

OLD DOMINION UNIVERSITY

Improving Disciplinary Writing



OLD DOMINION
UNIVERSITY

IDEA FUSION

www.odu.edu/qep

Quality Enhancement Plan 2012

Reaffirmation of Accreditation

Southern Association of Colleges and Schools

Commission on Colleges

Old Dominion University Quality Enhancement Plan (QEP)

Improving Disciplinary Writing

**Prepared for the
Southern Association of Colleges and Schools
Commission on Colleges
On-Site Review April 16-20, 2012**

Table of Contents

Executive Summary	1
1. Old Dominion University.....	3
1.1. Overview of Old Dominion University	3
1.2. ODU's Faculty and Students	3
1.3. ODU and the QEP	4
2. ODU's QEP: <i>Improving Disciplinary Writing</i>	5
2.1. Selecting the QEP Topic	5
2.2. Developing the QEP	6
2.3. Defining <i>Disciplinary Writing</i>	7
2.4. QEP Goal and Student Learning Outcomes.....	7
2.5. Old Dominion University's Commitment to Writing.....	8
2.6. Literature Review: "Writing"	11
2.7. Literature Review: Best Practices to Teach and Assess Writing	14
Figure 1: Conceptual Model of Writing Practices and Artifact.....	15
3. Implementing ODU's QEP	17
3.1. Overview of the Implementation Strategy.....	17
Figure 2: Conceptual Model of QEP	18
3.2. Faculty Workshops	19
3.3. Action Projects.....	21
3.4. Administering the QEP: Director, Office, and Advisory Board	23
Figure 3: Office of Academic Affairs Organizational Chart.....	24
3.5. Progress to Date Implementing the QEP	25
QEP Timeline	26
4. Assessing the QEP	35
4.1. Overview of the QEP Assessment Plan	35
Figure 4: Conceptual Model for Assessing Student Learning	36
Figure 5. Conceptual Model for Assessing Faculty Use of Best Practices	37
Table 1: QEP Assessment Plan.....	38
Table 2: Evaluating the Implementation and Effectiveness of the QEP	40
4.2. Assessing the Student Learning Outcomes	41
4.2.1. QEP Writing Rubric.....	41
QEP Writing Rubric	44
Table 3: Results of Rubric Pilot-Test Assessment	46
Figure 6: Results of Rubric Pre-Test Assessment	46
4.2.2. Technology Supporting the QEP	47

4.3. Assessing Students' Use of Effective Writing Practices, and Faculty's Use of Best Practices in Teaching and Assessing Writing	48
4.4. Evaluating the Implementation and Effectiveness of the Faculty Workshops	50
4.5. Evaluating the Implementation and Effectiveness of the Action Projects.....	50
5. Institutional Capability to Support ODU's QEP	51
Table 4: QEP Budget	52
6. Summary.....	55
References.....	56
Appendix A. ODU Community Involvement.....	59
Appendix A1. Committees: Responsibilities and Memberships	59
Appendix A2. QEP Events	65
Appendix B. Faculty Workshop Plan.....	67
Appendix C. Request for Action Project Proposals.....	71
Appendix D. QEP Director Position Description	75
Appendix E. NSSE Consortium for the Study of Writing in College Questions.....	77
Appendix F. FSSE Consortium for the Study of Writing in College Questions	79

Old Dominion University's Quality Enhancement Plan (QEP)
Improving Disciplinary Writing
Executive Summary

Old Dominion University's (ODU) Quality Enhancement Plan (QEP) is intended to improve upper-division undergraduate students' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue – through two faculty development and engagement initiatives. Writing is a critical skill that goes beyond demonstrating proficiency with the mechanics and structure of writing *per se*. Writing is a means to communicate what has been learned.

Skill in writing is demonstrated by six student learning outcomes that will be assessed through evaluation of written artifacts. Students will be able to:

- Clearly state a focused problem, question, or topic appropriate for the purpose of the task
- Identify relevant knowledge and credible sources
- Synthesize information and multiple viewpoints related to the problem, question, or topic
- Apply appropriate research methods or theoretical framework to the problem, question, or topic
- Formulate conclusions that are logically tied to inquiry findings and consider applications, limitations, and implications, and
- Reflect on or evaluate what was learned.

ODU intends to improve students' disciplinary writing skills through the implementation of two faculty initiatives: (1) Faculty Workshops designed to teach faculty the techniques identified as the best practices to teach and assess writing, and (2) Action Projects designed to encourage academic programs to develop and implement best practices to improve writing.

ODU's QEP emerged from analysis of the University's institutional effectiveness data, and from campus and community-wide conversations with faculty, staff, students, alumni and employers. Both sources support the choice of writing as the focus of ODU's QEP. In addition, the QEP Team took other actions to seek input and maximize interest and involvement across the campus. The Team reviewed the general education assessment data, especially the data on writing; solicited ideas from the community; established an informational website; conducted presentations, and organized events. As a result, the QEP Team found that while all graduates must pass the University's Exit Examination of Writing Proficiency, faculty surveys and discussions in all Colleges revealed that faculty remained unsatisfied with students' writing skills.

Progress towards achieving the QEP goal and meeting student learning outcomes will be assessed by the Office of Institutional Research and Assessment (IRA), working with the QEP Director, using the QEP Writing Rubric, national surveys of students and faculty, and ODU surveys and focus groups of faculty and programs participating in the QEP. The QEP Director will compile an Annual QEP Report that analyzes the assessment data and will allow the QEP Director and Advisory Board to fine tune the QEP as needed to assure progress towards meeting the goal and learning outcomes.

In order to manage implementation of the plan and assure sufficient support for all QEP activities, the Provost will appoint the Advisory Board, appoint a QEP Director who will report to the Vice Provost of Faculty and Program Development, and establish an office that will manage all QEP-related activities. The University has allocated over \$2.9 million in new, base-budgeted, and in-kind resources to support implementation of its QEP

Old Dominion University's Quality Enhancement Plan (QEP) ***Improving Disciplinary Writing***

1. Old Dominion University

1.1. Overview of Old Dominion University

Old Dominion University (ODU), located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a comprehensive, multicultural, and student-centered university whose central purpose is to provide its students with the best education possible (Old Dominion University 2009a). Teaching excellence is encouraged through faculty development programs and appropriate recognition of superior instruction.

ODU provides access for a diverse array of student populations, elevates its standing among the nation's public research institutions, makes innovative use of modern learning technologies, and insists on an arts-and-sciences-based general education for all undergraduates. The University offers 69 baccalaureate, 54 masters, two education specialist, and 42 doctoral programs, along with 43 certificate programs. Academic programs are offered through six colleges: Arts and Letters, Business and Public Administration, Education, Engineering and Technology, Health Sciences, and Sciences. Currently, the University has an operating budget of \$440 million and employs more than 2,100 full-time faculty and staff members.

Every Old Dominion undergraduate student follows a general education program that is designed to develop the intellectual skills of critical thinking and problem solving and encompasses the breadth of understanding needed for personal growth and achievement, and for responsible citizenship. This general education program places special emphasis upon appreciation of the arts and upon understanding the perspectives of women, minorities, and non-Western cultures. Each undergraduate chooses a major program in the liberal arts or sciences or in a technological or professional field.

As a national leader in the field of technology-mediated distance learning, the University provides degree programs to students across time and geographic boundaries throughout Virginia and in other states—at community colleges, higher education centers and military bases, as well as in online formats. In addition, Old Dominion brings educational services and programs to the people of Hampton Roads at three higher education centers in Virginia Beach, Hampton and Portsmouth. The University is committed to providing the highest quality instruction to all of its students.

1.2. ODU's Faculty and Students

Approximately 730 full-time and 650 part-time faculty members bring a wealth of talent and experience to Old Dominion University's instructional programs and students. Their teaching, research and applied experience combined with their commitment to academic excellence make the Old Dominion experience a rewarding and productive one for students.

Many among the faculty have been recognized for their excellence at the state and national levels with awards for teaching, research and service. Since 1990, Old Dominion University faculty members have received three Professor of the Year awards from the Carnegie Institute for the Advancement of Teaching, three American Association for the Advancement of Science (AAAS) Fellow awards, one Humboldt Award, three Virginia Outstanding Scientist awards sponsored by the Science Museum of Virginia, and 26 Virginia Outstanding Faculty Awards that

are sponsored by the State Council of Higher Education for Virginia. Among the University's faculty are nationally and internationally recognized scientists, engineers, educators, health professionals, artists, and authors. Its unique location in Hampton Roads offers Old Dominion ongoing relationship with local economic development, business corporations, federal facilities and laboratories, the armed services, health care providers, and the tourist industry. These relationships, individual research and public service offer university faculty opportunity to participate in real-world problem-solving and to translate this experience into classroom teaching and coursework.

Through selective admissions, the University serves largely Virginia-based native and transfer undergraduate students in equal numbers. More than 30 percent of the University's 24,000 students (more than 18,000 undergraduates and nearly 6,000 graduate students) represent a broad range of ethnic minorities, 48 states and more than 114 countries. Residence halls and apartments on campus house more than 4,400 students, while many others live within walking distance of the campus. Another 6,000 are distance learners located throughout Virginia and in other states. A significant percentage of students are in some way connected to the military. The students at Old Dominion share a special sense of excitement derived in part from the rich tapestry of backgrounds, cultures and ages represented here. This environment's academic studies and its guaranteed internship program offer students a true edge after they graduate and begin to compete for jobs in the "real world."

1.3. ODU and the QEP

Old Dominion University is a large, diverse public institution whose faculty and administration gave considerable thought to the selection of a Quality Enhancement Plan (QEP) on disciplinary writing. This selection focuses on a specific area of need and will marshal the faculty resources essential to improve writing among the University's diverse undergraduate student body. The QEP targets upper-division, undergraduate disciplinary writing; it builds on the lower division composition courses students take as part of the general education curriculum. Old Dominion University's QEP is intended to improve upper-division undergraduate students' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue – through two faculty development and engagement initiatives. The student learning outcomes and the faculty development and engagement activities were carefully designed to work with and for diverse faculty and programs across the six colleges housing disciplines in the arts and humanities, social sciences, sciences and engineering, along with professional programs in business, education and health sciences. Using pedagogies which take advantage of existing and developing technologies, the plan's activities are designed to improve disciplinary writing for students taking courses in both face-to-face and distance learning modes.

2. ODU's QEP: *Improving Disciplinary Writing*

2.1. Selecting the QEP Topic

Old Dominion University's QEP was developed from analysis of university institutional effectiveness data and from broad based, inclusive campus and community conversations with faculty, staff, students, alumni and employers. To support this campus initiative fully, President John Broderick appointed the QEP Chair in March 2010 and supplied two full-time staff from the Office of Institutional Research and Assessment (IRA) as well as sufficient resources to support the QEP Team. The Team is comprised of faculty and staff from each of the six academic colleges, the Honors College, Academic Enhancement, the University Libraries, IRA, and one student member (see Appendix A1 for membership).

University assessment and institutional effectiveness data provided the context for developing the QEP. Results on the attainment of general education learning outcomes, and faculty and student surveys informed initial QEP process planning. The QEP Team met throughout summer 2010 to review SACSCOC QEP documents, ODU institutional effectiveness and assessment data, and other institutions' QEPs, to learn about quality enhancement planning and to develop a planning process for identifying a QEP topic during fall 2010. The Team linked University assessment data to its exploration of possible QEP topics with the ODU community and found that the University's general education assessment data emerged as key in this endeavor. The Team also explored University history and development of initiatives, including those focusing on writing, research, technological literacy, and global understandings. Section 2.5 below details ODU's institutional effectiveness and assessment processes as they relate to the chosen topic.

In his State of the University address on August 24, 2010, President Broderick issued a call to the campus to participate in the QEP development process, and he solicited ideas for the proposal. QEP Team members followed this introduction up with presentations and solicitations at each of the six 'State of the College' faculty meetings. They surveyed faculty members, administrators, and staff at the main campus, regional higher education centers, and at the distance learning sites. QEP topic surveys were also sent to employers, student leaders and students. Survey links were sent to parents, alumni, and college advisory boards. Topic Idea Forms were widely distributed to faculty by e-mail and at meetings in every academic college. Members of the QEP Team also made presentations at the President's and Provost's annual retreats and to student leadership organizations. Finally, the Team sponsored breakfasts, luncheons and/or late afternoon socials in every college and across the University to educate campus constituencies about the QEP and solicit topic ideas. (Appendix A contains listings of committees and public presentations, meetings and events to both select and develop the QEP topic. All materials related to identifying the topic including surveys, topic idea forms, proposal calls and evaluation rubrics, are located on the ODU QEP website <http://www.odu.edu/qep>.)

The QEP Team received 1,364 responses to its surveys. Of those, 56 percent were from faculty, administrators, and staff, 34 percent from current students, and 10 percent from alumni, parents, and unspecified others. The survey asked in what area of student learning should ODU invest over 5 years. More than 61 percent of respondents chose writing or critical thinking. In addition, faculty and staff submitted 51 Topic Idea Forms that contained more detailed ideas about the QEP. Topic themes included:

- Writing / Written Communication
- Critical/Analytical Thinking / Problem Solving / Reasoning
- Quantitative Reasoning / Math / Money and Financial Literacy

- Oral Communication / Public Speaking / Interpersonal Communication / Professional Presentation
- Information / Technological / Media Literacy
- Student Research
- Strategies for Achieving Student Learning Objectives: Labs, Recitations, Learning Communities and More
- Ethics, Diversity, International/Global, Student Success, and Life Skills

These thematic areas were discussed during an open QEP Forum held in September 2010 and attended by more than 60 academic faculty and staff. The QEP Team followed up the Forum with solicitations for mini-proposals to 20 faculty members with expertise in the thematic areas identified in the Topic Ideas Forms. From those submitted, two broad themes emerged; the first focused on writing that encompasses reasoning and research, and the other focused on technology and technological literacy. Faculty members originally submitting mini-proposals related to these areas worked together to create the two full proposals.

The Institutional Research and Assessment (IRA) staff on the QEP Team continued to inform the Team about ongoing institutional effectiveness and assessment data collection as related to each of the proposed topics. University assessment data included a consistent focus on writing in the curriculum and some history on critical thinking. In contrast, technology competency as a recent addition to the general education curriculum had received limited assessment.

On receiving the two full proposals, the QEP Team reviewed proposal content. It considered relevant assessment data. It considered the University's extensive development work on writing skills over the last 40 years and the graduation requirement of passing the Exit Exam of Writing Proficiency. It reviewed campus survey data that clearly indicated a continuing concern about student writing skills in their major courses. It reviewed the University's general education goals and curriculum (discussed below in section 2.5). As a result of its review, the Team selected writing that includes or encompasses reasoning and research as ODU's QEP focus.

2.2. Developing the QEP

During the spring 2011 semester, the QEP Team hosted two Celebrations and Conversations events to introduce this theme to ODU faculty and staff. To solicit feedback and ideas from participants, the Team employed a modified focus group method with moderators and recorders assigned to each group. Attended by approximately 200 faculty and staff, these events provided excellent feedback and generated significant enthusiasm. Discussions generated several important considerations, as follows: recognition that writing which includes reasoning and research is an iterative, recursive process, not a linear one; the need to add reflection as part of the writing process; the need to help faculty learn to use more writing in their classes; and the need to recognize and reward this development process.

Throughout the fall 2011 semester, the QEP Team continued to host meetings on campus to discuss the plan topic, solicit additional ideas and feedback, and encourage involvement in the development of the plan (see Appendix A2). Team members gave presentations in every college and in many departments. They met with nearly all schools and department chairs, directors and administrators, the Board of Visitors, consultants and student groups. Progress on the QEP was featured in the online newsletter for faculty and staff, *InsideODU*. Updates on QEP development were also emailed to faculty. The Team hosted two additional Celebrations and Conversations events which attracted more than 150 faculty and staff from across the

campus. As before, the Team employed a modified focus group method with moderators and notetakers assigned to each group.

The Team was particularly interested in feedback about Faculty Workshops and Action Projects as strategies to improve upper-division undergraduate students' disciplinary writing. A thematic analysis of the Celebrations and Conversations revealed that faculty liked that Workshops would embrace active learning pedagogies, but some wondered if there were ways to make the workshop sessions shorter or fewer; there was also the desire to be certain that they addressed discipline-specific writing. There was enthusiasm about the Action Projects but also confusion about the kind of projects that might work best.

Once the topic was defined, the Team identified the essential steps for developing an implementation plan. Projects included development of Action Plan content and application process, budget planning, QEP Director position development, assessment program development, Faculty Workshop development, and marketing. To accomplish this work with broader participation, the QEP Team created new subcommittees and invited additional faculty members to serve on them. New members included faculty with expertise in writing, and administrative faculty from Student Engagement and Enrollment Services, Marketing and Communications, Publications, and Distance Learning (responsible for the evolving Center for Learning and Teaching). Appendix A1 contains a list of all committees, their charge and membership.

2.3. Defining *Disciplinary Writing*

Improving Disciplinary Writing, aimed at upper-division undergraduate students, refers to disciplinary writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue. Writing is a critical skill that goes beyond demonstrating proficiency with the mechanics and structure of writing *per se*. Writing is a means to communicate what has been learned.

The QEP recognizes that the methods by which research, reflection, and presentation are conducted vary by discipline. The written artifacts produced within each discipline reflect the different ways of “knowing, doing, and writing” in the disciplines; and the particular “ways of doing” are associated with the discipline’s “ways of writing” (Carter 2007). Students learn how to *do* the discipline in ways that are particular to the discipline, such as laboratory research in the natural and physical sciences, historical and archival research in the humanities, survey and field research in the social sciences, case study analysis in the professional schools, systems design in engineering, and performance in the arts. They come to *know* the discipline as they write about what they did and learned using the discipline’s specific style of knowledge presentation, whether these are lab reports, monographs, research reports, field notes, patient notes, design plans, technical reports, or performance reviews. Although written artifacts communicating what was learned vary by discipline, they nonetheless provide evidence of learning.

2.4. QEP Goal and Student Learning Outcomes

The goal of Old Dominion University’s proposed Quality Enhancement Plan is to improve upper-division undergraduate students’ disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue.

Upper-division undergraduate students taught by faculty participating in QEP development activities (outlined in Section 3 below) will be able to demonstrate the attainment of the following six learning outcomes.

Student Learning Outcomes (SLOs)

Students will be able to:

- Clearly state a focused problem, question, or topic appropriate for the purpose of the task
- Identify relevant knowledge and credible sources
- Synthesize information and multiple viewpoints related to the problem, question, or topic
- Apply appropriate research methods or theoretical framework to the problem, question, or topic
- Formulate conclusions that are logically tied to inquiry findings and consider applications, limitations, and implications, and
- Reflect on or evaluate what was learned.

The act of writing to communicate what has been learned is an iterative and recursive process of seeking, focusing, evaluating, and reflecting on information leading to relevant conclusions. The student learning outcomes are not meant to suggest a linear process of steps. Rather, writers cycle back and forth and between a particular focus or outcome when writing.

Attainment of the student learning outcomes will be assessed through students' written artifacts. These artifacts may be research papers common to nearly all fields, or documents specific to disciplines such as patient notes (the health sciences), field or laboratory notes or posters (the physical, natural, social, and health sciences), archival reports (humanities), critiques of performances or creative projects (arts and humanities) or case studies or technical reports (the professions). All disciplines, even the visual and performing arts, engage in writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue.

2.5. Old Dominion University's Commitment to Writing

Old Dominion University supports the teaching and learning of the foundational knowledge, skills and abilities in general education, and the higher-level knowledge, skills and abilities found in the disciplinary majors. The University has a long history of supporting learning and writing that is grounded in its general education program. Further, assessment of the attainment of identified general education competencies has been an ongoing aspect of the University's institutional effectiveness program as outlined in ODU's Compliance Certification sections 2.5 Institutional Effectiveness and 3.5.1 College-Level Competencies.

