate funds for materials, outside speakers, substitute teachers, and so on; encourage and develop agreement among participants; acknowledge participants existing beliefs and practices; and make use of outside facilitator/staff developers. (p. 402)

Kedzior and Fifield (2004) describe effective professional development as a prolonged facet of classroom instruction that is integrated, logical and on-going and incorporates experiences that are consistent with teachers' goals; aligned with standards, assessments, other reform initiatives, and beset by the best research evidence. Elmore (2002) describes professional development as sustained focus over time that is consistent with best practice.

Caldwell Community College and Technical Institute developed a WAC program to address academic and workforce needs. The professional development program is voluntary and lasts for two terms. Caldwell reports that within the first two years of inception of the WAC program, 50% of faculty had participated in training. Although voluntary, instructors are provided stipends to participate in the training. As of the summer term 2009, 17% of the student population had utilized the writing center. During that same term, a sampling of papers written by graduating students in capstone classes showed 78% of the students scoring a three or better out of five using a holistic rubric (Caldwell Community College and Technical Institute, n.d.).

MDC Implication

MDC is well positioned to develop and implement an aggressive professional development process to support all components of the plan. Through MDC College Training and Development, multiple training opportunities will be provided that will enhance the understanding of faculty, staff, administrators, and students of the processes required to establish a culture of writing and promote writing as a process.

BEST PRACTICES VISITATION

As the QEP Planning Committee conducted its investigation of best practices, it was determined that the development of the MDC QEP would benefit from visitations to educational institutions that had developed and implemented QEPs with a similar focus. With consideration given to budget limitations and time constraints, a five-member visitation team was selected from the QEP Planning Committee to participate in the visitation. Through additional investigation, it was determined that the MDC visitation team would travel to North Carolina in April 2014 and visit Caldwell Community College and Technical Institute, Randolph Community College, and Johnston Community College. Each of these institutions had developed and implemented QEPs with a focus on writing which extended into other disciplines beyond English courses.

Caldwell Community College and Technical Institute

On April 23, 2014, the five-member MDC team visited Caldwell Community College and Technical Institute (CCCTI), in Hudson, North Carolina. The CCCTI QEP, entitled "Write On," focused on enhancing student writing, creating a culture of writing, and integrating writing across the curriculum. At the time of the visitation, CCCTI had completed the five-year cycle and submitted the required fifth-year final report. Through a review of CCCTI's QEP and discussions on site, the MDC team identified components that could be adapted to MDC's QEP:

1. A professional development program employing a two-term approach.

2. Use of a capstone approach for discipline courses to facilitate transfer of English competencies.

3. Initial infusion of "low-stakes" writing to improve "high-stakes" writing.

4. Establishment of writing-intensive course guidelines.

Health science and automotive programs at CCCTI served as examples where writing had been infused beyond English courses. In addition, through the establishment of a Writing Center at CCCTI, all students had access to additional support to enhance their writing skills.

Randolph Community College

Following the visitation to CCCTI, the MDC team traveled to Asheboro, North Carolina, to meet with the members of Randolph Community College's (RCC) QEP team on April 24, 2014. "Write Now" concentrated on WAC and establishing programs and services to support and enhance student writing. RCC had completed the fourth year of its plan at the time of the MDC visitation. Through discussion with the members of RCC's QEP team, MDC identified components that had potential for adaptation:

1. Infusion of the QEP through a cohort model.

2. Course reduction for faculty who participate in QEP professional development to infuse QEP components.

3. Course reduction for English faculty who provide 3-hour-per-week coverage in the Writing Center.

4. Establishment of writing-intensive course guidelines.

As at CCCTI, RCC established a Writing Center that provided access to all students to support their writing needs. Programs that had infused the QEP focus included health science and mathematics.

Johnston Community College

On April 25, 2014, the MDC team met with members of Johnston Community College (JCC) QEP team in Smithfield, North Carolina. As with the previously visited institutions, JCC had designed "On the Write Path" to emphasize the value of writing as an integral to learning by enhancing existing courses to prepare students for the challenges of writing in both professional and academic environments. Through discussion with the members of JCC's QEP team, MDC identified components that had potential adaptation:

1. Establishment of a writing studio within an existing academic support area.

2. Use of writing prompts for assessment measures need to be consistent with the intended audience.

3. Establishment of writing-intensive course guidelines.

At the time of the visitation, JCC was moving into year 2 of its QEP. The plan focused on the infusion of the QEP in the English discipline and a cohort model (two courses per cohort per year) for QEP infusion beyond English.

Summary

Through a review of the literature and best practices, a number of opportunities exist to develop and implement a culture of writing which will strengthen students' career knowledge and enhance writing skills. The best practice visitation process provided MDC with first-hand knowledge related to the development and implementation of a QEP with a focus on the establishment of a culture of writing which looked beyond the English discipline. Each institution provided a discussion which clearly identified components of their plan which served students in their endeavor to enhance their writing skills and level of preparedness for the workforce and real world. These opportunities also align with MDC's Student Achievement Initiatives in creating the conditions for student completion and success both inside and outside the classroom. Capitalizing on the best practices discovered from the literature review and the visitation process, MDC will develop and implement strategies that will permit the establishment of this culture and support writing for the real world.

VI. Actions to Be Implemented

The overarching strategy of fostering a culture of writing at MDC aims to build upon the institution's strengths and to enact best practices based on pedagogical research, findings from writing across the curriculum programs, and models developed and assessed at similar institutions. Instead of solely depending upon the individual work of either discipline-based or English faculty, this QEP seeks to establish a culture, a community at this institution where program-based writing development is valued and supported by many stakeholders. In addition to classroom faculty, academic support resources will come in the form of writing fellows and coaches, librarians, and even online technology that can help build the network necessary to develop the program and career-based writing proficiency of students. Writing development is a literate practice that, as described in the 2008 National Council of Teachers of English Belief Statement regarding the teaching of writing, is "embedded in complicated social relationships" (p. 6). Based on recent research, *Do the Write Thing* will employ an integrated design approach incorporating a variety of academic supports to form the community of writers needed for today's workforce.

As presented in Section II, the QEP will begin with the degree programs housed in the MDC School of Justice (AA, AS, and BAS). Processes developed, implemented, and refined by the School of Justice during QEP years 1 and 2 will inform implementation as the plan transitions to the schools of Business, Nursing, and Health Sciences through a cohort model. The participating schools account for the majority of students enrolled in career-oriented programs at MDC.

Infusion of *Do the Write Thing* into school-specific QEP career-oriented program (QEP-COP) courses will take place during years 3–5. Each participating school will establish a developmental phase, followed by an implementation phase. Infusion of the QEP into the participating schools will follow the timetable presented in Table 2:

Table 2. QEP Infusion by MDC School Cohorts

Cohort	School	Developmental Phase	Implementation Phase
A	School of Justice	2014–2015	2015–2017
B	School of Business	2016–2017	2017–2018
C	School of Nursing	2017–2018	2018–2019
D	School of Health Sciences	2018–2019	2019–2020

Courses selected by each cohort will follow the QEP-COP Course Guidelines (see "QEP-COP Course Guidelines," on page 34 of this plan). Through the collaborative efforts of the cohort faculty and academic administration, each cohort will identify a maximum of six courses within the school to be identified as a QEP-COP course. Two courses from the 1000 level and two courses from the 2000 level offerings will be selected for the AA and AS offering. The Bachelor's level will include one 3000-level and one 4000-level course. The selection process of these courses will take place during the developmental phase for each school (see Table 2). Courses selected for Cohort A (School of Justice) were identified during the 2013–2014 developmental phase period, as presented in Table 3. Course identification for cohorts B, C, and D will follow the process developed, implemented, and refined by School of Justice faculty and academic administration.

Table 3. QEP Career-Oriented Program Courses

Cohort	Associate Degree Offering		BAS/BS Offering
	1000 Level	**2000 Level**	
A	CCJ 1020 CCJ 1191	CJJ 2002 CJL 2062	CCJ 3700 CCJ 4450
B	Two 1000-level courses	Two 2000-level courses	One 3000-level course One 4000-level course
C	Two 1000-level courses	Two 2000-level courses	One 3000-level course One 4000-level course
D	Two 1000-level courses	Two 2000-level courses	One 3000-level course One 4000-level course

To effectively implement the MDC QEP, **four strategies** will be utilized:

1. Implement **changes to the curriculum** in QEP-COP 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.

STRATEGY 1: CHANGES TO THE CURRICULUM

The School of Justice has developed and implements course and program outcomes designed to promote student success. Embedded within those outcomes are strategies that allow students to achieve critical thinking skills and knowledge readiness for careers. Currently, and in conjunction with the purpose of the QEP, the School of Justice has made several significant strategic changes that will be incorporated in the degrees and courses offered. The changes are largely functional in intent and delivery and will focus on the student preparedness for the workforce. Similar processes will take place in Cohort B, C, and D during the identified developmental phase.

Communities of Interest

An integral part of the Student Achievement Initiatives is the development and implementation of various communities of interest (COIs). The primary function of COIs is to cluster students with similar career interests together and provide opportunities for them to explore programs and receive support to enhance student success and career knowledge with a focus on completion of the chosen degree program. To assist the School of Justice with the infusion of QEP components, a COI will be established with the hiring of a profession preparedness coordinator. Utilizing the COI concept will provide the School of Justice with the opportunity to develop and implement a program where all criminal justice students will be clustered together and have workshops and support on the *e*-portfolio process, career opportunities, and co-curricular activities to enhance the students' understanding of their careers.

For the schools to be infused beginning in QEP year 3, the COI concept is currently in place. During the developmental phase for each school, the existing COI will be assessed and any structural changes that need to be addressed and implemented will take place prior to the implementation phase.

Degree Curriculum Updates

A comprehensive review of the courses within all degree programs offered in each school will take place during the developmental phase to ensure that course sequencing supports the QEP process. Through this review, courses will be sequenced appropriately within a designated academic pathway. These pathways will infuse the e-portfolio process early in the student's academic program and promote the enhancement of career knowledge through the skill of writing primarily in the QEP-COP courses that are components of the degrees offered in each school.

In addition to sequencing modifications, each school will proactively review its course outcomes, particularly those germane to the six core QEP-COP courses. School of Justice outcomes have been modified, updated, and rewritten to ensure that courses remain relevant and accurately reflect the current content and methodology. All QEP-COP courses or the School of Justice have been reassessed and will be implemented in the fall 2015 term.

QEP-COP Course Guidelines

In review of content presented in the literature review and best practices, the culture of writing is infused into writing-intensive courses. MDC will identify these courses as QEP-COP courses. Established guidelines for these courses will include the following:

1. **Class size.** In order to maintain effective, productive programs, class size will be limited to a maximum of 30 students. This will permit the college to meet productivity requirements and faculty workload. Additional support will be provided to buttress this enrollment through the services listed below.

2. **Required number of papers or words.** Students will be required to write assignments totaling 3,000 to 3,500 words that include some combination of formal and informal writing, in-class and out-of-class writing, drafts, and journals.

3. **Writing as a process.** Various assignments will assist in the establishment of writing as a process, including revisions through the draft process and sequential related assignments.

4. **Support services.** To support the number of students enrolled in a QEP-COP course, embedded writing fellows/coaches and embedded librarians will be an integral component of these courses to support writing.

5. **Course selection.** For the AA and AS, two courses selected from the 1000 level and two courses from 2000 level offered in the specific degree. If a BS or BAS offering is provided by the program, one course will be selected from the 3000 level and one course selected from the 4000 level. The courses identified at each level will be determined by the program faculty. These will be designated as QEP-COP courses.

QEP-COP Designation

Faculty and academic administrators in each participating school will collaborate to identify the QEP-COP courses within the various degree offerings housed in the school. The School of Justice surveyed full-time faculty members, asking them to designate the courses they thought would be most appropriate for achieving the QEP goal: bridging writing with career knowledge. Knowing the degree offerings provided by the School of Justice, it was imperative to identify courses that would permit the infusion of the QEP into all degrees (AA, AS, and BAS). At the AA and AS level, it was decided that the Introduction to Criminal Justice was critical to building the foundation for justice-centered writing and in providing an overview of career possibilities within the discipline. Three other courses chosen at the AA and AS level (see Table 3, on page 33) were selected due to their broad based enrollment and exposure to writing and careers.

At the BAS level, the faculty selected two courses, which already stress strong writing skills, critical thinking, and the ability to formulate original empirical thought. In addition, the courses selected at this level serve as a point of academic culmination, business and management-centered application, and career-writing components.

Signature Assignments

Similar to the model used at Salt Lake Community College (AACU 2011), the MDC School of Justice is planning to use signature assignments in its six QEP-COP courses. In terms of degree level, the signature assignments will be given at the AA and AS level as cumulative-type experiences. The assignments will integrate reflective thinking involving real-world scenarios. In addition, they will be designed to provide students with the ability to analyze scenarios, reflect on the process of analysis, and use critical thinking as a learning process. These assignments will be placed in students' e-portfolio as artifacts. Those who continue into the BAS program will be able to save their signature assignments in the e-portfolio and prepare the groundwork for their experiences in the 3000- and 4000-level QEP-COP courses.

E-Portfolios

The MDC QEP will employ e-portfolios to house students' work. Upon enrolling in a QEP-COP course, students will participate in an orientation/training session on the use of the e-portfolio, a powerful pedagogical tool that can bridge in-class writing and learning with career preparedness. The participating MDC schools will be use e-portfolios as a method of grading work within a class context while storing work as data for the student. The electronic and digital nature of the e-portfolio allows students to store, reflect upon, and tailor their work as a personal data archive. The data, when properly utilized, can open career-centered doors by bridging the elusive scholar-practitioner divide.

Essentially, the e-portfolio can be used within a course and across courses. Functionally, the e-portfolio can prepare students for their capstone experience while charting personal growth and managing career strategy. In combination with the use of signature assignments, the e-portfolio is reflective in nature and provides students with the ability to remember their work rather than engaging in transactional learning only as provided by traditional assessment strategies in higher education. Furthermore, the e-portfolio can be used in job searches as a strategic method to demonstrate workplace competence.

The e-portfolio will be assessed by reviewers at three culminating points: (1) the completion of the QEP-COP 1000-level courses, (2) the completion of the QEP-COP 2000-level courses, and (3) the completion of the QEP-COP upper-division courses. During the initial

submission, the portfolio introduction, visual components, co-curricular activity reflections, and artifact reflections from lower-division courses will be assessed. During the final assessment (upper-division courses), the upper-division artifact reflections will be assessed, and the portfolio as a whole will be evaluated for cohesiveness.

In order to ensure inter-rater reliability, reviewers will complete a four-hour initial training. Portfolio and rubric components will be reviewed, and mock portfolios will be assessed by reviewers. Post-review discussions will ensure that all reviewers agree on the various levels of performance. Each year thereafter, the reviewers will complete a refresher course. In addition to faculty reviews of the portfolio, students will engage in self-assessments using faculty-developed rubrics housed in the learning management system, as self-monitoring is an important component of the writing and individual growth process.

