

CAMARADERIE OF WRITERS: A QUALITY ENHANCEMENT PLAN (QEP)
FOR CULTIVATING EXCELLENCE IN STUDENT WRITING

A thesis presented to the faculty of the Graduate School of
Western Carolina University in partial fulfillment of the
requirements for the degree of Master of Arts in English.

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ABSTRACT

CAMARADERIE OF WRITERS: A QUALITY ENHANCEMENT PLAN (QEP)
FOR CULTIVATING EXCELLENCE IN STUDENT WRITING

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This thesis presents the Quality Enhancement Plan (QEP) for the development of a writing fellows program at Montreat College, a small, Christian, liberal arts college in Western North Carolina. This expression of a Writing Across the Curriculum (WAC) program model seeks to expand the writing processes and increase the self-assessment abilities of our undergraduate students. The program adds classroom-based peer writing tutors and a focused faculty development program to our already successful drop-in writing center services. The QEP document includes a description of the development process, needs assessment process, Student Learning Objectives (SLOs), five-year budget with narrative, and the assessment plan. The introduction describes the roles of each program participant in the QEP.

Keywords: writing fellows program, classroom-based tutoring, Writing Across the Curriculum (WAC), Quality Enhancement Plan (QEP)

INTRODUCTION

Since beginning my work as Director of the Writing Center at Montreat College four years ago, I have had several conversations with students who received a low grade on a writing assignment. Inevitably, one of the comments on the paper was the directive: “Go to the Writing Center.” Often the students would not understand the instructor’s other comments because they were illegible or vague. These students expressed frustration with being told to go to the Writing Center instead of being invited to talk to the professor. As a result of witnessing these missed opportunities, I began to think about what curricular changes could help Montreat College students develop the ability to assess their own written work—now and in the future.

While the use of the Writing Center has grown steadily for the last four years, I came to see some limitations in the drop-in model. Because of the limited connection between the tutor and the faculty member, the traditional drop-in peer tutoring model allows a student writer to shift blame for weaknesses in his or her text on to either the tutor or the faculty member. Students can get conflicting advice on an aspect of their paper because of the limited collaboration between the tutor and the faculty member in the drop-in writing center model. I have literally heard the same student complain first to his instructor about his tutor and then later to the tutor that the professor is unreasonable. This student relinquished his responsibility for writing a good paper. In his rationalization, he did not need to judge his text because only others should judge the merits of his writing—and all of them were incompetent. In addition to these anecdotal observations, Montreat College Writing Center tutors, all drop-in tutors until Fall 2009,

reported during a focus group discussion that they lacked confidence in making specific recommendations on papers. They said that they did not know if what they identified as a concern would be in line with the faculty member's concerns when grading. This issue strains the already weak collaborative relationship in the drop-in model among the faculty member and the tutors, allowing for blame shifting by the student writer.

A Personal Concern Blends with a Campus Priority

In the Fall 2006 semester while I was thinking about these conversations, the College's Faculty Executive Committee decided that low writing proficiency was a major concern for our student body. As a result, I was asked to chair a sub-committee that would make recommendations about improving writing; at the same time, I began the Master's in English program at Western Carolina University. Then in the Fall 2007 semester, Montreat College faculty members chose writing proficiency as the topic of its Quality Enhancement Plan (QEP), a reaccreditation requirement for new student learning outcomes by the Southern Association of Colleges and Schools (SACS). My coursework deeply enriched the development of the QEP, especially the theoretical understanding of peer tutoring described below.

The QEP process lead our campus to develop a Writing Across the Curriculum (WAC) program model that blends a writing fellows program (classroom-based peer tutoring) and faculty learning community to the existing drop-in Writing Center. By placing peer writing tutors in the classroom, our QEP (called The Camaraderie of Writers Program) addresses many of my concerns about a stand alone drop-in program. The writing fellows program outlined in the following QEP document presents a means to change the relationships within the faculty/tutor/student triad and provides opportunities

to both extend the Student Writers' composing process and increase their ability to assess the merits of their future writing.

Of the WAC program models considered, the writing fellows model best fit our local context. Montreat College is a small, Christian, liberal arts institution that focuses on teaching, has small class sizes, and a significant writing component to its degrees. For this reason, a writing-intensive course model did not make sense; we did not need to restrict class size or necessarily increase the amount of writing assignments given. (For a fuller discussion of this, see the Needs Assessment section of the following QEP document.) At Montreat College, faculty members seek to have individual interactions with students, and students want and expect good feedback on their work. The writing fellows model takes advantage of the relational emphasis at our small, Christian college. Building on our strengths, our QEP then only needed to provide a means to deepen the level of formative feedback around student texts. The student who named the program "The Camaraderie of Writers" described its purpose when he wrote:

A comrade is a strong friend who looks out for the best interests of his/her peers.

This new program will create relationships through the means of writing in which the camaraderie of writers will look after the best interests of each other and provide strong enhancement to performance in class, papers, and grades.

(personal communication, October, 15, 2008)

Creating caring relationships that cultivate excellence in writing became the goal of our QEP. Our relational focus and my coursework lead the QEP Team to carefully consider the interpersonal dynamics within the writing fellows model.

Re-conceptualizing the Relationships within Peer Tutoring

The shift in location of the tutor services from drop-in to classroom-based is more than an issue of changing the parameters of peer tutoring delivery. In the writing fellows program described in the following QEP, the concept of the relationship among the three participants in the program highlights the unique yet collaborative relationships around a single student text. The traditional drop-in model can be depicted using a triangle to show the relationships among the participants with the tutor, tutee, and instructor at each angle as seen in Figure 1.

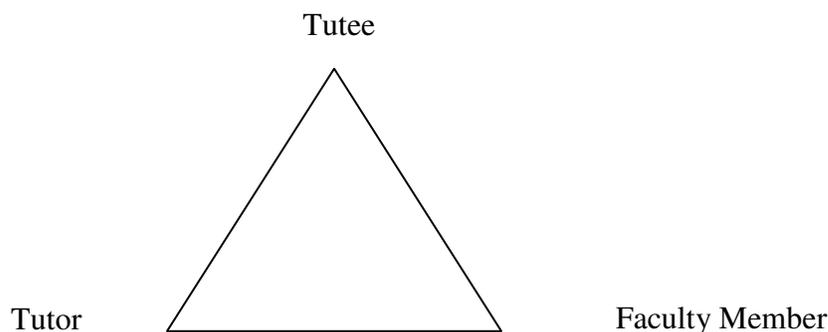


Figure 1. Triangular depiction of the relationship among participants in peer tutoring model.

This model puts each participant in opposition at separate fixed angles and leaves the location of the text that they share ambiguous. In this way, the triangular representation of the relationships in the peer tutoring model visually represents the isolation that often leads to blame shifting and undermines the tutee's need to evaluate the merit of his own writing process and product described earlier.

The Camaraderie of Writers Program draws on a new conceptualization of the relationship of the participants that is best shown in a triple Venn diagram. (See Figure 2 below.)

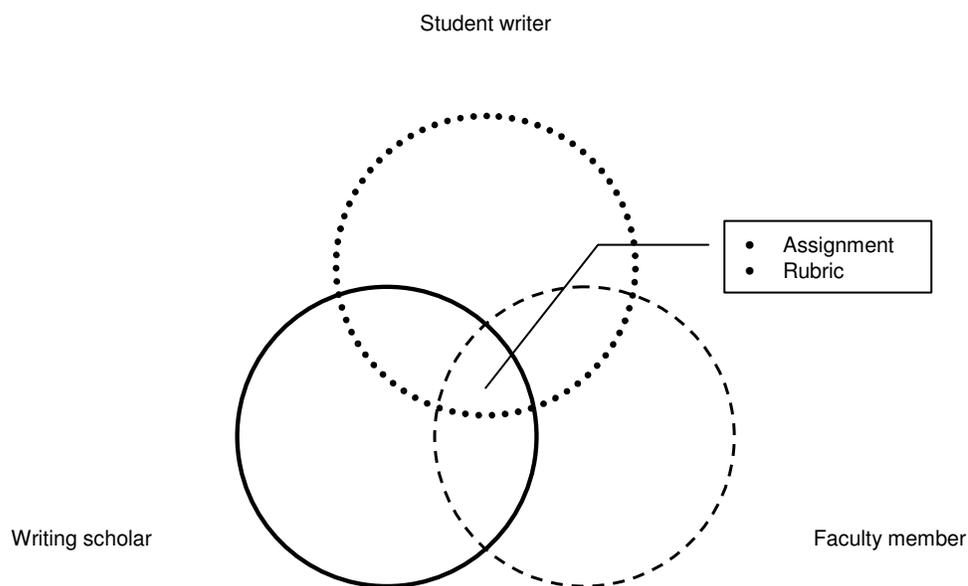


Figure2. Triple Venn Diagram representation of peer tutoring model.

In this model, the participants are called the Student Writer (tutee), Writing Scholar (tutor), and the Faculty Writing Fellow (faculty member). A Faculty Writing Fellow refers to a faculty member who has been a part of a faculty learning community focused on writing theory and pedagogy and agreed to work with a classroom-based tutor (Writing Scholar) for a semester. In the Montreat College model, Faculty Writing Fellows receive a three-credit reassignment the first semester that they participate. The Student Writer is a student completing a specific writing assignment for a Faculty Writing Fellow and who also works with a Writing Scholar on a course requirement.

In Figure 2, each program participant is represented in overlapping circles. The large areas outside of the shared areas depict the unique set of assumptions, beliefs, and

attitudes that a writer and readers possess while composing and reading a text held in common. As seen in Figure 1, the triangular model does not communicate the shared and unshared knowledges found in social interactions. The circular model helps to show why similar feedback between the Faculty Writing Fellow and the Writing Scholar is not surprising. When seen this way, it is apparent that the Faculty Writing Fellow has most likely decades of additional experience as well as two advanced degrees beyond the peer tutor. This does not negate the value of the Writing Scholars perspective on the text; however, it does differentiate it.

In addition to unique repertoires, Faculty Writing Fellows and Writing Scholars read for two distinct purposes: the Faculty Writing Fellow ranks the final product while the Writing Scholar evaluates a draft in process. In Figure 2, the center area that is shared by all three participants represents the writing assignment and the standards for good writing that all three actors have in common; it represents the tangible text itself a rubric. (See Appendix B.) In the triangular representation, the location of the text and shared standards for writing the assignment are unclear. In the circular model, these elements are central and hold the participants in relationship.

The area that is shared exclusively between the Writing Scholar and the Student Writer depicts the written and verbal consultations that take place. In the program, the Faculty Writing Fellow provides the Writing Scholar with a reading guide that facilitates common language about the shared standards of good writing for the assignment. (See Appendix I.) At the same time, the reading guide keeps the Writing Scholar from inappropriately moving into the ranking/grading role of the Faculty Writing Fellow and reinforces the Writing Scholar's role as a reader/responder. In this way, the shared

standards of good writing for the assignment are reinforced in the peer consultations. Because the Writing Scholar cannot rank a paper (only respond), he or she plays a unique role. While the Faculty Writing Fellow reads a final draft, she asks, “What is the merit of this paper?” While a Writing Scholar reads a draft of the same text, he asks, “How can I help improve this paper?” With a Writing Scholar, a Student Writer can receive feedback on a draft and choose what feedback to incorporate into the final draft; this is often not possible when a faculty member responds to a draft because a student feels compelled to make the recommended changes to get a better grade (abdication). Therefore, even if a faculty member includes drafting and feedback in his or her course, the purpose of encouraging students to make determinations about their own work and ideas is not possible. The Writing Scholar, with a repertoire more closely aligned to the Student Writer, fulfills a role that the Faculty Writing Fellow could not perform. Therefore, the Faculty Writing Fellow and the Writing Scholar have distinct roles and fulfill these roles from unique stances, making it completely reasonable that a Student Writer would receive differing responses on the same text.

If Student Writers can recognize the distinctness of their two readers, then they now must accept their position as the one to make determinations about their work. The triangular model suggests equal and similar roles for each participant which does a disservice to the role of the Student Writer as owner of the text. The peer tutoring model found in the Camaraderie of Writers Program is designed to help Student Writers make purposeful decisions about the process and product of composing. The training for the Faculty Writing Fellows and the Writing Scholars will fully explore these roles and create to a sense of collaboration (not competition and “he said, she said”) between them.

With acknowledgement of their own roles, these two participants will change the writing dynamic for each Student Writer.

The QEP as Applied Scholarship

Overseeing a QEP that was found compliant by outside evaluators demonstrates applied scholarship. The process required primary and secondary research as well as campus-wide support and accountability. The final document will carry forward into future academic conversations and program development by being published on the SACS website and serving as a resource to Mars Hill College, a small, Christian, liberal arts school in the area that recently declared a writing fellows program as their QEP. However, the QEP's greatest impact is on our campus—our faculty, our students, and their relationships. First, the weekly discussion groups with a small group of faculty members will bring writing theory and pedagogy into content-based classes as a means of deepening the learning of the course's subject matter. In the five year plan of the QEP, the program anticipates working intensively with over fifty percent of our faculty. Second, a minimum of twenty-seven peer tutors each year will evolve from being good writers to excellent writers; ones who can not only write well but also articulate what constitutes good writing. While training the drop-in center tutors, I have seen them learn both the substance and relational nuances of being a peer writing tutor. The QEP will expand the number of students who have this important educational experience.

Montreat College does not have a formal honors program. However, the QEP will bring together some of the best students on campus, teach them composition and peer tutoring theory at an accelerated level in a three-credit course, and employ them in the service of the student body. Therefore, the program will create a space on campus that

some of our best students can be challenged in both theoretical and applied ways of knowing. Their training and student work experiences will prepare them for both graduate school and workplace experiences.

The document that follows clearly outlines one articulation of a writing fellows program. It includes the development process, a literature review, annual calendar of action items, student learning outcomes, assessment plan, and five-year budget. The appendices include job descriptions, data collection forms, advertizing materials, and tutor course syllabi. This document is literally the result of over a hundred people who gave input and designed the program, including students, faculty, staff, and college officers. In addition to those mentioned in the front matter of the QEP document, I thank several of my instructors at Western Carolina University: Dr. Marsha Lee Baker, Dr. Beth Huber, Dr. Brian Lawrence, and Dr. Kenneth Price.



CAMARADERIE
of **WRITERS**

Bringing peer tutors into our classrooms
to cultivate excellence in writing



A Quality Enhancement Plan (QEP)

Montreat College

April 2010

Dr. Dan Struble, President

Presented to:

Dr. Gerald Lord, Vice President,

Commission on Colleges



CHRIST-CENTERED • STUDENT-FOCUSED • SERVICE-DRIVEN

OFFICE OF THE PRESIDENT

February 9, 2010

Dear Members of the Montreat College Community:

As a part of completing our reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS), members of our institution have worked with and listened to you to develop a Writing Across the Curriculum Program that furthers the educational mission of Montreat College. Our Quality Enhancement Plan (QEP), entitled the Camaraderie of Writers Program, will employ some of our best students as classroom-based writing tutors, and I am pleased to support it.

Writing well is a key part of equipping our students to be agents of transformation, renewal, and reconciliation. Students who graduate with the ability to write well will excel in their chosen fields and articulate the hope that we have in Christ. Our QEP lays out a coherent and clear plan to prepare our students for leadership in an increasingly challenging and complex job market.

Finally, I wish to acknowledge the hard work and dedication of the team of faculty and staff who worked countless hours to make our QEP effective—thank you.

Sincerely,

Dan Struble, Ph.D.
President

DS:mf:km

Acknowledgments

I wish to thank the members of the Montreat College community who conceived, formed, and created this Quality Enhancement Plan (QEP). As a result of working together, our community has deepened its understanding of academic discourse and furthered the mission of the College. Scripture instructs believers to work together as the body of Christ; this document is a demonstration of our community's ability to function as that body.

I extend my sincere thanks to the faculty, staff, and students who listened to presentations, participated in focus groups, and gave feedback about writing proficiency on campus since Spring 2006. I wish to thank Dr. Gerald Lord, SACS Liaison, for visiting our campus in April 2009 and consistently providing apt guidance.

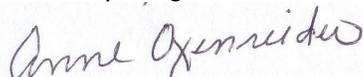
I offer special thanks to the members of the QEP Team, my comrades, for their good humor and dedicated work: Dr. Rich Gray, Dr. Jean Hunt, Dr. Dottie Shuman, Cathy James, Carolyn Sanders, Shirley McIntosh, Dr. Paul Owen, Dr. Eric Jones, Sharon Jehlen, and Dave Walters. Thank you for dreaming, analyzing, drafting, and word smithing over and over again.

I am grateful to our past Vice-President for Academic Affairs, Dr. Abby Fapetu, for assembling our team. I also wish to express appreciation to Elizabeth Pearson for making space for the expanded program in the Library; Melissa Wilson for developing the artwork for the bumper sticker advertising campaign; Dr. Patrick Connelly, Dr. Mark McCarthy, and Cathy James for piloting the program; Dr. Jim Shores for help with campus-wide communication; Drs. Gary and Marlene Van Brocklin for their hospitality during our off-site retreat; and Mike Landis for guidance in developing the Writing Program website; Inés Mueller for her graphic design expertise; and Karen Struble, Becky Frawley, and Shirley McIntosh for their meticulous proofreading. In particular, I thank Tom Oxenreider for his ability to encourage and challenge me.

I wish to thank the members of the Academic Affairs office, including Dr. Marshall Flowers, Senior Vice President and Provost, and Becky Frawley, Associate Academic Dean, and Sandra Chamberlain, Assistant to the Senior Vice President and Provost, for always being available to provide answers and guidance. In addition, I wish to express my gratitude to Dr. Dan Struble, President, and the leadership of the College for securing and providing the funds needed to carry out this plan.

Special thanks to the following students who worked on the development of this plan: Pascal Milner, Jessica Morgan, Anna Mittower, Cody Bellows, Savanna Biggs, Rachael Davies, Cynthia Hanson, Emily Myers, Iesha Tyler, Leonard Walker, Caitlyn Chambers, Susannah Roach, Josh Manual, and Kayla Newsom.

With deepest gratitude,



Anne Oxenreider
Writing Program and QEP Director

Glossary of Terms

Camaraderie of Writers Program—the aspect of the Montreat College Writing Program that is being developed as a part of the SACS QEP process. The program model uses classroom-based peer tutors to help students improve writing and reasoning skills. This is an expression of what WAC professionals in the field often call Writing Fellow Programs.

Camaraderie of Writers Advisory Team—the group of Montreat College faculty, staff, and students who will make policy and procedural decisions as the program develops. One of the main functions of the Advisory Team will be to analyze and report assessment data. This group will also be responsible for creating the Three- and Five-Year Impact Reports. The group will become a standing Academic Affairs Committee.

Faculty Writing Fellow—faculty members who sign an agreement with the Provost to receive a three-credit course reassignment for one semester while initially participating in the Camaraderie of Writers Program for the first time.

