

Memorandum

To: General Faculty

Date: November 13, 2013

Regarding: Agenda, Faculty Senate Meeting, November 15 at 3:00 p.m., TLC 1-303

The agenda for the November 15, 2013 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes for the October 18th meeting ([See Addendum I](#))
4. Committee reports

Committee I: Undergraduate Programs Committee (James Mayer, Chair)

Action Items: ([See Addendum II](#))

A) School of Nursing:

- a) Bachelor of Science in Nursing, RN to BSN
Request: Modify (add previously approved courses to program)
Action: Approved
- b) Bachelor of Science in Nursing
Request: Modify (substitute new licensure course for old course)
Action: Approved

B) College of Science & Mathematics

- 1) Department of Chemistry
 - a) Bachelor of Science in Chemistry
Request: Modify (Change names of two tracks within BS degree)
Action: Approved

Information Items:

- A) School of Nursing
 - a) Bachelor of Science in Nursing, RN to BSN (GA Highlands campus)
Request: Terminate
Action: Approved

Committee II: Graduate Programs Committee (Elizabeth Kramer, Chair)

Action Items: (See Addendum III)

- A) College of Education
 - 1) Department of Leadership and Instruction:
 - a) EDLE 8313 Leadership for Improving Schools
 - Request: Add
 - Rationale: This course has been taught as a special topics course for four semesters and is now being converted to a permanent course to justify the value of, and the continued teaching of the class, and to facilitate progression in the Educational Leadership Program.
 - Action: Approved

Committee VI: Strategic Planning Committee (Rob Sanders, Chair)

Action Items:

- A) It is recommended that the Senate adopt the final version of the QEP (See Addendum IV).
- 5. Announcements
- 6. Adjournment

Addendum I

**University of West Georgia
Faculty Senate Meeting
Draft Minutes**

October 18, 2013

1. Call to order: the meeting convened in room 1-303 of the Technology-enhanced Learning Center and was called to order by Jeff Johnson, Chair at 3:01 p.m.

2. Roll call

Present

Basu-Dutt, Blair, Butler, DeFoor, DeSilva, Faucette, Gant, Geisler, Griffith, Halonen-Rollins, Haynes, Insenga, Boldt (substitute for Kassis), Keim, Kramer, Lloyd, Mayer, Moffeit, Noori, Packard, Penceo, Ponder, Popov, Bar (substitute for Robinson), Rutledge, Sanders, Schroer, Skott-Myhre, Stanfield, Steere, Thompson, Vasconcellos, Velez-Castrillon, Welch, Willox, Woodward

Absent

Banford, Erben, Farmer, Hooper, Johnson, Kilpatrick, Parrish, Riker, Samples, Tekippe, Van Valen, Xu, Yeong

3. Minutes: a motion was made and seconded to approve the minutes of September 20.

Item approved unanimously by voice vote.

4. Committee reports

Committee I: Undergraduate Programs Committee (James Mayer, Chair)

Action Items:

Course Proposals:

A) Richards College of Business

1) Accounting and Finance

a) ACCT-4233 Strategic Cost Management

Request: Modify

Action: Approved

It was noted that when only modifying the description of a course, Senate approval is not required; hence, no vote was taken.

b) ACCT-4265 Sustainability Accounting and Reporting

Request: Add

Action: Approved

Item approved unanimously by voice vote.

Committee II: Graduate Programs Committee (Elizabeth Kramer, Chair)

Action Items:

- A) Richards College of Business
 - 1) Accounting and Finance
 - a) ACCT-5233 Strategic Cost Management
 - Request: Add
 - Action: Approved

Item approved unanimously by voice vote.

- b) ACCT-5265 Sustainability Accounting and Reporting
 - Request: Add
 - Action: Approved

Item approved unanimously by voice vote.

Information Items:

- A) Program: European Union Studies Post-Baccalaureate Certificate.
 - Request: Terminate
 - Rationale: The termination of the European Union Studies Post-Baccalaureate Certificate program was initiated by Mike Hester and Jon Anderson with the approval of Dean N. Jane McCandless based on these three facts:
 1. No active UWG students are enrolled in the program;
 2. We have no evidence of student demand for the program;
 3. There are significant logistical issues associated with UWG's on-going participation in this consortium program.

In the discussion of this item, it was noted that UWG faculty can still teach these courses, and UWG students can still participate in this program, but the certification will be from USG rather than UWG.

Committee VI: Strategic Planning Committee (Rob Sanders, Chair)

Information item: QEP update by Jon Anderson

Dr. Anderson explained that the Quality Enhancement Plan, under the umbrella of the Strategic Planning Committee, is now working on version 5 in the final development of this initiative. A QEP Implementation Committee, meeting in November, will bring it to a final approval, reporting to the Senate and the Provost's office. It is anticipated that it will be implemented after the SACS visit in April. A QEP Director position will be advertised to lead the implementation.

5. New business: report from the September 14, 2013 USG Faculty Council meeting, provided by Jeff Johnson.

Dr. Johnson noted that the USG Faculty Council was formed about four or five years ago. Houston Davis, the Executive Vice Chancellor for the USG, wants this group's input. They met on September 14 at Bainbridge State University. Dr. Johnson highlighted four facets of the report:

- a) the online environment: there are issues about how to incorporate MOOCs. A task force is being put together to work on this, and will meet November 6. At a PAC (President's Advisory Committee) meeting, it was decided that Kim Huett, David Jenks, and Brad Prince will be UWG representatives and bring items back to us for discussion.
- b) consolidated institutions: the most significant issue was that faculty were told promotion and tenure standards would allow them to stay where they were, but that wasn't always the case. Faculty cannot not be punished in the wake of consolidations.
- c) system vs. institutional goals: there is a concern that smaller institutions are moving away from the system's perception of their goals. They need to go through a formal process to move up a tier.
- d) salary compression: it is a major goal at the system level to get legislative approval.

6. Announcements:

- a) The Provost Search Committee will get an advertisement out in the *Chronicle of Higher Education* on Monday, and an expanded ad will be on the university website next week.
- b) Dr. Kramer stated that the Graduate Programs Committee is doing research on the issue of submitting theses and dissertations electronically. Please get in touch with them if you have information that might be useful.

7. The meeting adjourned at 3:24 p.m.

Respectfully submitted,

Shelley Rogers,
Executive Secretary of the Faculty Senate and General Faculty

Addendum II

Program View Request (Read-Only)									
<p>Originator</p> <table style="width:100%;"> <tr> <td style="width:33%;"> School of Nursing College </td> <td style="width:33%;"> Nursing Department </td> <td style="width:33%;"> Duke, Karen Originator </td> </tr> </table>		School of Nursing College	Nursing Department	Duke, Karen Originator					
School of Nursing College	Nursing Department	Duke, Karen Originator							
<table style="width:100%;"> <tr> <td style="width:33%;"> <p>Action</p> <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate </td> <td style="width:67%;"> <p>Modifications</p> <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Senate Action Item </td> </tr> </table>		<p>Action</p> <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	<p>Modifications</p> <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Senate Action Item						
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<p>Program Selection</p> <table style="width:100%;"> <tr> <td style="width:33%;"> School of Nursing College </td> <td style="width:33%;"> Bachelor of Science in Nursing, RN to BSN Program </td> <td style="width:33%;"> On Campus Program Location </td> <td style="width:33%;"> Undergraduate Degree Level </td> </tr> <tr> <td colspan="2"> Program Name Bachelor of Science in Nursing </td> <td> Spring Effective Semester/Year </td> <td> 2014 </td> </tr> </table>		School of Nursing College	Bachelor of Science in Nursing, RN to BSN Program	On Campus Program Location	Undergraduate Degree Level	Program Name Bachelor of Science in Nursing		Spring Effective Semester/Year	2014
School of Nursing College	Bachelor of Science in Nursing, RN to BSN Program	On Campus Program Location	Undergraduate Degree Level						
Program Name Bachelor of Science in Nursing		Spring Effective Semester/Year	2014 						
<p>Modification Details</p> <p>The SON is removing the following old courses from the RN-BSN program:</p> <p>Fall Semester 1 NURS 3172 - Health Assessment (1-2-2) NURS 4522 - Professional Practice Issues & Concepts (3-0-3) NURS 4523 - Translating Research into Practice (3-0-3)</p> <p>Spring Semester 2 NURS 4545 - Leadership in the Community (4-8-8)</p> <p>(Max 4000 characters)</p>	<p>Rationale</p> <p>The new RN-BSN courses constitute a revised plan of study for the RN-BSN program. The first students will graduate in the spring 2014 semester.</p> <p>(Max 4000 characters)</p>								
<p>Planning Info</p> <p><input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement</p> <p>Is this a SACS substantive change? NO (See Policy)</p> <p>Present or Projected Annual Enrollment: 120</p>	<p>Comments</p> <p>(Max 4000 characters)</p>								
<p>College Approvals</p> <p>Cynthia Epps [APPROVED 2013-10-18] Associate Dean, Nursing</p> <p>Kathryn M. Grams [APPROVED 2013-10-18] Dean, School of Nursing</p>	<p>Cross Listing Approvals</p> <p>N/A Chair, Cross Listed Department</p> <p>N/A Associate Dean, Cross Listed College</p>								
<p>Other Approvals</p> <p>James R. Mayer [APPROVED 2013-11-06] Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p>Jon Anderson [REQUIRED] Final Approver</p>								

UNIVERSITY of
West Georgia
SCHOOL OF NURSING

RN-BSN CURRICULUM PLAN

Semester Core Curriculum (60 hours)

AREA A – Essential Skills (9 hours)

ENGL 1101 (3)
ENGL 1102 (3)
MATH 1001, 1101, or 1111 (3)

AREA B – Institutional Priorities (4 hours)

Oral Communication (3)
Institutional Elective (1)*

**AREA C – Humanities and Fine Arts (6 hours)
hours)****

Fine Arts Elective (3)
Humanities Elective (3)

AREA D – Science, Math, and Technology (11 hours)

Lab Science I (4)
Lab Science II (4)
MATH 2063 – Applied Statistics (3) ***

AREA E – Social Sciences (12 hours)

HIST 1111 or 1112 (3)
HIST 2111 or 2112 (3)
POLS 1101 (3)
Social Science Elective (3)

AREA F – BSN Specific Courses (18 hours)**

BIOL 2021/2021L (4) A & P 1
BIOL 2022/2022L (4) A & P 2
BIOL 2030/2030L (4) Med Micro
Social Science/Nursing Electives (6)

*Area B-2, Credit by Exam for XIDS 2001 (What Do You Know About Nursing) can be purchased for all RN's

***Recommended before enrollment in NURS 4523, EBP: Translating Research to Practice

Please see the UWG Undergraduate Catalog for course descriptions. Transfer students may be eligible for Core Curriculum substitutions – contact a School of Nursing advisor for additional information.

Upper Division RN-BSN Requirements (60 hours)

Semester 1:

NURS 4521 – Holistic Health Assessment for RNs (2-2-3)
NURS 4523 – EBP: Translating Research to Practice (3-0-3)
NURS 4525 – Professional Practice Issues and Concepts (3-0-3)

Semester 2:

NURS 4527 – Leadership in the Community (4-8-8)

Additional Requirements:

Georgia RN-BSN Articulation Plan Credit (21-43)
Please reference the BSN Student Handbook regarding this policy.

All courses listed above should be offered 50% or greater online.

This schedule shows a list of planned courses and as such is subject to change. At its sole discretion, the University may revise this schedule and any information contained herein, without advance notice. No contract, either expressly or implied, is created by this schedule.

Rev. 5/2/2013

Program View Request (Read-Only)	
Originator	
School of Nursing <small>College</small>	Nursing <small>Department</small>
Duke, Karen <small>Originator</small>	
Action	
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	
Modifications	
<input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <small>Senate Action Item</small> (See Procedure)	
Program Selection	
School of Nursing <small>College</small>	Bachelor of Science in Nursing <small>Program</small>
Bachelor of Science in Nursing <small>Program Name</small>	
On Campus <small>Program Location</small> Undergraduate <small>Degree Level</small>	
Spring <small>Effective Semester/Year</small> 2014	
Modification Details	
<p>The School of Nursing is replacing NURS 4444, Preparation for Professional Licensure; with the new course NURS 4000, NCLEX Preparation in order to align with our already submitted new curriculum. NURS 4444, Preparation for Professional Licensure will be deleted effective spring 2014, and NURS 4000 NCLEX Preparation will be added to the active Plan of Study.</p> <p><small>(Max 4000 characters)</small></p>	<p>Rationale</p> <p>The School of Nursing is replacing NURS 4444, Preparation for Professional Licensure; with the new course NURS 4000, NCLEX Preparation in order to align with our already submitted new curriculum for the Carrollton and Newnan traditional BSN program.</p> <p><small>(Max 4000 characters)</small></p>
Planning Info	
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement	
Is this a SACS substantive change? NO (See Policy)	
Present or Projected Annual Enrollment: 120	
Comments	
<small>(Max 4000 characters)</small>	
College Approvals	
<u>Cynthia Epps</u> [APPROVED 2013-10-29] <small>Associate Dean, Nursing</small>	
<u>Kathryn M. Grams</u> [APPROVED 2013-10-31] <small>Dean, School of Nursing</small>	
Cross Listing Approvals	
<u>N/A</u> <small>Chair, Cross Listed Department</small>	
<u>N/A</u> <small>Associate Dean, Cross Listed College</small>	
Other Approvals	
<u>James R. Mayer</u> [APPROVED 2013-11-06] <small>Chair, Undergraduate Academic Programs Committee</small>	
Final Approval	
<u>Jon Anderson</u> [REQUIRED] <small>Final Approver</small>	

University of West Georgia, School of Nursing Curriculum & Plan of Study

CARROLLTON Campus Full-Time 6 Semesters -- 66 Credit Hours

Summer 1 (6 hours)	Fall 1 (15 hours)	Spring 1 (16 hours)
NURS 2101 Patho/Pharm I (3-0-3) NURS 3101 Prof Nsg Concepts I (3-0-3)	NURS 2102 Patho/Pharm II (3-0-3) NURS 3000 Holistic Hlth Assessment (2-2-3) NURS 3201 Health Care of Client I (3-0-3) NURS 3301 Clinical Practice I (0-12-6)	NURS 3102 Prof Nsg Concepts II (2-0-2) NURS 3202 Health Care of Client II (4-0-4) NURS 3302 Clinical Practice II (0-12-6) NURS 3400 Nsg Rsch & EBP (3-0-3)
Summer 2 (1 hour)	Fall 2 (14 hours)	Spring 2 (15 hours)
NURS 3303 Comp. Based Clinical (0-2-1)	NURS 4101 Prof Nsg Concepts III (2-0-2) NURS 4201 Hlth Care of Client III (4-0-4) NURS 4300 Clinical Specialty Pract (0-6-3) NURS 4301 Clinical Practice III (0-10-5)	NURS 4102 Prof Nsg Concepts IV (2-0-2) NURS 4202 Hlth Care of Client IV (4-0-4) NURS 4302 Clinical Practice IV (0-16-8) NURS 4000 NCLEX Preparation (1-0-1)

NEWNAN Campus Part-Time 8 Semesters -- 66 Credit Hours

Summer 1 (6 hours)	Fall 1 (8 hours)	Spring 1 (9 hours)
NURS 2101 Patho/Pharm I (3-0-3) NURS 3101 Prof Nsg Concepts I (3-0-3)	NURS 2102 Patho/Pharm II (3-0-3) NURS 3000 Holistic Hlth Assessment (2-2-3) NURS 3102 Prof Nsg Concepts II (2-0-2)	NURS 3201 Health Care of Client I (3-0-3) NURS 3301 Clinical Practice I (0-12-6)
Summer 2 (5 hours)	Fall 2 (10 hours)	Spring 2 (10 hours)
NURS 3400 Nsg Rsch & EBP (3-0-3) NURS 4101 Prof Nsg Concepts III (2-0-2)	NURS 3202 Hlth Care of Client II (4-0-4) NURS 3302 Clinical Practice II (0-12-6)	NURS 3303 Comp. Based Clinical (0-2-1) NURS 4201 Hlth Care of Client III (4-0-4) NURS 4301 Clinical Practice III (0-10-5)
Summer 9 (hours)	Fall (13 hours)	
NURS 4102 Prof Nsg Concepts IV (2-0-2) NURS 4300 Clinical Specialty Pract (0-6-3)	NURS 4202 Hlth Care of Client IV (4-0-4) NURS 4302 Clinical Practice IV (0-16-8) NURS 4000 NCLEX Preparation (1-0-1)	

This schedule shows a list of planned courses and as such is subject to change. At its sole discretion, the University may revise this schedule and any information contained herein, without advance notice. No contract, either expressly or implied, is created by this schedule.

