

Quality Enhancement Plan Update  
2-26-2013

1. Last month, the Chancellor circulated an announcement about and a link to a full draft of the QEP. Based on responses to that draft, members of the QEP Steering Committee made revisions and submitted the final document to our onsite SACS review team. The full, final draft can be downloaded from the QEP website: [www.ecu.edu/qep](http://www.ecu.edu/qep)
2. Our onsite SACS visit will take place April 2-4. A good portion of time that the team is here will be spent talking with people who have been involved in the identification of our QEP topic, the development of our QEP document, and the preparations being made for the implementation of the QEP. They will also want to talk with students about writing and writing instruction at ECU.
3. Official QEP implementation will begin, assuming that all goes well with the onsite review, in fall 2013.
4. Many things are happening this academic year to ensure that we have a smooth implementation in our three action areas: Curriculum Enhancement, Faculty Support, and Student Support:

Highlights from Curriculum Enhancement Action Area

- 1) **The course proposal for English 2201: Writing About the Disciplines** is making its way through the curriculum approval process. It has received approval at the departmental and college level, and, recently was approved by the WAC Committee and the Foundations Curriculum and Instructional Effectiveness Committee. The University Curriculum Committee is scheduled to review the proposal on March 21.

**What is English 2201: Writing about the Disciplines?**

- The vast majority of students take it in their sophomore year
- The course serves as place to reinforce and remind students of what was covered in English 1100
- The course is central to QEP efforts to bridge the gap between general analytical, expository, and research-based academic writing (English 1100) and discipline-specific reading, researching, and writing skills in upper-level, major specific courses.
- Course would go into effect with the incoming class of fall 2014, thus the class will be widely offered for the first time in the fall of 2015.
- During AY 2013-2014 and AY 2014-2015, prior to the full implementation of the course, the QEP team and the English department will work with departments and advisors to ensure that degree plans accommodate the new course and that offerings of



English 2201 are consistent with what students need to proceed through their degree programs in a timely manner.

Highlights from Student Support Action Area

1) **Construction of new University Writing Center/University Writing Program/QEP Space**

- Target completion date March 15
- Open House/Launch Week fall 2013
- More consultants will be hired—expanded hours and more appointments

2) **Training of Students to serve as Writing Mentors**

- Writing Mentors—embedded writing tutors in WI courses
- These mentors will have completed a 3-hr. course in the English Department—they are enrolled in it now. It's taught by Dr. Nikki Caswell, the Director of University Writing Center.

Highlights from Faculty Support Action Area

1) **QEP Writing Liaisons Meetings—**

- Writing Liaisons are faculty from programs across campus who serve as nodes of communication about writing and support for writing instruction between their programs and the QEP leadership team
- Liaisons met twice last semester and have, so far, met twice this semester, discussing, among other things
  - Characteristics of writing assignments in different disciplines/programs
  - Characteristics of effective writing in different disciplines/programs
  - The QEP draft, focusing on the "Actions to be Implemented" and the "Assessment" plan

5. In addition to the groundwork being completed this semester/academic year, I want to mention important preparatory work being done for the **assessment** of the QEP.

- The 5 QEP Student Learning Outcomes are things we want our undergraduates to be able to do in terms of writing by the time they have completed their undergraduate degrees. In order to see how much of an impact QEP initiatives might have on student writing, we are gathering writing samples from WI courses across the curriculum this academic year and next academic year to serve as "baseline" data, or pre-QEP actions data.



- If you are teaching a WI course at the 3000 or 4000 level, you should have received an email from me asking for your help in gathering writing samples from students in your class. I will send a reminder/second request shortly after Spring Break, and a final reminder just before the end of classes.
- I encourage those of you teaching these upper-level WI courses to provide samples for this purpose and, if you are not teaching one of these courses, please encourage faculty in your program/department who do teach those upper-level WI courses to collect the samples as requested.