PEAY
Composed

Quality Enhancement Plan

APRIL 8-11, 2024 • SACSCOC ON-SITE REAFFIRMATION VISIT

Austin Peay State University
CLARKSVILLE ✦ TENNESSEE

CONTENTS

SECTION 1

Executive Summary

The Quality Enhancement Plan (QEP) was developed in tandem with the university's new mission, vision, values, and strategic plan, Experience Austin Peay 2022-2027, and the embedded Academic Affairs Master Plan. The QEP was developed to align with our mission and vision statements by providing "transformational experiences through innovative, creative, and scholarly activities" and "improving their lives… through student-centered teaching… and unique developmental opportunities," respectively (APSU Strategic Plan, 2022). The QEP aligns specifically with the strategic plan's Pillar 1: The Academic Experience and Pillar 2: The Student Experience. The QEP supports Pillar 1 by implementing evidence-based pedagogical innovations to improve students' written communication skills across the disciplines. The QEP supports Pillar 2 by incorporating and integrating effective existing student support resources into QEP courses.

Through analysis of institutional research, particularly general education assessment data, students' written communication emerged as an academic skill many students struggle with in general education courses and across their undergraduate studies. Other data on APSU students show that many are reluctant to seek help and available resources to be successful and, many times, lack effective time management habits, inhibiting their academic success. To address these challenges, APSU's QEP supports students' writing outcomes by addressing time management and help-seeking.

Austin Peay State University's QEP is titled Peay Composed. The purpose of Peay Composed is to support students in writing-intensive courses in all disciplines across the curriculum while de-emphasizing remediation by imbuing writing pedagogical best practices and integrating student support resources across the curriculum. At the heart of Peay Composed are writing-intensive courses in which faculty have thoughtfully and intentionally integrated discipline-appropriate pedagogical writing strategies and new and existing student support resources from across the university. Through the Peay Composed Faculty Community of Practice, faculty reflect on their writing-intensive courses, explore pedagogical best practices, and develop an implementation plan to innovate writing instruction and assessment. These innovations include effective use of process writing and formative feedback to improve student writing outcomes.

Peay Composed provides our campus opportunities to situate writing, help-seeking, and peer review within student, faculty, and staff scholarship. While the Peay Composed's focus is improving students' writing outcomes, this project has the potential to make a lasting impact on how we support student writing. By highlighting faculty's innovative, high-impact pedagogical practices, showcasing excellence in student writing, and developing institutional initiatives and culture that value strong academic and professional writing skills, Peay Composed is poised to provide "transformational experiences through innovative, creative, and scholarly activities" as outlined on our strategic plan (APSU Strategic Plan, 2022).

FOCUS
The writer presents a clear thesis or focus that is consistent throughout the work.

DEVELOP
The writer fully develops ideas using support appropriate to the genre and/or purpose for writing (such as research, sources, data, personal experience, analysis, or observation).
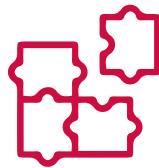
ORGANIZE
The writer clearly organizes ideas throughout the work. Metacognition and Self-Regulations

PLAN
Students will strengthen their time management skills related to the writing process.

SEEK
Students will demonstrate a willingness to seek out student support services integrated into the QEP course.

SECTION 2

Focus of the QEP

This section provides an overview of the focus of APSU's Peay Composed and its components. Section 6 provides details of Peay Composed that will be implemented over the next 5 years of the QEP. Peay Composed, in the main, focuses on written communication student learning outcomes. Self-regulation and metacognition outcomes are also incorporated into Peay Composed to support students in achieving written communication outcomes. The topic selection process was informed by APSU's ongoing comprehensive planning and evaluation processes, and the APSU General Education assessment process was key to identifying the writing outcomes. This is further explained in detail in Section 3 of this document.

The following written communication outcomes emerged and have become the focus of Peay Composed:

• **FOCUS:** The writer presents a clear thesis or focus that is consistent throughout the work.

• **DEVELOP:** The writer fully develops ideas using support appropriate to the genre and/or purpose for writing (such as research, sources, data, personal experience, analysis, or observation).