Finally, students will be encouraged to add artifacts not identified as QEP-COP course artifacts by the cohort faculty. These may include work produced from other courses and/or extracurricular activities. This practice will provide students with the opportunity to highlight their personalities and individual talents.

Assessment Rubric Design and Use

In order to ensure consistency in assessment by evaluators of writing assignments and the e-portfolio process, core rubrics will be implemented. These include the MDC Writing Assessment Rubric (MDC-WAR) (see Appendix G) and the MDC Portfolio Assessment Rubric (MDC-PAR) (see Appendix H). In the past, instructors and professors have utilized independent methods of grading written work. However, in the design to systematize the assessment process it was decided that central rubrics would be in place. They will be tested for inter-rater reliability to assure that there is consistency in the assessment of writing skills across sections.

The newly adopted MDC-WAR attends to central issues of content, structure, effectiveness, formatting, and grammar. This will be used on all primary written assignments and its ease of use makes training and development a rather straightforward exercise. MDC-PAR will provide a global assessment of artifacts and assignments placed into the e-portfolio.

STRATEGY 2: CO-CURRICULAR OPPORTUNITIES

Co-curricular opportunities that are designed to cultivate students' professional and interpersonal capabilities across career-related contexts will serve to reinforce theoretical, practical, and procedural knowledge within career-focused disciplines at MDC. These activities will provide real-world experiences that enable students to practice key activities within a guided framework. For example, by developing a targeted resume related to their experiences at school, co-curricular program participation, and professional experiences, students will recognize the value of such activities in building their careers. In addition, they will have the experience of designing an ideally formatted and structured resume so they understand how to do so on their own. Workshops, job searches, and mock interviews will add further depth and contextualization based on connections students draw from these experiences to their career planning trajectories. For instance, from shadowing a professional in the field, they learn what a work day is like, what risks and opportunities arise, and how they may potentially fill these types of roles. Then, by reflecting on their experiences in the journal, they have an opportunity to think, analyze, and write down what they have explored as it relates to their career paths.

Under the guidance of the profession preparedness coordinator, the faculty, together with the office of MDC Advisement and Career Services, will examine current career planning initiatives across the various campuses. The goal will be to identify best practices, to expand on those practices, and to include relevant professional development activities for Advisement and Career Services staff in relation to QEP-designated program- or school-related careers. This will enable career services staff to provide high-level guidance to students that supports conversations that students have with faculty. Although MDC has an Advisement and Career Services department, it will be helpful for students to explore practical, real-life scenarios that are tightly woven into their career paths. To this end, a range of activities will be instituted. For example, students will engage in the types of activities they will need to undertake in preparation for a job interview.

As the College builds it connections with community partners, it can work to better serve the local economy in a mutually beneficial relationship. MDC has committed to "**[q]uality community partnerships** that serve as the foundation for the development of relevant workforce, cultural, and civic programs to foster community service and create a pervasive understanding throughout the greater Miami-Dade County community of the essential importance of education." MDC has already established community partnerships through the Institute for Civic Engagement and Democracy and the Student Life department. *Do the Write Thing* presents an opportunity to enhance the work begun by these co-curricular programs. It will be up to the faculty, Student Life staff, Institute for Civic Engagement and Democracy staff, and other college and community partners to design and implement meaningful co-curricular activities to improve student writing and enhance students' workforce preparedness.

In QEP year 1, MDC will develop and implement meaningful co-curricular activities in the field of Criminal Justice, the first MDC school scheduled for participation in the QEP. Students and faculty will work together to create scenario-based activities in which students conduct a simulation of various field experiences related to criminal justice careers, including writing incident reports, writing warrants, investigating crimes, writing arrest affidavits, documenting field reports, and presenting evidence in court. Similar processes will be incorporated into the implementation of the QEP with cohorts B, C, and D.

Professional Preparedness Activities and Career Exploration

Professional preparedness activities and career exploration will help students think early on, and definitively about preparation for their careers. These will take place through the established community of interest for the school. As early as their first term, students will participate in collaborative and exploratory types of activities with peers, faculty, career services experts, as well as professionals in the field so they actively learn about the field.

Since the idea is to build a strong, career foundation, students will learn early on how important it is that they engage in co-curricular activities. Active participation in co-curricular activities that are designed to enhance their capabilities in the field will in turn strengthen their résumés, and the range of experiences that students speak to during interviews. These experiences will show how knowledgeable they are, and that they are prepared beyond curricular content.

In collaboration with school faculty, advisement/career services, and the learning resources department, the profession preparedness coordinator will organize two annual workshops (late fall, early spring) at each participating campus. Prior to these workshops, the

advisement/career services department will participate in preparation meetings with designated faculty to discuss the necessary requirements for field specific careers.

These workshops are an ideal vehicle to assist students in building their résumés, writing cover letters, preparing for job interviews, doing the necessary research related to a job search, placing job applications, and the interview process. Currently, the career services department offers similar services based on students' needs. However, due to the highly specific nature of careers in the QEP-designated schools and programs, these efforts will include collaboration with the specific school and program faculty.

Since students will unlikely have had career-related experiences prior to beginning the program, the co-curricular activities, career workshops, internships, and other academically driven experiences will be used to help students develop a career-focused résumé. These activities are treated as professional preparedness activities, described below.

Resume Preparation

In preparation for these workshops, all faculty in the program will require students to bring a clean copy of their existing resumes to class. They will then work alongside career-services staff to discuss and revise their resumes in light of their academic experiences, co-curricular participation, and work experience. Content, format, organization, grammar and punctuation will be discussed so students recognize how their relevant experiences can be used to design a targeted resume, specific to their field of interest or career path. The idea is that students will then bring their updated résumés to the actual workshops and to the campus career fairs.

Cover Letter Design, Content, and Writing

Preparing cover letters takes more than simply listing an individual's professional and academic experiences. It requires connecting the experiences to the specific roles and responsibilities of the job being sought. At MDC, students will be prepared through engagement in a variety of career specific co-curricular activities so they have a bank of suitable experiences to draw useful connections in preparing their cover letters.

In terms of writing the cover letters, workshop segments will be arranged that coincide with the resume preparation workshops. There will be time allocated for students to discuss various positions, their experiences as they relate to these positions, and the writing of cover letters. These workshops will include practice activities, feedback, and discussion within an iterative writing forum; so that students learn how to prepare these letters, the level of formality that is required, and the benefits of providing and receiving feedback on their writing. These are professional skills that transfer to the work environment in multiple capacities. In addition, these workshops will include guidelines on targeting the résumé and cover letter to each position that is applied for; this process requires critical thinking and analysis to show that students understand the roles and responsibilities of the position being applied for; and recognize which of their experiences support the specific position.

The organization, grammar, professional writing style, and presentation are equally important elements of writing that will be discussed. Given how competitive the work force is presently, it would be beneficial for our students to learn these skills early on. This presents an opportunity for them to practice these skills as they apply for positions as students, to assist peers along the way, and to develop a high level of expertise in these areas prior to graduation.

Students will be encouraged to place job applications using their newly developed résumés and cover letters each term. While they may not actively be seeking employment, the mindset that they need to be practicing their employability skills and interviewing so they are abreast of workforce needs is critical. Many students at the AA level simply do not possess the confidence or self-efficacy to strongly represent themselves. Hence, co-curricular activities, which follow below, associated with these career related experiences will strongly enhance students' abilities as they seek employment.

Career Exploration

The strategies below are designed to help students with career exploration. Using these approaches, students will obtain first-hand knowledge related to their careers in a specific field.

Career Workshops

Each workshop will be scheduled for approximately two to four hours. During this time, Advisement and Career services staff and program faculty will host sessions to guide students on preparing for job interviews, doing the necessary research related to a job search, placing job applications, and the interview process.

Career Fairs

In collaboration with advisement/career services, annual career fairs will be held at various MDC campuses. While there are some careers with broad-based opportunities, for instance in the case of Business, there are some careers fields that are more specific, as in the case of the sciences. In Criminal Justice, for example, the fair will take the form of a one-day activity to which organizations that serve in the fields of law enforcement, courts/judiciary, corrections, forensic science, and private security will be invited. At the fairs, students will be encouraged to ask questions, network, and complete applications that enhance their fit for various career-specific roles. They will be prepared to interact with proper decorum and to present a completed copy of their resume to potential employers.

Job Searches

Guidelines on performing a job search, job search strategies, use of employment portals that may best serve in their specific career, building and maintaining a professional social network profile, placing detailed and suitable content in their job applications online, preparing for interviews and the necessary research related to a potential employer, and follow-up activities after an interview will be discussed. These guidelines will be presented using specially designed presentations, including Panopto, webinars, videos, and other formats. They will be immersive, in that students will engage with the content and actively interact with presenters.

Mock Interviews

In mock interviews, students are interviewed one-on-one within an observation-style forum and in committee-type interviews as well. Ideally, students will be encouraged to participate in a mock interview every term. This will take place in courses identified by the school and the faculty member will then collaborate with MDC Advisement and Career services to set up the interviews and workshops.

- Students will be interviewed by a committee that consists of peers, career services professionals, and faculty. This provides the depth of experience both from the interviewee's perspective, and from the interviewer's perspective.

- In preparing for the interviews, students will help to develop an interview protocol that includes questions that can possibly be asked. Students will then be coached on the ideal ways to address these types of questions; and guided on the actual questions that interviewers in the field typically ask.

These practices will help students develop the confidence they need when faced with these committee style interviews. This also allows other students to observe and critique the interview—and so they can fine tune or improve their own interview skills. Following each interview students will be provided with substantive feedback on how they can improve their responses during interviews. Students will also be required to write reflective journals on this experience, to confront any fears, concerns and new information they have gained as a result of the experience.

Scenario-Based Writing Activities, Service Learning, and Virtual Co-Curricular Activities

School and program faculty will design scenario-based co-curricular activities that mimic career-specific activities that include a writing component. They will also collaborate to develop the initiatives discussed below.

Scenario-Based Writing Activities

Each term, a designated group of students will participate in a scenario-based project or service learning project related to their career choice. For instance, the Criminal Justice program has designed the Organization of Academic Students Incorporated Scenarios (OASIS) project. This student-based organization is fully committed to serving students and "recruits" in the field by providing the skills, knowledge, ethical guidance, and leadership development necessary to build career foundations. It was founded to bridge the gap between the academic and training institute. Thus far, the Criminal Justice program has designed this project plan to place students in real-life scenarios where they participate in advanced search techniques, crime scene reconstruction, computer sketching, laser mapping, processing of DNA evidence, and analysis of trajectory and blood spatter evidence, among techniques. Specifically designed experiences are delivered in within courses and in collaboration with faculty to meet the real-world needs of the program. This program will help build, not only students' professional knowledge base, but also students' confidence in knowing that the information taught in class coincides with that required to work in a criminal justice organization.

This approach can be implemented by multiple programs via virtual environments and has the advantage of building collaborative partnerships with local corporate offices and other service-learning agents in the community. Faculty in the various disciplines of QEP-COP schools and programs will work with students each term to identify or develop scenario-based activities in which students may conduct simulations specific to their fields. Faculty at each campus will work closely with campus-based organizations to define and streamline the scenario-based activities most suitable for various content areas.

Students who experience these career-based scenarios will report on the experience to their colleagues, thus learning how to provide details and to present information. In doing so, they will develop writing, reporting, and communication skills necessary in the real world. To connect theoretical, practical, and procedural knowledge, students will prepare journals, memos, incident reports, arrest affidavits, and documented field reports and design case studies and role plays to further share their experiences.

In addition, through these "debriefing"-type episodes, students will have the opportunity to evaluate their peers' experiences and reporting skills, will develop active listening skills, and will build a sense of accountability to their peers and their professions. The professional decorum that is required within each discipline will also be apparent through these reality-based experiences.

Contextualized learning from these experiences places students in scenarios where they will also develop soft skills. Such essential professional skills include understanding and interacting with others in the workplace and society, interacting within multicultural environments, critical thinking and decision making, applying ethical and moral values, appreciating social problems and issues, and problem solving skills.

Service Learning

Faculty in two QEP-COP courses will assign specific assignments that are geared toward service-learning opportunities within the career field, in collaboration with the campus volunteer service office. Service-learning opportunities will entail a specific number of hours in the field and engagement from a career-related perspective, so that students build skills relevant to the working world. They will then write a reflection to summarize the activity and share their thoughts on what transpired. Ideally, service-learning opportunities take place in two separate instances within the college career.

Virtual Co-Curricular Activities

Utilizing the BlackBoard e-portfolio platform, QEP designated school and program faculty will have students incorporate the e-portfolio as early as their first term. The goal of the portfolio is for students to document and collect all relevant assignments, activity summaries, and reflections, together with academic achievements. These items will be used to build a career driven e-portfolio. Early in the first term, faculty in a QEP-COP course will fully explain the e-portfolio requirements; and in each subsequent course with a portfolio assignment or activity built in, the instructor will spend time at the first class session discussing the portfolio assignment or activity for the course. At regular intervals, the e-portfolio will be reviewed by designated faculty. The assessment process further describes how discipline based advisors will assist with consultation, review and mentoring through the portfolio process. A completed e-portfolio at the culmination of the program implies that the student has engaged throughout the program with all of the writing assignments and career driven co-curricular activities that have been designed into this plan.

STRATEGY 3: ACADEMIC SUPPORT RESOURCES

The primary goal of any academic support is to provide students with what they need outside of the classroom to be successful. Computer labs, academic labs with tutors, and libraries with librarians and materials are just a few of the academic support resources currently available. However, recent research has shown the importance of *integrating* academic support into the classroom. The connection students make to services as part of the classroom experience ensures greater use of those services even after the class is over.

MDC has already begun to implement several integrated academic supports that work, and these can inform and sustain the current implementation of the QEP. Several campuses have used students to deliver tutoring to classes the peer tutor has successfully completed. Many campuses have started embedding tutors in courses to ensure that

relationships develop between the tutor and student and tutor and faculty member. Over 35 courses have used embedded librarians to support the research and writing development of students. Many embedded librarians build online LibGuides to support their work in a specific course. The LibGuides then become an added resource in the online learning management system. Finally, many libraries now provide a variety of services to students in a centralized location, rather than requiring students to attend specialized labs. In many cases, the centralized location is where tutors or librarians are available for students outside the classroom.

Integrating academic support into the classroom and places students regularly go is seen as something that can push the student toward greater engagement therefore successful completion. An initial study of students who had an embedded tutor in their fall 2013-1 English 1101 course at the Hialeah Campus demonstrated that students attended the lab voluntarily outside of class in much greater numbers than English courses where there was no embedded tutor. The goal of integration is engagement. Engagement increases time-on-task and builds a community of support that is easily accessed. Writing develops over time and with targeted practice, which each of the integrated strategies below support.