Program View Request (Read-Only)	
Originator College of Science and Mathematics Chemistry Department Slattery, Spencer J. <small>College Department Originator</small>	
Action <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input checked="" type="checkbox"/> Degree Name <input type="checkbox"/> See Modification Details <small>Senate Information Item (See Procedure)</small>
Program Selection College of Science and Mathematics Bachelor of Science in Chemistry <small>College Program</small> Bachelor of Science in Chemistry On Campus Undergraduate <small>Program Name Program Location Degree Level</small> Bachelor of Science Spring 2014 <small>Degree Name Effective Semester/Year</small>	
Modification Details Change of ACS certified BS Chemistry Degree Title - Rationale We now have two categories of BS chemistry tracks, the long existing one and the new one. The long existing category has two tracks, both of which are certified by the American Chemical Society (ACS). The new category of BS chemistry tracks are not certified by the ACS nor meant to be. In order to have both categories of BS tracks under the same BS program, the older BS category requires a title change (a technicality only in the title). The <small>(Max 4000 characters)</small>	Rationale Change of ACS certified BS Chemistry Degree Title - Rationale We now have two categories of BS chemistry tracks, the long existing one and the new one. The long existing category has two tracks, both of which are certified by the American Chemical Society (ACS). The new category of BS chemistry tracks are not certified by the ACS nor meant to be. In order to have both categories of BS tracks under the same BS program, the older BS category requires a title change (a technicality only in the title). The current title of the older category is Bachelor of Science in Chemistry which has two tracks (Chemistry track and a Biochemistry track). The current names of both degree tracks are listed below along with the needed title change (new title) they both <small>(Max 4000 characters)</small>
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 16	Comments <small>(Max 4000 characters)</small>
College Approvals Scott Gordon [APPROVED 2013-10-22] Coordinator, COSM Curriculum Committee Spencer J. Slattery [APPROVED 2013-09-26] Chair, Course Department	Cross Listing Approvals N/A Chair, Cross Listed Department N/A Associate Dean, Cross Listed College
Other Approvals James R. Mayer [APPROVED 2013-11-06] Chair, Undergraduate Academic Programs Committee	Final Approval Jon Anderson [REQUIRED] Final Approver

Change of ACS certified BS Chemistry Degree Title - Rationale

We now have two categories of BS chemistry tracks, the long existing one and the new one. The long existing category has two tracks, both of which are certified by the American Chemical Society (ACS). The new category of BS chemistry tracks are not certified by the ACS nor meant to be. In order to have both categories of BS tracks under the same BS program, the older BS category requires a title change (a technicality only in the title). The current title of the older category is Bachelor of Science in Chemistry which has two tracks (Chemistry track and a Biochemistry track). The current names of both degree tracks are listed below along with the needed title change (new title) they both need.

1. (Current title): Bachelor in Science in Chemistry
2. (New title): Bachelor of Science with a Major in Chemistry, concentration in Applied Chemistry

3. (Current title): Bachelor in Science in Chemistry, Biochemistry option
4. (New title) Bachelor of Science with a Major in Chemistry, concentration in Biochemistry

Addendum III

Course Update Request (Add, Delete, Modify)					
Originator					
Leadership and Instruction <small>Department</small>	College of Education <small>College</small>	Butts, Frank <small>Originator</small>			
Action		Modifications			
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)			
Course Details					
EDLE <small>Prefix</small>	8313 <small>Number</small>	Leadership for Improving Schools <small>Course Title</small>			
This fully online course provides educational leaders the opportunity to explore how to drive and sustain organizational and academic improvements in a school setting. Students will examine leadership and pedagogical changes that promote a collegial environment focused on continuous improvement while cultivating collaborative and learning focused school cultures. Learning will be drawn from theory and research, from students' personal experiences, and from case studies.					
<small>Course Catalog Description</small>					
3 <small>Lec Hrs</small>	0 <small>Lab Hrs</small>	3 <small>Credit Hrs</small>	Spring - 2014 <small>Effective Term</small>	Every Term <small>Frequency</small>	Letter Grade <small>Grading</small>
Prerequisites			Corequisites		
Rationale					
This course has been taught as a special topics course for four semesters and is now being converted to a permanent course to justify the value of, and the continued teaching of the class and to facilitate progression in the Educational Leadership Program.					
Planning info			Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement			The previously used special topics syllabus named EDLE 7385 Leadership for Improving Schools and the new course EDLE 8313 (also named Leadership for Improving Schools) syllabus attached.		
Is this a SACS substantive change? NO <small>(See Policy)</small>					
Present or Projected Annual Enrollment: 65					
College Approvals			Cross Listing Approvals		
<u>Frank Butts [APPROVED 2013-08-28]</u> <small>Chair, Course Department</small>			<u>N/A</u> <small>Chair, Cross Listed Department</small>		
<u>Rebecca Stanard [APPROVED 2013-10-09]</u> <small>Associate Dean, College of Education</small>			<u>N/A</u> <small>Associate Dean, Cross Listed College</small>		
Other Approvals			Final Approval		
<u>Elizabeth Kramer [APPROVED 2013-11-07]</u> <small>Chair, Graduate Programs Committee</small>			<u>Jon Anderson [REQUIRED]</u> <small>Final Approver</small>		

EDLE 8313 Leadership for Improving Schools

Semester/Year: Summer 2013
Time/Location: Fully Online

Professor: EDLE Faculty

ONLINE SUPPORT:

CourseDen Login and Help Page: <http://webct.westga.edu>
CourseDen Help & troubleshooting <http://www.westga.edu/~distance/webct1/help>
Ingram Library Information: <http://www.westga.edu/~library/info/library.html>
University Bookstore <http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

This fully online course provides educational leaders the opportunity to explore how to drive and sustain organizational and academic improvements in a school setting. Students will examine leadership and pedagogical changes that promote a collegial environment focused on continuous improvement while cultivating collaborative and learning focused school cultures. Learning will be drawn from theory and research, from students' personal experiences, and from case studies.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (ELLC, PSC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

This fully online course will utilize both independent and synchronous online learning modules. Activities and assignments are structured in ways that provide appropriate opportunities for reflecting on connections between theory and practice related to selected elements of the ELCC Standards, Georgia Board of Regents Principles, and the College of Education Framework Descriptors. The course requires the online equivalent of equivalent of 2250 minutes of instruction and an additional 4500 minutes of supporting activities.

As such, students are required to complete the following online activities during this course:

Activity	Instructional Equivalent
Discussion posts	120 minutes (Discussions and Peer Feedback)
Audio/video instruction	2250 minutes (4 LIVE Online Seminars)
Online assignments	440 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES

1. Analyze major theories of leadership and the processes of organizational change relate to improving academic outcomes in a public school environment. Such knowledge should result in an understanding of administrative behavior that promotes school improvement. (Donaldson, 2001; Fullan, 2007; Kotter, 1996; Kantor, 2003; Marzano, Waters, & McNulty 2005)
2. recognize and understand the different types of data, the purpose of each type, and the common vocabulary associated with various sources of data (Bernhardt, 2011; Depka, 2006; Johnson, 2002; Popham, 2006); (*Decision Makers; Leaders; Collaborative; Knowledgeable; Proactive; Reflective*; ELCC 1-3; GAPSC1, 2, 3)
3. demonstrate proficiency in the analysis of data from multiple sources to inform decisions related to comprehensive school improvement planning (Bernhardt, 2006; Bracey, 2000; Depka, 2006; Gronlund, 2006); (*Decision Makers; Leaders; Knowledgeable; Proactive; Reflective*; ELCC 1-3, GAPSC 1-5)
4. demonstrate readiness to use different types of tools and protocols to engage others in using data within a defined problem-solving cycle, (Bernhardt, 2011; Johnson, 2002; Schmoker, 2005); (*Decision Makers; Leaders; Adaptive; Collaborative; Knowledgeable*; ELCC 3& 6; GAPSC 2 & 3)
5. demonstrate capacity to develop an appropriate presentation for both internal and external audience based on analysis of multiple sources of data (Bernhardt, 2011; Depka, 2002; Schmoker, 2005).
6. Identify contemporary leadership and administrative practices that best support, motivate, and influence the improvement of instruction and enhancement of student achievement to high levels while identifying factors in the organization that support and/or impede successful implementation of change initiatives. (Kaplan & Norton, 1996; Senge et al., 1999; Schlechty, 2005; Tschannen-Moran, 2004)
7. Recognize and utilize appropriate leadership practices to build capacity for pervasive and consistent implementation of evidence-based instructional practices that address the needs of all learners and support high levels of achievement.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, and REFERENCES

RequiredText(s):

Bernhardt, V.L. (2013). *Data Analysis for Continuous School Improvement*. Larchmont, NY: Eye on Education

Calabrese, R.L.(2002). *The leadership assignment: Creating change*. Boston: Allyn and Bacon

Required Instructional Resources:

Tk20 Subscription

These are available at the University Bookstore or at

<http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu.

Course References

- Collinson, V., & Cook, T.F. (2007). *Organizational learning: Improving learning, teaching and leading in school systems*. Thousand Oaks, CA: Sage Publications, Inc.
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CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

- 1) **Submission of Assignments:** Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. Assignments received for grading after the due date or presentations not made on the assigned date will be penalized twenty-five percent (25%) unless arrangements for late submission are made prior to the original due date. Failure to submit an assignment or to make a class presentation will result in a zero grade for the assignment.
- 2) **Attendance:** Each student is expected to be on time to and attend all scheduled online seminars.
- 4) **Academic Honesty:** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *University of West Georgia Student Handbook, Undergraduate Catalog, and Graduate Catalog*. An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.
- 5) **Extra Credit:** There may be opportunities for extra credit in this course if special events or guest speakers are scheduled on days that are not listed as required class meeting dates. The professor will announce these opportunities along with the number of points available at least one week prior to such events. Additionally, students may improve any assignment that received a score equivalent to a "B" or lower by submitting revised work no later than one week after the feedback is sent to the student.
- 6) **System for Evaluating Assignments:** Each assignment has a point value; the total points that can be earned in the course is 1000. At the end of the semester, points are converted to letter grades (see the scale in the next section below). Total points will not be rounded up.
- 7) **Official Communication Channel:** The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.
- 8) **Disability Statement:** Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

Assignments, Evaluation Procedures, and Grading

Assignments:

1. **Participation and Engagement**
(Assessed weekly throughout the semester)
Contribute to online discussions by posting and responding to messages related to prompts; Timelines are identified for each required prompt on the Course Den discussion board box (150 of 1000 points).
2. **Theory to Practice Narratives**
(Submit via CourseDen Dropbox – Tuesdays)
Submit "Theory to Practice (T2P)" Reflections that focus on learning and application in the context school leadership. The schedule of assigned readings and activities will be distributed at the beginning of the semester; (600 of 1000 points).
3. **Comprehensive School Data Profile**
(Submit via CourseDen no later 7/16)
Develop a comprehensive school data profile for your school. The profile must include, at a minimum, FIVE years of student learning and demographic data. Available perception and process data should also be included. In the event that perception and/or process data are not available, placeholders and clearly defined action steps for collecting these data. *District candidates will develop a profile for the district or a specific department.*

Evaluation Procedures and Due Dates

Assignment	Points	Assessment Tools	Due Date
1. Participation in Online Seminars Assessed weekly	150	Attendance, Observations	
2. T2P # 1 <i>Preparing to Lead Change</i> Submit via CourseDen	150	T2P Rubric	
3. T2P # 2 <i>Instructional Leadership</i> Submit via CourseDen	150	T2P Rubric	
4. T2P # 3 <i>Organizational Culture</i> Submit via CourseDen	150	T2P Rubric	
5. T2P # 4 <i>Creating Conditions for Change</i> Submit via CourseDen	150	T2P Rubric	
6. Comprehensive School Data Profile Submit via CourseDen	250	Rubric	
Total Points	1000		

GRADING POLICY:

A – 900 to 1000 points, B – 800-899 points, C – 700-799 points, F – Below 700 points

Class Schedule:

Module	Key Activities
I. Preparing To Lead Change	The Leadership Assignment- Preparing to Lead Change See Checklist in CourseDen T2P 1 – How do leaders prepare to be a “Change Leader?”
II. Data Analysis	Comprehensive Data Profiles Case Study and Review of Templates
III. Instructional Leadership	Leading for Learning: Quality Teaching See Checklist in CourseDen T2P 2 – How do leaders monitor and support fidelity of implementation?
IV. Data Analysis	Data Analysis for Continuous School Improvement Using protocols to engage others
V. Creating Conditions for Change	Overcome Resistance to Change See Checklist in CourseDen T2P 4 – How do leaders cultivate conditions for change?

Addendum IV

Undergraduate Writing in the Core Curriculum

Quality Enhancement Plan *University of West Georgia*

November 8, 2013

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Executive Summary

The University of West Georgia's Quality Enhancement Plan focuses on improving undergraduate student writing in the core curriculum. This topic was selected following a search and selection process that included many topics that emerged from institutional assessment. Student exam scores, faculty survey responses, and comparisons to other institutions were all employed in defining and refining the topic for this plan. This selection process was an engaging and inclusive institutional effort.

As a result of this selection process, the primary student learning outcome for this QEP is: to improve students' ability to write in standard academic English.

The student population that will be impacted by this plan consists of University of West Georgia students completing core courses at UWG.

The plan focuses on 4 goals:

- 1) Integrate writing into a modified core curriculum;
- 2) Implement a system to support the development of writing for online students;
- 3) Increase faculty development in the areas of writing instruction; and
- 4) Improve support services to enhance student writing competence.

Eleven specific action steps and modifications to support areas are outlined to achieve these goals. A timeline and budget are included. This document outlines the support that will be needed to implement this plan. In total the plan will cost \$2,087,000 over the five-year implementation timeframe. Ongoing costs after implementation are included as well.

This plan will require the focus and support of all areas of campus. This bold initiative and the associated action steps and assessments will require continual efforts by administrators, faculty and staff. The University has implemented similar initiatives before and has a track record of evidence to support institutional capacity to implement, assess, and improve student learning.

One point of strength is a specific plan to assess each action step in terms of administrative assessment, and performance assessment (including student learning assessment wherever possible). This document provides clear evidence that the university's QEP has goals, action steps, and a plan to assess their achievement and that the institution has the capacity to initiate, implement, and complete the QEP.

1) History of the Institution

The University of West Georgia, a four-year institution of the University System of Georgia, is a co-educational, residential, liberal arts institution located in Carrollton, Georgia. Carrollton, the seat of Carroll County, is about an hour drive from Atlanta. According to the 2007 Census estimate, Carrollton has a regional population of 111,954 with retail shopping, medical, educational, entertainment, financial, and recreational services, making it one of Georgia's fastest growing industrial areas.

The University of West Georgia was established in 1906 as the Fourth District Agricultural and Mechanical School, one of twelve such institutions by the State of Georgia between 1906 and 1917. Twenty five years later, an Act by the Board of Regents of the University System of Georgia changed Carrollton A&M School to West Georgia College, a junior college. Dr. Irvine S. Ingram, who had been principal of the A&M School, was named the institution's first president. In 1939, the College was authorized by the Board of Regents to add a three year program in elementary education. In 1957, the institution was authorized to confer the B.S. degree in education, making it a four-year college within the University System of Georgia. Two years later, West Georgia College added the Bachelor of Arts degree in English, history, and mathematics.

During the following years, West Georgia College became one of the fastest growing institutions of higher learning in the South. From an enrollment of 576 in 1957, the institution's student body is approaching 12,000 as of the Fall 2013. In 1967, the Board of Regents authorized the establishment of a graduate program at the master's level. The University now offers degrees at the Master's, Specialist, and Doctoral programs in four areas. The University of West Georgia is a level VI SACSCOC institution.

In June 1996, the Board of Regents of the University System of Georgia officially changed the name of West Georgia College to the State University of West Georgia and to the University of West Georgia in 2005.

2) Mission and Comprehensive University Status

Mission of the University of West Georgia

The University of West Georgia seeks to achieve preeminence in providing educational excellence in a personal environment through an intellectually stimulating and supportive community for its students, faculty, and staff.

Purpose

The University, a charter member of the University System of Georgia, is a comprehensive, residential institution providing selectively focused undergraduate and graduate public higher

education primarily to the people of West Georgia. The University is also committed to regional outreach through a collaborative network of external degree centers, course offerings at off-campus sites, and an extensive program of continuing education for personal and professional development. Opportunities for intellectual and personal development are provided through quality teaching, scholarly inquiry, creative endeavor, and service for the public good.

Essential Activities

West Georgia educates students in a range of disciplinary, interdisciplinary, and professional programs at the baccalaureate level. It also offers a significant number of graduate programs at the master's and educational specialist's levels. The University has a commitment to education at the doctoral level in the field of education as well as other selected areas. In addition to being accredited as an institute of higher education, the University maintains national accreditation or recognition in most undergraduate and graduate fields of specialization.