ODU's general education program is designed to "provide students with the basic skills and intellectual perspectives to engage in the search for knowledge ... [and] develop analytical and critical thinking skills and the ability to make reasoned judgments" (University Catalog 2011-12:72). The Goals and Objectives of the General Education program include essential components of ODU's QEP (University Catalog 2011-12:68-69). Specifically, undergraduates are expected to develop:

- Written communication skills
- Written communication skills in the major at the upper-division level
- Information literacy competence
- Understandings acquired through research in the natural and social sciences, and humanities
- The ability to think critically
- An ability to integrate knowledge at an advanced level

Writing has been a principal concern in general education at the University for the past four decades. Over that time, the University continued to strengthen writing programs with each revision of its general education requirements. It has established a structure designed to develop student writing abilities throughout the undergraduate program. All undergraduate students must take the Writing Sample Placement Test (WSPT) before registering for classes. They must complete two lower-division composition courses (English 110 and English 211, 221, or 231). They must complete at least one upper-division writing intensive course in their major. They must pass the Exit Examination of Writing Proficiency (EEWP) prior to graduation. As noted in the *University Catalog*, the lower-division writing requirements meet the general education goal that students “develop and demonstrate effective uses of language,” while the writing intensive course meets the goal that students “demonstrate written communication skills in the major” (Old Dominion University 2011c:73,75). The EEWP is a graduation requirement “to determine proficiency in writing” (Old Dominion University 2011c:37). These requirements mean that students learn to write in the lower-division composition courses, and write to learn and to demonstrate learning in the upper-division undergraduate courses.

In the Senior Student Satisfaction Survey (SSSS), only 67 percent of seniors rated themselves as at least above average in their writing skills. In the last three years (2008-2010), 24 percent of ODU’s graduating seniors were unable to pass the EEWP on their first attempt. In feedback to the Team during the QEP topic development process, faculty shared concerns about student writing and critical reasoning skills. The majority of faculty rated as “fair” or “poor” ODU students’ ability to communicate effectively in writing (70 percent) and to think critically (66 percent). When asked what one area of student learning ODU should invest in over the next five years, over 61 percent of respondents chose either writing or to think critically. Follow-up visits to the colleges revealed that faculty see writing and critical thinking / reasoning as connected, and that they are most frustrated by students’ inability to demonstrate a reasoning process supported by research and reflection in their written work.

As part of a process to update assessment of general education in response to the 2010 revisions in the program, the General Education Assessment Committee (GEAC) reviewed the Exit Examination of Writing Proficiency (EEWP). The EEWP had evolved into a high-stakes graduation requirement, rather than a valid assessment of student writing. As a result of the GEAC review, Faculty Senate accepted its recommendation to end the use of the EEWP and replace it with a minimum grade requirement in the two lower-division and one upper-division writing courses as part of the new general education program. The GEAC developed an assessment plan and cycle for all general education goals, including writing goals, to provide formative assessments. Of particular note is that during the discussion about these issues in the Faculty Senate, many members indicated the need for faculty development in teaching and assessing writing in upper-division writing intensive (W) courses particularly, and upper-division undergraduate courses generally. The QEP is designed to address this need.

Students learn disciplinary writing from faculty throughout their upper-division courses, particularly the writing intensive (W) courses. However, as the discussion in the Faculty Senate

suggested, many faculty may not know how best to teach and assess disciplinary writing. From the Senate and from its long series of conversations with faculty, the QEP Team gained an understanding of the faculty's need, and desire, for development programs where they have the opportunity to learn the best practices for teaching writing that communicates what has been learned. In the early 1990s, Old Dominion University offered Writing Across the Curriculum summer institutes to prepare faculty to incorporate more writing into their courses. Although these faculty institutes were popular and effective, they were discontinued in 1998 in the pursuit of other priorities and due to budget constraints. Unfortunately, this occurred just as writing intensive courses in the major were established.

ODU's Center for Learning Technology was established to assist faculty to teach with technology. The Center was recently transformed into the Center for Learning and Teaching (CLT). Its new focus will be expanded to include more faculty development and engagement activities, but there remains a need for faculty development in the teaching and assessment of writing in the disciplines. The QEP's activities are designed to provide faculty the time, techniques and support for learning how to teach and assess writing in upper-division undergraduate courses. It will become part of an overall faculty development effort coordinated by the newly created office of the Vice Provost for Faculty and Program Development. This office has already initiated a series of developmental workshops for department chairs, new faculty and tenure-track faculty and works closely with the CLT.

It is important to remember that the key point of ODU's writing requirements and the primary impetus for writing required in the upper-division undergraduate courses is not to demonstrate one's proficiency with the mechanics and structure of writing *per se*. Rather, writing at this level is defined as a means to communicate what has been learned. It is through the act of writing that students reason through their research and reflection on a problem, topic or issue, and produce a written artifact that communicates what they learned.

According to national survey data reported by the Association of American Colleges and Universities (AAC&U 2011), employers desire job candidates who are able to learn, reason, and write. Written and oral communication (89 percent), and critical thinking and analytical reasoning (81 percent) were the two most frequently cited of the Essential Learning Outcomes by employers. Applying knowledge in real-world settings represents integrative and applied learning, and was the third most frequently chosen (79 percent) essential learning outcome. As the AAC&U survey demonstrates, employers want educated people who have developed the skills necessary to seek out and evaluate competing knowledge claims, and formulate and communicate conclusions about them in written artifacts. This kind of sound decision-making requires the skills that will be addressed by the QEP's student learning outcomes: asking questions, seeking out multiple sources of information, evaluating that information, drawing conclusions, and presenting them in a written artifact.

Throughout the topic selection and development process, the QEP Team heard faculty and employers voice concerns about students' writing. When faculty and employers said they want students who are better writers, they meant more than the mere mechanics of writing. What is desired is writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue (ODU QEP surveys; AAC&U 2011). A well-reasoned written product requires repeated engagement with the material, such as occurs in the production of multiple drafts. Unfortunately, 41 percent of first year ODU students report that they never or only sometimes prepare two or more drafts of a paper or assignment before turning it in; fourth year students are even worse as 51 percent of them report never or only sometimes completing multiple drafts (ODU's 2010 NSSE analysis).

Improving writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue, utilizes the same knowledge and skills that lead to improvements in critical thinking and informed decision-making and real-world application (AAC&U 2011). Thus, the proposed QEP topic, *Improving Disciplinary Writing*, is both creative and vital to the long-term improvement of undergraduate student learning. It also supports the University's mission:

Old Dominion University ... is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through rigorous academic programs.... Every Old Dominion undergraduate student follows a general education program that is designed to develop the intellectual skills of critical thinking and problem solving and to encompass the breadth of understanding needed for personal growth and achievement and for responsible citizenship. (Old Dominion University 2011a)

Further, it builds on ODU's current educational directions, as stated in the *Strategic Plan 2009-14* (Old Dominion University 2009:11), that the institution's foremost goal is to "provide students with the tools to succeed." The QEP actions to be implemented mirror how the University's foremost goal is to be achieved:

Advance an innovative and engaging learning environment for student success.
Develop pedagogical models that foster creative learning, encourage student independence, enable inspired teaching, and make the best use of new technologies.
(Old Dominion University 2009:11)

It is difficult to imagine more important tools for success than the knowledge, skills and abilities incorporated in ODU's QEP.

2.6. Literature Review: "Writing"

The intent of Old Dominion University's QEP is to improve upper-division undergraduate students' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue. "Writing" is often narrowly defined as "learning to write" and placed in lower-division composition courses where students acquire basic academic writing skills (Gottschalk and Hjortshoj 2004). Many faculty assume that writing is a skill that is learned "once and for all" and then done, rather than practiced and developed over time. The reality, as Beaufort (2007:6) notes, is that "Writing skill is honed over a lifetime. A ten or a fourteen-week college course in expository or argumentative writing is only a small step on the journey."

Whereas students learn the mechanics of writing in college composition courses, the purpose of writing in upper-division disciplinary courses is to communicate what has been learned during research and reflection on a problem, topic or issue. In this context, the act of writing requires reasoning and critical thinking in order to understand, organize and communicate what has been learned. Thus, writing is also a way of coming to know or discover meaning. Or, as Broadhead (1999:19) explains, "writing as a means of acquiring information, understanding concepts, and appreciating significance in any discipline."

This idea of writing as a way of coming to know, as well as to communicate what is known, is widely acknowledged. Many successful popular writers have said something akin to "I write to

find out what I think.” In higher education, Smith (2006:28) identifies this as integrated writing and explains it thus:

Integrated writing in this context is understood to be a meaning making process in which one engages, reflects, argues and tries to make sense of concepts, theory, and knowledge through critical thinking and inquiry; and this process, therefore, makes critical thinking an integral part of the writing process. To arrive at integrated writing, students have to understand and know that writing is a meaning making process; that critical thinking is an integral part of writing; and that integrated writing can enhance active learning.

Writing is “one of the most powerful ways of building and changing knowledge structures” (McLeod 2000:3). Through writing, individuals explain things to themselves in a conscious way. Writing expert Peter Elbow (1973:15, 21) identifies writing as a way to discover meaning.

...meaning is not what you start out with, but what you end up with... think of writing then not as a way to transmit a message but as a way to grow and cook a message. Writing is a way to end up thinking something you couldn't have started out thinking....Once you have gradually grown your meaning and specified it to yourself clearly, you will have an easier time finding the best language for it.

Carter, Ferzli and Wiebe's (2007:19) study of biology students illustrates how writing deepens students' understanding of the content and the discipline. Preparation of lab reports socialized students into a kind of apprenticeship to the community of science and actually changed students' behavior in the lab itself – having to *write* like scientists encouraged the students to *act* like scientists in that they took the laboratory experience more seriously and devoted more time to it. The lab report gave the laboratory experience meaning because it required that students process and report what they did and why. This act often required some out-of-lab research that resulted in more connection with the larger scientific community through reading academic journals. The authors conclude that “Writing the lab report highlighted connections between what they learned in the lecture and what they did in the lab, it created order in what was previously a ‘jumbled up’ lab experience, and it provided the opportunity to revisit the lab and explain what happened in it” (Carter et al. 2007:19).

The importance of writing as a way to come to know, or to discover meaning, or to learn, is central to upper-division undergraduate disciplinary writing. It emerges from writing across the curriculum (WAC) and writing in the disciplines (WID) programs found throughout the country. These programs are “an educational movement aimed at transforming college pedagogy and encouraging active learning as students understand and become part of the construction of knowledge in the disciplines” (McLeod 2012:66). As Lester et al. (2003:7) explain:

Writing across the curriculum is a means to connect writing to learning in all content areas. Writing is the process through which students think on paper, explore ideas, raise questions, attempt solutions, uncover processes, build and defend arguments, brainstorm, introspect, and figure out what is going on. We define all of these as thinking on paper or writing to learn.

Substantial research supports the idea that writing enhances student learning. Langer and Applebee's (1987:135) study of writing in high schools concluded that “activities involving writing ... lead to better learning than activities involving reading and studying only. Writing assists learning” of content. Similarly, Light's (2001) research on Harvard students found that the

students who wrote more in their courses also reported higher levels of commitment to and participation in the course, time working on the course, and the amount students felt they learned in the course.

Cognitive research on how people write and how they learn encouraged the WAC/WID movements. This kind of writing goes by several names including discovery writing, expressive writing, I-it writing, private writing, low-stakes writing, and writer-based writing. Writing in this way is a powerful means of helping students continuously integrate new knowledge into their current knowledge base. It helps students clarify to themselves what they do not understand. It helps students experience writing as a habit of mind. In the classroom, proponents use free writing, one-minute papers, and discussion boards as techniques to provide students with opportunities to “come to know” something for themselves (cf. Zawacki and Rogers 2012; Young 2006).

Writing to come to know or to discover meaning also helps faculty and students understand that writing in a particular discipline is a form of social behavior in that discipline. Academic writing is situated in a discipline’s discourse community. Professors introduce their students to and welcome them into the disciplinary conversation (McLeod 2012). As such, writer-based writing (coming to know for oneself) becomes reader-based writing (writing to communicate what one knows to others); private writing which is free from concern for conventions then moves into public writing for communication with the reader (see Harris 2006). This approach plays out in upper-division undergraduate, especially writing intensive, courses within the major where assignments model the types of writing that engineers or chemists or historians do in the real world. In the best cases, assignments also incorporate collaborative writing and peer responses to improve the writing to communicate what has been learned.

The act of writing to communicate what has been learned is an iterative and recursive process of seeking, focusing, evaluating, and reflecting on information leading to relevant conclusions. Faculty establish this process as part of everyday course work and use discipline-specific research or discovery to demonstrate higher-level knowledge and skills and the methodologies and resources accepted in a specific area of study. The discipline-specific research required in upper-division undergraduate courses is understood and communicated through the written artifact. Writing becomes a tool that supports and enhances student learning as students think critically by producing a written document, especially since the practice of writing involves rewriting as well (cf. Zawacki and Rogers 2012; Rothstein, Rothstein and Lauber 2006; Bazerman et al. 2005).

Unfortunately, many students do not understand or fully appreciate disciplinary writing. Sommers (1980) and Beaufort (2007) demonstrate that college students generally approach writing as a linear process, beginning with the introduction and continuing to a conclusion with some combination of notes and quotes sprinkled throughout the paper with very little or no revising or rewriting beyond a few word changes. In contrast, experienced writers practice writing as an iterative and recursive process that involves planning and preparation including brainstorming and research, drafting, revising, and editing. Students view revising as changing vocabulary or grammar because they do not know how to revise or why to revise, and they do not understand that revising and the entire process of writing is a process of “*discovering meaning*” (Sommers 1980:385, emphasis in the original; also see Perl 1994). And, students do not know this because faculty may not require that students submit outlines or drafts of papers in order to give feedback on the ideas; and when faculty grade, they often focus on word choices or grammar mistakes in their marks and comments. In short, faculty may not know

what students do not know, and students do not know what it is that experienced writers, including faculty, do in writing.

All too often, both students and faculty seem to see the writing requirement in a course as simply a product. For students, a writing assignment is a product to complete as quickly and painlessly as possible so that it can be turned in for a grade. For faculty, a writing assignment becomes a product to be evaluated as part of a final course grade. ODU's QEP will address these misunderstandings as it develops the knowledge and skill of faculty teaching disciplinary writing to upper-division undergraduates.

2.7. Literature Review: Best Practices to Teach and Assess Writing

The Consortium for the Study of Writing in College (CSWC), a partnership between the Council of Writing Program Administrators (WPA) and the National Survey of Student Engagement (NSSE) investigates students' use of effective writing practices, and also the extent to which faculty use the best practices to teach and assess writing. The Partnership developed 27 questions available in the NSSE since 2008. Colleges and universities may include the CSWC-developed questions about writing in the NSSE survey to first and fourth year undergraduate students, and, through the Faculty Survey of Student Engagement (FSSE), to faculty teaching undergraduate courses. Research indicates that interactive writing activities and meaning-constructing writing assignments, combined with clear instructor expectations, are associated with deep learning, that is, higher-order learning, integrative learning and reflective learning (Kuh et al. 2005).

The Consortium for the Study of Writing in College identified three clusters of best practices to enhance writing to learn: meaning-constructing writing, interactive writing activities, and clear expectations.

“Meaning-constructing writing” refers to the type of writing and depends on the goals of the writing or the kinds of meaning that the student is trying to construct. Different kinds of writing activities can lead students to focus on different kinds of information and promote complex and thoughtful inquiry (Langer and Applebee 1987). Meaning-constructing writing assignments are those that require that students do one or more of the following types of writing:

- Summarize something they read, such as articles, books, or online publications
- Analyze or evaluate something they read, researched, or observed
- Describe their methods or findings related to data they collected in lab or field work, a survey project, etc.
- Argue a position using evidence and reasoning
- Write in the style and format of a specific field (engineering, history, psychology, etc.)
- Explain in writing the meaning of numerical or statistical data
- Include drawings, tables, photos, screen shots, or other visual content into their written assignment
- Create the project with multimedia (web page, poster, slide presentation such as PowerPoint, etc.)

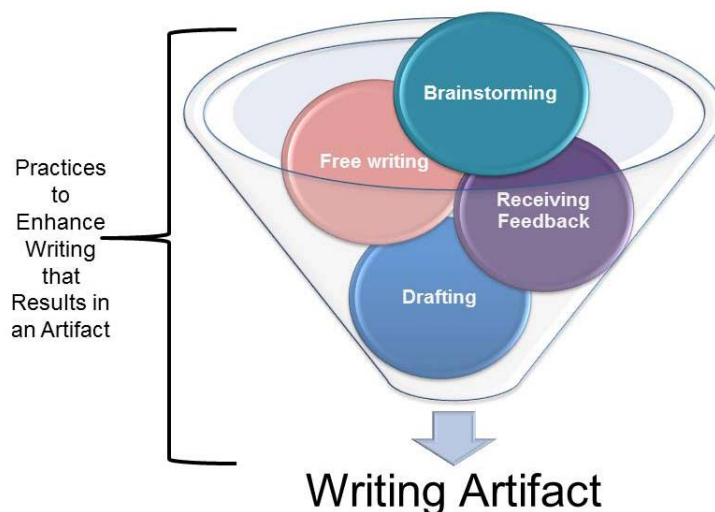
Note that most of the types of writing above can be undertaken either as informal writing activities to deepen understanding within the classroom, or as formal papers to be completed for a grade.

“Interactive writing activities” improve the process of writing. Interactive writing activities include brainstorming and discussing one’s ideas with others before writing, receiving feedback from others, and continuously revising their work to improve the writing. Students break the writing process into subtasks that begin with developing ideas, move to drafting and then revising a written product. Interactive writing activities are iterative, recursive processes, not linear steps that encourage students do one or more of the following in their writing assignments:

- Individual brainstorming to develop their ideas before they start drafting the assignment
- Talking with someone (their instructor and a classmate, friend, or family member) to develop their ideas before they start drafting their assignment
- Writing a draft to reflect these ideas
- Receiving feedback from someone (their instructor and a classmate, friend, or family member) about a draft before turning in their final assignment, and
- Visiting a campus-based writing or tutoring center to get help with their writing assignment before turning it in.

Figure 1 below presents a conceptual model of effective writing practices and the writing artifact.

Figure 1: Conceptual Model of Writing Practices and Artifact



Finally, whatever the writing assignment, “clear instructor expectations” are essential. Faculty should do the following:

- Provide clear instructions describing what he or she wants students to do and why
- Explain in advance what he or she wants students to learn and why
- Explain in advance the criteria he or she will use to grade the assignment

Research supports the view that using the best practices identified above works to improve writing and learning. Paine et al. (2009) and Anderson et al. (n.d.) used the CSWC supplemental writing questions added to the NSSE in 2008 and 2009 to analyze the extent to which students use effective writing practices, and the relationship of writing to learning, of 60,000 students at 151 four-year institutions. Results demonstrated that more work in the areas of meaning-constructing writing and interactive writing activities, along with clear instructor explanations, are associated with “more engagement in deep learning activities and greater self-

reported gains in practical competence, personal and social development, and general education” controlling for student characteristics (Anderson et al. n.d.:1). Additional research documents the effectiveness of pre-writing strategies such as brainstorming (Voon 2010) as well as the ways that writing promotes learning (Carter, Ferzli and Wiebe 2007). In short, the CSWC items can be used to discover the extent to which students use effective writing practices, and faculty use the best practices to teach and assess writing.

Old Dominion University’s QEP implementation plan, detailed in Section 3, focuses on taking advantage of the best practices to teach and assess writing. The Faculty Workshops will teach faculty the interactive writing activities shown to improve writing as well as how to provide clear instructions and expectations for the various types of writing that faculty desire from their students. Similarly, the Action Projects will allow academic programs to develop and implement best practices to improve writing in the upper-division undergraduate courses within their own discipline-based programs. In supporting both individual and program development, the QEP creates a strong basis for fundamental and long lasting improvements in upper-division undergraduate students’ disciplinary writing.

3. Implementing ODU's QEP

3.1. Overview of the Implementation Strategy

Unfortunately, many faculty members, just like students, have common misconceptions about writing. Faculty may believe that writing and learning disciplinary content are two separate and unconnected practices, that students should enter their upper-level courses able to write in the particular disciplinary discourse, that faculty outside of English are not responsible for teaching about writing, and/or that students simply can't write. Faculty tend to believe that writing is "generalizable to all disciplines and therefore distinct from disciplinary knowledge, to be learned as a general skill outside the disciplines" (Carter 2007:385; c.f. Russell 1990, 1991). Indeed, faculty repeatedly made these very comments to the QEP Team during topic selection and development. In turn, students may believe that writing is not important to learning their discipline, that they have learned all they need to know about writing, and/or that they cannot improve their writing. Faculty haven't embraced that "writing skill is honed over a lifetime" (Beaufort 2007:6). These misconceptions about writing result in tremendous frustration for faculty members and students alike and impede not just students' writing, but their learning as well (Somers 1980).

