

Write on, Wildcats (Bethel University's QEP)

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January 24, 2018

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I Executive Summary

Bethel University, founded as a small seminary in 1842 by the Cumberland Presbyterian Church, has grown into a comprehensive master's degree institution with approximately 6,000 students enrolled in the fall of 2016 (Bethel University (I.E. Office), 2017, p. 24-25). Among these, about 750 were dual enrollment high school students, 250 were seeking associate's degrees, nearly 4,000 were seeking bachelor's degrees in 39 programs, and more than 1,100 students were seeking master's degrees in 14 programs.

Initially, it was envisioned that Bethel's QEP would apply to all student groups. However, as the plan developed, it was determined that the differences in the expected time of two years to complete associate's and master's degrees compared to the four to six years for the bachelor's programs would severely complicate the QEP implementation and assessment processes. Accordingly, in the summer of 2017, the scope of the new QEP was narrowed to include bachelor's degree students only.

The QEP Planning Committee's decision to focus on the improvement of student writing through a writing enrichment intervention emerged as the result of a process that involved input from members of the various Bethel constituencies, institutional research, and a review of the literature on best practices in improving student writing. This intervention will be considered a success if it produces a materially significant increase in the proportion of Bethel seniors who demonstrate writing proficiency as defined by five Student Learning Outcomes. Specifically, the student will:

1. create written works that are well-suited to the audience, purpose, and circumstances of each writing task.
2. create written works centered on a thesis or main idea and supporting content.
3. create well-structured and clearly written paragraphs.
4. determine when information is needed and locate and incorporate credible information in written work.
5. create written works that are grammatically correct; free of spelling errors; employ words in accordance with their dictionary definitions; and include consideration of audience, purpose, and the circumstances surrounding the writing task(s).

The faculty will develop and teach the new writing enrichment classes. To ensure the quality of these classes, it is expected that most faculty participating in this writing initiative will have attended workshops on the teaching and assessment of student writing. By the fall of the 2019-2020 academic year, the first sections of writing enrichment classes approved by the Writing Enrichment Review Committee will be offered by certified faculty. Additional classes will be introduced as the QEP matures so that, by the beginning of the 2021-2022 academic year, at least 80% of students entering as freshmen in the fall of 2018 or later will have successfully completed two writing enrichment classes before graduating. By the following year this figure will increase to at least 90%.

Student mastery of writing skills is to be directly assessed using Bethel's newly developed QEP writing rubric and the ETS HEIghtenTM Written Communication exam. Surveys of student and faculty perceptions of student writing proficiency will serve as indirect assessments.

Bethel's detailed QEP addresses a significant issue in student learning, supports Bethel's mission, core values, and Strategic Plan. It is evident that Bethel has the resources to initiate and sustain the plan.

II Process Used to Develop the QEP

Evidence of the involvement of all appropriate campus constituencies (*providing support for compliance with CS 3.3.2 includes a broad-based involvement of institutional constituencies in the development ... of the QEP*) (SACSCOC, 2011, p. 49)

The development of the QEP was divided into two main phases: 1) selection of the QEP topic, 2) design of a QEP that is focused on the chosen topic.

II.1 Topic Selection Process

Bethel's method of selecting its new QEP topic emerged from a process, begun in the summer of 2014, focused on the collection and analysis of data obtained from Bethel's Office of Institutional Research; the US Department of Education IPEDS data on admissions standards, retention, and graduation rates; the Educational Testing Service reports on student performance on the ETS Proficiency Profile; and surveys of faculty, students and alumni, and administration and staff on a wide range of topics including demographics and satisfaction with Bethel as an educational institution.

Analysis of survey results and Bethel students' performance on the ETS Proficiency Profile revealed that there was an opportunity to improve Bethel students' basic academic skills (reading, writing, and mathematics). Shortly thereafter, the QEP Planning Committee recommended writing as Bethel's new QEP topic. Analysis of a second survey administered to all full-time faculty (and some part-time faculty) in the university revealed that 90% of respondents reported that they could support writing as Bethel's new QEP topic. This choice of topic was then confirmed by Bethel's Board of Trustees at their June 2016 meeting.

It is asserted that the QEP Planning Committee, representing each of Bethel's colleges, played a central role during the process that led to our selection of Bethel's new QEP topic. Table A.1 lists the names of those who have taken part in the work of the Committee since April 2014. Table II.1 summarizes the actions taken during the topic selection process.

Table II.1: Topic Selection

When	Who	What
April 26, 2014	Core QEP Committee	Initiation of the development of the new QEP. It was agreed to begin with the acquisition of relevant data and information, including surveys of Bethel constituencies.
July 8, 2014	Core QEP Committee	Input was sought and obtained from members of the Committee for revisions of the newly designed QEP survey of faculty and student forms.
July 2014 – March 2015	QEP Director	Administered and analyzed QEP surveys of students and faculty.
March 19, 2015	QEP Committee	Discussion of QEP survey findings, information obtained from Bethel offices, and the US Department of Education. Recognized that Bethel's graduation rates should be increased and discussed negative factors affecting student success.
Spring and Summer 2015	QEP Director	Administered surveys to students, administration/staff, alumni, and the Board of Trustees.
August 2015	CAS QEP Representative	Reported on the development of the QEP presented to the College of Arts and Sciences Faculty during the August Faculty Workshop.
March 22, 2016	QEP Director	Formation of the QEP Planning Committee by expanding the Core QEP Committee to incorporate additional representatives from the Colleges of Arts and Sciences and the College of Health Sciences.
April 14, 2016 – May 5, 2016	Bethel University faculty	Participated in survey to determine support for “improving student writing” as Bethel’s new QEP topic.
April 26, 2016	QEP Planning Committee	Recommended “improving student writing” as Bethel’s new QEP topic.
June 2016	Bethel’s Board of Trustees	Approved “improving student writing” as Bethel’s new QEP topic.
August 2016	QEP Director	Reported selection of QEP topic to the faculty of the College of Arts and Sciences during the annual August Faculty Workshop.

II.2 Development of the Plan

Given selection of the QEP topic, attention shifted to developing the plan details. To this end, the QEP Planning Committee, consisting of staff, student representatives, and faculty members representing Bethel's three colleges (See Table A.1 on page 52), initiated an iterative process to identify appropriate Student Learning Outcomes (SLOs), to develop the details of an action plan supported by a literature search of best practices, and to formulate an acceptable plan to assess the effectiveness of the action plan. A qualified QEP director, to take up duties in January 2019 (reporting to Bethel's Compliance Officer), will guide the implementation of the plan according to a detailed timeline while adhering to budget constraints.

Table II.2: Developing the QEP

When	Who	What
Spring 2016	Members of the QEP Committee (Primarily Dr. Sabrina Chambers)	Initiation of literature review for a QEP on writing.
September 2016	QEP Planning Committee	The Committee is expanded by the addition of additional members of Bethel's constituencies.
September 2016	QEP Planning Committee	Compilation of lists of Student Learning Outcomes (SLOs) in writing that represent best practices followed at other institutions and professional organizations.
September-October 2016	Subcommittee of the QEP Planning Committee	Selected a list of six SLOs in writing to be presented for approval by the QEP Planning Committee.
November 2016	QEP Planning Committee	Approved the list of SLOs recommended by the SLO Subcommittee.
February 2017	QEP Planning Committee	Approved modification of the SLOs accepted in November 2016.
March 2017	QEP Planning Committee	Tentatively approved a set of Writing Rubrics.
March 2017	QEP Planning Committee	Tentatively approved a writing enrichment course strategy.
April 2017	QEP Planning Committee	Tentatively approved assessment plan.
July 2017	Summer QEP Committee, Dr. Barry Goldstein (SAC-SCOC Vice President)	Critiqued and offered suggestions for completing the QEP document.

When	Who	What
August 2017	Summer QEP Committee	Scope of QEP narrowed to bachelor's degree students only. Modifications of set of SLOs. Compensation for successful proposals for WE class specifications approved.
September 2017	QEP Committee	SLO 1 split into two SLOs. Adoption of Surveys of Student Engagement as indirect assessment. Job description and qualifications of QEP director approved.
	QEP Committee	Adjustments to implementation schedule reviewed and approved. Review of revised budget. Discussion of assessment logistics.
October 2017	QEP Committee	
	QEP Committee English Faculty	Adjustments made to SLO 5 (now SLO 4).
November 2017	QEP Committee English Faculty	Renumbering of SLOs: 5 → 4 → 2 → 1 → 5.
		Revision of Literature Review
December 2017	QEP Director and members of the QEP Committee representing the College of CPS	Discussed implementation issues specific to the College of Professional Studies, including the perception of the expression "writing intensive" as being confusing because all classes in the College are taught as "writing based". In order to avoid the confusion writing intensive classes are to be designated as "writing enrichment classes".
December 2017	QEP Director CPS Subcommittee, CPS administrators, and Savant	First announcement of QEP to the College of Professional Studies.
January 2018	Ms. Cindy Chambers and Dr. Jeremy Ricketts	Proofread and Edited QEP Document.
	QEP Director, Marketing	Initiated Development of QEP Logo and information campaign.

III Identification of Bethel's QEP Topic: "Improving Student Writing"

A topic that is creative and vital to the long-term improvement of student learning *(providing support for compliance with C.R.2.12 "focuses on learning outcomes and/or the environment supporting student learning.")* (SACSCOC, 2011, p. 49)

III.1 Data and Information

The choice of writing as a topic supports the mission, core values, and strategic plan of Bethel University, and is supported by data obtained from two sources: 1) surveys administered to the relevant Bethel constituencies and 2) Bethel students' scores and proficiency classifications obtained from the Educational Testing Service Proficiency Profile.

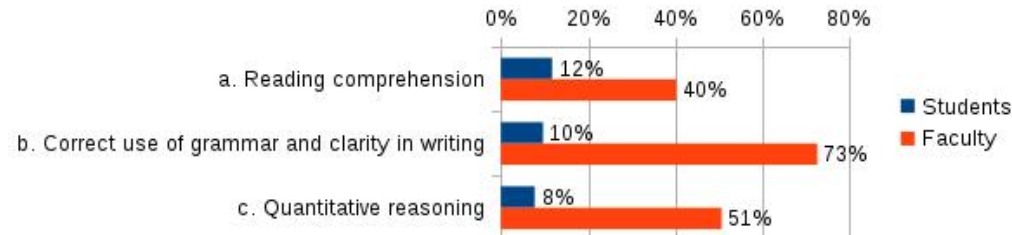
III.1.1 Surveys of Bethel Constituencies

During the period from July 2014 through July 2015, input was solicited for Bethel's new QEP topic by means of surveys of faculty, students, alumni¹, administration and staff, and Bethel's Board of Trustees. Table B.1 lists the numbers of those from each group who completed and submitted their forms.² The surveys produced data about a variety of subjects including student demographics, satisfaction with Bethel, and perceptions about how students are able to cope with their school work. Analysis of this data brought to light strong disagreement between student and faculty as to how well students are able to handle tasks involving reading, writing and mathematics. Figure III.1 shows that fewer than 15% of responding students in all undergraduate programs reported difficulties with three basic academic skills—reading comprehension, grammar and writing, and quantitative reasoning. These percentages are significantly lower than the faculty's opinion as to the difficulty that the typical student has with these skills. The most noticeable difference concerns grammar and writing (students 10%, faculty 73%). The two-tailed p -values obtained for all three differences in proportions are all considerably less than .01.

¹ There have been few successful contacts and even fewer responses from former students. Attempts were made to contact 2013 and 2014 alumni by email, but many of the addresses supplied by the Development Office were no longer functioning.

² Summary results of selected items are provided in Appendix B.

Figure III.1: Undergraduate Student vs. Faculty Perceptions of Student Difficulties with Basic Academic Skills



From Table B.2

III.2 Bethel Student Performance on the EPP

Bethel's undergraduate student performance on the Educational Testing Service Proficiency Profile (EPP) confirms the intuition that the faculty assessment of Bethel students' mastery of these basic academic skills is more accurate than the student assessment of their ability to cope with these skills.

For a number of years, until 2016, Bethel used the EPP to assess how well Bethel has provided its seniors with the general knowledge and skills expected of every college graduate.³

Two types of EPP scores are provided (ETS (Scores), 2015). The first type consists of normed-referenced or scaled scores: a total score and a set of seven subscores. These scores are used to compare the institutional means of students' performance with the combined means of students at the institutions in the peer group. Therefore, these scores taken alone do not tell us how well are students are doing relative to a set of criteria, but only how one institution's students' scores compare to the corresponding scores of students attending peer group institutions.⁴

The second set of scores, Criterion-reference scores or proficiency classifications, rate the student's proficiency in four skill areas. Fixed sets of criteria are used in rating the student as "proficient," "marginal," or "not proficient" in one level of critical thinking, two levels of reading, and three levels each in writing and mathematics (ETS (Guide), 2010, p. 8-11). Unlike the scaled scores, these classification scores provide an "absolute" measure of proficiency. In other words, these scores tell us "how much a student knows" rather than

³ Because the EPP is an assessment of knowledge and skills that any college student should possess, it was determined in 2016 that Bethel would administer the exam to students at the end of their second year in hopes of gaining a more accurate measurement of the effectiveness of freshman and sophomore general education classes.

⁴ ETS has determined that Bethel's peer group consists of 101 institutions classed as Master's (Comprehensive) Colleges and Universities I and II in the 2016 Comparative Data Guide (ETS (Seniors), 2016).

"how much Bethel's students know compared to students at other schools."

This exam has both an abbreviated form with a duration of less than an hour to complete and a standard form that requires more than two hours to complete. According to ETS, the two versions of the test are statistically equivalent (ETS (Scores), 2015).⁵ Therefore, for purposes determining the new QEP, there was no need to separate the scores into two lists: one for the abbreviated form and the other for the standard form.