Faculty Learning Community—the weekly discussion group held with the Faculty Writing Fellows during the first semester of working in the Camaraderie of Writers Program. This weekly meeting will serve as a faculty development opportunity where participants will debrief their experiences with the program and participate in a discussion of a current WAC book or a collection of articles.

Faculty Executive Committee—a decision-making committee in Academic Affairs that is comprised of academic department chairs, the Director of the Library, the Registrar, the Associate Dean for Academics, and the Provost.

Faculty Reassignment—an alternative term for course reduction. A course reduction implies that the workload will be reduced as a result of participating in the program; therefore, the term “reassignment” is preferred.

Fall and Spring Faculty Workshops—faculty development events that happen at the beginning of the fall semester and the end of the spring semester. The QEP Director has presented at these events three times in the past three years.

Montreat College Writing Rubric—a locally designed assessment instrument that was first developed for the Writing Competency Exam process. Through use in the competency exam and discussions with each department, the rubric has been revised and adopted by the Faculty Executive Committee as a resource for use in all Montreat College courses with a writing component. In addition, this rubric is a key instrument in the embedded assessment plan of the QEP. While it will generate a final grade, it is primarily used to facilitate a substantive discussion among Faculty Writing Fellows, Writing Scholars, and Student Writers using consistent language.

QEP Team—the group of faculty and staff who have developed the Camaraderie of Writers Program. The QEP Team originated as the Writing Competency Sub-Committee

of the Faculty Executive Committee. A list of team members is included in this document.

Student Writer—a student taking the Camaraderie of Writers course. He or she will work with trained Faculty Writing Fellows (instructors) and Writing Scholars (classroom-based peer tutors) to complete at least two writing assignments. All Montreat College students will participate in the program in World Civilization I & II. Some Student Writers will participate in the program through courses in their major as well.

Work Group—a subset of the QEP Team. Throughout the planning process, different work groups have developed on an ad hoc basis, including assessment, program model, retreat planning, and coordinating team.

Writing Across the Curriculum (WAC)—a curriculum-wide initiative to encourage best writing practices in all courses, not just composition classes. While WAC programs exist at all educational levels, at the post secondary level, WAC programs often use methods such as faculty development, write to learn, writing intensive courses, and writing fellow programs.

Writing Center Director—the original title of the QEP Director, Anne Oxenreider, who has been offered the position of Writing Program Director. Starting in Fall 2009, the Writing Center Director position became a faculty member who agrees to take a two-credit load to assist the Writing Program Director in the operation of the Writing Program, especially the drop-in center aspect. He or she will help with the selection process of the Writing Scholars who will work in the drop-in center as well as arranging opportunities for tutoring off campus.

Writing Fellows Program—an expression of a Writing Across the Curriculum program that employs classroom-based tutors to read and respond to student drafts. The Writing Fellows Program at Montreat College is called The Camaraderie of Writers Program and incorporates a focused faculty development component for participating faculty members.

Writing Program Director—a full-time, ten-month position that oversees the drop-in tutoring services, classroom-based tutoring services, and the WAC faculty development program.

Writing Scholar—a classroom-based student/peer tutor who is selected on the basis of his or her grades, writing ability, and interpersonal skills to work with the Faculty Writing Fellows and Student Writers to fulfill the learning objectives of the Camaraderie of Writers Program.

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Executive Summary

As a result of carefully listening to our constituents, the Quality Enhancement Plan (QEP) Team chose a Writing Across the Curriculum (WAC) program model called “Writing Fellows” to increase the writing proficiency of our students. The program adds classroom-based peer writing tutors and a focused faculty development program to our already successful drop-in writing center services. Through a student contest, our Writing Fellows program was named Camaraderie of Writers—which is a fitting name for how this plan evolved and how it will be carried out.

The QEP development process has been circuitous. The QEP Team members have designed plans, researched approaches, listened to community input, and changed approaches continuously. The following statement provided focus during the program’s evolution. The focus statement reads:

The Camaraderie of Writers program honors Christ by equipping students to cultivate excellence through writing. The program values: peer mentoring as a means of achieving a culture of academic excellence; writing as a process of thought; and faculty, as well as students, as dynamic learners.

The following list provides an overview of the implementation of the focus statement:

- Development Process— The development process not only shaped the programmatic decisions, but it also generated community buy-in through numerous faculty presentations and discussions, student focus groups, a discussion with local employers, and a year-long program pilot.
- Identification of the Topic—The QEP Team gathered needs assessment data through an institution-wide survey, a syllabi audit, and competency exam scores to pinpoint a valid concern.
- Desired Student Learning Outcomes—The program articulates learning outcomes for the three program participants: Student Writer, Writing Scholar, and Faculty Writing Fellow. The SLOs focus on Student Writers’ ability to use the writing process as a learning tool while creating a draft and their ability to self-assess their final product.
- Resources—The budget estimates a five-year cumulative cost of \$644,036, including professional and student staffing, faculty stipends, the set up of a new program space, and the assessment plan.
- Assessment—The assessment plan uses both external and internal measures to capture the data necessary to track the desired trends of improvement. The assessment plan builds on disciplinary principles for writing assessment and will communicate the effectiveness of the program to stakeholders.

To understand the terminology in this plan, please refer to the Glossary of Terms.

Development Process

Two recent conversations underscore the importance of our development process. First, at a departmental meeting that reviewed the Montreat College Writing Rubric, a department chair commented that he feels that the QEP has been important because it facilitated a focused and sustained discussion on an academic topic; it generated academic discourse. His enthusiasm was shared. Second, one of the faculty members participating in the pilot program said that he felt confident raising the standards for writing in his class because he felt that writing had become a priority on campus. In short, even if the QEP magically disappeared, the impact of its development would remain.

The process to cultivate excellence in writing at Montreat College began in Fall 2006 when the Faculty Executive Committee formed the Writing Proficiency Sub-Committee. The competency process involved 15 faculty and staff members in substantive discussions about student writing. The process also generated the Montreat College Writing Rubric that the Faculty Executive Committee adopted for campus-wide use and became a key aspect of the QEP's embedded assessment plan.

While developing the writing competency process, the QEP Team gained input from constituents in all areas of the program development. For a summary of events with constituents, see Appendix A: Involvement of Key Constituents. When selecting the topic, the QEP Team responded to the President's and Faculty Executive Committee's concerns, looked at survey data, and facilitated a topic identification activity at the 2007 Fall Faculty Workshop. To gather broad-based support of faculty and leadership, the team presented at faculty workshops and meetings at least once a semester and provided regular reports to both the Cabinet and the Board of Trustees of the College.

In attracting the interest and support of students, the QEP Team published several articles in the student newspaper and presented to both student government officers and portions of the freshmen class. The QEP Team held a student contest to name the program in Fall 2008. The contest generated 19 proposed names. The QEP Team chose the name "Camaraderie of Writers." The student who submitted the name described its significance as follows:

A comrade is a strong friend who looks out for the best interests of his/her peers. This new program will create relationships through the means of writing in which the camaraderie of writers will look after the best interests of each other and provide strong enhancement to performance in class, papers, and grades.

In the Spring 2009, a senior Fine Arts major, Jenifer Gregg, worked with a group of her peers to develop the concept for the program logo that is on the cover sheet of this document.

When defining our SLOs and identifying best practices, the QEP Team members asked freshmen seminar participants what struggles they face while completing their assignments. Freshmen related that understanding the assignment and getting started on an assignment were major concerns. Since understanding the assignment is a heavily weighted item on the Montreat College Writing Rubric (Appendix B) and local professionals named it as a key component of workplace writing, the team determined

that Writing Scholars will play an important role in helping Student Writers. The Team also held a focus group with past and present Writing Center tutors to gain insights into Writing Scholar student learning outcomes (SLOs). The tutors expressed a concern that students will be forced to participate and emphasized the importance of faculty and student buy-in. In addition, they suggested that the best ways to generate excitement about the program are to let students know what they will gain and to get the Writing Scholars excited about their role. The tutors' feedback underscored the importance of faculty buy-in for the program because of its direct correlation to student attitude. To ensure representation of the tutors' perspective, the team also included a current peer tutor on the work group that evaluated and recommended the writing fellows program model.

The development process included an additional student focus group, a student-generated marketing plan, and faculty "lunch and learn" sessions. First, a QEP Team Work Group held a second student focus group with a group of students from an upper-division course that had recently been required to use the Writing Center. These students felt that a classroom-based tutor might improve their writing experience because of the direct relationship with the faculty member. From their experience, writing center tutors do not always understand specific expectations of the instructor, especially preferred citation methods. Second, to gain more student participation, a group of business marketing students created a marketing plan for the QEP that outlines a series of publications and events to make the campus aware of and ready for the new initiative; therefore, they participated in developing the timeline for the planning process. Last, continuing to gain insights into outcomes, the QEP Director held two "lunch and learn" sessions with faculty. Participants underscored that the success of the program rests on either reducing faculty load or offering a stipend for additional responsibilities. The team also learned that faculty members liked the approach of working closely with key students, getting additional support for reading drafts, addressing sentence-level errors, and reducing plagiarism issues.

To obtain external validation of our writing rubric development, the QEP Team held a focus group with five local professionals who work in areas that are of interest to our graduates. After a continental breakfast in the Art Gallery, QEP Team members and the group of professionals discussed the types of writing that are done in the work place and participated in an exercise in which each professional ranked the importance of each of the six elements of the Montreat College Writing Rubric. The results showed that the group of professionals values an appreciation for audience, grammatical correctness, and conciseness. The feedback indicates that a greater emphasis on conciseness and more assignments related to workplace situations could be beneficial. Members of the focus group offered to read student work and to provide writing-based internships in the future. This conversation generated a lot of practical advice about writing that faculty members will benefit from hearing. The team plans to incorporate more discussions like this one in the weekly faculty learning community discussions.

In establishing a timeline and evaluation plan for the program, the QEP Team is conducting a pilot program that allows Faculty Writing Fellows, Writing Scholars, and Student Writers to provide feedback into the activities, training, and evaluation methods of the project. The Pilot Faculty Writing Fellows (two faculty members who teach World Civilizations and one English faculty member) worked with team members to evaluate proposed texts for the faculty learning community discussions. The team has also drafted and tested assessment instruments during the pilot year. The pilot sparked a

moderate level of student interest and understanding of the goals of the program because approximately 100 students (some repeats possible) gained first-hand knowledge of the model and, hopefully, will share the benefits of the program with other students before it is officially launched.

Later, QEP Team members, pilot Faculty Writing Fellows, and the Provost attended a focus group event with the Writing Scholars and several Student Writers in the pilot on November 1, 2009. During the event, participants ate dinner, had their responses to evaluation questions videotaped, and shared insights in small group discussions. The QEP Team and Faculty Writing Fellows in the pilot watched the video clips and, after discussion, decided that the program was well-received and showed promise for affecting the student writing process in a positive way. In addition, all Student Writers were surveyed about their attitudes toward the pilot.

- 52 % of Student Writers described themselves as optimistic about working with a Writing Scholar in a pre-intervention survey.
- In a post-intervention survey
 - 94% of Student Writers reported finding the program helpful
 - 55 % said that the program improved their papers
 - 47 % stated that the rubric clarified the elements of good writing

A comparison of the pre- and post-intervention results indicates promise for the program model's effectiveness at Montreat College. Based on qualitative responses, the group recommended that the program primarily serve underclassmen and improve the logistics of contact between the Writing Scholars and the Student Writers.

In determining the financial resources for the project, the QEP Director worked with a subgroup of the QEP Team and submitted a seven-year budget to the Chairman of the Budget and Planning Team, Dave Walters. The entire QEP budget was presented at an open meeting. The Budget and Planning Team considered the request for the first two years and recommended the 2009-2010 request as an institutional priority. On April 20, 2009, the QEP Director presented the full budget to the Cabinet and answered questions about the program and its costs. In response to feedback from Dr. Lord, SACS Liaison, during an April 2009 on-campus visit, the QEP Director submitted a revised budget in September 2009 to the Associate Academic Dean, Becky Frawley, who presented the new figures to the Cabinet.

The revised budget includes more accurate estimates of Writing Scholar labor costs, assessment costs, increased faculty development funds, and funds to increase the part-time QEP Director to a full-time Writing Program Director. (See Figure 7: Program Budget.) During his first week on the job, members of the QEP Team met with the new Provost, Dr. Marshall Flowers, to update him on the project and specifically discuss the need for institutional support of the proposed budget. He unequivocally pledged his support. Since that time, the President's November 18, 2009, Memorandum Regarding Budget Proposals stated that the QEP is a high priority for funding. (For a full copy of the memorandum, see Appendix C.)

At the Fall 2009 Faculty Workshop, the QEP Director worked with the academic departments to develop departmental writing standards. At the conclusion, each

department was asked to create a bumper sticker slogan to promote excellent writing to students in their majors. Later, Melissa Wilson, Biology Lab Coordinator, added artwork to the slogans and created the bumper sticker images. (See bumper stickers in Appendix D.) During the fall semester, faculty and students voted on the best bumper sticker as a part of an awareness campaign for the program and received bookmarks with the artwork. The College community voted the blue "Write Here" bumper sticker coined by the Fine Arts Department the winner. All of the bumper stickers shown will be used during the Spring 2010 semester to promote the awareness of the Camaraderie of Writers Program.

In conclusion, the development of our QEP has been noisy and busy as well as, at times, joyous and frustrating. Not long ago, a faculty member approached the QEP Director, Anne Oxenreider, outside of the mailroom and said, "I know what our next QEP should be." This interaction shows that some members of our institution have caught a vision for the continual improvement and its potential to positively affect student learning.

Identification of the Topic

The leadership of Montreat College voiced concerns about the writing ability of Montreat graduates in the Spring 2006 semester. The Faculty Executive Committee held a discussion on April 11, 2006, that acknowledged faculty members' concerns about students' lack of writing proficiency and perception of a deeply rooted writing problem (A. Fapetu, personal communication, April 11, 2006). As a result of that discussion, Dr. Abby Fapetu, then Vice-President and Dean of Academics, asked Anne Oxenreider, then Director of the Writing Center, to form a sub-committee to further investigate the problems with writing proficiency with the intent of developing a campus-wide action plan to increase writing proficiency.

To investigate faculty members' frustrations with student writing, the Writing Proficiency Committee formed discussion groups during the September 20, 2006, faculty meeting. They facilitated discussions focused on two areas: critical thinking and writing. During these discussions, faculty members expressed several concerns regarding both students' abilities to think critically and to represent critical thought in writing. A common theme emerged: students are more capable of verbally expressing critical thoughts than providing in-depth written responses. This finding later confirmed the use of classroom-based tutors who will hold 30-minute face-to-face (oral) conferences with the Student Writers on a draft before submitting a final product.

In December 2006, the Faculty Executive Committee approved the sub-committee's plan for a writing competency test for Composition II students and a two-credit composition course for students who do not pass the writing competency test. During the Spring 2007 semester, the Writing Proficiency Committee began the implementation of a basic competency plan and gathered more student data. These initiatives have been implemented and are being evaluated for effectiveness.

In July 2007, the Coordinator of Institutional Research, Jean Hunt, Director of the Library, Elizabeth Pearson, and Anne Oxenreider attended the SACS QEP Conference in Louisville, KY. After returning from the SACS QEP conference in July, Ms. Oxenreider worked with Dr. Hunt to facilitate a process during the Fall Faculty Workshop to allow the faculty at-large, both traditional and adult student faculty members, to

identify the topic of our QEP. Ms. Oxenreider opened the floor for a discussion of potential institutional needs. The faculty members identified nine global needs related to student learning which were then posted on large sheets of paper around the room, including writing. Faculty members used colored dots to vote on the needs that prioritized their concerns. Faculty reaffirmed the earlier identified interest in writing proficiency and narrowed the focus to writing, faith and learning integration, and faculty development. After the results were presented to the faculty, Dr. Fapetu stated her approval of writing as our QEP topic.

The Writing Proficiency Committee was renamed the QEP Team and began a needs assessment process focused on the identified topic of writing proficiency at the beginning of the 2007-08 academic year. The staff and faculty members listed in Figure 1 have served on the QEP Team.

Figure 1. QEP Team Members

Name	Years	Title
Anne Oxenreider	2007-10	QEP Director
Rich Gray	2007-10	Chair and Professor of English (Department Chair 2007-2009)
Jean Hunt	2007-10	Director of Institutional Research
Cathy James	2007-10	Coordinator of English Composition
Eric Jones	2008/09	Assistant Professor of Psychology
Sharon Jehlen	2008/09	Director of Communications
Shirley McIntosh	2007-10	Director of Student Success
Paul Owen	2007-10	Associate Professor of Biblical and Religious Studies (Department Chair 2007-2009)
Carolyn Sanders	2008-10	SPAS Faculty Director
Dottie Shuman	2007-10	Professor of Outdoor Education (Department Chair 2007-08)
Dave Walters	2007-09	Assistant Professor of Business and CIS (Department Chair 2007-09)

Montreat College began addressing writing proficiency needs a year before first attending the 2007 SACS QEP Conference, demonstrating our desire to enhance student learning outside of the SACS QEP process. Our year as the Writing Proficiency Committee focused on creating a means to determine the competency of our freshmen at the end of their composition sequence with a writing proficiency exam. This work has proven foundational to the success of our WAC program because the College created a means to identify students who may not have the writing abilities necessary to utilize writing well enough to write to learn in upper-division courses. The QEP Team considers it a great strength to our process that the institution pre-identified our topic and that the faculty as a whole later confirmed it.

The first year of the QEP Team's work largely focused on generating and evaluating institution-wide input. The needs assessment process caused the team to identify what information would provide the needed direction for our project. The QEP Team employed the processes listed below to narrow the focus of our QEP topic,

including identifying campus perceptions of writing, determining the quantity of writing assignments currently used in our curriculum, and analyzing data from nationally normed writing assessment scores of our students.