Old Dominion University's Quality Enhancement Plan (QEP) is intended to improve upper-division undergraduate students' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue. Students learn both foundational and advanced knowledge, skills and abilities through working with faculty in and out of the classroom. Few students can learn effective writing or achieve the learning outcomes on their own. Because it is the faculty who are responsible for guiding their students, ODU's QEP focuses on developing faculty knowledge, skills and abilities. Development programs will address the misconceptions of faculty about student writing discussed above and guide them in learning how to help their students through a focus on writing practices. ODU intends to provide two initiatives for faculty engagement in new practices, one designed for individual development, and one intended for College or departmental development:

- Faculty Workshops designed to teach faculty who are teaching upper-division undergraduate courses the techniques identified as the best practices to teach and assess writing
- Action Projects funded through an internal grant process to encourage academic programs to learn about, develop and implement best practices to improve writing in the upper-division undergraduate courses within their programs

These initiatives will give faculty the time, techniques, tools and support needed to learn best practices for improving writing in their courses and programs. Repeated conversations with faculty during the QEP development process made it clear that many faculty desire the opportunity to learn how best to teach their students. As noted in Section 2.7 above, interactive writing activities and clear instructor expectations improve the effectiveness of writing assignments and improve students' learning of disciplinary content. As faculty adopt best practices for teaching and assessing writing, their students will begin to produce written documents that demonstrate the six student learning outcomes. Students will be able to:

- Clearly state a focused problem, question, or topic appropriate for the purpose of the task
- Identify relevant knowledge and credible sources
- Synthesize information and multiple viewpoints related to the problem, question, or topic

- Apply appropriate research methods or theoretical framework to the problem, question, or topic
- Formulate conclusions that are logically tied to inquiry findings and consider applications, limitations, and implications, and
- Reflect on or evaluate what was learned.

A conceptual model of the QEP, based on Astin's (1993) I-E-O Model, is displayed in Figure 2 below. The QEP Model depicts ODU's plan to move from the input knowledge and abilities of faculty and students into an environment supporting development of new practices to achieve an output of improved writing. More specifically, Inputs include the knowledge, skills, abilities, and experience that faculty bring to the University and use to develop their courses and pedagogy. Students also bring knowledge, skills and abilities to their courses which enable them to learn. The Environment refers to the educational experiences that faculty design to engage students and improve their writing abilities and awareness. The QEP is designed to enhance that environment through helping faculty learn, develop and implement better methods for teaching and assessing writing in their disciplines. The interaction of faculty and students in the Environment results in the Output of improved disciplinary writing by the students.

Figure 2: Conceptual Model of QEP



Both of the faculty development and engagement initiatives are intended to help faculty learn, develop and implement the best practices to teach and assess writing in order to improve writing in their upper-division undergraduate courses. The Faculty Workshops are designed for individual faculty participation, while the Action Projects are designed for academic program participation by a group of faculty. As a result of their participation, individual faculty in the Faculty Workshops and the faculty in academic programs awarded Action Projects, will:

- Explore connections between writing and learning in upper-division undergraduate courses in their disciplines
- Design assignments that meet course objectives and help students produce documents that meet the student learning outcomes
- Implement best practices and creative pedagogies that promote upper-division undergraduate disciplinary writing
- Develop strategies for responding to written work which are helpful to students and not overly burdensome for faculty, and
- Strengthen their teaching and learning conversations and collaborations.

Both of these initiatives should result in student writing that demonstrates attainment of the six student learning outcomes that will be assessed using the QEP Writing Rubric.

3.2. Faculty Workshops

Implementation of ODU's QEP will give the faculty the opportunity to learn more about teaching and assessing student writing in the upper-division undergraduate courses they teach. In this process, faculty will come to appreciate that "their responsibility for teaching the ways of knowing and doing in their disciplines also extends to writing, which is not separate from but essential to their disciplines" (Carter 2007:408). A supportive, creative, and ongoing community environment will allow faculty to engage meaningfully in new pedagogies. This environment will also encourage them to embrace the idea that they are teaching the discipline even more effectively when they teach disciplinary writing.

The QEP Faculty Workshops have been developed and will be facilitated by four outstanding ODU faculty members with expertise in the writing and pedagogy. (Vitae are available on the QEP website <http://www.odu.edu/qep>.) Dr. Joyce Neff, Professor of English, chairs the development team, and was actively involved in the Writing Across the Curriculum summer institutes in the 1990s. Dr. Neff is the lead author of the chapter on faculty workshops in *Writing Across the Curriculum: A Guide to Developing Programs* (Neff and Stout 2000, 1991). She is also co-author of *Professional Writing in Context*, and has published numerous articles and book chapters on writing across the curriculum, writing centers, grounded theory, and workplace writing. Her book, *Writing Across Distances and Disciplines: Research and Pedagogy In Distributed Learning* (Neff and Whithaus 2008), includes a longitudinal study of disciplinary writing and distance education.

Dr. Rochelle (Shelley) Rodrigo is Assistant Professor of Rhetoric & New Media at ODU. She previously served as the Mesa Community College in Arizona instructional technologist and faculty professional development coordinator. Dr. Rodrigo researches how "newer" technologies better facilitate communicative interactions, more specifically teaching and learning. In 2010 she became a Google Certified Teacher.

Dr. Amy Adcock is Associate Professor in Instructional Design & Technology at ODU. Her research interests include development and practical uses of multimedia learning environments, the use of instructional games and simulations for educational purposes, and exploring the links between cognitive psychology and instructional design. Dr. Adcock is an expert on pedagogical practices.

Dr. Karen Karlowicz is Associate Professor and Chair of the School of Nursing at ODU. Her research has focused on portfolio evaluation, including rubric development, experiential learning and reflective writing in nursing education and practice. Dr. Karlowicz is the recipient of the College of Health Sciences Teaching Excellence Award (2008) and Excellence in Technology-Based Teaching Award (2008). She also received the Writing Award for Excellence in Education for 2009 from the *Journal of Forensic Nursing* for the article titled, "The Healing Power of Reflective Writing for a Student Victim of Sexual Assault" (Karlowicz and King 2009).

In the workshops, faculty will have opportunities to explore important questions and concerns, such as:

- How can I find room for writing in my course without sacrificing content?
- What kinds of assignments produce the best learning in my discipline?

- What types of writing prepare majors for employment in this field?
- How can I use writing in large classes, distance education or online classes?
- How can I respond to writing without spending my weekends grading papers?
- What do I do about grammar, spelling, and punctuation?
- I don't want to be the only faculty member requiring more writing.

Faculty Workshops will be offered two or three times each year and may be recorded for future use. Summer participants will meet daily for one week while those in fall and spring semester workshops will meet on scheduled days over a period of weeks. Workshops will be held in a comfortable working space at the Learning Commons @ Perry Library, and breakfast and lunch will be served. Each workshop day will include discussion of a variety of topics along with specific strategies for writing to learn in the disciplines, followed by assignments for the next session's activities. Active learning, including actually doing the kinds of writing being taught, comprises a key component of the workshops. In this way, faculty are expected to learn how to use writing as a means of discovery in their classrooms and in terms of formal writing assignments, as well as why and how writing works to promote student learning. (Appendix B contains additional details about the Faculty Workshops including a daily timeline of each meeting.)

Each Workshop will enroll up to 24 full-time faculty teaching upper-division undergraduate courses; having four faculty from each of the six colleges will allow for a rich exchange of ideas and experiences across disciplines as well as assuring that all colleges are included in QEP development activities. Participants will express interest to and be nominated by their college dean and approved by the Provost. Each year, 48-72 faculty members will receive the full training. Over the course of the five-year QEP implementation period, nearly one-third of Old Dominion University's faculty will have participated in the program (240-360 faculty). Assuming that each faculty member teaches at least 15 different undergraduate students in upper-division courses each semester, 3,600-5,400 upper-division undergraduate students will have at least one course taught by a faculty member who completed a workshop.

The writing skills taught in the Faculty Workshops will be applicable to all modes of instructional delivery including distance learning as well as traditional face-to-face courses. It is anticipated that distance learning students will be among those who take a course with a faculty member who completed a workshop. The assessment measures discussed in Section 4.1 and 4.3 below will provide evidence regarding the extent to which faculty members have used the best practices in their courses.

Faculty participating in the workshops will receive a \$2,000 stipend upon completion of all associated requirements as outlined below. Compensation for participation in the workshops demonstrates the value that the University places on this endeavor. Learning new practices is costly in terms of both time and effort. The QEP's compensation program recognizes the value of investing in development of new teaching practices.

Faculty participating in the workshops will be expected to:

- Participate in all workshop sessions in the series
- Complete all workshop assignments
- Submit student writing samples from the semester prior to their workshop for use in assessment
- Require that students, as part of course requirements, upload artifacts to the learning management system (LMS) for use in assessment

- Participate in at least three of five gatherings of workshop participants over the following year to discuss their experiences using best practices in their courses
- Complete all assessments

Faculty who particularly embrace the best practices for teaching and assessing writing may be invited as guest speakers or workshop facilitators in subsequent semesters, and will be compensated for their participation.

3.3. Action Projects

Action Projects, funded through an internal grant process, are designed to encourage academic programs to learn, develop, and implement best practices to improve writing in the upper-division undergraduate courses within their programs. All programs are discipline-specific wherein upper-division courses teach the higher-level knowledge and skills as well as the methods, conventions, and sources appropriate to the specific area of study. The Action Project process creates a flexible structure which will offer a range of excellent ideas and models that schools and departments can adopt, while also providing for an individual program to develop curricula appropriate to its own unique activities and subject matter.

The Action Projects initiative provides additional opportunities for the faculty in an academic program to engage in program-specific learning. These Projects are not meant as a replacement for the Faculty Workshops. However, a program's faculty may propose an Action Project modeled on the Faculty Workshops but limited to developing best practices for that discipline.

The High Impact Practices (HIPs) identified by the Association of American Colleges and Universities (AAC&U) describe methods academic programs might target for development in an Action Project proposal. A review of the research surrounding these practices reveals that HIPs provide "substantial educational benefits" for student learning and engagement (Kuh 2008:1). Five of the ten HIPs involve writing with a focus on upper-division undergraduate students and are most pertinent to the QEP:

- Writing Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Internships
- Capstone Courses and Projects

The Action Project process allows academic programs to apply for funding to learn, develop and implement best practices in order to improve upper-division undergraduate disciplinary writing within and throughout their program. For example, programs might submit Action Projects to seek funds to:

- Support a few faculty members to attend a conference related to writing in their discipline, share what was learned with the other faculty in the program, and then plan a strategy to implement the best practices for disciplinary writing throughout their courses
- Invite a nationally known expert in their discipline to offer a workshop for faculty on writing, and then implement the best practices for teaching and assessing writing in their discipline throughout their upper-division courses

- Provide resources for a faculty member to improve the writing in a particular course as a pilot test with the commitment of the program faculty to implement what was learned in other courses in the program
- Provide resources for a course release for a faculty member to undertake the responsibility to design a series of writing assignments that will be deployed across the program's curriculum to improve disciplinary writing. As Beaufort (2007:153) notes, students are best served by "sequential, developmentally-sound writing instruction that extend[s] across courses in a major"
- Develop a capstone course for their major that uses writing extensively

In all cases, the goal remains: to improve upper-division undergraduate disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic, or issue. Academic programs impart knowledge through courses and so the focus is ultimately on development for teaching and assessing writing within courses. Academic program faculty know the issues within their own programs. They have the best sense of what is needed to improve upper-division undergraduate disciplinary writing within their programs. The Action Project process provides the flexibility for them to design and implement a customized strategy with funding support. In all cases, participants will be asked to provide evidence for the impact of their Action Project on student writing.

Action Project proposals will be reviewed and grants awarded by the QEP Advisory Board on a schedule detailed in the QEP Timeline (Section 3.5 below). Funding award decisions will be based on the quality and impact that the proposal will have on the overall goal of improving upper-division undergraduate students' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue. Project length will generally be from three months to one year; multi-year projects will not be eligible initially, but may be reconsidered as the QEP progresses. Faculty submitting Action Projects for their programs may or may not have participated in the Faculty Workshops. Appendix C contains the call for proposals.

The first Call for Proposals for Action Projects will be released in fall 2012 and awarded in spring 2013 for projects to begin as early as summer 2013. The number and size of awards will depend on the quality and impact of the proposals received. It is anticipated that the number of proposals will increase over time as programs become more familiar with the process. The range of a single award is expected to be between \$2,000 and \$20,000 for a total annual amount budgeted at between \$100,000 and \$150,000. There will be a \$20,000 cap per project. Program requests are expected to vary depending on the scope of the project. Because of the wide range of possible awards, it is difficult to predict the number of academic programs, faculty, and students who will benefit from the Action Projects. However, assuming a minimum number of awards for the maximum award amount means at least 23 academic programs will receive Action Project funds, representing one-third of ODU's 69 undergraduate degree programs.

Just as in the case of the Faculty Workshops, what faculty learn and implement through the Action Projects will be applicable to all modes of instructional delivery including distance learning and traditional face-to-face classes. It is anticipated that distance learning students will be among those who take a course from a faculty member whose academic program received an Action Project grant. The assessment measures discussed in Section 4.1 and 4.3 will allow determination of the extent to which faculty members have used the best practices learned from the Action Project in their courses. Faculty from programs that particularly embrace the best practices to teach and assess writing may be invited to be guest speakers at Action Project symposia or workshops.

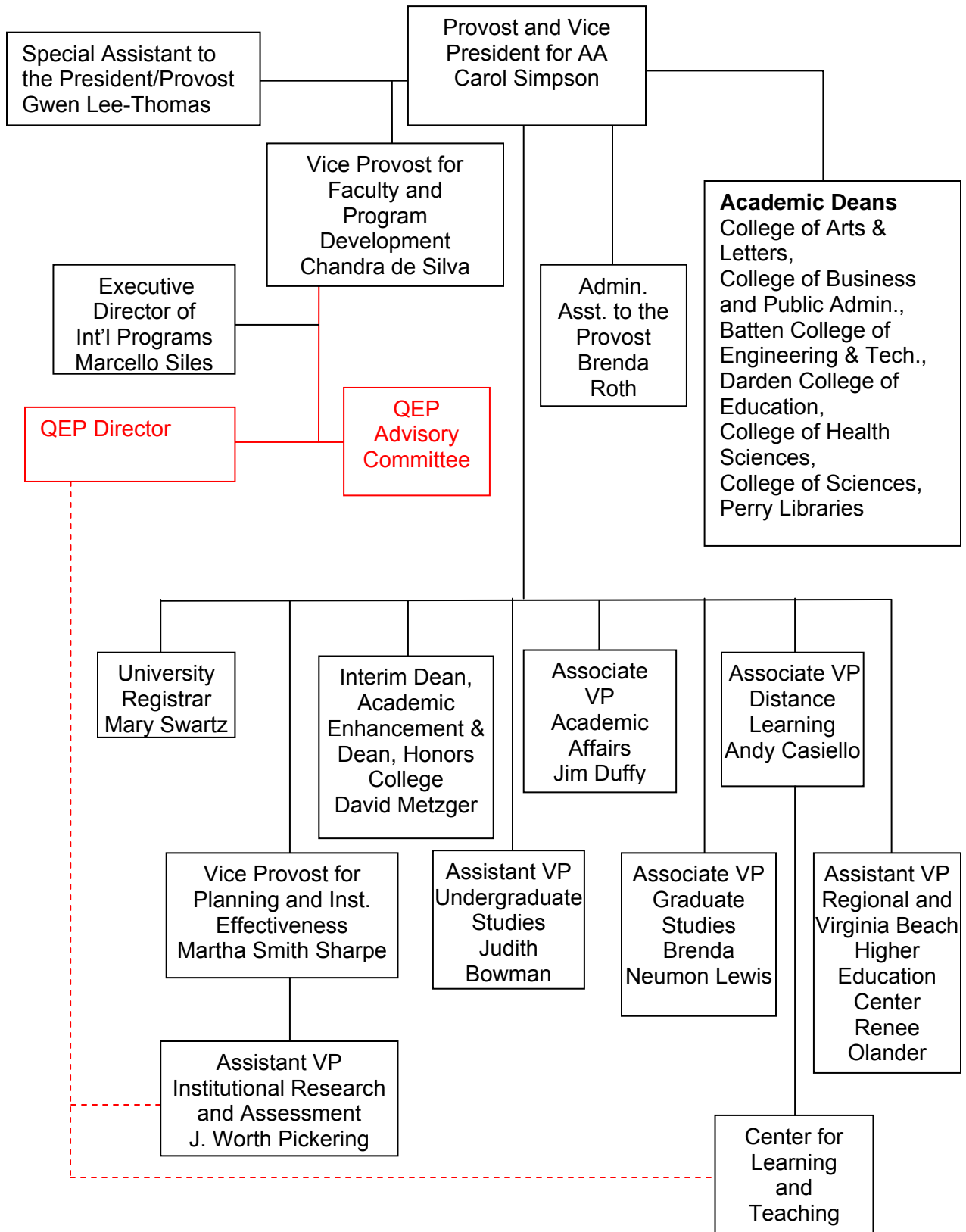
3.4. Administering the QEP: Director, Office, and Advisory Board

During spring 2012, Old Dominion University will conduct a search to fill the position of QEP Director. (Appendix D contains the QEP Director position description.) The Director will establish and administer the Office and lead and manage the day-to-day QEP implementation efforts. To accomplish marketing, faculty outreach, and assessment, the Director will work with offices on campus such as University Publications, the Center for Learning and Teaching, and the Office of Institutional Research and Assessment (IRA). IRA will provide ongoing assessment of the student learning outcomes and evaluation of program implementation and effectiveness.

The QEP Director's routine reporting line will be directly to the Vice Provost for Faculty and Program Development. The Provost will appoint a QEP Advisory Board, consisting of the QEP Director, Vice Provost for Faculty and Program Development, and at least one faculty member nominated by each college dean, together with administrators and staff from related areas across campus, including IRA. The Advisory Board will provide support and advice to the QEP Director and oversee the implementation of the QEP. Figure 3 presents an organizational chart that shows how the QEP fits into the Office of Academic Affairs at ODU.

The QEP Director will compile an Annual QEP Assessment Report that analyzes the assessment data collected and make recommendations for improvements in future years. The Annual Report will be developed in concert with the Advisory Board, the Vice Provost for Faculty and Program Development, and the Provost, as well as to those involved in the Faculty Workshops and Action Projects. Recommendations from the Annual QEP Assessment Report will be used to enhance the workshops and Action Projects and increase their effectiveness to improve student writing. This level of support will continue as the QEP is implemented and matures and is incorporated into regular institutional effectiveness processes.

Figure 3: Office of Academic Affairs Organizational Chart



3.5. Progress to Date Implementing the QEP

Old Dominion University has initiated implementation of its QEP proposal. The first Faculty Workshop is serving as a pilot test during spring 2012. Following its assessment, the workshop will be refined as necessary to better meet the QEP goal. Also during spring 2012, IRA will administer the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE), including the Consortium for the Study of Writing in College supplemental questions. Survey results will serve as a baseline for ongoing assessment. (The assessment plan is discussed in detail in section 4.)

The timeline that follows identifies the activities to be completed in Years 0-5 of the proposed program, that is, during academic years 2011-2018. The timeline is presented in accordance with ODU's academic years that run fall, spring, summer. The schedule includes actions such as:

- Faculty Workshops – including marketing and conducting the workshops
- Action Projects – marketing, awarding and progress review of proposals
- Assessment of all activities
- Advisory Board meetings (monthly)

The QEP Director, Advisory Board, and the Office of Institutional Research and Assessment (IRA) are responsible for all activities related to the implementation and assessment of the QEP.