These strategies are designed to benefit all of our students however; the assessment will include only QEP-COP courses within a school or program and will expand its reach as additional schools or programs are infused into the QEP process.

Leveraging of Established Campus Services to Provide a Centralized Location for Tutoring and Access to Online Support

As cited in the Literature Review, the learning commons model has achieved widespread acceptance in the delivery of academic support services in centralized spaces with funding from many departments. This model indicates that students are best served by centralized services that meet multiple needs simultaneously. With this in mind, *Do the Write Thing* will build on existing mechanisms within the College to deliver writing support and access to necessary technology, hardware, and software at all campuses. This will be housed in an existing academic support area that is found on the various campuses. The location at each campus will be academically neutral and provide students with the resources to receive tutoring and enable access to online resources. At the end of year 3, support services will be available at a variety of times throughout the day and week to accommodate student schedules.

The following resources will be utilized in support of the QEP:

- Tracking and reporting software (e.g., Accudemia) that enables students to log visits and make appointments with tutors. Students and professors are able to access reports on student lab attendance and tutoring hours. In addition, Accudemia is able to track usage by discipline and course to provide detailed data on the usage of tutoring and lab support services to departments and administrators. This service could be expanded to include tutor notes on student progress and provide an avenue of communication between tutors and faculty.

- Writing fellows and coaches work with faculty to provide targeted supplemental course support, which may include workshops, one on one tutoring, or group instruction on aspects of research and writing that are typically challenging to students in the targeted courses.

- Orientation sessions for all new students in the program to ensure awareness of services offered.

- Remote services (such as Tutor.com, Correct English.com, and Ask-a-Librarian) are offered to increase access to help with writing when a student is off campus or it is after hours.

- Spaces that act as the locus of both formal and informal collaboration between faculty members as well as providing a place to build community outside of the classroom.

Establishment of a Writing Fellows Program to Provide Peer Tutoring and Writing Coaches

Another strategy outlined in the literature review that will be deployed is the establishment of a peer tutoring program. Writing fellows will be trained to support writing development by working in both face-to-face and in virtual environments. The Writing Fellows Program will depend on:

- Faculty members to assist in the identification of academically strong and appropriate students who have completed particular courses

- Students who have been successful in a course recruited to tutor other students after they have completed the course

- All students in the targeted classes having the opportunity to interact with a tutor who is both familiar with the material and structure of the course; particular writing formats; the professor; and is available outside of class

- Tutors who are provided with both initial and ongoing training in WAC and instructional strategies for writing development

- Tutors who are available in class and at times outside of class hours. This type of "embedded" tutor experience builds tutor/tutee relationships and increases the likelihood that students will seek tutor support

- A coordinator to oversee the program to ensure training objectives are met, the program operates smoothly, and that the effectiveness of the program is assessed.

In addition to the writing fellows, full-time writing coaches will provide additional support to all students in their efforts to enhance their writing process.

Embedded Librarians in QEP-COP Courses to Support Information Literacy Skills Necessary to Complete Discipline, Academic, and Career-Based Writing

Over the past several years, librarians have focused more and more on bringing the library to the user. Many of the resources such as article databases and reference services once available only in a physical space are available virtually. Librarians are now embedding themselves into the research and writing environs of the College. This means they may attend a course face-to-face to deliver information literacy instruction but also, to provide online chat, discussion board, instructional material or even additional assessment to online classrooms and coursework.

As part of a course-integrated team, the librarian and school faculty member will work together to provide research and writing support. This can take many forms and needs to be negotiated between the individual librarian and classroom instructor. For example, through the efforts of an MDC School of Justice library liaison, library services and the faculty have

developed a process that can serve as a model for this project college-wide. Implementing the embedded librarian approach to QEP-COP courses will involve the following:

- The library will provide the guidance to lead a group of librarians who will work with discipline faculty to determine which course(s) makes the most sense to integrate the embedded librarian.

- The library liaison will provide the guidance to lead a group of librarians to develop and provide professional development to faculty so that the various options for embedding can be jointly explored and an appropriate approach developed.

- Online class supports that can be integrated into the classroom experience will be built to reflect the model selected (e.g., LibGuides, appointments, classroom links for Blackboard, etc.).

- Librarians college-wide will work with the identified QEP-COP courses using the model developed.

- Librarians college-wide will meet with students as needed both online and face-to-face to complete the developed assignments.

- Librarians will attend professional development to learn a variety of "writing to learn" activities that can be used to have students reflect on the research practices learned throughout the course.

STRATEGY 4: PROFESSIONAL DEVELOPMENT PROGRAMS

Designing a professional development program that assists MDC employees in developing the necessary skills and resources for helping students to master the QEP Learning Outcomes is critical to the successful implementation of the QEP. To that end, the QEP takes a multipronged approach that includes workshops, retreats, and seminars through MDC's College Training and Development department; opportunities to interact with colleagues at other institutions via travel to conferences or inviting experts to our campuses to share their insights; and the development of faculty writing projects and other projects through the Scholarship of Teaching and Learning Spring Break Seminar. These strategies will ensure that faculty, staff, and administrators understand the value of the QEP goals and have the means to infuse writing across various disciplines in order to prepare students for the workforce.

MDC is proud of its College Training and Development department, which offers workshops and seminars to MDC's 7,000-plus employees. Employees may enroll in credit and noncredit College Training and Development courses, which are delivered in a variety of formats, including online and face-to-face. Full-time faculty can earn professional development credit to apply toward promotions, and some courses offer a stipend to adjunct faculty. In addition, each campus has a College Training and Development Lab with open lab hours in order to assist employees with their professional development needs. Our robust professional development department will play a crucial role in creating a culture of writing and a commitment to helping students master the kinds of reading, writing, and thinking skills that will prepare them to thrive in the workforce.

Training topics will be developed for multipart workshops series by audience for the following employee groups: faculty (full-time and adjunct), academic advisers, Student Life personnel, embedded librarians, and course-based tutors. These series will be complete training packages that focus on core skills, knowledge, and strategies for faculty and staff who

will be strengthening student writing and career readiness. The following are new workshops for the College Training and Development catalog and will be coded as QEP-specific training. It is important to note that new workshops will be developed collaboratively and across multiple disciplines and department areas, in accordance with the professional development best practices outlined earlier. All workshops will be delivered in a blended format, so that participants can easily reference the archived materials online after the workshop has ended.

Professional Development for Faculty

Faculty training will explore practical, research-based classroom strategies to strengthen student writing. Workshops will focus on developing good writing assignments that connect to real-world career expectations, responding to and assessing student writing, and integrating a writing portfolio to demonstrate skill development and workforce readiness over time. Full-time faculty will earn project-based faculty professional development credit toward promotion. Adjunct faculty will earn project-based compensation at a rate of $20 per hour.

Series 1: Teaching a Writing-Intensive Course

Workshop 1. Writing to Learn/Learning to Write
Participants will discover the value of using writing as a vehicle for learning ("writing to learn") as well as teaching students how to adapt to the conventions of workplace-specific texts, such as incident reports ("learning to write"). The workshop will also help instructors understand the value of creating low-stakes writing assignments, which help students work through complex ideas while practicing their writing skills but require little to no assessment on the part of the instructor.

Workshop 2. Teaching Writing as a Process
Participants will learn how to embed the writing process in their courses by facilitating brainstorming sessions, researching with students, assigning multiple drafts, implementing peer-responding activities, and discussing the importance of proofreading and editing.

Workshop 3. Reading and Responding to Student Writing
Participants will practice hands-on assessment of samples of student writing with the goal of finding ways to respond to the writing that helps the student learn how to improve. A pre-reading on the assessment of student writing and a post-workshop lesson design are required.

Workshop 4. Assessing Student Writing with Rubrics
The beauty of rubrics is that they make the implicit explicit. This works well when several individuals share a common aim, yet still need flexibility for individual teaching and learning strategies. With such variability, there is a need for discussion to ensure systematic practices and a shared understanding of a particular scoring guide or rubric.

Series 2: Utilizing Portfolios in a Program of Study

Workshop 1. Designing Signature Assignments for Portfolios
Participants will discover ways to create a variety of writing assignments, including signature assignments that cover course objectives while also helping students to build an effective portfolio that they can use for reflection, assessment, and job seeking.

Workshop 2. Capturing Experiential Learning through Reflective Writing Assignments
Participants will explore best practices in embedding writing assignments in experiential

learning activities, including role-playing exercises, simulations, and career-focused co-curricular activities, in order to help students document their co-curricular learning in a portfolio.

Professional Development for Integrated Supports

Embedded librarians and course-based writing fellows and coaches will provide integrated support to specific, targeted courses. Professional development will define the role of the embedded librarian and identify strategies for developing students' ability to locate, evaluate, and apply information relevant to their course competencies and future careers. Writing fellows and coaches will work with faculty and students within a course in order to support student learning.

Integrated Support with Embedded Librarians Workshop Series

Workshop 1. Best Practices and Principles of Embedded Librarianship
Embedded librarians will review best practices for developing students' information literacy skills in specific, targeted, writing intensive courses; they will work together to develop strategies for assisting students in groups and one-on-one.

Workshop 2. Connecting Students to Online Resources
Embedded Librarians will explore practical strategies using emerging technology to develop and infuse discipline-based, online resources via the Learning Management System, Lib Guides and other web-based methods.

Integrated Support with Course-Based Tutoring (Writing Fellows and Coaches) Workshop Series

Workshop 1. Best Practices and Principles of Course-Based Tutoring
Participants will explore the role of the tutor in empowering students to improve their writing. Tutoring sessions will be in alignment with the course syllabus and faculty teaching goals. "Writing to Learn/ Learning to Write" and "writing as a process" are foundational concepts for this workshop. Participants will also discover ways to help students overcome anxieties related to writing, such as "writer's block."

Workshop 2. Instructional Strategies for Writing Tutors
This workshop will focus on tutoring strategies for leading one-on-one and small group sessions that will enhance student writing. Tutors will also learn about identifying student strengths and areas for improvement, targeted interventions and appropriate responses to student writing.

Professional Development for Student Services Staff

Academic advisers and Student Life professionals are essential to providing students with opportunities to engage in job seeking and co-curricular activities. Academic advisers have expertise in guiding student through career exploration activities and self-assessments to understand their career choices. Student Life professionals will design and deliver co-curricular experiences that are closely aligned with curricula.

Developing Students' Career Knowledge Workshop Series

Workshop 1. Career Exploration and Self-Assessments
Participants will learn about tools and resources that can help students to explore

various careers within their field. Special emphasis will be placed on interpreting these assessments.

Workshop 2. Designing Career-Related Workshops for Students
Participants will explore strategies for developing effective student workshops on career resources such as Optimal Resume, cover letters, LinkedIn, online reputations, and job searching.

Career-Focused Co-Curricular Activities Workshop Series

Workshop 1. Designing Workforce-Readiness Co-Curricular Activities
Participants will learn about and develop co-curricular opportunities that focus on preparing students for their careers.

Workshop 2. Infusing Writing into Co-curricular Activities
Participants will learn to create intentional reflective-writing prompts that require students to connect their service to the community to the content or competencies of their courses. Faculty members are welcome to join this session as well.

Professional Development for E-Portfolio Reviewers

Successfully completing the workshop series will make full-time and adjunct faculty eligible to participate in the e-portfolio review process. E-portfolio reviewers will be compensated for assessing the overall quality of student e-portfolios. This training will provide full-time and adjunct faculty with the information, skills, and resources needed to effectively help students integrate appropriate artifacts into the e-portfolio and write exemplary reflections.

Workshop 1. E-Portfolio Review
Participants will learn to identify various types of e-portfolios, learn about their common characteristics, and identify the practices to put in place so that e-portfolios can support student learning. This workshop will also provide participants with the opportunity to develop their e-portfolio assessment skills and experience hands-on training for providing quality feedback through mentored reflection. Sample rubrics and other assessment tools will be available for participants to work with.

Ongoing Professional Development Opportunities

In addition to the core series outlined above by audience, faculty and staff may also enhance their professional skills by taking the existing workshops from the MDC College Training and Development catalog. The College has already developed several CTD workshops that relate to our QEP Goal and the Student Learning Outcomes. These workshops will be offered to faculty, staff, and administrators throughout the five years of the plan. Examples of current CTD offerings are presented in Appendix D.

Additional Professional Development Opportunities

In addition to the rich variety of College Training and Development workshops available to college employees, several other professional development opportunities will help to align the QEP with MDC's mission and other important initiatives at the College, including the MDC's general education student learning outcomes and Student Achievement Initiatives. These additional opportunities include special editions of the annual Design Your Own Spring Break

Seminars and Discipline Retreats, as well as travel to relevant conferences around the country. Finally, in accordance with the best practices for creating a culture of writing, the college will design interdisciplinary writing projects that foster collaboration and collegiality.

QEP-Focused Spring Break Seminar for Full-Time Faculty

The annual Scholarship of Teaching and Learning Seminar is a three-day professional development experience for full-time faculty that explicitly focuses on classroom-level teaching and learning research designed to enhance student achievement. Faculty participating in the QEP-focused seminar will develop an action research and assessment plan for improving student writing and workforce readiness in one of their courses. Educational consultants specializing in writing to learn/learning to write will guide the seminar by delivering mini-workshops throughout the seminar. MDC librarians, Institutional Research personnel, faculty coaches, and instructional designers will be on-site during the seminar to support faculty in their research and project development.

The seminar culminates with a faculty showcase of project designs and implementation plans. The finalized research design proposal will be due to College Training and Development within two weeks of the end of the seminar. Research design proposals must be submitted by the participants for review by the Institutional Review Board prior to their implementation. Participating faculty earn 26 hours of professional development credit and a $500 stipend upon submission of the finalized proposal.

Interdisciplinary QEP Kick-Off Retreat

The purpose of this retreat is to bring together the faculty and staff who will collaborate to enhance student writing and workforce readiness. The retreat is designed for faculty teaching writing-intensive courses, embedded librarians, course-based tutors, academic advisers, Student Life professionals, and Institute for Civic Engagement and Democracy professionals. The retreat will foster the professional relationships among employees contributing to the QEP effort.

Participants will explore the intersection of student services and academic areas that will support student writing and career knowledge. The retreat will also be an opportunity to communicate the training curriculum and timeline. The retreat will focus on mapping and aligning faculty teaching goals, integrated supports, and student services efforts to support the QEP learning outcomes.

QEP-Focused Discipline Retreat

Each discipline at the College has the opportunity to organize an annual all-day retreat. In many cases, the discipline retreats are dedicated to addressing the discipline's role in a new college-wide initiative. Over the five years of the MDC QEP, various disciplines may elect to organize their annual retreat with a focus on their role in helping students achieve the QEP student learning outcomes.

Travel to QEP-Related Conferences

Every year, colleges around the world host conferences that address issues related to student writing and career readiness. It will be important for QEP stakeholders to attend some of these conferences to gain the perspective of educators outside of MDC.