• **ORGANIZE:** The writer clearly organizes ideas throughout the work.

Two specific self-regulation and metacognition outcomes were identified to support our efforts to improve students' written communication learning outcomes. These self-regulation and metacognition skills are imbued in Peay Composed. These skills were identified from current and longitudinal APSU's SmarterMeasures (https://smarterservices.com/smartermeasure/) assessment data of all first-year students. SmarterMeasure data assesses students' non-cognitive attributes, technical skills, and readiness for self-regulated learning. This data is collected in APSU's freshman seminar course and is used to inform programming and curriculum development of the seminar course to support student success.

Communication faculty member in the College of Arts and Letters:

"Many of my students struggle to understand and express central themes both in what they read and what they write."

Data show that students need support in the areas of time management and help-seeking.

Students better manage their time on large writing projects when instructors incorporate more process and scaffold approaches to the writing process; this includes breaking down larger writing tasks into smaller chunked assignments. Hazard (2013) describes how, as educators, we can help students develop and model "habits of mind" that support their success and achievement. These include humility, help-seeking, risk-taking, and willingness to change (Hazard, 2013).

The metacognition and self-regulation outcomes addressed in Peay Composed are:

PLAN: Students will strengthen their time management skills related to the writing process.

SEEK: Students will demonstrate a willingness to seek out student support services integrated into the QEP course.

Figure 2.1

1 Faculty Communities of Practice

2 Peay Composed Courses

3 Institutional Initiatives
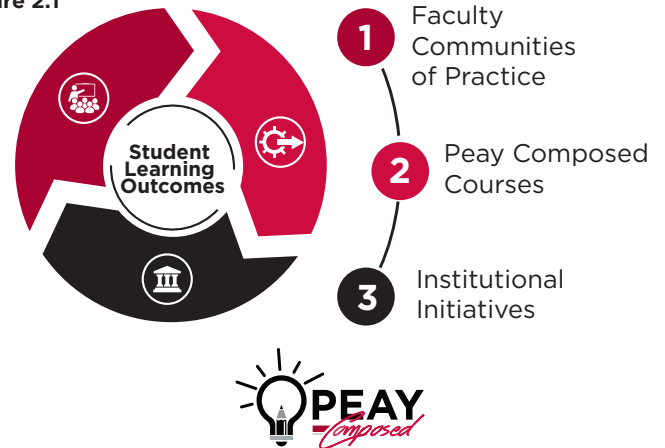
Peay Composed consists of various activities and initiatives that support students' writing, metacognition, and self-regulation, culminating in implementing innovative and effective pedagogical approaches and integrated student support resources to teaching and assessing writing in Peay Composed courses. The essential components of Peay Composed include:

• faculty communities of practice,

• integrating student support resources and pedagogical

• best practices in Peay Composed courses and

• developing and implementing various institutional initiatives, all designed to support the student learning outcomes of Peay Composed.

As indicated by Figure 2.1, there is a dynamic, iterative relationship between each component of Peay Composed. Each component of Peay Composed supports the others. The QEP assessment team and the QEP Implementation Committee will collect, analyze, and use formative assessment data for ongoing improvement processes. Our assessment process is designed to help us determine that each component is meeting its goals and help inform the next steps, areas of improvement, and efficiencies to ensure that Peay Composed effectively meets its goals to support our students. This is discussed further in sections 6 and 7.

Faculty community of practice

The faculty community of practice provides a collaborative space for faculty to explore and adopt innovative pedagogical interventions that will be implemented in their teaching. Through the participation of faculty learning communities, faculty engage in reflective practices and data-driven decision-making (DDDM) to analyze, reflect, and revise pedagogical elements in efforts to improve student writing outcomes and associated self-regulation and metacognition skills. The work and reflection that takes

place in the faculty community of practice will be implemented in a future writing intensive course taught by the faculty participant. These will be referred to as Peay Composed courses. Peay Composed courses are courses where the writing instructions and assessment have been thoughtfully revised to support students' writing outcomes. The goals of the faculty community of practice include ensuring course alignment of writing outcomes, assessments, and content; innovative and effective teaching and assessment strategies to improve students' writing, metacognition, and self-regulation skills; and integration of existing student support, such as the Writing Center, Learning Resource Center, and Library that aim to reframe help-seeking as a valuable academic skill rather than remediation. The faculty community of practice is the professional development component of Peay Composed, aimed to orientate and support faculty in their preparation for participation in Peay Composed courses.