The University of West Georgia pursues its purpose through the following activities:

- Instruction in general education and the promotion of life-long learning that together lay the foundations of what is essential to being an educated person.
- Faculty-directed student research and professional activities that complement classroom learning through learning by doing and reflection on doing.
- Faculty research, scholarship, and creative endeavors that promote knowledge, enhance professional development, contribute to quality instruction, and provide for significant student involvement and field-based experience.
- Educational opportunities such as the Honors College and, for extraordinary high school-aged students, the Advanced Academy of Georgia that serve the needs of exceptionally prepared students.
- Systematic investigation of teaching and student learning that fosters innovation in teacher, professional, and pre-professional preparation.
- The use and exploration of existing and emerging technologies that improve opportunities for faculty and student learning.
- A broad range of public service activities and proactive partnerships that: promote more effective utilization of human and natural resources; contribute to economic, social, and technical development; and enhance the quality of life within the University's scope of influence.
- Student services, including outstanding first-year experiences, which increase opportunities for academic success and personal development and
- Enhance the climate of campus life.

Values

The University of West Georgia values the following:

- High-quality general education, undergraduate and graduate programs, that:

- Are grounded in a strong liberal arts curriculum;
 - Impart broad knowledge and foster critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning;
 - Emphasize disciplinary rigor;
 - Foster the development of effectiveness in communication, critical and independent thinking, problem solving, and the use of information resources and technology; and
 - Create a learning community dedicated to instructional excellence where close student/faculty interaction enhances both teaching and learning for a diverse and academically well-prepared student body.
- Cultivate a personal environment.
 - Affirmation of the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff.
 - Practices that embody the ideals of an open democratic society and that cultivate an environment of collegiality.

These commitments culminate in educational experiences that foster the development of thoughtful and productive leaders and citizens who make a positive impact throughout an increasingly global society.

Comprehensive University Status

Effective Fall Of 2014, the University System of Georgia reclassified its institutions. The University of West Georgia was added to a new category called a Comprehensive University. The mission statement for these institutions is outlined below and available here: http://www.usg.edu/inst/mission/category/comprehensive_universities.

The University of West Georgia is currently drafting new mission and vision statements to guide the institution as it fills this new role in the University System of Georgia. While the institution will modify practices and scope to fit this new direction, this QEP is consistent with the comprehensive university mission statement as outlined below.

“Core Mission Statement for Comprehensive Universities

Within the context of the University System’s mission and vision, Georgia Southern University, Kennesaw State University, Valdosta State University and the University of West Georgia share core characteristics as comprehensive universities. While these universities embody the common characteristics presented below, variations in their purposes, histories, traditions, and settings allow each also to focus on its own distinctiveness and accomplishments. The core characteristics include:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of a specific region of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect even beyond the region;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and well-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort;
- a range of disciplinary and interdisciplinary academic programming at the baccalaureate and masters levels, as well as a range of professional programs at the baccalaureate and post baccalaureate levels, including a limited number of professionally-oriented doctoral level programs;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university's scope of influence;
- a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to research in selected areas of institutional strength and focused on regional need.

3) Review of SACS Principles Related to the QEP

The Southern Association of Colleges and Schools requires institutions to comply with two principles related to the institution's Quality Enhancement Plan. The first principle states:

“SACS Principle: 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Quality Enhancement Plan)”

The second principle states:

“The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)”

The remainder of this document addresses the University of West Georgia's compliance with these two principles. Each of the statements in the principles is addressed in order, with the exception of broad-based involvement of institutional constituencies. Compliance with this requirement is demonstrated throughout the entire narrative. Faculty, Staff, Students, and Community Representatives were involved in nearly every phase of this process and proposed implementation. Their involvement is outlined in each section.

The University's narrative on compliance with these principles is found in this document as outlined in the Table of Contents. The University of West Georgia states that it is in compliance with both principles.

4) Identifying Key Issues Emerging from Institutional Assessment

The University of West Georgia (UWG) has a vibrant campus culture that welcomes and is accustomed to rigorous and open academic debate. This culture is coupled with a faculty membership that takes student learning and student achievement seriously. As stated in the motto that guided UWG for many years, the institution is serious about "Educational Excellence in a Personal Environment." As such, assessing student learning and improving instruction is embedded in the culture of the institution and the acumen of members of the faculty. Efforts (and requirements) by SACS, specialized accrediting bodies, and other movements toward accountability and measurement in the higher education sector at large have encouraged more systematic collection and analysis of assessment data. These sources have also encouraged instructional improvement based on the analysis of the results. At UWG, the process of collecting and analyzing data simply formalized the institutional emphasis on instructional quality and student learning for many years.

As UWG began the process of identifying key issues emerging from institutional assessment, the institution had a rich history to evaluate. The individuals and committees involved in this selection process relied on several sources of assessment data to identify key institutional issues related to student learning. The primary sources of data include: the institutional assessment system for academic programs; the results of standardized surveys and exams including the National Survey of Student Engagement and the Collegiate Learning Assessment, and results from faculty surveys focused on identifying areas in which students need to improve performance. Each of these data sources and their role in the topic selection are reviewed below.

The intent of the quality enhancement plan topic selection process was to identify an area for improvement that will be addressed by the institution. Details about each step, presentations and documents are found on the institution's QEP web site at: <http://www.westga.edu/qep>. A brief summary is provided here.

UWG began the QEP topic selection in the Spring 2010 faculty meeting. Following an introduction and endorsement from the UWG President, Dr. Beheruz Sethna and the Provost

Dr. Tim Hynes, the SACS Liaison, Dr. Jon Anderson, introduced the concept of a QEP and reviewed the SACS reaffirmation process.

At the beginning of the Fall 2010 semester, the SACS Liaison, sent a call to all faculty and staff to engage in the topic selection process. The email sent with the call is shown below:

“Sent: August 24, 2010

Members of the UWG Staff, (a similar email was sent to faculty)

In faculty meetings last spring and this fall, I addressed the faculty about the process of developing a Quality Enhancement Plan for UWG. You may have heard about this topic or process from those presentations. The development of a QEP is a SACS requirement, but, it is also a great opportunity to focus on increasing student learning in one area on campus. Please find attached a call for Quality Enhancement Plan (QEP) topics. This document outlines what a QEP is and its long term role in the University.

This email is an invitation for you to participate in the selection of the topic for this Quality Enhancement Plan. As part of this process, I invite and encourage you to engage in meaningful discussion about student learning at UWG and how we (collectively) can enhance the student learning experience and the environment that surrounds it. This plan will be part of the University's operations for the next 7-10 years. Participating in this topic selection is a great opportunity to help shape the future of this institution.

Please take time to thoughtfully develop and submit topics either alone or with colleagues across campus. Topic submissions are due by October 1st and should be emailed to qep@westga.edu. Questions or recommendations may also be sent to qep@westga.edu, or sent directly to me. Thank you for consideration of this invitation. I appreciate the opportunity it is to work with you on improving student learning, and the environment that supports it, at UWG.”

This call included the following language:

“During the fall 2010 semester, the University of West Georgia is searching for and selecting a topic for its Quality Enhancement Plan (QEP). A QEP describes an institution’s commitment to enhance student learning. This plan must identify a specific area of student learning (the topic). It must also identify goals and measureable objectives regarding the improvement of student learning in this area. The QEP is a long term initiative for the institution (typically 7-10 years).

The timeline for this process is:

- The topic selection will be complete by December 2010.
- The completion of a plan (including broad institutional development) will be complete by December 2011.

- Initial implementation will be complete by May 2012.
- Baseline data for measurement of goals and objectives will be collected during the 2012/2013 academic year.
- Implementation of the plan and documentation of the results will be begin in fall 2013
- Plan will be complete between 2018-2020.

...This QEP must support UWG's strategic plan and play a key role in implementing the academic portion of that plan across the institution, with particular emphasis on student learning. Once the topic is selected, all entities across campus will develop plans regarding how to improve student learning relative to the QEP topic within their domain of responsibility.

Topic Selection Process: All members of the faculty and staff are invited (and encouraged) to submit ideas for QEP topics. These ideas may be submitted by members of the faculty and staff, departments, schools, colleges, or any group of faculty and/or staff (i.e. senate committee, cross disciplinary, etc...). All recommendations will be collected in the Provost's office. All submissions will be posted to the web site: www.westga.edu/qep. Submissions will then be forwarded to the Institutional Studies and Planning Committee of the Faculty Senate for narrowing and combining of proposals. The final topic selection will be an iterative process between the Faculty Senate and President's Advisory Committee."

In response to this call, faculty and/or staff submitted 13 full proposals and 7 ideas (suggestions rather than full proposals). All were posted to the QEP web site which contains the following introduction (http://www.westga.edu/qep/index_14462.php):

"Many high quality proposals for the QEP topic have been submitted. The next step in the topic selection process is a review of these submissions (including refining, combining, or adding of ideas) by the Institutional Studies and Planning Committee of the Senate. It is anticipated that this committee will engage faculty, staff and stakeholders through surveys (and other means) to narrow the list of topics. Once the list has been narrowed, the Undergraduate Academic Programs Committee and the Committee on Graduate Studies of the Senate will engage in the selection process. The final topic selection will be an iterative process between the Senate and the President's Advisory Council. Please provide any feedback on these proposals to your representative on the Senate Institutional Studies and Planning Committee. This process will culminate in a topic selection before the end of fall semester 2010. A number of great suggestions were submitted in an abbreviated form. These are combined in one file."

Using these proposals as a starting point, the Senate Institutional Studies and Planning Committee (which was later renamed the Senate Strategic Planning Committee) assumed the

leadership role in the topic selection process. In addition to the topic proposals, the committee reviewed student assessment data from academic programs.

Institutional Assessment Data

UWG has a robust assessment system for academic programs and a culture of assessment and improvement continues to grow. The environment and cultural expectations are that faculty members continually review and revise teaching and learning techniques in an effort to improve student learning.

This institutional assessment process requires assessment of core curriculum (general education) and program specific learning outcomes. As such, the types of needs, assessments, and improvements vary widely. Within this process, one academic program may be improving communications skills, another quantitative skill, another discipline-specific knowledge, and another critical thinking. While this type of organically grown improvement is intentional, healthy, and impressive, it does not focus institutional improvement efforts on one key area of student learning as required by the SACS principles for the QEP. However, the learning outcome data for the core curriculum and academic program encourage the individuals and committees involved in the topic selection process to identify areas of student performance that span the core curriculum (rather than being embedded in a specific area) and span academic programs. In senate committee discussions, topics such as intellectual inquiry, applied math skills, information fluency, reading and interpretation of literature, and writing quickly came to the forefront.

Faculty Surveys

The committee conducted two surveys of the general faculty. The first survey queried faculty on categories of perceived areas of deficiency in UWG student learning. These categories were based on combinations of the submitted QEP topics. The second survey narrowed the topics by ranking 9 possible areas of focus. The senate agenda from the

December 3, 2010 meeting included the following:

“Faculty Senate Meeting, 3rd December 2010

Information Item: The Senate Institutional Studies and Planning (ISP) committee is engaged in the topic selection for UWG’s quality enhancement plan.

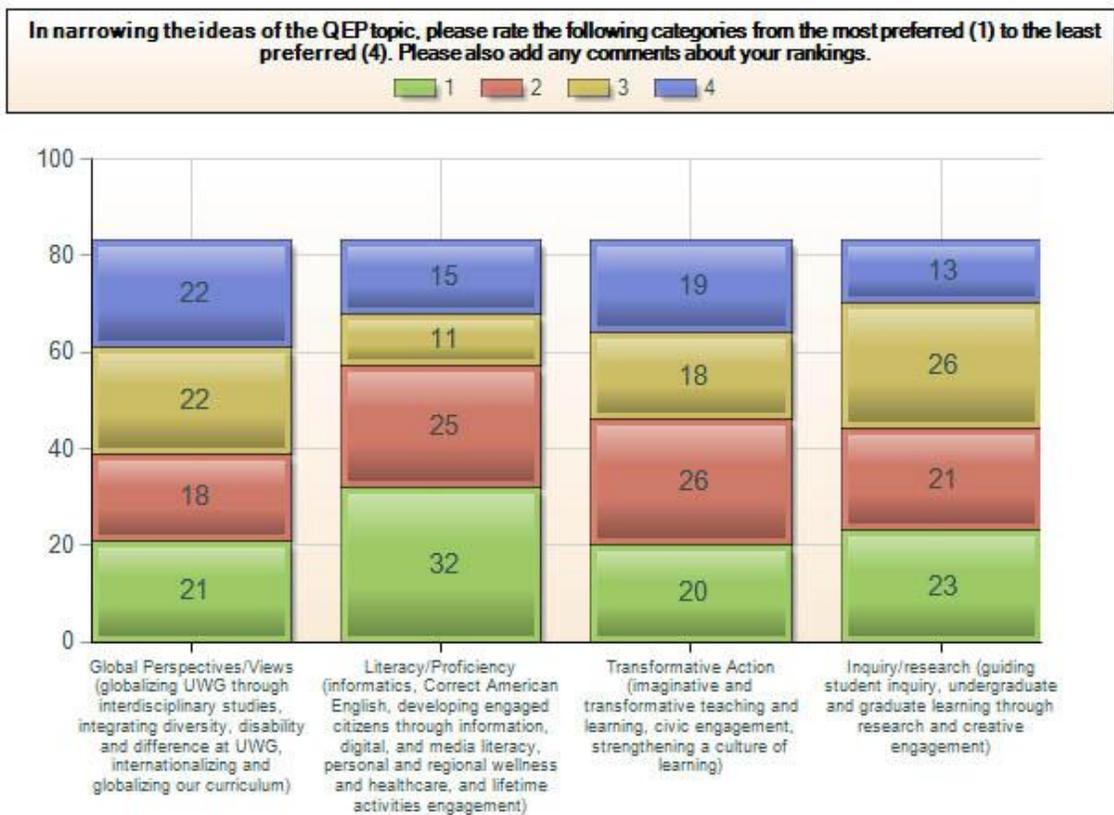
So far, the committee has completed the following steps:

- A call for topics from all faculty and staff
- A categorical survey based upon review of topics
- A survey of learning outcomes associated with the topics

- The committee is in the process of reviewing the results of these and has formulated a conceptual framework.”

The agenda reviews elements of the conceptual framework and presents the results of the two faculty surveys which are shown below:

“Two Surveys conducted in October and November: Survey 1. Categorical survey based upon review of topics. This was sent out to all faculty in October. Results identified Reading and Writing/ Literacy proficiencies highest.

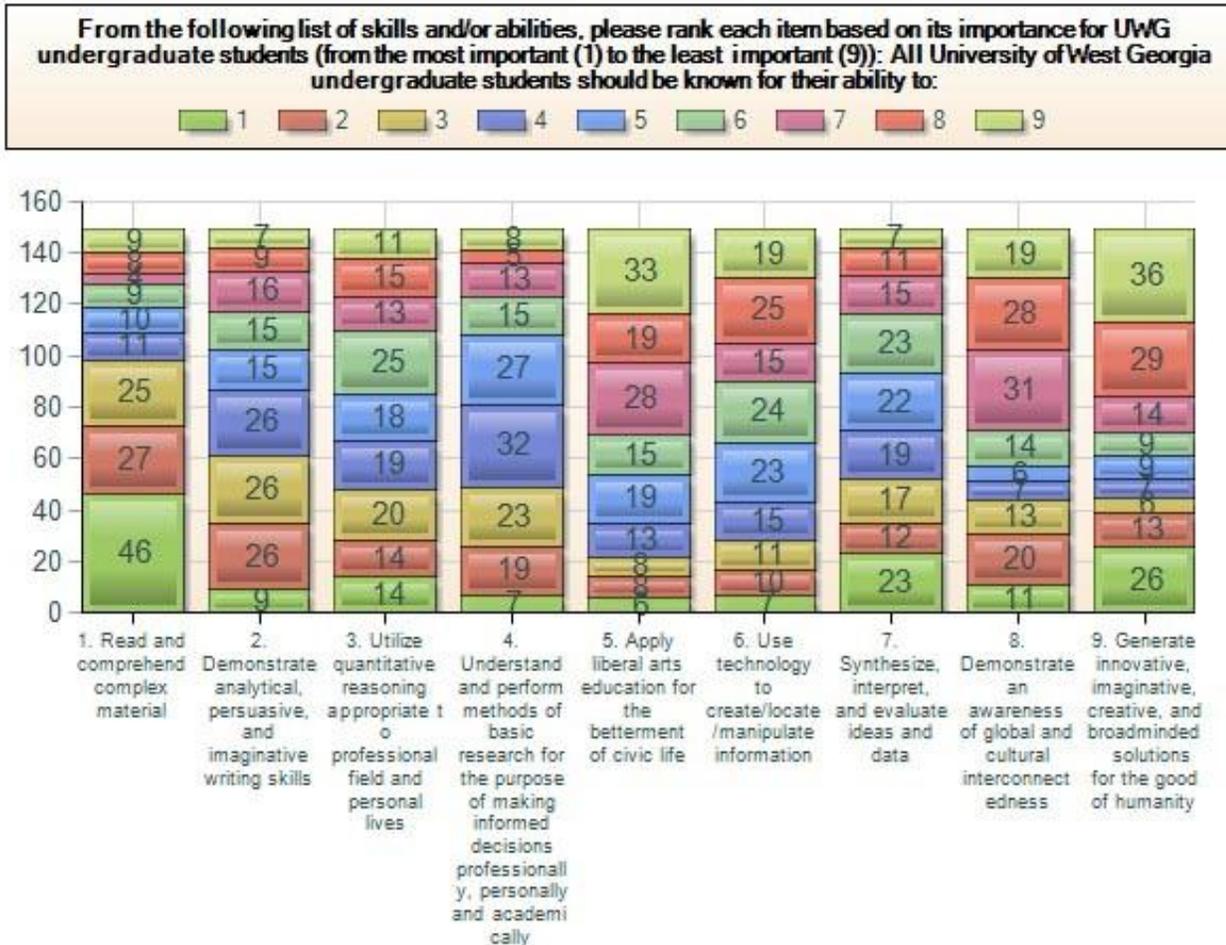


Survey 2. QEP: Learning Outcomes: Ranking a list of nine skills, and/or abilities, according to importance. This was sent out to All-Faculty, All-Staff, and All-Students in November.