Summary

In developing its actions to be implemented, MDC consistently referred to its main QEP goal and made sure that each strategy contributed to achieving the desired student learning outcomes. Informed by the literature review and best practices, the final list of actions was considered within the institutional context and builds on the College's existing resources and infrastructure for successful implementation. Table 4 illustrates the clear connection between the QEP student learning outcomes and the actions to be implemented.

Table 4. Relationship of QEP Strategies to MDC Student Learning Outcomes

QEP Strategies	Student Learning Outcomes		
QEP Goal: Enhancing workforce readiness through the skill of writing	**Students will compose academic, discipline, and career-specific writing.**	**Students will demonstrate career knowledge through written responses to co-curricular activities.**	**Students will evaluate their writing performance and workforce readiness.**
Strategy 1: Implement changes to the curriculum in QEP-COP courses.	X	X	X
Strategy 2: Expand co-curricular opportunities that enhance students' writing and career knowledge.	X	X	X
Strategy 3: Build capacity of campus academic support resources.	X	X	
Strategy 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.	X	X	X

VII. Timeline

The timeline that follows will serve as a guide for the implementation and assessment of the MDC QEP. Prior to implementation in fall 2015, MDC will hire a profession preparedness coordinator and establish the writing fellows program. A similar timeline will be followed for the additional coordinators for participating schools beginning in fall 2017.

Semester	Category	Task	Responsible Individuals
ACADEMIC YEAR 2015-2016: YEAR 1			
Fall Semester 15-1	**Professional Development**	Cohort A Training for Full-Time Faculty/Staff	College Training and Development (CTD), QEP Implementation/Resource Team
	Services/Programs for Students	Orientation Sessions	Cohort Community of Interest (COI)/Profession Preparedness (PP) Coordinator, Cohort Administrators
		Initiation of e-portfolio	Cohort COI/PP Coordinator, Cohort Faculty
		Establish embedded tutors and librarians	QEP Implementation/Resource Team, Cohort COI/PP Coordinator, Learning Resources
		Writing fellows provide writing assistance in academic support area	QEP Implementation/Resource Team, Learning Resources
		QEP components infused in 1000- and 3000-level Cohort A courses	QEP Implementation/Resource Team, Cohort Faculty
	Marketing	QEP Awareness Sessions	QEP Director
	Assessment	Assessments of writing using the MDC-WAR (Writing Assessment Rubric)	QEP Implementation/Resource Team, Institutional Research (IR)
		CTD Course Evaluation	QEP Implementation/Resource Team, CTD
	Curriculum Changes	Review and revise as needed	Cohort Faculty, Cohort Administrators
	Co-Curricular Activities	Incorporate Co-Curricular Activities into 1000- and 3000-level Cohort A courses	Cohort COI/PP Coordinator, QEP Implementation/Resource Team
Spring Semester 15-2	**Professional Development**	Cohort A Training for Part-Time Faculty/Staff	CTD, QEP Implementation/Resource Team
	Services/Programs for Students	Cohort A Orientation Sessions	Cohort COI/PP Coordinator, Cohort Administrators
		Initiation and continuation of e-portfolio	Cohort COI/PP Coordinator, Cohort Faculty

Semester	Category	Task	Responsible Individuals
		ACADEMIC YEAR 2015-2016: YEAR 1	
		utilization	
		Writing Fellows provide writing assistance in academic support area	QEP Implementation/Resource Team, Learning Resources
		Embedded course tutors and librarians	QEP Implementation/Resource Team, Cohort COI/PP Coordinator, Learning Resources
		QEP components in 2000- and 4000-level Cohort A courses	Cohort Faculty
		Student Workshop	Cohort COI/PP Coordinator
	Marketing	QEP Awareness Sessions	QEP Director
	Assessment	Assessments of writing using MDC- WAR	QEP Implementation/Resource Team, IR
		Assessment of e-portfolio using the MDC-PAR (Portfolio Assessment Rubric)	QEP Implementation/Resource Team, Cohort COI/PP Coordinator, IR
		Writing Assistance Evaluation	QEP Implementation/Resource Team, IR
		CTD Course Evaluation	CTD
		Completion of 1st year review and report	QEP Director, QEP Implementation/Resource Team, IR, College Executive Committee
	Curriculum Changes	Review and revise as needed	Cohort Faculty, Cohort Administrators
	Co-Curricular Activities	Co-Curricular Activities in 1000- and 3000-level Cohort A courses	Cohort COI/PP Coordinator, QEP Implementation/Resource Team
		Incorporate Co-Curricular Activities in 2000- and 4000-level Cohort A courses	

Semester	Category	Task	Responsible Individuals
**ACADEMIC YEAR 2016-2017: YEAR 2**		
Fall Semester 16-1	**Professional Development**	Refresher Training for Cohort A Full-Time Faculty/Staff	CTD, QEP Implementation/Resource Team
	Services/Programs for Students	Cohort A Orientation Sessions	Cohort COI/PP Coordinator
		Initiation and continuation of e-portfolio utilization	Cohort COI/PP Coordinator, Cohort Faculty
		Embedded tutors and librarians	QEP Implementation/Resource Team, Cohort COI/PP Coordinator, Learning Resources
		QEP components in all Cohort A courses	QEP Implementation/Resource Team, Cohort Faculty
		Cohort A Student Workshops	Cohort COI/PP Coordinator
		Writing Fellows provide writing assistance in academic support Area	Cohort COI/PP Coordinator, Student Services, Learning Resources
	Marketing	QEP Awareness Sessions	QEP Director
	Assessment	Student Workshop Evaluation	QEP Implementation/Resource Team
		Assessments of writing using MDC-WAR	QEP Implementation/Resource Team, IR
		Assessment of e-portfolio using MDC-PAR	QEP Implementation/Resource Team, Cohort COI/PP Coordinator
		Writing Assistance Evaluation	QEP Implementation/Resource Team
		Student Workshop Evaluation	QEP Implementation/Resource Team, Cohort COI/PP Coordinator
		CTD Course Evaluation	CTD
	Curriculum Changes	Review and revise as needed	Cohort Faculty, Cohort Administrators
	Co-Curricular Activities	Co-Curricular Activities in all Cohort A courses	Cohort COI/PP Coordinator, QEP Implementation/Resource Team
Spring Semester 16-2	**Professional Development**	Refresher Training for Cohort A Part-Time Faculty/Staff	CTD, QEP Implementation/Resource Team
	Services/Programs for Students	Cohort A Orientation Sessions	Cohort COI/PP Coordinator
		Initiation and continuation of e-portfolio	Cohort COI/PP Coordinator, Cohort Faculty

Semester	Category	Task	Responsible Individuals
ACADEMIC YEAR 2016-2017: YEAR 2			
		utilization	
		Writing Fellows provide writing assistance in academic support area	QEP Implementation/Resource Team, Learning Resources
		Embedded course tutors and librarians	QEP Implementation/Resource Team, Cohort COI/PP Coordinator, Learning Resources
		QEP components in all Cohort A courses	QEP Implementation/Resource Team, Cohort Faculty
		Cohort A Student Workshop	Cohort COI/PP Coordinator
	Marketing	QEP Awareness Sessions	QEP Director
	Assessment	Assessments of writing using MDC-WAR	QEP Implementation/Resource Team, IR
		Assessment of e-portfolio using MDC-PAR	QEP Implementation/Resource Team, IR
		Writing Assistance Evaluation	QEP Implementation/Resource Team, Cohort COI/PP Coordinator
		Student Workshop Evaluation	QEP Implementation/Resource Team, Cohort COI/PP Coordinator
		CTD Course Evaluation	QEP Implementation/Resource Team, CTD
		Completion of 2nd year review and report	QEP Director, QEP Implementation/Resource Team, IR, College Executive Committee
	Curriculum Changes	Review and revise as needed	Cohort Faculty, Cohort Academic Administrators
	Co-Curricular Activities	Co-Curricular Activities in all Cohort A courses	Cohort COI/PP Coordinator, QEP Implementation/Resource Team

Semester	Category	Task	Responsible Individuals
ACADEMIC YEAR 2017-2018: YEAR 3			
Fall Semester 17-1	**Professional Development**	Refresher Training for Cohort A Full-Time Faculty/Staff	CTD, QEP Implementation/Resource Team
		Training for Cohort B Full-Time Faculty/Staff	
	Services/Programs for Students	Orientation Sessions	Cohort COI/PP Coordinator
		Initiation and continuation of e-portfolio utilization	Cohort COI/PP Coordinator, Cohort faculty
		Embedded tutors and librarians	QEP Implementation/Resource Team, Cohort COI/PP Coordinator, Learning Resources
		QEP components in all Cohort A courses	QEP Implementation/Resource Team, Cohort Faculty
		Student Workshops	Cohort COI/PP Coordinator
		Writing Coaches and Fellows provide writing assistance in academic support area	Cohort COI/PP Coordinator, Student Services, Learning Resources
		Cohort B Orientation Sessions	Cohort COI/PP Coordinator, Cohort Administrators
		Cohort B Initiate e-portfolio	Cohort COI/PP Coordinator, Cohort Faculty
		Cohort B QEP components infused in 1000- and 3000-level courses	QEP Implementation/Resource Team, Cohort Faculty
		Cohort B embedded tutors and librarians	QEP Implementation/Resource Team, Cohort COI/PP Coordinator, Learning Resources
	Marketing	QEP Awareness Sessions	QEP Director
	Assessment	Student Workshop Evaluation	QEP Implementation/Resource Team
		Assessments of writing using MDC-WAR	QEP Implementation/Resource Team, IR
		Assessment of e-portfolio using MDC-PAR	QEP Implementation/Resource Team, Cohort COI/PP Coordinator
		Writing Assistance Evaluation	QEP Implementation/Resource Team

Semester	Category	Task	Responsible Individuals
**ACADEMIC YEAR 2017-2018: YEAR 3**
		Student Workshop Evaluation	QEP Implementation/Resource Team, COI/PP Coordinator
		CTD Course Evaluation	CTD
	Curriculum Changes	Review and revise as needed	Cohort Faculty, Cohort Administrators
	Co-Curricular Activities	Co-Curricular Activities in all Cohort A courses	Cohort COI/PP Coordinator, QEP Implementation/Resource Team
		Incorporate Co-Curricular Activities into 1000- and 3000-level Cohort B courses	Cohort COI/PP Coordinator, QEP Implementation/Resource Team
Spring Semester 17-2	**Professional Development**	Refresher Training for Cohort A Part-Time Faculty/Staff	CTD, QEP Implementation/Resource Team
		Training for Cohort B Part-Time Faculty/Staff	
	Services/Programs for Students	Orientation Sessions	Cohort COI/PP Coordinator
		Initiation and continuation of e-portfolio utilization	Cohort COI/ Coordinator, Cohort Faculty
		Writing Coaches and Fellows provide writing assistance in academic support area	Cohort COI/PP Coordinator, Student Services, Learning Resources
		Embedded course tutors and librarians	QEP Implementation/Resource Team, Cohort COI/PP Coordinator, Learning Resources
		QEP components in all Cohort A courses	QEP Implementation/Resource Team, Cohort Faculty
		Student Workshops	Cohort COI/PP Coordinator
		QEP components infused in 2000- and 4000-level Cohort B courses	QEP Implementation/Resource Team, Cohort Faculty
		Cohort B Student Workshops	Cohort COI/PP Coordinator
	Marketing	QEP Awareness Sessions	QEP Director
	Assessment	Assessments of writing using MDC-WAR	QEP Implementation/Resource Team, IR
		Assessment of e-portfolio using MDC-PAR	QEP Implementation/Resource Team, IR

Semester	Category	Task	Responsible Individuals
ACADEMIC YEAR 2017-2018: YEAR 3			
		Writing Assistance Evaluation	QEP Implementation/Resource Team, Cohort COI/PP Coordinator
		Student Workshop Evaluation	QEP Implementation/Resource Team, Cohort COI/PP Coordinator
		CTD Course Evaluation	QEP Implementation/Resource Team, CT
		Completion of 3rd year review and report	QEP Director, QEP Implementation/Resource Team, IR, College Executive Committee
	Curriculum Changes	Review and revise as needed	Cohort Faculty, Cohort Admin
	Co-Curricular Activities	Continue Co-Curricular Activities in all courses	Cohort COI/PP Coordinator, QEP Implementation/Resource Team
		Incorporate Co-Curricular Activities into 2000- and 4000-level Cohort B courses	Cohort COI/PP Coordinator, QEP Implementation/Resource Team

Semester	Category	Task	Responsible Individuals
ACADEMIC YEAR 2018-2019: YEAR 4			
Fall Semester 18-1	**Professional Development**	Refresher Training for Full-Time Faculty/Staff	CTD, QEP Implementation/Resource Team
		Training for Cohort C Full-Time Faculty/Staff	
	Services/Programs for Students	Orientation Sessions	Cohort COI/PP Coordinator
		Initiation and continuation of e-portfolio utilization	Cohort COI/PP Coordinator, Cohort Faculty
		Embedded tutors and librarians	QEP Implementation/Resource Team, Cohort COI/PP Coordinator, Learning Resources
		QEP components in all Cohort A and B courses	QEP Implementation/Resource Team, Cohort Faculty
		Student Workshops	Cohort COI/PP Coordinator
		Writing Coaches and Fellows provide writing assistance in academic support area	Cohort COI/CR Coordinator, Student Services, Learning Resources
		Cohort C Orientation Sessions	Cohort COI/PP Coordinator, Cohort Administrators
		Cohort C Initiate e-portfolio	Cohort COI/PP Coordinator, Cohort Faculty
		Cohort C QEP components infused in 1000- and 3000-level courses	QEP Implementation/Resource Team, Cohort Faculty
		Cohort C embedded tutors and librarians	QEP Implementation/Resource Team, Cohort COI/PP Coordinator, Learning Resources
	Marketing	QEP Awareness Sessions	QEP Director
	Assessment	Student Workshop Evaluation	QEP Implementation/Resource Team
		Assessments of writing using MDC-WAR	QEP Implementation/Resource Team, IR
		Assessment of e-portfolio using MDC-PAR	QEP Implementation/Resource Team, Cohort COI/PP Coordinator
		Writing Assistance Evaluation	QEP Implementation/Resource Team
		Student Workshop Evaluation	QEP Implementation/Resource Team, COI/PP Coordinator
		CTD Course Evaluation	CTD