Peay Composed course

Peay Composed courses will incorporate the thoughtful and intentional integration of student support resources and appropriate pedagogical strategies based on the needs of the course, the assignments, and the students. These resources may include the university's writing center tutors and support, learning resource center support, library support, educational technologies, etc. Within the faculty community of practice, faculty will find ways to effectively integrate appropriate student support resources and evidence-based pedagogies into the course. Firstly, these resources are integrated into the course to support students' achievement of written communication outcomes. However, integrating institutional student support resources in the Peay Composed also aims to develop an institutional culture of help-seeking, peer review, and success. A recent review of the literature shows that academic help-seeking is a learning strategy that can influence academic achievement (Martin-Arbos et al., 2021).

Institutional initiatives

A variety of institutional initiatives will support and promote Peay Composed. These include activities and events that support, celebrate, and disseminate excellence in student writing, writing pedagogies, and teaching excellence across the disciplines. These are described in more detail below. An ancillary goal of Peay Composed is to create an institutional culture that values strong academic and professional writing skills while emphasizing/featuring the importance of academic peer review. Peay Composed's various institutional initiatives will further support our goal to conceptually shift "seeking help for writing" to "academic and professional peer review of writing," as common professional practices of academics.

SECTION 3

Identification of the topic

Identification of the topic through institutional evaluation processes

Austin Peay State University (APSU) has identified a topic for its next QEP through ongoing, comprehensive planning and evaluation processes. The QEP topic was selected and developed alongside the university's new mission, vision, values, and strategic plan (https://www.apsu.edu/strategic-plan/files/2022-Strategic-Plan.pdf), Experience Austin Peay 2022-2027. Beginning in August 2021, APSU engaged in an ongoing, comprehensive, and integrated research-based planning and evaluation process. At the same time, Academic Affairs developed a

new Academic Master Plan (https://www.apsu.edu/academic-affairs/amp.php) aligned with the campus planning process. The Board of Trustees approved the new university mission, vision, and values in December 2021, and the Experience Austin Peay 2022-2027 Strategic Plan was approved in June 2022. The Academic Master Plan was completed and approved in the summer of 2022 and went into effect in the fall of 2022.