Institution-wide Survey

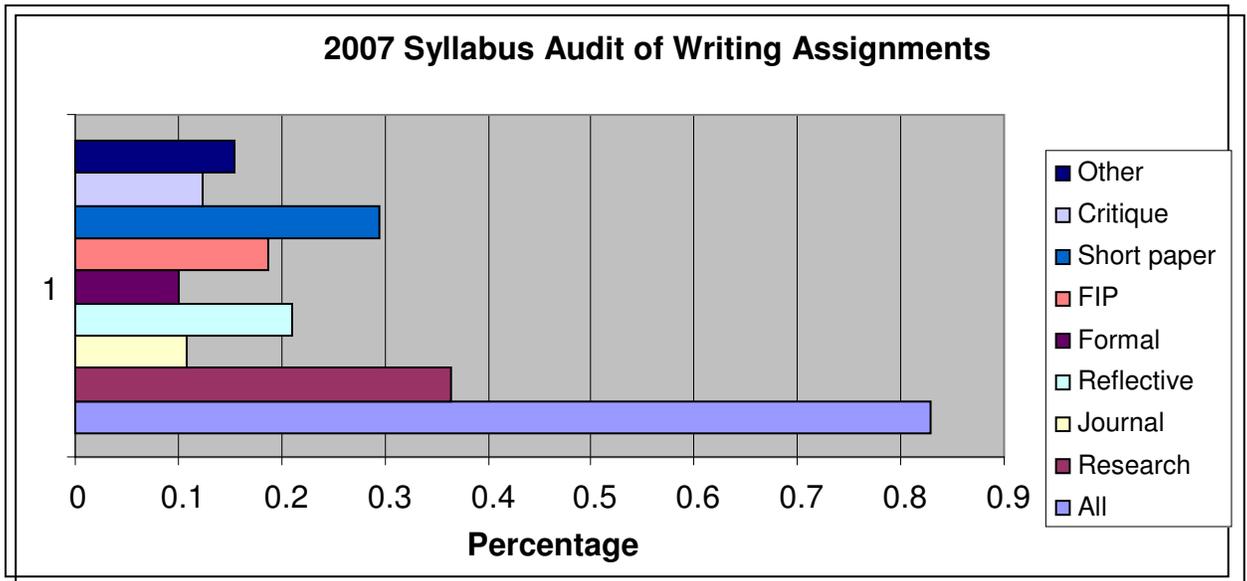
The Director of Institutional Research, Dr. Jean Hunt, conducted an institution-wide assessment of faculty and students, called the Institution-wide Needs Assessment. The QEP Team crafted three quantitative questions and one qualitative question for both surveys. The survey revealed two key points. First, based on the quantitative questions, the team learned that students rated themselves as having significantly higher confidence in their writing abilities than their faculty members did. As a result of this disparity, the QEP Team concluded that student involvement in both the development and delivery of the program would be crucial. The selected program model needs to acknowledge the writing abilities of some of our students and provide a way to increase writing ability of other students in a non-threatening way.

Second, because of the faculty members' inclusion of faith and learning integration as a topic during the 2007 Faculty Workshop, the qualitative question asked both faculty and students to recall and describe a specific time that they experienced an integration of faith and learning in the classroom. The responses showed little agreement among both groups about what constitutes faith and learning in the classroom. During the January faculty meeting, the faculty divided into small groups and looked at different sets of responses. Although the groups generated good discussion of faith and learning in the classroom, an agreement was not reached. Initially, the QEP Team considered incorporating an aspect of reflective writing on faith and learning integration into the plan. However, because of the lack of a consensus on the term, the team decided to focus on defining what good writing is on our campus without an emphasized faith and learning component.

2007 Syllabi Audit

The Assessment Work Group divided all of the syllabi from the 2007 Academic Year and charted the number and types of writing assignments listed. Remarkably, the group found that 83% (107 of 129) of the syllabi listed a graded writing component. Figure 2 depicts both the breakout of the types of writing assignments as well as the total. The QEP Team found this information an affirmation of our assumption that the Montreat College curriculum is currently writing-intensive. Not only do a significant percentage of the courses have some type of writing assignment, but also small class sizes allow for individualized feedback from the instructors. As a result of this data, the team decided to support faculty more effectively in what they already clearly value.

Figure 2. 2007 Syllabi Audit of Writing Assignments



CAAP and Writing Competency Process Results

The College has given portions of ACT's Collegiate Assessment of Academic Proficiency (CAAP) exam three times since 2005. The results have consistently shown that Montreat College students achieve below the national norm in writing areas. In Fall 2005, Montreat College tested a group of 25 students in writing and critical thinking and found:

- In writing, 10 out of 25 students scored at or above the national mean
- In critical thinking, 11 out of 25 students scored at or above the national mean

Based on this data, Dr. Fapetu reported to the faculty:

On the basis of this report, an emphasis on writing proficiency and critical thinking is warranted in our population. Even students who scored in the top 1/4 of the data pool scored moderately or significantly lower than the national average on 6 out of 9 measured components. (April 2005)

The internal report shows that the College began to document and report the need for an institution-wide writing program well before the mandate to develop a Quality Enhancement Plan for reaccreditation. Then in Spring 2007, when piloting the writing competency process, the Director of the Writing Center and the (then) Head of the English Department, Dr. Rich Gray, found that 36% of Composition II students identified as C students scored below the national mean on the writing skills and essay composition sections of the CAAP.

Later, while developing Montreat College's QEP, the QEP Director and Dr. Rich Gray decided to experiment with a locally designed rubric to generate accurate assessments of the writing competency essays. This assessment approach allows for

greater participation of faculty members across the institution to determine the writing competency of the students that they will be instructing. The rubric has been successfully used on 107 essays. Of that total number, faculty raters found 21% of Composition II essays not competent. The rubric has been revised each round with feedback from the readers. The process of developing and administering the writing competency exam has helped the QEP Team gain good information about the level of writing of students at the completion of the composition sequence and will be used for later comparisons.

The work of the Needs Assessment Work Group allowed the QEP Team to listen to various interested parties and to understand the significance of writing at our institution. An interesting tension exists within our data. First, faculty clearly see increased writing proficiency as a need because they voted for it during the Fall Faculty Workshop and identified it as an area of need for their students in the institution-wide survey questions. At the same time, writing assignments are widely used as a method of achieving learning outcomes in courses across our curriculum, as seen in the syllabi audit. Therefore, while there is a perceived deficit in writing ability, students are being asked to write often. While discussing this discovery, the QEP Team concluded that we do not need to ask our faculty to do more writing assignments, but we should allow them more opportunities to explore other ways of using writing as a tool for learning.

The needs assessment process motivated the QEP Team because the various methods confirmed that our institution should address writing proficiency. As a result of a careful needs assessment, the leadership, faculty, and staff of our institution knew that the QEP was not initiative of a small group seeking to promote their own interest. While other topics were considered for selection, the QEP Team documented the need for an expanded writing program after the initial leading of the Writing Proficiency Committee's work and the 2007 faculty vote.

Desired Student Learning Outcomes

Student Learning Outcomes (SLOs) represent the core of a QEP and create the benchmark for future assessment of both the successes and shortcomings of the program design. The QEP Team went through a non-linear process of drafting SLOs, examining best practices, revising, and gaining feedback while creating the final set of SLOs. The QEP Team drafted SLOs on a matrix for Faculty Writing Fellows, Writing Scholars, and Student Writers in the learning areas of knowledge, skills, and attitudes during the Fall 2008 off-campus retreat. Later a subset of the group evaluated and refined the statements generated using terms from Bloom's Taxonomy of Cognitive Domain. In a third process, the Assessment Work Group generated the SLOs found in Figure 3 (below) for the full team to approve. In addition, the faculty members participating in the pilot interacted with the SLOs while implementing the pilot assessment process. The SLOs are organized according to the three participants in the program (Student Writer, Writing Scholar, and Faculty Writing Fellow) and numbered consecutively.

Figure 3. Student Learning Outcomes

Performance Area	Student Writer Learning Outcomes
Student Writers' ability to use the writing process as a learning tool while drafting papers	1. As a result of program participation, Student Writers will: <ol style="list-style-type: none"> a. Analyze their writing process to determine what went well and obstacles faced while writing. (thinking) b. Extend their writing process to include drafting, peer review, and post-composing reflection. (doing)
Students' ability to self-assess the final product	2. As a result of program participation, student writers will: <ol style="list-style-type: none"> a. Identify the strongest and weakest aspects of their papers. b. Demonstrate the ability to assess their papers using the six elements of the Montreat College Writing Rubric¹.

Performance Area	Writing Scholar Learning Outcomes
The Writing Scholars' ability to read & respond to the draft	3. As a result of program participation, Writing Scholars will: <ol style="list-style-type: none"> a. Analyze the strongest and weakest aspects of a student writer's draft. b. Demonstrate the ability to assess peer writing based on using the six elements of the Montreat College Writing Rubric. c. Demonstrate the ability to communicate clearly with students about their writing.

Performance Area	Faculty Writing Fellow Learning Outcome
The Faculty Writing Fellows' ability to evaluate & rank the final paper	4. As a result of program participation, Faculty Writing Fellows will: <ol style="list-style-type: none"> a. Demonstrate the ability to assign, give feedback, and rank student final papers. b. Apply the six elements of the Montreat College Writing Rubric with regard to student writers' final papers. c. Analyze the effectiveness of changes between the draft and final paper.

The SLO numbering carries over into the subsequent assessment plan. The assessment plan outlines the methods, tools, and criteria for success of each SLO and its sub-point. The assessment plan outlines both external and internal measures to collect the data necessary to determine if these outcomes lead to cultivating excellence in writing at Montreat College.

¹ The elements of good writing at Montreat College are found on the Montreat College Writing Rubric (Appendix B). The following six elements are on the rubric: develops complete and in-depth thoughts, maintains coherence, uses supporting details, achieves sentence clarity, avoids lower order concerns, and applies documentation style.

Literature Review and Best Practices

As a part of Year-One planning goals, the Program Model Work Group was asked to make a recommendation of a WAC program model that incorporated the input of our needs assessment data, secondary sources, and interviews with professionals at other institutions with similar programs. As a result of successfully meeting this goal, the QEP Team formed a recommendation for a writing fellows program with an added faculty dialogue component. A description of the program model is found at the end of this section of the plan.

During the Fall 2007 semester, Cathy James, Composition Coordinator, and Anne Oxenreider, QEP Director, read and discussed a book review by John C. Bean titled *Local Knowledges, Local Practices: Writing in the Disciplines at Cornell* (2007). The QEP Team later read and discussed the article as well. The review shared several lessons learned at Cornell during the formation of its writing in the disciplines program that have guided our program model development. First, *Local Knowledges, Local Practices* “makes an explicit case against the conventional design of WAC [writing across the curriculum] and WID [writing in the disciplines] programs, which are usually characterized by “W” or “WI” courses that meet published criteria for kinds and amounts of writing and play a curricular role in institutional writing requirements” (pp. 275-276). The text emphasized the development of writing programs based on local situations, not the adoption of a model that dictates writing improvement from the top down (administration to faculty). The committee agrees, especially in our small college context, that program design should utilize a broad range of constituents and not primarily key institutional decision-makers.

Second, Bean shared that the findings at Cornell affirm his experience at Seattle University “where we have never had a formal WAC or WID program but instead have many dozens of teachers using writing in innovative ways to teach disciplinary inquiry and argument” (p. 281). Dr. Gray, who has over 30 years experience teaching at Montreat College, shared with the committee his belief that our college is essentially “writing-intensive” already. He stated that we have small class sizes where students receive individualized, timely feedback on writing assignments. He also asserted that a large majority of our classes already have a significant writing component. Later, the syllabi audit verified this comment. These lessons played a crucial role in framing the mindset of the QEP Team as we gathered our assessment data. As a result, the recommended program model flowed out of institutional assessment and focused on adapting published WAC models to our context.

In order to craft SLOs that would serve as a sound starting point for the Camaraderie of Writers Program, the QEP Team crafted a well-defined focus statement for a WAC program, conducted a review of the relevant literature, and benefited from refinement through the pilot. The focus statement (below) was finalized, and its terms were defined during the Fall 2008 QEP Team Retreat. The focus statement gave the team parameters to begin the review of literature and allowed flexibility to select a WAC program model that would accomplish the overall focus of the initiative. Subsequent searches of the literature helped to create both the SLOs and the accompanying assessment plan.

Focus Statement

The focus statement of the Camaraderie of Writers Program reads: The Camaraderie of Writers Program honors Christ by equipping students to cultivate excellence in their writing. The program values: peer mentoring as a means of achieving a culture of academic excellence; writing as a process of thought; and faculty, as well as students, as dynamic learners. Key terms in the focus statement are defined as follows:

Honors Christ—The pursuit of excellence in all we do is consistent with our Christian mission. We believe Christ is honored when we, as his servants, strive to help our students fulfill their God-given academic potential in their chosen fields of study.

Equipping students—Students need a supportive educational structure to develop the knowledge, skills and attitudes necessary to write well. Our purpose is to buttress our educational programs with a structured pedagogical mechanism that facilitates the skills of writing and heightens learning through the act of writing.

Cultivate excellence—The term “cultivate” points both to the writing process (“learning to write”) and the learning process (“writing to learn”). Students will become better writers through the process, and they will become more conversant with the bodies of knowledge within their discipline.

Through writing—The program will use writing as a means of active and collaborative learning.

The Program Model Work Group reviewed some typical WAC components, and the QEP Director summarized five models outlined in Susan H. McLeod and Margo Soven’s *Writing Across the Curriculum: A Guide to Developing Programs* (1992). The work group reviewed and discussed the five following program components: faculty dialogue model, write to learn, writing in the disciplines, writing centers, and writing fellows programs.

The Program Model Work Group eliminated the need to pursue the writing-intensive course model for reasons mentioned above. The group affirmed that our current Writing Center would be a good place to centralize our expanded writing program as well. Although many work group members saw the value of write to learn methods, the group saw write to learn as a topic for faculty development and not an entire program component. Therefore, the two components that remained for consideration were the faculty dialogue and writing fellows models.

On March 18, 2008, Susan Weaver, Director of Teaching and Learning, QEP, and Assessment at Cumberland University, met with our QEP Team for a lunch and learn session. Ms. Weaver shared how the University of the Cumberlands used the Faculty Dialogue Model to improve critical thinking skills as a part of its QEP. She explained that Cumberlands creates cadres of eight to ten faculty members who receive a stipend to participate in a year-long cooperative faculty development experience.

During Ms. Weaver’s visit, the discussion focused on the potential of combining the faculty dialogue model and the writing fellow model to cultivate written excellence in

Montreat College students. In this format, a small group of Montreat College faculty members, four to six, would join a faculty learning community in order to learn more about composition theory, writing pedagogy, and creating and evaluating writing assignments. In addition, a faculty member who applied to participate as a Faculty Writing Fellow would agree to work with a Writing Scholar for one of his or her current courses. In this way, faculty and students can cooperate and apply new pedagogies in a supported environment.

With this general idea of a program model in mind, the QEP Director contacted two colleges with writing fellows programs to create a report for the Program Model Work Group. First, Ms. Oxenreider interviewed Maryann Peterson of Western Carolina University, a North Carolina state university located less than two hours away. Ms. Peterson began a writing fellows program within the past year and offered to share application and training materials. She visited campus on April 22, 2009, and shared more about her development and implementation process. Ms. Oxenreider also contacted Jill Gladstein of Swarthmore College, a private, liberal arts college in Pennsylvania. Swarthmore has operated a Writing Assistant Program since 1985. Ms. Gladstein shared her writing fellows course syllabi and discussed how she works with professors in the Natural Sciences. During the pilot, the Writing Center Director has used Margot Soven's *What the Writing Tutor Needs to Know* (2005) in the weekly, one-hour tutor training course. These two sources provided the basis for our three-credit writing scholar course in Fall 2010. (See Appendix E: EN 310 The Writing Process syllabus.)

During the Fall 2008 off-campus QEP retreat, team members reviewed the books, articles, and websites related to writing fellows programs, WAC assessment, and faculty learning communities found in the bibliography of this document. The research done has, undoubtedly, saved our team from needing to learn basic aspects of the model through trial and error. In regard to program model, the members of the QEP Team read Tori Haring-Smith's "Changing Students' Attitudes: Writing Fellows Programs" in the above mentioned *Writing Across the Curriculum: A Guide to Developing Programs* (1992). After discussion, the team members evaluated the current strengths and weaknesses of our model. The team agreed that there is good progress on enlisting faculty support; however, the chapter raised questions about whether tutors should be content experts.

Soven (2001) offered a helpful analysis of the effectiveness of the generalist versus the expert peer tutor. After considering the arguments present both for and against context expert writing scholars, the World Civilization Faculty Writing Fellows participating in the pilot nominated students who they knew to be strong history students to work as their Writing Scholars, but they did not have them attend each class meeting. Initial feedback from the pilot shows that faculty members have a high level of trust in the Writing Scholars that they chose. Mullin presents a convincing argument that students respond better to a Writing Scholar when they see that he or she is learning with them. As a result of reading Mullin et al. (2008), the Camaraderie of Writers Program will encourage experimentation with having Writing Scholars attend the class for which they are reading papers.

Several websites (found through the *WAC Clearinghouse website*) have proven helpful in developing the application procedures and materials for the program, including Swarthmore College and George Mason University. In addition, Western Carolina

University provided our team with a copy of their newly developed writing fellows handbook with permission to adapt it as needed. These materials provided examples of resources appropriate for both Writing Scholars and Faculty Writing Fellows. Links to these documents have not only shaped Montreat's materials, but these informative links will also be posted on the Montreat College Writing Program website (www.montreat.edu/writing). Last, Soven's chapter in *WAC for the New Millennium* (2001) provided the team with sample application letters and assessment questionnaires. In developing the SLOs, the Assessment Work Group consulted the study by University of Hawaii—Manoa that was presented at the 2009 Conference on College Composition and Communication (CCCC). The research questions presented in the presentation PowerPoints became a launching point in developing our own research questions related to our Student Learning Outcomes (SLOs).

The work of Brian Huot and Peter Elbow on writing assessment are formative to this project. Huot (2002) in *Toward a New Discourse of Assessment for the College Writing Classroom* emphasizes that writing assessment should not only be given to a student but that it should also be a means of teaching a student about writing. He writes, "Seeing the ability to assess as a process links it to the writing process and embeds assessment within the process of learning to write" (p.177). He adds that using assessment to teach requires discussion with the teacher or a peer (p. 176). However, Huot does not specifically discuss rubrics as means to facilitate the assessing-to-teach process. Continuing this idea, Elbow's article (1993) *Ranking, Evaluating, and Liking: Sorting out Three Forms of Judgment* challenges instructors to focus their assessment of student writing on providing meaningful evaluative comments from a stance of liking the text instead of a more oppositional stance of giving a score and making comments to justify the grade (p. 196). Elbow's encouragement to shift away from ranking toward more meaningful feedback on student papers provides a basis to use an agreed upon rubric *primarily* as a means of discussion, not ranking.

Furthermore, Elbow's article *Ranking, Evaluating, and Liking: Sorting out Three Forms of Judgment* points out that faculty members are locked into a ranking and/or gatekeeper role because of the necessity to give a numeric grade to a paper. This position of power, according to Elbow, severely limits the professor's ability to enter the student writer's composing process constructively because, even on a draft, a student feels compelled to accept the revision suggestions in order to get a better grade (p. 196). This is the point where a peer reviewer adds value. A peer tutor reads a paper while it is in process and can pose questions and offer prompts that the Student Writer can choose to accept or reject without directly affecting his or her grade. In other words, the Student Writer's composing process expands with drafting and peer input which leads to a deeper engagement in critical thought because the Student Writer is making his own decisions about his or her text.