The mean factor analysis of the results of this survey indicate;

1. The factor of most importance is Reading and Writing (1 and 2 on the survey).
2. The second most important factor was a combination of 9 and 5 on the survey.
3. The third most important factor was 7 and 8 on the survey.

The committee also noted that the outcomes from the National Survey and Student Engagement for UWG.”



The perceptions of faculty, staff and students show that improving writing and reading (items 1 and 2 on the survey) should be a high priority at the institution.

The NSSE and CLA

The third set of data were most helpful in refining the focus for the QEP. The National Survey of Student Engagement (NSSE) and the Collegiate Learning Assessment (CLA), both were reviewed by the committee and used in identifying areas UWG could improve student learning. These data align with the faculty survey in support of student’s need to improve reading and writing skills.

“The CLA presents realistic problems that require students to analyze complex materials. Several different types of materials are used that vary in relevance to the task, credibility, and

other characteristics. Students' written responses to the task are graded to assess their abilities to think critically, reason analytically, solve problems, and communicate clearly and cogently" (2009-2010 UWG CLA report). In the 2009-2010 academic year, UWG offered the CLA to a group freshman (99 useable responses) and seniors (79 useable responses). The UWG CLA performance data are shown in the tables below:

CLA 2009-2010 Results					
Value-Added and Precision Estimates					
	Performance Level	Value-Added Score	Value-Added percentile Rank	Confidence Interval Lower Bound	Confidence Interval Upper Bound
Total CLA Score	Below	-1.47	7	-2.16	-0.78
Performance Task	Below	-1.68	6	-2.48	-0.88
Analytic Writing Task	Below	-1.06	12	-1.8	-0.32
Make-an-Argument	Below	-1.11	12	-1.91	-0.31
Critique-an-Argument	Near	-0.98	17	-1.79	-0.17

Seniors: Unadjusted Performance						
	Number of Seniors	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	79	1073	8	976	1197	150
Performance Task	38	1015	8	891	1114	142
Analytic Writing Task	41	1127	15	1022	1211	138
Make-an-Argument	42	1111	12	992	1244	167
Critique-an-Argument	41	1134	15	1004	1266	184
EAA	80	994	25	910	1070	135

Freshmen: Unadjusted Performance						
	Number of Freshmen	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	99	1032	24	946	1112	134
Performance Task	50	1002	21	907	1077	137
Analytic Writing Task	49	1063	32	998	1136	125
Make-an-Argument	50	1071	34	975	1167	158
Critique-an-Argument	49	1055	32	972	1174	161
EAA	100	979	25	910	1030	93

Although this is a cross-sectional sample, it provides limited support that the sample of seniors was able to complete a performance task, an analytical writing task, make-an-argument, and critique-an-argument. However, the value-added scores were either 'near' or 'below' the expected level according to the CLA benchmark. These scores provided evidence to the committee that critical thinking, analysis, and writing were areas in which UWG students could improve relative to the CLA benchmark data. The CLA results also show the value-added score is negative. This provides evidence that this sample of UWG seniors did not progress in writing as well as other samples of seniors in the CLA benchmark data.

In addition to the CLA, UWG regularly participates in the National Survey of Student Engagement (NSSE). This survey asks students the amount of writing they are required to complete as part of their academic program. The 2008 NSSE Survey results show that first-year students reported writing less than other freshman at participating USG institutions, selected Peer/Aspirational Institutions, and the NSSE 2008 average. This provides support for UWG emphasizing the quantity of writing students are required to complete as part of UWG academic programs.

Students also reported higher self-confidence in their knowledge, skill, and personal development in the area of writing clearly and effectively. This self-confidence trends opposite of the CLA results that shows a lower value added score when compared with CLA benchmarks. This trend was also shown in seniors. The tables below include the NSSE data for first-year students and seniors from the 2008 survey administration.

First-Year Students									
<i>During the current school year, about how much reading and writing have you done?</i>									
		UWG		Georgia System		Peer/ Aspirational		NSSE 2008	
Variable	Response	Count	%	Count	%	Count	%	Count	%
3c. Number of written papers or reports of 20 pages or more									
	None	349	87%	5,978	83%	5,142	85%	137,544	81%
	1 to 4	27	7%	756	12%	604	11%	21,164	13%
	5 to 10	11	3%	239	4%	167	3%	4,407	3%
	11 to 20	7	2%	87	1%	54	1%	2,019	1%
	More than 20	2	1%	55	1%	48	1%	1,605	1%
	Total	396	100%	7,115	100%	6,015	100%	166,739	100%
3D. Number of written papers or reports between 5 and 19 pages*									
	None	96	24%	1,243	18%	938	16%	20,355	14%
	1 to 4	219	55%	4,035	56%	3,456	57%	87,940	53%
	5 to 10	71	18%	1,433	20%	1,258	21%	44,659	25%
	11 to 20	10	2%	323	5%	303	5%	11,310	6%
	More than 20	1	0%	75	1%	69	1%	2,558	2%
	Total	397	100%	7,109	100%	6,024	100%	166,822	100%

3E. Number of written papers or reports of fewer than 5 pages*									
	None	16	4%	298	4%	159	3%	4,314	3%
	1 to 4	159	40%	2,591	37%	2,055	34%	48,514	31%
	5 to 10	149	37%	2,462	34%	2,122	35%	57,904	34%
	11 to 20	61	15%	1,255	17%	1,172	19%	36,920	21%
	More than 20	13	4%	507	7%	519	9%	19,307	11%
	Total	398	100%	7,113	100%	6,027	100%	166,959	100%

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

11c. Writing clearly and effectively*

	Very Little	10	3%	371	5%	208	4%	6,653	5%
	Some	55	15%	1,376	20%	1,212	22%	32,379	22%
	Quite a bit	130	38%	2,588	40%	2,448	43%	64,058	41%
	Very much	158	44%	2,241	35%	1,705	32%	53,007	33%
	Total	353	100%	6,576	100%	5,573	100%	156,097	100%

Seniors

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

		UWG		Georgia System		Peer/ Aspirational		NSSE 2008	
Variable	Response	Count	%	Count	%	Count	%	Count	%
3c. Number of written papers or reports of 20 pages or more									
	None	159	53%	4,199	52%	4,059	52%	87,726	50%
	1 to 4	112	40%	3,167	38%	2,999	40%	78,749	41%
	5 to 10	16	6%	565	7%	412	5%	11,215	6%
	11 to 20	2	1%	151	2%	99	1%	2,889	2%
	More than 20	1	0%	101	1%	85	1%	2,408	1%
	Total	290	100%	8,183	100%	7,654	100%	182,987	100%

3D. Number of written papers or reports between 5 and 19 pages

	None	29	9%	926	12%	717	10%	14,782	9%
	1 to 4	143	49%	3,996	49%	3,616	47%	77,416	44%
	5 to 10	79	28%	2,212	27%	2,322	30%	59,728	31%
	11 to 20	25	8%	741	9%	729	9%	22,560	11%
	More than 20	17	5%	311	4%	273	4%	8,540	4%
	Total	293	100%	8,186	100%	7,657	100%	183,026	100%

3E. Number of written papers or reports of fewer than 5 pages

	None	22	8%	699	9%	422	6%	10,556	6%
	1 to 4	105	35%	3,260	40%	2,640	35%	59,123	34%
	5 to 10	80	28%	2,149	26%	2,075	27%	51,560	28%
	11 to 20	46	15%	1,173	14%	1,362	17%	34,144	18%
	More than 20	40	13%	903	11%	1,157	15%	27,662	14%

	Total	293	100%	8,184	100%	7,656	100%	183,045	100%
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>									
<i>11c. Writing clearly and effectively*</i>									
	Very Little	7	3%	333	4%	282	4%	6,443	4%
	Some	39	15%	1,520	19%	1,449	20%	31,601	19%
	Quite a bit	98	37%	2,880	37%	2,804	38%	65,447	38%
	Very much	121	45%	3,059	39%	2,738	38%	71,439	39%
	Total	265	100%	7,792	100%	7,273	100%	174,930	100%

*Statistically Significant Difference across all comparison groups (p<.05)

With these data as benchmarks, the senate strategic planning committee focused its efforts on identifying one key area on which the institution could improve student learning through the development of a QEP. Although the topic selection process was intended to be complete by December of 2010, the process continued through the spring semester of 2011 and culminated with the topic being selected by the committee and approved by the faculty senate on March 25, 2011. The President accepted the recommendation as approved by the Senate.

5) Focus on Student Learning Outcomes

This iterative process resulted in the committee selecting the topic of undergraduate student writing with the two learning outcomes, shown below. At the time of initial review, the document included five operational outcomes. In the development phase, these were removed and replaced with the college/school specific plans outlined in this document. The two learning outcomes associated with the QEP remained the same.

By the end of the implementation of the QEP, all undergraduate students at the University of West Georgia will demonstrate an increased ability to: 1) write in standard English, 2) apply writing to discipline-specific communication.

Following this topic selection, the UWG student government association (SGA) was invited to select the name of the QEP. The SACS Liaison created a moderated blog that allowed for all faculty, staff, and students to submit recommendations. The senate strategic planning committee narrowed the list and submitted five finalists to the SGA. At the March 15, 2012 meeting of the UWG Student Government Association, the QEP Project titles were read for consideration, and then voted upon by the members. SGA selected the QEP title: *Write in a Whole New Direction*.

At that point, college committees were invited to draft responses to their intentions to improve student performance in discipline specific writing. Committees were formed in the colleges, school of Nursing, and support areas (Extended Learning and Honors College and Transdisciplinary programs). These committees developed goals for implementation and methods to assess them. These plans were then combined into a master document for review

by the strategic planning committee. The strategic planning committee reviewed the document and found that the scope was too large and the goals for implementation too unconnected for one quality enhancement plan. The committee then proposed to the faculty senate that the institution retract the scope of the plan and focus on undergraduate writing in the core curriculum. The committee felt that students would be better served if the institution focused on one area and served that area well. As such the committee proposed to the senate the elimination of learning outcome 2 (apply writing to discipline –specific communication) and focus on a modified learning outcome: increase students’ ability to write in standard academic English. Accomplishing this student learning outcome is the goal of this QEP. The student population impacted will be UWG students enrolled in the core curriculum. Plans to accomplish this learning outcome and the assessment of each objective are discussed below.

QEP Focus:

Learning Outcome:
increase students’ ability to write in standard academic English.

Student Population: *UWG students enrolled in the core curriculum.*

On March 8, 2013, the senate adopted the following regarding the modified scope of the QEP:

“Committee VI: Strategic Planning Committee (Chair, Rob Sanders)

Action Item:

- A) Motion: To adopt the new revised Quality Enhancement Plan Concept Statement and Learning and Operational Outcomes as recommended by the Strategic Planning Committee.

Discussion: Recommendations to come out of this plan will be to identify writing intensive courses. Currently there are no commitments to change courses or programs.

Two edits were recommended:

In the previously approved QEP, an end parenthesis is missing and should follow “outcomes.”

In the proposed QEP, the single bulleted item should be removed and incorporated into the sentence.

**Quality Enhancement Plan Concept Statement and Learning Outcomes
University of West Georgia**

In its quest to become a destination institution, the University of West Georgia will implement a well-constructed and heavily integrated quality enhancement plan (QEP).

The focal point of the QEP is undergraduate student writing. Once this plan is implemented, all undergraduate students at the University of West Georgia will demonstrate an increased ability to write in standard academic English.

This learning outcome will be assessed by institution-wide sampling, and the increase or decrease in students' ability to perform these learning outcomes will be measured and reported. In addition, the institution has identified a number of operational outcomes that will support this initiative.

By the end of the QEP, these initiatives will result in the following operational outcomes.

UWG will:

1. Integrate writing into the existing Core
2. Implement a system to support the development of writing for online students
3. Increase investment in faculty development in the area of writing instruction

6) Accomplishing the Mission of the Institution

According to its mission, “The University of West Georgia seeks to achieve preeminence in providing educational excellence in a personal environment through an intellectually stimulating and supportive community for its students, faculty, and staff.”

This quality enhancement plan, focused on improving undergraduate student writing in the core curriculum, fundamentally supports the mission of the institution. As noted in section (2) of this document, the University of West Georgia is guided by several Essential Activities and Values associated with its mission. Improving students’ ability to write effectively clearly promotes the University’s intention to provide “Instruction in general education,” one of the Institution’s Essential Activities. It is embedded within the Institutional Value for providing “high-quality general education,” and it specifically supports the Value to “Foster the development of effectiveness in communication, critical and independent thinking, problem solving, and the use of information resources and technology.”

7) The Context for the Quality Enhancement Plan

The College Board created the National Commission on Writing (NCW) in 2005, in part to accommodate the writing assessment component of the new SAT, but also to address “the growing concern within education, business, and policy-making communities that the level of writing in the United States is not what it should be” (*Writing: A Powerful Message*). Among the many features the NCW identified as denoting inadequate writing were lack of clarity and weak grammar and mechanics, features considered “extremely important” or “important” by more than 95% of employers surveyed about the value placed on workplace writing tasks (“Writing: A Ticket to Work” 28). Indeed, poor workplace writing skills were considered “a barrier to promotion” in a survey taken of Human Resource Directors of 120 major American corporations. Ironically, when college students in a National Survey of Student Engagement (NSSE) report were asked to rank their writing abilities—including the ability to “use correct grammar and syntax” and to “employ correct mechanics (e.g., spelling),” abilities associated with producing standard written English—they consistently rated their skills far higher than college faculty: on a 1-5 scale, the mean college faculty rating ranged from a low of 2.63 to a high of 2.97 while Junior and Senior students rated themselves from 4.00 to 4.29 in the same categories (*Promoting Engagement*). Thus, not only are writing skills considered valuable in both academic and professional settings declining, students seem unaware of their inadequacies; UWG students are no different in this regard.

The QEP initiative at UWG aims to produce graduates who competently deploy standard written English. *When placed in an academic context, standard academic English includes not only grammatical and mechanical but also rhetorical considerations such as purpose, audience, genre (i.e., type of writing task(s) required), syntactic options appropriate to genre, logical coherence, and vocabulary.* This contextualized definition of standard written English comes from a series of meetings held with members of the Strategic Planning sub-committee on the QEP, with members of FYW faculty, University Writing Center and Library personnel. A

questionnaire submitted to all FYW faculty further shaped this definition and led to discussions about how ENGL 1101 and 1102 might be revised to incorporate more substantive instruction in standard English writing practices.

Research demonstrates that grammar, punctuation, and vocabulary lessons taught in isolation from concrete and specific writing tasks fail to promote adequate understanding of pertinent language concepts and their application. Indeed, Constance Weaver points to multiple studies that demonstrate such decontextualized grammar and mechanics drills actually do students “a gross disservice” (16). While components of what we’ve defined as standard written English in an academic context are best taught as part of reading and writing instruction, Weaver also notes that “teaching grammar in the context of writing will not automatically mean that once taught, the concepts will be learned and applied forever after. On the contrary, grammatical concepts must often be taught and retaught, to individuals as well as groups or classes, and students may long afterwards continue to need guidance in actually applying what they have, in some sense or to some degree, already learned” (17).

A vital principle in planning and implementing the QEP on undergraduate student writing at UWG is that this is a University initiative; the faculty’s unified commitment to shared writing goals projects--to students as well as to the larger community--the significance it places on effective communication, and the institution’s sustained focus on the development of language competencies reflects best practices. This initiative thus also responds to a national call to “re-establish” the importance of English studies broadly conceived at all levels and within all disciplines” (Addison and McGee 170).

Research demonstrates that insufficient writing skills among college freshmen is part of a national trend: “students are simply not writing enough to prepare them for the demands of post-secondary education” (Addison and McGee 163). Research by Appleby and Langer published in 2009 found that “some 40% of twelfth-grade students . . . report never or hardly ever being asked to write a paper of three pages or more” (26). Since writing is a skill that is developed by means of consistent practice and feedback over time, and since it is also a skill dependent on critical reading skills, it is small wonder many freshmen students are underprepared for college work.