The Director of the QEP, Troy Priest, was a member of the Academic Affairs Strategic Planning Committee to support aligning the QEP topic selection with the academic affairs and university planning processes. The Academic Master Planning process included developing mission, vision, and value statements along with ten goals and 4 pillars – academic strength, strategic enrollment management, student success and community collaboration. Concurrently with these comprehensive planning processes, the Office of the QEP began activities to identify APSU's next QEP.
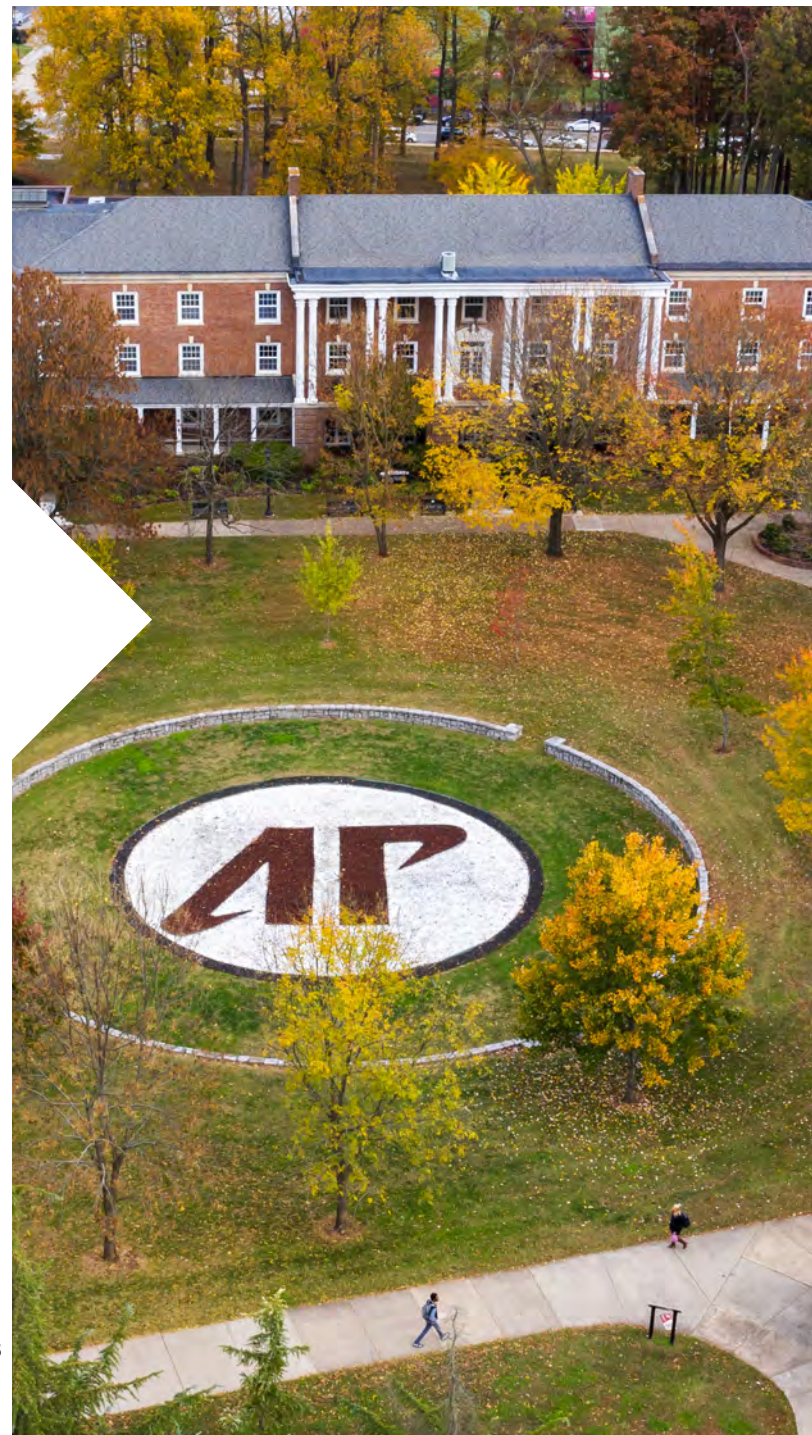
Topic identification activities

In the fall of 2021, the Office of the QEP conducted a series of general information sessions for the APSU community. The general information sessions took place both in-person and virtually in October of 2021. These sessions focused on the purpose and requirements of the QEP as set out by Standard 7.2 by SACSCOC. They were opportunities to engage interested faculty, staff, and students in the QEP topic selection process. Discussion during these sessions emphasized the necessity of choosing a topic informed and guided by data gathered and analyzed within the context of APSU's ongoing planning and evaluation processes. Accordingly, institutional retention and D, F, and W (withdraw) data were presented by the QEP director in the conversation. These data situated the conversations around broad institutional concerns about student persistence and success. (See appendix A).

Table 3.1.