Semester	Category	Task	Responsible Individuals
ACADEMIC YEAR 2018-2019: YEAR 4			
Spring Semester 18-2	**Curriculum Changes**	Review and revise as needed	Cohort Faculty, Cohort Administrators
	Co-Curricular Activities	Co-Curricular Activities in Cohort A and B courses	Cohort COI/PP Coordinator, QEP Implementation/Resource Team
		Incorporate Co-Curricular Activities into 1000- and 3000-level Cohort C courses	Cohort COI/PP Coordinator, QEP Implementation/Resource Team
	Professional Development	Annual QEP Refresher Training for Part-Time Faculty/Staff	CTD, QEP Implementation/Resource Team
		Training for Cohort C Part-Time Faculty/Staff	
	Services/Programs for Students	Orientation Sessions	Cohort COI/PP Coordinator
		Initiation and continuation of e-portfolio utilization	Cohort COI/PP Coordinator, Cohort Faculty
		Writing Coaches and Fellows provide writing assistance in academic support area	Cohort COI/PP Coordinator, Student Services, Learning Resources
		Embedded course tutors and librarians	QEP Implementation/Resource Team, Cohort COI/PP Coordinator, Learning Resources
		QEP components in all Cohort A, and B courses	QEP Implementation/Resource Team, Cohort Faculty
		Student Workshops	Cohort COI/PP Coordinator
		QEP components infused in 2000- and 4000-level Cohort C courses	QEP Implementation/Resource Team, Cohort Faculty
		Cohort C Student Workshops	Cohort COI/PP Coordinator
	Marketing	QEP Awareness Sessions	QEP Director
	Assessment	Assessments of writing using MDC-WAR	QEP Implementation/Resource Team, IR
		Assessment of e-portfolio using MDC-PAR	QEP Implementation/Resource Team, IR
		Writing Assistance Evaluation	QEP Implementation/Resource Team, Cohort COI/PP Coordinator
		Student Workshop Evaluation	QEP Implementation/Resource Team, Cohort

Semester	Category	Task	Responsible Individuals
ACADEMIC YEAR 2018-2019: YEAR 4			
			COI/PP Coordinator
		CTD Course Evaluation	QEP Implementation/Resource Team, CTD
		Completion of 4th year review and report	QEP Director, QEP Implementation/Resource Team, IR, College Executive Committee
	Curriculum Changes	Review and revise as needed	Cohort Faculty, Cohort Administrators
	Co-Curricular Activities	Continue Co-Curricular Activities in all courses	Cohort COI/PP Coordinator, QEP Implementation/Resource Team
		Incorporate Co-Curricular Activities into 2000- and 4000-level Cohort C courses	

Semester	Category	Task	Responsible Individuals
ACADEMIC YEAR 2019-2020: YEAR 5			
Fall Semester 19-1	**Professional Development**	Refresher Training for Full -Time Faculty/Staff	CTD, QEP Implementation/Resource Team
		Training for Cohort D Full-Time Faculty/Staff	
	Services/Programs for Students	Orientation Sessions	Cohort COI/PP Coordinator
		Initiation and continuation of e-portfolio utilization	Cohort COI/PP Coordinator, Cohort Faculty
		Embedded tutors and librarians	QEP Implementation/Resource Team, Cohort COI/PP Coordinator, Learning Resources
		QEP components in all Cohort A, B, and, C courses	QEP Implementation/Resource Team, Cohort Faculty
		Student Workshops	Cohort COI/PP Coordinator
		Writing Coaches and Fellows provide writing assistance in academic support area	Cohort COI/PP Coordinator, Student Services, Learning Resources
		Cohort D Orientation Sessions	Cohort COI/PP Coordinator, Cohort Administrators
		Cohort D Initiate e-portfolio	Cohort COI/PP Coordinator, Cohort Faculty
		Cohort D QEP components infused in 1000- and 3000-level courses	QEP Implementation/Resource Team, Cohort Faculty
		Cohort D embedded tutors and librarians	QEP Implementation/Resource Team, Cohort COI/PP Coordinator, Learning Resources
	Marketing	QEP Awareness Sessions	QEP Director
	Assessment	Student Workshop Evaluation	QEP Implementation/Resource Team
		Assessments of writing using MDC-WAR	QEP Implementation/Resource Team, IR
		Assessment of e-portfolio using MDC-PAR	QEP Implementation/Resource Team, Cohort COI/PP Coordinator
		Writing Assistance Evaluation	QEP Implementation/Resource Team
		Student Workshop Evaluation	QEP Implementation/Resource Team, COI/PP Coordinator
		CTD Course Evaluation	CTD

Semester	Category	Task	Responsible Individuals
ACADEMIC YEAR 2019-2020: YEAR 5			
Spring Semester 19-2	Curriculum Changes	Review and revise as needed	Cohort Faculty, Cohort Administrators
	Co-Curricular Activities	Co-Curricular Activities in all courses	Cohort COI/PP Coordinator, QEP Implementation/Resource Team
		Incorporate Co-Curricular Activities into 1000- and 3000-level Cohort D courses	Cohort COI/PP Coordinator, QEP Implementation/Resource Team
	Professional Development	Refresher Training for Part Time Faculty/Staff	CTD, QEP Implementation/Resource Team
		Training for Cohort D Part Time Faculty/Staff	
	Services/Programs for Students	Orientation Sessions	Cohort COI/PP Coordinator
		Initiation and continuation of e-portfolio utilization	Cohort COI/PP Coordinator, Cohort Faculty
		Embedded course tutors and librarians	QEP Implementation/Resource Team, Cohort COI/PP Coordinator, Learning Resources
		Writing Coaches and Fellows provide writing assistance in academic support area	Cohort COI/PP Coordinator, Student Services, Learning Resources
		QEP components in all Cohort D courses	QEP Implementation/Resource Team, Cohort Faculty
		Student Workshop	Cohort COI/PP Coordinator
		QEP components infused in 2000- and 4000-level Cohort B courses	QEP Implementation/Resource Team, Cohort Faculty
		Cohort B Student Workshops	Cohort COI/PP Coordinator
	Marketing	QEP Awareness Sessions	QEP Director
	Assessment	Assessments of writing using MDC-WAR	QEP Implementation/Resource Team, IR
		Assessment of e-portfolio using MDC-PAR	QEP Implementation/Resource Team, IR
		Writing Assistance Evaluation	QEP Implementation/Resource Team, Cohort COI/PP Coordinator

Semester	Category	Task	Responsible Individuals
ACADEMIC YEAR 2019-2020: YEAR 5			
		Student Workshop Evaluation	QEP Implementation/Resource Team, Cohort COI/PP Coordinator
		CTD Course Evaluation	QEP Implementation/Resource Team, CTD
		Completion of 5th year review and report	QEP Director, QEP Implementation/Resource Team, IR, College Executive Committee
	Curriculum Changes	Review and revise as needed	Cohort Faculty, Cohort Administrators
	Co-Curricular Activities	Continue Co-Curricular Activities in all courses	Cohort COI/PP Coordinator, QEP Implementation/Resource Team
		Incorporate Co-Curricular Activities into 2000- and 4000-level Cohort D courses	Cohort COI/PP Coordinator, QEP Implementation/Resource Team

VIII. Organizational Structure

The QEP will be a component of the MDC 2015–2020 Strategic Plan, with a specific set of performance measures. In addition, it will be well represented in the annual planning, evaluation, and reporting documents required by MDC Institutional Effectiveness. By the end of the projected five-year cycle, the annual assessment reports will form the basis for the five-year impact report detailing the effect of the QEP on student learning.

MDC's administrative structure will provide oversight for plan components and ensure that plan objectives are analyzed, reviewed, and revised as needed each year and that financial resources remain in place. The organizational structure of MDC's QEP will facilitate:

- Delineated roles, responsibilities, and decision-making authority
- Systematic implementation, with timely feedback and review
- Adaptability of resource appropriation throughout the QEP life cycle
- Timely responses to required modifications identified through effectiveness reports

FUNCTIONAL ROLES AND RESPONSIBILITIES

The administrative structure will include a full-time QEP director and two QEP teams: (1) the Implementation/Resources Team and (2) the Executive Team. The QEP director administers all aspects of the QEP. The responsibilities of the QEP director include:

- Works with faculty, administration, and staff to guarantee a successful submission and implementation of the QEP.
- Ensures that faculty, chairpersons, deans and the associate provost, academic affairs, campus presidents, and provost provide the feedback needed to develop the framework.
- Collaborates with the associate provost for student achievement and the vice provost for institutional effectiveness to ensure alignment of QEP goals with the Student Achievement Initiatives and College Strategic Plan.
- Provides leadership in the design and implementation of new policies, procedures, pedagogies, curricula, facilities, job descriptions and professional development necessary to achieve the QEP goals.
- Works in conjunction with the College Training and Development team to provide professional development opportunities for faculty and staff relevant to the QEP initiatives.
- Monitors SACSCOC requirements to ensure MDC compliance.
- Develops and leads the activities of the QEP committee and its subcommittees.
- Acts as a liaison and coordinator with external stakeholders to obtain input into the QEP development and implementation.
- Coordinates the roll-out of the QEP across all campuses.
- Prepares a detailed analysis of QEP development, as well as status and performance through a set of benchmarks to measure the progress toward achieving QEP goals.

- Leads the QEP Assessment Plan, which provides for the ongoing formative assessment of student learning outcomes and QEP services and activities and a summative assessment at the end of five years.
- Acts as a liaison between all relevant constituencies to ensure the successful development and implementation of the QEP.
- Communicates to the College community important and relevant information regarding student progress toward the expected goals.
- Maintains all records and data on the project and coordinates the production of the final report.
- Manages the QEP budget.
- Works with appropriate College personnel to develop an awareness plan that informs the College community of the purpose and value of the QEP.
- Provides semi-annual reports to MDC's executive leadership and the board of trustees.

The QEP director reports to the provost for academic and student affairs, who reports to the College president. In collaboration with the provost, the QEP director will:

- Develop QEP assessment mechanisms.
- Ensure the quality of QEP activities and operations within the context of the goals and objectives of the college and the needs of the student population.
- Ensure accurate and meaningful articulation and assessment of QEP objectives.
- Demonstrate that the results of assessments are used for improvement of QEP initiatives.
- Monitor and analyze the results of surveys and evaluations to assure program quality.
- Coordinate the development and submission of the annual QEP budget, submit requests to fund equipment, material and supply needs; staffing needs; etc.
- Provide leadership and supervise the work of the QEP, monitors progress toward the achievements of QEP goals, program outcomes, both on a perennial and annual basis.
- Ensure adherence to MDC policies, rules, and regulations.
- Ensure compliance with SACSCOC standards.

With the assistance of MDC Institutional Effectiveness, the QEP director will communicate successes and shortfalls to College employees, students, and board of trustees.

QEP IMPLEMENTATION/RESOURCE TEAM

The Implementation/Resource Team will ensure the full implementation of the QEP. This team will provide the oversight and coordination for the planning, assessment, and reporting process of the institutional effectiveness cycle, as well as the communication efforts to the intended audiences. This team will ensure resource are adequate and available to effectively permit the implementation of the QEP and will have the flexibility to consult with applicable ad-hoc members from faculty and staff associated with a particular implementation in a given discipline or program. The QEP director will provide the leadership for this team, which will include representation from the following areas:

- Community of Interest–Professional Preparedness Coordinator
- English faculty member
- Learning Resources Director
- Staff from Professional Development
- Staff from Institutional Effectiveness
- One Academic Dean
- One Student Dean
- Three Cohort discipline faculty
- Cohort Academic Administration

THE EXECUTIVE TEAM

The current College Executive Committee will function as the QEP Executive Team, with responsibility for assisting with oversight responsibilities, strategic direction and alignment, compliance, senior-level decision making, resource support and management, and full accountability for the QEP's success.

IX. Resources

The proposed budget for the QEP is approximately $3,581,036. Costs enumerated in the following budget directly support students' writing for career success. Furthermore, MDC will leverage substantial existing resources to support the QEP initiative, including College Training and Development (professional development support), Learning Resources staff (librarians and Writing Center personnel), computer infrastructure (BlackBoard and Turnitin.com), Institutional Effectiveness and Institutional Research (data collection and analysis), and Student Services (co-curricular activities and advisement services).

Financial Resources for *Do the Write Thing*	Year 1 2015–2016	Year 2 2016–2017	Year 3 2017–2018	Year 4 2018–2019	Year 5 2019–2020	Subtotal	Total
Faculty and Writing Staff Professional Development							
Web-Based Materials and Handouts	$1,000	$1,000	$1,000	$1,000	$0.00	**$4,000**	
Training materials will be 75% web-based and available through MDC's learning management system, the Internet, or SharePoint. In some instances, bound training booklets (at $10 each), copies, and materials will be distributed to workshop participants.							
Academic Consultant	$3,500	$3,500	$3,500	$3,500	$3,500	**$17,500**	
A national expert will provide a one-day training each year.							
Writing Pedagogy Training Series for Adjunct Faculty	$13,200	$13,200	$13,200	$13,200	$13,200	**$66,000**	
Training for adjunct faculty will consist of a project-based writing pedagogy series that spans two workshop topics. Portfolio and writing participants are required to complete a faculty project that demonstrates mastery of the concepts and includes an assessment plan. Compensation is $200 per adjunct faculty member for completing the full series and project. This series will be offered in the fall and spring terms. Facilitators will also be compensated with task points for facilitating 10 hours of training.							
Writing Pedagogy Training Series for Full-time Faculty	$2,400	$2,400	$2,400	$2,400	$2,400	**$12,000**	

Financial Resources for *Do the Write Thing*	Year 1 2015–2016	Year 2 2016–2017	Year 3 2017–2018	Year 4 2018–2019	Year 5 2019–2020	Subtotal	Total
Full-time faculty will complete the same project-based writing pedagogy series provided to adjunct faculty. Full-time faculty may earn 10 hours Faculty Professional Development credit (which applies toward their continuing contract) for completing the series and project. Two faculty facilitators will be compensated for running the series. The series will take place in the fall and spring terms.							
Professional Conferences	$14,000	$14,000	$14,000	$14,000	$14,000	**$70,000**	
Four conferences will be attended per year (at $3,500, totaling $14,000 per year). Employees who attend the conference will have an opportunity to disseminate what they have learned and experienced to their colleagues.							
QEP Spring Break Seminar for Full-time Faculty	$17,000	$17,000	$17,000	$17,000	$17,000	**$85,000**	
The annual Spring Break Seminar is designed for full-time faculty and follows a scholarship of teaching and learning model that involves scholarly research, instructional design, and assessment. Upon successful completion of a scholarship of teaching and learning model project related to the QEP, faculty will earn 26 hours of Faculty Professional Development credit. Itemized expenses include a $500 stipend for 15 faculty members ($7,500), academic consultants ($5,500), food and beverages for 3.5 days ($2,500), and three faculty project coaches ($1,500).							
Academic Support Center and Course-Based Tutors Training and Development College-wide	$1,700	$1,700	$1,700	$1,700	$1,700	**$8,500**	
This training is designed for employees who will serve as course-based tutors for QEP-COP courses. Expenses include a $10 booklet for 50 course-based tutors ($500) and task points for faculty who facilitate the 10 hours of training ($1,200). The training will be held once in the fall and once in the spring term each year. Training costs are projected at $850 per term.							
e-Portfolio Reviewer Training (40 reviewers)	$1,600	$1,600	$1,800	$1,900	$1,900	**$8,800**	
The initial 4-hour e-portfolio reviewer training is designed for full-time and adjunct faculty. It addresses assessing writing in the							

