

## Writing for Life Stillman College

Proud of its rich and diverse heritage, Stillman is an accredited, co-educational, liberal arts college that is committed to excellence in both scholarship and service. The College community, following extensive dialogue and debate, identified Writing Fluency as the area of focus for the Quality Enhancement Plan (QEP). Using the pillars of the institution—Tradition, Excellence, and Vision—the administration, faculty, and staff will work together to enhance student learning by creating a structured program that emphasizes Writing Fluency. By our definition, *fluent writers possess a facility with written communication such that composing prose for a specific audience and purpose is a natural exercise. The skills of organization and analysis allow fluent writers to work with information from disparate sources while communicating effectively using appropriate mechanics of style.*

The Plan, entitled *Writing for Life (WFL)*, involves a defined writing program with various checkpoints with instruction in writing occurring across a range of courses. Students and faculty will make use of an electronic portfolio (e-portfolio) housed in LiveText and other technology (Blackboard and LiveText) to strengthen student learning and faculty instruction. An extensive faculty development regimen will precede each cohort of instruction. A multi-level, multi-faceted assessment plan has been developed to evaluate the faculty development program, student learning outcomes, and the Plan.

As students progress through the *WFL* courses, they will achieve six specific, measurable learning outcomes. First, students will identify characteristics of fluent writing. Second, students will demonstrate fluent writing skills by writing to a specific audience using accurate and appropriate word choices. Third, students will utilize higher-level research skills. Specifically, they will synthesize information from multiple sources of various types and analyze the information in a manner that demonstrates critical thought and logical evaluation. As a result, students will learn to organize and structure their writing and organize consistent, coherent, and effective paragraphs with smooth transitions. Fourth, students will demonstrate the higher-level skills of a fluent writer. Fifth, students will achieve fluency in using *LiveText* software technology to assemble an e-portfolio. Sixth, students' level of confidence will increase in their writing.

A rubric, designed specifically for Stillman's QEP, a checklist, pre/post tests, surveys, and an e-portfolio, and five checkpoints will be used by faculty to assess the student learning outcomes listed in the *WFL* rubric. The five checkpoints will occur in multiple phases. During each of these phases, students' performance on assignments will be assessed and outcomes will be evaluated.

Faculty and student surveys, faculty assessment of writing assignments, and checkpoints will be used to assess the effect of the Plan on student learning. Surveys will provide a measurement of faculty and student experiences in the classroom to determine the effect of the Plan. In instances where the instruments indicate less than the expected results at the identified checkpoints, interventions will address the inequities in delivery in order to maximize the enhancement of student learning.

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