The statistics presented here have been calculated locally from the raw data consisting of Bethel's seniors scores provided on June 6, 2017 by Anne-Marie Stephenson, ETS Manager, Assessment Solutions-College Programs.⁶

III.2.1 Norm-Referenced Scores

Table C.1 contains the means and standard deviations for Bethel's ETS peer group of 2016, and Table C.2 contains the scaled subscores of 591 Bethel seniors who sat for the EPP during the years 2012-2017. It is noted that the overall mean scores of Bethel's students during this period is significantly below the corresponding mean scores for all students in Bethel's peer group of institutions in all four areas: critical thinking, reading, and writing and mathematics. There are a couple of exceptions: in the years 2012, 2016, and for the student teachers taking the test in 2016-2017, there was no difference in the writing scores between Bethel students and students in the peer group.

III.2.2 Proficiency Levels

Descriptions of the proficiency level classification criteria are found on the ETS website ETS (2017) and in Section C.2.1 of Appendix C.

The 591 Bethel seniors tested during the period 2012-2017 are apparently less proficient ($p < .01$) compared to students at peer institutions in all four areas (Table C.3). With the exception of writing level I, a greater percentage ($p < .01$) of Bethel seniors than seniors in the peer group were rated as "not proficient" in all levels (Table C.3).

⁵But note the qualifications on interpreting the subscores explained in ETS (Guide) (2010, p. 14-15).

⁶Source: ETS Proficiency Profile 2012-2017 Bethel TN.xlsx

Table III.1: Maximum Percentages Bethel Students Classified as “Proficient” During 2012-2017

	Critical Thinking	Reading	Writing	Mathematics
Level 3	3%		9%	5%
Level 2		30%	26%	23%
Level 1		74%	83%	53%

III.3 Why Choose “Improving Student Writing”?

Survey results and Bethel’s student performances on the EPP suggest that Bethel students are in need of improvement (at the higher levels) of their proficiency in reading and critical thinking, writing, and mathematics. For that reason, some explanation for the selection of writing as Bethel’s new QEP topic is in order.

Mathematics was dropped from the list of candidate QEP themes for two reasons. First, it is not feasible that a mathematics intervention would have a measurable effect on the majority of Bethel’s students: nearly 75% of students enrolled in the College of Professional Studies are in degree programs that do not include a mathematics course requirement (Bethel, 2017).

Secondly, according to a recent study of employer priorities (Hart Research Associates, 2015, p. 4-5) 56% of 400 employers⁷ rated “the ability to work with numbers and understand statistics” as very important, compared to 81% for “critical thinking and analytical reasoning skills” and 82% for “the ability to effectively communicate in writing.”⁸ Therefore, Bethel graduates will be better able meet their employers’ needs if the QEP focus is on critical thinking/reading, and writing, rather than on mathematics.

Critical thinking was eliminated from consideration primarily because it was the focus of Bethel’s last QEP.

This leaves reading and writing. Although at least one school’s QEP sought to improve both reading and writing among their students (Andrew College, 2014), there is little doubt that this would unnecessarily complicate Bethel’s QEP because it would require two sets of student learning outcomes (SLOs) and two sets of assessments. Moreover, although reading and writing are distinct skills, it is recognized that these two skills are interrelated because increasing proficiency in the one often leads to an increase in proficiency in the

⁷These employers had 25 or more employees, at least a quarter of which had at least an associate’s degree (Hart Research Associates, 2015).

⁸These employers had at least 25 employees, among whom at least 25% of new employees had completed at least an associate’s degree (Hart Research Associates, 2015, p. 1).

other (Langer and Flihan (2000), Graham and Herbert (2010, p. 29), Mackey (2005)). In particular there is little doubt that improvement in student writing will result in further development of analytical skills required of good readers. Certainly, this idea is supported by John Dewey's contention that "Demand for the solution of a perplexity is the steadying and guiding factor in the entire process of reflection"(Dewey, 1909, 1997, p. 11). This idea has found expression in the modern educational theory, *Reading with a Purpose*. The writing assignment provides the student with a purpose for reading. As Blanton, Wood, and Moorman (1990, p. 486) have observed:

As early as 1946, Betts wrote, "It has been established in the literature of the subject that the purpose of reading governs rate and depth of comprehension" (p. 95). Later, Stauffer (1969) proposed that "purposes or questions or set represent the directional motivational influences that get the reader started, keep him on course, and produce the vigor and potency and push to carry him through to the end"(p. 43).

Furthermore, there is empirical evidence that writing is a more effective way to promote learning in depth than reading alone (Bazerman, Charles et al, 2000, p. 60).

Accordingly, it appears that requiring students to write will make for better readers.

III.4 The 2016 Faculty Survey on Selecting a QEP Topic

To determine whether there would be sufficient "buy-in" for a QEP that is intended to improve writing among Bethel students, in April 2016 a short (2-3 questions) follow-up faculty survey was administered (via Survey Monkey). The number of responses, response rates, and the levels of support for a QEP focused on writing are displayed in Table B.3.⁹ More than 90% of the faculty reported that they agreed or strongly agreed that they could support a QEP in improving writing.

III.5 Adoption of "Improving Student Writing" as Bethel's QEP Topic

On April 26, 2016, the QEP Planning Committee voted to recommend "Improving Student Writing" as the topic of Bethel's new QEP. During its June 2016 meeting, Bethel's Board of Trustees approved this topic.

⁹The figures 100, 25, and 80 in Table B.3 are derived from the faculty listings in 2015-2016 catalogs of Bethel's three colleges. Forms completed by CAS differed from that of CHS and CPS only in that the CAS faculty were not asked about their college affiliation.

IV Student Learning Outcomes

Specific, well-defined goals related to an issue of substance and depth, expected to lead to observable results (*providing support for compliance with CS 3.3.2 “identifies goals”*) (SACSCOC, 2011, p. 49).

IV.1 Student Learning Outcome Statements (SLOs)

A first draft of the Writing SLOs prepared by a subcommittee of the QEP Planning Committee was approved by the full Committee in November 2016. Subsequently, these SLOs were modified several times until the final set of SLOs, displayed in Table IV.1, was approved by the Committee in September 2017.

Table IV.1: Student Learning Outcomes

The student writer will:

no.	Outcome Statement
1	create written works that are well-suited to the audience, purpose, and circumstances surrounding each writing task.
2	create written works centered on a thesis or main idea that include supporting content.
3	create well-structured and clearly written paragraphs.
4	determine when information is needed and locate and incorporate credible information in written work.
5	create written works that are grammatically correct, free of spelling errors, and employ words in accordance with their dictionary definitions.

The outcomes in Table IV.1 are intended to apply to all students in all of Bethel's bachelor's programs. It is asserted that these outcomes are not tied to any one discipline and so can, in principle, be assessed by any interested faculty who have attended Writing Enrichment Workshops on the teaching of writing (See Chapter VI Section VI.4.3.).

It is expected, however, that within the various programs, these outcomes may be “tuned” (Institute for Evidence-Based Change, 2012), that is: specialized to fit into the various programs at the University.

IV.2 Sources of Inspiration for Bethel's SLOs

The SLOs listed in Table IV.1 were derived from "SLO menus" compiled from the following sources:

1. catalog descriptions of Bethel's English courses (Bethel, 2015, p. 33).
2. SLOs developed by members of the QEP Planning Committee
3. descriptions of standardized exams of student writing competency found on the ETS website: ETS (2015b), ETS (2017), (ETS (Guide), 2010, p. 10).
4. learning outcomes listed on English composition and communication program websites: The National Communication Association (2015), St Mary's College of California, the Association of American Colleges & Universities¹, Curry College, Oregon Institute of Technology, Ohio University, University of Rhode Island, University of Nevada (Reno), Cornell College, Jewell (2012), Jewell (2013), Duke University, Purdue Online Writing Lab, University of Nebraska-Lincoln Writing Center (n.d.).
5. QEPs focused on writing: Old Dominion University (2012, p. 7), Tennessee State University (2010), Texas A&M University-Kingsville (2015, p. 79), Mississippi State University (2014, p. 33), St. Thomas University (2013).

IV.3 General and Tuned Outcomes

The outcomes in Table IV.1 are intended for all bachelor's students at Bethel. It is expected that these outcomes will undergo a process of "tuning" (Institute for Evidence-Based Change, 2012), that is: specialized to fit into the various programs at the University.

¹The capstone levels in the VALUE rubric for written communication approximate desirable learning outcomes.

V Literature Review and Best Practices

Evidence of consideration of best practices related to the topic (*providing support for compliance with CS 3.3.2 “institutional capability for the initiation, implementation, and completion of the QEP”*) (SACSCOC, 2011, p. 49).

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V.1 Writing Intensive Courses

Any plan to enhance the quality of student writing ought to have, at its core, a commitment to the development of student writing throughout students' undergraduate programs. Students may very well enroll in Writing Intensive¹ Courses (WIC) bearing expectations formed in their high school English courses or in their first-year college composition courses. It then becomes necessary that Writing Intensive Courses provide explicit instruction about the writing expectations for that course and mentorship throughout the writing process for their projects. Thus, learning about the course-specific writing expectations will lead to students becoming familiar with the writing expectations for particular disciplines.

V.2 Factors Affecting Student Writing

Several factors hinder students from being good writers. Often, students enter college without being adequately prepared by their high schools to be good writers (Simkin, Crews, & Groves, 2012). Subsequently, many English composition teachers find they are teaching remedial vocabulary and grammar skills to incoming freshmen (du Preez & Fossey, 2012; Simkin et al., 2012). At several colleges and universities, lower admissions standards mean that students will need higher levels of remediation in order to be successful (Simkin et al., 2012). To compound this issue, fewer English and communication classes are being required for graduation (Simkin et al., 2012). Larger classroom sizes and papers graded by graduate assistants instead of professors have often hindered the effectiveness of students learning how to write in their given majors (Simkin et al., 2012). In addition, many professors are involved with their own research at larger universities and do not want to take the time

¹ See Section VI.3 where it is explained why Writing Intensive classes will be referred to as “Writing Enrichment” classes in later chapters of this QEP document.

to grade student writing, especially if they work in a non- English or non-communication field (Cilliers, 2012; Parent et al., 2011; Simkin et al., 2012). Student use of social media, text messaging, and e-mail may have students abbreviating terms instead of writing correct sentences; therefore, students may not understand how to write grammatically correct e-mails that effectively communicate ideas (Parent et al., 2011; Simkin et al., 2012).

A disconnect does exist between a student's perception of writing and his or her actual writing skills (English, Manton, Sami, & Dubey, 2012; Simkin et al., 2012). In a study conducted by Simkin et al. (2012), many students felt they were proficient with their writing skills while only 67% of students were proficient in grammar and only 50% of students were proficient in vocabulary usage. On writing samples, the average student score was an 82, which indicates possible grade inflation based on the students' scores for grammar and vocabulary usage (Simkin et al., 2012).

V.3 Theoretical Framework

The principles that guide the development and execution of quality writing instruction come primarily from the pedagogical theories of James Berlin, specifically what he terms the "New Rhetoric" in his seminal article "Contemporary Composition: The Major Pedagogical Theories." His formulation is rooted in theories articulated by Ann E. Berthoff in *Forming/Thinking/Writing: The Composing Imagination* (Rochelle park, N.J.: Hayden, 1978) and Richard L. Young, Alton L. Becker, and Kenneth L. Pike in *Rhetoric: Discovery and Change* (New York: Harcourt Brace Jovanovich, 1970). Berlin adds that these foundational works "have behind them the rhetorics of such figures as I.A. Richards and Kenneth Burke and the philosophical statements of Susan Langer, Ernst Cassirer, and John Dewey".

Berlin recognizes that "knowledge is not simply a static entity available for retrieval" (p. 242) and that "[t]ruth is dynamic and dialectical, the result of a process involving the interaction of opposing elements," specifically those that make up "the communication process-writer (speaker), audience, reality, language." As such, our organizing principle is that student texts are also dynamic and must fulfill the goals of the author, the audience, and the writing situation. The writing situation, or rhetorical context, would necessarily be comprised of other texts, the conventions of particular genres, culture, and language. Therefore students must learn to think strategically about their writing and respond by demonstrating how the writing situation affects their writing voice, the organization of their text, as well as stylistic conventions. To develop students' abilities to think rhetorically, they must participate in practices such as genre analyses, rhetorical analysis of specific texts, and peer review.

Because of the demand for students to become proficient in professional writing by the time they graduate from college, colleges and universities have begun to incorporate Writing Intensive Courses within each college major. Writing Intensive Courses are an integral part

of Writing in the Discipline (WID) and Writing Across the Curriculum , which can expose students to professional writing within their fields of study (Grise-Owens & Crum, 2012). Writing Across the Curriculum is made up of two components, Writing to Learn and Writing in the Disciplines (Grise-Owens & Crum, 2012). Writing to Learn requires students to be actively engaged while learning while Writing in the Disciplines “responds to the reality that ‘each discipline has its own unique language, conventions, format, and structure’ ” (Grise-Owens & Crum, 2012, p. 521). Writing in the Discipline (WID) allows students to learn how to write within the professional realm of the discipline. Moreover, students learn how to write using the scholarly expectations seen in each major. Writing then becomes an important means to teach material found within an academic discipline. Therefore, professors find they are not only teaching course content but how to write within an academic discipline (Grise-Owens & Crum, 2012).