QEP Timeline

Year 0 – AY 2011-12

Semester	Activities
Fall 2011	<ul style="list-style-type: none"> • Develop / market spring 2012 Faculty Workshops • Develop Action Project guidelines • QEP Writing Rubric • Pilot test QEP Writing Rubric / collect baseline data
Spring 2012	<ul style="list-style-type: none"> • Market summer 2012 Faculty Workshops • Collect Pre-treatment Assessment data from Workshop <ul style="list-style-type: none"> ○ Consortium for the Study of Writing in College (CSWC) ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Conduct Faculty Workshops (pilot) • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Administer National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) with CSWC supplemental questions • Conduct search for QEP Director
Summer 2012	<ul style="list-style-type: none"> • Collect Pre-treatment Assessment data from Workshop <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Conduct summer 2012 Faculty Workshops • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Analyze Pre-treatment data from spring and summer 2012 Faculty Workshops and Student Learning Outcomes (SLO) using the QEP Writing Rubric • Select QEP Director • Establish a QEP Office

Year 1 – AY 2012-13

Semester	Activities
Fall 2012	<ul style="list-style-type: none"> • Revise Faculty Workshops based on assessment data from spring and summer 2012 • Market spring 2013 Faculty Workshops • Market AY 2013-14 Action Projects • Review NSSE and FSSE results • Appoint Advisory Board and conduct first meeting
Spring 2013	<ul style="list-style-type: none"> • Award AY 2013-14 Action Projects • Market summer and fall 2013 Faculty Workshops • Collect Pre-treatment Assessment data from Workshop and Action Projects <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Conduct spring 2013 Faculty Workshops • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Collect Post-treatment assessment data from spring and summer 2012 Faculty Workshop participants • Conduct Focus Group for spring and summer 2012 Workshop participants • Monthly Advisory Board Meeting
Summer 2013	<ul style="list-style-type: none"> • Collect Pre-treatment Assessment data from Workshop <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Conduct summer 2013 Faculty Workshops • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Analyze <ul style="list-style-type: none"> ○ Pre-treatment assessment data from spring and summer 2013 Faculty Workshops and SLO using the QEP Writing Rubric ○ Post-treatment assessment data from spring and summer 2012 Faculty Workshops and SLO using the QEP Writing Rubric • Revise Faculty Workshops based on assessment data from spring and summer 2012 Faculty Workshop participants • Monthly Advisory Board Meeting • Prepare AY 2012-13 Annual Report

Year 2 – AY 2013-14

Semester	Activities
Fall 2013	<ul style="list-style-type: none"> • Market spring 2014 Faculty Workshops • Collect Pre-treatment Assessment data from Workshop <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Conduct fall 2013 QEP Faculty Workshop • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Review progress and assist, as needed, programs that received AY 2013-14 Action Projects grant • Market AY 2014-15 Action Projects • Monthly Advisory Board Meeting
Spring 2014	<ul style="list-style-type: none"> • Market summer and fall 2014 Faculty Workshops • Collect Pre-treatment Assessment data from Workshop and Action Projects <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Conduct spring 2014 Faculty Workshops • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Conduct Focus Group for fall, spring and summer 2013 Workshop participants • Collect Post-treatment assessment data from spring and summer 2013 Faculty Workshop participants • Review progress of programs that received AY 2013-14 Action Projects grant • Award AY 2014-15 Action Projects • Monthly Advisory Board Meeting
Summer 2014	<ul style="list-style-type: none"> • Collect Pre-treatment Assessment data from Workshop <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Conduct summer 2014 Faculty Workshops • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Analyze <ul style="list-style-type: none"> ○ Pre-treatment assessment data from fall 2013, spring and summer 2014 Faculty Workshops and SLO using the QEP Writing Rubric ○ Post-treatment assessment data from spring and summer 2013 Faculty Workshops and SLO using the QEP Writing Rubric • Revise Faculty Workshops based on assessment data from fall, spring and summer 2013

	<ul style="list-style-type: none"> • Monthly Advisory Board Meeting • Prepare AY 2013-14 Annual Report
--	--

Year 3 – AY 2014-15

Semester	Activities
Fall 2014	<ul style="list-style-type: none"> • Market spring 2015 Faculty Workshops • Collect Pre-treatment Assessment data from Workshop <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Conduct fall 2014 QEP Faculty Workshop • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Review progress and assist, as needed, programs that received AY 2014-15 Action Projects grant • Market AY 2015-16 Action Projects • Monthly Advisory Board Meeting
Spring 2015	<ul style="list-style-type: none"> • Market summer and fall 2015 Faculty Workshops • Collect Pre-treatment Assessment data from Workshop and Action Projects <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Conduct spring 2015 Faculty Workshops • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Collect Post-treatment assessment data <ul style="list-style-type: none"> ○ fall 2013, spring and summer 2014 Faculty Workshop participants ○ AY 2013-14 Action Project programs • Conduct Focus Group for fall, spring and summer 2014 Workshop participants • Review progress of programs that received AY 2014-15 Action Projects grant • Award AY 2015-16 Action Projects • Monthly Advisory Board Meeting
Summer 2015	<ul style="list-style-type: none"> • Collect Pre-treatment Assessment data from Workshop <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Conduct summer 2015 Faculty Workshops • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Analyze <ul style="list-style-type: none"> ○ Pre-treatment assessment data from fall 2014, spring and summer 2015 Faculty Workshops and SLO using the QEP Writing Rubric

	<ul style="list-style-type: none"> ○ Post-treatment assessment data from fall 2013, spring and summer 2014 Faculty Workshops and SLO using the QEP Writing Rubric ○ Post-treatment assessment data from AY 2013-14 Action Projects ● Assess AY 2013-14 Action Projects, including assessing SLO using QEP Writing Rubric ● Monthly Advisory Board Meeting ● Prepare AY 2014-15 Annual Report
--	---

Year 4 – AY 2015-16

Semester	Activities
Fall 2015	<ul style="list-style-type: none"> ● Market spring 2016 Faculty Workshops ● Collect Pre-treatment Assessment data from Workshop <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester ● Conduct fall 2015 QEP Faculty Workshop ● Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations ● Review progress and assist, as needed, programs that received AY 2015-16 Action Projects grant ● Market AY 2016-17 Action Projects ● Monthly Advisory Board Meeting
Spring 2016	<ul style="list-style-type: none"> ● Market summer and fall 2016 Faculty Workshops ● Collect Pre-treatment Assessment data from Workshop and Action Projects <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester ● Conduct spring 2016 Faculty Workshops ● Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations ● Conduct Focus Group for fall, spring and summer 2015 Workshop participants ● Collect Post-treatment assessment data <ul style="list-style-type: none"> ○ fall 2014, spring and summer 2015 Faculty Workshop participants ○ AY 2014-15 Action Project programs ● Review progress of AY 2015-16 Action Projects ● Award AY 2016-17 Action Projects ● Monthly Advisory Board Meeting
Summer 2016	<ul style="list-style-type: none"> ● Collect Pre-treatment Assessment data from Workshop <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester ● Conduct summer 2016 Faculty Workshops

	<ul style="list-style-type: none"> • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Analyze <ul style="list-style-type: none"> ○ Pre-treatment assessment data from fall 2015, spring and summer 2016 Faculty Workshops and SLO using the QEP Writing Rubric ○ Post-treatment assessment data from fall 2014, spring and summer 2015 Faculty Workshops and SLO using the QEP Writing Rubric • Assess AY 2014-15 Action Projects, including assessing SLO using QEP Writing Rubric • Monthly Advisory Board Meeting • Prepare AY 2015-16 Annual Report
--	---

Year 5 – AY 2016-17

Semester	Activities
Fall 2016	<ul style="list-style-type: none"> • Market spring 2017 Faculty Workshops • Collect Pre-treatment Assessment data from Workshop <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Conduct fall 2016 QEP Faculty Workshop • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Review progress and assist, as needed, programs that received AY 2016-17 Action Projects grant • Market AY 2017-18 Action Projects • Monthly Advisory Board Meeting
Spring 2017	<ul style="list-style-type: none"> • Market summer and fall 2017 Faculty Workshops • Collect Pre-treatment Assessment data from Workshop and Action Projects <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Conduct spring 2017 Faculty Workshops • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Collect Post-treatment assessment data <ul style="list-style-type: none"> ○ fall 2015, spring and summer 2016 Faculty Workshop participants ○ AY 2015-16 Action Project programs • Conduct Focus Group for fall, spring and summer 2016 Workshop participants • Review progress of AY 2016-17 Action Projects • Award AY 2017-18 Action Projects • Administer National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) with CSWC supplemental questions • Monthly Advisory Board Meeting

Summer 2017	<ul style="list-style-type: none"> • Collect Pre-treatment Assessment data from Workshop <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Conduct summer 2017 Faculty Workshops • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Analyze <ul style="list-style-type: none"> ○ Pre-treatment assessment data from fall 2016, spring and summer 2017 Faculty Workshops and SLO using the QEP Writing Rubric ○ Post-treatment assessment data from fall 2015, spring and summer 2016 Faculty Workshops and SLO using the QEP Writing Rubric • Assess AY 2015-16 Action Projects, including assessing SLO using QEP Writing Rubric • Monthly Advisory Board Meeting • Prepare AY 2016-17 Annual Report
--------------------	---

Year 6 – AY 2017-18

Semester	Activities
Fall 2017	<ul style="list-style-type: none"> • Market spring 2018 Faculty Workshops • Collect Pre-treatment Assessment data from Workshop <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Conduct fall 2017 QEP Faculty Workshop • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Review progress and assist, as needed, programs that received AY 2017-18 Action Projects grant • Market AY 2018-19 Action Projects • Monthly Advisory Board Meeting • Prepare QEP Impact Report as part of SACSCOC Fifth Year Report
Spring 2018	<ul style="list-style-type: none"> • Market summer and fall 2018 Faculty Workshops • Conduct spring 2018 Faculty Workshops • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Collect Pre-treatment Assessment data from Workshop and Action Projects <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Collect Post-treatment assessment data <ul style="list-style-type: none"> ○ fall 2016, spring and summer 2017 Faculty Workshop participants ○ AY 2016-17 Action Project programs

	<ul style="list-style-type: none"> • Conduct Focus Group for fall, spring and summer 2017 Workshop participants • Award AY 2018-19 Action Projects • Submit QEP Impact Report as part of SACSCOC Fifth Year Report • Monthly Advisory Board Meeting
Summer 2018	<ul style="list-style-type: none"> • Collect Pre-treatment Assessment data from Workshop <ul style="list-style-type: none"> ○ CSWC ○ Syllabi with writing assignments ○ Student written artifacts from previous semester • Conduct summer 2018 Faculty Workshops • Administer Workshop assessment to participants <ul style="list-style-type: none"> ○ Faculty Workshop Evaluations • Analyze <ul style="list-style-type: none"> ○ Pre-treatment assessment data from fall 2017, spring and summer 2018 Faculty Workshops and SLO using the QEP Writing Rubric ○ Post-treatment assessment data from fall 2015, spring and summer 2016 Faculty Workshops and SLO using the QEP Writing Rubric • Assess AY 2016-17 Action Projects, including assessing SLO using QEP Writing Rubric • Monthly Advisory Board Meeting • Prepare AY 2017-18 Annual Report

4. Assessing the QEP

4.1. Overview of the QEP Assessment Plan

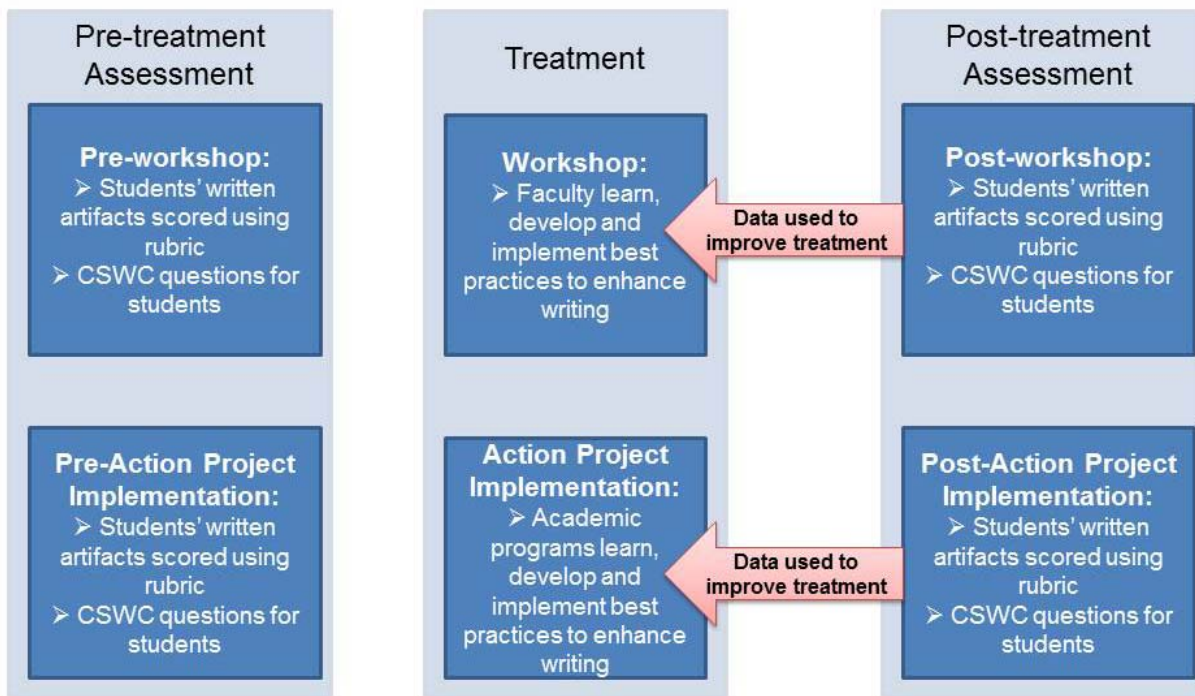
Old Dominion University's Quality Enhancement Plan is intended to improve upper-division undergraduate students' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue – through two faculty development and engagement initiatives. Faculty Workshops and Action Projects are designed to engage faculty in the use of pedagogies and best practices for teaching and assessing writing in their courses that, ultimately, will help students produce higher quality written products that demonstrate the attainment of the six student learning outcomes.

Old Dominion University is committed to a process of assessment and continuous improvement to reach the goal of the QEP to improve upper-division undergraduate students' disciplinary writing. As demonstrated by its long-standing institutional effectiveness process, ODU has been engaged in building a culture of evidence-based decision-making and assessment more than 25 years. The Office of Institutional Research and Assessment (IRA) provides the analytic and technical support for institutional effectiveness activities, including support for executive decision making, compliance with external reporting requirements, and completion of reputational surveys. IRA also manages the University's assessment process through which all academic programs and administrative units complete assessment plans and reports (including improvements), and collects, analyzes, and reports assessment data. Two IRA staff members serve on the QEP Team and will continue to provide support as the QEP is implemented, matures and is incorporated into ongoing institutional effectiveness processes.

The accomplishments of faculty participating in the Faculty Workshops and/or Action Projects, and the written artifacts of students they subsequently teach, will be assessed to measure the success of the QEP and make improvements. The QEP Director and IRA are responsible for assessing writing and the progress of faculty development and engagement actions to determine the extent to which the QEP is being implemented as planned and to determine its impact. They will compile an Annual QEP Assessment Report analyzing the data collected and making recommendations for improvements in future years. The Annual Report will be developed in concert with the Advisory Board, the Vice Provost for Faculty and Program Development, and the Provost, as well as with those involved in the Faculty Workshops and Action Projects. Recommendations from the Annual QEP Assessment Report will be used to enhance the workshops and Action Projects and increase their effectiveness to improve student writing.

Results obtained from a variety of assessment instruments will be used to evaluate the success of the QEP's implementation and adjust it as needed to modify activities and increase its effectiveness. Figures 4 and 5 are conceptual models for assessing student learning (Figure 4) and assessing faculty use of best practices in teaching and assessing writing (Figure 5). As demonstrated in Figure 4, faculty participating in the Faculty Workshops and/or Action Projects will provide students' written artifacts from the course they taught prior to the workshops/projects as well as students' written artifacts from the same course taught after participation in the workshop or project. This will enable pre and post assessments of the students' writing skills through a cross-sectional research design. Students will also complete the CSWC questions for students in the course following the workshops/projects; these may be compared to the University NSSE results for seniors.

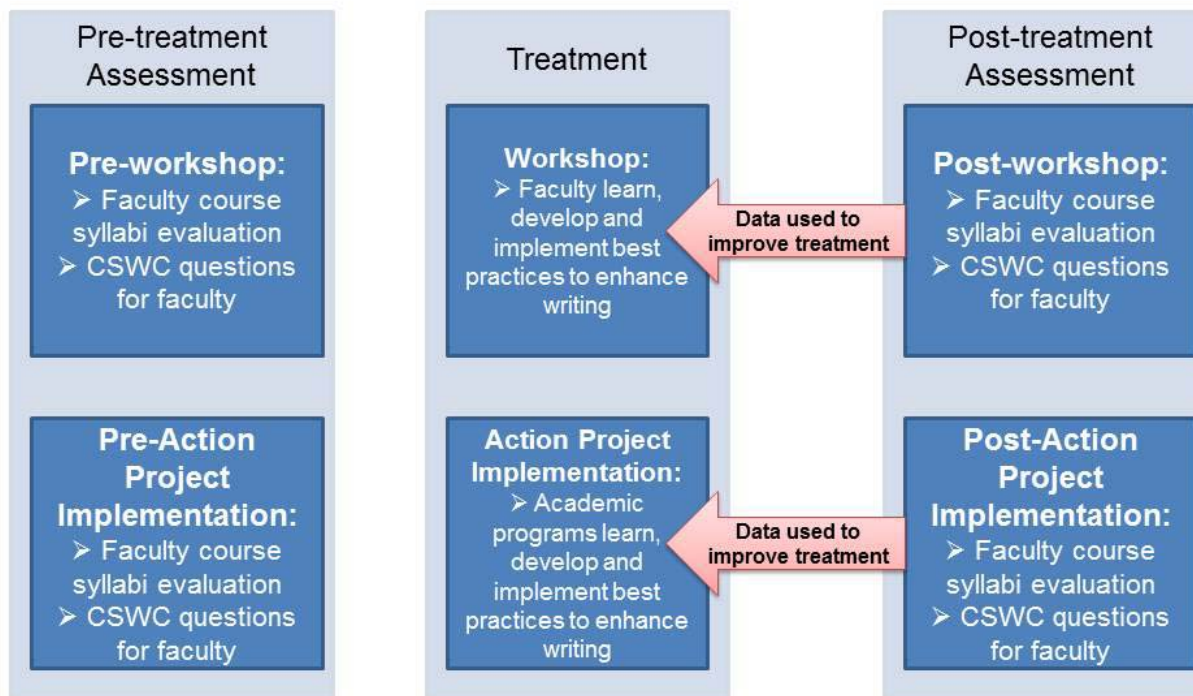
Figure 4: Conceptual Model for Assessing Student Learning



CSWC = Consortium for the Study of Writing

Faculty participating in the Workshops and Action Projects will learn about teaching and assessing writing. Their learning and implementation will be assessed according to the conceptual model presented in Figure 5. Faculty will provide their syllabi from the course before participating in the Faculty Workshop and/or Action Project and for the same course after participating. They will also complete the CSWC questions for faculty at the beginning of the workshop or project and after implementing changes in their subsequent courses.