QEP TOPIC SELECTION COMMITTEE 2021-2022		
Department / Unit	Name	Title/ Role
College of Arts & Letters	Marisa Sikes	Associate Professor, Languages & Literature
College of Arts & Letters	Patrick Gosnell	Associate Professor, Graphic Design
College of Business	Jennifer Thayer	Assistant Professor, Accounting (co-chair)
College of Behavioral Health Sciences	Emily Pica	Assistant Professor, Psychology & Counseling
College of Behavioral Health Sciences	Tasha Ruffin	Assistant Professor, Nursing
College of Education	Andrea Lee	Assistant Professor, Educational Leadership
College of STEM	Teresa Crutcher	Assistant Professor, Allied Health
College of STEM	Sumen Sen	Associate Professor, Mathematics
Library	Jennifer Harris	Assistant Professor, Library
Academic Advising	Whitney Miliken	Student Success Coordinator
Career Services	Robert Torres	Veteran and Career Advisor
Center for Advancement of Faculty Excellence	Melissa Kates	Director
Center for Extended & International Education	Anna Carrie Webb	Director of Distance Education (co-chair)
Center for Service Learning and Sustainability	Alexandra Wills	Director
Fort Campbell Campus	Marisa Roberts	Director of Marketing and Recruitment
Housing/Residence Life	Zachary Inham	Functional Support Specialist
Learning Resource Center	Samantha Mallory	Director
Office of Admissions	Tracy Comer	Associate Director
Office of Decision Support & Inst. Research	Melissa Johnson	Assistant Director
Office of Diversity, Equity, & Inclusion	LaNeeça Williams	Chief Diversity Officer
Office of Institutional Effectiveness & Assess.	Allie Michael	Assistant Director
Office of the QEP	Troy Priest	Director (co-chair)
Student Representative	Jalen Smalls	Student
Student Representative	Sean Harrah Siple	Student

Convening of the QEP Topic Selection Committee (Fall 2021)

In the fall of 2021, the QEP director recruited members for the QEP Topic Selection Committee. On November 29th, 2021, the Office of the QEP convened the QEP Topic Selection Committee, whose charge (appendix B) was to support, oversee, and vet the topic selection process. The QEP Topic Selection Committee comprised faculty, staff, and students across the university. The QEP director, Troy Priest, and the former senior vice provost/associate vice president for academic affairs, Dr. Lynn Crosby, met on several occasions to discuss institutional and departmental representation for the QEP Topic Selection Committee. Thoughtful decisions were made to ensure the necessary representation of institutional constituents across the university while ensuring the committee size was appropriate to be effective and productive.

The inaugural QEP Topic Selection Committee was co-chaired by Troy Priest, QEP director, Dr. Jennifer Thayer, assistant professor of accounting, and Dr. Anna Carrie Webb, director of distance learning. The QEP director organized the meetings and oversaw that the QEP Topic Selection Committee completed the tasks, duties, and deliverables of the charge of the committees. The selection of one staff and one faculty member to serve as co-chairs was intentional so that both faculty and staff were represented in the agenda setting and leadership of the committee.

Indirect student and faculty perceptions survey data (Fall 2021)

In the fall of 2021, students were surveyed on their perception of their competency and self-efficacy related to quantitative and academic literacy skills. With 628 students responding, the survey showed that students are generally confident in their quantitative and literacy skills. A subsequent faculty survey asked faculty their perceptions of students' quantitative and literacy competencies. With 135 responses, the survey showed an inverse relationship between students' confidence and faculty perceptions of students' competencies. The faculty reported that students lacked competency in quantitative reasoning and academic literacy.
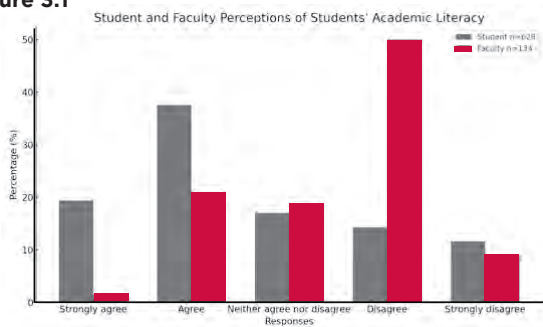
Figure 3.1