Financial Resources for *Do the Write Thing*	Year 1 2015–2016	Year 2 2016–2017	Year 3 2017–2018	Year 4 2018–2019	Year 5 2019–2020	Subtotal	Total
portfolio, using scoring rubrics, and assessing a mock portfolio in order to ensure inter-rater reliability. After initial training, reviewers will complete 2 hours of refresher training annually. Facilitators will be compensated with task points. A total of 20 faculty members (5 full-time and 15 adjunct) will complete the initial training in years 1 and 2. Refresher training will be completed by all trained faculty members in years 3–5. Ten additional faculty members (5 full-time and 5 adjunct) will complete initial training in years 3–5.							
Total Faculty and Writing Staff Professional Development							**$271,800**
Personnel							
QEP Director	$153,925	$160,082	$166,485	$173,144	$180,069	**$833,705**	
The full-time QEP director will be responsible for the implementation, coordination, and oversight of all aspects of the QEP. The salary for this position is based on MDC pay grade 18, with 31% fringe benefits and a 3% annual salary increase.							
Writing Coaches	$0.00	$0.00	$495,421	$515,237	$535,846	**$1,546,504**	
Writing coaches (one per campus, for a total of 8) will be infused into the campuses of the College at the beginning of year 3, to accommodate the infusion of additional cohorts into the QEP. The full-time writing coaches will provide support in QEP-COP courses. The salary for these new positions is based on MDC pay grade 14, with a beginning salary of $47,273, with 31% fringe benefits and a 3% annual salary increase.							
Writing Fellows	$46,800	$48,204	$65,250	$82,807	$100,891	**$343,952**	
Part-time writing fellows will provide support in QEP-COP courses, each working a total of 25 hours per week, with 3 hours of support allocated per course section. The fellows will be compensated at $12 per hour, for an annual salary of $15,600. In years 1 and 2, three writing fellows will provide support at the Kendall and North campuses. In years 3–5, one additional writing fellow will be added each year to support the inclusion of the additional cohorts. Annually, compensation is projected to increase by 3%.							
e-Portfolio Reviewers	$6,400	$12,800	$19,200	$25,600	$32,000	**$96,000**	
In conjunction with the full-time faculty, adjunct faculty will assist with the assessment of students' e-portfolios at the culmination of designated QEP-COP courses. The review will require approximately 3 hours each for lower-level QEP-COP courses and 5 hours for upper-level courses. Reviewers will be compensated at the rate of $20 per hour. Each review process will require a							

Financial Resources for *Do the Write Thing*	Year 1 2015–2016	Year 2 2016–2017	Year 3 2017–2018	Year 4 2018–2019	Year 5 2019–2020	Subtotal	Total
five-member faculty team (one full-time and four adjunct), and each course level will require two teams. Reviews will take place during the fall and spring terms. For lower-level reviews (1000- and 2000-level courses), the cost is projected to be $300 per team. For upper-level reviews, the cost is projected to be $500 per team. Each year, two additional teams will be added (one at the lower level and one at the upper level) to support the infusion of additional cohorts.							
Profession Preparedness Coordinator	$79,220	$82,388	$85,683	$89,110	$92,674	**$429,075**	
The coordinator will facilitate community-of-interest activities and orientations at each campus, student internship placements, student and faculty e-portfolio trainings, and portfolio reviews. This individual will also coordinate co-curricular activities and collaborate with student support departments throughout the College to ensure effective implementation of these activities. The coordinator will also work closely with Advisement and Career Services in the development, implementation, and coordination of professional preparedness workshops designed to strengthen students' career knowledge for transition into the workforce. The salary for this new position is based on MDC pay grade 16, with a beginning salary for a comparable position (e-portfolio coordinator, position number 0792B) of $60,474, with 31% fringe benefits and a 3% annual salary increase.							
Total Personnel							**$3,249,236**
Co-Curricular Activities and Student Engagement							
Career Speaker Honorarium	$1,000	$1,000	$1,000	$1,000	$1,000	**$5,000**	
An annual Career Speaker Series will enrich students' career knowledge and writing, as successful, high-profile professionals engage students in interactive dialogues.							
Co-curricular Activities for Students	$4,000	$4,000	$4,000	$4,000	$4,000	**$20,000**	
The profession preparedness coordinator will coordinate the infusion into the participating schools of co-curricular activities that support and enhance career exploration and readiness. Examples of such activities include resume preparation; cover letter design, content, and writing; career workshops; job fairs; mock interviews; scenario-based writing activities; service learning; and workshops.							

Financial Resources for *Do the Write Thing*	Year 1 2015–2016	Year 2 2016–2017	Year 3 2017–2018	Year 4 2018–2019	Year 5 2019–2020	Subtotal	Total
Total Co-Curricular Activities and Student Engagement							**$25,000**
Marketing							
QEP Marketing Campaign	$22,000	$2,000	$2,000	$2,000	$2,000	**$30,000**	
In year 1, an extensive QEP awareness campaign will inform students, faculty, staff, and community stakeholders about QEP goals, objectives, and activities. MDC will publicize the QEP through conferences, meetings, rallies, the MDC website, campus LED displays, electronic newsletters, e-mail blasts, press releases, and brochures and other hard copy publications. Marketing costs in years 2–5 will be used to reinforce the QEP theme, publicize QEP activities, and highlight QEP successes.							
Total Marketing							**$30,000**
Operating Resources							
Office Supplies, Duplication Costs, and Publications for Dissemination	$1,000	$1,000	$1,000	$1,000	$1,000	**$5,000**	
Total Operating Resources							**$5,000**
TOTAL QEP COSTS	**$368,745**	**$365,874**	**$894,639**	**$948,598**	**$1,003,180**		**$3,581,036**

X. Assessment Plan

Effective assessment is a dynamic process that requires timely evaluations that incorporate multi-dimensional measures associated with attainable benchmarks. MDC embraces the requirements for effective assessment with the implementation of a multitude of assessment measures. Measurements for the QEP will be formative and summative, using quantitative and qualitative data-gathering processes. Through the use of these measurements, opportunities will emerge that will allow for the monitoring of the progress of QEP implementation and effectiveness while informing continuous improvement as the plan matures.

The QEP director will lead the assessment process and develop a detailed QEP assessment timetable. The director will meet regularly with the QEP Implementation/Resource team to assess QEP progress and develop improvements in plan implementation strategies as indicated by assessment findings. MDC Institutional Research will support the assessment plan with data collection and analysis. Evaluation intervals will be as frequent as every semester, with semi-annual reports presented to the College Executive Committee.

ASSESSMENT OF QEP STUDENT LEARNING OUTCOMES

The information that follows provides a comprehensive overview of each of the individual QEP student learning outcomes. The assessment of QEP student learning outcomes is supported by the MDC QEP Student Learning Outcomes Assessment Grid, which depicts the outcomes, direct assessment measures, data collection plan, and anticipated thresholds and benchmarks (Appendix E).

Assessment of Student Learning Outcome 1: Students Will Compose Academic, Discipline-Specific, and Career-Specific Writing

QEP-COP Writing-Intensive Courses

In QEP-COP courses, which will serve as writing-intensive courses, multiple writing assignments will be included to ensure compliance with the guidelines identified for a QEP-COP course found in Section VI, "Actions to Be Implemented." In addition, these courses will include at least one writing assignment (a signature assignment) that is focused on each of the following areas that will include academic, discipline-specific, and career-specific writing. Details of the specific assignments will be left to the discretion of the course instructor. The assignments will be placed in the student's e-portfolio as artifacts. Additional course assignments may also be included in the e-portfolio. Students will be encouraged to place all work in the portfolio.

Course Writing Essay

As discussed in Section VI, "Actions to Be Implemented," the Course Writing Essay, which employs a narrative presentation of writing, will be administered in the identified 1000-, 2000-, and BAS-level QEP-COP courses. All instructors will use the same prompt for the course writing essay.

The MDC Writing Assessment Rubric will be used to guide evaluators of the Course Writing Essay in the scoring of the sample essays. The rubric is designed for evaluators to address the writing assessments that serve as a component of the various assessment measures. In addition, the rubric is designed to permit course instructors to integrate this

assessment measure into other writing assignments associated with courses beyond the QEP-COP designation.

MDC e-Portfolio Assessment Rubric

Writing assignments focused on academic, discipline-specific, and career-specific writing, as well as other course writing assignments, will be a component of the e-portfolio. The e-portfolio will serve as a repository where students will place artifacts that demonstrate their ability to write to the various audiences associated with their program of study and career choice. Student's e-portfolios will be assessed using the MDC e-Portfolio Assessment Rubric.

Assessment of Student Learning Outcome 2: Students Will Demonstrate Career Knowledge through Written Responses to Co-Curricular Activities

Co-Curricular Writing Essay

While enrolled in QEP-COP courses, students will be required to participate in co-curricular activities. Upon completion of each activity, the student will be required to provide a prompt oriented reflective writing essay. These will be placed into the e-portfolio as an artifact. Scoring of the Co-Curricular Writing Essay samples will be completed utilizing the MDC Writing Assessment Rubric.

MDC e-Portfolio Assessment Rubric

The Co-Curricular Writing Essay will be a component of the e-portfolio. The e-portfolio will serve as a repository where the students can place artifacts which demonstrate their ability to write to the various audiences associated with their program of study and career choice. Student's e-portfolios will be assessed utilizing the MDC e-portfolio Assessment Rubric.

Assessment of Student Learning Outcome 3: Students Will Evaluate Their Writing Performance and Workforce Readiness

Degree Completion Essay

The Degree Completion Essay, which employs a narrative, reflective form of writing, and will be administered to identified students in the last term of enrollment in the various degrees offered. When assigned, all instructors will utilize the same prompt for the degree completion writing essay.

The MDC Writing Assessment Rubric will be utilized to guide evaluators of the Degree Completion Essay in the scoring of the sample essays. The rubric is designed for various evaluators to address the various writing assessments which serve as a component of the various assessment measures. In addition, the rubric is designed to permit course instructors the opportunity to integrate this assessment measure into other writing assignments associated with courses beyond the QEP-COP designation.

MDC e-Portfolio Assessment Rubric

The Degree Completion Essay will be a component of the e-portfolio. The e-portfolio will serve as a repository where the students can place artifacts that demonstrate their ability to write to the various audiences associated with their program of study and career choice. Students' e-portfolios will be assessed using the MDC e-Portfolio Assessment Rubric.

Graduate Survey

To assess student utilization of resources to supplement writing, an on-line Graduate Survey will be administered to completers of degrees with QEP-COP courses. The survey will include questions about academic support and the utilization of the available resources.

Focus Groups

Findings from student focus groups will also support the assessment of QEP student learning outcomes. A representative sample of students in the final term of a degree program who are potential end-term completers will be invited to participate in a focus group. Specific prompts will facilitate a discussion related to students' experiences with the writing process. These focus groups will yield additional perceptions and opinions that will contribute to the assessment of the QEP's effectiveness in strengthening career knowledge through the skill of writing.

ASSESSMENT OF QEP PROFESSIONAL DEVELOPMENT AND STUDENT SUPPORT SERVICES

In addition to the ongoing assessment of the QEP student learning outcomes, MDC will assess QEP professional development and student support services. Ongoing formative assessment of the implementation of these services will enable the QEP director and the Implementation / Resource Team to detect problems and design and implement improvements to ensure continuous quality improvement of the QEP and assist with the most effective alignment of organizational resources.

The assessment of QEP professional development and student support services will incorporate surveys that will be completed by the various participants in the QEP, including faculty, staff, students, and employers, on an ongoing basis. The various assessment methods for these QEP components are discussed in the information that follows. Appendix F contains the MDC Professional Development and Student Services Assessment Grid, which depicts direct assessment measures, data collection plan, and anticipated thresholds and benchmarks.

Professional Development Evaluation Form

Professional development at MDC is supported through College Training and Development. This area has effectively developed and implemented a number of successful workshops and professional development training opportunities. An integral component of all training offered through College Training and Development includes the assessment of the training by participants. Multiple workshops and professional development training sessions will be designed to support the infusion of the QEP throughout the identified programs at the College. In keeping with the existing processes in place, all QEP-related activities offered through College Training and Development will be evaluated by course participants through the

completion of the Course Survey. Results will be reviewed and improvements implemented in response to the survey results, if required.

Writing Assistance Evaluation Form

Sections V and VI of this plan discuss the integration of academic support services. These services will include embedded writing fellows/coaches and embedded librarians in QEP-COP courses, as well as writing assistance in the various academic support areas. An evaluation form for this component incorporates questions that permit the rating of the writing assistance provided through the QEP, with the overall goal of a satisfactory rating. Results collected at the end of a QEP-COP course will be reviewed and used to incorporate improvements in areas that do not obtain a satisfactory rating.

Student Workshop Evaluation Form

A Student Workshop Evaluation Form will be utilized to measure efficacy of various QEP student writing workshops and other student writing events. This form incorporates questions that permit the rating of the workshop and/or event provided through the QEP, with an overall goal of a satisfactory rating. Results collected at the conclusion of the workshop or event will be reviewed and used to incorporate improvements in areas that do not obtain a satisfactory rating.

MDC Employer Satisfaction Survey

Currently, MDC Institutional Effectiveness disseminates a survey to various area employers. Incorporating components of MDC's existing employer survey, the QEP Employer Satisfaction Survey will focus on the evaluation of the written communications skills and understanding of their careers demonstrated by employees who are graduates of MDC QEP-participating programs. Employers will be asked to attest to their level of satisfaction with the employees as it relates to these areas. The survey will be distributed to specific employers annually, and results will be collected and analyzed by MDC Institutional Research.

Summary

To ensure a dynamic evaluation process, the MDC QEP incorporates a number of evaluation methods. With the support of MDC Institutional Research and the QEP Implementation / Resource teams for each school, the QEP director will lead assessment of the achievement of QEP student learning outcomes and QEP professional development and student support services. Assessment will employ both quantitative and qualitative measures and have formative and summative components. The use of these measures will allow for the monitoring of the progress of the plan and at the same time permit modifications of the plan as it matures. The assessment process incorporated in the QEP provides for timely responses to ensure progress in the achievement of identified benchmarks for effectiveness.