According to Grise-Owens and Crum (2012), a Writing Intensive Course is incorporated into the curriculum as the first course within the major. Essentially, each professor in a discipline will have a writing component within a course. Students will also receive writing assistance from a Writing Center so Writing Intensive Courses can be seen more as professional writing courses instead of remedial courses. In the introductory writing course for each major, students are provided with a writing rubric that clearly states writing standards within the discipline. All professors will adhere to the writing standards provided in the rubric so students are given feedback on how to improve their writing within the discipline. Often, students will write scholarly papers in each course before taking a capstone course that is required for graduation.

Colleges and universities should have several goals when incorporating Writing Intensive Courses within the discipline. For instance, Writing Intensive Courses should “promote valuing writing as a professional practice skill, provide students with consistent and constructive feedback on writing, and produce graduates who are competent in professional writing skills” (Grise-Owens & Crum, 2012, p. 522). In addition, several Student Learning Outcomes (SLOs) should be recognized while teaching Writing Intensive Courses . Spaulding University’s MSW program has incorporated the following SLOs for their Writing Intensive Courses:

- View writing as a desirable professional practice skill.
- View writing as a multistep process that leads to the final product.
- Be familiar with research resources and methods to access resources.
- Be familiar with content and use of the *Publication Manual of the American Psychological Association* and be able to articulate the ethical and logical rationale for responsible source citation.

- Articulate the essential elements of effective written compositions.
- Understand deficiencies in their writing and be familiar with writing resources and corrective techniques (Grise-Owens & Crum, 2012).

Therefore, students learn writing skills by understanding they are engaged in the process of writing professional documents (Grise-Owens & Crum, 2012). They listen to lectures from the professor and work with writing tutors as they write and revise for papers for the course. Students learn how to evaluate scholarly sources before incorporating them into their papers, and they also learn how to evaluate scholarly sources to be used in academic writing. Grading rubrics also provide professional standards for student writing.

For instance, one psychology program has integrated professional writing courses embedded within the psychology curriculum because faculty saw the need for students to build their writing skills through all four years of study (Soysa, Dunn, Dottolo, Burns-Glover, & Guring, 2013). Each writing project contained portfolios that were to be written in collaboration with other students and then other portions of the paper were to be written individually by each student so all papers shared some commonality while the individual work would vary in themes (Soysa et al., 2013). Freshman writing projects would consist of student reflections of the course work that were less than 5 pages while intermediate course work required writing projects that were to be 5-10 pages in length, and a senior capstone project to consist of 15-25 pages (Soysa et al., 2013). During these writing projects, psychology students would gain a greater understanding of vocabulary and theory, would become familiar with different research methodologies, and would become used to working with other students in their field on how to conduct a writing and research project (Soysa et al., 2013).

V.4 The Importance of Writing After College

In order for college graduates to find employment after graduation, they must have good writing skills (Cavanaugh, Burston, Southcomb, & Bartram, 2015). Often, companies will hire and fire employees based on the employee's ability to write well, and an employee's poor writing skills are often equated to "low productivity" within a company (Parent et al., 2011). According to Cavanaugh et al. (2015); Cilliers (2012); du Preez and Fossey (2012); English et al. (2012), employers consider both written and oral communication as the two most important generic or "soft skills" they seek in new hires. College graduates' poor communication skills are not just a problem in the United States; it is a global issue (Cavanaugh et al., 2015; du Preez & Fossey, 2012; English et al., 2012; Ortiz, 2012; Singh, Thambusamy, & Ramly, 2014).

Even though many college students believe they are good writers, many employers are finding recent college graduates are deficient in their writing skills (Cilliers, 2012; du Preez

& Fossey, 2012; English et al., 2012; Ortiz, 2012; Singh et al., 2014)(du Preez & Fossey, 2012; English et al., 2012; Ortiz, 2012; Singh et al., 2014). In fact, Simkin et al. (2012), indicate:

In a survey of 120 U.S. corporations, for example, the National Committee on Writing (a panel of the College Board) found that about a third of all employees wrote poorly. This commission also estimated that businesses were spending over \$3 billion annually on remedial writer training. Similarly, in a study on the performance of business communication interns on the job, supervisors rated intern performance related to writing skills the lowest among 11 performance areas. (p. 82)

Ironically, many college graduates realize the need for good communication skills, and these students believe they are proficient (Cavanaugh et al., 2015; Simkin et al., 2012). Many students also realize they will be judged by their peers in their respective industries based on how well they can communicate (Cavanaugh et al., 2015; Simkin et al., 2012; Singh et al., 2014).

V.5 Writing Across the Curriculum and Writing Intensive Courses

Writing Across the Business Core, which is also based on Writing Across the Disciplines, was instituted at the Ansfield School of Business at Ramapo College in New Jersey (Hutchins, 2015). Five types of business documents were chosen by the business faculty to assess student writing outcomes, and business faculty met and graded writing artifacts in a group session (Hutchins, 2015). Writing assignments such as memos, executive summaries, project proposals, letters, and business cases were embedded in ten of the fifteen core business classes, and the writing assignments aligned with the course material taught in their respective business core class (Hutchins, 2015).

Writing Intensive Courses (WIC) allow students to learn professional and academic standards within their field of study. In addition, they receive writing instruction from the professor and the Writing Center while creating professional papers. By writing professional papers in the major, students are more readily marketable when searching for a job after graduation.

VI Actions to be Implemented

Actions to be Implemented: Evidence of careful analysis of institutional context in designing actions capable of generating the desired student learning outcomes (*providing support for compliance with CS 3.3.2 “institutional capability for the initiation, implementation, and completion of the QEP”*) (SACSCOC, 2011, p. 49).

VI.1 Overview

Bethel's QEP is intended to produce a materially significant improvement in writing proficiency among its bachelor's degree students. To achieve this goal, the QEP Planning Committee has adopted what is commonly known as a Writing Intensive (WI) strategy. Although this strategy is borrowed from other institutions that have well-established writing programs (Rochester Institute of Technology, University of Mobile, Brandeis University Writing Program) which include 1-3 WI courses, there is one difference: because the WI initiative is new to Bethel, it is not intended at this time to add a WI graduation requirement to Bethel's bachelor's degree programs. Rather, it is intended to provide at least 90% of Bethel's bachelor's degree students who enter as freshmen in the fall of 2018 or later with opportunities to practice writing in at least two WI classes beyond freshman composition. To ensure the writing activities in these classes are appropriate for the students' programs, one of these WI classes is to be chosen from the upper-division courses in the discipline of the major or concentration and a second is to be selected from sophomore or upper-division courses included in the student's degree program. In order to minimize disruption to Bethel's current curriculum, WI classes will be derived from existing courses. To maximize the number of students taking WI classes, priority will be given to WI proposals for those courses that are listed as required courses in current and future course catalogs.

VI.2 “Writing Enrichment” or “Writing Intensive”?

It is asserted that QEP writing classes defined in Section VI.4.1 are properly designated “Writing Intensive”. However, given that each course offered through the College of Professional Studies (CPS) is writing-based, members of that college have observed that the use of the expression “Writing Intensive” will be confusing to members of CPS who regard all of their writing-based classes as writing intensive. To avoid this confusion, a decision was

taken to designate Bethel's QEP writing classes "Writing Enrichment" (WE) rather than "Writing Intensive" classes.

VI.3 Implementation Issues

It is recognized that differences between the College of Professional Studies (CPS) and the colleges of Arts and Sciences (CAS) and Health Sciences (CHS) will complicate the implementation of the QEP. Differences of special importance include:

Location of Instruction Whereas the traditional undergraduate classes in the College of Arts and Sciences (CAS) and the College of Health Sciences (CHS) meet on the McKenzie Campuses, each CPS student is assigned to a cohort that meets at one of a half dozen satellite campuses in a large geographical area stretching from Memphis to Knoxville.

Thus, for example, whereas the faculty writing workshops may be conducted as face-to-face meetings in CAS and CHS, those for CPS faculty will need to be conducted via conference calls or online.

Mode of Delivery Whereas nearly all courses offered in the traditional programs in CAS and CHS are face-to-face, three of the four of CPS programs are offered online.

This difference will require different methods of providing writing instruction and feedback on student writing.

Academic Terms CAS and CHS terms consist of 15 week fall and spring semesters¹, CPS programs consist of 25 week terms. Terms 1, 2, and 3 consist of groups of five five-week class modules, taken one at a time, required for completion of the degree. During the fourth term students take electives in order to complete the 128 credit hour graduation requirement (e.g., Bethel University College of Professional Studies, 2017).

Thus, whereas the introduction of new WE classes, and the assessment of student writing will need to take place once a semester, or twice a year in the CAS and CHS, introduction of WE classes and assessments in the College of Professional Studies may need to take place as many as ten times a year.

Because it is expected that the QEP Implementation Director and the QEP Faculty Writing Workshop Moderator will not be thoroughly familiar with the details of the CPS operations, a current member of the CPS faculty will be brought in as a consultant to help address difficulties in implementing the QEP in CPS. (Section VIII.4).

¹Summer CAS and CHS courses are not included in the QEP.

VI.4 The Writing Enrichment Initiative

The following definitions are included for the sake of clarity.

A **course** is a unit of instruction whose content description is included in an official university catalog.

A **WE version of a course** is a version of that course whose generic syllabus includes, in addition to the standard catalog description, a specification of writing activities incorporated into the course. It is understood that there can be at most one recognized WE version during any one term.

A **WE class** is a specific section of the WE version of a course offered during a term that has been designated 'W' in that term's class offerings schedule.

VI.4.1 The Definition of a Writing Enrichment Version of a Course

Bethel's definition of a WE version of a course is modeled after the definitions of writing intensive courses published by the University of Missouri Campus Writing Program (2017) (since 1984), The Writing Center University of Wisconsin-Madison (2012a) (since 1969), and scholarly works providing guidelines for developing effective writing programs published by Townsend and Farris and Smith.

In order for a version of a course to be designated WE it must satisfy the following conditions.

1. The writing assignments must be distributed throughout the course.
2. At least one assignment is to involve a rewrite of a draft.
3. There are to be at least four written products.
 - (a) One of the four written products may be a draft, which is revised, rewritten, and submitted as a second of the four written products.
 - (b) At least one assignment will contain a minimum of 1,000 words.
 - (c) There is a minimum of 4,000 words (about 15 pages double spaced, 12 pt. Arial) of written work.
4. Rubrics are to be used in evaluating student work and students are to be familiarized with writing rubrics used to assess their writing.
5. Students are to receive feedback as to the quality of their written work.
6. A portion of the course activities are to be devoted to relevant instruction in writing that covers selected topics that are included in the QEP Student Learning Outcome statements (Section IV.1).

VI.4.2 Introduction of a WE Version of a Course

The introduction to Bethel's curriculum of a WE version of a course will follow a specific set of policies and a formal procedure.

Policies

1. Proposals for a WE version of a course in a discipline will originate with one or more faculty members qualified to teach in the discipline who have also been approved by the Writing Enrichment Review Committee to include WE activities into their classes (Section VI.4.3).
2. A section of a course can be designated WE in the class schedule only for instructors who have been approved as WE instructors.
3. During the first three years of the QEP implementation, with the exception of programs that have no specific required courses², proposals for the WE designation are to be restricted to courses that are required by the program.

Procedure

The procedure consists of the following steps.

1. Interested faculty members wishing to introduce a WE version of a course, will submit a proposed generic WE course syllabus along with a WE proposal form which
 - (a) specifies the discipline name, course number, and title of the course,
 - (b) explains the feasibility and benefits of having the course taught as WE.
 - (c) explains the faculty member's qualifications for teaching the course as WE.
 - (d) includes descriptions of how the elements of the definition listed in Section VI.4.1 are to be implemented.
 - (e) Upon receipt of the proposal, the faculty Writing Enrichment Review Committee consisting of two members from each college, who have documented their ability to teach writing in their courses, will review the proposal for a WE version of the course.
 - (f) The WE Review Committee may approve, reject, or recommend that the proposal be revised and resubmitted.

²Including: Art, Interdisciplinary Studies, and Student Initiated Major.

Under ordinary conditions, it is expected that at least one faculty member submitting a particular proposal will teach a section of the class as WE the first time it is offered after the proposal has been approved.

It is asserted that the process of developing WE versions of courses will fit the culture, existing policies and procedures, and institutional structure of Bethel University (Bethel University Faculty Handbook (2016, p. 5)).

VI.4.3 Certification of WE Instructors

It is essential to the success of the QEP WE initiative that the faculty members teaching WE sections of classes have sufficient knowledge in the teaching of writing and assessment of student writing using rubrics as required by the definition of a WE class. Therefore, instructors of WE classes will need to be certified by the Writing Enrichment Review Committee as having that knowledge. There are three ways that interested faculty may be certified as WE instructors:

1. A member of the current faculty qualified as teachers of English according to SACSCOC (SACSCOC, 2012, 2006, 2017).
2. Attendance at one or more QEP Writing Workshops.
3. Submit a portfolio consisting of evidence of knowledge of writing pedagogy acceptable to the members of the WE Review Committee.

For this reason, in the early phases of the QEP implementation, it is anticipated that there will be insufficient numbers of faculty qualified to ensure all sections of multi-sectioned level sophomore and upper-level courses will be WE. Therefore, until the QEP implementation matures (by the fall of 2022), Bethel will follow the practice of certain other institutions (Leman College, East Carolina University, Worcester Polytechnic Institute) by offering both Writing Enrichment (Intensive) and traditional versions of certain courses. The figures in Table VI.1 allow the possibility of the coexistence of two versions of the same course being offered during the same period.

VI.4.4 Scheduling the Development and Teaching of WE Classes

The scheduling of the development and teaching of WE classes as shown in Table VI.4.3 has taken into consideration: (1) the numbers of faculty qualified by the Writing Enrichment Review Committee to provide instruction in and conduct assessments for WE classes (Section VI.4.3); (2) the number of bachelor's degree programs offered by Bethel; (3) the numbers of bachelor's degrees awarded during the fiscal year; and (4) estimates of the sizes of the class sections in each of the colleges.