Student and Faculty Perceptions of Students' Academic Literacy

Figure 3.2

Student and Faculty Perceptions of Students' Math Skills

Figure 3.3

Student and Faculty Perceptions of Students' Math Skills
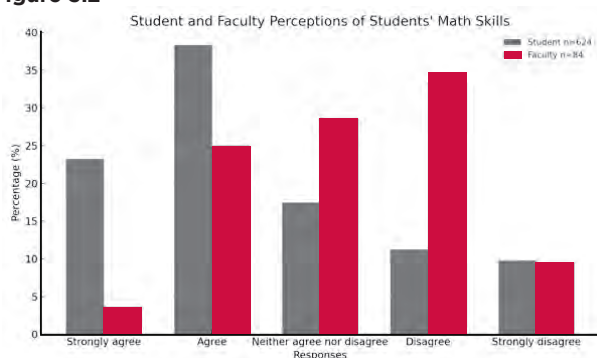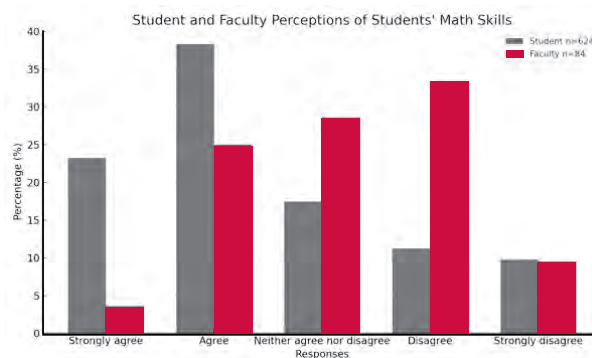
It is acknowledged that the faculty responses were self-reported attitudes and perceptions regarding students' academic competencies, not direct student learning measures. However, the results supported the general education assessment data results reported below.

Direct measures of student learning data (Late Fall 2021, Early Spring 2022)

To support aligning the QEP topic selection with university planning and evaluation processes, university-level general education assessment pilot data from Fall 2020 and Spring 2021 were used to situate the discussion and exploration of potential QEP topics. These data were data collected to pilot the emerging General Education Assessment process. These data provided insight into potential causes of student attrition. The general education core requirements are designed to develop students' skills, abilities, and values articulated in the general education pillars, which include:

- **Oral Communication**
- **Written Communication**
- **Quantitative Reasoning**
- **Connection and Reflection**
- **Global Perspective**
- **Inquiry and Analysis**
- **Critical Reasoning**

As outlined in 8.2.b, the university adopted the Pillars in 2018-2019 via a comprehensive process led by the General Education Standing Committee. The General Education Standing Committee and the Office of Institutional Effectiveness and Assessment (OIEA) subsequently developed a new assessment process for general education student learning outcomes in each Pillar.

Call for proposals, submissions, and vetting of the topic (Early Spring 2022)

A call for QEP topic proposals (appendix C) was sent to the university community in the spring of 2022. In the call, there was a schedule of workshops to support and assist those interested in the submission process. The workshops were structured to ensure that the proposals addressed Standard 7.2 and that the proposals were supported by institutional assessment data and aligned with the university's mission, vision, and values. Two proposals were submitted and vetted by the QEP Topic Selection Committee.

One proposal focused on embedding tutors from the Writing Center and the Learning Resource Center into key general education courses. The Writing Center tutors are undergraduate peer tutors who help students with writing support. The Learning Resource Center tutors are specialized student content tutors who support a variety of disciplines and majors. The Learning Resource Center tutors provide content support to students and also support academic success skills such as self-regulation and metacognition skills.

The second proposal focused on using various existing learning support resources, pedagogical innovations, and formative assessment approaches to improve the student experience, focusing mainly on general education and key foundational courses. Through the vetting process, the two proposals were deemed complementary, were merged, and were further developed. A QEP Topic Development Subcommittee was tasked to further revise and develop the topic.

The use of data throughout the QEP development process

Table 3.2.