APPENDIX A

QEP Topic Selection Leadership Committee

Name	Campus	Department/Area	Role
Pamela Menke, Co-Chair	District	Regional Accreditation and Quality Assurance	Vice Provost
Barbara Rodriguez, Co-Chair	District	Learning Outcomes Assessment	Senior Assessment and Planning Associate
Yamina Alvarez	Medical	Nursing	Faculty
Rhonda Berger	Kendall	College Training and Development	Director
Julio Fernandez de Cueto	InterAmerican	Testing	Director
Rene Garcia	District	Enrollment Management	District Director
Sheryl Hartman	North	Social Sciences	Faculty
Charles McGinnis	Kendall	Continuing Education and Professional Development	School Director
Lourdes Perez	InterAmerican	Dean of Students	Dean
Adelaida Quesada	Kendall	Mathematics	Faculty
Michael Reiner	District	Academic Affairs	Associate Provost
Henri Roberts	District	Office of Regional Accreditation	Program Specialist
Lenore Rodicio	District	Student Achievement Initiative	Vice Provost
Carol Tulikangas	InterAmerican	Academic Affairs	Academic Dean
Fermin Vazquez	Wolfson	Administrative Services	Senior Director
James Watson	Homestead	New Student Center	Director
Gabriel Yanni	District	Computer Services	Associate Vice Provost
Marisa Yates	District	Institutional Research	Senior Research Analysis

QEP Planning Committee

Name	Campus	Department/Area	Role
Ece Karayalcin, Chair	North	School of Entertainment and Design Technology	Faculty
John Adkins	Kendall	Associate Academic Dean	Associate Dean
Kristin Borgwald	Wolfson	Arts and Philosophy	Faculty
Brooke Bove	North	English	Faculty, Discipline Co-convener
Nicole Bryant	Homestead	Student Life	Director
Sandra Castillo	Kendall	Social Sciences	Faculty
Billy Jones	Wolfson	Academic Affairs	Dean
Dennis Kalam	North	School of Justice	Faculty
Ivonne Lamazares	Hialeah	English	Faculty
Daniel Murgo	Homestead	School of Business	Faculty
Kim McGinnis	Medical	Student Services	Dean
Jacqueline Pena	North	Academic Affairs	Dean
Glenda Phipps	Hialeah	Learning Resources	Director
Ernest Powell	Wolfson	College Prep/IDEA Center	Coordinator
Simeon Richardson	Homestead	College Prep	Faculty
Thania Rios	Kendall	School of Business	Associate Dean
Lindsay Schriftman	Homestead	Learning Resources	Director
Cynthia Schuemann	InterAmerican	ESL/ World Language	Faculty
Shawn Schwaner	North	School of Justice	Faculty
Elizabeth Smith	Kendall	ACCESS Disability Services	Director
Raimundo Socorro	North	School of Justice	Director
Ken Staab	North	School of Justice	Chairperson
Rita Fernandez-Sterling	Kendall	College Prep	Faculty
Shanika Taylor	InterAmerican	School of Education	Director
Leimys Ramirez	North	Student	Committee Resource
Jeffrey Romeu	Hialeah	Student	Committee Resource
Glenda Ibanez	Wolfson	Student	Committee Resource
Richard Prentiss	District	Director, Quality Enhancement Plan	Committee Resource

APPENDIX B

Strengthening Our Roots: Enhancing Quality, Opportunity, and Success	
MDC Kendall Campus – March 7, 2014	
8:00–8:30 am	**Breakfast,** Kendall Campus Gymnasium
8:30–10:00 am	**Welcome,** Kendall Campus Gymnasium Dr. Eduardo J. Padrón, College President Professor Mark Richard, President, United Faculty MDC Dr. Rolando Montoya, Provost for Operations Mr. Joaquin Martinez, Associate Provost, Student Achievement Initiatives Professor Ece Karayalcin, Faculty Chair, Quality Enhancement Plan Dr. Richard Prentiss, Director, Quality Enhancement Plan
10:15–11:45 am	**Session A Concurrent Workshops** Theme 1: Opportunity and Success Theme 2: Supporting Student Plans and Progression Theme 3: Challenging and Empowering Students Theme 4: A Culture of Inquiry and Evidence Theme 5: Educational Excellence Theme 6: Quality Enhancement Plan
12:00–1:00 pm	**Lunch**
1:15–2:45 pm	**Session B Concurrent Workshops** Theme 1: Opportunity and Success Theme 2: Supporting Student Plans and Progression Theme 3: Challenging and Empowering Students Theme 4: A Culture of Inquiry and Evidence Theme 5: Educational Excellence Theme 6: Quality Enhancement Plan
3:00–4:30 pm	**Session C QEP Meetings**

Theme 6: Quality Enhancement Plan

A Quality Enhancement Plan (QEP), developed and submitted as part of the accreditation process, is a college-wide, five-year action and implementation plan that is designed to enhance student learning. QEP's are carefully constructed, research-based plans that respond to specific student needs and involve faculty and staff in planning and implementation. The topic of our QEP at MDC is **"Writing for the Real World: Strengthening Writing and Career Knowledge."** The overall goal of our QEP is to enhance workforce readiness through the skill of writing. Workshops in this track will examine the foundational importance of writing to learn and learning to write, the purposeful infusion of reflective and career-based writing into co-curricular events and the use of e-portfolios and signature assignments to evaluate student career knowledge and writing over time.

T6.1A and T6.1B Ready or Not: Bridging Academic and Workplace Literacies

Room: 2111

Research suggests that general academic writing does not transfer easily into ever-more diverse forms of workplace literacy, leaving students underprepared for their careers. This session will focus on classroom strategies that can help students to make more effective transitions from academic to workplace writing.

Chris Anson, *North Carolina State University*

T6.2A and T6.2B e-Portfolios: What They Are and Ways to Begin

Room: 2105

For over a decade now, colleges and universities have asked students to gather their work in a single electronic space: in an e-portfolio. Some e-portfolios are used for classroom grading; others are used for program assessment; and still others are used for job searches. Despite these differences, e-portfolios share a common set of features; and through trial and error, institutions have learned about the kinds of practices that can help make the transition to e-portfolios successful. In this session, drawing on examples from across the country, different kinds of e-portfolios will be identified; their common characteristics will be explored; and the practices to put in place so that e-portfolios can support student learning will be highlighted.

Kathleen Yancey, *Florida State University*

T6.3A and T6.4B Creative Summative Assessment Prior to Graduation: Authentic, Integrated, and Meaningful Alternatives

Room: 8117

This session will examine two current alternative approaches appropriate for the final documentation of learning prior to graduation. Capstones and Signature Assignments achieve both assessment and enhanced learning—the kind of experiences that graduates rate as highly memorable for years.

Amy Driscoll, *Carnegie Foundation for the Advancement of Teaching*

T6.4A and T.6B Infusing Writing into Co-Curricular Activities

Room: 4201

Reflective prompts promote deep learning. In co-curricular activities, they can be a first step in helping students look at the relationship between academic learning and learning in real situations. Just as important, reflective prompts can help students appreciate the value of learning differently as they use their learning to think with, about and through their "selves-as-text." This workshop explores how to think about and use reflective prompts to achieve these multiple outcomes.

Ned Laff, *Columbia College, South Carolina*

Session C: QEP Meetings

Session		Room
C1	Academic Meta Major Meeting: Art, Humanities, Communications and Design	G303
C2	Academic Meta Major Meeting: Business	9220
C3	Academic Meta Major Meeting: Education	9118
C4	Academic Meta Major Meeting: Health Sciences	G208
C5	Academic Meta Major Meeting: Industry and Manufacturing	9119
C6	Academic Meta Major Meeting: Public Safety	9120
C7	Academic Meta Major Meeting: Social and Behavioral Sciences	8122
C8	Academic Meta Major Meeting: STEM	R402
C9	Academic Meeting: College Prep	2236
C10	Academic Meeting: Continuing Education and Professional Development	9204
C11	Academic Meeting: World Languages-EAP	2105
C12	Student Services Meeting: Advisement and Career Services	2111
C13	Student Services Meeting: General Session	6120
C14	Student Services Meeting: Learning Resources	2114

APPENDIX C

2012–2013 Campus Enrollment Distribution

Campus/Center	AA	AS	Bachelor	Total
Hialeah	5,922	2,435	397	8,754
Homestead	4,146	2,589	377	7,112
InterAmerican	7,647	3,539	878	12,064
Kendall	27,497	8,112	1,823	37,432
Medical	233	2,857	652	3,742
MDC-West	4,479	1,048	88	5,615
North	16,110	8,452	2,112	26,674
Wolfson	17,401	6,441	1,154	24,996
Totals	**83,435**	**35,473**	**7,481**	**126,389**

2012–2013 School Enrollment Distribution

School/Program	AA	AS	BAS	Total
Architecture and Interior Design	779	250	0	1029
Aviation	0	688	0	688
Business	8,111	1,510	1,784	11,405
Computer and Engineering Technologies	5,008	1,509	90	6,607
Culinary	0	672	0	672
Education	2,604	746	570	3,920
Entertainment and Design Technology	1,277	1,791	204	3,272
Fire and Environmental Sciences	0	190	0	190
Funeral Services	0	330	0	330
Health Sciences	3,732	7,028	25	10,785
Justice	4,365	807	647	5,819
Nursing	4,372	7,810	1,033	13,785
Science	2,814	348	112	3,274
Other	27,006	991	0	27,997
Total	**60,068**	**24,670**	**4,465**	**89,203**

APPENDIX D

Existing MDC College Training and Development Workshops

Course Number	Title	Description
Workshops for Teaching Career Exploration and Job Seeking		
CTD0522B	Advisement and Career Services-New Services Overview	This 2-hour workshop is intended to familiarize MDC personnel with the electronic individualized education plan, as well as the Career Coach and Optimal Resume sites that are part of Advisement and Career Services. The electronic individualized education plan is an instrument advisers can use to create a student's academic plan. Career Coach provides real-time employment data, and it helps students link careers to majors at MDC (and vice versa)
CTD0025	Career Exploration with Focus 2	MDC has adopted Focus 2, a career planning tool. Explanation of this career planning tool and how to integrate it into advising processes will be discussed.
CTD0872	Career Pathways	This workshop will provide participants with an overview of the three main components of Career Services career exploration, transfer services and employment leadership opportunities. This knowledge will help you to guide students to their final destination of gaining employment, selecting a major or successfully transferring to another postsecondary institution upon graduation with their associate's degree.
CTD0712A	Effective Resumes	Critical to a successful job search: a well-constructed resume. Learn how to catch the reader's eye while maintaining a professional presentation. This workshop will explore various resume styles, the basic elements of resumes, and provide suggestions for how to best showcase your skills and experiences. Discussion will include the critical need for accuracy and common resume mistakes. Demystifying electronic resume and submission process will also be included in this workshop.
CTD0744E	Introduction to Optimal Resume	This 1- hour workshop is intended to familiarize MDC personnel with the Optimal Resume site that is part of MDCs Advisement and Career Services. Optimal Resume allows students to easily create effective resumes, employment-related letters, a portfolio, and a personal employment-related web page. It also allows students to practice job interviews. Employers seeking to hire MDC students for internships and jobs will use this site to post their positions.
Workshops for Teaching Writing		
CTD0426D	Best Practices in Grammar Teaching	Workshop participants will become familiar with several types of activities for teaching and practicing grammar and will be introduced to specific examples. Activities include using corpus resources to create exercises, helping students to understand differences between formal and informal English, teaching students how to avoid common mistakes, and integrating grammar and

		writing, and completing an online module: development of lesson plan
CTD0340	Information Literacy and Database Immersion	The Internet has dramatically changed both the quality and quantity of information students and faculty members are able to access for college-level study. Faculty may be extremely frustrated with the quality of information students retrieve from the Internet and quote in their papers. Faculty may also not be aware of the databases available to them, and how to use them effectively. This workshop will provide an opportunity for library and classroom faculty to collaborate and combine database technology.
CTD0468	Linking Reading and Critical Thinking	Successful reading skills are a motivating factor for students seeking practical value from their college experience. Best-selling author and educator, Carol Kanar will engage participants in discovering the strategies needed to teach students to become confident, successful lifelong learners.
CTDO478A	Strategic Teachers, Teaching Strategic Writers	Part of a series designed to provide writing faculty with strategies for meeting the challenges of today's first-year composition classroom. Each workshop includes an hour-long web seminar featuring lecture and instruction of a key literacy expert on an important topic. Following the seminar, there will be a meaningful interaction and discussion among the participants guided by a facilitator. Finally participants will complete a required assignment that focuses on reflection and application.
Gordon Rule Workshops		
CTD0300	Orientation to Gordon Rule Writing Assignments	This workshop will provide an orientation to the new Gordon Rule Writing State requirements to all full-time and adjunct faculty members teaching a Gordon Rule course. The workshop will be offered online. To successfully complete the workshop, participants will post a writing assignment to SharePoint that meets the Gordon Rule criteria for writing assignments.
CTD0300C	Instructional Design for Gordon Rule Writing	This blended workshop offers four modules that provide information, tools and resources consistent with the policies and procedures of the MDC Gordon Rule requirement. At the conclusion of this workshop, participants will be familiar with Gordon Rule requirements and will have gained the knowledge, skills, and practice to better assess college-level writing skills consistent with the MDC Gordon Rule Policies and Procedures.
Technology to Support the Teaching of Writing		
CTD0191A	MyCompLab/MyLitLab Instructor Training	Instructor Training course provides instruction on the most commonly used content development and learning management features in MyCompLab and MyLitLab. This hands-on session includes activities to familiarize the participants with common instructor tasks including setting up a master course and course module integrating three basic categories: Writing, Grammar, and Research
CTD0215	Plagiarism Prevention: Using Turnitin.com Using Turnitin in Angel	The Internet has made plagiarism easier than ever before. The ease of downloading and copying online information has led to a virtual epidemic of digital plagiarism. Instructors at MDC now have access to Turnitin.com plagiarism detection software. Participants will learn how to create a user

CTD0323		profile, add courses and assignments, set preferences, and understand "Originality Reports." Tips and suggestions for instructional use will be presented.
CTD0323A	Turnitin: Write It, Mark It, Cite It	This workshop is designed for faculty who completed the Learning Management System Introductory Training. Topics include using Turnitin within the College Learning Management System as a teaching tool, deterring plagiarism using the Originality Report and Grademark features, assessing written assignments, and providing constructive feedback
Assessing Student Writing		
CTD0539	Reading and Responding to Student Writers	Participants will practice hands-on assessment of samples of student writing with the goal of finding ways to respond to the writing that helps the student learn how to improve. A pre-reading on the assessment of student writing and a post-workshop lesson design are required.
CTD0562C	Rubrics, Establishing Anchors	As educators, we know that providing examples can work wonders. This is true for learning to use rubrics as well. Student artifacts of learning that are exemplars of specific elements of a rubric can be said to anchor the rubric in reality. Anchor artifacts give concrete shape to the abstract qualities of a rubric.
CTD0562B	Rubrics, Scoring and Norming	The beauty of rubrics is that they make the implicit explicit. This works well when several individuals share a common aim, yet still need flexibility for individual teaching and learning strategies. With such variability there is a need for discussion to ensure systematic practices and a shared understanding of a particular scoring a shared understanding of a particular scoring guide/rubric.
CTD0300-2	Writing Assessment Using Holistic Grading	After the workshop, participants will develop an in-class or out-of-class writing assignment for their Gordon Rule Writing class incorporating specific instructions/guidelines and student expectations as outlined in the Gordon Rule rubric. They will then administer the writing assignment in one of their classes and score the student samples using the holistic scoring method and the Gordon Rule rubric.
Portfolio Series		
CTD0553	Portfolios: Alternative Assessment at Its Best	Have you considered using portfolios for outcomes assessment? This practical, informative workshop will present participants with reasons to adopt portfolios, as well as considerations such as the grading process and classroom management techniques. Sample portfolios and tips for success in using portfolios for assessment will be presented.
CTD0439	Live Text Electronic Portfolios	This workshop will provide participants with the understanding, skills, and expertise necessary to create and maintain an electronic portfolio. It is designed to teach people how to create, generate reports and maintain an exhibit area for reporting purposes.
CTD0290	E-Portfolio: Live Text in the Classroom	Participants will receive practical training in Live Text and will be shown how to use this tool productively in an educational environment.