Figure 5. Conceptual Model for Assessing Faculty Use of Best Practices



CSWC = Consortium for the Study of Writing

Table 1 outlines how and when the student learning outcomes and the use of best practices will be assessed; in brief:

- The student learning outcomes will be assessed by scoring student writing using the QEP Writing Rubric
- The use of effective writing practices by students will be assessed using the Consortium for the Study of Writing in College (CSWC) questions for students
- The use of best practices in teaching and assessing writing by faculty will be assessed using:
 - The Consortium for the Study of Writing in College (CSWC) questions for faculty
 - Faculty course syllabi and writing assignments

Table 1: QEP Assessment Plan

Assessment Instruments	Purpose	Date Collection Procedures	Direct / Indirect Measure
Assessing Student Learning Outcomes			
QEP Writing Rubric applied to student writing artifacts	Assess student writing as defined by the student learning outcomes	Student writing collected from participating faculty/programs courses (1) before, and (2) after the Faculty Workshop/Action Project	Direct
Assessing Students' Use of Effective Writing Practices			
Consortium for the Study of Writing in College (CSWC) questions for students	Assess students' use of writing practices	Administered to all first year and senior students in 2012 (baseline), 2015, 2017 as part of the NSSE CSWC questions for students administered following completion of course taught by Faculty Workshop/Action Project participants	Indirect
Assessing Faculty's Use of Best Practices in Teaching and Assessing Writing			
Consortium for the Study of Writing in College (CSWC) questions for faculty	Assess faculty's use of best practices in teaching and assessing writing	Administered to all faculty teaching undergraduate students in 2012 (baseline), 2015, 2017 as part of the FSSE Administered at the (1) beginning of, and (2) after the Faculty Workshop/Action Project	Indirect
Evaluation of course syllabi and writing assignment instructions	Assess faculty's use of best practices in teaching and assessing writing	Collected at the (1) beginning of, and (2) after implementation of the Faculty Workshop/Action Project	Indirect

Note: The QEP Director and the Office of Institutional Research and Assessment (IRA) are responsible for all assessment and evaluation activities, including Annual QEP Assessment Report.

Table 2 outlines how and when the implementation and effectiveness of the Faculty Workshops and Action Projects will be evaluated; in brief:

- Implementation and perceived success of the Faculty Workshops will be evaluated using:
 - The numbers of workshops, faculty participating, and students enrolled in those courses taught by faculty who completed the Faculty Workshops
 - Written evaluations by and focus groups with Faculty Workshop participants
- Implementation and perceived success of the Action Projects will be assessed using:
 - The number of Action Project proposals submitted, Projects funded, and the amount funded
 - The numbers and disciplines of academic programs, faculty participating, and students enrolled in those courses influenced by the Action Projects
 - Written evaluations by and focus groups with faculty participants

The following sections detail the assessment of the student learning outcomes, use of best practices by faculty, and the implementation and success of the Faculty Workshops and Action Projects. This body of assessment data will allow the QEP Director and Advisory Board to evaluate the progress of the QEP and its impact on student learning, and make changes as needed each year.

Table 2: Evaluating the Implementation and Effectiveness of the QEP

Measure	Purpose	Schedule
Evaluating Implementation and Effectiveness of Faculty Workshops		
Number of workshops	Demonstrate implementation of QEP Faculty Workshops	Annually
Number and disciplines of faculty participants	Demonstrate broad-based representation across disciplines	Annually
Number and disciplines of students in courses taught by Faculty Workshop participants	Demonstrate that students across disciplines are in courses taught by Faculty Workshop participants	Annually
Faculty Workshop evaluations	Investigate achievement of Faculty Workshop objectives and suggested improvements	End of each workshop and following the semester implemented
Focus groups with Faculty Workshop participants	Investigate achievement of Faculty Workshop objectives and suggested improvements	Annually
Evaluating Implementation and Effectiveness of Action Projects		
Number of proposals submitted by and awarded each year by college	Demonstrate implementation of QEP Action Projects	Annually
Amount awarded each year by college	Demonstrate broad-based representation across disciplines	Annually
Number of faculty participating by department	Demonstrate broad-based representation across disciplines	Annually
Number and disciplines of students in courses taught by Action Project participants	Demonstrate that students across disciplines are in courses taught by Action Project participants	Annually
Action Project evaluations	Investigate achievement of Action Project objectives and suggested improvements	End of each project and annually
Focus groups with Action Project participants	Investigate achievement of Action Project objectives and suggested improvements	Annually

Note: The QEP Director and the Office of Institutional Research and Assessment (IRA) are responsible for all assessment and evaluation activities, including Annual QEP Assessment Report.

4.2. Assessing the Student Learning Outcomes

Faculty Workshop participants will provide pre-workshop baseline data in the form of written artifacts from students enrolled in the most recent semester they taught the course identified for enhancement. Following their participation in the Faculty Workshop, faculty will require students, as part of the course requirements, to upload written artifacts into the Learning Management System (LMS) for assessment purposes, thus providing post-workshop data.

Depending on the activity proposed as part of the Action Project Proposals, participating faculty will gather written artifacts from students in the current or previous semester (to provide pre-project baseline data) as well as the semester during or following the implementation of the Action Proposal (to provide post-project data). These artifacts will be uploaded into the LMS for assessment purposes.

Student writing will be assessed for attainment of the student learning outcomes using the QEP Writing Rubric. The QEP will be considered to have improved upper-division undergraduate disciplinary writing if students enrolled in the courses taught by faculty participating in either the Faculty Workshop or an Action Project demonstrate the attainment of the six learning outcomes at a level higher than those students enrolled prior to the faculty member's participation.

Achievement of the student learning outcomes will be demonstrated in written artifacts that:

- Clearly state a focused problem, question, or topic appropriate for the purpose of the task
- Identify relevant knowledge and credible sources
- Synthesize information and multiple viewpoints related to the problem, question, or topic
- Apply appropriate research methods or theoretical framework to the problem, question, or topic
- Formulate conclusions that are logically tied to inquiry findings and consider applications, limitations, and implications, and
- Reflect on or evaluate what was learned.

The attainment of the student learning outcomes will be assessed using the QEP Writing Rubric (discussed in Section 4.2.1).

4.2.1. QEP Writing Rubric

The student learning outcomes will be assessed using the QEP Writing Rubric. The rubric was developed by adapting the Association of American Colleges and Universities' (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics. The VALUE Rubrics assess the 15 essential learning outcomes that prepare students for "21st century challenges" The essential learning outcomes were developed as part of the Liberal Education & America's Promise (LEAP) initiative to promote the importance of liberal education across the curriculum (AAC&U 2011:7; Rhodes 2010).

In its process, AAC&U engaged faculty throughout the country and across Carnegie classifications of colleges and universities to identify 15 essential learning outcomes that include most of ODU's General Education Curriculum (GEC). In addition, AAC&U conducted surveys with employers to determine that the 15 essential learning outcomes included most of the skills they seek in employees. After identifying the essential learning outcomes, AAC&U engaged

faculty from across the country in the development of VALUE rubrics to measure them. As a result, AAC&U's VALUE rubrics are widely recognized, adapted and used in higher education.

The QEP Team reviewed the VALUE rubrics for Critical Thinking, Written Communication and Inquiry and Analysis, and identified specific parts of each rubric appropriate for assessing outcomes that improve upper-division undergraduate students' disciplinary writing. The Assessment Committee of the QEP Team met during summer 2011 to refine the Rubric.

A pilot test of the QEP Writing Rubric was conducted in August 2011, where Assessment Committee members recruited faculty teaching upper-division writing courses in their colleges to apply the rubric to upper level undergraduate students' writing artifacts. Fifty-nine papers or essay exams written by students in upper-division courses were collected from five of the six colleges along with the assignment or prompt from which the student wrote the paper. The papers or essay exams came from five of ODU's six colleges as follows: Arts & Letters (8), Business and Public Administration (11), Education (16), Health Sciences (10), Sciences (14). Names and other identifiers were removed.

Seventeen faculty members, including Assessment Committee members, participated in the pilot test of the Rubric. These faculty members were typical of those who will participate in the Faculty Workshops, during which they will learn to use the Rubric once the QEP is implemented. The Coordinator of the Exit Examination of Writing Proficiency led the training, which involved several rounds in which everyone read the same paper, scored it using the Rubric and then discussed the scoring. Once participants were comfortable with the Rubric, they spent the rest of the day reading and scoring papers and discussing the application of the Rubric. The Assessment Committee met the following day to debrief and qualitatively assess the Rubric based on individual feedback from the participants and from the group discussions. The Committee suggested minor edits for the Rubric that were subsequently approved by the QEP Team.

The QEP Writing Rubric appears below. Each of the six student learning outcomes is listed along with an explanation of what is required to determine the appropriate score according to the following rating scale:

- Exceeds standard
- Meets standard
- Approaches standard
- Needs attention

QEP Writing Rubric

Student Learning Outcomes	Exceeds Standard	Meets Standard	Approaches Standard	Needs Attention
	4	3	2	1
1. Students will be able to clearly state a focused problem, question, or topic appropriate for the purpose of the task.	The topic statement is comprehensive, clearly stated, creative, focused, manageable, and demonstrates a clear understanding of the purpose of the task.	The topic statement is clearly stated, focused, manageable, and demonstrates adequate consideration of the purpose of the task.	The topic statement is ambiguous and too broadly or narrowly focused, but demonstrates awareness of the purpose of the task.	The topic statement is weak (or missing) and demonstrates minimal knowledge of the purpose of the task.
2. Students will be able to identify relevant knowledge and credible sources	Identified sources are relevant, credible, and high quality	Identified sources are mostly relevant and credible	Identified sources are minimally relevant and credible	Identified sources are not relevant or credible (or are missing)
3. Students will be able to synthesize information and multiple viewpoints related to the problem, question or topic.	Evidence is synthesized to reveal insightful patterns, differences and similarities among multiple viewpoints.	Evidence is synthesized to reveal patterns, differences and similarities among multiple viewpoints.	Evidence is minimally synthesized and may not reveal patterns, differences and similarities among multiple viewpoints.	Evidence is not synthesized to reveal patterns, differences and similarities among multiple viewpoints (or is missing) .
4. Students will be able to apply appropriate research methods or theoretical framework to the problem, question or topic.	The critical elements of the methodology or theoretical framework are skillfully developed or described to address the problem, question, or topic.	The critical elements of the methodology or theoretical framework are satisfactorily developed or described to address the problem, question, or topic.	The critical elements of the methodology or theoretical framework are minimally developed or described to address the problem, question, or topic.	The critical elements of the methodology or theoretical framework are weak (or missing) .

QEP Writing Rubric (page 2)

Student Learning Outcomes	Exceeds Standard	Meets Standard	Approaches Standard	Needs Attention
	4	3	2	1
5. Students will be able to formulate conclusions that are logically tied to inquiry findings and consider applications, limitations and implications	The stated conclusion thoroughly evaluates and organizes all essential information and is the logical outcome of inquiry	The stated conclusion evaluates and relates logically to all essential information	The stated conclusion minimally evaluates and relates logically to some essential information	The stated conclusion is absent or weakly evaluates essential information (or is missing)
6. Students will be able to reflect on or evaluate what was learned.	Reflection of results shows a strong relationship among content, lessons learned, and/or changes in personal perspective.	Reflection of results shows a relationship among content, lessons learned, and/or changes in personal perspective.	Reflection of results shows a minimal relationship among content, lessons learned, and/or changes in personal perspective.	Reflection of results shows a weak or no relationship among content, lessons learned, and/or changes in personal perspective (or is missing).

45

Note: Scores of NA (Not Applicable) mean that the artifact cannot be rated on the SLO
 Scores of NR (Not Required) mean that the SLO was not a required part of the assignment or prompt

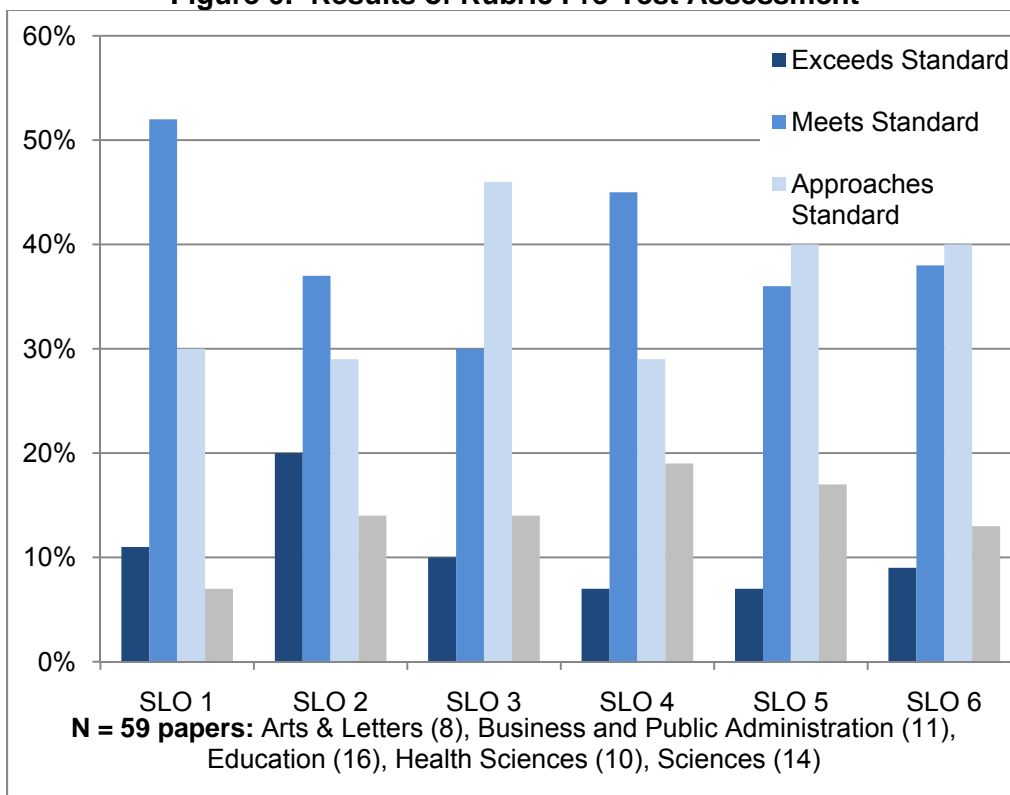
*The QEP Writing Rubric is based on the Association of American Colleges and Universities' (AAC&U) Inquiry and Analysis, Written Communication, and Critical Thinking VALUE Rubrics presented in Rhodes (2010).

Table 3 and Figure 6, below, contain the results of the pilot test of the QEP Writing Rubric. This sample of papers indicates that students were weak addressing outcomes 4 and 5, while doing better meeting outcomes 1 and 2. However, in only learning outcome 1 did more than 60 percent of students meet or exceed the standard, providing further demonstration of the need for the QEP focus on disciplinary writing.

Table 3: Results of Rubric Pilot-Test Assessment (N=59)

Student Learning Outcomes (SLOs)	Exceeds Standard	Meets Standard	Approaches Standard	Needs Attention
1. Clearly state a focused problem, question, or topic appropriate for the purpose of the task	11%	52%	30%	7%
2. Identify relevant knowledge and credible sources	20%	37%	29%	14%
3. Synthesize information and multiple viewpoints related to the problem, question, or topic	10%	30%	46%	14%
4. Apply appropriate research methods or theoretical framework to the problem, question, or topic	7%	45%	29%	19%
5. Formulate conclusions that are logically tied to inquiry findings and consider applications, limitations, and implications	7%	36%	40%	17%
6. Reflect on or evaluate what was learned	9%	38%	40%	13%

Figure 6: Results of Rubric Pre-Test Assessment



The QEP Writing Rubric was carefully constructed to assess written artifacts across disciplines including the sciences and engineering, social sciences, health sciences, humanities, and professional disciplines including education and business. The Rubric was also vetted across the six colleges during QEP Team members' meetings with faculty in each college. Those meetings largely yielded minor word changes that broadened an outcome so that it better described the kind of student writing that occurred in a particular college.

As part of the pilot test, the QEP Team determined that while the Rubric could be used to assess student learning in all colleges and programs, it was sometimes difficult for faculty to assess written work from a discipline quite different from their own. As a result, faculty who are recruited and trained to participate in this assessment will focus on written artifacts from disciplines similar to their own. Students in the identified courses will be required to post one final written artifact in the University's Learning Management System (LMS) that will be used for assessment purposes. The artifacts may be research papers common to nearly all fields, or documents specific to disciplines such as patient notes (the health sciences), field or laboratory notes or posters (the physical, natural, social, and health sciences), archival reports (humanities), critiques of performances or creative projects (arts and humanities) or case studies or technical reports (the professions). Faculty from across the University were involved in the development and review of the QEP Writing Rubric, and confirmed that most of these different types of written artifacts provide a mechanism to assess nearly all of the six student learning outcomes most of the time.

The results of assessments using the Rubric will be included in the QEP Director's Annual Assessment Report and will be used to improve the Faculty Workshops and the Action Projects. Training on the QEP Writing Rubric is an integral part of the Faculty Workshops. To ensure ongoing annual assessment beginning summer 2013, a 10 percent random sample of student essays from the previous year's Faculty Workshop and Action Project participants will be selected. An assessment team of faculty will be recruited, trained and compensated to score the writing artifact using the Rubric.

4.2.2. Technology Supporting the QEP

As noted in Section 4.1, students' written artifacts to be used in assessing the QEP will be posted in the University's Learning Management System (LMS), which is Blackboard at the present time. Old Dominion University is currently engaged in the process of identifying and selecting a new LMS and a university-wide electronic portfolio (ePortfolio) program. Once it is implemented, the ePortfolio program will support a variety of activities, including the QEP, general education assessment, individual academic programs that are using or wish to use them, and co-curricular programs that will assist students in developing resumes and documenting out-of-class experiences. A QEP Team member from the Office of Institutional Research and Assessment and ODU's Office of Computing and Communications Services (OCCS) co-chair the ePortfolio Committee. The ePortfolio Committee is charged with selecting a new LMS and ePortfolio program. OCCS maintains all of the electronic technology used by the University.

ePortfolios are preferable to the LMS alone because, since they are designed to both enhance and store student artifacts, they create an environment for integrative learning (Rhodes 2011). They are an electronic version of an established tool currently used in several disciplines at the University (e.g., the arts, education, health sciences) to enhance and/or document student learning. ePortfolios provide an electronic repository for artifacts (written, media, etc.) representing student learning and providing a vehicle for assessment of learning. More

recently, ePortfolios have come to be recognized as a tool to support integrative learning (Rhodes 2011).

The students of the faculty and programs participating in the Faculty Workshops and Action Projects will store their written artifacts in the LMS. As the University's ePortfolio program is selected and implemented, faculty working with the QEP will be among the first to engage in teaching using ePortfolios. Participating Faculty and programs will be able to use the ePortfolio system to organize, compare, and track student writing.

4.3. Assessing Students' Use of Effective Writing Practices, and Faculty's Use of Best Practices in Teaching and Assessing Writing

In addition to the direct assessment of student learning using the Rubric as described in section 4.1, several measures will be used to assess the students' use of effective writing practices, and participating faculty members' use of the best practices in teaching and assessing writing.

The National Survey of Student Engagement (NSSE), administered to all ODU first and fourth year students, will serve both as a direct measure of the extent to which students use the best practices when writing, and as an indirect measure of the environment in which students learn. All first-year students enrolled in fall 2011 with fewer than 26 credits (N = 2,861) and all seniors enrolled in fall 2011 with an expected graduation date of spring or summer 2012 (N = 4,306) will receive a survey during spring 2012 (the survey is administered January 31 to April 5, 2012).

The NSSE was developed to focus the national discussion about accountability and assessment in higher education on what is important, that is, student learning. The experts who reviewed the wealth of research on student learning found that student learning is enhanced through student engagement. As defined by Kuh et al. (2005), student engagement consists of two components: (1) what students do, that is, how they invest their time and energy in learning during college, and (2) what institutions do to design supportive learning environments. "Voluminous research on college student development shows that the time and energy students devote to educationally purposeful activities is the single best indicator of their learning and personal development" (Kuh et al. 2005:8).

The NSSE was developed to measure student engagement through five benchmarks that research shows are linked to student learning. The five benchmarks enable comparisons both to previous classes of ODU students, and first year to senior students as well as comparisons to peer institutions. The five benchmarks are: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment.

The NSSE also regularly asks the following writing questions:

- During current school year, about how many papers have you written that were 0-4 pages, 5-19 pages, and 30+ pages? [three questions]
- During current school year, how often have you prepared two or more drafts of a paper before turning it in?
- To what extent has your experience at your institution contributed to your ability to write clearly and effectively?