Semester	Types of data	Ways / purposes data were used and analyzed.
Fall 2021	Existing institutional retention rates; DFW rates	Data used to situate conversations about potential directions the QEP
Fall 2021	Separate QEP faculty and student surveys on attitudes about student efficacy related to writing and quantitative competencies; General Education Pilot data of Written Communication and Quantitative Reasoning data from Fall 2020 and Spring 2021	Data were an indirect measure of students' confidence in their writing and math abilities. Data from faculty survey reported faculty's perceptions on students' abilities which informed QEP Topic Selection development discussions.
Early Spring 2022	QEP proposal call and submission deadline. Proposal vetting by QEP Topic Selection Committee.	
Spring 2022	Institutional SmarterMeasure collected from APSU 1000 / first-year seminar.	Students' non-cognitive attributes, technical skills, and readiness for online and self-regulated learning, used to identify metacognitive and self-regulation outcomes.
Spring and Summer 2022	General education assessment data: written communication and quantitative reasoning outcomes	Data informed the development process of Peay Composed. Data used to focus the QEP.
Fall 2022 and Spring 2023	Data from 8 faculty focus group; discussions about student writing competencies and strategies to support student	Data was used to further develop and understand ways to support student writing outcomes across the disciplines and the curriculum. *
Fall 2023	Student survey data on help-seeking and awareness of student support services.	Data showed ways in which students seek support for writing help including awareness and use of institutional support services.

*These focus groups were also opportunities for faculty to learn more about the QEP and provide opportunities for faculty to participate in the development process, an important competent to building institutional buy-in and consensus.

Using new general education data for QEP development and focus (Late Spring 2022)

As the QEP Topic Development Subcommittee worked to focus the QEP, newly available general education assessment data from two Pillars, Written Communication and Quantitative Reasoning, were made available and indicated areas where students underperformed. These data were made available in Spring 2022. Data from these Pillars would continue to be revisited by the QEP Topic Selection Committee and the QEP Topic Development Subcommittee and would continue to shape the QEP over time.
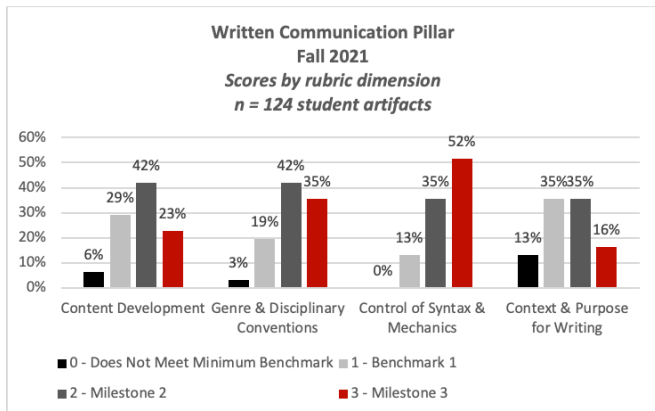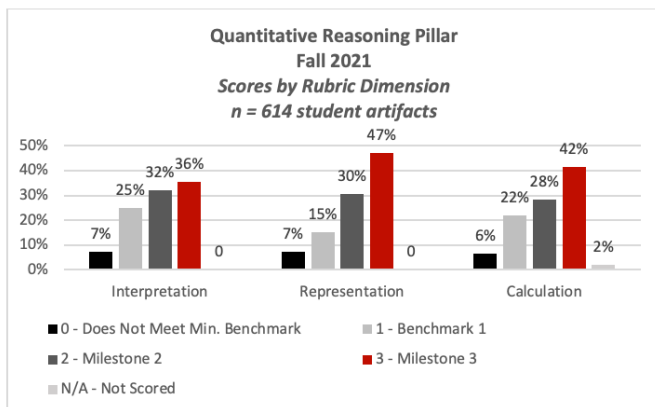
Figure 3.4.

Figure 3.5.

In the early stages of the QEP development, the initial QEP proposals and discussions by the QEP Topic Selection Committee were vaguely focused on a variety of general education outcomes that were informed by 2020 and 2021 general education pilot data. There were discussions that the QEP could focus on both quantitative reasoning and written communication skills, as existing data indicated low performance in both areas by students. However, as the discussion and development of the QEP evolved in the Spring and Summer of 2022, there was consensus that the QEP should be clearly focused on one set of general education outcomes.

Figures 3.4 and 3.5 show the general education assessment data results from Fall 2021. The X-axis shows student performance on the general education rubric for those outcomes. Four dimensions of the rubric are: (0) Does not meet the minimum benchmark, (1) Insufficient, (2) Emerging, and (3) Proficient (see appendix D). Figure 3.4 shows that for areas of Content Development, Genre and Disciplinary Conventions, and Context and Purpose for Writing, only 23%, 35%, and 16% of students respectively, achieved milestone 3, 'proficient'. In the area of Control of Syntax and Mechanics, 52% of the student achieved 'proficient', and ultimately,

because more than half of the students were proficient, the selection committee decided to limit the focus to just the three lowest-scoring areas.