Incoming UWG students would seem to reflect this trend. Freshmen are required to complete ENGL 1101 and 1102 (Composition I and II) in Area A of the Core, but in fall 2012, 436 (of 1896, or 22%) students who *completed* ENGL 1101 received a D or F for the course (C is the passing grade from ENGL 1101). 90 (4%) additional students withdrew from the course, many of whom knew by mid-term that their skills were insufficient to pass the course. DFW rates in the fall semester of previous years provide like evidence of this dismal performance.

8) Institutional Capability to Initiate, Implement, and Complete the QEP

The University of West Georgia has demonstrated the capability to identify areas for improvement and initiate, implement, and complete initiatives that lead to better results. To demonstrate this Institutional capacity, specific examples are cited here.

Example 1: As part of its complete college Georgia initiative, the University of West Georgia identified the need to increase the number of students who dual-enroll while in high school. The most recent update on this initiative states the following:

Baseline data for dually enrolled students (CCG Campus Plan) indicated that 30 students participated in dual enrollment in 2011-2012 (excluding the Advanced Academy that serves academically gifted, residential high-school juniors and seniors). As of August 14, 2013, dual enrollment figures increased to 68 students, with an average enrollment of 6.8 credit hours per student.

The significant growth is associated with our new admission standards for the dual enrollment program. The changes were the outcome of meetings with our PK-12 partners, who requested increased opportunities for their high school students to accelerate their college education. Superintendents specifically asked that we reconsider our dual enrollment admission standards, which were more stringent than BOR requirements or our peer institutions' requirements. We agreed to study their request. We then surveyed high school counselors in nine local school systems, requesting feedback about UWG's dual enrollment admission standards. The counselors' survey data and eCore® student success data for eCore® dual enrolled students (i.e., 91% success rate aggregated across all eCore® institutions) led to the decision to revise our standards. This is because eCore® students were admitted to affiliate institutions under policies that align with the USG policy, which supported the notion that future students admitted under the proposed revised standards for dual admission would do well. With data to support the rationale for the change, the UWG Faculty Senate approved the new Dual Enrollment Admission Standards in April, 2013.

Example 2: Also as part of its Complete College Georgia initiative, the University of West Georgia identified a need to intervene with students struggling in gateway courses (MATH 1001, 1111, 1113, 1634 and ENGL 1101, 1102). Identifying this need led to the following changes as noted in the 2012-2013 Complete College update.

MATH: Mathematics faculty recently began conversations about student performance in the introductory math courses. At that time, the dean of the College of Science and Mathematics charged the faculty with piloting new instructional approaches (new for the faculty) for three sections of MATH 1001 Quantitative Reasoning (math for non-majors) in Spring 2013. The Spring 2013 DFW rate for these three pilot sections combined was 10.1%, far better than the 27.9% rate for the non-pilot sections. Although these rates are encouraging, the design of the pilot project did not permit comparisons

of student achievement based on common assessments; therefore, revisions will be made in the Fall 2013 sections to provide this information. This “lesson learned” underscores one reason why we enthusiastically anticipate the opening of our new Center for Teaching and Learning, funded through the FY14 budget allocation. To further support the completion agenda, seven sections of MATH 1111 and two sections of MATH 1113 being taught in Fall 2013 will have three hours of supplemental instruction for students. (See the Appendix for Gateway MATH student performance data).

ENGLISH: The English faculty spent one year redesigning the first semester course ENGL 1101: English Composition I, after reviewing student performance data in introductory English courses (First Year Writing Program). Their recommendations for the repurposed ENGL 1101 course align with UWG’s SACSCOC Quality Education Plan (QEP), which focuses on improving student writing. Recommended pedagogies include text-based analysis, argumentative and thesis-driven writing, teaching and practicing rhetorical strategies, and the sequential scaffolding of skills. Faculty developed a common writing handbook for students and will use a collaboratively-developed, common rubric to assess student writing and provide feedback. The repurposed ENGL 1101 course will be introduced in Fall 2013.

Example 3: In an effort to formalize the quality assessment and improvement efforts in the core curriculum, the University System of Georgia requested each institution (of which UWG is one) revise their learning outcomes and develop a clear plan for assessing the core curriculum. Through a process that lasted more than two years, the university community engaged in developing clear and measureable outcomes for each core area. This effort was led by a subcommittee of the faculty senate undergraduate programs committee. Once the outcomes were identified, they were approved by the senate, president, and system-wide core curriculum committee. Following their approval, the University implemented the new core outcomes with a course-based assessment system. Working with the University’s IT staff, a database was created to house the assessment data. As of August, 2013, nearly 200 assessments have been completed in core curriculum courses leading to more than 70 instructional improvements in core courses.

These examples provide evidence that the institution has the capacity to initiate, implement, and complete initiatives similar to this QEP. The specific capabilities needed to initiate, implement, and complete each goal and action step in this quality enhancement plan are discussed in the next section.

9) Identification of Goals and a Plan to Assess their Achievement

The QEP initiatives will be implemented in a variety of ways across the curriculum to address writing competency in the core curriculum. All of these efforts are focused on one learning outcome: improving students' ability to write in standard academic English. These efforts are focused on one segment of the student population: students enrolled in the University of West Georgia Core Curriculum. There are four goals. Each has associated action steps and assessments which are detailed below.

The goals and action steps are:

- 1) Integrate writing into a modified core curriculum**
 - a) Revise the core curriculum to reflect an emphasis on writing competence
 - b) Revise English 1101 and 1102
 - c) Develop and Implement a writing MOOC for new freshman
 - d) Expand the University Writing Center
- 2) Implement a system to support the development of writing for online students**
 - a) Develop and Implement a system to improve writing competence in UWG core courses taught online
 - b) Develop online faculty trainings to include the QEP focus
- 3) Increase investment in faculty development in the area of writing instruction**
 - a) Implement a UWG Center for Teaching and Learning with one emphasis being improving student writing
 - b) Expand University Writing Center to support Faculty Writing Instruction
- 4) Improve Support Services to Enhance Student Writing Competence**
 - a) Library
 - b) Honors College and Transdisciplinary Programs
 - c) Extended Learning

Goal 1) Integrate Writing into a Modified Core Curriculum

Action Step 1a: Revise the Core Curriculum to Reflect an Emphasis on Writing Competence

The revisions to UWG's Core emphasize the centrality of effective writing for college success. Too often students mistakenly believe that they need not concern themselves with effective, correct academic writing once ENGL 1101 and 1102 have been completed and, indeed, for many students there can be a significant gap between completion of Core Area A-1 and the writing that is expected in upper division courses. The revisions to UWG's Core close that gap by requiring more courses in which effective writing is among the learning outcomes. Writing thus becomes an *explicit* activity throughout the core.

Revise core area A: Add to the existing General Learning Outcomes "Effectively employ English language conventions appropriate to academic discourse."

Focus efforts area A1: Clearly articulate central goals for ENGL 1101 and 1102. This effort will be led by the English Department, but will be inclusive of the campus faculty. It is imperative that this refocusing be an institutional effort to identify the purpose and outcomes of these courses.

Reconfigure Core Area B: The new area B may include 5-6 hours distributed between B-1, ENGL 1101 Lab (1 hour); B-2, Critical Thinking and Writing (3 hours); and B-2, Professional Communication (2 hours). Courses in B-2 and B-3 will include both "writing to learn" and "writing to communicate" assignments. B-2 and B-3 courses can come from any discipline, as area B is identified by the University System of Georgia as the institutional priority. This modification will place the QEP at the forefront of the University's improvement efforts. This would also allow Area B to maintain focus on writing as an essential academic skill and closes the gap between the completion of ENGL 1102 and upper division courses requiring writing.

Revise General Learning Outcomes for Area B: Options for new learning outcomes include: Students will demonstrate the ability to:

1. Employ critical thinking skills
2. Synthesize and logically organize material for oral presentations and/or written assignments
3. Adapt written and oral communication to specific rhetorical purposes
4. Use diverse information sources effectively
5. Effectively employ English language conventions appropriate to academic discourse

Revise or develop Specific Learning Outcomes for B-1, ENGL 1101 Lab, B-2, Critical Thinking and Writing, and B-2, Professional Communication: Possible learning outcomes include:

B-1 ENGL: Applied Writing, 1101 Lab

Students will:

1. Employ effective revision strategies at different drafting stages of their writing
2. Effectively edit their work for grammar and mechanics as well as format conventions

B-2 Critical Thinking and Writing

Students will demonstrate the ability to

1. Distinguish fact and informed argument from mere opinion in a variety of contexts
2. Identify inductive and deductive reasoning, and incorporate specific rhetorical skills that reflect that understanding in written work
3. Organize evidence and compose persuasive written arguments
4. Effectively employ English language conventions appropriate to academic discourse

B-3 Professional Communication

Students will demonstrate the ability to

1. Adapt communication to specific purposes and audiences
2. Expand or narrow a topic by finding and using sources appropriate for presentations on academic topics
3. Synthesize and organize material for effective presentations
4. Effectively employ English language conventions appropriate to academic discourse

Further, by incorporating outcomes that parallel those in ENGL 1101 and 1102, Area B meets the objective of recursive learning and practice central to the development of writing skills.

Revise Learning Outcomes in areas C, D, and E to include and/or emphasize effective written communication: Possible learning outcome modifications include:

Students will demonstrate the ability to:

1. Synthesize information and logically arrange written assignments
2. Effectively employ English language conventions appropriate to academic discourse in addition to outcomes already noted in the respective core areas.

Assessment

1. A standard assessment will be employed throughout area B courses to measure students' ability to write in standard academic English. Assessment would yield a numerical score in rhetorical, grammatical and mechanical categories based on a rubric developed for 2000-level courses.
2. Scores will be compared to post-ENGL 1102 scores to see if area B modifications have improved student writing competence.
3. The standard assessment rubric will also be employed in courses in areas C, D, and E for which writing competence is an outcome of the core area. Scores will be compared to ENGL 1102 scores to measure improvement.

Action Step 1b) Revise English 1101 and 1102

Modify ENGL 1101 (Composition I) ENGL 1101 helps students develop the skills they need to become successful in college-level courses where critical thinking and writing are required. This course does not presume that students already possess these skills; instead, it will help students develop these skills, so that by the end of ENGL 1101 students will be better equipped to succeed in college classes where writing is required. ENGL 1101 is not the only course in the core where students receive writing instruction; however, it is an important course in the development of college-level writing skills since—in contrast to other classes where a specific disciplinary content comes first and writing is secondary—its focus is on the sequential development or scaffolding of the discrete writing and analytical skills that, together, lead to stronger, more successful writing.

Since the QEP objective was announced in 2011, English and First Year Writing Faculty have been revising content and methodologies to ensure English 1101 fulfills its role in producing effective student writers. The revisions undertaken in advance of the official QEP implementation in fall 2014 include:

Current and Previous Action Steps:

Rhetorical Strategies: Adjusted focus to foreground specific rhetorical strategies to enhance reading comprehension and writing effectiveness. Understanding how and why certain rhetorical modes are employed provides students with opportunities to engage more extensively matters of audience, purpose, genre as well as sentence structure, sentence variation, vocabulary and punctuation.

Interdisciplinary Thesis-Drive Arguments: Increased focus on reading interdisciplinary thesis-driven argument, reportage, and other extra-literary texts that students may expect to encounter in the university outside literature courses. Reading level-appropriate writing allows students to develop their ability to summarize, identify main arguments, and recognize how different rhetorical strategies operate in service of authorial purpose. Further, such writing provide models of effective writing appropriate to the academic setting.

Scaffolding of Skills: Adopted sequential scaffolding of skills in teaching critical reading and argumentative writing. Teaching (and allowing students to practice) discrete skills (e.g., summary, analysis, etc.) allows students to develop individual competencies that, when combined, lead to more effective college writing.

Updated Grading Rubrics: Called for the development of a series of grading rubrics to reflect objectives for each formal writing assignment rather than rely upon a single grading rubric that reflects the skill level of students at the end of ENGL 1102. Sequenced evaluation assesses skills as they are taught, practiced and acquired and provides students with a clear statement of competencies expected with each assignment.

Update Grammar Instruction: Recommended that grammar instruction be keyed to issues as they emerge in student writing. Contextualized instruction in grammar is more effective and helps students recognize and correct chronic errors.

Future Action Steps:

Learning Outcomes: Revise ENGL 1101 Learning Outcomes to accurately reflect changes to ENGL 1101 already initiated.

Integrate Lab: Link all sections of ENGL 1101 to a one hour lab (Area B-1 requirement). This provides students with an additional hour of instruction for focused, supervised revision and editing of their ENGL 1101 writing assignments.

New Grammar Correction Tool: Implement use of interactive online grammar and mechanics diagnostic and tutorial program that students could access throughout their UWG career. Students' individual competencies in grammar and mechanics can be assessed and interactive instruction provided. Since skills in grammar and mechanics need to be "taught and retaught" (Weaver 17), an online tutorial can supplement classroom instruction. Provides a resource for students during and after completion of ENGL 1101 and 1102, and such programs can provide assessment data.

Assessment

The action steps listed above are administrative in nature and will be assessed as to whether or not they were implemented.

English 1102 (Composition II)

English 1102 serves as a continuation of English 1101 and as an introduction to more sophisticated study of textual analysis and argument. The course primarily uses literary and filmic texts as the basis of reading and writing assignments, thus introducing discipline-specific—but nevertheless transferrable-- considerations about the nature of evidence, analysis, and drawing conclusions.

The revisions made to English 1101 in light of QEP implementation call for corresponding action in English 1102. Such refocusing needs to affirm that the course is primarily a writing course rather than an introduction to literature course, and a course that hones skills learned in English 1101 even as it develops increasingly sophisticated reading and writing skills.

Modify Learning Outcomes: Revise the general and specific Course Learning Outcomes to reflect the focus on composition in ENGL 1102.

Sequence Material: Adopt the sequential model of teaching advanced rhetorical skills. Adopt sequential model in teaching research skills and the use of secondary sources.

Update Grading Rubrics: Adopt grading rubrics that reflect the incremental development of specific skills for each formal writing assignment. The rubric for the first graded assignment should explicitly note the skill set assumed by completion of ENGL 1101 as well as add newly developing skills for assessment.

Assessment

Essay exam administered on the completion of ENGL 1102 to assess competency in standard academic English. Assessment would yield a numerical score in rhetorical, grammatical and mechanical categories that should approximate the final grades in ENGL 1102. Online grammar program would track competencies by providing before and after profiles.

Additionally, the action steps listed above have administrative components which will be assessed as to whether they were implemented or not.

Action Step 1c) Develop and Implement a writing MOOC for new freshman

Incoming freshmen will receive a letter detailing the significant challenges of ENGL 1101, including the DFW rates and the implications these have for timely progress toward graduation, *and* UWG's QEP in writing.

Invite entering freshman to complete a free noncredit bearing MOOC focused on writing: Entering freshman will be invited to participate in an online MOOC focused on preparing them for successful in writing through the core curriculum. The MOOC will be self-paced and open to all students who enter UWG.

Assessment

Students who complete the MOOC will be tracked to see if it influences their performance in ENGL 1101 and 1102. If it does, the MOOC will become an integral part of orientation or a requirement of attendance.

Action step 1d) Expand the University Writing Center

The University Writing Center (UWC) is designed to support and supplement instruction in all disciplines. The staff works with students referred by faculty as well as students who come on their own. Staffed by full-time instructors from the Department of English, assisted by graduate students in their disciplines, the Writing Center seeks to help all writers feel more confident about each element of the writing process from drafting through revision to the final product. To promote the success of the QEP, the UWC will:

Expand writing tutorials to accommodate students in Core Areas B, C, D and E writing courses. Each semester, the UWC will send announcements of UWC hours and writing workshop schedules to faculty teaching in the Core so that they might inform their students. Further, faculty teaching in the Core Areas B-E will be asked to submit samples of sound academic writing in their disciplines and grading rubrics typical for freshman and sophomore level assignments in their disciplines so that UWC staff will be prepared to address discipline specific as well academic English writing issues. Faculty will also be invited to place specific writing assignments on file each semester and any comments they have on assignment outcomes that would aid UWC staff in assisting students.

Add staff, including graduate students from various disciplines represented in Core Areas A-E, capable of addressing discipline-specific writing conventions. As is the practice in English, faculty teaching in Core Areas B-E will be invited to spend some of their weekly office hours in the UWC assisting in writing instruction and/or writing workshops. Graduate students from disciplines represented by Core Areas B-E will be added to UWC staff to assist in addressing discipline specific writing.

Create UWC “satellites” in the Library. Since the Library’s recent renovation has attracted so many first-floor users, and because the UWC’s space is limited, some writing assistance in Core Areas A-E will be available in designated areas each week. These appointments will be scheduled through the main UWC office, and staff informed in advance of their tutorials; “walk-in” assistance will be available if appointment times are not filled.