As part of the Consortium for the Study of Writing in Colleges (CSWC), NSSE offers questions developed in collaboration with the Council of Writing Program Administrators (WPA). These

questions are designed to assess the use and impact of the best practices in teaching and assessing writing. The 27 supplemental writing questions reflect the three clusters of best practices for learning through writing as discussed in Section 2.7, Best Practices to Teach and Assess Writing. The three clusters are: meaning-constructing writing, interactive writing activities, and clear expectations. The questions asked in them include (see Appendix E for the exact questions):

- Meaning-constructing writing tasks – Nine questions ask students how often they write certain kinds of documents, such as summaries, position papers, data reports, multimedia projects and others
- Interactive writing activities – Eight questions ask students how often they brainstorm, talk with others and receive feedback from them, and use a writing center
- Clear instructor expectations – Eight questions ask students how often their instructors explain grading criteria in advance, ask students to peer review, or follow other common advice about helping students learn from their assignments

In addition to being asked as part of the normal NSSE administration, the CSWC questions for students only will be administered to (a) all students completing a course taught by a faculty member who participated in the Faculty Workshops and (b) all students in courses taught by faculty who participated in one of the Action Projects. Comparisons can be made between this group and the 2012 baseline CSWC results for seniors.

NSSE offers a companion Faculty Survey of Student Engagement (FSSE), administered to all full-time faculty, that asks a parallel set of questions designed to compare how engaging faculty think they and the environment are, with how engaging students think faculty are. The FSSE also offers a parallel set of additional questions, in the same three clusters above, as part of the CSWC. The items were designed to ask faculty how frequently they use the Best Practices (see Appendix F for the exact questions).

ODU will also participate in the FSSE in spring 2012. All full-time faculty members teaching at least one undergraduate course during the 2011-12 academic year will receive the survey which will be administered March 29 to April 20, 2012. The 2012 data will provide baseline data for the QEP. ODU also plans to participate in 2015 and 2017 to measure improvement in best practices for improving writing.

The CSWC questions for faculty will also be administered to faculty participating in the Faculty Workshops both at the beginning of the workshop and at the end of the semester they first taught the course they redesigned. Similarly, the CSWC questions for faculty will be administered to faculty in academic programs participating in an Action Project both prior to and following the implementation of the Action Project.

Another component of the assessment of the extent to which faculty use the best practices to teach and assess writing is the collection and review of syllabi and writing assignment instructions (if separate from syllabi). Faculty participating in the Workshops or Action Projects will submit their syllabi and writing assignment instructions for review at: (1) the beginning of the Faculty Workshop or Action Project from the prior semester, and (2) at its completion. The results of all of these assessments will be reviewed by the QEP Director, Advisory Board and IRA, along with the Faculty Workshop and Action Project designers and facilitators, to improve these QEP initiatives.

4.4. Evaluating the Implementation and Effectiveness of the Faculty Workshops

The Faculty Workshops are designed to help faculty learn about and use the best practices to teach and assess writing in their courses. Table 2 above outlines how the implementation and success of the Workshops will be evaluated, in addition to the assessment of the student learning outcomes using the QEP Writing Rubric as explained in Sections 4.2 and 4.2.1.

Enumerating the numbers of workshops, and the numbers and disciplines of faculty participating and students affected, will allow the QEP Director and Advisory Board to determine sufficiency of the reach of the initiative in terms of raw numbers and multiple disciplines. These data will allow the QEP Director to redirect Workshop marketing efforts if needed.

Evaluations by Faculty Workshop participants will be conducted immediately after the workshop is completed and at the end of the course enhanced by their participation. Evaluations will assess the extent to which the workshops achieved their objectives. Focus groups of participants will be held at least one semester after the faculty members complete the workshop to discuss its impact on their teaching and their students' learning. The results will be used to inform workshop developers and facilitators to make improvements where necessary.

The Office of Institutional Research and Assessment (IRA) and the QEP Director will oversee all assessment activities and the analysis of the data, and compile them into an Annual QEP Assessment Report to be presented to the Advisory Board, the Vice Provost for Faculty and Program Development, and the Provost. The Annual Assessment Report will serve as the basis for the development of recommendations for improvements in the Faculty Workshops.

4.5. Evaluating the Implementation and Effectiveness of the Action Projects

As individual faculty become familiar with the QEP, it is anticipated that some will be interested in strengthening their academic programs by improving upper-division undergraduate students' writing skills in ways beyond those provided in the Faculty Workshops. The Action Projects offer those departments an opportunity to improve their programs through funded initiatives. Table 2 above outlines how the implementation and success of the Action Projects will be assessed, in addition to the assessment of the student learning outcomes using the QEP Writing Rubric as explained in Sections 4.2 and 4.2.1. The assessment of the Action Projects is similar to the assessment of Faculty Workshops.

Recording the numbers of Action Project proposals submitted, number funded, and the amount funded, and the numbers of faculty participating and students affected will allow the QEP Director and Advisory Board to determine sufficiency of the reach of the initiative in terms of raw numbers and multiple disciplines. These data will allow the QEP Director to redirect Action Project marketing efforts if needed.

Evaluations by faculty participating in the Action Project immediately after the work on the Action Project is completed will allow assessment of the extent to which the initiative achieved its objectives. Focus groups with faculty participating in the Action Project will be held to discuss the impact of the Action Project on their programs, teaching and students' writing. The results will be used to inform the QEP Director and Advisory Board to make improvements where necessary.

5. Institutional Capability to Support ODU's QEP

The QEP budget, presented in Table 4, demonstrates Old Dominion University's commitment to improving upper-division undergraduate students' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue – through two faculty development and engagement initiatives. All financial resources either are existing (in-kind) or are base budgeted. The budget identifies four major areas.

Program Administration includes salaries and benefits for the QEP Director, a graduate assistant, and the Vice Provost for Faculty and Program Development; the category also includes the funds required to establish and maintain an office. Support personnel in Academic Affairs will provide additional administrative assistance as needed. The QEP Director will work with the Office of Communications and Computing Services (OCCS) to maintain a vibrant presence on the University website. Office space will be provided but has not yet been identified. The budget also includes funds to advertise and promote the two faculty development and engagement initiatives. The Office of Institutional Research and Assessment (IRA) will assume responsibility for maintaining all assessment data.

Faculty Workshops' budget lines detail the funds required to develop, facilitate and conduct two workshops in each of AYs 2011-12 and 2012-13 (years 0 and 1), and three workshops each year thereafter. Each workshop will be five days in length and so the budget includes funds for food and beverages each day. Stipends for the workshop facilitators, guest lecturers and faculty participants are also detailed.

The Action Projects portion of the budget identifies the total amount each year for activities designed by academic programs to improve upper-division undergraduate students' disciplinary writing. The Call for Proposals for Action Projects will be released in fall 2012 and awarded in spring 2013 for projects to begin fall 2013 so no funds are budgeted prior to AY 2013-14 (year 2). The funds increase over time as it is anticipated that faculty participating in Faculty Workshops will come to identify ways their programs can participate and as programs seek to replicate effective Action Projects. The number and size of awards will depend on the quality and impact of the proposals received.

Funds are also identified in the budget to assess student attainment of the student learning outcomes using the QEP Writing Rubric. A group of faculty will be trained to assess student writing using the QEP Writing Rubric and funds are committed for faculty stipends for assessment activities. The budget also identifies the funds required to administer the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) to evaluate the goals of the QEP during spring 2012 (for baseline data), 2015 and 2017 (years 3 and 5). Finally, the budget includes the in-kind contribution of the time of the Assistant Vice President for Institutional Research and Assessment, and the Senior Research Associate for Assessment, who will oversee all Assessment activities, maintain the database, and analyze the data.

Ongoing assessment of the QEP goal and student learning outcomes will enable the QEP Director and the Advisory Board to adjust the budget as needed. For example, if Action Projects prove more effective than Faculty Workshops, funds can be shifted from one to the other.

Table 4: QEP Budget

	Unit Cost	2011-12 Year 0	2012-13 Year 1	2013-14 Year 2	2014-15 Year 3	2015-16 Year 4	2016-17 Year 5	TOTALS Years 0-5	TOTALS by Action
Program Administration									
10% of Vice-Provost for Faculty and Program Development time (including benefits; in-kind)		20,864	20,864	20,864	20,864	20,864	20,864	125,184	
Director salary		71,000	71,000	71,000	71,000	71,000	71,000	426,000	
Director benefits		26,000	26,000	26,000	26,000	26,000	26,000	156,000	
Graduate Assistant stipend - \$15,000/yr		15,000	15,000	15,000	15,000	15,000	15,000	90,000	
Graduate Assistant tuition, out-of-state - \$961/hr * 18 hrs/AY		17,298	17,298	17,298	17,298	17,298	17,298	103,788	
Graduate Assistant summer salary - 20 hrs/wk * 12 wks @ \$20/hr		2,400	4,800	4,800	4,800	4,800	4,800	26,400	
Travel for Director - 2 conferences/year @ \$1,500/conf			3,000	3,000	3,000	3,000	3,000	15,000	
Marketing all programs and activities			4,000	4,000	3,000	3,000	2,000	16,000	
Office Furniture			10,000	0	0	0	0	10,000	
Computers			3,500	0	0	0	0	3,500	
Telephones			550	550	550	550	550	2,750	
Office Supplies			1,500	1,200	1,200	1,200	1,200	6,300	
Total Program Administration Per Year		152,562	177,512	163,712	162,712	162,712	161,712	980,922	980,922

52

Notes:

Highlighted rows are ODU in-kind (existing resources) highlighted in yellow, or base budgeted highlighted in green beginning in 2011-12.

All inflationary and salary increases are handled centrally rather than within individual budgets.

ODU operates on Academic and Fiscal Years that run fall, spring, summer.

Table 4: QEP Budget (page 2)

53

	Unit Cost	2011-12 Year 0	2012-13 Year 1	2013-14 Year 2	2014-15 Year 3	2015-16 Year 4	2016-17 Year 5	TOTALS Years 0-5	TOTALS by Action
Faculty Workshops									
(5 day workshops / 2 workshops in year 0 and 1; 3 workshops/year in years 2-5)									
Workshop Development, First Year Coordination and Oversight		7,500	7,500	0	0	0	0	15,000	
Workshop leaders stipend - \$5,000 for 5 days @ 3 leaders/workshop	15,000	30,000	30,000	45,000	45,000	45,000	45,000	240,000	
Participants stipend - 24 part./workshop @ \$2,000 each	48,000	96,000	96,000	144,000	144,000	144,000	144,000	768,000	
Guest lecture stipends - 4 guests/workshop @ \$250 each	1,000	2,000	2,000	3,000	3,000	3,000	3,000	16,000	
food (continental breakfast and lunch) \$500/day, 5 days	2,500	5,000	5,000	7,500	7,500	7,500	7,500	40,000	
Materials - \$1,000/workshop	1,000	2,000	2,000	3,000	3,000	3,000	3,000	16,000	
Total per Workshop	67,500								
Total Faculty Workshops per Year		142,500	142,500	202,500	202,500	202,500	202,500	1,095,000	1,095,000
Action Project Program									
(Action Project begins in Year 2, AY 2013-14)									
Total Action Projects per Year			0	100,000	100,000	120,000	150,000	470,000	470,000

Notes:

Highlighted rows are ODU in-kind (existing resources) highlighted in yellow, or base budgeted highlighted in green beginning in 2011-12.
 All inflationary and salary increases are handled centrally rather than within individual budgets.
 ODU operates on Academic and Fiscal Years that run fall, spring, summer.

Table 4: QEP Budget (page 3)

	Unit Cost	2011-12 Year 0	2012-13 Year 1	2013-14 Year 2	2014-15 Year 3	2015-16 Year 4	2016-17 Year 5	TOTALS Years 0-5	TOTALS by Action
Assessment									
NSSE and FSSE administration		10,000	0	0	10,000	0	10,000	30,000	
Faculty stipend for assessment activities		21,500	21,500	21,500	21,500	21,500	21,500	129,000	
20% of Assistant Vice-President for IRA time (including benefits; in kind)		26,500	26,500	26,500	26,500	26,500	26,500	159,000	
25% of Senior Research Assistant for Assessment time (including benefits; in kind)		20,500	20,500	20,500	20,500	20,500	20,500	123,000	
Total Assessment Per Year		78,500	68,500	68,500	78,500	68,500	78,500	441,000	441,000
ODU In Kind		67,864	67,864	67,864	67,864	67,864	67,864	407,184	
Already Base Funded in Year 0		97,000	97,000	97,000	97,000	97,000	97,000	582,000	
Total New Resources, base funded		208,698	223,648	369,848	378,848	388,848	427,848	1,997,738	
TOTALS Years 0-5		373,562	388,512	534,712	543,712	553,712	592,712	2,986,922	2,986,922

Notes:

Highlighted rows are ODU in-kind (existing resources) highlighted in yellow, or base budgeted highlighted in green beginning in 2011-12.

All inflationary and salary increases are handled centrally rather than within individual budgets.

ODU operates on Academic and Fiscal Years that run fall, spring, summer.

6. Summary

Old Dominion University's Quality Enhancement Plan, *Improving Disciplinary Writing*, is a comprehensive plan designed to improve upper-division undergraduate students' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue – through two faculty development and engagement initiatives.

ODU's ability to implement and sustain the QEP is supported by its long history and commitment to assessing writing, substantial experience with the Writing Across the Curriculum summer institutes during the 1990s, and the on-campus presence of several faculty with significant expertise and experience teaching faculty about writing, as well as the significant funding commitment. Six student learning outcomes were identified and ODU's QEP Writing Rubric was developed to assess the outcomes based on the AAC&U VALUE rubrics. The student learning outcomes and ODU's QEP Writing Rubric were vetted across disciplines in the University. The QEP Writing Rubric was pilot tested in August 2011 and validated with minor modifications. Two faculty development and engagement actions were developed to improve students' disciplinary writing – Faculty Workshops and Action Projects. Twenty faculty from ODU's six colleges participated in a pilot test of the Faculty Workshops during spring 2012; baseline data were collected from these faculty to assess student writing from previous semesters and faculty's use of the best practices to teach and assess writing, as well as to assess the Faculty Workshop itself. The Request for Action Project Proposals was developed and will be implemented in fall 2012.

A budget of nearly \$3 million was approved and base funded across five years. The budget includes a QEP Director who will report to the Vice Provost for Faculty and Program Development. A comprehensive plan was developed to collect baseline data and to assess both the student learning outcomes and the implementation of the QEP. In addition to the QEP Writing Rubric, both the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) will include the Consortium for the Study of Writing in College supplemental questions to collect baseline and post-treatment data. The QEP Director will work with the Office of Institutional Research and Assessment and the QEP Advisory Board to assess the student learning outcomes and to evaluate the implementation and effectiveness of the *Improving Disciplinary Writing* QEP. This process of continual assessment will result in an Annual QEP Assessment Report that will allow ODU to fine tune the QEP as needed to ensure progress towards meeting the goal.

As the QEP is implemented and matures, it is anticipated that all activities related to the QEP will be incorporated into the ongoing mission of the University and expanded to meet the need to improve writing at other levels, such as in graduate programs, as long as the assessments demonstrate their effectiveness. ODU's commitment to improving disciplinary writing is demonstrated by the fact that the QEP budget is base-funded. Assuming that the assessments provide evidence of effectiveness, the sustainability of the activities, including the QEP Office, Director, Faculty Workshops and Action Projects, is ensured beyond the five year plan. Activities that work best will be promoted while those that are less effective may be discontinued. It is impossible to know exactly how the QEP will unfold and what it will look like six years from now. Yet as the QEP journey continues, Old Dominion University looks forward to improving upper-division undergraduates' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue.

References

- AAC&U (Association of American Colleges and Universities). 2011. *The LEAP Vision for Learning: Outcomes, Practices, Impact, and Employers' Views*. Washington, DC: Association of American Colleges and Universities.
- Anderson, Paul, Chris Anson, Bob Gonyea and Charles Paine. N.d. "The Partnership for the Study of Writing in College." Unpublished manuscript.
<http://www.units.muohio.edu/writingcenter/NSSE-FSSE%20Handout%20OFFICIAL%20MAY%2018%202010.pdf> (retrieved December 2, 2011).
- Astin, Alexander W. (1993). *What Matters in College? Four Critical Years Revisited*. San Francisco: Jossey-Bass.
- Bazerman, Charles, Joseph Little, Lisa Bethel, Teri Chavkin, Danielle Fouquette and Janet Garufis. 2005. *Reference Guide to Writing Across the Curriculum*. Colorado: Parlor Press and the WAC Clearinghouse.
- Beaufort, Anne. 2007. *College Writing and Beyond: A New Framework for University Writing Instruction*. Logan: Utah State University Press.
- Broadhead, G. J. 1999. "Addressing Multiple Goals for Engineering Writing: The Role of Course Specific Websites." *Language and Learning Across the Disciplines* 3(2):19-43.
- Carter, Michael. 2007. "Ways of Knowing, Doing, and Writing in the Disciplines." *College Composition and Communication*, 58: 385-418.
- Carter, Michael, Miriam Ferzli and Eric N. Wiebe. 2007. "Writing to Learn by Learning to Write in the Disciplines." *Journal of Business and Technical Communication* 21:278-302.
- Elbow, Peter. 1973. *Writing Without Teachers*. New York: Oxford University Press.
- Gottschalk, Katerine and Keith Hjortshoj. 2004. *The Elements of Teaching Writing: A Resource for Instructors in All Disciplines*. Boston: Bedford/St. Martin's.
- Harris, Joseph. 2006. *Rewriting: How to Do Things with Texts*. Logan: Utah State University Press.
- Karlowicz, Karen A. and Leticia S. King. 2009. "The Healing Power of Reflective Writing for a Student Victim of Sexual Assault." *Journal of Forensic Nursing* 5:64-69.
- Kuh, George D. 2008. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: Association of American Colleges and Universities. <http://www.aacu.org/leap/hip.cfm>
- Kuh, George, Jillian Kinzie, John Schuh, and Elizabeth Whitt. 2005. *Student Success in College: Creating Conditions that Matter*. San Francisco: Jossey-Bass.
- Langer, Judith A. and Arthur N. Applebee. 1987. *How Writing Shapes Thinking: A Study of Teaching and Learning*. National Council of Teachers of English.

- Lester, Nancy, Corrine Bertram, Gregory Erickson, Ernie Lee, Abraham Tchako, Kacy D. Wiggins and James Wilson. 2003. "Writing Across the Curriculum: A College Snapshot." *Urban Education* 38:5-34.
- Light, Richard J. 2001. *Making the Most of College: Students Speak Their Minds*. Cambridge, MA: Harvard University Press.
- McLeod, Susan H. 2000. "Writing Across the Curriculum: An Introduction." Pp. 1-8 in *Writing Across the Curriculum: A Guide to Developing Programs* edited by Susan H. McLeod and Margot Soven. Academic Writing: Colorado State. Available at http://wac.colostate.edu/books/mcleod_soven/mcleod_soven.pdf (retrieved August 18, 2011).
- McLeod, Susan. 2012. "The Pedagogy of Writing Across the Curriculum." Pp. 53-68 in *Writing Across the Curriculum: A Critical Sourcebook* edited by Terry Myers Zawacki and Paul M. Rogers. Boston: Bedford/St. Martin's.
- McLeod, Susan H. and Margot Soven. 2000. *Writing Across the Curriculum: A Guide to Developing Programs*. Newbury Park, CA: Sage.
- Neff, Joyce and Barbara R. Stout. 2000. "Faculty Workshops." Pp. 23-34 in *Writing Across the Curriculum: A Guide to Developing Programs* edited by Susan H. McLeod and Margot Soven. Newbury Park, CA: Sage.
- Neff, Joyce and Carl Whithaus. 2008. *Writing Across Distances and Disciplines: Research and Pedagogy In Distributed Learning*. NY: Taylor and Francis.
- Old Dominion University. 2009a. *Strategic Plan 2009-2014*. Norfolk, VA: Old Dominion University
- Old Dominion University. 2009b. *Recommendations for Revisions of the ODU General Education Curriculum 2010*. <http://www.odu.edu/ao/affairs/GenEdRevisions.pdf> (retrieved January 5, 2012).
- Old Dominion University. 2011a. *Policy Number 1001: The Mission of the University*. Norfolk, VA: Old Dominion University. <http://www.odu.edu/ao/bov/manual/pdfs/1001.pdf> (retrieved December 2, 2011).
- Old Dominion University. 2011b. *Policy Number 1002: Major Goals of the University*. Norfolk, VA: Old Dominion University. <http://www.odu.edu/ao/bov/manual/pdfs/1002.pdf> (retrieved December 2, 2011).
- Old Dominion University. 2011c. *Undergraduate Catalog 2011-2012..* Norfolk, VA: Old Dominion University.
- Paine, Charles, Bob Gonyea, Chris Anson, and Paul Anderson. 2009. "The So-Called 'Best Practices' for Writing: Do They Make a Difference for Engagement and Learning?" Paper presented at the Annual Meeting of the AAC&U, January 23, Seattle, WA. <http://www.aacu.org/meetings/annualmeeting/AM09/documents/HandoutforSo-CalledBestPractices.pdf> (retrieved December 2, 2011).