The WAC literature adds to the discussion. Soven (2001) writes that faculty workshops used to be the mainstay of WAC programs, but because of funding issues and a lack of transfer of training, the prevalence of these programs has slowed while curriculum-based peer tutoring has increased (p. 200). To capture the benefits of faculty development workshops and classroom-based tutoring, the Camaraderie of Writers Program will offer specialized, joint training for both Writing Scholars and Faculty Writing Fellows. In doing so, the Writing Program Director can ensure the development of a common language for the elements of good writing as a key element of classroom pedagogy, not just a Friday afternoon workshop. The Camaraderie of Writers Program

will use joint trainings on the locally generated rubric to facilitate consistent evaluative comments from both the Writing Scholar and the Faculty Writing Fellow to the Student Writer.

In her writing about writing fellows programs, Soven identifies four areas for increased student writing competency including “the acquisition of a vocabulary for talking about writing” (p. 207). Adding to this point, Tori Haring-Smith (2000) writes that “writing fellows programs have the added virtue of providing writing instruction that is divorced from evaluation, and making that instruction available to all” (p. 130). Haring-Smith, echoing Elbow, points out that Writing Scholars hold a unique, non-ranking role, and, as a result, can play a more formative role in the development of self-assessment (p. 131). While the groundwork for the use of a rubric to facilitate learning and program evaluation is present in the WAC literature, it has not been explicitly discussed. With this theoretical basis, the Assessment Work Group developed SLOs that focus on extending the Student Writers’ writing process and gaining the vocabulary to self-assess their work. In turn, Writing Scholars are expected to use the same vocabulary while responding to drafts. Last, Faculty Writing Fellows will use the same vocabulary to generate final evaluative comments and a ranking.

Praxis is, whether stated or not, embedded in theory. WAC publications, particularly in the area of writing centers, draw more and more on Bahktinian ideas (Ball and Freedman 2004, Bushman 1998, Herdman 2001, & Sirois 1999). These authors logically see the Student Writer/Writing Scholar/Faculty Writing Fellow triad as fundamentally transactional. In doing so, WAC literature capitalizes on the socially constructed nature of language as a means to develop critical thought and create meaningful, progressive discourse. In addition, Vanderburg (2006) takes a focused look at the work of Les Vygotsky, a formative figure in Bahktin’s work, in relation to writing instruction. In his article, Vanderburg discusses Vygotsky’s concept that a more experienced individual leads a less experienced individual to a new level of understanding through social interaction. He states that “more developed individuals create a scaffold, questions, cues and hints, to help the less developed individuals through difficult times” (p. 377). He further discusses how peer interactions as well as teacher interactions need to help students gain “the nomenclature of the conceptual knowledge of the writing process to successfully plan their writing,” which is reflected in Soven’s idea of acquisition of vocabulary to talk about writing (p. 380).

In closing, the Camaraderie of Writers Program synthesizes a wide body of literature on writing assessment, WAC, and composition and rhetoric theory. The opportunity to engage scholarship enriched the program design and the team members’ own work. In addition, the professionals who consulted in-person and over the phone served vital roles.

Program Description

Our program model is simple and collaborative. It incorporates the input of our stakeholders and draws on scholarly contributions. Classroom-based student tutors, called Writing Scholars, work with faculty members and their students in one course, either a general education or upper-division course. During their work together, Writing Scholars and Faculty Writing Fellows participate in specially-designed learning

programs, including a two-day workshop at the beginning of the year, three-credit course for Writing Scholars, and a faculty learning community weekly discussion group. Student Writers who work with a Writing Scholar have the benefit of having a draft reviewed by a peer who is knowledgeable about the specific assignment requirements and the expectations of the professor. In addition, Student Writers experience the workplace expectation of having their work reviewed.

A full-time Director and a two-credit faculty load Writing Center Director will provide the professional staff for the program. As well, the program will utilize a student staff of nine Writing Scholars with full student work positions in the drop-in tutoring center and a steadily increasing number of stipend Writing Scholars who serve only as classroom-based peer tutors. Then the program will incorporate an increasing number of Faculty Writing Fellows who are either first-time participants or ongoing collaborators. For a projection of the scope of the program's participation numbers, see Figure 14. Scope of Services. Furthermore, job descriptions for the Writing Program Director and Writing Center Director are found in Appendices F & G respectively). Writing Scholar responsibilities are found in Appendix H. The Faculty Writing Fellow agreement for first-time participants is found in Appendix J.

A description of the program start up illustrates how it operates. Just after Fall Midterm Break, faculty members apply for Faculty Writing Fellow positions. Faculty Fellows are announced at the beginning of the spring semester in time for the coming academic year's course load sheets to reflect the three-credit course reassignment. After mid-terms in the spring semester, the Writing Program Director, Writing Center Director, and Faculty Writing Fellows will interview and hire the Writing Scholars for the coming academic year before registration of fall classes so that Writing Scholars can register for the required three-credit course. Faculty Writing Fellows will work with a Writing Scholar in one course during the following fall semester, use a rubric to score at least two writing assignments, revise the writing assignments for the course involved, and participate in weekly faculty learning community meetings.

The Faculty Writing Fellows and Writing Scholars will participate in a two-day August workshop that will allow time for team building, orientation to policies and procedures, and time to collaborate on the development of Camaraderie of Writers course syllabi and writing assignments. For a year of work and learning dedicated to improving writing outcomes, the faculty member will receive a three-credit course reassignment and \$500 of additional professional development funds to be used on teaching and learning workshops or conferences. Writing Scholars will receive a stipend of \$600 per semester. In addition, the Writing Program will hire eight Writing Scholars to work in the drop-in Writing Center and one administrative position to assist with the collection of program evaluation materials. Furthermore, two participating faculty members and six Writing Scholars will attend the Southeastern Writing Center Association's (SWAC) mini-conference each year. Writing Scholars will be encouraged to present.

The Writing Program Director worked with the pilot Faculty Writing Fellows to develop the following action list that she gave to the Writing Scholars at the beginning of the Fall 2009 semester. The list provides a clear flow of the actions taken for one round of student papers. Participants will repeat the process twice.

1. Faculty Writing Fellow and Writing Scholars develop the writing assignment and adapt the rubric and reading guide as needed.
2. The Faculty Writing Fellow assigns 10-12 Student Writers to each Writing Scholar.
3. The Faculty Writing Fellow gives the class participants the writing assignment and introduces the Writing Scholars.
4. The Writing Scholars give the Faculty Writing Fellow a sign-up sheet for conference times with the Student Writer.
5. The Faculty Writing Fellow collects first drafts, asks Student Writers to sign-up for a conference time with the Writing Scholar, previews papers, and gives the Writing Scholar his or her assigned students' papers.
6. Within one week, the Writing Scholar reads and responds in writing to the student papers (using the Reading Guide [described below] and adding endnotes) and then holds a 30-minute conference with each Student Writer.
7. The Writing Scholar sends a copy of the written comments to the Writing Program Director for program evaluation purposes.
8. Approximately two weeks after the draft's due date, the Student Writer makes revisions and turns in the final paper to the Faculty Writing Fellow and includes the draft with the written comments from the Writing Scholar.
9. Within one week after the final paper is due, the Faculty Member and Writing Scholars hold a meeting to evaluate both the process of completing the action list and observations about the results of the process.

In addition, Appendix H shows the *Responsibilities of the Writing Scholar* document that each Writing Scholar will sign as an agreement with the Writing Program Director each year.

Building on the above policies and procedures, a common rubric (Appendix B) will be used for both Faculty Writing Fellow evaluations of a final paper and Writing Scholar's feedback on the draft to facilitate consistency in student feedback. Faculty Writing Fellows use the rubric to generate the necessary numerical grade. However, in the Camaraderie of Writers course, the final grade will be a well-understood piece of information that the Student Writers use to improve future papers because of their prior exposure to the rubric and the Writing Scholars' input using consistent language.

In Fall 2008, the QEP Director conducted an informal study with the current Writing Center tutors to determine how a rubric could fit into a peer tutoring situation. In the course of the semester, the tutors scored three essays using the rubric. The essays had previously been scored by two faculty members with agreement within three points. Through using the rubric on these pre-scored essays, discussion, and written reflection questions, the QEP Director discovered that the tutors found the rubric helpful in reading a Student Writer's paper closely and in providing assurance that their comments were in line with the faculty member's expectations for good writing. As a result of this study, the

QEP Director developed the *Writing Scholar Reading Guide* (Appendix I) that takes the elements from the scoring rubric and transfers them into a tool for peer tutors that avoids putting the Writing Scholar in a position of ranking (applying a grade to) a student paper. This tool will be an important means of aligning the Faculty Writing Fellows' and Writing Scholars' feedback to the Student Writers.

During the development of the QEP, the QEP Director conducted faculty workshops introducing the rubric and reading guide as a tool for better student writing. While many faculty members have a product view of writing, the Writing Fellows model relies on a process view of composing. Therefore, the faculty development aspect of the Camaraderie of Writers program becomes important. The need for continued faculty development within the new program was confirmed by research presented at 2009 CCCC 2009 where a group of writing fellows program administrators presented aspects of their programs. The University of Hawaii at Manoa reported that their classroom-based tutors had the greatest difficulty adjusting to the different instructor writing pedagogy (process vs. product) as opposed to the expected difficulty of adjusting to transferring from assisting students in a science class and then a literature class, for example. The researcher reports that good writing is good writing throughout the institution despite differing formats and disciplinary conventions. However, what writing fellows did need to adjust to was the differences in writing pedagogies espoused by faculty members, even within the same department. This research helped the Montreat College QEP Team decide that a faculty development component is necessary to help develop a common nomenclature of the elements of good writing. Therefore, while Faculty Writing Fellows receive specific training during the August workshop and weekly faculty learning community meetings, the Writing Program also plans to conduct a campus-wide WAC workshop each year (described more below).

For the first year of implementation, the QEP Team requested that department chairs nominate one faculty member from their department to participate in the program. After the first year, an open application process will be put in place. For the first year, department heads from six of the eight departments nominated a faculty member from their department to be a Faculty Writing Fellow during the 2010/2011 academic year. The Social Science and English Departments participated in the pilot year; and, therefore, faculty members in those areas were asked to wait another year to apply for participation. The following faculty members have agreed to participate in the program as Faculty Writing Fellows for the 2010/2011 academic year:

Don Shepson, Assistant Professor.....	Biblical, Religious, and Interdisciplinary Studies
Matt Nijoku, Assistant Professor	Business and Computer Information Services
Beth Braboy, Associate Professor.....	Education and Physical Education
Kevin Auman, Assistant Professor	Fine Arts
Brian Joyce, Professor	Natural Sciences
Andrew Bobilya, Assistant Professor.....	Outdoor Education

Each year, participating faculty members and the Provost sign the Faculty Writing Fellow Agreement to ensure that there is a clear understanding of the responsibilities of and [remuneration](#) for program participation. (For Faculty Writing Fellow Agreement, see Appendix J.)

The focused faculty development program for new Faculty Writing Fellows has four main aspects:

- **Two-day August workshop**—The Writing Program Director facilitates an orientation for the Faculty Writing Fellows on the theoretical basis of the program, workshop course syllabi and writing assignment sheets, and instructions about the policies and procedures of the program. In addition, Writing Scholars participate in aspects of the August workshop including the development of writing assignments and instructions of the policies and procedures of the program. Both groups participate in team building activities.
- **Weekly learning community discussions**—During the fall semester, Faculty Writing Fellows meet with the Writing Program Director to (1) discuss the progress and pitfalls of the program and (2) discuss John Bean's book *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (2001).
- **Stipend for additional teaching and learning events**—The College awards \$500 to each Faculty Writing Fellow in order for them to participate in a teaching and learning conference or workshops of their choice. The Writing Program Director makes Faculty Writing Fellows aware of opportunities, including Appalachian College Association events such as Teaching and Learning Institute and Fall Summit; International WAC Conference, National Institute for Technology in Liberal Education (NITLE) workshops, and Conference on College Composition and Communication (CCCC).
- **Writing Instruction Portfolio**—As a part of the educational and assessment design of the Faculty Writing Fellows' learning component, Faculty Writing Fellows create a portfolio of course syllabi, writing assignment instructions, and graded student papers from both before and after participation in the program. Faculty Writing Fellows write a two-to three-page reflective paper about the changes noticed in the artifacts and the overall perceived benefits of participating in the program.

In addition, a broad-based faculty development component includes an annual WAC workshop held in late January each year with area institutions of higher education. The first of these workshops was scheduled for January 29, 2010; however, the event has been postponed twice due to winter weather. The intent is that area institutions, including University of North Carolina-Asheville and Mars Hill College, will cooperate to hold an annual event of a caliber higher than any one institution could on its own. The workshop was to be held at the Black Mountain Campus of Montreat College and was organized by the Montreat College QEP Director and the Chair of the Writing Intensive Course Sub-committee at University of North Carolina Asheville, Patrick Bahls. Thirty-five participants from UNC-A, Mars Hill College, and Montreat College planned to attend the workshop. Marsha Lee Baker, Professor of English, Composition and Rhetoric, agreed to give the keynote address. Several breakout sessions would have allowed for

interaction between the different institutions' faculty members. At this point, the event has been postponed until further notice.

The Writing Fellows program model selected by the QEP Team and described above meets the identified needs of our assessment, benefited from community-wide input, and developed out of both primary and secondary research. Throughout the process of developing the following implementation plan, assessment plan, and budget, QEP Team members devised the methods and means necessary to achieve the outlined SLOs.

Actions to be Implemented

Creating significant change in student learning causes the need to adjust resources, policies, and procedures throughout the institution. The plan calls for consistently re-evaluating goals and objectives, revising activities when necessary, collecting evaluation of data from campus stakeholders, following budget request procedures, and proposing solutions to ongoing and/or emerging issues. The following list outlines the actions to be taken to ensure the success of the program:

- Appointing a full-time Writing Program Director—The QEP Director, Anne Oxenreider, has worked part-time while developing this program with the QEP Team. The QEP Team approved a job description for a full-time, 10-month Writing Program Director. On November 9, 2009, Dr. Marshall Flowers, Provost, met with the QEP Team without Ms. Oxenreider present. After discussion, the QEP Team made a motion to hire Ms. Oxenreider as the full-time Writing Program Director, starting as soon as January 2010. (See Appendix K: Résumé of Anne Oxenreider.) The anticipated start date is now set for either March or August 2010.
- Setting up larger space for the writing program—The existing drop-in Writing Center operates in the evenings in an office inside the library computer lab. In order to accommodate the additional work flow of Writing Scholar conferences and to expand the hours of the drop-in services, the Library Director, Elizabeth Pearson, agreed to allow the classroom space on the first floor, LIB 105, to be used as a center for the Writing Program (both drop-in and classroom-based services). In order to use this space, the Director of Records and Registration, Merrill McCarthy, requested that LIB 105 remain a classroom space until 2 PM each week day. Therefore, the Writing Program will move to LIB 105 and expand its hours from 6-11 PM Sunday through Thursday to 3-11PM Sunday through Thursday. On September 23, 2009, the QEP Director requested \$2,660 for Spring 2010 to buy appropriate furniture for the space and requested an additional \$9,100 for Fall 2010 to purchase computers, networking equipment, and a printer.
- Increasing the amount of student work—The Camaraderie of Writers Program relies heavily on the use of student workers. The College is currently carrying out plans to expand student work opportunities on campus. Therefore, the Writing Scholar positions will create needed, high-skilled positions to expand the Work Program. The Assistant Dean of

Work & Vocation, Tom Oxenreider, worked with the QEP Director to develop the planned growth of the Writing Program's student work force from 6 to 49 in five years.

- Reassigning Faculty Writing Fellows' course loads—As a part of the Faculty Writing Fellow Agreement, the Provost agrees, in a signed agreement, to reassign one 3-credit course for participation in the Camaraderie of Writers Program for a semester. The Faculty Writing Fellow will work with his or her department chair to propose a plan for which course to reassign. The department chair will then submit the proposal (which may include hiring an adjunct) to the Associate Academic Dean, Becky Frawley. The course load sheet will be finalized in her office. In order to accomplish having the proposed fall course load sheets approved on time, the application process for Faculty Writing Fellows will begin at midterm of the preceding fall semester.
- Establishing a faculty development program for writing—The faculty development program for the Camaraderie of Writers Program will have a narrowly focused aspect, working intensely with a small group (four to six faculty members each year). Program projections anticipate a total of 22 faculty members participating in the focused faculty development program by Year Five. In addition, the Writing Program Director will invite all faculty members to an annual WAC workshop. The goal for attendance of the annual workshop each year is 12.
- Increasing one-credit tutor course to three-credit Writing Scholar course—In Spring 2010, the Academic Affairs Committee will review the request submitted by the Chair of the English Department, Cindy Howell, to convert the one-credit tutor training class to the three-credit Writing Scholar course entitled *The Writing Process*. The course will be required for all first-time Writing Scholars.
- Coordinating QEP program assessment with the General Education Writing Competency process—Because the Camaraderie of Writing Program SLOs focus on the improvement of writing, the Writing Program Director will work with the Director of Institutional Research and the General Education Committee to ensure that measures collected for the Writing Program are reported to the General Education Committee. The Associate Academic Dean will serve as the liaison.
- Revising questions on institutional research questionnaires—The Writing Program Director will work with the Director of Institutional Research to ensure that instruments, including the Graduate Survey, Student Satisfaction Survey (SSI), and Alumni Survey, include questions about perceptions of and satisfaction with writing at Montreat College.
- Coordinating the selection of Writing Scholars with the Resident Assistant hiring process—The Writing Program Director will work with the Director of Residence Life to coordinate the timing of the hiring process of Writing

Scholars with the Resident Assistant process because many of the same students will be interested in both positions.

- Securing capital outlay funds for new space—The Advancement Office received a request to solicit funds to cover the costs associated with setting the LIB 105 classroom up as the new center for the Writing Program.

Launching one new academic initiative requires multiple, and at times, significant cooperation with a wide array of other campus entities. The process of consulting constituents and communicating the documented need led to greater cooperation across the campus.

Timeline

A carefully laid out timeline is necessary to guarantee that the program will achieve its goals on time with the necessary resources, even if personnel change. Figure 4 below depicts the start-up and reporting events in the five-year span between 2010 and 2015. This overview of the program will give the Advisory Team the long-term perspective as they oversee the annual operation of the program.