According to the Bethel University (2017) website, Bethel offers 36 bachelor's degree majors and concentrations. During the 2016-2017 fiscal year there were 741 degrees awarded in 30 concentrations (Table D.1) among a total of 33 listed in the University Registrar's Report.³

Table VI.1 displays the estimates of the number of WE versions of courses and the number of WE sections introduced during the five years of the QEP. Breakdowns of the numbers of WE courses developed and the numbers of sections are displayed in Tables E.4 and E.7.

Table VI.1: Estimated Growth in Numbers of WE Courses and Student Capacities of WE Offerings
Numbers and Percentages have been rounded.

	0	1	2	3	4	5	
Fiscal Year	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23	Cumulative Totals
WE Courses Developed During Year		22	14	10	10		56
Percent of 1482 Eligible Students to be Accommodated			30%	60%	80%	91%	
WE Class Seats Added During Year			446	446	296	148	
Cumulative WE Class Seats							
College of Arts and Sciences			104	208	276	310	898
College of Health Sciences			20	40	54	60	174
College of Professional Studies			322	644	858	966	2790
Univeristy Wide			446	892	1188	1336	3862

The schedule for the introduction of WE courses into the curriculum is displayed in Table VI.1. Given that the WE courses will be new to the curriculum and most instructors will need to qualify as teachers of WE classes by completing faculty writing workshops, the decision was taken to phase in development and introduction of WE courses during the first four years of the QEP.

The numbers shown are based on the assumption that the number of graduates remain relatively constant during the life of the QEP.⁴

³It will be noticed that there are a few minor differences in degrees and concentrations listed in Bethel University (2017) and in Table D.1 that reflect differences due to approved changes initiated by members of the faculty.

⁴According to the University Registrar, numbers of bachelor's degrees awarded ranged from 856 in 2013 to a low of 571 in 2015. Since that time the numbers have climbed back up to the mid 700's, but are not

As to the proposed schedule, during the year '18-'19, WE versions of 22 courses will be developed with half to be required upper-division courses in the various disciplines, and half at the sophomore or upper-division level that are required for graduation. The following year, '19-'20, a sufficient number of sections will be offered so that a total of 446 students in undergraduate programs will be able to enroll in one of the two types of WE classes. During the same year, '19-'20, 14 more courses will be developed and in '20-'21 WE section offerings will be provided to accommodate an additional 446 students, so that a total of 892 students will be able to take one WE course during the year '20-'21. The phase-in process will continue until there are at least 1336 seats in WE classes by the beginning of the fiscal year '22-'23. This last figure will ensure that slightly more than 90% of students expecting to graduate in '22-23 or later will have had the opportunity to complete two WE classes.

The question arises as to why the goal is to provide only 90% rather than 100% of future students with access to WE classes. The main reason is that the 100% access and completion would entail the addition of a WE graduation requirement like those adopted by other institutions (e.g., University of Mobile, 2017; Rochester Institute of Technology, 2017). However, adding such a requirement is not at this time feasible. For, although it is hoped (and it seems reasonable to expect) that Bethel's QEP initiative will be a success, there is no certainty that this will be the case. Given this uncertainty, it is not to be expected that the faculty, responsible for initiating any changes to the curriculum and graduation requirements for existing programs, would welcome the addition of a new WE graduation requirement. Thus, as argued in Section VI.4.5 a 90% goal, rather than a 100% goal, has sufficient likelihood of being met.

VI.4.5 Feasibility of the QEP: Faculty Buy-in

In Chapter IX it is argued that Bethel has the financial and physical resources to support the QEP. As for human resources, a new QEP director is to be hired to lead the implementation and assessment processes envisioned by the plan. However, it remains to explain why it is reasonable to believe that there will be sufficient numbers of faculty required to participate if the WE initiative is to have a change of success in meeting its program and learning goals. For, even though 90% of the faculty participating in a 2016 survey reported that they could support a QEP intended to improve student writing, it cannot be assumed that this percentage will actually engage in the WE project. Nevertheless, there are reasons that the committee is highly confident that there will be sufficient numbers of faculty who will engage in the WE project to ensure that the program goal—at least 90% of students will have the opportunity to complete two WE courses by the time they graduate—will have been met by the 2022-2023 fiscal year.

expected to exceed 800 again for the foreseeable future.

Estimates of a Sufficient Faculty Participation Level

The 90% program goal can be reached given an optimally efficient distribution of 95 faculty members, or 56% of the 170 full-time faculty engaged in teaching WE classes. The following data and information was used to arrive at this number:

1. data from the fiscal year 2016-2017 course offerings lists provided by the University Registrar and extracted from Bethel's eportal. The data extracted included, for each course in the offerings, student enrollment numbers in all sections, the numbers of sections, and the total number of instructors teaching sections of the course.
2. a set of pairs of courses from each of 27 of the 30 programs in the College of Arts and Sciences⁵, the two programs in the College of Health Sciences and the four programs in the College of Professional Studies.

The courses selected, constitute a hypothetical collection of WE courses. All are required courses meeting the criteria for development as WE classes as characterized in Section VI.1.

Tables D.2, D.3, and D.4 include student enrollment, the number of sections, number of instructors, and the average number of students in the sections of each course. Table VI.2 summarizes the calculation results for each college and the total.

Table VI.2: 2016-2017 Statistics for Selected Courses

College	Total Enrolled	Number of Sections	Number of Instructors
College of Arts and Sciences	444	39	34
College of Health Sciences	61	4	4
College of Professional Studies	1298	183	47
University Wide	1803	226	95

It is observed that, for each college and the university as a whole, the Enrollment Numbers in Table VI.2 exceed those of Cumulative Student WE appearing in column 5 of Table VI.1. Unless, in the unlikely event that enrollment figures at Bethel will radically change, the figures in the two tables can be used to predict with some confidence that, as long as least 56% of full-time faculty (95/170) participate in teaching WE classes, the 90% goal can be reached for each college.

The 56% figure presumes that faculty conducting second assessments for one WE class will also, at some time or another, teach WE classes. But, if many WE faculty teaching one WE class opt out of assessing student work in other WE sections, then the number of instructors required to reach the 90% student goal will dramatically increase. Given that

⁵The three majors not included are art, interdisciplinary studies, and the student initiated major. None of these three specify any single course required in the discipline, and the latter two have no specified course requirement other than those in the general core.

faculty will be compensated for each student paper they assess, such a dramatic increase is not anticipated. However, in the case that there is a dramatic increase, the difference could be made up by recruiting qualified personnel from the larger pool of adjuncts and part-time faculty to help with WE classes.

Ensuring Participation

Three facts support the claim that sufficient numbers of faculty will actually participate in WE activities so that the 90% student goal is achieved by the beginning of the fifth year of the program.

First, Bethel's faculty are intent on providing their students with education of the highest quality. Accordingly, it is natural for them to adopt new methods that have been shown to lead to increased learning. The literature review in Chapter V and the policy and procedures described in this chapter and Chapter X derived from established writing programs at other institutions suggest that the WE program will lead to increased learning. The generous monetary compensation for the additional work required for course development (Table E.4) and assessment (Table E.8) will further encourage participation.

Secondly, because the WE classes are to be phased-in over the life of the QEP, large number of faculty need not be required during the first two or three years. For example, during '19-'20 it is estimated that only about 35 (approximately $466/1336 \times 95$) faculty will be needed to provide room for the 466 student capacity of WE classes. This participation level is accessible, and as the WE initiative shows promise during the initial stages of implementation, the numbers of faculty wishing to participate in the QEP will increase to meet the projected demands.

Thirdly, a number of classes at the sophomore level are required in multiple majors (Table D.5). Developing some of these as WE courses would enable meeting the 90% student goal while reducing the number of faculty needed to participate in the initiative.

In conclusion, it is believed that there are good reasons to suppose that there will be sufficient faculty buy-in to implement and sustain the QEP.

VI.5 Supporting Activities

There are three major supporting activities: a publicity campaign, the formation of a review committee, and the development of writing resources.

VI.5.1 Publicity Campaign

Develop a publicity campaign for Bethel's QEP in writing. This will include material added to Bethel's website and posted to social media. Members of the Bethel community will be

reminded of the QEP through the use of pens embossed with the QEP logo and similar souvenirs.

VI.5.2 Writing Enrichment Review Committee

Early in the fall of 2018, form a Writing Enrichment Review Committee consisting of two representatives from each college whose primary duty is to review and recommend action on proposals for Writing Enrichment versions of courses and to certify faculty as WE instructors. Further details about this committee are provided in Section VIII.5.

VI.5.3 Faculty and Student Writing Resources

The content and structure of the online database is to be modeled after those found at University of Missouri Campus Writing Program and The Writing Center University of Wisconsin-Madison. Bethel's database is to be a source of inspiration for potential WE instructors that will include both links to published WE material, and material developed by Bethel faculty.

The QEP Faculty Writing Workshop Moderator will be another source of information to WE faculty.

VII Timeline

Timeline: A logical calendaring of all actions to be implemented (*providing support for compliance with CS 3.3.2 “institutional capability for the initiation, implementation, and completion of the QEP”*) (SACSCOC, 2011, p. 49).

Implementation of each of the QEP actions described in Chapter VI is complicated by the variety and mode of delivery of classes in the three colleges displayed in Table VII.1. For this reason in the timeline of Table VII.2 the expressions “Near end of term”, “Beginning of term” must refer to the duration of the term in which the class is being taught.

Due to the short length of the summer terms, and low enrollment numbers, summer courses in the College of Arts and Sciences will not be part of the QEP.

Table VII.1: Undergraduate Terms in Bethel’s Colleges

	College of Arts and Sciences	College of Health Sciences	College of Professional Studies
Face-to-Face			
15 week semesters	Fall and Spring		
Summer sessions	Two 4 week sessions	Two four week sessions, Two overlapping 10 week session(RNBSN)	
Five week terms			Throughout the calendar year (Hybrid)
Online			
15 week semesters	Fall and Spring		
10 week terms		Throughout the calendar year (RNBSN)	
Five week terms			Throughout the calendar year

Table VII.2: QEP Timeline

Who	When	What
Year 0 2017-2018		
Fall 2017		
QEP Director and Committee, Bethel constituencies	December	Initiate QEP information campaign. <ul style="list-style-type: none"> Publicize the QEP on Bethel University’s homepage and Virtual Campus websites Initiate logo contest for QEP in writing.

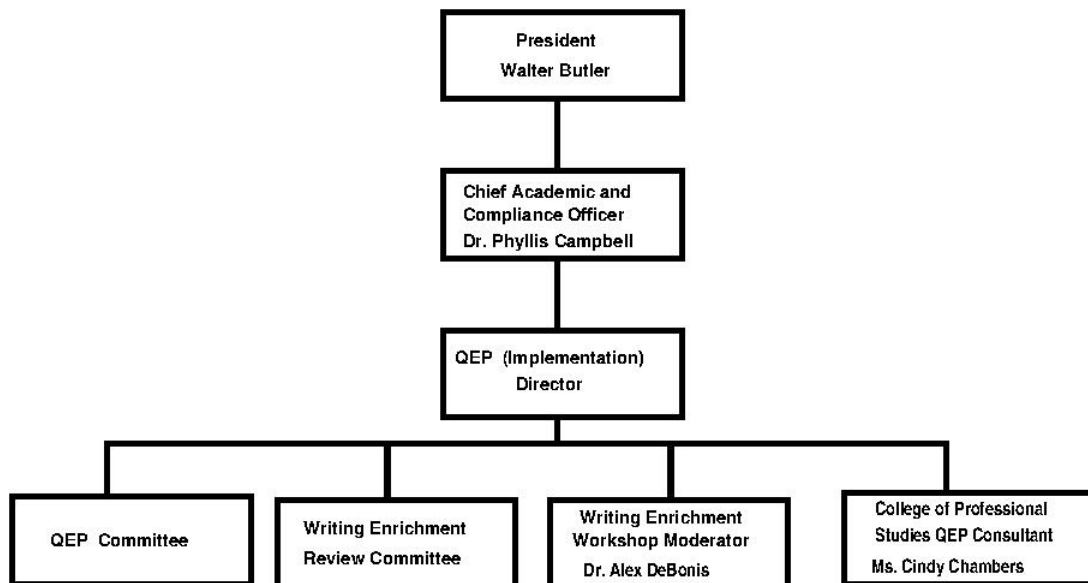
Who	When	What
Spring 2018		
QEP Director and Committee, Bethel constituencies	January–March	Continue QEP information campaign.
Expert in Writing Pedagogy and Assessment	March	Conduct first faculty workshops on Writing Enrichment classes and rubrics.
Year 1 2018-2019		
Fall 2018		
Expert in Writing Pedagogy and Assessment	September	Continue faculty workshops on Writing Enrichment classes and rubrics.
QEP Director and Committee, selected faculty, Office of Institutional Effectiveness	October	Initiate reliability and validity study of Bethel's writing rubric, with the collection of writing samples from seniors (See Section X.2.3).
	Near end of term	Administer direct and indirect assessments to seniors and faculty to obtain baseline data regarding students' writing proficiency.
	November	Form the Writing Enrichment Review Committee.
Writing Enrichment Review Committee	On demand	Evaluate faculty proposals for first batch of Writing Enrichment classes (Table VI.1, page 24).
Spring 2019		
Expert in Writing Pedagogy and Assessment	On demand	Continue to offer faculty workshops on Writing Enrichment classes and rubrics.
Writing Enrichment Review Committee		Continue to evaluate faculty proposals for Writing Enrichment classes (Table VI.1, page 24).
QEP Director and committee, selected faculty, Office of Institutional Effectiveness	Near end of term	Administer direct and indirect assessments to seniors and faculty to obtain baseline data regarding students writing proficiency.
Year 2: 2019-2020		
Each Term		
WE faculty	At start of term	Submit assessment reports on their students' writing performance as determined by the rubric scores for work submitted for Writing Enrichment courses the preceding term.
	Beginning of Term	Offer all Writing Enrichment classes approved approved by the WE Committee that are on the Bethel class rotation schedules.
Expert in Writing Pedagogy and Assessment	On demand	Continue faculty workshops on Writing Enrichment classes and rubrics.
Writing Enrichment Review Committee		Evaluate faculty proposals for additional classes to be designated WE.
QEP Director and Committee, selected faculty, Office of Institutional Effectiveness	Near end of term	Administer direct and indirect assessments to seniors and faculty to obtain current data regarding students' writing proficiency.
Years 3-5 2020-2023		
Each Term		

Who	When	What
WE faculty	Early part of term	Submit assessment reports on their students' writing performance as determined by the rubric scores for work submitted for Writing Enrichment courses during the preceding term.
	Beginning of Term	Offer all Writing Enrichment classes approved approved by the WE Committee that are on the Bethel class rotation schedules.
Expert in Writing and Assessment of Writing	On demand	Continue faculty workshops on Writing Enrichment classes and rubrics (as needed)
Writing Enrichment Review Committee		Evaluate faculty proposals for third batch of sophomore/junior classes designated Writing Enrichment.
QEP Director and Committee, selected faculty, Office of Institutional Effectiveness	Near end of term	Administer direct and indirect assessments to seniors and faculty to obtain current data regarding students' writing proficiency.