- Perl, Sondra. 1994. *Landmark Essays on Writing Process, Volume 7*. Davis, CA: Hermagoras.
- Rhodes, Terrel L. (Ed.) 2010. *Assessing Outcomes and Improving achievement: Tips and Tools for Using Rubrics*. Washington, D.C.: Association of American Colleges and Universities. Also available online at <http://www.aacu.org/value/>
- Rhodes, Terrel L. 2011. "Making Learning Visible and Meaningful Through Electronic Portfolios." *Change* 43(1):6-13.
- Rothstein, Andrew S., Evelyn B. Rothstein, and Gerald Lauber. 2006. *Writing as Learning: A Content-Based Approach*. Thousand Oaks, CA: Corwin (Sage).
- Russell, David R. 1990. "Writing Across the Curriculum in Historical Perspective: Toward a Social Interpretation." *College English* 52:52–73.
- Russell, David R. 1991. *Writing in the Academic Disciplines, 1870–1990: A Curricular History*. Carbondale, IL: Southern Illinois University Press.
- Schwegler, Robert A. and Linda K. Shamon. 1991. "Meaning Attribution in Ambiguous Texts in Sociology." Pp. 216-34 in *Textual Dynamics of the Professions: Historical and Contemporary Studies of Writing in Professional Communities* edited by Charles Bazerman and James Paradis. Madison: University of Wisconsin Press.
- Smith, Venicia Flora. 2006. "Learning to Write Versus Writing to Learn: Teaching Students to become Critical Thinkers and Efficient Writers." *International Journal of Learning* 13:27-34.
- Sommers, Nancy. 1980. "Revision Strategies of Student Writers and Experienced Adult Writers." *College Composition and Communication* 31:378-88.
- Voon, Huey Fen. 2010. "The Use of Brainstorming and Role Playing as a Pre-writing Strategy." *International Journal of Learning* 17:537-558.
- Young, Art. 2006. *Teaching Writing Across the Curriculum*, 4th edition. Upper Saddle River, NJ: Pearson Education.
- Zawacki, Terry Myers and Paul M. Rogers. 2012. *Writing Across the Curriculum: A Critical Sourcebook*. Boston: Bedford/St. Martin's.

Appendix A. ODU Community Involvement

Appendix A1. Committees: Responsibilities and Memberships

QEP Team Membership Roster 2010-2011		
Member	Title	Academic Unit
Dr. Mona Danner (Chair)	Professor, Sociology and Criminal Justice	College of Arts and Letters
Dr. Amy Adcock	Associate Professor, STEM Education & Professional Studies	College of Education
Dr. Mohamad Alkadry	Associate Professor, Urban Studies and Public Administration	College of Business
Dr. Jill Dustin	Associate Professor, Counseling & Human Services	College of Education
Ms. Lisa Mayes	Assistant Dean for Planning & Administration	Academic Enhancement
Dr. Sara Morris	Associate Professor, Business Management	College of Business
Dr. Tisha Paredes	Senior Research Associate for Assessment, Institutional Research & Assessment	Office of Institutional Research and Assessment
Ms. Ann Pettingill	Associate University Librarian , Library Administration	University Library
Dr. Worth Pickering	Assistant Vice President, Institutional Research & Assessment	Office of Institutional Research and Assessment
Dr. Bryan Porter	Associate Professor, Psychology	College of Sciences
Dr. Scott Sechrist	Associate Professor, Medical Laboratory & Radiation Sciences	College of Health Sciences
Dr. Marty Sharpe	Vice Provost for Planning & Institutional Effectiveness	Office of Institutional Research and Assessment
Dr. Ruth Triplett	Professor, Sociology and Criminal Justice	College of Arts and Letters
Dr. Alok Verma	Professor, Engineering Technology	College of Engineering

QEP Team Membership Roster 2011-2012		
Member	Title	Academic Unit
Dr. Mona Danner (Chair)	Professor, Sociology and Criminal Justice	College of Arts and Letters
Dr. Amy Adcock	Associate Professor, STEM Education & Professional Studies	College of Education
Dr. Eric Anderson	Associate Professor, Economics	College of Business
Ms. Victoria Burke	Director of University Publications	University Publications
Mr. Andy Casiello	Associate Vice President for Distance Learning	Distance Learning and the Center for Learning and Teaching
Mr. Mike DeBowes	Director, Office of Student Conduct and Academic Integrity	Student Engagement and Enrollment Services
Dr. Jill Dustin	Associate Professor, Counseling & Human Services	College of Education
Ms. Susan Malandrino	Director of Marketing and Communications	University Relations
Ms. Lisa Mayes	Assistant Dean for Planning & Administration	Academic Enhancement
Ms. Megan Mize	Graduate Assistant, English	College of Arts and Letters
Dr. Sara Morris	Associate Professor, Business Management	College of Business
Ms. Jennifer Mullen Collins	Assistant Vice President for Marketing and Communications	Marketing and Communications
Dr. Joyce Neff	Professor, English	College of Arts and Letters
Dr. Tisha Paredes	Senior Research Associate for Assessment, Institutional Research & Assessment	Office of Institutional Research and Assessment
Ms. Ann Pettingill	Associate University Librarian, Library Administration	University Library
Dr. Worth Pickering	Asst. VP, Institutional Research & Assessment	Office of Institutional Research and Assessment
Dr. Bryan Porter	Associate Professor, Psychology	College of Sciences
Dr. Scott Sechrist	Associate Professor, Medical Laboratory & Radiation Sciences	College of Health Sciences
Dr. Marty Sharpe	Vice Provost, Planning & Inst. Effectiveness, Institutional Research & Assessment	Office of Institutional Research and Assessment
Dr. Alok Verma	Professor, Engineering Technology	College of Engineering

2010-11

Research Committee

In spring 2011, the Research Committee was charged with outlining student learning outcomes specific to the QEP topic and developing ideas on engaging faculty.

Dr. Bryan Porter (chair), Psychology, QEP Team
Dr. Amy Adcock, STEM Education & Professional Studies, QEP Team
Dr. Ali Ardalan, College of Business and Public Administration
Dr. Ivan Ash, Psychology
Dr. Mona Danner, Sociology & Criminal Justice, QEP Team
Dr. Tisha Paredes, Institutional Research & Assessment, QEP Team
Ms. Ann Pettingill, Library, QEP Team
Dr. Worth Pickering, Institutional Research & Assessment, QEP Team
Dr. Charles Sukenik, Physics
Dr. Martha Walker, Physical Therapy

Writing Committee

In spring 2011, the Writing Committee was charged with investigating the role of writing in supporting the student learning outcomes (SLOs) that had been agreed upon by the QEP Team.

Dr. Joyce Neff (chair), English, QEP Team
Dr. Mohamad Alkadry, Urban Studies & Public Administration, QEP Team
Ms. Debbie Bauman, College of Health Sciences
Dr. Mona Danner, Sociology & Criminal Justice, QEP Team
Dr. Gianluca De Leo, Medical Laboratory & Radiation Sciences
Dr. Gail Dickinson, Teaching and Learning
Dr. Jill Dustin, Counseling and Human Services, QEP Team
Dr. Jane Hager, Educational Curriculum and Instruction (retired)
Dr. Doug Mills, Biological Sciences
Dr. Moustafa Moustafa, Engineering Technology
Mr. Matt Oliver, English
Dr. Worth Pickering, Institutional Research & Assessment, QEP Team
Dr. Scott Sechrist, Medical Laboratory & Radiation Sciences, QEP Team
Dr. Doug Ziegenfuss, Accounting

2011-12

Action Project Proposal Committee

The charge of the subcommittee was to develop a form that would be used by Academic programs and individual faculty to propose an activity or plan that would improve student learning as defined by the QEP. (see Appendix C)

Dr. Bryan Porter (co-chair), Psychology, QEP Team

Dr. Alok Verma (co-chair), Engineering Technology, QEP Team

Ms. Victoria Burke, University Publications, QEP Team

Assessment Committee

The purpose for the Assessment Committee was to develop the assessment plan for the QEP, specifically focusing on the development and testing of the QEP Writing Rubric used to evaluate student artifacts.

Dr. Worth Pickering (Chair), Institutional Research & Assessment, QEP Team

Dr. Amy Adcock, STEM Education & Professional Studies, QEP Team

Dr. Karen Karlowicz, Nursing

Dr. Kathleen Levingston, Counseling and Human Services

Mr. Jeb Midyette, Academic Skills

Dr. Doug Mills, Biological Sciences

Dr. Joyce Neff, English, QEP Team

Dr. Tisha Paredes, Institutional Research & Assessment, QEP Team

Dr. Scott Sechrist, Medical Laboratory & Radiation Sciences, QEP Team

Dr. Greg Selby, Mechanical and Aerospace Engineering

Dr. Doug Zigenfuss, Accounting

Budget Committee

The Budget Committee researched comparable institutions' QEP budget items, created a 5-year ODU QEP budget plan, and presented the plan to senior administration.

Ms. Ann Pettingill (chair), University Libraries, QEP Team

Mr. Jim Duffy, Budget Office

Ms. Morel Fry, University Libraries, QEP Team

Dr. Mona Danner, Sociology & Criminal Justice, QEP Team

Dr. Worth Pickering, Institutional Research & Assessment, QEP Team

ePortfolio Committee

The charge of the subcommittee was to investigate ePortfolio systems and select one that meets the needs of ODU.

Dr. Worth Pickering (co-chair), Institutional Research & Assessment, QEP Team

Mr. Rusty Waterfield (co-chair), Computing and Communications Services

Mr. Ashraf Amrou, Computing and Communications Services

Ms. Laura Czerniak, Career Management Center

Dr. Scott Harrison, Student Engagement and Enrollment Services

Ms. Grace Little, Computing and Communications Services

Ms. Megan Mize, English

Mr. Matt Oliver, English

Dr. Terrell Perry, Institutional Research & Assessment

Dr. Scott Sechrist, Medical Laboratory & Radiation Sciences, QEP Team

Dr. Jackie Sharpe, School of Community and Environmental Health

Dr. Loreta Ulmer, Center for Learning and Teaching

Marketing Committee

The purpose of the Marketing Committee was to create a strategic approach for raising awareness of the QEP.

Mr. Mike DeBowes (co-chair), Student Conduct & Academic Integrity, QEP Team
Dr. Scott Sechrist (co-chair), Medical Laboratory & Radiation Sciences, QEP Team
Ms. Victoria Burke, University Publications, QEP Team
Ms. Susan Malandrino, University Relations, QEP Team
Ms. Lisa Mayes, Academic Enhancement, QEP Team
Ms. Jennifer Mullen Collins, Marketing & Communications, QEP Team

QEP Director Committee

The charge of the QEP Director Committee was to research job descriptions for similar positions, to develop job duties, qualifications, a position description, and advertisement for an ODU QEP Director. (see Appendix D)

Dr. Amy Adcock (co-chair), STEM Education & Professional Studies, QEP Team
Dr. Jill Dustin (co-chair), Counseling and Human Services, QEP Team
Ms. Ann Pettingill, University Libraries, QEP Team

QEP Document Writing Committee

The QEP Document Writing Committee was responsible for writing, vetting and preparing the QEP document for publication.

Dr. Mona Danner, Sociology and Criminal Justice, QEP Team
Dr. Worth Pickering, Institutional Research & Assessment, QEP Team
Dr. Tisha Paredes, Institutional Research & Assessment, QEP Team
Ms. Ann Pettingill, University Libraries, QEP Team

Faculty Workshop Committee

The Faculty Workshop Committee's goal was to design faculty workshops on improving learning through writing so that faculty can implement the QEP principles and student learning outcomes in upper-division courses they teach in the major. (see Appendix B).

Dr. Joyce Neff (chair), English, QEP Team
Dr. Amy Adcock, STEM Education & Professional Studies, QEP Team
Dr. Karen Karlowicz, Nursing
Dr. Shelley Rodrigo, English

Conferences Attended by QEP Team Members

QEP Team members attended several conferences and presentations focused on the QEP process and ODU's QEP topic:

- 2010 SACSCOC Institute on Quality Enhancement and Accreditation (August 2010)
- 2010 SACSCOC Annual Meeting (December 2010)
- AAEEBL: Association for Authentic, Experiential and Evidence Based Learning Conference (July 2011)
- The 14th Spilman Symposium on Issues in Teaching Writing - *The Reflective Learner: Exploring Multimodal Assignments and ePortfolios in Teaching Writing* (October 2011)
- 2011 SACSCOC Annual Meeting (December 2011)

Appendix A2. QEP Events

Public Presentations, Meetings and Events to Select the QEP Topic		
Meeting / Event	Department / Unit	Date
Sciences Dean's Meeting	College of Sciences Department Chairs, Associate Deans and Dean	August 11, 2010
President's Administrative Leadership Retreat	ODU Administrative Leaders	August 12, 2010
Arts and Letters Chair's Meeting	College of Arts and Letters Department Chairs, Associate Deans and Dean	August 16, 2010
President's State of University Address	ODU Community	August 24, 2010
Arts and Letters State of College Address	College of Arts and Letters Faculty	August 26, 2010
Education State of College Address	College of Education Faculty	August 26, 2010
New Faculty Orientation	New ODU Faculty and Administrators	August 27, 2010
Health Sciences Retreat	College of Health Sciences Faculty	August 30, 2010
Health Sciences State of College Address	College of Health Sciences Faculty	August 30, 2010
Sciences State of College Address	College of Sciences Faculty	August 30, 2010
Business State of College Address	College of Business and Public Administration Faculty	August 31, 2010
Engineering State of College Address	College of Engineering and Technology Faculty	August 31, 2010
Business and Public Administration Luncheon	College of Business and Public Administration Faculty	September 7, 2010
Engineering and Technology Social	College of Engineering and Technology Faculty	September 8, 2010
Dean of Student's Leadership Council (DSLCL)	ODU Student Leadership	September 8, 2010
Learning Commons Meeting	Learning Commons Committee	September 8, 2010
Main Street	ODU Students	September 9, 2010
Arts and Letters Social	College of Arts and Letters Faculty	September 10, 2010
Higher Education Centers Social	Faculty and Staff at regional centers	September 10, 2010
Education and Health Sciences Luncheon	College of Education Faculty / College of Health Sciences Faculty	September 13, 2010
Sciences Social	College of Sciences Faculty	September 14, 2010
University Libraries Social	Library staff	September 14, 2010
Student Government Association	ODU student representatives	September 14, 2010
Academic Enhancement / Student Engagement & Enrollment Services Social	Administrative Staff for AE and SEES	September 15, 2010
Board of Visitor's Presentation	ODU's Board of Visitors	September 16, 2010
Open Forum	ODU Community	September 24, 2010

Public Presentations, Meetings and Events to Develop the QEP Topic		
Meeting / Event	Department / Unit	Date
Celebration and Conversations	ODU Community	January 21 & 27, 2011
President's Administrative Leadership Retreat	Old Dominion University Administrative Leaders	August 11, 2011
College of Arts and Letters Chairs and Directors Retreat	College of Arts and Letters Chairs and Directors	August 17, 2011
College of Sciences Chairs Retreat	College of Sciences Chairs	August 17, 2011
President's State of University Address	Old Dominion University Community	August 23, 2011
Arts and Letters State of College Address	College of Arts and Letters Faculty	August 23, 2011
College of Business and Public Administration State of College Address	College of Business and Public Administration Faculty	August 23, 2011
Education State of College Address	College of Education Faculty	August 24, 2011
Health Sciences State of College Address	College of Health Sciences Faculty	August 31, 2011
Student Government Association	Student Government Leaders	September 6, 2011
Department of English Chair's meeting	Department of English	September 8, 2011
Sciences State of College Address	College of Sciences Faculty	September 8, 2011
Engineering State of College Address	College of Engineering and Technology Faculty	September 9, 2011
College of Health Sciences Retreat	College of Health Sciences Chairs and Faculty	September 9, 2011
Celebration and Conversations	ODU Community	September 27 & 29, 2011
Dean of Student's Leadership Council (DSLCC) and Student Government Association	ODU Student Leadership and student representatives	October 19, 2011
Jingle Bell 5K Run/Walk for Arthritis	Team ODU-QEP – 38 member team collected \$1,785 for arthritis research, public health efforts and public policy initiatives http://www.odu.edu/ao/ia/insideodu/20111219/topstory4.html	December 3, 2011

Appendix B. Faculty Workshop Plan

Faculty Workshop Objectives

Participants in the workshops will:

- Explore connections between writing and learning in upper-division undergraduate courses in their disciplines
- Design assignments that meet course objectives and help students produce documents that meet the student learning outcomes. The QEP student learning outcomes are that students will be able to produce documents that:
 - Clearly state a focused problem, question, or topic appropriate for the purpose of the task
 - Identify relevant knowledge and credible sources
 - Synthesize information and multiple viewpoints related to the problem, question, or topic
 - Apply appropriate research methods or theoretical framework to the problem, question, or topic
 - Formulate conclusions that are logically tied to inquiry findings and consider applications, limitations, and implications, and
 - Reflect on or evaluate what was learned.
- Implement best practices and creative pedagogies that promote upper-division undergraduate disciplinary writing
- Develop strategies for responding to written work which are helpful to students and not overly burdensome for faculty, and
- Strengthen their teaching and learning conversations and collaborations.