Figure 4. Five Year Start-up and Reporting Plan

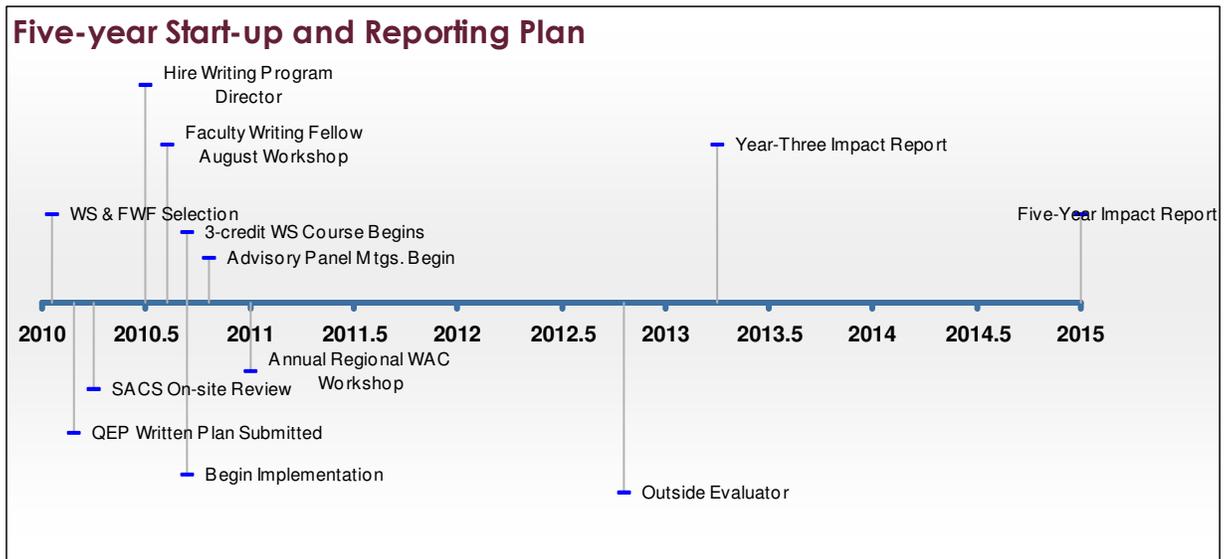


Figure 5 of the Camaraderie of Writers Annual Planning Calendar lays out the anticipated weekly events associated with managing the program. The Annual Calendar will serve as a working document; the Writing Program Director will discuss any adjustments to the events with the Advisory Team and report them in the program's annual report.

Figure 5. Annual Planning Calendar

August	
Week One:	Order course texts for Writing Scholars Collect pre-program course syllabi from Faculty Writing Fellows
Week Two:	Preparations for Orientation
Week Three:	2-day Faculty Writing Fellow and Writing Scholar Workshop
Week Four:	Writing Scholar Course Begins
September	
Week One:	Faculty Writing Fellow Weekly Book Group Begins Orientation Evaluation Responses to Advisory Team
Week Two:	Identify Speaker for Spring WAC Workshop
Week Three:	First Advisory Team Meeting—Review of Annual Report and Assessment of Spring Activity Report
Week Four:	Carolina Writing Program Administrators Fall Conference
October	
Week One:	Program Annual Report Due to Provost's Office
Week Two:	Fall Break
Week Three:	Open Applications for Faculty Writing Fellows Appalachian College Association Annual Summit
Week Four:	Writing Scholar Conferences
November	
Week One:	Plan Student Writer Focus Groups
Week Two:	Close Applications for Faculty Writing Fellows
Week Three:	Second Advisory Team Meeting—Select Faculty Writing Fellows & Approve Budget Faculty Writing Fellow Book Discussion Ends
Week Four:	Announce Selection of Next Year's Faculty Writing Fellows Hold Individual Evaluative Meetings with Current Faculty Writing Fellows
December	
Week One:	Evaluate Writing Scholar Course Curriculum and Texts Distribute and Collect End-of-Course Evaluations
Week Two:	Annual Budget Proposal Due to Academic Affairs Office Last Day of Classes Collect Faculty Writing Fellow Portfolios
Week Three:	Winter Break
Week Four:	Winter Break
January	
Week One:	Winter Break
Week Two:	Analyze Compiled Fall Assessment Data Fall Semester Activity Report to Advisory Team
Week Three:	Third Advisory Panel Meeting—Assessment of Fall Semester
Week Four:	WAC Faculty Development Workshop
February	
Week One:	Writing Scholar Nominations Open
Week Two:	Southeastern Writing Center Association Annual Conference for Writing Scholars
Week Three:	Writing Scholar Interviews and Round I of Student Writer Focus Groups
Week Four:	Writing Scholar Interviews
March	
Week One:	Announce New Writing Scholars
Week Two:	Spring Break
Week Three:	Fourth Advisory Panel Meeting—Review Fall Assessment Data & Make Recommendations

Week Four:	Planning and Research
April	
Week One:	Round II of Student Writer Focus Groups
Week Two:	Evaluate and Revise Marketing Plan
Week Three:	Evaluative Meeting with Off-site Location Staff Hold Individual Evaluation Meetings with Faculty Writing Fellows
Week Four:	Arrange for Writing Scholars to Arrive Early Distribute and Collect End-of-Course Evaluations
May	
Week One:	Performance Reviews with Writing Scholars Close Writing Center
Week Two:	Last Day of Classes Analyze Spring Semester Evaluative Data
Week Three:	Writing Across the Curriculum National Conference (every other year)
Week Four:	Summer Break
June	
Week One:	Summer Break
Week Two:	Appalachian College Association Teaching and Learning Institute
Week Three:	Summer Break
Week Four:	Summer Break
July	
Week One:	Summer Break
Week Two:	Summer Break
Week Three:	Revise Writing Scholar Course Syllabus
Week Four:	Revise Orientation Plan

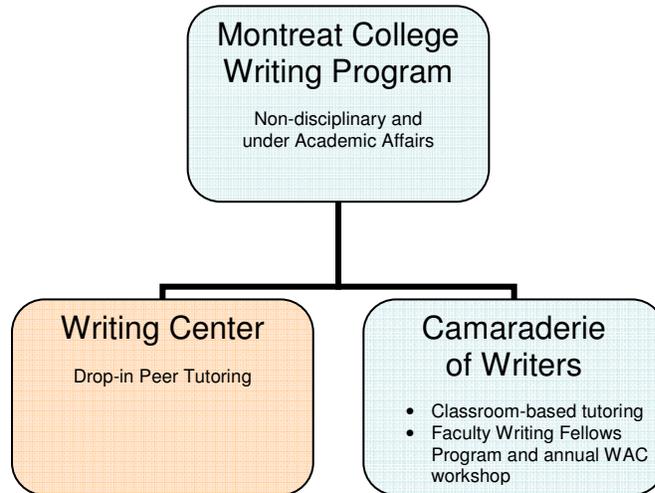
Determining the five-year and annual activities led to a clearer understanding the impacts on the organization, interfaces with other campus offices, and budgetary needs. As a result of consulting and revising both calendars during implementation, the Advisory Team will chart the administrative effectiveness of our plan.

Organizational Structure

Until the fall semester of 2009, the Writing Center operated out of the English Department. During the literature review, the QEP learned that the WAC literature suggests that a writing program should function as an independent academic area. By standing alone, the writing support services offered to all academic areas in the classroom are not misperceived as initiatives of one department, the English Department, telling all other areas how to teach writing. The Chair of the English Department and the Interim Academic Dean move the Writing Center out of the English Department and into Academic Affairs and renamed it the Montreat College Writing Program. In addition to a change in name and placement, this change will also bring the Writing Program budget under the direct management of the Writing Program Director.

Figure 6 below depicts the expansion of the Writing Program from the Writing Center. Since 1995, Montreat College has offered drop-in peer tutoring services out of the program called the Montreat College Writing Center. Over the past four years, the number of sessions delivered in the Writing Center has increased by 200%, as documented in annual activity reports. For this reason, the QEP Team did not consider replacing drop-in services with classroom-based tutoring services. Clearly, both modes of peer tutoring will be an important part of the College's academic support services.

Figure 6. Structure of Writing Program Services



In Figure 6, the light orange area (bottom left) represents the existing drop-in peer tutoring writing support at Montreat College. The light blue segments show the renaming of the writing services program to the Montreat College Writing Program (top) and the new program component created by the QEP (bottom right).

The management of the QEP entails collaboration at all levels of the institution. While some departments have specific responsibilities, the entire campus community is involved in the implementation and management of the plan. The bulleted items listed below illustrate the campus-wide management of the QEP:

- The Director of Institutional Research administers, collects, maintains records, and administers the nationally normed writing assessments for freshmen and seniors.
- The Budget Planning Team approves the budget requests of the QEP.
- The Faculty Executive Committee and Student Government Officers review an annual report of the program's progress and effectiveness.
- The Writing Program Advisory Panel, comprised of faculty, staff, and students, reviews and analyzes all course-level data and reports findings.
- The Academic Affairs Office awards an annual outstanding academic service award to a deserving graduating Writing Scholar.
- The Office of Student Services reviews the list of applicants for Writing Scholars.
- The Assistant Dean for Work & Vocation oversees the student work funds utilized.
- The Director of the Library oversees the physical space of the Writing Program.

Many of the organizational changes necessary to launch this new educational initiative have been anticipated and some have already been implemented. The QEP Team expects that additional organizational interfaces will be discovered during full implementation. The Advisory Team will explore any programmatic needs and consult with the Provost to determine the appropriate channels for having those needs met.

Resources

The resources outlined in the financial plan identify the College's commitment to implement the processes and procedures outlined in the QEP between now and the 2014/15 academic year. President Struble articulated this commitment in his November 18, 2009, memorandum to the members of the Budget Planning and Process Committee. In the memorandum, Dr. Struble asks committee members to consider six new expense items that "support and fund the 2005 strategic plan's key goals and critical success factors." Item one in the list of new expense items names "funding the Quality Enhancement Plan (QEP) for reaffirmation." Figure 7 identifies the total costs of the first five years of implementation, including personnel time, money, and materials necessary for its successful program operation at \$644,036.

Figure 7. Camaraderie of Writers Program Budget

Personnel	2010/11	2011/12	2012/13	2013/14	2014/15	Totals
Writing Program Director	\$45,613	\$45,613	\$45,613	\$45,613	\$45,613	\$228,065
Writing Center Director	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800	\$14,000
Faculty Stipends	\$12,600	\$8,400	\$8,400	\$8,400	\$8,400	\$46,200
Student Workers	\$39,108	\$46,308	\$53,508	\$60,708	\$67,908	\$267,540
Consultant Fees	\$1,000	\$3,000	\$1,000	\$1,000	\$1,000	\$7,000
Total Personnel	\$101,121	\$106,121	\$111,321	\$118,521	\$125,721	\$562,805
Operating						
Capital Outlay	\$9,100	\$1,350	\$2,550	\$1,350	\$1,350	\$15,700
Assessment	\$4,725	\$4,400	\$4,725	\$5,565	\$5,400	\$24,815
Advertising	\$100	\$100	\$100	\$100	\$100	\$500
Office supplies	\$200	\$200	\$200	\$200	\$200	\$1,000
Meeting supplies	\$750	\$750	\$750	\$750	\$750	\$3,750
Telephone	\$120	\$120	\$120	\$120	\$120	\$600
Professional Development	\$5,500	\$6,500	\$7,000	\$6,500	\$7,000	\$32,500
Contingency	\$615	\$403	\$463	\$438	\$448	\$2,366
Total Operating	\$21,110	\$13,823	\$15,908	\$15,023	\$15,368	\$81,231
Total Expenses						
	\$122,231	\$119,944	\$127,229	\$133,544	\$141,089	\$644,036

Budget Narrative

The following budget narrative (Figure 8) provides the specifics and rationale behind each line item. The narrative describes, where needed, how much of the funds are new or redirected and the source. In a February 5, 2010, meeting, the Provost and Vice-President for Finance and Administration confirmed that the proposed tuition increase of 8 % for 2010-2011 will be the source used to fund the project. They reiterated that the QEP will be a top priority to fund in the new proposed budget to be reviewed and acted upon by the Board of Trustees during their April 22-23, 2010 session.

Figure 8. Budget Narrative

Personnel	
Writing Program Director	Five Year Total: \$228,065
<u>Rationale:</u> The current part-time QEP and Writing Program Director will be brought to full-time faculty, ten-month contract; her load will include six-credit hours of teaching each year. The amount of her current agreement, including benefits, for the coming five years is \$133,065. The new funds for five years are \$95,000. Benefits are included in the current part-time agreement. Although an annual cost of living increase would be ideal, given the current economic situation, it is not feasible.	
New Funds: \$95,000	Source: 8% tuition increase for 2010-2011
Reallocation: n/a	Amount Redirected: \$133,065

Personnel	
Writing Center Director	Five Year Total: \$14,000
<u>Rationale:</u> A current or adjunct instructor will assist in the operations of the drop-in writing center program. Adjunct faculty rate is \$700 per credit hour; therefore, the annual compensation would be \$2,800.	
New Funds: \$14,000	Source: 8% tuition increase for 2010-2011

Personnel	
Faculty Course Reassignment	Five Year Total: \$46,200
<u>Rationale:</u> The Faculty Writing Fellows will receive a three-credit course reassignment. The annual figures are estimated using the adjunct pay rate of \$2100 for an instructor to teach the reassigned course. In the first year, six faculty members will participate; in subsequent years four will participate. (Faculty Writing Fellows will also receive \$500 additional faculty development funds. This amount is represented in the Professional Development line-item.)	
New Funds: \$46,200	Source: 8% tuition increase for 2010-2011

Personnel	
Student Workers	Five Year Total: \$267,540
<p><u>Rationale:</u> Eight Writing Scholars will be hired to work as both drop-in center and classroom-based tutors @ \$1812 annually. One Administrative Student Assistant will work @ \$1812 annually. Students who work as Writing Scholars only will be paid \$600 per semester or \$1200 annually. This figure grows from 19 in 2010-11 to 43 in 2014-15.</p>	
New Funds: \$256,668	Source: 8% tuition increase for 2010-2011
	Amount Redirected: \$10,872

Personnel	
Consultant Fees	Five Year Total: \$7,000
<p><u>Rationale:</u> Consultant fees will be used to bring in directors of other writing fellow programs (such as Jill Gladstein at Swarthmore College) for both faculty development opportunities and program advisement. In the spring of Year Two, an outside evaluator will be brought in to focus on the writing assessment aspect of the program.</p>	
New Funds: \$7,000	Source: 8% tuition increase for 2010-2011

Operations	
Capital Outlay	Five Year Total: \$15,700
<p><u>Rationale:</u></p> <p>YEAR ONE: 7 Desktop computers @ \$800 each & networkable printer @ \$250 =\$5,850 Computer networking materials= \$2,500 File cabinet=\$200 Paint room=\$100 Curtains=\$300 Decorative items=\$150</p> <p>**The Advancement Office received a Capital Improvement Project Request Form for these items.**</p> <p>YEAR THREE: Replace Writing Program Director's computer @ \$1200</p> <p>EACH YEAR: Books \$1350 @ \$1000 course texts for Writing Scholars; \$250 texts for Faculty Writing Fellows; \$100 writing program library</p>	
New Funds: \$15,700	Source: 8% tuition increase for 2010-2011

Operations	
Assessment	Five Year Total: \$24,815
<u>Rationale:</u>	
<p>YEAR ONE: 300 CAAP Scored Essay Exams @ \$13.50 each Qualitative Research Software @ \$625</p> <p>YEAR TWO: 325 CAAP Scored Essay Exams @ \$13.50 each</p> <p>YEAR THREE: 350 CAAP Scored Essay Exams @ \$13.50 each</p> <p>YEAR FOUR: 375 CAAP Scored Essay Exams @ \$13.50 each Qualitative Research Software Upgrade @ \$500</p> <p>YEAR FIVE: 400 CAAP Scored Essay Exams @ \$13.50 each</p>	
New Funds: \$24,815	Source: 8% tuition increase for 2010-2011

Operations	
Advertising	Five Year Total: \$500
<u>Rationale:</u> Approximately \$100 a year will be spent on advertising the services of the writing program, including printing bookmarks, color signs, and giveaways to entering freshmen.	
New Funds: \$500	Source: 8% tuition increase for 2010-2011

Operations	
Office Supplies	Five Year Total: \$1000
<u>Rationale:</u> Approximately \$200 a year will be spent on office supplies to support the daily operations of the writing program.	
New Funds: \$1000	Source: 8% tuition increase for 2010-2011

Operations	
Meeting Supplies	Five Year Total: \$3,750
<u>Rationale:</u> Approximately \$750 a year will be spent on meeting supplies, including food for lunches during the August Workshop, an opening all-staff picnic and refreshments for extended meetings.	
New Funds: \$3,750	Source: 8% tuition increase for 2010-2011

Operations	
Telephone	Five Year Total: \$600
<u>Rationale:</u> Approximately \$10 a month will be spent on making calls to other writing program professionals.	
New Funds: \$600	Source: 8% tuition increase for 2010-2011

Operations	
Professional Development	Five Year Total: \$32,500
<u>Rationale:</u>	
<p>YEAR ONE: Six Faculty Writing Fellows and Writing Program Director receive \$500 additional professional development funds to attend a teaching and learning workshop/conference with writing aspects.</p> <p>Six Writing Scholars and two faculty members attend the Southeastern Writing Center Association (SWAC) mini conferences @ \$1200</p> <p>Hosting annual Western North Carolina WAC Workshop @ \$800</p>	
<p>YEAR TWO: Four Faculty Writing Fellows and Writing Program Director @ \$500 each SWAC Conference @ \$1200 Regional WAC Conference @ \$800 National WAC Conference (2 faculty members) @ \$2000</p>	
<p>YEAR THREE: Four Faculty Writing Fellows and Writing Program Director @ \$500 each SWAC Conference @ \$1200 Regional WAC Conference @ \$800 Off-site retreat to prepare for Year Three Impact Report @ \$2500</p>	
<p>YEAR FOUR: Four Faculty Writing Fellows and Writing Program Director @ \$500 each SWAC Conference @ \$1200 Regional WAC Conference @ \$800 National WAC Conference (2 faculty members) @ \$2000</p>	
<p>YEAR FIVE: Four Faculty Writing Fellows and Writing Program Director @ \$500 each SWAC Conference @ \$1200 Regional WAC Conference @ \$800 Off-site retreat to conduct Five-Year Impact Report @ \$2500</p>	
New Funds: \$ 32,500	Source: 8% tuition increase for 2010-2011

Operations	
Contingency	Five Year Total: \$2,366
<u>Rationale:</u> 3% of total expenses	
New Funds: \$2,366	Source: 8% tuition increase for 2010-2011

If because of unforeseen events, program cost must be reduced, then the Advisory Team would meet to consider reducing the scope of the program to only the World Civilization courses. While this would ensure that each student maintained two Camaraderie of Writers courses, it would reduce the level of participation of the faculty considerably and reduce the number of participating Writing Scholars. If the Advisory Team chose to keep the scope of the program as is, members would need to decide whether to continue faculty development funds to attend additional conferences and workshops.

The process of developing a five-year budget increases the likelihood of achieving our desired student learning outcomes. The Writing Program Director identified specific budgetary needs as a result of operating the program pilot and looking at the program design of successful programs. The work of communicating these needs through the budgetary process and Cabinet meetings helped our leadership and other stakeholders to understand the purpose and scope of the project.