VIII Organizational Structure

VIII. **Organizational Structure:** Clear lines of responsibility for implementation and sustainability (*providing support for compliance CS 3.3.2 “institutional capability for the initiation, implementation, and completion of the QEP”*) (SACSCOC, 2011, p. 49).

Figure VIII.1: QEP Organizational Chart



The members of the QEP unit include the QEP Director, the QEP and Writing Enrichment Committees, a Faculty Workshop Moderator and a College of Professional Studies Consultant.

VIII.1 The QEP Committee

During the course of the QEP implementation, the QEP Committee, constituted as described in the current faculty handbook, will perform the following functions:

1. Regularly monitor the progress of the QEP implementation.
2. Review assessment results and recommend appropriate adjustments to the original QEP.
3. Assist the QEP Director as needed.

4. College representatives will be a source of QEP information related to the QEP for their faculties.

VIII.2 QEP (Implementation) Director

A new half-time QEP (Implementation) Director is to be hired by January 2019 who will perform the following duties:

1. Chair the meetings of the Writing Enrichment Review Committee and the QEP Committee.
2. Coordinate QEP administration and analysis of nationally standardized assessments (HEIghten, FSSE).
3. Coordinate assessments with faculty teaching WE courses.
4. Supervise the scheduling of WE faculty workshops.
5. Supervise the assignment of WE-certified faculty as second assessors of students' written works submitted for assessment using the QEP writing rubrics.

Necessary qualifications of the QEP Director will include:

1. Master's degree in English with a concentration in composition theory.
2. Significant experience in higher education.
3. Effective communications skills.
4. Effective management/leadership skills.
5. Proficiency with Microsoft Office.
6. Proficiency with, or willingness to acquire proficiency with learning management software (e.g., Canvas, Aqua, V-Camp).
7. Knowledge of theory and practice in approaches to teaching writing skills at the college and university level.
8. Proficiency in statistical analysis or the interpretation of statistical reports.
9. Willingness to promote Bethel's Mission and Core Values.

Preferred qualifications include:

1. Earned doctorate in a relevant discipline (e.g., English with course work in composition theory).
2. Familiarity with SACSCOC requirements for accreditation and related procedures.
3. Significant involvement in participating in or leading a QEP initiative.

VIII.3 QEP Faculty Writing Workshop Moderator

Duties of QEP Workshop Moderator include:

1. Conduct faculty workshops in teaching WE classes and in use of Bethel's writing rubrics.
2. Act as a continuing resource for faculty teaching WE classes as well as those interested in doing so beyond the designated workshop sessions.

Necessary qualifications of the QEP Workshop Moderator include:

1. Earned master's degree in English with special emphasis on composition studies, developmental writing, and/or critical pedagogy.
2. No less than two semesters teaching college writing and /or development writing full-time OR four semesters teaching college writing and/or developmental writing part-time.
3. Evidence of effective teaching at the college level or graduate level.
4. Evidence of effectiveness at administrative duties.
5. Proficiency or willingness to acquire proficiency with Microsoft Office.
6. Proficiency or willingness to acquire proficiency with learning management software (e.g. Canvas, LiveText).

Preferred qualifications of the QEP Workshop Moderator include:

1. Record of scholarly publications and/or scholarly presentations in the fields of college composition studies, developmental writing, and/or critical pedagogy.
2. Familiarity with SACSCOC requirements for accreditation and procedures.
3. Willingness to support Bethel's Mission and Core Values.

VIII.4 College of Professional Studies Consultant

It was observed in Section VI.3 that the implementation of the QEP in the College of Professional Studies may present challenges not present in the College of Arts and Sciences or the College of Health Sciences. For this reason, there is to be a consultant faculty member who will be available to provide the QEP Director, QEP Committee, and the QEP Faculty Writing Workshop Moderator with assistance in adapting the implementation of the QEP to best fit the academic culture in the College of Professional Studies.

This CPS consultant will have considerable experience (at least five years) teaching writing and other subjects online as well as face-to-face.

VIII.5 Writing Enrichment Review Committee

The WE Review Committee, consisting of two WE qualified faculty members from each of Bethel's three colleges, is chaired by the QEP Implementation Director. The QEP Implementation Director may add additional members of this committee as deemed appropriate.

Members of Bethel's faculty will be solicited by the QEP Implementation Committee to serve on WE Review Committee. In most cases, faculty wishing to serve on the WE Committee will complete a QEP writing workshop.

Duties of the WE Review Committee include:

1. Receive and evaluate faculty proposals for WE versions of courses.
2. Communicate decisions regarding the WE proposals to authors of WE proposals.
3. Assign faculty qualified as WE to assess student writing assessments submitted in classes taught by other instructors.
4. Monitor the effectiveness of WE classes.

Faculty interested in having courses designated WE will submit their proposals to the WE Review Committee for consideration. In order to be eligible for service on this committee, interested faculty must demonstrate knowledge of Bethel's definition of a WE class.

IX Resources

A realistic allocation of sufficient human, financial, and physical resources (*providing support for compliance CS 3.3.2 “institutional capability for the initiation, implementation, and completion of the QEP”*) (SACSCOC, 2011, p. 48).

IX.1 Budget Summary

Table IX.1 provides a summary of the detailed budget in Appendix E. Unit costs for the assessments are to be found in Table E.1.

Table IX.1: QEP Budget Summary

Year Number	0	1	2	3	4	5	Totals
Expense Item	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23	
QEP Staff and Associated Expenses	\$18,500	\$27,200	\$34,200	\$34,000	\$34,000	\$32,500	\$180,400
Information Resources	\$5,100	\$3,200	\$3,200	\$3,000			\$14,500
Curriculum Development		\$22,000	\$14,000	\$10,000	\$10,000		\$56,000
Rubric Validation Study	\$3,381						\$3,381
Baseline Study		\$8,271					\$8,271
Direct Assessments			\$18,732	\$36,572	\$48,708	\$54,776	\$158,788
Indirect Assessments		\$100	\$100	\$100	\$100	\$100	\$500
Assessment Software		\$27,000	\$27,810	\$28,644	\$29,504	\$30,389	\$143,347
Grand Total	\$26,981	\$87,750	\$98,042	\$112,316	\$122,312	\$117,765	\$565,165

It is evident that Bethel's administration has access to and is willing to allocate the financial resources to implement and sustain the new QEP. For, although the \$565,165 budgeted for the QEP is only slightly less than the estimated \$573,000 spent on the 2008 QEP in Critical Thinking, the new QEP will impact the education of nearly all undergraduates at Bethel, whereas the old QEP involved only students in traditional programs on the McKenzie campus. Moreover, the Board of Trustees recognizes the importance of the QEP, as well as the appropriateness of writing in improving student learning, by approving writing as the focus of Bethel's new QEP (Section III.5).

IX.2 QEP Staff and Associated Expenses

With the exception of the hire of a new half-time QEP Implementation Director, and the QEP Writing Enrichment Workshop Moderator, QEP personnel will consist of existing Bethel

faculty, staff and work-study students. A total of \$180,400 is allocated for the Central QEP personnel, as well as certain expenses (e.g., travel expenses for attending conferences). Specific details appear in Table E.2.

IX.3 Information Sources

Information resources to be developed and acquired to be used by WE instructors and students include faculty workshop materials, library resources and the creation of an online database (Table E.3). The \$14,500 allocated for information sources includes initiatives to inform the Bethel community about the QEP.

IX.4 Curriculum Development

Eligible faculty members of the three Bethel Colleges are invited to submit proposals for WE versions of courses to the Writing Enrichment Review Committee. For each successful proposal, \$1000 is to be distributed among its authors. It is estimated that there will be 56 successful proposals submitted during the life of the QEP. See Table E.4 for details.

IX.5 Rubric Validation and Baseline Study

The cost of the rubric validation, estimated at \$3,381, includes both the cost of administering the HEIghtenTM and compensation to the faculty for assessment using the QEP rubric (Table E.5). The baseline study, intended to obtain baseline HEIghtenTM scores of Bethel students given to seniors during the 2018-2019 academic year, is estimated to cost \$8271 (Table E.6).

IX.6 Assessment

The total cost of direct assessment is \$158,788. This figure includes \$115,860 in compensation to faculty for conducting assessments using Bethel's QEP writing rubric, and \$42,928 for the HEIghtenTM Written Communication assessment. The number of students assessed and cost factors are found in Tables E.7 and E.8.

\$500 is budgeted for analysis of online surveys gathering data on opinions that faculty and students have about student writing competency.

IX.7 Computing Expenses

Given that each faculty and each student are provided with a computer to be used for Bethel, no additional hardware will be required during implementation of the QEP. \$143,347 will be

spent on Taskstream's Aqua software which is to be used to facilitate the assessment using the rubric and to provide detailed analysis of the assessment data gathered (Table E.9).

IX.8 Physical Resources

Physical resources needed include only existing classrooms.

X Assessment

A comprehensive evaluation plan (*providing support for compliance with CS 3.3.2 “a plan to assess their achievement”*) (SACSCOC, 2011, p. 49).

X.1 Requirements for an Acceptable Assessment Plan

The effectiveness of Bethel's QEP is to be determined by a carefully designed assessment plan consisting of a set of reliable and valid measurement (assessment) tools and a valid research design that specifies the groups of subjects (students), the scheduling of interventions (actions), and observations (assessments).

X.2 Assessment Tools

The QEP Committee recognizes that “the strongest assessments will rely on a mix of direct and indirect measures.”(Breslow, 2007, p. 2). Accordingly, Bethel's QEP incorporates two direct measurement tools: (1) Bethel's QEP writing rubric derived from the QEP SLOs, and (2) the Educational Testing Service's HEIghtenTM Written Communication Assessment (WC). Indirect measure(s) will consist of internally constructed surveys of faculty and students focused on issues relevant to writing proficiency.

X.2.1 First Direct Assessment Tool: Bethel's QEP Writing Rubric

Development of the QEP writing rubric was guided by an examination of rubrics developed by other institutions and organizations including the University of Denver, the University of Rhode Island, St. Thomas University, the Southern Nazarene University, the Association of American Colleges and Universities, and the Association of College & Research Libraries.

These sources were used by members of the QEP Planning Committee to develop rubrics for each dimension specified by the writing SLOs. The final rubric adopted by the Committee includes five dimensions as listed in Tables X.1 through X.5.

The proficiency levels were adopted from the Association of American Colleges and Universities: Capstone (level 4), Milestones (levels 3 and 2), and Benchmark (level 1) (Cf. Association of American Colleges and Universities (n.d.)).

The QEP Writing Rubric

Each of the Tables X.1 through X.5 provides a description of one of the five writing dimensions. The attributes of the various writing proficiency levels have been isolated in an effort to facilitate inter-rater and intra-rater reliability of the rubric scores.

Table X.1: SLO 1. The student writer will create written works that are well-suited to the audience, purpose, and circumstances of each writing task.

	Capstone 4	Milestones		Benchmark 1
	3	2		
audience, purpose and circumstances (Association of American Colleges & Universities Written Com- munication VALUE Rubric)	Demonstrates			
	thorough under- standing	adequate consid- eration	awareness of	minimal attention to
	of context, audience, and purpose		of context, audience, purpose	
	that is responsive to	and a clear focus on	and to	
	the assigned task(s)			
	and focuses on all elements of the work.	(e.g., the task aligns with the audience, purpose, and context).	(e.g., begins to show awareness of audience's perceptions and assumptions).	(e.g., expecta- tion of instructor or self as audi- ence).

Table X.2: SLO 2. The student writer will create written works [1] centered on a thesis or main idea and [2] supporting content.

	Capstone 4	Milestones		Benchmark 1
	3	2		
[1] main idea	The main idea is			
	clear	readily identified	present	present, but not readily dis- cernible
[2] supporting content	supported by relevant anecdotes and details.	enriched content supports that idea.	may be broad or simplistic.	is confusing.

Table X.3: SLO 3. The student writer will create well-structured and clearly written paragraphs.

A well-structured and clearly written paragraph should be

1. Unified: sentences are relevant to an explicit topic sentence or a main idea.
2. coherent: the sentences occur in a natural or appropriate order such as: chronological order, order of importance, question to answer, and problem to solution.
3. well-developed: the sentences support, provide evidence for, or otherwise explain the main idea.