Service-Learning Series		
CTD0448	Integrating High-Quality Service Learning into the Curriculum	Faculty members will review the process of high-quality service-learning components to use in a course. Participants will consider how to determine their specific rationale for implementing service learning and will integrate aspects of civic responsibility and reflection throughout the process. Participants will be able to assess the effectiveness of their unit and will review literature that can be used to inspire students to social action.
CTD0405	Service Learning: Assessment	Participants will explore how to assess students' mastery of course learning objectives when participating in service learning. A variety of assessment techniques will be studied, and a course design with emphasis on assessment of the service-learning component will also be developed.
CTD0406	Service Learning: Advanced Issues	Participants will learn how to have students realize some of the learning objectives of their course by integrating the more advanced issues of the service-learning experience into the syllabus. A course design integrating reflection techniques and new service-learning initiatives will be developed. Participants will also learn which methods of assessment are appropriate for reflection activities.

APPENDIX E

MDC QEP Student Learning Outcomes Assessment Grid

Student Learning Outcome(s)	Direct Assessment Measures (What Assessment Method Will Be Utilized)	Data Collection Plan (When, Where, and How)	Analysis Plan	Threshold/Benchmark
Student Learning Outcome 1.0: Student will compose academic, discipline, and career specific writing.	MDC Writing Assessment Rubric	Years 1–5: Random sampling of selected QEP designated courses at the 1000, 2000, or BAS level Course Writing Essay Data collection and analysis coordinated by MDC Institutional Research	Percentage of students demonstrating a performance level of competent or superior.	By Year 5, 75% or greater of the MDC students enrolled in the selected QEP designated courses at the 1000, 2000, or BAS courses receive a score of 4 or greater on the MDC Course Writing Essay.
	MDC e-portfolio Assessment Rubric	Years 2–5: Random sampling of the completers of the selected QEP designated courses at the 1000, 2000, or 3000 level courses for review by the QEP e-portfolio Discipline Committee Data collection and analysis coordinated by MDC Institutional Research	Percentage of students demonstrating a performance level of proficient or exemplary.	By Year 5, 75% or greater of the MDC students completing the selected QEP designated courses at the 1000, 2000 or 3000 level receive a score of proficient or higher on the MDC *e*-portfolio Assessment Rubric.

Student Learning Outcome(s)	Direct Assessment Measures (What Assessment Method Will Be Utilized)	Data Collection Plan (When, Where, and How)	Analysis Plan	Threshold/Benchmark
	Writing Assistance Usage	Years 1–5: End-of-term writing assistance data Data collected by Writing Assistance Center and provided to MDC Institutional Research	Number of students utilizing writing assistance	A 5% increased headcount each year of QEP
Student Learning Outcome 2.0: Student will demonstrate career knowledge through written responses to co-curricular activities.	MDC Writing Assessment Rubric	Years 1–5: Random sampling from selected QEP designated courses at the 1000, 2000, or BAS level Co-Curricular Writing Essay Data collection and analysis coordinated by MDC Institutional Research	Percentage of students demonstrating a performance level of competent or superior.	By Year 5, 75% or greater of the MDC students participating in the selected QEP designated courses at the 1000, 2000, or BAS courses receive a score of 4 or greater on the MDC Co-Curricular Writing Essay.
Student Learning Outcome 3.0: Students will evaluate their writing performance and workforce readiness.	MDC Writing Assessment Rubric	Years 2–5: Random sampling of end-of-term potential completers of the AA, AS, or BAS degree with QEP designated courses Degree Completion Essay Data collection and	Percentage of students demonstrating a performance level of competent or superior.	By Year 5, 75% or greater of the MDC end-term potential completers of the AA, AS, or BAS degrees with QEP designated courses receive a score of 4 or greater on the Degree Completion Essay, both in student

Student Learning Outcome(s)	Direct Assessment Measures (What Assessment Method Will Be Utilized)	Data Collection Plan (When, Where, and How)	Analysis Plan	Threshold/Benchmark
		analysis coordinated by MDC Institutional Research		self-evaluations and faculty evaluations of students' work.
Student Learning Outcome 3.0: Students will evaluate their writing performance and workforce readiness.	MDC e-portfolio Assessment Rubric	Years 2–5: Random sampling of end-term potential completers of the AA, AS, or BAS degrees with QEP designated courses at the 1000-, 2000-, or 3000-level courses for review by the QEP e-portfolio Discipline Committee

Data collection and analysis coordinated by MDC Institutional Research | Percentage of students demonstrating a performance level of proficient or exemplary. | By Year 5, 75% or greater of the MDC end-term potential completers of the AA, AS, or BAS degree with QEP designated courses at the 1000, 2000 or 3000 level receive a score of proficient or higher on the MDC e-portfolio Assessment Rubric, both in student self-evaluations and faculty evaluations of students' work. |
| | MDC Graduate Survey | Years 2–5: Survey administered to all graduated in selected program with QEP designated courses

Data collection and analysis coordinated by MDC Institutional Research | Student perception of writing as a process to enhance career knowledge. | By year 5, 75% or greater of the MDC graduate respondents agree or strongly agree that they perceive writing as a process. |
| | | | Student perception that writing is important in their academic and | By year 5, 75% or greater of the MDC graduate respondents |

Student Learning Outcome(s)	Direct Assessment Measures (What Assessment Method Will Be Utilized)	Data Collection Plan (When, Where, and How)	Analysis Plan	Threshold/Benchmark
Student Learning Outcome 3.0: Students will evaluate their writing performance and workforce readiness.			career knowledge.	agree or strongly agree that writing is important in their academic and career knowledge.
			Student perception that the MDC experience resulted in strengthening their writing.	By year 5, 75% or greater of the MDC graduate respondents agree or strongly agree that their MDC experience resulted in strengthening their writing.
			Student perception that the MDC experience resulted in strengthening their career knowledge	By year 5, 75% or greater of the MDC graduate respondents agree or strongly agree that they perceive their MDC experience resulted in strengthening their career knowledge.
	Focus Groups for end-term potential completers of the AA, AS, or BAS degrees with QEP designated courses at the 1000, 2000, or 3000 level courses	Years 2–5: Random selection of end-term potential completers to participate in a focus using Focus Group Prompts. Data collection and analysis coordinated by	Student perception that the MDC experience resulted in strengthening their writing	By year 5, 75% or greater of the MDC graduate respondents agree or strongly agree that their MDC experience resulted in strengthening their writing.

Student Learning Outcome(s)	Direct Assessment Measures (What Assessment Method Will Be Utilized)	Data Collection Plan (When, Where, and How)	Analysis Plan	Threshold/Benchmark
		MDC Institutional Research	Student perception that the MDC experience resulted in strengthening their career knowledge	By year 5, 75% or greater of the MDC graduate respondents agree or strongly agree that they perceive their MDC experience resulted in strengthening their career knowledge.

APPENDIX F

MDC QEP Professional Development and Student Support Services Assessment Grid

Content Area	Assessment Measures (What Assessment Method Will Be Utilized)	Data Collection Plan (When, Where, and How)	Analysis Plan	Threshold/Benchmark
Professional Development	CTD course evaluation form	At the completion of each QEP related professional development activity, the participants will be asked to complete the evaluation form. Data collected and analysis coordinated by MDC Institutional Research	Percentage of participants indicating agree or strongly agree	85% or greater of the participants will rate the training with agree or strongly agree.
Writing Assistance Participation	Writing Assistance Evaluation Form	Upon the completion of a QEP designated course, students will be asked to complete the evaluation form. Data collected and analysis coordinated by MDC Institutional Research	Percentage of participants indicating satisfied or very satisfied	80% or greater of the participants will rate the assistance with satisfied or very satisfied.
Student Workshops	Student Workshop Evaluation Form	Upon completion of a student workshop, participants will be asked to complete the evaluation form.	Percentage of the participants indicating satisfied or very satisfied	80% or greater of the participants will rate the workshop with satisfied or very satisfied.

Content Area	Assessment Measures (What Assessment Method Will Be Utilized)	Data Collection Plan (When, Where, and How)	Analysis Plan	Threshold/Benchmark
		Data collected and analysis coordinated by MDC Institutional Research		
Employer Satisfaction	MDC Employer Survey	Years 2–5: College Survey administered to specific employers of MDC students Data collected and analysis coordinated by MDC Institutional Research	Percentage of employers of MDC students indicating satisfied or very satisfied	By year 5, 60% of the employers of MDC students will rate the graduates writing skills with satisfied or very satisfied.

APPENDIX G

MDC Writing Assessment Rubric (MDC-WAR)

Using the following guidelines, determine the holistic score (1 through 5) for each writing assessment to be assessed.

(5) Score – Superior
Contains *most* of the following characteristics: • Clear, well-focused topic: main idea stands out and is supported by interesting examples and vivid word choice.   • Clear/concise organization and a clear sense of purpose. Writing has a definite beginning, middle, and end. Paragraphs flow, and the order of paragraphs make sense to the reader.   • Evidence or information presented is accurate, complete, relevant, and necessary.   • Examples and details support the main idea and keep the reader interested.   • Well-developed sentences that are concise, compelling, and easy to read. Word choices are exciting. Writing gives the reader something to think about.   • Very few mechanical or grammatical errors make the writing easy to read.   • Demonstrates knowledge of the subject.   • Genre, format, language, and tone are appropriate to the discipline and related careers.   • Demonstrates understanding of audience, purpose, and conventions of the discipline and related careers.

(4) Score – Competent
Contains *most* of the following characteristics: • Main topic is clear, but reader may have to work to see connections between ideas.   • Organization is evident, but transitions from one idea to another may be hard to follow.   • Evidence or information presented is accurate, mostly complete, relevant, and necessary.   • Examples and details generally support the main idea and keep the reader interested.   • Sentences are usually varied and may differ in length and structure. Word choices are clear and appropriate, but may be uninteresting.   • Some mechanical errors may be present, but writing is still easy to read.   • Demonstrates general knowledge of the subject.   • Genre, format, language, and tone are generally appropriate to the discipline and related careers.   • Demonstrates general understanding of audience, purpose, and conventions of the discipline and related careers.

(3) Score – Adequate
Contains *most* of the following characteristics:

- Main idea is somewhat vague and predictable
- Poor organization and lack of paragraph structure makes the writing difficult to follow in places.
- Evidence or information presented is generally accurate, somewhat complete, relevant, and necessary.
- Examples are general or vague and only loosely connected to the main idea.
- Errors with sentence structure are frequent.
- Errors with grammar and mechanics begin to distract reader from content.
- Demonstrates somewhat general knowledge of the subject.
- Genre, format, language, and tone are somewhat appropriate to the discipline and related careers.
- Demonstrates partial understanding of audience, purpose, and conventions of the discipline and related careers.

(2) Score – Weak
Contains *most* of the following characteristics:

- The main idea is not clear, or the connections between ideas are hard to follow.
- Ideas seen contrived, and paragraphs are overloaded and underdeveloped.
- Evidence or information presented has inaccuracies, is incomplete, or is barely relevant.
- Examples are simplistic, repetitious, and/or confusing making the writer hard to read.
- Errors with sentence structure make writing hard to follow. Readers must reread sentences to determine meaning.
- Writer makes numerous grammatical errors that distract the reader.
- Demonstrates very limited knowledge of the subject.
- Genre, format, language, and tone are barely appropriate to the discipline and related careers.
- Demonstrates limited understanding of audience, purpose, and conventions of the discipline and related careers.

(1) Score – Inadequate
Contains *most* of the following characteristics:

- Writing appears to be a random collection of unrelated ideas or organization.
- No clear structure and a lack of organization makes the writing very hard to understand.
- Writing lacks specific examples or details to develop main idea. Readers work very hard to understand what is going on.
- Sentences lack structure and appear incomplete or rambling.
- Serious grammar and mechanical problems are present.
- Evidence or information presented is inaccurate, incomplete, irrelevant, and not necessary.
- Does not demonstrate knowledge of the subject.
- Genre, format, language, and tone are minimally appropriate to the discipline and related careers.
- Demonstrates minimal understanding of audience, purpose, and conventions of the discipline and related careers.

APPENDIX H

MDC e-Portfolio Assessment Rubric (MDC-PAR)

Category	Exemplary	Proficient	Partial Proficient	Incomplete
Portfolio Requirement	Portfolio meets all of the requirements as stated in the syllabus.	Portfolio meets the minimum requirements as stated in the syllabus.	Portfolio is missing some of the requirements as stated in the syllabus.	Portfolio is missing half or more of the requirements as stated in the syllabus.
Selection of Artifacts	All artifacts and work samples are clearly and directly related to the purpose of the portfolio.	Most artifacts and work samples are related to the purpose of the portfolio.	Few artifacts and work samples are related to the purpose of the portfolio.	Most artifacts and work samples are unrelated to the purpose of the portfolio.
Reflections	All reflections clearly describe how artifacts in the portfolio demonstrate students' progress and enhanced learning.	Most of the reflections describe how artifacts in the portfolio demonstrate students' progress and enhanced learning.	A few reflections describe how artifacts in the portfolio demonstrate students' progress and enhanced learning.	Reflections are missing, and those that are present do not describe how artifacts in the portfolio demonstrate students' progress and enhanced learning.
Organization and Writing	The text is free of grammatical, spelling or punctuation errors. The style of writing facilitates communication and no editing is required. Easy to read and navigate.	The text is largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication and requiring minor editing and revision. Easy to read and navigate.	The text has grammatical, spelling or punctuation errors distracting the reader and requiring editing and revision. Somewhat easy to read and navigate.	The text has many grammatical, spelling, or punctuation errors. The style of writing does not facilitate effective communication, requiring major editing and revision. Not easy to navigate.
Creative Use of Technology	Graphics, Internet resources, photographs, sound, and/or video are used to enhance the portfolio and reflective statements.	Some graphics, Internet resources, photographs, sound, and/or video are used to enhance the portfolio and reflective statements.	Graphics, Internet resources, photographs, sound, and/or video are used randomly and without purpose.	Minimal or distracting use of technology.

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