Assessment

When designing the assessment plan, the Assessment Work Group kept several factors in mind, including the need to:

- Ground the plan’s methods in well-defined standards for writing assessment
- Use methods that not only measure outcome but also foster the outcome
- Create a plan with a sustainable work load
- Ensure that conclusions drawn from the data are communicated and used effectively

With these factors and the previously outlined Student Learning Outcomes in mind, the Assessment Work Group referred to the National Council of Teachers of English and the Council of Writing Program Administrators electronically published document regarding writing assessment entitled *NCTE-WPA White Paper on Writing Assessment in Colleges and Universities* (<http://www.wpacouncil.org>). The white paper articulates “common understandings and general agreements in the membership of both organizations regarding the assessment of writing.” While advocating all of the principles in the document, the Camaraderie of Writers Assessment Plan directly applies the NCTE-WPA principles as presented in Figure 9 (principles are direct quotes; numbering is added). Where applicable, the narrative following will refer to these principles.

Figure 9. Assessment Plan Ties to NCTE-WPA Principles

NCTE-WPA Principle	Application at Montreat College
1. Writing assessment should place priority on the improvement of teaching and learning.	Data collected will not only be used to determine program effectiveness and budgeting, but it will also be used to improve classroom practices and outcomes. For example, the Faculty Writing Fellow objectives focus solely on the improvement of teaching and learning.
2. Writing assessment should demonstrate that students communicate effectively.	Data will be collected using both nationally normed and locally developed writing assessments in order to gain a complete picture of students' ability to communicate.
3. Writing assessment should provide the foundation for data-driven, or evidence-based decision making.	Data collected will be analyzed by the Writing Program Director and the Director for Institutional Research and reported to the Camaraderie of Writers Program's Advisory Team. The team will make recommendations for programmatic changes that will be reported to the entire campus in the program's annual report via its inclusion in the Provost's Annual Report.
4. Writing assessment should be informed by current scholarship and research in assessment.	An annual review of current literature on writing assessment will be included in the program's annual report and will inform the Advisory Team's decisions about programmatic changes.
5. Writing assessment should use multiple measures and engage multiple perspectives to make decisions that improve teaching and learning.	Data will include both embedded, classroom-level assessment (rubrics and writing reflection questions) and the nationally normed results of the CAAP Essay Exam. In addition, the Advisory Team is comprised of faculty, staff, and students.
6. Writing assessment should be based on continuous conversations with as many stakeholders as possible.	Assessments will include focus groups and other discussions with Student Writers, structured interviews with Writing Scholars, and discussions with Faculty Writing Fellows annually.
7. Writing assessment should articulate and communicate clearly its values and expectations to all stakeholders, especially students and, if applicable, parents.	Assessment results and the goals that it wishes to accomplish will be articulated and communicated through the program's annual report that will be disseminated to faculty and the Board of Trustees through the Provost's Annual Report and to students and parents through the Writing Program's website.

While considering these principles, the Assessment Work Group sought to establish means to capture both external, where applicable, and internal measures for each program participant. Figure 10 provides an overview of the assessment plan's use

of the external and internal measures according to each program participant. Although the NCTE-WPA principles provide overall suggestions for assessment, the Camaraderie of Writers assessment plan is guided by the over-arching goal stated in the focus statement, which reads:

The Camaraderie of Writers Program honors Christ by equipping students to cultivate excellence in their writing. The program values: peer mentoring as a means of achieving a culture of academic excellence; writing as a process of thought; and faculty, as well as students, as dynamic learners.

In order to assess the program’s effectiveness in cultivating excellence in writing, the Assessment Work Group followed the advice of the NCTE-WPA principles 2 and 5. First, ACT’s CAAP Essay Exam will provide an external measure with nationally normed data. As described in the Identification of Topic section of this report, Montreat College students have consistently scored below the national norm on this essay exam. For the first three years, the Advisory Team will look for a trend in the ACT data reports and set future goals for improvement accordingly. Writing Scholars’ scores will be tracked separately from the overall student group.

Second, as an internal measure, a comparison will be made between students who have taken one, two, or no Camaraderie of Writers courses when analyzing the Writing Competency Exam scores. The Writing Competency Exam is taken by all students when they complete their second, and final, composition course. The exam is score by triads of trained faculty and staff readers who use a locally designed rubric. The goal of these measures is to chart a trend of writing improvement. (NCTE-WPA Principles 2 and 5.) The trend, whether positive or negative, will undoubtedly be the result of many factors—one of which could be this new writing initiative.

Figure 10. Overview of Assessment Instruments by Program Participant

Program Participant	Assessment Instruments	
	External	Internal
Student Writer	ACT CAAP Essay Exam Scores in freshmen and senior years	<ul style="list-style-type: none"> • Writing Competency Exam scores • Pre-intervention Survey (See Appendix M: Opening Questions.) • Student Writer Reflection Questions (See Appendix N.) • Final Evaluation (See Appendix O.) • Focus group discussions
Writing Scholar	ACT CAAP Essay Exam Scores in freshmen and senior years	Writing Scholar Reading Guide (Appendix I) and endnotes Structured interviews
Faculty Writing Fellow	Not applicable	<ul style="list-style-type: none"> • Teaching portfolio • Weekly discussions

Because writing assessment should be based on continuous conversations with stakeholders, the Assessment Work Group gave much thought to not only measuring but also gauging improvement through multiple measures. Student Learning Outcomes for the Student Writers concentrate on positively affecting their ability to analyze and extend their writing process and assess the quality of their own writing. Through the same programmatic means, Writing Scholars, a second group of student learners, will gain the ability to analyze the strengths and weaknesses of peer drafts. Although not students, the program views the Faculty Writing Fellows as learners. As such, the program will assess their ability to assign, provide feedback on, and grade final papers. This fulfills NCTE-WPA principles 1 and 5.

As described in the program design, the Montreat College Writing Rubric will serve as a tool to coordinate the vocabulary used to describe and discuss the elements of good writing. While the rubric does generate grades, the assessment plan does not draw on the final grade on specific papers as a piece of assessment data; instead, it monitors the way that each of the participants uses the rubric to discuss a text in a substantive way. The following section describes in detail the methods and measures that will be used to capture the program's fulfillment of its learning outcomes for each group of participants. Faculty and students on the Advisory Team who analyze the program data will draw on both qualitative and quantitative analysis to triangulate different types of data in order to get a more well-rounded picture of the outcomes.

Fulfillment of Program Learning Outcomes

For each of the program participants, the following narrative provides the research question pursued and a table showing the SLO(s) with their respective measures and criteria for success. The information laid out in this section will become the basis of the working program assessment plan that will be carried out and modified as needed during the coming years of implementation. The Writing Program Director will work with program participants, the Director of Institutional Research as well as other members of the Advisory Team to carry out the internal assessment of the learning outcomes.

Student Writer

The outcomes of the Student Writer represent the core of the program's desired outcome. In the end, the College seeks to cultivate excellence in writing. To that end, the key aspect of capturing the Student Writers' writing improvement will be found in the ACT CAAP and Writing Competency Exam trends that will be tracked throughout the program. As a means of measuring an increase in overall writing proficiency, the Assessment Work Group focused on measuring two key learning outcomes for Student Writers: The ability to analyze and extend the writing process itself and the ability to effectively assess their own written work.

With regard to learning outcomes for the Student Writer, the assessment plan seeks to answer the question: How does mentoring enhance the programmatic fulfillment of the following General Education Writing Competency requirement?

Competency will be achieved when students (1) evidence a clear understanding of the writing process (including pre-writing, writing, and re-writing), and (2) create texts that develop complete and in-depth thoughts, maintain coherence, use supporting details, achieve sentence clarity, avoid lower order concerns, and apply appropriate documentation style. (*Montreat College Institutional Effectiveness Document, 2009, p.8*)

Figure 11 provides a systematic plan to collect and analyze data to answer this Student Writer-related question. This table depicts the relationship between the previously stated SLOs and their internal measures and criteria for success.

Figure 11. Student Writer SLOs Linked to Measures and Criteria of Success

To improve their writing process, Student Writers will:	Measure and Criteria of Success
1.a. Analyze their writing process to determine what went well and the obstacles faced while writing. (thinking)	<p>Analysis of a sample of Student Writers’ brief reflections about what was most difficult and easiest during the writing process for each of the two texts.</p> <p><i>Success will be measured by a software-generated qualitative analysis of the responses. The analysis will look for a working knowledge of the parts of the writing process.</i></p>
1.b. Extend their writing process to include drafting, peer review, and post-composing reflection. (doing)	<p>Evidence of peer review and post-composing reflection will be gathered as a part of the program design.</p> <p><i>Success will be measured by documenting full participation in the program design, including pre-intervention survey (Appendix M: Opening Student Writer Questions), peer review, and post-composing reflection responses. (Appendix N: Student Writer Reflection Questions)</i></p>

To improve their ability to self-assess writing, Student Writers will:	Measure and Criteria of Success
2.a. Identify the strongest and weakest aspects of their papers. (thinking)	<p>Comparison of a sample of Student Writers' reflections about the strengths and weaknesses of their finished paper using the Montreat College Writing Rubric to the analysis of their Writing Scholar and Faculty Writing Fellow using the same rubric on the same paper.</p> <p><i>Success will be determined by a quantitative analysis of the consistency between areas identified by the Student Writer, Writing Scholar, and Faculty Writing Fellow.</i></p>
2.b. Demonstrate the ability to use feedback on their draft from use of the six elements of the Montreat College writing rubric in the composition of their final paper. (doing)	<p>Analysis of the changes made between a Student Writer's draft and final paper.</p> <p><i>Success will be measured by evidence of whether Student Writers made high, moderate, minimal, or no changes based on the comments of the Writing Scholar on the final paper by the Faculty Writing Fellow.</i></p>

Student Writers will complete a series of questionnaires that will provide documentation of development in their writing process and ability to assess their own writing. A variety of instruments were developed to use during the pilot; they can all be seen in the appendices mentioned in Figure 10. The responses given during the pilot will be used to revise the instruments to elicit better responses when the program begins full implementation. The refined assessment process will generate both qualitative and quantitative data that will allow the Writing Program Director to make any needed adjustments to the methods of the program and the training of the Faculty Writing Fellows and the Writing Scholars. Student Writers will complete the instruments mentioned in the bulleted items below throughout the program to provide the data needed:

- Complete *Opening Student Writer Questions* at the beginning of the Camaraderie of Writers course
- Meet with the Writing Scholar for a 30-minute conference and receive feedback on the Montreat College Writing Rubric and related endnote comments
- Complete *Student Writer Reflection Questions* when turning in the final paper to the Faculty Writing Fellow

- Complete *Student Writer Final Evaluation*
- Participate in annual focus groups (a sample of Student Writers)

Writing Scholar

While the Student Writers represent the largest group affected by the program, Writing Scholars embody a second key group of student learners. Through the application process, program administrators will have collected data establishing that Writing Scholars have good academic standing (GPA), writing ability (sample paper), editing ability (editing exercise during the interview process), and interpersonal skills (references). Because Writing Scholars are proven to be effective leaders and writers, their learning outcome focuses on increasing their ability to effectively analyze a peer’s draft. While determining the Writing Scholar SLO and its related assessment strategies, the Assessment Work Group pursued the following research question: How will mentoring change the Writing Scholar’s self-reported ability to discuss the writing of others?

Figure 12 provides a systematic plan to collect and analyze data to answer this Writing Scholar-related question. This table depicts the relationship between the previously stated SLOs and their internal measures and criteria for success. (The numbering of the Writing Scholar SLO begins at three as a continuation of the SLO numbering from the above Student Writer SLOs.)

Figure 12. Writing Scholar SLOs linked to Measures and Criteria of Success

To improve their analysis ability, Writing Scholars will:	Measure and Criteria of Success
3.a. Analyze the strongest and weakest aspects of a student writer’s draft.	Analysis of Writing Scholars’ ranking and endnote comments on a sample of their Student Writers’ drafts. (Parts a. and b.)
3.b. Demonstrate the ability to assess peer writing based using the six elements of the Montreat College writing rubric.	<i>Success will be measured by analysis using qualitative research software to assess the relevance of the endnotes in relationship to the rubric elements highlighted as strongest and weakest on the Writing Scholar Reading Guide (Appendix I).</i>
3.c. Demonstrate the ability to communicate clearly with Student Writers about their writing.	Analysis of data collected on <i>Final Evaluation</i> regarding the written and verbal comments of the Writing Scholar as well as information gathered during focus group discussions with Student Writers. <i>Success will be measured by a quantitative analysis of tracking Student Writer responses to questions 1 (a) & (b) and 2 on the Student Writer Final Evaluation that should indicate that Writing Scholar written and verbal feedback was clear, encouraging, and helpful. (Appendix L.)</i>

During their first semester of work, Writing Scholars will take a three-credit course, entitled EN 310 The Writing Process (Appendix E: EN 310 Syllabus). The course will require the Writing Scholars to demonstrate mastery of composition theory and peer tutoring theory as well as editing skills. To prove proficiency and to remain a Writing Scholar, the student must receive a B- or better in the course. For Writing Scholars who have completed the course, the Writing Program Director will collect the Writing Scholars' feedback on student papers and review samples in order to determine their continued ability to apply the course content. The evaluation of all Writing Scholar feedback will be made on their ability to use the course content in the analysis of Student Writer drafts. The reading guide and its accompanying endnotes will serve the dual purpose of collecting data and providing a vehicle for substantive discussion about a student text. Writing Scholars will carry out the follow steps in the process of generating data for evaluation of SLOs:

- Meet with the Student Writer for a 30-minute conference and provide feedback on the *Writing Scholar's Reading Guide* and in endnote comments
- Provide a copy of reading guides and accompanying endnotes to the Writing Program Director
- Participate in annual structured interviews

Faculty Writing Fellow

Faculty Writing Fellows represent unique learners in our model. Our focus statement states that the program values faculty, as well as students, as dynamic learners. Therefore, our program design and assessment plan provides specific learning outcomes for Faculty Writing Fellows. The assessment plan for Faculty Writing Fellows uses portfolio assessment that employs reflective learning to self-evaluate changes in the teaching and assessment of student writing as a result of participating in the Camaraderie of Writers Program. While determining the Faculty Writing Fellow learning outcome and its related assessment strategies, the Assessment Work Group pursued the following research question: In what ways will Faculty Writing Fellows notice changes in their own creation and design of writing assignment as well as providing substantive evaluative comments of student writing? In what ways, does the program create changes in the classroom environment?

Figure 13 provides a plan to collect and analyze data to answer this Faculty Writing Fellow-related question. This figure depicts the relationship between the previously stated SLOs and their internal measures and criteria for success.

Figure 13. F.W.F. Learning Outcomes with Measures and Criteria

To improve their teaching, Faculty Writing Fellows will:	Measure and Criteria of Success
4.a. Demonstrate change in their ability to assign, give feedback, and rank student papers.	<p>Comparison of Faculty Writing Fellow course syllabi, writing assignments, and evaluative comments on student writing to samples of the same artifacts collected during the application process to revisions of the same documents at the end of the fall semester.</p> <p><i>Success will be measured by qualitative evidence of substantial, some, or minimal changes in documents by trained readers.</i></p>
4.b. Apply the six elements of the Montreat College writing rubric with regard to student writers' final papers.	<p>Analysis of a sample of rubric-scored final papers.</p> <p><i>Success will be measured qualitatively by relevance of the written comments (high, moderate, minimal, none) on Student Writer papers in relationship to the elements highlighted as strongest and weakest by the Faculty Writing Fellow using the Montreat College Writing Rubric.</i></p>

Faculty Writing Fellows participate in two forms of assessment. First, when applying to participate in the program (beginning in Year Two), faculty members will submit sample materials, including the syllabus for the course they intend to use a Writing Scholar in, directions for a writing assignment in that course (if available), and a copy of a recently graded writing assignment with both evaluative comments and the ranking. After the August workshop and at the end of the fall semester, the Writing Program Director will collect copies of the newly revised course syllabi and writing assignment descriptions. At the end of the semester, the Writing Program Director will collect a sample of a student paper ranked and evaluated by each Faculty Writing Fellow. As means of assessing the effectiveness of the weekly discussions, Faculty Writing Fellows write a reflection paper on the effects of the discussions and the program overall on his or her knowledge, skills, and attitudes related to teaching writing. Advisory Team members then review the portfolio (revise course materials and reflective essay) of Faculty Writing Fellows materials and create a written response to their work. To collect the necessary data, Faculty Writing Fellows carry out the following steps:

- Provide copies of a course syllabi and writing assignments for the Camaraderie of Writers course two-weeks before the August Workshop, after the August Workshop, and at the end of the fall semester
- Provide a sample of a graded student paper before program participation and at the end of the fall semester
- Write a reflective essay based on changes observed in the artifacts and as a result of the weekly discussions at the end of the fall semester (portfolio)

To summarize this fulfillment of learning outcomes section, it is important to highlight that the assessment plan utilizes a blend of external and internal measures (Principle 5) that focus on collecting data to track improvement in Montreat College students' ability to write effectively (Principle 2). Determining learning outcomes, measures, and success criteria are important steps to an effective assessment plan, but they are not the end. An effective assessment plan needs to engage multiple perspectives in the decision-making of changes related to the analysis of the qualitative and quantitative data and clearly communicate the results to all constituents (Principles 5 and 7). Feedback from each of the three participants is highly valued. As a result, once a year appropriately trained college personnel will conduct focus groups with Student Writers and structured interviews with Writing Scholars. The focus group and interview scripts will draw on questions and results from the *Student Writer Final Evaluation* and questions used in the Stanford University Study of Writing (<http://ssw.stanford.edu/about/interviews.php>). Transcripts of the sessions will be analyzed qualitatively by the Director of Institutional Research and reported to the Advisory Team. In addition, Faculty Writing Fellows will hold weekly discussions about the implementation of the program during the fall semester.

Fulfillment of Program Administrative Objectives

To judge whether the program is building the capacity to fulfill its learning outcomes, the QEP Director determined several process evaluation measures. One measure of program capacity is whether it reaches the projected number of students and faculty served. To gauge this, each program participant served is listed in Figure 14 with a tracking method and estimated number of yearly participation.

Figure 14. Scope of Services

Constituent group served	Tracking Method	Estimated Participants			
Student Writer	Course rosters from participating courses	World Civ.		Other	
		Year 1	200	60	
		Year 2	200	80	
		Year 3	200	100	
		Year 4	200	120	
		Year 5	200	140	
Writing Scholar	Signed work agreements	Year 1: 25			
		Year 2: 31			
		Year 3: 37			
		Year 4: 43			
		Year 5: 49			
Faculty Writing Fellow	Signed Faculty Writing Fellow Agreements	New		Con't	Total
		Year 1	6	2	8
		Year 2	4	8	12
		Year 3	4	12	16
		Year 4	4	16	20
		Year 5	4	20	24

As another means of fulfilling the program's administrative objectives, the Camaraderie of Writers Advisory Team will compare the program's planned and actual implementation of the model, timeline, and budget allocations. Figure 15 presents the plan to assess the success of these programmatic areas. In addition, the Writing Program Director will conduct satisfaction surveys with all program participants as a means of gaining feedback about program administration (NCTE-WPA Principle 6).