(Hodges, Horner, Webb, & Millar, 1994, p. 308-341)

	Capstone 4	Milestones 3 2		Benchmark 1
	Each paragraph			
Central topic (Unified)	enhances and showcases	includes		lacks
	central idea;	a readily identified topic;	an underlying topic	a clearly identifiable central idea
Organization (Coherent)	order of information			
	is compelling;		slows	significantly impedes
	moves the reader through the text		the reader's movement through the text	
		with little confusion		
Supporting	and additional content			
Material (Well-developed)	that explains the topic.	that is relevant to the topic.	mostly relevant to the topic.	mostly irrelevant to the topic.

Table X.4: SLO 4. The student writer will determine when information is needed and locate, and incorporate credible information in written work.

It is expected that the writer will:				
1. Use primary and secondary sources appropriate to audience, purpose, and type of inquiry;				
2. Integrate gathered information and account for gaps or weaknesses;				
3. Organize information appropriately to audience, purpose, and type of inquiry;				
4. Synthesize ideas gathered from multiple sources;				
5. Analyze and interpret information in order to reach logical conclusions.				
Adapted from (Association of College & Research Libraries, 2016, p. 7)				
	Capstone 4	Milestones 3 2		Benchmark 1
Sources	Contains			
	appropriate		more than one	at least one basic
				outside
	variety of sources		source	
		though some may be inappropriate	may not be rele- vant	
	to			
	address			
	research question.			
Integrate			Some	All
	Gathered information is			
	effectively	somewhat		not
	situated;			
	gaps/weaknesses			
	are accounted for			
	sucessfully.	nominally.	may not be noted.	are not noted at all.
Organize	Information			
		somewhat	mostly not	not
	organized			
				at all
	to suit audience, purpose and inquiry.			
Synthesize		Some	Few	No
	Ideas from multiple sources synthesized effectively.			
Analyze and interpret				Little or no
	Information			
	effectively	somewhat	mostly not	is
	analyzed			
	and		or	
	interpreted			
	for			
		Some	any	
	Logical			and
	conclusions			
				are absent.

Table X.5: SLO 5. The student writer will create written works that are grammatically correct, free of spelling errors, and that employ words in accordance with their dictionary definitions.

	Capstone 4	Milestones		Benchmark 1
error prevalence	Few or no errors	Some	2	
	in grammar, mechanics, punctuation, word choice, or spelling			
			that may	that significantly
			interfere(s) with the communication of the message	
				and undermines the authority of the writer.

Rubric-Based Assessment Logistics

Use of Bethel's writing rubric to assess student writing proficiency presumes that there is sufficient evidence that the rubric is reliable and valid (See page 49).

Scheduling of the QEP assessments and the compilation of assessment data is complicated by the differences in scheduling and modes of delivery in the three colleges.

Scheduling Assessments of student written assignments using the writing rubric will take place in each WE class during each term in the College of Professional Studies (CPS), and each semester in the College of Arts and Sciences (CAS) and the College of Health Sciences (CHS). In the five-week terms in CPS, the assignment due on the fourth week (of the five-week term) will be assessed. In the other two colleges, a designated writing assignment completed during the last three weeks of each fifteen-week semester will be assessed.

The QEP Director, or a designated representative, will periodically conduct the analysis of the data from all three colleges. Analysis of data from CAS and CHS WE sections will take place shortly after the completion of each semester. For CPS, the analysis will take place at least once during each term.¹ Details of the analysis are presented in Section X.2.4 on page 50.

Assessment Procedure Each student's work will be assessed by two faculty members: the instructor of the course section and a second WE certified instructor not teaching that section. Given the wide geographic distribution of Bethel's campuses, and the need to efficiently maintain an integrated database of all QEP assessment data, it was determined

¹A CPS term lasts about half a year (page 20).

that the assessment would be conducted online. It was decided to use the Taskstream's Aqua platform. The following procedure will be used:

1. For each WE section, the students are to submit to Aqua, through Canvas, their completed writing assignments designated for QEP assessment.
2. The instructor of the class will evaluate, in a timely manner, the completed QEP assignments using the QEP writing rubric. A separate score for each SLO, ranging from 0-4, is recorded on the Aqua class site.
3. A second faculty member, not teaching the course and assigned by the university's QEP Director, or other authorized person, will evaluate, again in a timely manner, each student's QEP assignment, recording the scores as in 2.
4. In order to carry out analysis of the data gathered, the QEP director, or designated representative, will be able to execute Aqua's analysis tools and will be given access to Bethel's Aqua database.

X.2.2 Second Direct Assessment: The HEIghtenTM Written Communication Exam

The second direct assessment of student writing will be the relatively new ETS HEIghtenTM Written Communication Exam (WC).

Why Choose the WC?

Several features of the WC support the Committee's decision to adopt it as the QEP's standardized direct assessment.

First, the Committee is confident that the WC has construct validity because it focuses on the four dimensions of writing listed in Table X.6 derived from a unified written communications framework (i.e., definition) that had been compiled as a group effort by the Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project from eight overlapping but distinct well-known explicit or implicit written communications frameworks (Sparks, Song, Brantley, & Liu, 2014, p. 3, and p. 6 Table 2).

Table X.6: Four Dimensions of Written Communication

1. Knowledge of Social and Rhetorical Situations	3. Knowledge of Language Use and Conventions
2. Knowledge of Conceptual Strategies	4. The Writing Process

Source: (Rios, Sparks, Zang, & Liu, 2016, Table 1)

Moreover, the WC is an authentic measure of writing proficiency because, in addition to the selected-response items (e.g., multiple choice questions) like the ETS Proficiency Profile, the test contains a constructed-response task requiring the student to write a coherent essay in response to a prompt in the form of a short written passage. Inclusion of the Direct Writing Measure ensures that “higher-order skills [are] included such as passage-level organization, development, or use of sources.” (Rios et al., 2016, p. 10). Therefore, the WC, provides a measure for SLOs 1, 2, and 3 that is superior to that of the ETS Proficiency Profile and other selected-response only tests.

Thirdly, this exam is suitable for Bethel because it is possible to administer to all of Bethel’s undergraduates. The WC is an online test that can be administered in class or remotely, and so can be administered to students online or face-to-face. Because the test takes only 45 minutes to complete, it can be administered to Bethel face-to-face undergraduates during class sessions in traditional as well as non-traditional programs (ETS (HeightenTM) (About), 2017).²

Finally, comparison of the skills assessed by the writing rubric and the WC in Tables X.7 and X.8 on pages 47–48 indicates, at least on a holistic level, that the rubric and the WC pertain to the same written communication construct, assuming, of course, that the rubric constitutes a valid assessment tool (See page 49).

Scoring the WC

WC Scoring Process The selected-response portion of the exam is electronically graded. The Direct Writing Measure is obtained by summing the score obtained electronically (using erater[®], ETS (e-rater) (2017)) and the score assigned by an ETS human grader, unless these two scores do not agree. In case of a disagreement between these two scores, a second human grader is brought in to obtain a third score, and the final score reported will be “determined based on the most accurate scores available” (ETS (WC Scoring), 2016).

WC Score Reports The student’s overall total score and the Direct Writing Measure scaled scores are included along with the institution’s peer group averages for these scores. The student’s reported writing proficiency level (marginal, proficient, and advanced) is determined by the student’s overall score. The QEP will not be using the student reports for its assessments.³

The scores reported to the institution include institutional means for the overall score,

²The ETS publications ETS (2015) and ETS (2017b) provide descriptions of the exam format, the writing competencies assessed, reporting of scores, and the scoring process. Interpretation of the exam results is facilitated by a detailed guide ETS (Score Interpretation) (2017).

³An example student report may be seen at ETS (2017c).

subscores for the first three dimensions listed in Table X.6⁴ and the mean score on the Direct Writing Measure as well as peer group comparisons for these scores and subscores. Percentages of the institutions in each of the three proficiency levels are included. An example institutional score report may be found at ETS (2017a).

WC as an Assessment Tool

The goal of the QEP is to measurably improve the writing proficiency of Bethel's students as a group. The WC will be administered to students during their senior year in order to gather evidence that there have been significant positive changes in group means, percentile ranges, and in the distribution of student scores among the WC proficiency levels. Following ETS's advice, no use will be made of individual students' scores "to make high-stakes decisions regarding individual students" (ETS (Score Interpretation), 2017, p. 36).

⁴The fourth dimension "The Writing Process" does not receive a separate score, but "the skills measured in this fourth dimension are embedded in the three dimensions listed above" (ETS, 2015, p. 3).

Table X.7: Bethel's QEP Writing SLOs and ETS Operational Definition for Written Communication

The student writer	action phrase	noun phrase describing some concrete artifact or object	adjective phrase describing intended observable characteristics of that entity	Corresponding ETS Writing dimension (Dimension details—Definition), Sources: ETS (Score Interpretation) (2017, p. 13-16) Rios et al. (2016, Table 1, 36)
1.	will create	written works	that are well-suited to the audience, purpose, and circumstances of each writing task.	Knowledge of social and rhetorical situations (Task, context and purpose—The ability to effectively consider and adapt one's writing to particular purposes <to inform, to argue, to persuade> and contexts <academic, professional, social> and task instructions.) (Audience awareness—The ability to effectively consider and adapt one's writing to particular audiences <e.g., experts, non-experts, specialists, general>.)
2.	will create	written works	centered on a thesis or main idea.	Domain knowledge and conceptual strategies (Content development and organization—The development and logical expression of ideas in writing. The ability to fully develop one's ideas with supporting information and examples from one's prior knowledge, reading, and experiences, and to present information and ideas in a logical, organized, and coherent way.)
3.	will create	paragraphs	[that are] well-structured and clearly written.	

Table X.8: Bethel's QEP Writing SLOs and ETS Operational Definition for Written Communication (Continued)

4.	will determine when	information	is needed	Domain knowledge and conceptual strategies (Use of sources and textual evidence—The ability to comprehend and critically analyze a source text (e.g., text, document, data table, image) and to effectively incorporate information drawn from source texts to develop and support one's ideas, using appropriate attribution.)
	and locate, and incorporate	information	[that is] credible	
		in written work		
5.	will create	written works	that are grammatically correct, free of spelling errors	Knowledge of language use and conventions (Language use: grammar, usage, syntax, and mechanics—The ability to compose text that is relatively free of errors in grammar, usage, mechanics, syntax, and spelling. Command of the fundamental skills needed to produce fluent text.) (Language use: word choice, tone, voice and style of language—The ability to compose text that conveys meaning clearly by using appropriate word choice, sentence variety, tone, voice and style; what is appropriate will be determined by the context, purpose, and genre of writing.)
	employ	words	in accordance with their dictionary definitions;	

The ETS Proficiency Profile

The Proficiency Profile is not officially one of the QEP assessment instruments, but because it is currently being administered to students completing 60 credit hours towards the bachelor's degree it will be used to gain some idea as to the effectiveness of Bethel's lower-division Writing Enrichment classes (ETS, 2017).

X.2.3 Reliability and Validity of the QEP Direct Assessment Tools

Reliability and Validity of the HEIghtenTM WC Test

Two measures have shown the HEIghtenTM WC to be acceptably reliable. First, at the institutional level, the overall score and three subscores have been shown to be internally consistent (typical subjects will earn similar scores on items of similar types) at the institutional level, and the overall score has also been shown to be reliable at the individual student level (ETS (Score Interpretation), 2017, p 27-28). Secondly, the essay (Direct Writing Measure) portion of the test exhibits acceptable inter-rater reliability among human-machine and human-human graders (Rios et al., 2016, p. 21).

Evidence for the validity of the WC is presented in Rios et al. (2016).

Establishing the Reliability and Validity of Bethel's QEP Writing Rubric

One or more pilot studies will be carried out in order to determine the reliability and validity of the QEP writing rubric.

A sample of 80 senior students' (90 or more credit hours) classroom writing assignment projects will be gathered. Each of these 80 assignments will be assessed by two different members assigned from a group of faculty members who have been trained in the use of the QEP writing rubric. The same group of seniors will sit for the HEIghtenTM exam.

Reliability The training provided in the faculty workshops are to help ensure that the scoring of student work exhibits both inter-rater reliability and intra-rater reliability (the rater assigns similar scores to similar written works). Thus, it is expected that inter-rater reliability may be regarded as indirect evidence for intra-rater reliability.⁵

The rubric will be considered to be inter-rater reliable provided the percentage of projects awarded scores by the two graders which are within one point exceeds 70%.

⁵This would explain the neglect of intra-rater reliability in Finley (2011), and may account for the comment that "intra-rater reliability might not in fact be a major concern when raters are supported by a rubric" Jonsson and Svingby (2007, p. 134).

Should the 70% criterion for inter-rater reliability not be reached, the rubric subscores will be investigated to determine what particulars might be leading to a difference in scores. In this case, the rubric rating criteria will need to be clarified and/or further faculty training will be required.

Validity Once the rubric has passed the reliability test, the sum of the scores of the two graders will be matched with the score on the WC Direct Writing Measure.⁶ Should there be a statistically significant positive correlation between the students' rubric scores and their WC Direct Writing Measure essay scores, it can be concluded that the QEP rubric forms a valid measure of writing proficiency—provided that the WC is also a valid measure of writing. Should this correlation not occur further pilot studies will be performed on a revised rubric.

However, it is anticipated that the pilot testing phase will not be prolonged because the set of QEP SLOs and the set of WC SLOs (dimensions) of Written Communication, taken as wholes, appear to provide the same operational definition of the fuzzy abstract notion of “writing proficiency” or “written communication” (Table X.7).