Workshop Requirements

Participants will:

- Participate in all workshop sessions
- Complete all workshop assignments
 - Assignments based on write-to-learn principles
 - Directions for a formal assignment (with full context and evaluative criteria)
 - A syllabus (for a course to be taught in the upcoming academic year) that incorporates material from the workshop
 - A proposal for how they will share what they have learned in the workshop
- Submit student writing samples from the semester prior to their workshop for use in assessment
- Require that students upload artifacts to the learning management system (LMS) for use in assessment
- Participate in at least three of five gatherings of workshop participants over the following year to discuss their experiences using best practices in their courses
- Complete assessments as follows:
 - Pre-treatment at beginning of first workshop: Consortium for the Study of Writing in College (CSWC) questions for faculty
 - Post-treatment annually: CSWC questions for faculty
 - Pre-treatment at beginning of first workshop: Syllabi with writing assignment instructions
 - Post-treatment annually: Syllabi with writing assignment instructions

QEP Workshop Series Structure

Workshop 1: January 20, 2012

Participants are to bring: laptop, syllabus (w/weekly schedule)

- 8:30-9:00am: Breakfast & Chatting
- 9:00-9:20am: Overview of the QEP [Mona]--focus on why QEP is offering the workshops. What do you get out of it?
 - Workshop Objectives
- 9:20-25am: Assign first Class Notes/Minutes person [Shelley]
- 9:25-55am: Speed Chat: talk to someone you don't know, take a few notes and then introduce them [directions on HANDOUT] (Karen)
 - Interview Questions (guided notetaking/cards w/questions):
 - Name, Department, 300/400 level class you teach
 - What you hope to get from workshop
- 9:55-10:10am: Facilitators Introductions & Overview [all facilitators] (collate goals) (Joyce)
- 10:10-10:25am: Break
- 10:25-11:25am: What is Learning? Definitions of Learning [Amy]
 - 1 minute paper: What is learning?
 - Types of Learning (help put writing components w/in the correct context and relationship w/ other class learning activities)
 - 1 minute revision: What is learning?
- 11:25am-12:00pm-Learning Through Writing [Joyce]
 - History & Theory
- 12:00-1:00pm: Lunch (Scott Sechrist, guest speaker)
- 1:00-2:45pm: Low-Stakes Writing-to-Learn Workshop [Joyce]
 - Defining Low Stakes Writing in Terms of QEP SLOs
 - Designing Low-stakes Writing-to-Learn Exercises
 - Completing participants' exercises
 - Reflecting on learning
- 2:45pm: Wrap-Up, Homework, Ticket Out
 - electronic reflection [Shelley]
 - Homework:
 - reading: TBA
 - doing: try to implement a low-stakes writing activity
 - bring: detailed "major paper" assignment prompt if you have one

Workshop 2: February 10, 2012

- 8:30-9:00am: Breakfast & Chatting
- 9:00-9:20am: Freewrite: How did implementation go? (if not, why not?)
- 9:20am: How to Assign Writing When Writing is Hard to Do [Karen]
 - (20-30 minutes) group work/presentation: what are the challenges & how are you already solving the problems
 - examples of how to address
 - include a break...
- 11:20am: Guest Speaker

- 12:00-1pm: Lunch (Library Promo – Anne Pettingill)
- 1:00-2:45pm: How to Design/Construct a Formal/Research Assignment in light of the QEP SLOs [Shelley]
 - guidelines to help/guide thinking
 - scaffolding, due dates along the way
 - objectives as well as how to motivate students to do the assignment
 - alternative assignments: big paper vs. multiple mini papers
 - attach to QEP Writing Rubric
- 2:45pm: Wrap-Up, Homework, Ticket Out
 - wrap up – electronic – Shelley (same as day 1)
 - Homework –identify and post to Bb a writing sample specific to your discipline; look for an article on writing in your discipline and bring the abstract

Workshop 3: February 24, 2012

- 8:30-9:00am: Breakfast & Chatting
- 9:00am: Writing/Welcome
- 9:20am: That's not how WE do it: writing in the disciplines [Amy]
 - include break
- 11:20am: Guest Presenters as a panel (writing/research different disciplines)
 - What are the genres in your field? How did you learn them? How do you teach them?
- 12:00-1:00pm: Lunch (CLT Promo)
- 1:00-2:45pm:
 - workshop Write-to-Learn activities
 - continue developing your formal writing assignment
- 2:45pm: Wrap-Up, Homework, Ticket Out

Workshop 4: March 16, 2012

- 8:30-9:00am: Breakfast & Chatting
- 9:00am: Case Activity: short project w/different scenarios of what they have to help grade
- 9:20am: Throw Me a Lifeline: Managing and Grading Written Work Using the QEP Writing Rubric [Joyce & Karen]
- 11:20am: Guest Presenter (potentially panel sharing how)
- 12:00-1:00pm (Writing Center Promo)
- 1:00-2:45:
 - workshop formal writing assignment
 - continue developing rubrics
- 2:45pm: Wrap-Up, Homework, Ticket Out

Workshop 5: March 30, 2012

- 8:30-9:00am: Breakfast & Chatting
- 9:00am: Does It Have to Be a 20-page Paper? Alternatives to traditional term/research papers [Shelley]
- 12:00-1:00pm (QEP Action Project Promo)
- 1:00-2:45: presentations/digital poster session
- 2:45pm: Wrap-Up, Summative Workshop Assessment

Appendix C. Request for Action Project Proposals

Old Dominion University Quality Enhancement Plan *Improving Disciplinary Writing* Request for Action Project Proposals

Application Deadline: February 1 for following academic year deployment

I. INTRODUCTION

Faculty representing academic programs are invited to submit proposals for funding to support *Improving Disciplinary Writing* Action Projects. Old Dominion University's Quality Enhancement Plan (QEP) is intended to improve upper-division undergraduate students' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue. Writing is a critical skill that goes beyond demonstrating proficiency with the mechanics and structure of writing per se. Writing is a means to communicate what has been learned.

All Action Project Proposals must focus on improving upper-division undergraduate students' disciplinary writing. As a result of Action Project initiatives, students will be able to produce written documents that demonstrate these six Student Learning Outcomes (SLOs) as measured by the QEP Writing Rubric (found at www.odu.edu/qep). That is, students will be able to:

- Clearly state a focused problem, question, or topic appropriate for the purpose of the task
- Identify relevant knowledge and credible sources
- Synthesize information and multiple viewpoints related to the problem, question, or topic
- Apply appropriate research methods or theoretical framework to the problem, question, or topic
- Formulate conclusions that are logically tied to inquiry findings and consider applications, limitations, and implications, and
- Reflect on or evaluate what was learned.

II. PROGRAM DESCRIPTION

Funding is available for program activities related to the QEP's goal of engaging upper-division undergraduate students in disciplinary writing that demonstrates a reasoning process supported by research and reflection on the problem, topic or issue being studied. For example, programs might submit Action Projects to seek funds that could:

- Allow a few faculty members to attend a conference related to writing in their discipline, share what was learned with the other faculty in the program, and then plan a strategy to implement the best practices for disciplinary writing throughout their courses
- Invite a nationally known expert in their discipline to offer a workshop for faculty on writing, and then implement the best practices for teaching and assessing writing in their discipline throughout their upper-division courses
- Provide resources for a faculty member to improve the writing in a particular course as a pilot test with the commitment of the program faculty to implement what was learned in other courses in the program

- Provide resources for a course release for a faculty member to undertake the responsibility to design a series of writing assignments that will be deployed across the program's curriculum to improve disciplinary writing. As Beaufort notes in *College Writing and Beyond* (2007:153) notes, students are best served by "sequential, developmentally-sound writing instruction that extend[s] across courses in a major"
- Develop a capstone course for their major that uses writing extensively

In all cases, the goal remains: to improve upper-division undergraduate disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic, or issue. Academic programs impart knowledge through courses and so the focus is ultimately on the teaching and assessing of writing within courses. Academic program faculty know what the issues are within their own programs in terms of what is lacking, and they have the best sense of what is needed to improve upper-division undergraduate disciplinary writing within their specific program as a whole. The Action Project process provides the flexibility for them to design a strategy and request the funds needed to implement a plan to improve disciplinary writing in their programs.

Academic programs are encouraged to refer to the High Impact Practices (HIPs) identified by the Association of American Colleges and Universities (AAC&U) that have been demonstrated to enhance student engagement in learning (www.aacu.org/leap/hip.cfm). AAC&U identified ten HIPs but those most pertinent to the QEP and work with upper-division students are:

- Writing Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Internships
- Capstone Courses and Projects

All proposals must result in student writing from one or more upper-division undergraduate courses that will be uploaded into an electronic repository within one semester of proposal completion for assessment by the QEP Office using the QEP Writing Rubric.

III. ELIGIBILITY AND AWARD INFORMATION

Full-time faculty members, as individuals or teams, are eligible to apply as Principal Investigators (PIs) or Co-Investigators (Co-Is). All academic programs are eligible to apply and multidisciplinary proposals are welcome.

Proposals will be reviewed by the QEP Advisory Board. Action Project award decisions will be based on the quality and impact that the proposal will make towards the overall goal of improving upper-division undergraduate students' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue.

The number and size of awards will depend on the quality of the proposals received. The award range is expected to be between \$2,000 and \$20,000 per project. Programs are expected to apply for different amounts depending on the scope of the project in which they plan to engage.

Project length will generally be from three months to one year; multi-year projects will not be eligible initially, but may be reconsidered as the QEP progresses. Faculty submitting Action

Projects for their programs may have, but are not required to have participated in the Faculty Workshops.

IV. PROPOSAL PREPARATION AND SUBMISSION INSTRUCTIONS

As you prepare for the proposal consider the questions listed below.

1. What are the strategies you will be adopting to improve upper-division undergraduate students' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue?
2. How will these strategies improve the Student Learning Outcomes (SLOs)?
3. How do you plan to evaluate the impact of the strategies in your department?
4. Are there other faculty in your department, college, or other colleges who may benefit from collaboration on this project, or upon whom this project will have an impact?
5. Will the project's impact be sustainable?
6. What is your timeline from award through evaluation plan? Is it reasonable to accomplish your goals?

A. Proposal Preparation Instructions

Proposals are limited to 7 pages. Templates for applications will be available online at www.odu.edu/qep.

In addition to describing the proposed activities, the proposal should address, with as much detail as possible, the following key issues:

- A statement about the need to improve upper-division undergraduate students' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue – in your academic program.
- A statement of the overall vision that underlies the management and implementation plan.
- The specific strategies to be used during the grant period to develop or discover strategies to improve upper-division undergraduate students' disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue – and the rationales for these efforts.
- An evaluation plan that outlines the methods that will help determine how benchmarks are met, for example how strategies were effectively implemented (process), the impact they made on student learning (i.e., initial assessments of how writing influenced learning; outcome), and how specific strategies may be altered in the future to enhance effectiveness. This plan should incorporate the QEP Writing Rubric (found at www.odu.edu/qep).
- A clear statement of which of the proposed activities, if successful, would be expected to be institutionalized by the end of the grant period and which of the proposed activities, if successful, would require further sources of support in order to be continued.
- A timeline for implementation and evaluation.
- All proposals must result in student writing from one or more upper-division undergraduate courses that will be uploaded into an electronic repository within one semester of proposal completion for assessment by the QEP Office using the QEP Writing Rubric. All proposals must include an explanation of how this will be done; that is, in which courses this will occur. This assessment is independent of a student's course grade.

- Faculty involved in the Action Projects should be willing to participate in confidential surveys for assessment purposes.

B. Budgetary Information

The award range is expected to be between \$2,000 and \$20,000 per project. Programs are expected to apply for different amounts depending on the scope of the project in which they plan to engage. Grant duration is expected to be 3 months to 1 year depending upon the scope of the project.

A one page budget with line items and justifications is required. Requested items must be necessary to address the goal. Allowable budget items include, for example, faculty release time, graduate student support, travel cost for faculty to attend conferences or bring experts to ODU, and supplies.

In addition to funds requested, indicate any matching funds the applicant's department or program is willing to contribute. Matching funds are not required for submitting a proposal, however the sustainability of the activities is important (i.e, once QEP funding ends, is there the possibility for the department to have built effective activities into its standard procedures?). Matching funds, of any amount, help demonstrate a commitment to sustainability.

C. Due Dates: Full Proposal Deadline(s) (Due by 5 p.m.):

February 1, 2013 and each February 1 thereafter

Applications must be submitted to the QEP Director at QEP@odu.edu

Award notifications will be made by March 1. The start date will be July 1, with an end date of June 30. Final Reports will be due by August 1.

V. OUTCOMES and REPORTING REQUIREMENTS

The lessons learned by Action Project grant recipients will be shared as an important step in fostering a campus-wide dialog on upper-division undergraduate disciplinary writing. The Final Reports will be published on the QEP website as a resource for the campus community.

All proposals must result in student writing from one or more upper-division undergraduate courses that will be uploaded into an electronic repository within one semester of proposal completion for assessment by the QEP Office using the QEP Writing Rubric. (This is best accomplished by including this in the course requirements.)

Principal Investigators (PIs) will submit a final report that provides sufficient documentation of all activities to allow readers to replicate the activities in their home departments. Appendices are encouraged to provide example activities, papers, surveys, and the like that may have been used to implement and/or evaluate the plan deployed.

VI. CONTACTS

Please see www.odu.edu/QEP for any updates. General inquiries regarding this program should be made to the QEP Director at qep@odu.edu

Appendix D. QEP Director Position Description

The QEP Director is a fulltime administrative faculty position. An administrative faculty person or faculty member with administrative experience, will be hired as the fulltime Director to lead and manage the implementation of ODU's QEP, *Improving Disciplinary Writing*. The QEP Director will:

- Establish and lead the QEP Office.
- Provide leadership to the implementation of faculty initiatives related to the Quality Enhancement Plan (QEP) for improving student learning through writing, including implementation of faculty training initiatives, management of proposal processes, implementation of communications programs, and development of SACS and university reporting.
- Manage QEP operations, including budget management and monitoring, purchasing, invoice management, data compilation and analysis, and reporting.
- Coordinate development and implementation of QEP programs and planning with appropriate University offices, including the QEP Advisory Board, Vice Provost for Faculty and Program Development, College Deans, Center for Learning and Teaching, the Higher Education Centers, Distance Learning and other appropriate offices.
- Collaborate with the Office of Institutional Research and Assessment to oversee assessment efforts related to the QEP.
- Collaborate with OCCS and other campus partners in the selection, marketing, implementation and use of any new Learning Management and ePortfolio systems.
- Hire, supervise, and train the Graduate Assistant and additional staff who may be allocated in the future.
- Coordinate, administer, and oversee the development and management of Action Project submission, selection, and implementation processes. Collaborate with the QEP Advisory Board to select Action Projects.
- Manage marketing and public relations programs according to University design and other guidelines, including overseeing development, production and distribution of public relations products in collaboration with the Office of University Advancement. Oversee maintenance of website, identification and tracking of appropriate marketing opportunities, implementation of public awareness campaigns, and similar work.
- Develop and provide information and resources for faculty initiatives for the QEP, through web page, print, and oral communication programs.

Required Skills:

- Master's degree or equivalent
- Background in faculty development/engagement and/or Experience with Writing Across the Curriculum / Writing in the Discipline programs; composition or writing studies; English and/or Education
- Ability to manage projects, staff, and resources
- Proficiency with Microsoft Office suite and Learning Management Systems
- Effective communication skills
- Effective organizational skills
- Extensive work experience in higher education

Desired Skills:

- Ph.D. or Ed.D. preferred
- Familiarity with protocol and procedures related to SACS
- Assessment experience
- Proficiency with ePortfolio programs
- Experience with writing program administration
- Experience managing budget issues
- Experience working with university faculty
- Familiarity with grant writing and administration
- Supervisory experience
- Experience as a tenured or tenure track faculty member within her/his discipline

Appendix E. NSSE Consortium for the Study of Writing in College Questions

Supplemental Questions

1. During the current school year, for how many of your writing assignments have you done each of the following?
[all assignments / most assignments / some assignments / few assignments / no assignments]
 - 1A. Brainstormed (listed ideas, mapped concepts, prepared an outline, etc.) to develop your ideas before you started drafting your assignment
 - 1B. Talked with your instructor to develop your ideas before you started drafting your assignment
 - 1C. Talked to your classmate, friend, or family member to develop your ideas before you started drafting your assignment
 - 1D. Received feedback from your instructor about a draft before turning in your final assignment
 - 1E. Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment
 - 1F. Visited a campus-based writing or tutoring center to get help with your writing assignment before turning it in
 - 1G. Used an online tutoring service to get help with your writing assignment before turning it in
 - 1H. Proofread your final draft for errors before turning it in

2. During the current school year, in how many of your writing assignments did you:
[all assignments / most assignments / some assignments / few assignments / no assignments]
 - 2A. Narrate or describe one of your own experiences
 - 2B. Summarize something you read, such as articles, books, or online publications
 - 2C. Analyze or evaluate something you read, researched, or observed
 - 2D. Describe your methods or findings related to data you collected in lab or fieldwork, a survey project, etc.
 - 2E. Argue a position using evidence or reasoning
 - 2F. Explain in writing the meaning of numerical or statistical data
 - 2G. Write in the style and format of a specific field (engineering, history, psychology, etc.)
 - 2H. Include drawings, tables, photos, screen shots, or other visual content into your written assignment
 - 2I. Create the project with multimedia (web page, poster, slide presentation such as PowerPoint, etc.)

3. During the current school year, for how many of your writing assignments has your instructor done each of the following?
[all assignments / most assignments / some assignments / few assignments / no assignments]
 - 3A. Provided clear instructions describing what he or she wanted you to do
 - 3B. Explained in advance what he or she wanted you to learn
 - 3C. Explained in advance the criteria he or she would use to grade your assignment
 - 3D. Provided a sample of a completed assignment written by the instructor or a student
 - 3E. Asked you to do short pieces of writing that he or she did not grade
 - 3F. Asked you to give feedback to a classmate about a draft or outline the classmate had written

- 3G.** Asked you to write with classmates to complete a group project
- 3H.** Asked you to address a real or imagined audience such as your classmates, a politician, non-experts, etc.

- 4.** Which of the following have you done or do you plan to do before you graduate from your institution?

[Done / Plan to do / Do not plan to do / Have not decided]

- 4A.** Prepare a portfolio that collects written work from more than one class
- 4B.** Submit work you wrote or co-wrote to a student or professional publication (magazine, journal, newspaper, collection of student work, etc.)

NSSE Core Survey Writing Questions (5 questions)

- 1. In your experience at your institution during the current school year, about how often have you done each of the following?

[Very often / Often / Sometimes / Never]

- 1A.** Prepared two or more drafts of a paper or assignment
- 1B.** Worked on a paper or project that required integrating ideas or information from various sources

- 2. During the current school year, about how much reading and writing have you done?

[none / 1-4 / 5-10 / 11-20 / >20]

- 2A.** Number of written papers or reports 20 pages or more
- 2B.** Number of written papers or reports between 5 and 19 pages
- 2C.** Number of written papers on reports fewer than 5

The CSWC questions contained in the NSSE can be found at: National Study of Student Engagement (NSSE). 2010. *Consortium for the Study of Writing in College: 2010 Consortium Codebook*.

http://nsse.iub.edu/2010_Institutional_Report/pdf/NSSE%202010%20Consortium63_SWC%20Codebook.pdf (retrieved January 20, 2012).

Appendix F. FSSE Consortium for the Study of Writing in College Questions

Supplemental Questions

1. Do you include writing assignments (as described above) in your selected course section?
[All remaining questions are asked only of respondents who answered “Yes” to this question.]
2. For how many writing assignments was it encouraged or required to:
[all assignments / most assignments / some assignments / few assignments / no assignments]
 - 2A. Brainstorm (list ideas, map concepts, prepare an outline, etc.) to develop ideas before they started drafting the assignment
 - 2B. Talk with you to develop ideas before they started drafting the assignment
 - 2C. Visit a campus-based writing or tutoring center to get help with the writing assignment before turning it in
 - 2E. Use an online tutoring service to get help with a writing assignment before turning it in
 - 2F. Proofread their final draft for errors before turning it in
3. How many writing assignments asked students to:
[all assignments / most assignments / some assignments / few assignments / no assignments]
 - 3A. Narrate or describe one of their own experiences
 - 3B. Summarize something they read, such as articles, books, or online publications
 - 3C. Analyze or evaluate something they read, researched, or observed
 - 3D. Describe their methods or findings related to data they collected in lab or fieldwork, a survey project, etc.
 - 3E. Argue a position using evidence and reasoning
 - 3F. Explain in writing the meaning of numerical or statistical data
 - 3G. Write in the style and format of a specific field (engineering, history, psychology, etc.)
 - 3H. Include drawings, tables, photos, screen shots, or other visual content in a written assignment
 - 3I. Create a project with multimedia (web page, poster, slide presentation such as PowerPoint, etc.)
4. For how many writing assignments did you:
[all assignments / most assignments / some assignments / few assignments / no assignments]
 - 4A. Provide clear instructions describing what you wanted your students to do
 - 4B. Explain in advance what you wanted your students to learn
 - 4C. Explain in advance the criteria you would use to grade the assignment
 - 4D. Help your students understand your assignment and grading criteria by providing a sample of a completed assignment
 - 4E. Require students to give feedback to one of another about drafts or outlines they had written
 - 4F. Provide feedback to students on a draft before they turned in their final assignment
 - 4G. Ask students to complete a group writing project
 - 4H. Ask students to address a real or imagined audience such as their classmates, a politician, non-expert, etc.

FSSE Core Survey Writing Questions (5 questions)

1. In your selected course section, about how much reading and writing do you assign students?
[none / 1 / 2-3 / 4-6 / more than 6]
 - 1A.** Number of written papers or reports of 20 pages or more
 - 1B.** Number of written papers or reports between 5 and 19 pages
 - 1C.** Number of written papers or reports of fewer than 5 pages

2. In your selected course section, how important to you is it that your students do the following?
[very important / important / somewhat important / not important]
 - 2A.** Prepare two or more drafts of a paper or assignment before turning it in
 - 2B.** Work on a paper or project that requires integrating ideas or information from various sources

The CSWC questions contained in the FSSE can be found at: Anderson, Paul, Chris Anson, Bob Gonyea and Charles Paine. N.d. "The Partnership for the Study of Writing in College." Unpublished manuscript. <http://www.units.muohio.edu/writingcenter/NSSE-FSSE%20Handout%20OFFICIAL%20MAY%2018%202010.pdf> (retrieved December 2, 2011).



OLD DOMINION UNIVERSITY

5115 Hampton Boulevard

Norfolk, VA 23529

757-683-3000

www.odu.edu