Figure 15. Assessment of Planned and Actual Aspects of Implementation

Program Component	Methods of Assessment	Criteria of Success
Implementation	Compare initial program design with existing program model annually.	Significant program model and design changes will be clearly supported with evidence from assessments.
Program Timeline	Review of proposed Five-Year Start-up and Reporting Plan (Figure 4) in Annual Camaraderie of Writers Report. Review initial Annual Planning Calendar (Figure 5) and compare with any changes made by the Advisory Team.	All significant changes in the Five-Year and Annual Planning Calendars will be clearly justified.

Program Component	Methods of Assessment	Criteria of Success
Program Satisfaction	Graduate Exit Survey Faculty Survey Student Satisfaction Survey (SSI)	Eighty percent of graduating seniors and program participants will report overall satisfaction with the program.
Budget Allocations	Compare initial budget proposal outlined in the QEP and initial allocations for the program. Compare subsequent annual budget requests from the Camaraderie of Writers Advisory Team with final allocations approved by the Cabinet.	Allocation of funds will be adequate to support approved QEP initiatives.

Integration and Dissemination Plan

The Camaraderie of Writers assessment plan will be integrated into the institution's ongoing planning and evaluation processes in the following ways:

- Faculty Writing Fellows will be encouraged to include writing-related learning outcomes in other course and departmental assessment plans.
- Program assessment data will support the General Education Writing Competency requirement.
- Information gleaned from evaluation activities will be shared with faculty as recommendations to implement the successful aspects of the program in all courses that have writing components.
- The Graduate Exit Survey and the Student Satisfaction Survey (SSI) already contain questions pertaining to writing skills. An additional question will be added to the survey to assess satisfaction with the writing program.
- The Writing Program Advisory Team will give input into future strategic planning activities.

To ensure the proper use of this data and its related recommendations, the Camaraderie of Writers Advisory Team will carry out and analyze the data gathered. After discussion, the Writing Program Director will write an annual report for the program that includes the results of both outcome (product) and administrative (process) evaluation as well as an annual review of the literature related to writing assessment

(NCTE-WPA Principle 4). This report will be included in the Provost's Annual Report that is disseminated campus-wide. In addition, the program's annual report will also be posted on the Writing Program website for student and parent access (NCTE-WPA Principle 7).

In the spring semester of 2012, the College will bring in an outside evaluator who will make recommendations to the Advisory Team. Then in Fall 2012, the Advisory Team will go on an off-site retreat in order to go over the evaluator's comments and begin drafting the Year-Three Impact Report. This evaluation and the annual program reports will form the basis of the Year-Five Impact Report. Though all assessment, the Writing Program Director, Director of Institutional Research, and Advisory Team members will:

- Ground methods in well-defined standards for writing assessment
- Use methods that not only measure outcome but also foster the outcome
- Create a plan with a sustainable work load
- Ensure that conclusions drawn from the data are communicated and used effectively

Conclusion

The Camaraderie of Writers Program literally employs our best students to work as agents of change on our campus. Writing Scholars function as trusted mentors to Student Writers on writing assignments. Student Writers are able to gain insider knowledge about the assignment and the expectations of the Faculty Writing Fellow without the interference of the faculty member's authoritative position in the learning relationship. The Program recognizes each participant, no matter what his or her level of writing proficiency, as a learner. The focused faculty development component places a small group of faculty in an intentional learning community for a designated period of time, providing added value to our expression of the writing fellows model. This focus on writing pedagogy will infuse the model with opportunities of dynamic change outside of Camaraderie of Writers courses.

Through countless discussions and deliberate planning, the QEP process has empowered our institution to increase our ability to fulfill its mission. Student Writers who extend their writing process and gain self-assessment abilities as a result of this program will become better Montreat College students because they will be better equipped to use writing as a means of learning. When they graduate, both Writing Scholars and Student Writers will have the written communication skills necessary to be agents of transformation and reconciliation in the world.

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Appendices

Appendix A: Involvement of Key Constituents

	Students	Faculty	Staff	Leadership	Community
Select QEP Topic	Graduate exit survey & SSI data	'07 Faculty Workshop needs assessment process	QEP Team members	- President's concern -Faculty Executive Committee established committee on writing proficiency F'06	
Gather Broad-based Support	-Fall '08 & F'09 Whetstone Articles -Naming & logo contest Fall '08 -Presentation to SGA Fall '08 -Presentations to IS 102 '08 -Marketing students created QEP promotion plan	-Presentations at Fall & Spring Faculty Workshops -Faculty Meeting Presentation 1x a semester -Think Tank participation	-Think Tank presentation	-May '08—individual meetings with all Cabinet Members -Fall '07 & '08 Update to Board of Trustees -Think Tank presentation -'09 Cabinet Presentation	-F'09 <i>Reflections</i> Article (Alumni)
Define SLO	-Presentations to IS 102 -Focus Group with tutors -Focus Groups with Student Writers -Presentation to SGA	-Presentations at Fall and Spring Faculty Workshops -Faculty Meeting Presentation once a semester -Two lunch n learn sessions -F09 Departmental Meetings	-Involvement in planned pilot	Reports to Board of Trustees and Visitors	Breakfast Focus Group with Local Professionals
ID Best Practices	-Student participant on program model evaluation team -Involvement in planned pilot '09/'10 -Focus Group with tutors -Focus Group with Student Writers -F'09 Pilot Focus Group	-WCU staff member presentation April '09 -Update announcements in Faculty e-newsletter -Involvement in pilot '09/'10	-Coordination with Work Program -Involvement in planned pilot '09/'10	-Cabinet presentation and updates	Breakfast Focus Group with Local Professionals
Establish Timeline for Implementation	-Involvement in pilot '09/'10	-Involvement in pilot '09/'10	-Involvement in pilot '09/'10 -Coordination with Work Program	-Cabinet presentations -Board of Visitors Reports	
Provide Human and Financial Resources		Campus-wide Budget Planning Process	Campus-wide Budget Planning Process	- Campus-wide Budget Planning Process - F '09 Cabinet presentation -Capital Improvement Request submitted to Advancement F '09	
Evaluate Success	Proposed—Campus-wide Advisory Team	Proposed—Campus-wide Advisory Team	Proposed—Campus-wide Advisory Team	Proposed—Annual reports to Provost's Annual Report	Proposed—Annual meeting of community professionals and faculty @ writing

Appendix B: Montreat College Writing Rubric

Grade Levels	Develops Complete & In-depth Thoughts	Maintains Coherence		Uses Supporting Details	Achieves Sentence Clarity	Avoids Lower Order Concerns	Applies Documentation Style
A	Meets all assignment criteria Demonstrates depth of critical thought with excellence	A clear and focused thesis statement/ hypothesis/ objective	Organized paragraphs	Includes concrete examples and/or details directly supporting the thesis Avoids generalizations and unsupported summaries	Consistently reads smoothly, directly, and concisely by: Using active voice Avoiding vagueness, such as "thing," "It is" and "There are" Limiting wordiness	Follows all standard written English in: <ul style="list-style-type: none"> • Punctuation • Grammar • Spelling 	Consistently uses proper punctuation for direct quotations Consistently uses paraphrasing effectively Excellent use of citation style (MLA, APA, or Turabian)
			Draws focused and concise conclusion				
Points Available	23-25	14-15	10	14-15	14-15	9-10	9-10
B	Meets most assignment criteria Demonstrates depth of critical thought well	A moderately clear and/or focused thesis statement/ hypothesis/ objective	Mostly organized paragraphs	Includes good examples and/or details supporting the thesis Avoids generalizations and/or unsupported summaries most of the time	Generally reads smoothly, directly, and concisely by: Using active voice Avoiding vagueness, such as "thing," "It is" and "There are" Limiting wordiness	Follows most standard written English in: <ul style="list-style-type: none"> • Punctuation • Grammar • Spelling 	Generally uses proper punctuation for direct quotations effectively Generally uses effective paraphrasing Good use of citation style (MLA, APA, or Turabian)
			Draws weak conclusion				
Points Available	20-22	13	9	12-13	12-13	8	8
C	Meets some assignment criteria Demonstrates some critical thought	An unclear thesis statement/ hypothesis/ objective	Loosely organized paragraphs	Includes adequate examples and/or details supporting the thesis Adequately avoids generalizations and/or unsupported summaries some of the time	Adequately reads smoothly, directly, and concisely by: Using active voice Avoiding vagueness, such as "thing," "It is" and "There are" Limiting wordiness	Follows some standard written English in: <ul style="list-style-type: none"> • Punctuation • Grammar • Spelling 	Adequately uses proper punctuation for direct quotations Adequately uses paraphrasing Adequately uses citation style (MLA, APA, or Turabian)
			Summarizes without drawing definite conclusion				
Points Available	18-19	11-12	8	11	11	7	7
D/F	Meets little or none of the assignment criteria Shows little or no evidence of critical thought	No thesis statement/ hypothesis/ objective	Disorganized paragraphs	Includes few examples and/or details supporting the thesis Frequently uses generalizations and/or unsupported summaries	Does not read smoothly, directly, and concisely by: Excessive use of passive voice Reading disjointedly, imprecisely, and wordy Frequently using vagueness, such as "thing," "It is" and "There are"	Little or no use of standard written English in: <ul style="list-style-type: none"> • Punctuation • Grammar • Spelling 	Little or no proper use of punctuation for direct quotations Plagiarism Little or no use of citation style (MLA, APA, or Turabian)
			Draws no conclusion				
Points Available	0-17	0-10	0-7	0-10	0-10	0-6	0-6

Appendix C: President's Budget Planning Memorandum



CHRIST-CENTERED · STUDENT-FOCUSED · SERVICE-DRIVEN

MEMORANDUM

DATE: November 18, 2009
TO: Budget Planning and Process Committee
COPY: Cabinet
FROM: Dan Struble, President 
SUBJECT: Development of the College Budget Plan

As the Budget Planning and Process Committee gets organized and begins to work on the 2010-11 College budget, I would like to express my sincere appreciation to each member for investing your time to serve on this campus-wide executive committee this year. Your efforts and contributions will be invaluable as we continue with a more transparent budget process, and your final recommendations will be helpful in guiding the College's strategic and financial decision-making. Last year's process and recommendations proved critical in our recommendations to the Board of Trustees.

Conditions of Uncertainty

As we begin this process, we are faced again with a number of uncertainties. Family incomes nationwide have declined or remained flat this past year, and the unemployment rate is still rising. Although the market is looking more optimistic, the economic outlook may bring more challenges before a full recovery occurs. North Carolina's unemployment rate is slightly above the national rate of 9.8%, home prices continue to drop, and more manufacturing/construction businesses are closing.

We have little certainty about what all of this will mean for Montreat College, but of course, planning must proceed. I suspect that there will be greater than usual pressure for students to choose more affordable educational alternatives (particularly in SAS) with a growing demand for more SPAS programs as adults work toward increasing their education and marketability. Fundraising will continue to have its challenges until the market and economy fully recover.

Despite these financial uncertainties and challenges, we are making great progress in achieving our strategic goals and being better stewards of our resources. See Enclosure A for the 2009 Strategic Plan Update.

2008-09 Budget

We are making significant progress in bringing both the SAS and SPAS programs in balance. SAS ended the fiscal year with a \$100,000 deficit, while SPAS generated a \$140,000 contribution back to the College. This was possible and directly attributable to budget cuts and controlling what we spent College-wide in FY 2009. This did not come without significant sacrifices by many—I realize this, and I am deeply grateful to those who have served the College so well during these hard times.

2009-10 Budget

Despite the financial challenges, we were able to increase tuition, room and board in FY10 to cover increases in fixed costs that were out of our control as well as to fund some critical strategic initiatives to keep the College moving forward. The following top items were recommended by the BP&P Committee and also funded in the 2009-10 budget.

- Restoration of January 2009 salary cuts
- Creation of a database administrator/analyst position in technology
- Technology infrastructure repairs and replacements
- Continued funding for growth in the student work program
- Creation of four new SPAS positions and expansion of facilities to accommodate the explosive growth in the program
- Restoration of the science professor in FY11
- Campus police vehicle (funded with parking fine revenue)
- Creation of a new part-time human resources position

Charge to the Team

As we kick off this new budget development cycle, I offer Enclosure B as the budget planning framework for this year's budget development process.

I ask that you, in the process of developing recommendations for the 2010-11 budget, consider all of the items in the following list:

- Cabinet's development of a balanced annual budget for both SAS and SPAS with the long-term goal of moving toward an overall 3% surplus.
 - Generation of enough cash to operate and manage cash flow without the need for the operating line of credit.
 - Maintain sufficient reserves at year-end in order to meet the Education Department annual financial responsibility composite score calculation.
- "New" expenses that support and fund our 2005 strategic plan's key goals (see Enclosure C) and critical success factors.
 - Funding the Quality Enhancement Plan (QEP) for reaffirmation.
 - Continuing to fund the transforming of SAS to the new Montreat Model proposed by the Think Tank and expansion to accommodate enrollment growth.

Budget Planning and Process Committee

November 18, 2009

Page 3 of 3

- On-going permanent funding for a campus-wide long-range equipment replacement plan, capital improvement projects to maintain current campus infrastructure, and strategies for capital expansion to prepare for growth in student numbers and employees.
- Committing funds for a long-term communication/information technology infrastructure strategic plan that continues our progress toward developing a more flexible, affordable, and secure network infrastructure that allows students, faculty, and staff to work more efficiently and effectively to meet the College's overall mission and goals.
- Continue to create new SPAS academic programs that will grow our enrollment in ways that meet economic demand and student needs.
- Elevate our sustainability "Go Green" initiatives campus-wide to become better stewards of God's creation and resources through various efficiency measures that will save resources in the long run.

In order to accomplish our strategic plan's key goals and critical success factors and develop a balanced budget for 2010-11, the team should also consider the possibility of enhancing resources from other areas, such as (but not limited to):

- Expanding our entrepreneurial activities (e.g. facility rentals, external programs).
- Revenue-generating partnerships with other mission-fit organizations.

I look forward to working with you again this year. Your willingness to take on this enormously important task is greatly appreciated!

Appendix D: Bumper Sticker Advertising Campaign

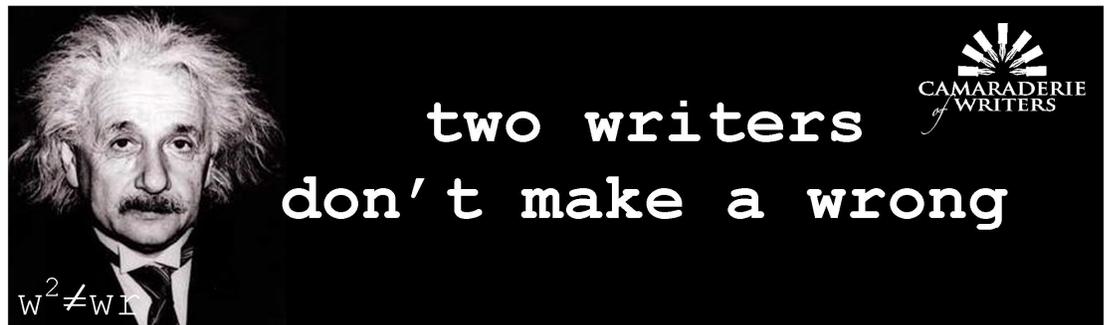
Fine Arts



The Winner



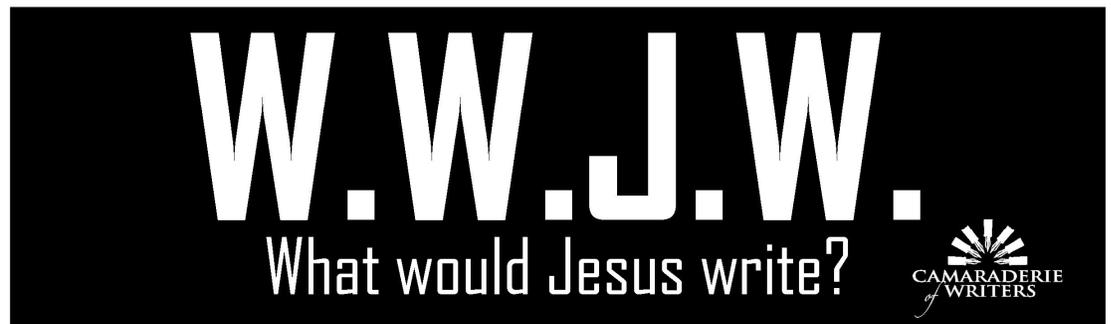
Natural Sciences



English and Foreign Languages



Biblical, Religious, and Interdisciplinary Studies



Education and Physical Education



Outdoor Education



Social Science (artwork pending)

Learn to write well good – Your life may depend on it!

Business and Computer Information Systems

(artwork pending)

Writing Rubrics: A Way of Life

Appendix E: EN 310 The Writing Process Syllabus

The Writing Process: Theory and Practice (EN 310)

FALL 2010

Time: TBA

Meeting Place: TBA

Instructor: Anne Oxenreider, M. Ed.
Office Location: Computer Lab Office in Bell Library
Office Extension: 3511 (no voice mail)
Campus Mailbox: 887
Email: aoxenreider@montreat.edu

Office Hours: By appointment

Course Description

A by invitation-only course designed for students who are Writing Scholars in the Camaraderie of Writers Program. The course will expose the Writing Scholars to composition theory, advanced revision strategies, as well as develop their abilities to assess and address the needs presented in a peer's paper through written feedback and conferencing. Writing Scholars will be active and reflective participants in course.

Course Goals

- Receive guidance and specific feedback while developing the writing and interpersonal skills necessary for effective peer tutoring.
- Respond to composition theory.
- Reflect on peer editing interactions in order to help recognize and develop the Writing Scholar's own style.
- Develop advanced revision strategies for both higher and lower order writing concerns.

Required Texts

Soven, M. (2006). *What the Writing Tutor Needs to Know*, Florence, KY: Wadsworth.

Williams, J. (2005). *Style: The basics of clarity and grace*. New York: Pearson Longman.

Additional articles and materials will be distributed in class or online.

Course Outline

The student will:

1. Come to class prepared, having completed the specified reading and class assignments. *Attendance is the largest component of succeeding in this class.* This is a seminar-style course that requires active class participation.
2. Keep a journal of reflections on sessions, theory articles, group editing sessions, and interviews of Faculty Writing Fellows. The journal should be used as needed to think through issues encountered in both class and work as a Writing Scholar. I will collect the journals twice in the semester.
3. Participate in group editing sessions. You will frequently break into small groups and read, make written comments, and discuss both the paper and your comments with your peers. These peer editing exercises will help you develop a fuller understanding of appropriate feedback.
4. Lead a discussion on a composition theory article for the class using active learning methods and providing a one-page handout.
5. Write your literacy narrative. A literacy narrative is the story of how you became a reader and a writer, including important influences, realizations, and experiences. This 3-4 page paper will be turned in after discussion with the class.
6. Write four conversation papers (1 ½ to 2 pages) that represent more developed, yet still informal thinking on an aspect of the journal, including one reflection on an interview of your Faculty Writing Fellow regarding his or her writing process, assignments, most hated grammatical errors, and point of view on peer editing.
7. Create an annotated bibliography with 8-10 citations that addresses one issue identified in one of the conversation papers.
8. Create a writer's handbook during classroom activities and demonstrate mastery on key aspects of grammar and usage.