Use of the HEIghtenTM WC

Scheduling Baseline scores for seniors' performance on the HEIghtenTM WC will be obtained from seniors during the academic year 2018-2019. Beginning in the Fall of 2019-2020, the writing proficiency of students enrolled in WE designated sections of courses will be assessed using the WC, in class or remotely.

Recording of Data Obtained Soon after the QEP Director or other authorized person receives the test results from ETS, the analysis provided by ETS will be added to the QEP assessment database for later reference.

X.2.4 Analysis of Direct Assessment Data

Data used in the assessment includes the following:

⁶As a check, the rubric scores will also be compared with the overall WC scores.

Table X.9: Direct Assessment Data

Type of Assessment	Bethel's Writing Rubric	HEIghten TM WC
Summative	Total Score	Direct Assessment Score
		The Overall Scaled Scores
Formative	The subscores corresponding to each of the five SLOs	The three Scaled subscores

In those terms in which both WE and non WE sections of a course are offered, students in all sections of the course will be administered the WC; however, the WE rubric scores will be collected only from students in the WE sections. This assessment schedule will facilitate comparisons of scores for both direct assessments, during each term or year, of the student writing proficiency among the following group pairs:

1. The 2018-2019 seniors vs. students completing their first WE section of a course.
2. The 2018-2019 seniors vs. students completing their second WE section of a course.
3. Students completing their first WE section of a course vs. students completing their second WE section of a course.

For each group of students—seniors, students completing their first WE class, and students completing their second WE class comparisons will also be made across terms.

Given that the population of Bethel does not change in relevant ways during the course of the QEP, these comparisons will increase the likelihood of determining the extent to which WE sections of courses have on improving student writing proficiency.

X.2.5 Indirect Assessments

Beginning in the spring of 2018, in an effort to obtain data regarding the faculty's perception of students' writing proficiency, an internally developed survey will be administered online to the faculty in each of Bethel's three colleges. Similarly, data on student perceptions of writing proficiency based will be gathered by a second online survey. It is anticipated that the extent of faculty-student disagreement (Section III.1.1) about student writing proficiency will be reduced as the QEP matures .

Appendix A QEP Planning Committee

Table A.1: QEP Planning Committee Members

Name	Membership	College	Discipline	Dates Active	
				Start	End
Dr. Jesse Jon Turner	QEP Director/Chair	CAS	Mathematics and CIS (Ret, 2017), Philosophy (Adjunct)	September 2012	Current
Dr. John Nelson	CAS Representative	CAS	Biology	April 2014	March 2017
Dr. Brad Cliff	CAS Representative	CAS	Physical Education	March 2017	Current
Dr. Myra Stockdale	CHS Representative	CHS	Athletic Training	April 2014	March 2015
Dr. Gwen Ferdinand-Jacob	CHS Representative	CHS	MSPAS	March 2015	March 2017
Dr. Joe Hames	CHS Representative	CHS	Vice President	March 2017	Current
Dr. Dorothy Black	CPS Representative	CPS	Dean	June 2015	June 2015
Ms. Lisa Vaughn	CPS Representative	CPS	Administration	April 2014	March 2015
				June 2015	March 2016
Dr. Lisa Tyler	CHS Representative	CPS	Administration	April 2016	September 2017
Mr. Mark Bell	Invited Faculty	CPS	Administration	April 2016	September 2017
Dr. Chris Burket	Invited Faculty	CAS	Biology	March 2016	April 2016
Dr. Sabrina Chambers	Invited Staff/Faculty	CPS/I.E.	English	April 2016	Current
Ms. Rachael French	Invited Staff	CAS	Student Service	November 2017	Current
Dr. Morgan Goulding	Invited Faculty	CAS	Biology	November 2016	September 2017
Dr. Nikki Holland	Invited Faculty	CHS	Athletic Training	January 2017	Current
Ms. Katherine Jimenez	Invited Student	CAS	Bus/CIS	January 2017	July 2017
Ms. Ashley Johnson	Invited Faculty	CHS	Nursing	April 2016	Current
Dr. David Lancaster	Invited Faculty	CAS	Religion	March 2016	Current

					Dates Active	
Name	Membership	College	Discipline	Start	End	
Ms. Alacia Mitchell	Invited Faculty	CAS	Business	September 2016	Current	
Mr. J.R. Robles	Invited Faculty	CAS	English	September 2016	July 2017	
Ms. Sara McIntosh	Invited Faculty	CAS	English	March 2016	Current	
Dr. Jeremy Ricketts	Invited Faculty	CAS	English	March 2016	Current	
Dr. Robin Salyers	Invited Faculty	CAS	Education	April 2016	September 2017	
Ms. Sarah Sanders	Invited Staff	CAS	Student Services: Director of Tutoring Center	April 2016	Current	
Ms. Kelsey Scarborough	Invited Student	CAS	Bus/CIS	January 2017	September 2017	
Dr. Hector Tato	Invited Faculty	CAS/CPS	Criminal Justice	April 2014	September 2016	
Mr. Chris Terry	Invited Faculty	CAS	Mathematics	February 2017	September 2017	
Dr. Kathryn Wilwohl	Invited Faculty	CAS	Biology	March 2016	Current	
Ms. Jill Whitfill	Invited Faculty	CAS	Library	March 2016	Current	
Dr. Rosetta Burford	Invited Faculty	EDU	Education	September 2017	Current	
Ms. Cindy Chambers	Invited Faculty	CPS	Writing Faculty	September 2017	current	
Ms. Lauren McCoy	Invited Faculty/Staff	CPS	Library and Writing Faculty	September 2017	Current	
Ms. Ashley Ledbetter	Invited Student	CHS	Nursing	October 2017	Current	
Mr. Kevin Beck	Invited Student	CAS	Christian Studies	November 2017	Current	
Ms. Alexandra Wilegus	Invited Student	CAS	Biology and Theater	November 2017	Current	

Appendix B Survey Results

Table B.1: Surveys of Bethel Constituencies: Response Numbers

Note: Figures labeled (PF) denote the number of completed paper forms. Those not marked indicate computer-based forms supported by Survey Monkey or Savant.

Fall 2014: Undergraduate Students and Faculty				
	College Of Public Service (COPS) (On-line)	College of Professional Studies (CPS) Face-to-Face (CPSF2F)	College of Professional Studies (CPS) On-line (CPSOL)	College of Arts and Sciences, College of Health Sciences (Primarily face-to-face) (CASCHS)
Responding Faculty	49	19	32	66 (PF)
Full Time Faculty	19	29 (Combined)		94
Responding Students	105	579 (PF)	840	300(PF)
Enrolled (April 2014)	> 800	> 1000	> 1000	≈ 1300 – 1400

Note: Traditional Students completed the forms in class. In order to reduce the chances that one student could complete more than one form, for the most part surveys were administered during classes that met at 10:00am-10:50am on Monday, Wednesday and Friday. Those few that met at other times were those in the major, and so were less likely to duplication.

Spring-Summer 2015 Undergraduate alumni				
	College Of Public Service (COPS) (On-line)	College of Professional Studies (CPS) Face-to-Face (CPSF2F)	College of Professional Studies (CPS) On-line (CPSOL)	College of Arts and Sciences, College of Health Sciences (Primarily face-to-face) (CASCHS)
Respondents	4	4	9	9
		2 (College Start)		

June 2015 Bethel Board of Trustees

	Total
Respondents (out of 35)	12

Summer 2015 Administration and Staff

	College of Public Service	College of Professional Studies	College of Arts and Sciences and College of Health Sciences	University Wide
Respondents	19	2	55	13

Table B.2: Basic Academic Skills

Percentages responding “Very Difficult” or “Difficult” with student completion of tasks requiring basic academic skills

Undergraduate Programs			
Students	Faculty	Difference	z
a. 11.75%	40.24%	-28.49%	-10.023
b. 9.68%	72.56%	-62.89%	-21.610
c. 7.76%	50.61%	-42.85%	-16.533

- a. Reading comprehension
- b. Correct use of grammar and clarity in writing
- c. Quantitative reasoning

Table B.3: Faculty Support Writing as a QEP Topic

Question (Q3/Q2): Analysis of survey responses suggest that Bethel should should take special care to improve our students’ writing skills. Please select your agreement with the following statement: I am willing to support a Quality Enhancement Plan that focuses on increasing Bethel students’ writing proficiency.

	College of Health Sciences		College of Professional Studies		College of Arts and Sciences		Combined	
Answer Options	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Strongly Agree	80.0%	8	80.3%	57	58.1%	25	71.9%	90
Agree	20.0%	2	16.9%	12	23.3%	10	19.3%	24
Indifferent	0	0	2.8%	2	9.3%	4	5.3%	6
Disagree	0	0	0.0%	0	9.3%	4	3.5%	4
Strongly Disagree.	0	0	0.0%	0	0.0%	0	0.0%	0
answered question (n)		10		71		43		124
skipped question		0		0		0		
Agree or Strongly Agree	100.0%		97.2%		81.4%		91.9%	
FT Faculty (N)		25		100		97		222
95% Margin of error (using finite population factor and $p = .5$)	N/A: $Np = 5 < 10$		11.6%		10.2%		5.5%	

Table B.4: **Spring 2016 Survey: Faculty Support for Writing as a QEP Topic**

Note: The figures 100, 25, and 80, are derived from the faculty listings in 2015-2016 catalogs of the three colleges. Forms completed by CAS differed from that of CHS and CPS only in that the CAS faculty were not asked about their college affiliation.

	College of Professional Studies	College of Health Sciences	College of Arts and Sciences	Combined
Responses	71	10	43	124
FT Faculty	100	25	97	222
Response Rate	71.0%	40.0%	44.3%	55.9%

Table B.5: Basic Academic Skills (Undergraduate)

Students (Frequencies)						
Students reporting difficulty completing tasks requiring:	Very Difficult	Difficult	Neutral	Easy	Very Easy	Response Count
a. Reading comprehension	85	126	599	633	352	1795
b. Correct use of grammar and clarity in writing	28	145	615	679	321	1788
c. Quantitative reasoning	24	114	774	659	207	1778
Faculty (Frequencies)						
Faculty reporting typical students' difficulty completing tasks requiring:	Very Difficult	Difficult	Neutral	Easy	Very Easy	Response Count
a. Reading comprehension	3	63	72	24	2	164
b. Correct use of grammar and clarity in writing	21	98	36	9	0	164
c. Quantitative reasoning	12	71	72	8	1	164

Appendix C ETS Proficiency Profile

Comparisons are made between Bethel senior student scaled scores and proficiency levels and students in its comparison group of 101 other institutions (ETS, 2015a).

C.1 ETS Bethel Students and ETS Peer Group: Scaled Scores

ETS reports two sets of norms for its tests: The institutional means and standard deviations provides a means of comparing the 101 peer institutions. The individual means and standard deviations were calculated for the combined group of 49,489 students during the years 2011-2016. The statistics in Table C.1 are for the individual students.

Table C.1: Peer Group Means, Standard Deviations, and Standard Errors for the Four Scaled Subscores

	Critical Thinking	Reading	Writing	Mathematics
mean	112.1	118.5	114.7	114.1
std dev	6.4	7	5.1	6
std. error	1.397	1.528	1.113	1.309

Source: (ETS (Seniors), 2016)

Table C.2: Bethel Means and Corresponding z Scores For the Years 2012-2017

	N	Total scaled score	Critical Thinking	Reading	Writing	Mathematics
2012 Bethel Mean	158	441.07	111.05	116.24	114.43	112.70
z		-15.94	-2.06	-4.06	-0.66	-2.93
2013 Bethel Mean	139	440.51	110.23	116.45	113.73	113.14
z		-15.28	-3.44	-3.46	-2.25	-1.89
2014 Bethel Mean	23	444.09	110.57	118.65	116.52	111.17
z		-5.35	-1.15	0.10	1.71	-2.34
2015 Bethel Mean	165	437.20	109.91	115.51	113.02	111.43
z		-18.78	-4.40	-5.49	-4.22	-5.72
2016 Bethel Mean	85	442.48	111.18	117.05	114.51	112.39
z		-11.03	-1.33	-1.91	-0.35	-2.63
2016-2017 Student Teachers Bethel Mean	21	439.81	110.71	115.76	115.19	111.19
z		-6.10	-0.99	-1.79	0.44	-2.22
Overall (2012-2016) Bethel Mean	591	440.13	110.53	116.28	113.99	112.29
z		-31.97	-5.98	-7.72	-3.38	-7.33

Source: 2012-2017etspp.ods

C.2 ETS Bethel Students and ETS Peer Group: Proficiency Classifications

C.2.1 Explanation of Writing Proficiency Classifications

The classifications are taken verbatim from the ETS page site: ETS (2017).

http://www.ets.org/proficiencyprofile/scores/proficiency_classifications/levels

Level 1 To be considered proficient at Level 1, students should be able to:

- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns, and conjunctions)
- recognize appropriate transition words
- recognize incorrect word choice

- order sentences in a paragraph
- order elements in an outline

Level 2 To be considered proficient at Level 2, students should be able to:

- incorporate new material into a passage
- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases
- combine simple clauses into single, more complex combinations
- recast existing sentences into new syntactic combinations

Level 3 To be considered proficient at Level 3, students should be able to:

- discriminate between appropriate and inappropriate use of parallelism
- discriminate between appropriate and inappropriate use of idiomatic language
- recognize redundancy
- discriminate between correct and incorrect constructions
- recognize the most effective revision of a sentence

Table C.3: Percentage Distributions of $N = 591$ Bethel Seniors Proficiency Levels Compared to Peer Group (2012-2017)