Assessment

Every tutorial appointment will be recorded, including student name, ID, course for which tutoring is requested, and tutorial location so that student use is tracked and can be linked to student performance on writing assessments.

Faculty will be notified which of their students have received UWC assistance with their writing and will be surveyed as to the effectiveness of the guidance provided by the UWC.

Action step 1e) Develop and Implement methods and processes to integrate writing into courses in core areas C, D, and E.

As part of the QEP process, writing will become an area of competence in each of the core areas. Core areas have identified student learning outcomes and a process to assess them. In addition to these established processes, core areas departments who teach in core areas C, D, and E will develop a method to improve writing in standard English in each of the core areas. While plans will vary by area of content, department, and course, all plans will share the characteristics of a method of instruction that addresses the learning outcome, an implemented plan to assess the effects of those methods of instruction on student learning and implemented improvements based on the results.

While this may seem to be a daunting task, the University has a history of successfully completing a similar task in the recent past. In an effort to better understand student learning relative to core learning outcomes and be compliant with Board of Regents and SACS guidelines, each core area created specific learning outcomes for the core area. These learning outcomes were approved by the faculty senate, President, and a system wide core curriculum committee. Faculty members in each core area then developed assessments for core courses, implemented those assessments and have provided evidence of improvements based on analysis of the results. This process was arduous, but incredibly beneficial for the institution.

This QEP calls for a second pass through that process, this time with the development, implementation, assessments, and improvements focusing improving students' ability to write in standard English. The basic skill of writing in standard academic English is a critical developmental and operational tool in the application of any discipline. This skill will improve student learning relative to core learning outcomes and engage faculty in many disciplines in the QEP process.

Assessment

This action step has both administrative and student performance assessments. Administratively, we will measure if the steps outlined above were implemented. The methods and assessments will also directly measure student learning relative to their ability to write in standard English within the context of the content of each core area. Unlike other areas, these measures will be developed during the implementation of this plan.

Goal 2) Implement a system to support the development of writing for online students

While strategies used to improve writing competence may be uniquely different when delivered instruction in an online environment, the concept and definition of effective writing in standard academic English for undergraduate students should not vary by instructional setting or delivery medium. Therefore, writing competence in an online environment is defined in the same way as writing competence in a traditional face-to-face educational setting.

Action Step 2a) Develop and Implement a system to improve writing competence in UWG core courses taught online

Academic department chairs and deans lead efforts to assure the quality of instruction in all environments including online. Specific responsibilities of these managers in the online environment include:

- 1) Ensuring high quality instruction in the online environment (and thereby a positive impact on undergraduate student writing);
- 2) meeting required federal, state, and university guidelines and requirements for online courses, programs, and faculty credentials; and
- 3) evaluating all online instruction and faculty performance is the responsibility of the line managers for the individual units.

Line managers are supported in their efforts by the Online Faculty Development Center (FDC) that provides assistance and training for all courses and faculty using the CourseDen LMS system. The FDC provides guidance to analyze, design, develop, implement, and evaluate technology-enhanced learning environments at UWG. Priority is given to those courses, programs, or instructors employing fully or partially online approaches.

Evaluating undergraduate student improvement in writing competence in online core courses is a multistage process that involves more traditional and in place unit-level assessments of student and faculty performance combined with available data from the LMS. The data analytics potential of the LMS allows for greater affordances than traditional face-to-face classes when it comes to systematically collecting, recording, analyzing, and reacting to large amounts of student-generated data. This data can be evaluated and used to guide instruction and focus improvements on student writing where warranted.

Under this action step, the FDC will play a support role for the line managers as they work to develop methods and systems for improving writing in an online environment for core courses. It is likely that this effort will be integrated into earlier efforts including revisions in the core curriculum, the development of the MOOC for incoming students, and the development and integration of writing into core courses in areas C, D, and E.

Assessment

This action step will be assessed in two ways. First, administrative assessment will include evaluating whether or not a systematic process was developed to improve student writing in UWG courses taught online. Second, student writing will be evaluated in online core courses and progress of student writing competence will be measured and assessed.

Action step 2b) Develop an Online Version of UWG 1101

UWG 1101 is a 2-credit-hour course offered to first-year students in order to ease their transition into college life and inform them of the resources that are available at UWG. This course will lead students through all aspects of college life, from learning responsibility in new freedom as a college student, to improving writing and critical thinking skills, to understanding the various teaching methods that college professors might use in the classroom. Students in any major may take UWG 1101 however currently UWG 1101 is available to commuter and residential first-year students only via face-to-face delivery. An online version will be made available to students and will continue to focus on improving undergraduate student writing in the core curriculum and on highlighting all writing and QEP related resources for students both online and campus-based.

Assessment

This action step will be assessed administratively to see whether or not it was implemented. Additionally, student learning related to writing competence will be evaluated throughout the course. Plans to improve student writing in these sections of UWG 1101 will be implemented over the time of this QEP. Additionally, students who complete the online version of UWG 1101 will be tracked to see if it influences their performance in ENGL 1101 and 1102 in comparison to the already available campus-based UWG 1101 classes. Writing resources, both online and campus-based will also be tracked for increases in use. As data are collected, one potential outcome is the possibility of including a component of writing in all UWG 1101 sections. This opportunity will be evaluated based on the early assessment results.

Action Step 2c) Improve the Access to and the Effectiveness of the Writing Center for Online Students

Designed to serve the entire campus community, the Writing Center, housed in the College of Arts and Humanities and administered by the Department of English, offers a full-range of tutoring services for writers in all courses in the University curriculum. Staffed by full-time instructors from the Department of English, assisted by graduate students in their discipline, the Writing Center seeks to help all writers feel more confident about each element of the writing process from drafting through revision to the final product. The Writing Center will be further expanded to provide tools, support, and training for online students to effectively access and make use of the Center. Innovative tools like Collaborate, Turnitin, SmartThinking, iTunes U can be better integrated with the existing Writing Center; QEP related resources will also be better integrated into the LMS and the Writing Center; and eBook development of the

selected writing handbook will be undertaken. A “widget” will be created in the LMS and posted in all core courses that links specifically to the Writing Center, Turnitin, SmartThinking and other QEP-related resources.

Assessment

Every tutorial appointment will be recorded, including student name, ID, course for which tutoring is requested, and tutorial location so that student use is tracked and can be linked to student performance on writing assessments. Online students accessing the writing center will also be tracked.

Faculty who request support in adapting writing components into existing online courses will be surveyed as to the effectiveness of the materials and guidance provided by the UWC and the FDC.

Action step 2d) Develop Online Faculty Trainings to Include QEP Focus

The Online Faculty Development Center (FDC) provides a host of service to faculty, colleges, and departments from help with designing and developing new online programs to individual and group training sessions for faculty members already teaching online or interested in starting. This will specifically target faculty members whose academic training may not have included instructional strategies for teaching students to write in Academic English.

The FDC will further expand its synchronous and asynchronous trainings to better integrate QEP goals and writing resources into all existing and new training models. Online versions of QEP best practices video tutorials will be created and disseminated to faculty.

Assessment

Faculty attending FDC trainings will be tracked and regularly surveyed as to the effectiveness of workshops, trainings, materials, and guidance provided by the FDC as well as their knowledge of QEP goals and related resources. Usage statistics among faculty for QEP related resources such as Turnitin, SmartThinking, and iTunesU will be tracked.

3) Increase faculty development in the area of writing instruction

As part of a larger effort to enhance teaching and learning at the University of West Georgia, funds were secured in a budget request to establish a UWG Center for Teaching and Learning.

Action step 3a) Implement a UWG Center for Teaching and Learning with one emphasis being improving student writing

In late 2013, a search was then conducted to hire a director. As part of the job advertisement, the director will “Design, develop, and implement programs to enhance faculty members’ teaching effectiveness using research-based pedagogies that lead to student success, with

additional attention to undergraduate student writing, which is the focus of UWG's Quality Enhancement Plan for SACSCOC."

This new Center and its director will play a key role in assuring that faculty receive instruction on writing and have the tools necessary to assure students acquire competence in writing. The job description for the Director of this center is included at the end of this document to show evidence of the priority for this work within the broader work of the Center for Teaching and Learning.

Assessment

The Director of the Center for Teaching and Learning will be responsible to develop, implement and assess the quality of programming. Specific assessment tool and methods will be developed as the implementation of the Center continues.

Action step 3b) Expand University Writing Center to support Faculty Writing Instruction

As noted in action step 1d, the writing center will play a key role in the supporting the implementation of the Quality Enhancement Plan. In addition to supporting students, the writing center will be expanded to include serving faculty who are teaching students in core courses. This expansion will allow faculty to see how their instruction is influencing student writing and help increase the quantity and quality of writing instruction. Specific plans for implementation will be developed by the writing center. This initiative is scheduled for implementation toward the end of the QEP and details about how this will complement the efforts of the Center for Teaching and Learning will be implemented after we have data from the efforts of the Center for Teaching and Learning.

Assessment

This initiative will be assessed by the number of faculty engaging in the University Writing Center as well as the student engagement in and performance on writing assignments in courses taught by those faculty members.

4) Improve support services to enhance student writing competence

A key element of implementing this QEP is the notion that writing in the core curriculum is not completed in isolation. It is not solely the responsibility of the Department of English, not the required courses in English that students must complete. If this QEP is successful, it will be a combined effort by faculty and staff in academic and nonacademic areas. As such each of the following academic and student support areas have key roles to play in the implementation of the Quality Enhancement Plan.

Action step 4a) The Library

According to the latest Association of College & Research Libraries Standards for Libraries in Higher Education (2011), “libraries must demonstrate their value and document their contributions to overall institutional effectiveness and be prepared to address changes in higher education.” Current concerns in higher education include “[the] expectation for outcomes-based assessment of learning and programs [and] efforts to increase graduation rates...and the importance of pedagogical practices such as research and inquiry-based learning.” (Association of College & Research Libraries, 2011)

Ingram Library’s Mission has always included support of institutional goals, and therefore it goes without saying that we enthusiastically endorse the University of West Georgia’s Quality Enhancement goals: to improve students’ ability to write in standard English and apply writing to discipline-specific communication. The Library is deeply committed to this effort, because proficiency in standard English is a foundational skill without which UWG students cannot effectively and efficiently utilize library resources. First, most of the resources the Library owns are written in standard English, including books, periodicals and online databases, and second, a student’s ability to compose an effective search strategy which will extract from our databases the kinds of document citations needed in order to complete academic projects, is rooted in his/her knowledge of vocabulary appropriate to the specific discipline within which s/he is seeking information. Furthermore, many studies have demonstrated that the act of reading itself--because it exposes the reader to work written in standard English--helps the reader improve his/her vocabulary and grammar knowledge; throughout our history, we have provided recreational reading in addition to curriculum-appropriate materials.

The ability to use standard English is already a key factor in all of library services.

The major effort of the Library in support of the QEP will be to focus and refine support initiatives in the following areas:

Reference Services: develop, display and publicize a new and prominent collection of excellent examples of good student writing to which students can refer (both in print and online) and use interactions at the reference desk to promote use of standard English. This collection will also include collections of essays written by professionals, books on the craft of writing and writing style guides such as “Elements of Style.” Librarians have many

opportunities to encourage appropriate use of language while teaching students how to search for library materials. Student workers who help library users locate basic materials can receive training to emphasize the importance of using standard English to find sources, which benefits the student employees as well as the students they are helping. Student workers could be trained to refer students to the Writing Center for help with papers, and the reference area could also be a location for Writing Center handouts.

Library Space: privilege the use of collaborative spaces on the renovated 1st floor by students working with tutors and faculty members or other services, such as the Writing Center, and commit ourselves to modeling good writing by ensuring that ALL signage, memos, publications and communications from Library are written in standard English. The library's recent renovation was designed to create space for the way students learn. In addition to the collaborative spaces on the first and second floor, the third floor provides quiet space where students can work individually, providing a place for them to think, reflect, and write. As Ingram's new spaces evolve, possible projects include having students from the English and Art departments select quotes about writing to place creatively and strategically on walls and in display areas throughout the building.

Outreach: continue to offer and market, including using appropriate social media, an increased number Library programs and speakers, providing students with more opportunities to hear standard English and engage in discipline-specific academic discourse (e.g. the Social Sciences lecture series, Melson Society events such as the Civil War reading series, the recent George Washington exhibit). We will also continue to schedule and actively promote activities related to writing, such as National Novel Writing Month (<http://www.nanowrimo.org/>), which we sponsored with the Writing Center.

Special Collections: focus on discipline-specific writing and finding aids. While some primary sources are not written or recorded in standard English, all finding aids are, so appropriate use of language will continue to be emphasized here, as well as in Reference Services, when students and researchers search for and use Special Collections materials.

Instructional Services (IS): in all classes, credit and non-credit, continue to emphasize the necessity of using standard English and discipline-specific vocabulary to be successful in finding appropriate materials. The library's Academic Research and the Library course (LIBR1101) addresses discipline-specific sources and citation styles and typically includes a great deal of writing and reflection as part of the research process, providing plenty of opportunity for emphasis on using appropriate language. IS is currently reviewing and updating the content of this course, so there is opportunity for creating a specific learning outcome related to writing in our course objectives. In addition, IS provides research workshops in other classes. Our freshman and sophomore-level workshops depend on students' use of standard English in order to successfully search and find materials and resources, and junior and senior level classes benefit from students' understanding and ability to use discipline-specific vocabulary. The QEP's focus on use of language across campus will naturally enhance these workshops and their learning outcomes, and

librarians will emphasize the importance of using standard English and discipline-specific language in each workshop taught.

While all areas and services of the library provide specific opportunities for contributing to QEP goals, there are also many opportunities for collaborative projects within and outside of the library to further enhance the QEP. Some possible ways to do this include:

Highlight student success: recognize outstanding student research and writing projects including (as other libraries have successfully done) creating a Library-sponsored award for the best researched paper or project in events such as Research Day, Big Night, and Honors Convocation. This work could be highlighted in the library and on the library's website and add to our collection of samples of good student writing.

Bring "Readers Advisory" activities into our array of services: encourage recreational and general interest reading, and the habit of lifelong learning, by reviving the "Recommended by Faculty & Staff" book displays; pointing out excellent recent articles on timely topics using the library's social media channels; and spotlighting faculty publications. These will serve as models for good writing as well as help students generate ideas for their own writing assignments.

The goals of the QEP provide many opportunities for Ingram Library to contribute to the success of our students, to cultivate the beneficial effects of reading in their lives, and facilitate our own long-term goal of working more collaboratively with other campus units. Clearly, many of the library's normal activities and programming will be enhanced by focusing on the QEP, and we will almost certainly think of even more ways to support it as the implementation of the Plan unfolds.

Assessment

Specific improvements in each area will be measured to assure they were implemented. Additionally, their impact on student learning and student engagement will be measured by the Library.

References

Association of College & Research Libraries. (2011). Standards for Libraries in Higher Education. Retrieved from <http://www.ala.org/acrl/standards/standardslibraries>

4b) Honors College and Transdisciplinary Programs

All of the areas in our college are fully committed to the University's Quality Enhancement goal to improve students' ability to write in standard English and then apply writing to discipline specific community.

For the Honors College, which includes the Advanced Academy of Georgia, proficiency in standard English is fundamentally necessary for all Honors students, as a student's writing ability is directly related to many of the core philosophies of Honors education in general, and more specifically is also essential to several of the Learning Outcomes that we have for all Honors courses. The National Collegiate Honors Council identifies fourteen core philosophies of Honors education: Academic Excellence, Challenge, Rigor, Risk, Creativity, Innovation, Interdisciplinarity, Community, Leadership, Reflection, Motivation, Curiosity, Integrity, and Service (nchchonors.org). Proficient writing is integral to successful integration and achievement of many of these core philosophies in an Honors learning experience. Additionally, the Honors College has five learning outcomes that are incorporated into our Honors courses:

1. Students will demonstrate the ability to examine topics and issues from diverse perspectives.
2. Students will demonstrate the ability to engage in higher order abstract, creative and critical thinking.
3. Students will demonstrate the ability to explore, and if feasible, experiment with possible applications of their learning toward the solution of "real world" problems.
4. Students will demonstrate the ability to explore and conduct discipline-specific independent research and creative activities using a variety of resources.
5. Students will demonstrate superior oral and written communication skills.

Again, proficient writing is fundamental to the effective execution of these learning objectives in our courses. This is because proficient writing must be achieved before students can be successfully engaged in learning experiences of a higher order. This definition was created by the subcommittee on the Honors College and Transdisciplinary Programs' support services based on the foundations of Honors education both nationally and at UWG, and the basic tenants of interdisciplinary studies. The work of the subcommittee was conducted by Dr. Michael Hester (Dean), Ms. Melanie Hildebrandt (Director of Undergraduate Research), Ms. Christie Williams (Interim Director of the AAG), Ms. Laura Lamb (Associate Director of the AAG), Dr. Aran MacKinnon (Director, Center for Interdisciplinary Studies), and Ms. Sylvia Shortt (Associate Director of International Programs). As this definition was developed by the subcommittee, each member shared the definition and our unit's direction with other faculty and staff in our academic area. However, as we are currently in the draft phase of our QEP initiative, our students are not yet fully aware of this definition.