Attendance Policy

Class attendance is expected. Each student begins the course with 200 points for attendance. I only allow one absence without a penalty. The following adjustments in points will be made based on attendance:

Attend 13 or more of the class sessions	200 points
Attend 12 of the class sessions	160 points
Attend 11 of the class sessions	140 points
Attend 10 of the class sessions	120 points
Attend fewer than 9 of the class sessions	100 points

Grading Scale

The assignments for the course will be weighted as follows:

Attendance	200 points
------------	------------

Journal	125 points
Class Facilitation	125 points
Literacy Narrative	100 points
Conversation Papers (4 at 50 pts. each)	200 points
Annotated Bibliography	150 points
Writer's Handbook & Grammar Mastery	100 points

Final Grade

960 – 1000 points	A
900- 959 points	A-
870 - 899 points	B+
830 - 869 points	B
800 - 829 points	B-
770 - 799 points	C+
730 - 769 points	C
700 - 729 points	C-
670 – 699 points	D+
630 – 669 points	D
600 – 629 points	D-
599 or below	F

Course Plan

Week 1—August 25 & 27

- Course Overview & Journal Setup
- Peer editing session
- Soven—Chapter One: Peer Tutoring and College Writing

Week 2—August 30, September 1 & 3

- Soven—Chapter Two: Where We Tutor—How We Tutor
- Assign “Literacy Narrative”
- Revision strategies
- *Conversation Paper One due (Faculty Writing Fellow interview)—3rd*

Week 3—September 6, 8 & 10

- Soven—Chapter Three: How to Conference and Write Comments
- Citation basics for MLA
- Peer editing session

Week 4—September 13, 15 & 17

- Soven—Chapter Four: Common Writing Problems
- *Read and hand in “Literacy Narratives”—13th*
- Citation basics for APA

Week 5—September 20, 22 & 24

- Soven—Chapter Five: The Writing Process of College Students
- Citation basics for Turabian

- Williams—Chapters 1 & 2
- *Journal review—20th*

Week 6—September—27, 29 & October 1

- Soven—Chapter Six: Tutoring Special Students
- Williams—Chapters 3 & 4
- *Conversation Paper Two due—27th*

*****Conferences*****

Week 7—October 4, 6 & 8

- Soven—Chapter Seven: Teacher Expectations, Writing Assignments, and Peer Tutoring
- Peer editing session

Week 8—(Midterm) October 11 & 13 (Fall Break)

- Sommers
- Williams—Chapters 5 & 6
- *Conversation Paper Three due—13th*

Week 9—October 18, 20 & 22

- Elbow
- Williams—Chapter 7 & 8
- Discuss Annotated Bibliography Topics

Week 10—October 25, 27 & 29

- Bruffee
- Library session on composition and writing theory sources
- Peer editing session
- *Conversation Paper Four due—25th*

Week 11—November 1, 3 & 5

- Vygotsky on language and learning
- Williams—Chapter 9 & 10
- *Journal Review—5th*

Week 12—November 8, 10 & 12

- Williams—Chapters 11 & 12
- Creating writing handbook--introduction

Week 13—November 15, 17 & 19

- *Annotated bibliography due—15th*
- Presentations on annotated bibliography

Week 14—November 22 & Thanksgiving Break

- Creating writing handbook

Week 15—November 30, December 1 & 3

- Creating writing handbook

Week 16—December 6, 8, 10

- Creating writing handbook
- *Grammar mastery demonstration—10th*

Appendix F: Writing Program Director Job Description

Division	Academic Affairs		
Location	L. Nelson Bell Library		
Job Title	Writing Program Director		
Reports	Senior Vice President and Provost		
Level	Instructor	Type of position:	
		<input checked="" type="checkbox"/> Full-time (10 month)	
		<input checked="" type="checkbox"/> Exempt	

General Description

The Writing Program Director is responsible for increasing student learning through written communication across the curriculum. In fulfilling this goal, the Writing Program Director is responsible for the following duties:

- Overseeing the Camaraderie of Writers program
 - Hire and supervise Writing Scholars for both classroom-based and drop-in center services with Writing Center Director
 - Assist in the annual selection of Faculty Writing Fellows
 - Facilitate Faculty Learning Community Discussion Group (Fall only)
 - Manage program assessment duties with the Director of Institutional Research
 - Write annual reports, including third and fifth year QEP Impact Reports, in collaboration with the Advisory Team
 - Chair Camaraderie of Writers Advisory Team
 - Arrange one WAC faculty development event each year
 - Promote the program campus-wide
 - Oversee writing program space
- Teaching Six FCH per year (Fall—Writing Scholar Course; Spring—English course as assigned)

Work Experience

- Two or more years experience in writing program administration
- Excellent oral and written communication skills
- Proven administrative and management abilities

Education

- Masters Degree, with 18 graduate study hours in English

Appendix G: Writing Center Director Job Description



Writing Center Director Responsibilities

Job Title:	Writing Center Director
Qualifications:	Masters degree and service on Camaraderie of Writers Advisory Team for at least one year
Selection:	Nomination of Advisory Team and approval of nominee's department head
Type of Position:	Faculty/2-credit assignment

Duties:

- Coordinate the hiring process of eight drop-in center Writing Scholars
- Conduct Writing Scholar portion of the 2-day August Workshop
- Report Drop-in Center sessions to referring faculty members
- Schedule Writing Scholars for drop-in services
- Coordinate off-site community tutoring
- Compile activity report for drop-in services

Appendix H: Responsibilities of the Writing Scholar



Responsibilities of the Writing Scholar

As a Writing Scholar, you have the responsibilities that come with a paid position. A Writing Scholar's responsibility is tantamount to the success of the Camaraderie of Writers Program. Montreat students and faculty rely on you to uphold the following responsibilities.

1. *Arrive to both appointments and regularly scheduled hours on time*, and remain in the Writing Center until your scheduled time to leave. *Most Important* – Always bring a good attitude. Remember to treat others, students and faculty, with respect and with a willingness to serve.
2. *If you cannot report to work* because of illness or emergency situations, find another Writing Scholar to take your shift. *All substitutions must first be approved by the director. If you must leave* the Writing Center for a few minutes and you are working alone, leave a note specifying when you will return.
3. *Training of consultants* occurs during one semester of a 3-credit course and subsequent weekly staff meetings. Class and meeting attendance are not an option; they represent a significant part of the job. You are expected at every class or staff meeting.
4. *Reports to the Director:* Before leaving your shift, make sure all reports have been sent to the director. Also, send reports of every phone or e-mail consultation. All consultation reports and student conference comments must be sent ASAP. In addition, the director expects prompt replies to all e-mail messages and phone calls.
5. *Working with Faculty Writing Fellow:* You are expected to (a) stay in close communication with your faculty member, (b) schedule and adhere to student conferences including written comments, and (c) respond promptly to emails and meet as requested.
6. *Student Complaints:* You are not expected to field student complaints. If a student complains about service or about another Writing Scholar, ask him or her to email the director. In addition, the director will not tolerate any improper behavior or abusive language toward you from a student during your consultations. You are expected to report to the director in a timely manner situations that have made you feel uncomfortable. (This rarely happens.)
7. *When business is slow* in the Writing Center, don't sit idle. Check supplies and handouts. Note which items need replenishing and send a message to the director. After checking

inventory and sending out all reports, you have the option to do homework or to rest – but never to sleep.

8. *While working please refrain from* visiting with friends in the center and making or receiving personal calls.
9. *Confidentiality:* Always remember that student consultations, and consultations you may have with the director, require confidentiality. Likewise, you are not to violate the trust of a faculty member; *never* assume anything about a professor’s assignment or about his or her grading policy.

Writing Scholars shall abide by all these established guidelines and responsibilities. Violating any of the above will result in a warning. A second infraction constitutes grounds for Writing Scholar dismissal and loss of your position.

Writing Scholar Consultant in Good Faith Agreement

I _____ agree, in good faith, to accept the above responsibilities and duties of a Writing Scholar for the Montreat College Camaraderie of Writers Program. I also agree to inform the director of any concerns or problems that may arise that interfere with my faithful fulfillment of this commitment.

Writing Scholar Signature

Date

Writing Program Director Signature

Date

Appendix I: Writing Scholar Reading Guide

Using the six elements of good writing listed, indicate your first and second areas for revision on the line. Then check which areas within that element that you discussed during the session. Attach a copy of your endnotes to this sheet and give it to the Student Writer.

_____ **Develops Complete & In-depth Thoughts**

- € Responds to all aspects of assignment and/or prompt
- € Shows depth of critical thought. Answers the question “So what?” thoroughly.

_____ **Maintains Coherence**

- € States a clear and/or focused thesis
- € Uses well-organized paragraphs
- € Presents a focused and concise conclusion

_____ **Uses Supporting Details**

- € Includes concrete examples and/or details directly supporting the thesis
- € Avoids generalizations and unsupported summaries

_____ **Achieves Sentence Clarity**

- € Reads smoothly, directly, and concisely
- € Employs active voice sentence construction
- € Avoids vagueness, such as “thing,” “It is,” and “There are”
- € Avoids wordiness

_____ **Avoids Lower Order Concerns**

- | | |
|--------------------------|--------------------|
| € Subject/verb agreement | € Possessives |
| € Comma splices | € Vague pronouns |
| € Commas | € Run-on sentences |
| € Semicolons | € Tense shifts |
| € Fragments | € Word choice |
| € Parallel structure | € Wordiness |

_____ **Uses Documentation Style** (when appropriate)

- € Consistently uses proper punctuation for direct quotations
- € Consistently uses paraphrasing effectively
- € Proper use of MLA, APA, or Turabian

Appendix J: 2010 Faculty Writing Fellow Agreement



The Faculty Writing Fellows aspect of the Camaraderie of Writers program provides you with a unique opportunity to explore new methods of using writing assignments to increase your students' critical thinking and writing abilities. While taking advantage of this opportunity, you will receive three-credits within your normal faculty load for the year and additional faculty development funds. The specifics of the agreement are outlined below.

By agreeing to become a Faculty Writing Fellow, you will be expected to:

- Give input during the Spring 2010 semester into the selection of the Writing Scholars (one or two depending on class size) who will work with you.
- Use a Writing Scholar(s) for at least two writing assignments in one Fall 2010 course.
- Attend a two-day workshop on Monday, August 16th and Tuesday, August 17th. The workshop will cover the following topics:
 - Getting an overview of the program
 - Setting personal learning goals
 - Reading and discussing scholarly articles about creating and assessing writing assignments
 - Working with your Writing Scholar to fine tune writing assignments and establish deadlines
 - Receiving training on using Turnitin.com
 - Work-shopping your revised course syllabus with other participants
- Participate during the Fall 2010 semester in a one-hour weekly discussion of the John Bean book entitled *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom (2001)*.
- Participate during Spring 2011 semester in Advisory Panel Meetings for program *assessment and Faculty Writing Fellow Selection for 2011/2012*.
- Meet regularly with and be accessible to your Writing Scholars.
- Distribute and collect program assessment materials from students.
- Write a brief reflection paper at the conclusion of the fall semester that will discuss what you will take into your future teaching from the Faculty Writing Fellow experience.

--Over--

Appendix K: Résumé of Anne Oxenreider

Anne Oxenreider
112 Owenby Lane
Black Mountain, NC
28711
(828) 669-2176

EXPERIENCE

Instructor of English and Writing Program and Quality Enhancement Plan

Director pro rata, Montreat College, Montreat, NC (August 2005-Present).

- Oversaw growth that nearly tripled tutoring sessions and nearly doubled the number of faculty making referrals to the Writing Center
- Taught weekly tutor training course and weekly writing lab for freshmen needing additional instruction
- Managed the freshmen writing competency exam which involved administering a nationally-normed essay exam and training nine faculty members to read essays with inter-rater reliability using a locally designed rubric
- Chaired the Quality Enhancement Plan Team that launched a Writing Across the Curriculum program that grew out of a formal needs assessment process, utilized professional consults, generated faculty buy-in, and designed an assessment plan

Adjunct Instructor, Montreat College, Montreat, NC (August 2004-May 2005).

Course: Foundations of Faith and Learning

Consultant, Self Employed, Black Mountain, NC (August 1998-February 2003).

Program Development

- Developed and managed advisory panels to plan and conduct programs
- Conducted community needs assessment surveys using both qualitative and quantitative measures
- Created goals and objectives consistent and congruent with the agency's mission and capable of demonstrating program success
- Carried out program administrative duties related to marketing, personnel management, and budgeting

Grant Writing

- Created of successful grant applications for five organizations ranging from grassroots organizations to institutions of higher education for funds from state sources, corporate foundations, and private foundations of varying sizes
- Assisted with grant management planning after funds are awarded

Project Coordinator and Development Coordinator, Family Services Center of Buncombe County, Inc., Asheville, NC (January 1995-December 1999).

- Secured \$1.2 million in private and state grants with a seventy-five percent success rate in grant and contract proposals submitted
- Managed a preschool parenting education contract with an annual budget of \$400,000

EDUCATION

Western Carolina University, Cullowhee, North Carolina

Masters in English, Candidate August 2009

Concentration: Rhetoric and Composition

Appalachian State University, Boone, North Carolina

Masters in Higher Education Administration, December 2002

Concentration: Adult Education

Wheeling Jesuit University, Wheeling, WV

Bachelor of Arts in English Literature, December 1993

PRESENTATIONS

Delineating roles in the professor/writing tutor/student writer triad as program preservation. (2009, September 21). Presented at the meeting of the Carolina Writing Program Administrators Fall Conference, Little Switzerland, NC.

Determining Departmental Standards for Good Writing. (2009, August 13). Presented at the Fall Faculty Workshop of Montreat College, Montreat, NC.

Selecting a Quality Enhancement Plan (QEP) Topic. (2007, August 15). Presented at the Fall Faculty Workshop of Montreat College, Montreat, NC.

AFFILIATIONS

Carolina Writing Program Administrators, member

Conference on College Composition and Communication (CCCC), member

Appendix L: Advisory Team Membership & Responsibilities



Advisory Team Membership and Description of Responsibilities

Membership

Role	Term Length
Writing Program Director, Chair	Permanent
Director of Institutional Research	Permanent
QEP Team Members (2)	Three Years
Continuing Faculty Participants (FLC alumni) (2)	Three Years
Writing Scholars (2)	One Year
Current Faculty Learning Community (FLC) Participants (4-6)	One Year

Duties

- Review and determine program direction
- Recruit Faculty Writing Fellows annually
- Make recommendations to the Faculty Executive Committee for program changes based on analysis of data by Institutional Assessment Committee
- Select outside evaluator for the Fall 2012 to assist in Year Three Impact Report
- Develop and approve annual reports, including Third and Fifth Year Impact Reports

Appendix M: Opening Student Writer Questionnaire



Opening Questions for the Student Writer

Name: _____ Professor: _____ Date: _____

When I say the words “writing process”, what do you think? (List words.)	How do you know when you have written a paper well? (Write one or two short sentences)
<p>How would you describe your attitude about working with a writing scholar? Check one.</p> <p>_____ Optimistic _____ Hesitant _____ Skeptical _____ Resistant</p> <p>Why?</p>	

**Thank you for your input.
 We will use this information to make the upcoming
 Camaraderie of Writers Program even better.**

What is the Camaraderie of Writers Program?

- A campus-wide initiative to increase the amount of students writing drafts of papers in order to improve their ability to critique their own writing and, as a result, gain the written communication skills necessary to obtain and excel in their vocation.
- A teaching method that your instructor chooses to use that allows trained, peer writing tutors (writing scholars) to help other students become better writers.
- A program developed by faculty and students to improve the quality of a Montreat College education.

Appendix N: Student Writer Reflection Questions



Paper Reflection Questions

Your responses will not be shared with your instructor or your writing scholar.
 They are designed to help you evaluate your own writing and to help the overall success of the Camaraderie of Writers Program.

Name: _____ Writing Scholar: _____ Date: _____

What went well <i>while</i> you were writing this paper? Why?	What obstacle(s) did you face <i>while</i> writing this paper? Why?
_____	_____
Looking at your finished paper, what is the strongest aspect of it? Why?	Looking at your finished paper, what is the weakest aspect of it? Why?
_____	_____
I would rate my writing scholar's participation in the drafting of this paper as:	
_____ Highly Satisfying	
_____ Satisfying	
_____ Neutral	
_____ Unsatisfying	
Why?	

Thank you for your honest responses.

Appendix O: Student Writer Final Evaluation



Student Writer Final Evaluation

Dear Student Writer—To help us shape the future of the Camaraderie of Writers Program, we need to know how it worked for you in this course. To do so, please complete this evaluation form. **Your individual response will not be shared with your Writing Scholar or instructor.**

Course number (ex. HS 101.2): _____ Your class (circle one): FR SO JR SR
Instructor: _____ Writing Scholar: _____

1. Generally what did you think about your Writing Scholar's comments? (Circle one response per letter.)

- | | | |
|----------------------|-------------------------------|------------------------|
| a) Very encouraging | Somewhat encouraging | Not at all encouraging |
| b) Too many comments | Just right number of comments | Too few comments |
| c) Very helpful | Somewhat helpful | Not at all helpful |

In what ways could the written comments have been more useful to you?

2. Which was more helpful (Check one.):

Conferences Comments on papers Comments and conferences equally valuable

The Writing Scholar's written comments during conferences were (Check one.):

Very clear Somewhat clear not at all clear

3. Did you follow the Writing Scholar's suggestions during revision? (Check one.)

Always Frequently Sometimes Never

4. How much effort did you give your draft? (Check one)

- Wrote the draft carefully
 Wrote the draft with some effort
 Wrote the draft quickly, with little effort

5. How did the Camaraderie of Writers Program affect your papers in this course?
(Check one.)

- Improved Stayed the same Made it worse

6. How did the rubric help you better understand the elements of good writing?
(Check one.)

- Clarified Stayed the same Made more confusing

7. My instructor's comments on the first paper were helpful to me while writing the second paper.

- Very helpful Some what helpful Not at all helpful

8. How would you describe your current attitude about continuing to work with a Writing Scholar?
Check one.

- Optimistic Hesitant Skeptical Resistant

9. How do you know that you have written a paper well? (Please write two or more sentences.)

Thank you for your responses.

This evaluation form is an adaptation of Margot Soven's evaluation form at La Salle University. The original can be found in her article entitled "Curriculum-Based Peer Tutors and WAC" in *WAC for the New Millennium: Strategies for continuing writing-across-the-curriculum programs*, Urbana, IL: NCTE, pps.229-230. Copyright 2001 by the National Council of Teachers of English. Reprinted with permission.