	Proficient		Marginal		Not Proficient		χ^2	z scores (Proportions)		
	Bethel	Peer Group	Bethel	Peer Group		Peer Group		Proficient	Marginal	Not Proficient
Critical Thinking	1.2%	5%	12.4%	21%	86.5%	74%	50.66	-4.26	-5.16	6.91
Reading Level 2	21.2%	38%	26.7%	21%	52.1%	41%	71.22	-8.44	3.42	5.49
Reading Level 1	57.0%	68%	22.5%	17%	20.5%	15%	32.81	-5.72	3.56	3.73
	Bethel	Peer Group	Bethel	Peer Group		Peer Group	χ^2	Proficient	Marginal	Not Proficient
Writing Level 3	4.9%	9%	19.5%	26%	75.6%	65%	31.01	-3.48	-3.63	5.42
Writing Level 2	13.0%	21%	40.9%	38%	46.0%	41%	22.87	-4.76	1.48	2.48
Writing Level 1	58.9%	64%	32.7%	26%	8.5%	10%	13.89	-2.59	3.69	-1.25
Math Level 3	3.38%	8%	9.98%	18%	86.63%	74%	49.59	-4.14	-5.07	7.00
Math Level 2	18.78%	32%	27.75%	27%	53.47%	41%	54.80	-6.89	0.41	6.16
Math Level 1	46.87%	59%	29.78%	23%	23.35%	18%	35.95	-6.00	3.92	3.39

Source: ets 2012-2017 summary.ods page "seniors" , 2012-2017etspp.ods page "seniors"

Appendix D Bethel Bachelor's Degree Programs

Table D.1: Bachelor's Degree Awarded 2016-2017 FY

Source: University Registrar

College of Arts and Sciences 172 Graduates in Traditional Face-to-Face Semester Programs

	Major/Concentration	Graduate Numbers		Major/Concentration	Graduate Numbers
1	Art	1	15	Human Services	7
2	Biology	14	16	Interdisciplinary Studies	1
3	Business Administration: Accounting	10	17	Mathematics	2
4	Business Administration: CIS	15	18	Music (Applied or Church Music)	2
5	Business Administration: Management	26	19	Music Education	8
6	Chemistry	2	20	Music Industry Studies (Business /Production & Technology)	9
7	Christian Studies	6	21	Physical Education	9
8	Criminal Justice Studies	11	22	Pre-Pharmacy	0
9	Education: Child Learning & Development	18	23	Pre-Professional Health Studies	1
10	Education: Exceptional Learning & Development	8	24	Psychology	8
11	English	4	25	Sociology	0
12	Fitness & Wellness	3	26	Student Initiated Major	0
13	General Studies	3	27	Theatre	2
14	History	2			

College of Health Sciences 33 Graduates in Traditional Face-to-Face Semester Programs

28	Athletic Training	11	30	Criminal Justice (Online)	189
29	Nursing	22	31	Emergency Services Management (Online)	32
			32	Management & Organizational Development (Face-to-Face)	134
			33	Organizational Leadership (Online)	181

Table D.2: 2016-2017 Enrollment Figures for a Set of Candidates for WE Classes in the College of Arts and Sciences

Three majors—Art, Interdisciplinary Studies, and Student Initiated— are not included because these majors do not require any one course in the discipline.

Major	Course ID	Course Title	Total Enrolled	Number of Sections	Number of Instructors	Average Section Size
Business	BUS 302	PRINCIPLES OF MARKETING	39	2	1	19.5
	BUS 413	BUSINESS POLICY & STRAT	41	2	1	20.5
Chemistry	CHE 320	ANALYTICAL CHEMISTRY	2	1	1	2.0
Chemistry and Pre Pharmacy	CHE 440	CHEMICAL LITERATURE AND SEMINAR II (1 cr.)	2	1	1	2.0
Child Learning and Development	ELD 314	SURV OF CHILDREN WITH EXCEPTIONS	17	2	2	8.5
	ELD 438	DIFFERENTIATED INSTRUCTION	11	2	2	5.5
Criminal Justice Studies	CJS 313	ETHICS IN CRIMINAL JUSTICE	24	1	1	24.0
	CJS 410	CRIMINAL EVIDENCE	25	1	1	25.0
Exceptional Learning and Development	ELD 314	SURV OF CHILDREN WITH EXCEPTIONS	17	2	2	8.5
	ELD 423	MILD DISABILITIES	1	1	1	1.0
English	ENG 334	WRITING NON-FICTION	2	1	1	2.0
	ENG 422	BRITISH LITERATURE 1700-1830	3	1	1	3.0
Fitness and Wellness. Physical Education	PED 211	FOUNDATIONS OF HEA & PED	29	1	1	29.0
	PED 413	ORG & ADMIN OF HEA & PED	22	2	2	11.0
History	HIS 300	HISTORICAL METHODS AND THEORY	8	1	1	8.0
	HIS 498	SENIOR THESIS	8	1	1	8.0
Human Services	HUS 330	RESEARCH METHODS	30	2	1	15.0

Major	Course ID	Course Title	Total En-rolled	Number of Sections	Number of Instructors	Average Section Size
	HUS 420	HUMAN BEHAV IN SOCIAL ENVIRON	21	1	1	21.0
Mathematics	MTH 320	DISCRETE MATHEMATICS	4	1	1	4.0
	MTH 342	NUMERICAL METHODS	N/A	1	1	
Music and Music Education except Worship	MUS 221	MUSIC THEORY III	3	1	1	3.0
Music and Worship	Music 230	Foundations in Church Music	N/A	1	1	
Music and Music Education	MUS 301	MUSIC HISTORY I	5	1	1	5.0
Music Industry	MUS 331	POPULAR MUSIC HISTORY	42	2	1	21.0
	MUS 440	MUSIC INDUSTRY LAW	14	1	1	14.0
Psychology	PSY 330	RESEARCH METHODS	30	2	1	15.0
	PSY 415	COGNITIVE PSYCHOLOGY	1	1	1	1.0
Sociology	SOC 213	SOCIAL ISSUES IN COM/WORLD	24	1	1	24.0
	SOC 321	SOCIAL THEORIES	11	1	1	11.0
Theatre	SAT 401	DIRECTING	8	1	1	8.0
Totals			444	39	34	

Table D.3: 2016-2017 Enrollment Figures for a Set of Candidates for WE Classes in the College of Health Sciences

Major	Course ID	Course Title	Total En-rolled	Number of Sec-tions	Number of In-struct-ors	Average Section Size
Athletic Training	ATR 260	PRINCIPLES OF RE-HABILITATION	8	1	1	8.0
	ATR 410	ORGANIZATION AND ADMIN IN ATHLETIC TRNG	11	1	1	11.0
Nursing	NUR 341	Research in Nursing	25	1	1	25.0
	NUR 430	LDRSHP AND MAN-AGEMENT IN NRSG	17	1	1	17.0
Totals			61	4	4	

Table D.4: 2016-2017 Enrollment Figures for a Set of Candidates for WE Classes in the College of Professional Studies

Major	Course ID	Course Title	Total En-rolled	Number of Sec-tions	Number of In-struct-ors	Average Section Size
Criminal Justice	CCJ 3700	CRIMINAL PROCEDURE I	175	20	2	8.8
	CCJ 4400	COMMUNITY CORRECTIONS	181	23	5	7.9
Emergency Management Services	ESM 3700	HOMELAND SECURITY LAW AND PUBLIC POLICY	31	7	3	4.4
	ESM 4400	STRATEGIC PLANNING IN PUBLIC SAFETY & EMERGENCY RESPONSE ORGANIZATIONS	31	8	2	3.9
Management & Organizational Development	MOD 320	SYST APPR TO ORGANIZ ANALYSIS	145	26	8	5.6
	MOD 430	BUS,GOV'T,& INTER-NATL ECONOMY	159	25	11	6.4
Organizational Leadership	OL 3230	ORGANIZATIONAL THEORY	288	36	8	8.0
	OL 4240	STRATEGIC MAN-AGEMENT	288	38	8	7.6
Totals			1298	183	47	

Table D.5: 2016-2017 Enrollment Figures for a Set of WE Candidates Required in Multiple Programs in the College of Arts and Sciences

Major	Course ID	Course Title	Total En-rolled	Number of Sec-tionss	Number of In-struc-tors	Average Section Size
Art, Christian Studies, English, and Theatre require philosophy						
Philosophy	PHI 211	INTRO TO PHILOSO-PHY	33	2	1	16.5
Each of the following three courses are required in all majors						
English	ENG 201	WESTERN LIT & THE ARTS I	190	4	4	47.5
	ENG 202	WESTERN LIT & THE ARTS II	171	3	2	57.0
Health	HEA 201	PERSONAL HEALTH	275	13	5	21.2
All majors require two of the following four history courses.						
History	HIS 201	HUMAN CULTURE I	23	1	1	23.0
	HIS 205	AFRICA AND THE AMERICAS	106	5	1	21.2
	HIS 210	THE UNITED STATES EXPERIENCE	226	12	3	18.8
	HIS 215	EUROPE AND THE WORLD	157	8	2	19.6

Appendix E Budget and Supporting Figures

Table E.1: Direct Assessment Unit Costs

Class assignment assessment using QEP rubric: \$15 times 2 faculty graders = \$30 per artifact
HElghten TM WC Assessment Prices (\$20.50 remote administration fee + \$12 per student (less than 500) or \$11 per student (at least 500)

Table E.2: QEP Personnel

Year Number	0	1	2	3	4	5	
Expense Item	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23	Totals
QEP Staff							
Part-Time QEP Director (Planning)	\$10,000	\$5,000					\$15,000
Half-Time QEP Director (Implementation)		\$12,000	\$24,000	\$24,000	\$24,000	\$24,000	\$108,000
Work Study Students		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Faculty Development (Writing Workshop Moderator)	\$1,500	\$3,000	\$3,000	\$3,000	\$3,000	\$1,500	\$15,000
College of Professional Studies Consultant	\$1,000	\$200	\$200				\$1,400
Travel Expenses (Registration, Travel, Lodging, etc)	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$36,000
QEP Staff Totals	\$18,500	\$27,200	\$34,200	\$34,000	\$34,000	\$32,500	\$180,400

Table E.3: Information Resources

Year Number	0	1	2	3	4	5	
Expense Item	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23	Totals
Information Resources							
Faculty Workshop Printed Materials	\$100	\$200	\$200				\$500
Library Resources and Online Writing Database	\$2,000	\$2,000	\$2,000	\$2,000			\$8,000
Publicity	\$3,000	\$1,000	\$1,000	\$1,000			\$6,000
Information Totals	\$5,100	\$3,200	\$3,200	\$3,000			\$14,500

Table E.4: Expected Numbers and Development Costs of New WE Versions of Courses by Year

The estimated WE class capacities shown here are based on the estimated numbers of students in CAS, CHS, and CPS.

Year Number	0	1	2	3	4	5	
College	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23	Totals
Curriculum Development: \$1,000 distributed to faculty member(s) responsible for the development of a successful WE proposal.							
Numbers of WE classes developed							
College of Arts and Sciences		10	12	10	10		42
College of Health Sciences		4	2	0	0		6
College of Professional Studies		8	0	0	0		8
Total Number WE Courses Developed		22	14	10	10		56
Curriculum Development Totals		\$22,000	\$14,000	\$10,000	\$10,000		\$56,000

Table E.5: Rubric Validation Study

Year Number	0	1	2	3	4	5	
Expense Item	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23	Totals
Number of students	80						
Total Cost of HEIghten TM ghten Validation Study	\$981						\$981
Total faculty compensation for rubric assessment	\$2,400						\$2,400
Total Cost of Rubric Validation Study	\$3,381						\$3,381

Table E.6: Establishment of Baseline Scores On the HEIghtenTM WC

Year Number	0	1	2	3	4	5	
Expense Item	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23	Totals
Total Number of Students Assessed		750					750
Baseline Study Cost		\$8,271					\$8,271

Table E.7: Estimated Student Enrollment in WE Sections of Courses at Culminating in Approximately 90% of 2016-2017 Bachelor's Degrees Awarded

Year Number	0	1	2	3	4	5	
College	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23	Totals
Estimated number of students enrolled in WE classes							
Percent Goals for Accommodating Eligible Potential Graduates			30%	60%	80%	90%	
College of Arts and Sciences			104	208	276	310	898
College of Health Sciences			20	40	54	60	174
College of Professional Studies			322	644	858	966	2790
Total Number of Students Assessed			446	892	1188	1336	3862

Table E.8: Estimated Costs of Direct Assessments of Writing Proficiency

Costs are calculated using the unit costs from Table E.1 and the numbers of students in Table E.7.

Year Number	0	1	2	3	4	5	
Expense Item	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23	Totals
Cost of HEIghten TM WC			\$5,352	\$9,812	\$13,068	\$14,696	\$42,928
Faculty Compensation for Assessing Student Writing			\$13,380	\$26,760	\$35,640	\$40,080	\$115,860
Total cost of Direct Assessments			\$18,732	\$36,572	\$48,708	\$54,776	\$158,788

Table E.9: Taskstream's Aqua Licenses for Rubric Assessments and Analysis

Year Number	0	1	2	3	4	5	
Expense Item	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23	Totals
Total Cost		\$27,000	\$27,810	\$28,644	\$29,504	\$30,389	\$143,347

Table E.10: Costs of Indirect Assessments

Year Number	0	1	2	3	4	5	
Expense Item	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23	Totals
Indirect Assessments: Survey Monkey Surveys of Faculty and Students							
Total Cost of Indirect Assessments		\$100	\$100	\$100	\$100	\$100	\$500

Table E.11: Grand Totals

Year Number	0	1	2	3	4	5	
Expense Item	'17-'18	'18-'19	'19-'20	'20-'21	'21-'22	'22-'23	Totals
Grand Total	\$26,981	\$87,750	\$98,042	\$112,316	\$122,312	\$117,765	\$565,165

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