Overview of Current Practices

The Honors College and Advanced Academy of Georgia are designed for highly motivated students who have demonstrated superior academic achievement and express a desire to continue on that path. Honors students become immersed in a learning community, where they are expected to be actively engaged in an on-going, interactive learning process with like-minded faculty and peers, both in and out of the classroom. The Honors College offers a distinctive curriculum featuring three types of courses- special sections of courses required in the core curriculum, junior and senior seminars, and honors contracts, which are extensions of regular courses. As these courses are designed to offer more opportunities for research in preparation for graduate or professional school, they are more challenging and they do place more responsibility on the individual student, which means that proficient writing is even more critical for students in these courses.

The Center for Interdisciplinary Studies, in conjunction with the College of Arts and Humanities, the College of Science and Mathematics, and the College of Social Sciences, offers students opportunities to enroll in a variety of interdisciplinary options, including single courses combining more than one discipline and two or more courses from different departments linked together by their focus on common themes as well as major and minor programs.

The International Services and Programs Office provides assistance for international students at UWG, advise UWG students about study abroad opportunities, and support the international activities of UWG Faculty.

Current Practices

Based on the expected Learning Outcomes for Honors courses, discipline-specific communication is an integral component to every Honors course. However, the current teaching practices will vary among Honors courses, as we offer Honors courses in all of the other colleges at UWG, and many of the departments. Thus, the specific practices will depend on the college and department that are offering a particular Honors course.

Additionally, when students and faculty agree on an Honors contract for a regular course, the additional required work is typically a research paper, an extension of a paper, or some type of written critique or analysis of previous work in that discipline. These Honors contract assignments provide the students with one-to-one mentoring relationships with their professors where they are actively engaged in improving their research and writing abilities.

Since Honors courses are offered in many other academic departments and colleges, there are varying teaching methods used that are department or college specific. Most Honors courses are core classes and so are typically completed by freshmen and sophomore Honors students. However, we also offer a few upper division seminar Honors courses each year, which are typically completed by junior and senior Honors students who are completing requirements

specific to their major. As for the Honors contracts, with a few exceptions in core classes, these can be completed at any point in a student's curriculum.

Assessments of Current Practices

Student evaluations of Honors courses have been consistently positive and grades earned in these courses have consistently been high. Additionally, we have received at least forty Honors Thesis Papers each year from graduating Honors students and these papers have uniformly been extremely well written. And lastly, Honors students at UWG have a high acceptance rate of their research to state and national conferences, and work of this caliber could not be successfully completed without strong writing abilities.

Student evaluations for all Honors courses, a review of grades earned in those courses, and our students' acceptance percentages to state and national research conferences are all used to assess current practices. Individual faculty, sometimes based on their department's guidance, establish their own rubric for the Honors courses they teach.

Grades earned in Honors courses since Fall 2005 have consistently been a C average or higher. The percentage of grades earned that are a C average or higher has ranged from 81.1% to 87.7%. Since 2000, UWG has had more research projects accepted for presentation at the National Collegiate Honors Council Conference than any other institution in the nation. Additionally, in the past five years UWG has averaged an 80% acceptance rate of our students' research to the National Conference for Undergraduate Research.

New Practices

In order to enhance the quality of students' writing ability we plan to implement the following:

1. Encourage all Honors faculty to include rigorous writing assignments and set high expectations for those assignments.
2. Create more specific rubric to be included in all course syllabi for Honors classes.
3. Establish a more rigorous set of guidelines for the Honors Thesis that all students must submit in order to complete the Honors College graduation requirements.

As of yet, we have not found any ineffective practices that will be eliminated. However, we plan to review, in conjunction with the English department, our criteria for allowing students to enroll directly in a section of Honors Literature without yet completing the pre-requisites of ENGL 1101 and ENGL 1102. Upon completion of this review, we will determine if our current policy is effective or if adjustments are needed. We will implement the new practices both in courses and outside of class.

Assessment

We will compare the course syllabi to those previously used to determine if faculty are incorporating more rigorous writing assignments in their Honors courses and adhering to the newly established rubric for Honors courses. We will also analyze the student course evaluations for those courses that have included these types of assignments and new rubric. Additionally, we will evaluate all Honors Thesis papers on the newly established guidelines and determine if our students and their writing ability are able to meet the new, higher standards. These data will be collected by staff of the Honors College. The course syllabi will be collected at the beginning of each semester and the student evaluations and thesis papers will be collected at the end of each semester.

4c) Extended Learning

In order to support the goals and activities articulated in the university's plan, a QEP sub-committee on Extended Learning's support services was formed to review current applicable services and make suggestions for enhancements. Extended Learning includes a team that provides supplemental support to those involved in online and off-campus instruction (the Distance and Distributed Education Center), as well as staff and resources dedicated to the support of the UWG Newnan Center and those involved in the administration of the University System of Georgia's online eCore program.

Select faculty, administrators, and students participated on this sub-committee by brainstorming ideas on a shared online wiki and via email, from early November through mid-December 2011 (<http://deqep.wiki.westga.edu/Instructions>). The committee met in late December to review the first draft. A list of sub-committee members is available online (<http://deqep.wiki.westga.edu/Members>). In addition, the members consulted with individuals representing other support units across campus, in order to discuss the possibility of collaborating to deliver new services in support of the QEP outcomes.

Overview of Current Practices

The Distance and Distributed Education (DDEC) is a centralized unit that provides administrative support to technology-enhanced, hybrid, online, and off-campus instruction across the disciplines at UWG. The UWG Newnan Center staff is specifically dedicated to the success of those attending at the campus' only off-campus center, while UWG eCore students and faculty also receive additional support services on top of those provided by each affiliate campus.

Extended Learning teams work together with units across campus to provide stakeholders a wealth of technology tools, professional development opportunities, support services, and assessments that work to enhance writing across the curriculum. In addition to the multitude of traditional face-to-face campus-based services such as those provided by the UWG Writing Center (<http://www.westga.edu/writing/>) and the EXCEL Center for Academic Success (<http://www.westga.edu/excel/>), the UWG Online Student Guide provides a comprehensive

look at student services for online students (<http://uwgonline.westga.edu/online-student-guide.php>). A comparison chart of supplemental services available to off-campus, Newnan Center, or eCore students is also provided (http://uwgonline.westga.edu/assetsUWGOnline/uwgonline/Student_Services.pdf).

Current Practices

1. A campus learning management system that includes a robust online discussion board tool, as well as email, announcement, online grading, chat tools, a whiteboard, assessments, and other tools (currently powered by Desire2Learn). Specifically, the online Discussion Board allows for asynchronous written exchange in an online threaded format, journaling, peer-review, or a blog format whereby students may comment on one another's work. The Assignments tool allows for students to submit their essays or papers, with multiple drafts and peer review, if the instructor allows (<http://westga.view.usg.edu>).
2. A campus-wide wiki tool (powered by Wikispaces). The wiki allows students and instructors to easily collaborate virtually on singular written documents or a comprehensive website. The tool can also be used for journaling and student portfolios (<http://www.wiki.westga.edu/>).
3. Campus-wide tools to make synchronous virtual consultations, troubleshooting, and tutoring possible. For example, Blackboard Collaborative and Blackboard IM allow participants to see one-another's computer screen, review presentations or papers in real-time, have discussions via audio over IP or phone-bridges, alternate presenters on-the-fly, share video, all with the capability to use whiteboard and virtual mark-up tools. In addition to individual instructors who often use the tools for virtual office hours and synchronous instruction, multiple units on campus use these tools for tutoring. These users range from academic support departments like the EXCEL Center for Academic Success (http://www.westga.edu/excel/index_7316.php) to individual programs like the Computer Science Department (<http://www.cs.westga.edu/csx/>).
4. For fully online students, including those enrolled in eCore courses, 24/7 virtual tutoring and a writing center option are provided via Smarthinking's hosted services. Smarthinking provides tutoring in a host of subjects, including but not limited to Bilingual Math, Reading, and Writing. Writing support is available through Smarthinking's Online Writing Lab and through live tutoring. The Online Writing Lab provides asynchronous support for students to receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, personal statement, cover letter, resume, or creative work. Live writing tutors are also available on-demand, for pre-scheduled sessions, or for asynchronous question submission. Essays or questions that are submitted are returned within 24 hours. Live tutors are available to assist students with specific writing questions such as pre-writing techniques, research strategies, documentation, and grammar and mechanics. For both options, English for

Speakers of Other Languages (ESL) writing specialists are also available. Smarthinking's academic resources include a comprehensive Writer's Guide and ESL Writer's Guide, as well. Smarthinking part-time tutors include active college faculty, retired faculty, and adjuncts of which 90% have a Master's or Ph.D. in the discipline they tutor. The remaining 10% are graduate assistants with teaching experience (<http://www.smarthinking.com>).

5. For online students enrolled in eCore, Turnitin provides multiple helpful products. Turnitin's originality checker is an online plagiarism-detection service that can be used in a formative assessment to help students learn how to avoid plagiarism and improve their writing. Turnitin's GradeMark can save time and improve an instructor's feedback through online grading where standard and customized marks appear directly on the student's paper. The new eRater product (now in Beta) works in conjunction with GradeMark, auto-marking grammatical errors. PeerMark can engage students in the writing process by providing structured, anonymous feedback of other student's written work (<http://www.turnitin.com>).
6. Because UWG is not only an eCore affiliate but also the state-wide administrator for the program, the Extended Learning team has influence over administration of the eCore curriculum that it does not have over other non-eCore curriculum. For online eCore courses, the Extended Learning teams assist in learning outcome assessment and in-depth data analysis directly and indirectly tied the UWG QEP goals. For example, see the eCore Outcomes Assessment Matrix http://ecore.usg.edu/2013_factbook/page77.pdf.
7. Extensive professional development and support is offered via multiple modalities, to help instructors most effectively use all tools and resources provided. Instructor support is offered online, by phone, via instant-messaging/virtual helpdesk and desktop sharing tools, face-to-face, and by webinar. Both local helpdesk and out-sourced 24/hr support is available. Assistance is provided synchronously, either by scheduled events or just-in-time, in group workshops or individual consultations. Asynchronous options include home-grown online tutorials, in addition to hosted professional training materials on a variety of writing and writing assessment tools via Atomic Learning (<http://www.atomiclearning.com/highed/browse?page=tutorials>).
8. The various UWG Online and eCore student orientation options, and the UWG Newnan website, introduce students to the various support services at their disposal (http://uwgonline.westga.edu/assetsDept/distance/student_services.pdf and <http://uwgonline.westga.edu/online-student-guide.php>). In addition, the Extended Learning teams communicate services and support tips throughout the year through email listserves, website announcements, various social media outlets, webinars, and face-to-face consultations when possible.

There is ample evidence that shows current practices to be effective:

Usage reports, user satisfaction surveys, anecdotal discussions with faculty and students, focus groups, random phone surveys, etc.:

<http://uwgonline.westga.edu/effectiveness.php>

http://ecore.usg.edu/2013_Factbook/

<http://uwgonline.westga.edu/>

Data demonstrating that a high percentage of our online eCore students meet or exceed performance on learning objectives related to QEP goals:

http://ecore.usg.edu/2013_Factbook/page65_76.pdf

http://ecore.usg.edu/2013_Factbook/page60_63.pdf

Grade distributions that are comparable to their face-to-face counterparts

(http://ecore.usg.edu/2013_Factbook/page30.pdf)

High Regents Exam pass rates (http://ecore.usg.edu/2013_Factbook/page45.pdf)

Measures used to assess current practices include learning outcome assessments in eCore courses, anonymous online surveys, focus groups, random phone surveys, and informal discussions with users.

Rubrics used include the eCore Outcomes Assessment Matrix

http://ecore.usg.edu/2013_Factbook/page63.pdf and multiple online surveys customized for each tool or practice and measuring satisfaction and usage.

Retention rates in ENGL Comp I and Comp II have improved as much as 12% over the last five years (http://ecore.usg.edu/2013_Factbook/2013%2027.pdf) and remained comparable in other UWG Online courses over time

(<http://www.westga.edu/~distance/annrep/retention.htm>).

New Practices

In order to enhance the quality of students' ability to write in standard English or apply writing to discipline-specific communication, what new practices does the college/school/area, intend to implement or support?

Faculty development activities will be enhanced to specifically assist faculty in developing and assessing writing activities in their discipline.

Student development activities will be enhanced to assist students in understanding the definition UWG's definition of standard English and expectations in writing at the undergraduate level. This will include self-paced tutorials, information on plagiarism, and

writing across the curriculum, to be included in online student orientation resources and online courses.

The committee suggests exploring the possibility of collaborating with others on campus to expand Smarthinking and provide Turnitin to all courses/programs across campus, for all students/instructors regardless of the delivery format or location. Both the Writing Center and the EXCEL Center have expressed willingness to explore these options, in addition to similar alternatives.

Extended Learning will work with others across campus to implement online curriculum changes or assessments, as deemed desirable by the respective units.

Intended Outcomes

Faculty will have an increased awareness of how to integrate and assess writing in the online classroom environment. Students will have an increased awareness of how UWG defines students' ability to write standard English, plagiarism, and writing across the curriculum.

Online and off-campus undergraduate students enrolled in ENGL Comp I and Comp II will demonstrate an increased ability to (1) write in standard English and (2) apply writing to discipline specific communication. Their ability will be comparable to their face-to-face counterparts.

Assessment

Usage rates and Satisfaction surveys including comparison studies looking at student's performance on key indicators, as defined by the general QEP plan. For example, for the Smarthinking and Turnitin pilots, one could have specific outcomes-based learning assignments on which to go back and review success rates for students in the classes pre-usage and post-usage. How, when, and by whom will these data be collected? Each term, for a period of 5 years, by the Extended Learning teams and collaborators.

Rubrics or Measurements

Include the rubric or measurement used to assess the effectiveness of new or replacement practices.

To measure: Faculty will have an increased awareness of how to integrate and assess writing in the online classroom environment. We will conduct end of offering surveys and check back with instructors within 6 weeks of completion, to assess whether they effectively implemented anything that they learned.

To measure: Students will have an increased awareness of how UWG defines students' ability to write standard English. Within our LMS, we will ask willing instructors to post our online tutorial and a quiz to assess students' understanding afterwards.

To measure: Online and off-campus undergraduate students enrolled in ENGL Comp I and Comp II will demonstrate an increased ability to (1) write in standard English and (2) apply writing to discipline specific communication. Their ability will be comparable to their face-to-face counterparts. We will work with content experts to develop an acceptable assessment and rubric, to accurately gauge success and be implemented online by willing F2F, hybrid, and online course instructors.

9) Identification of Goals, Assessments, and Implementation Plans

The University of West Georgia's Quality Enhancement Plan focuses on improving students' ability to write in standard academic English. The student population that will be impacted by this plan includes University of West Georgia students completing courses in the core curriculum.

The plan focuses on 4 goals:

- 1) Integrate writing into a modified core curriculum;
- 2) Implement a system to support the development of writing for online students;
- 3) Increase faculty development in the areas of writing instruction; and
- 4) Improve support services to enhance student writing competence.

Eleven specific action steps are identified and discussed to achieve these goals. A timeline and budget outline the support that will be needed to implement this plan. In total the plan will cost \$1,550,000 over the five-year implementation timeframe.

This plan will require the focus and support of all areas across the campus. This bold initiative and the associated action steps and assessments will require continual focus by administrators, faculty and staff. The University has implemented similar initiatives before and has a track record of evidence to support institutional capacity to implement, assess, and improve student learning. The evidence contained in this document demonstrates the institution's ability to initiate, implement, and complete the QEP.

One focal point of strength in the plan is a specific plan to assess each action step in terms of administrative assessment, and performance assessment (student learning assessment wherever possible). These assessments, identified in the table below and described in the sections above, provide clear evidence that the university has goals, action steps, and a plan to assess their achievement.

The University of West Georgia's Quality Enhancement Plan, its goals, action steps, budget, timeline and assessments are summarized on the Table 1 on the following pages.

Table 1: UWG QEP Summary
Goals, Action Steps, Budget, Timeline, and Assessments

Goals and Action Step	Anticipated Budget	Implementation Year Budget Amount (in thousands)					Administrative Assessment	Performance Assessment
		14-15	15-16	16-17	17-18	18-19		
Goal 1) Integrate writing into a modified core curriculum								
1a) Revise the Core Curriculum to reflect an emphasis on writing competence	Anticipated New Faculty lines (\$300,000 over 5 years)	100	200	300	300	300	Was the core revised?	Course-level assessments
1b) Revise English 1101 and 1102	None	X	X				Were the courses revised?	1101, 1102, exit assessment and p/f rate
1c) Orient pre-freshman to the QEP (Mooc/Text/First Weekend)	MOOC Development and Letter Dispersal (\$30,000 first year, \$5000 each year after)	30	5	5	5	5	Was the MOOC developed and Implemented?	Student performance in ENG 1101 and 1102. Did student MOOC completers outperform noncompleters? (controlling for other variables)
1d) Expand the University Writing Center	Additional staff (\$120,000)	50	75	75	100	150	Were staff members hired?	Tutorial Appointments numbers and links to writing assignment scores.
1e) implement methods and processes to integrate writing into courses in core areas C, D, and E.	Faculty Development for writing instruction noted in section below	X	X	X			Were methods identified and implemented?	Assessment of student writing in each area will measure student learning outcome related to core area learning outcome.
Goal 2) Implement a system to support the development of writing for online students								
2a) implement a system to improve writing competence in UWG core courses taught online	No additional resources required	X	X	X			Was the system developed and implemented?	Course-level assessments for core courses taught online.

Table 1: UWG QEP Summary
Goals, Action Steps, Budget, Timeline, and Assessments

Goals and Action Step	Anticipated Budget	Implementation Year <i>Budget Amount (in thousands)</i>					Administrative Assessment	Performance Assessment
		14-15	15-16	16-17	17-18	18-19		
2b) Develop an Online Version of UWG 1101	No additional resources required	X	X				Was UWG 1101 offered in an online environment?	Course-level assessments for UWG 1101 taught online. Correlation between UWG 1101 completers and grades in ENG 1101 and 1102. Potentially require a writing component in all UWG 1101 sections.
2C) Improve the Access to and the Effectiveness of the Writing Center for Online Students	Included in 1d above	X	X	X			Were resources offered as described?	Student engagement levels in writing center activities (online and face to face students).
2d) Develop and implement online faculty trainings to include QEP focus	\$30,000 to support module development and implementation	30	X	X	X	X	Were the modules developed and implemented?	Faculty participation, qualitative surveys, and usage statistics through various delivery mediums.
Goal 3) Increase faculty development in the area of writing instruction								
Implement a UWG Center for Teaching and Learning with emphasis including student writing	Center was funded in 2013	X	X				Has the Teaching and Learning Center implemented a plan to improve writing instruction?	Usage statistics, faculty engagement, Student learning outcomes performance of faculty who participate in development. Specific assessment tools will be developed by the Center Director to track the improvement of writing instruction for faculty teaching in the core curriculum

Table 1: UWG QEP Summary
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Goals and Action Step	Anticipated Budget	Implementation Year <i>Budget Amount (in thousands)</i>					Administrative Assessment	Performance Assessment
		14-15	15-16	16-17	17-18	18-19		
Expand University Writing Center to support Faculty Writing Instruction	Included in 1D above			x	X	X	Were strategies implemented?	Number of faculty engaged, satisfaction surveys, usage statistics and measures of effectiveness of instructional strategies implemented.
Goal 4) Improve support services to enhance student writing competence								
The Library	No Additional Funding Needed	X	X	X	X	X	Were the improvements implemented?	Student engagement will be measured in each of the support activities that will be enhanced.
Honors College and Transdisciplinary Programs	No Additional Funding Needed	X	X	X	X	X	Were the improvements implemented?	Student writing assignment scores and requirements, rubrics, and students meeting new honors guidelines.
Extended Learning	No Additional Funding Needed	57	75	75	75	75	Were the improvements implemented?	Use of SmartThinking (and similar software) following implementation.
Macro QEP Assessments		X	X	X	X	x		NSSE, FSSE
Incremental Recurring Funding Needed by Year		267	355	455	480	530	Total annual funding following Implementation: \$530,000	
Accumulated Funding Allocated to QEP		267	622	1,077	1,557	2,087	Total funding over five years: \$2,087,000	

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Appendix

APPENDIX A

QEP Job Description SACS Liaison

According to the SACS Commission on Colleges: “The Accreditation Liaison is responsible for the following:

- 1) Ensuring that compliance with accreditation requirements is incorporated into the planning and evaluation process of the institution.
- 2) Notifying the Commission in advance of substantive changes and program developments in accord with the substantive change policies of the Commission.
- 3) Familiarizing faculty, staff, and students with the Commission's accrediting policies and procedures, and with particular sections of the accrediting standards and Commission policies that have application to certain aspects of the campus (e.g., library, continuing education) especially when such documents are adopted or revised.
- 4) Serving as a contact person for Commission staff. This includes encouraging institutional staff to route routine inquiries about the *Principles of Accreditation* and accreditation policies and processes through the Accreditation Liaison, who will contact Commission staff, if necessary, and ensuring that email from the Commission office does not get trapped in the institution's spam filter.
- 5) Coordinating the preparation of the annual profiles and any other reports requested by the Commission.
- 6) Serving as a resource person during the decennial review process and helping prepare for and coordinating reaffirmation and other accrediting visits.
- 7) Ensuring that electronic institutional data collected by the Commission is accurate and timely.
- 8) Maintaining a file of all accreditation materials, such as, reports related to the decennial review; accreditation committee reports; accreditation manuals, standards, and policies; schedules of all visits; and correspondence from accrediting offices.”
(<http://www.sacscoc.org/pdf/081705/accreditation%20liaison.pdf> – extracted 7/8/2013)

Specific responsibilities for the SACS Liaison related to the University of West Georgia QEP include:

Lead institutional efforts to:

- 1) Select a QEP topic
- 2) Analyze historical assessment data
- 3) Identify key issues that rise from the assessment data
- 4) Appoint and charge the QEP implementation committee
- 5) Select the QEP Director
- 6) Form the QEP Implementation committee until the QEP Director is appointed

- 7) Assure that action items and assessment plans are adequate for SACS compliance
- 8) Receive regular feedback from the implementation committee regarding the implementation of the QEP
- 9) Receive annual reports on the progress of the QEP
- 10) Serve as a member of the QEP implementation committee

APPENDIX B

QEP Job Description QEP Director

Position Summary

The QEP director at the University of West Georgia will lead implementation activities related to or associated with the QEP. The Director will also serve as the chair of the QEP Implementation Committee. In these roles the Director will fill the following responsibilities:

- 1) Serve as the chief spokesperson and advocate for the QEP during its implementation
- 2) Work with faculty and administrators across campus to assure QEP plans and actions are implemented and assessed
- 3) Speak with outside groups about the QEP and its impact on UWG student learning
- 4) Collect, analyze and summarize assessment data on QEP initiatives
- 5) Prepare an annual summary of QEP activities including but not limited to the assessment of administrative actions, budget allocations, and student learning outcomes
- 6) Advocate for the QEP in the institution's budget development process

Qualities required for the position:

The QEP Director will be a senior member of the faculty who has specific interest and competence in the QEP topic. This interest and competence may be manifest through academic credentials, research activities, scholarly engagement, or artistic work related to the QEP topic. The QEP Director will have the capacity to work with diverse populations (particularly diversity in philosophical approaches and instructional preferences). The QEP Director shall be comfortable leading individuals with divergent interests toward shared goals. The Director shall be comfortable working with the assessment of student learning and open to a variety of assessment approaches.

Time Requirements and Compensation

The workload for this position will vary from year to year depending on the initiatives planned for that year. It is anticipated that this work required for this position will be offset by lightened teaching responsibilities and a stipend for work on the summer months when the faculty member will not be on contract. The summer stipend and workload will be negotiated on a yearly basis.

APPENDIX C

Director of the Center for Teaching and Learning

The University of West Georgia (UWG) is accepting applications and nominations for a full-time, faculty-ranked or professional staff administrator for the position of Director of the Center for Teaching and Learning (CTL). Hiring the director is the first step in establishing the new center, which is expected to foster a sustainable culture of teaching and learning excellence, benefitting faculty and students alike. Building on Boyer's observation that "good teaching means that faculty, as scholars, are also learners," the director will facilitate faculty growth and development with research-based pedagogies (e.g., the flipped classroom, problem-based learning) that promote inclusive and interactive learning and help students to become critical and creative thinkers.

In collaboration with key stakeholders, the new director will assume the leadership role in planning, implementing, monitoring, and continuously improving the new Center for Teaching and Learning. The director will be responsible for building resources and programming for faculty that recognize developmental needs across the career continuum (e.g., new faculty orientation, first year programming, promotion and tenure support), as well as enhancing knowledge and skills with assessment, educational research, program evaluation, and discipline-specific instructional strategies. The new director is encouraged to facilitate faculty learning communities, such that faculty expertise is tapped, shared, and celebrated within and across academic units. Faculty mentoring faculty within the institution and through connections with the state and national CTL community is a highly desirable outcome of the capacity-building focus of the new director.

The CTL Director will report to the Provost and Vice President for Academic Affairs. Duties and responsibilities include:

- Collaborate with key stakeholders to develop the CTL's strategic plan and lead the establishment and growth of the new center.
- Oversee CTL day-to-day operations and budget.
- Collaborate with the Online Faculty Development Center and Office of Research and Sponsored Projects to enrich faculty professional development opportunities.
- Interface with university administrators (faculty-ranked and professional staff) and university faculty to identify interests and conceptualize faculty development programs.
- Design, develop, and implement programs to enhance faculty members' teaching effectiveness using research-based pedagogies that lead to student success, with additional attention to undergraduate student writing, which is the focus of UWG's Quality Enhancement Plan for SACSCOC.
- Consult with academic programs to strengthen assessment and program evaluation.

- Mentor faculty to pursue institutional, system-wide, and external teaching awards and programs (e.g., College/School teaching awards, Regents' Teaching Excellence Awards, Georgia Governor's Teaching Fellows Program).

Required Qualifications: The ideal candidate must have (1) a Ph.D. or equivalent in a relevant discipline, (2) significant and accomplished teaching in higher education, (3) excellent interpersonal and written communication skills, (4) track record of fostering collaboration and working successfully with faculty and administrators, and (5) administrative experience in an educational setting. The ideal candidate will have demonstrable knowledge of the following: (1) theories of learning, (2) research-based pedagogies that strengthen student success, (3) assessment and program evaluation, and (4) organizational development, program consultation, and group and team-building strategies.

Additional required qualifications for those applying for the position under the faculty-ranked administrator classification: Verified background and achievements in a discipline within the university that would qualify the candidate as a tenured faculty member.

Preferred Qualifications: Preferred candidates will (1) qualify for tenure upon appointment; see [Georgia Board of Regents Policy 8.3.7.4 Award of Tenure](#), (2) understand current issues in higher education, particularly those that influence the work of publicly engaged, regional comprehensive institutions, (3) recognize the role of online learning in achieving institutional goals, and (4) have experience procuring external funding for programming that supports the instructional mission of educational institutions.

University of West Georgia
Quality Enhancement Plan - Implementation Committee
Committee Charge - March, 2013

SACS requires that institutions develop, implement, and assess a Quality Enhancement Plan (QEP) that improves the quality of student learning or the environment surrounding student learning. Over the last three years, UWG has been engaged in selecting and refining the topic for the QEP and the associated outcome and objectives. Many people across campus have been engaged in drafting documents, providing assessment data, responding to surveys, and sharing information and proposals. The Strategic Planning Committee of the University Senate and the SACS Liaison led this effort. As UWG prepares to submit its Quality Enhancement Plan (QEP) for review by an on-site SACS reaffirmation committee, this committee is established and charged to complete the following:

To be completed by November, 2013:

- 1) Complete the QEP document, assuring that it meets the principles outlined by SACS, and present it to the Faculty Senate Strategic Planning Committee and Faculty Senate;
- 2) Establish a budget by year of implementation;
- 3) Review, revise, and strengthen assessments for the student learning outcome and operational outcomes;
- 4) Work with University Communications and Marketing and students and faculty from various disciplines to develop and implement a branding and marketing campaign to introduce the QEP to the campus community;

Following the adoption of the final document and continuing through 2019 (the duration of the QEP):

- 5) Work with faculty, the senate, administration, and staff to implement the operational objectives;
- 6) Coordinate the collection of assessment results related to the student learning outcome; and
- 7) Provide an annual written summary of students' progress toward accomplishing the student learning outcome and UWG's progress toward accomplishing the operational objectives of the QEP.

This is a standing administrative committee that will continue through the duration of the QEP. It is anticipated the committee will also play a key role in selecting the topic for UWG's next QEP.

Committee Membership	
Administrative Appointments	
QEP Director	To Be Named
Director of Institutional Research and Planning	Catherine Jenks
Student Services and Enrollment Management	Helen Diamond-Steele
SACS Liaison	Jon Anderson
Faculty Representatives	
College of Education	Lynn Steed
Richards College of Business	Heather Bono
College of Science and Mathematics	Scott Gordon
College of Social Sciences	Amber Smallwood
College of Arts and Humanities	Debra MacComb/Bonnie Adams
School of Nursing	Bonnie Bar
Ingram Library	Andrea Stanfield
Extended Learning	Jason Huett
Honors College and Transdisciplinary Studies	TBD
Student Representatives	
1 – Named Annually by SGA	
2 – Named Annually by SGA	
3 – Named Annually by SGA	
Representative from Outside the Institution	
Alum	Cindy Saxon
Community Member	Trent North

**Core Area A1 Learning Outcomes Assessment
ENGL 1101 Assessment Rubric**

SCORE	4 = Exemplary (Exceeds Expectations)	3 = Proficient (Meets Expectations)	2 = Developing (Does Not Meet Expectations)	1 = Unsatisfactory (Failing)
Grade Level	Grade Level A (100-90)	Grade Level B/C (89-70)	Grade Level D (69-60)	Grade Level F (59- Below)
Learning Outcomes	Criteria	Criteria	Criteria	Criteria
I: Adapt written communication to specific purposes and audiences. Target: Writing in Standard Edited English	Exhibits nearly error free grammar and spelling with no major sentence level errors evident	Exhibits sufficient control of standard written English so that grammatical and spelling errors are only occasional and not evidence of patterned errors	Exhibits significant patterns of major grammatical errors throughout, along with extensive spelling error patterns	Exhibits insufficient control of standard written English, resulting in substantial errors that cause confusion or incoherence in the development of ideas
II. Synthesize and logically arrange written presentations.	Exhibits persuasive logical development and organization	Exhibits an understanding of logical	Exhibits limited understanding and execution	Exhibits no substantial evidence of logical

<p>Target: Writing well organized, logically arranged paragraphs</p>	<p>throughout; ideas are consistently synthesized and arranged</p>	<p>development and organization but lacks consistent synthesis and arrangement of ideas</p>	<p>of logical development and organization; marginal synthesis and arrangement of ideas.</p>	<p>development or organization; no coherent synthesis and arrangement of ideas</p>
<p>III. Recognize and identify appropriate topics for presentation in writing.</p> <p>Target: Writing with a thesis</p>	<p>Produces an argumentative thesis that demonstrates independent critical thinking</p>	<p>Produces a thesis but one that does not consistently reflect independent critical thinking</p>	<p>Produces descriptive writing in support of a specific topic, but does not develop an argumentative thesis</p>	<p>Fails to articulate or develop a thesis and fails to write consistently and descriptively in support of a specific topic</p>

**Core Area A1 Learning Outcomes Assessment
ENGL 1102 Assessment Rubric**

SCORE	4 = Exemplary (Exceeds Expectations)	3 = Proficient (Meets Expectations)	2 = Developing (Does Not Meet Expectations)	1 = Unsatisfactory (Failing)
Grade Level	Grade Level A (100-90)	Grade Level B/C (89-70)	Grade Level D (69-60)	Grade Level F (59- Below)
Learning Outcomes	Criteria	Criteria	Criteria	Criteria
I: Adapt written communication to specific purposes and audiences. Target: Writing in Standard Edited English	Exhibits nearly error free grammar and spelling with no major sentence level errors evident	Exhibits sufficient control of standard written English so that grammatical and spelling errors are only occasional and not evidence of patterned errors	Exhibits significant patterns of major grammatical errors throughout, along with extensive spelling error patterns	Exhibits insufficient control of standard written English, resulting in substantial errors that cause confusion or incoherence in the development of ideas
II. Synthesize and logically arrange written presentations. Target: Writing well organized, logically arranged paragraphs	Exhibits persuasive logical development and organization throughout; ideas are consistently	Exhibits an understanding of logical development and organization but lacks consistent	Exhibits limited understanding and execution of logical development and	Exhibits no substantial evidence of logical development or organization; no coherent synthesis and

	synthesized and arranged	synthesis and arrangement of ideas	organization; marginal synthesis and arrangement of ideas.	arrangement of ideas
III. Recognize and identify appropriate topics for presentation in writing. Target: Writing with a thesis	Produces an argumentative thesis that demonstrates independent critical thinking	Produces a thesis but one that does not consistently reflect independent critical thinking	Produces descriptive writing in support of a specific topic, but does not develop an argumentative thesis	Fails to articulate or develop a thesis and fails to write consistently and descriptively in support of a specific topic