Before settling on the written communication outcomes as the focus of the QEP, the topic selection committee compared both written communication outcomes data with quantitative reasoning data. Students were relatively more proficient in the outcomes related to Interpretation, Representation, and Calculation than they were with written communication outcomes. After much discussion and consideration of the general education data and other data sources described in this section, the committee decided that writing outcomes would be the main focus of the QEP.

While general education assessment data were instrumental in identifying students' writing challenges in the students' first few semesters, other data sources indicated that students continue to struggle with these outcomes, which are also applicable and generalizable across disciplines, genres, and assignment types. While general education assessment data were instrumental in identifying areas where students struggle in the first year or two of study, faculty surveys and focus groups from across the disciplines supported that these issues persist. Students continue to struggle with these written communication learning outcomes throughout their studies. Discussions from multiple focus groups with faculty helped the QEP development team identify students' writing challenges across the curriculum more clearly.

QEP Topic Development Subcommittee and QEP proposals (Spring 2022-Fall 2023)

The Topic Development Subcommittee was selected from the larger QEP Topic Selection Committee. The development subcommittee took the nascent topic proposals and developed them into a viable QEP plan that properly aligns with Standard 7.2.

Table 3.3.

QEP TOPIC DEVELOPMENT SUBCOMMITTEE
Troy Priest Director of Office of the QEP
Allie Michael Assistant Director of Institutional Effectiveness and Assessment
Keely Mohon-Doyle Assistant Professor Language and Literature and First-year Composition Coordinator
Marisa Sikes Associate Professor Language and Literature
Allie Johnston Assistant Professor Language and Literature and Writing Center Director
Blaire Woodring Director of the Learning Resource Center
Anna Carrie Webb Director of Distance Learning

Members of the QEP Topic Development Subcommittee have been integral, key partners from the beginning of the QEP topic selection and development process.
These partners include:

Allie Michael, assistant director of Institutional Effectiveness and Assessment, was the QEP activity coordinator for the previous QEP. Her leadership provides a great source of institutional knowledge and has guided the development of Peay Composed's assessment plan.

The QEP has also partnered with key faculty and writing experts in the College of Arts and Letters' Department of Language and Literature.

Keely Mohon-Doyle is an assistant professor of English and director of First-Year Writing and served as acting director of the writing center for fall 2023. She continues to provide writing expertise and leadership in writing scholarship and best practices. She has also participated in QEP piloting. Marisa Sikes is an associate professor of language and literature who has provided expertise in the topic and development process from the beginning. She has participated in QEP piloting and conducting faculty focus groups.

Allie Johnston, assistant professor of language and literature and director of the Writing Center, has provided support from the university Writing Center, which is a key student support service and QEP partner. The Writing Center tutors continue to be integral to the integrated student support of Peay Composed. She is directing Writing Center tutoring resources to support the QEP.

Blaire Woodring, director of the Learning Resource Center, has been a key member of the QEP Topic Selection Committee from the beginning. As director of the Learning Resource Center, she continues to support Peay Composed through assigning tutors and providing resources to support metacognition and self-regulation skills.

Anna Carrie Webb, director of Distance Education, has been an important key partner from the beginning. Distance Education provides D2L support for the university, provides instructional design support for faculty, and supports our various educational technologies.

The QEP Topic Development Subcommittee, working with general education data through iterations of discussion and development, identified three written communication outcomes as areas of improvement that the QEP should focus on. While the general education data show that students struggle in the first year with both quantitative reasoning and written communication skills, there was consensus within the QEP Topic Selection Committee decision that the QEP focus on written communication skills for reasons supported by general education data and existing faculty survey data. These data indicated that many students' challenges with writing competencies in general education persist throughout their undergraduate studies. Faculty focus groups later confirmed this. The focus group data, discussed in more detail below, showed that students across all colleges and disciplines persistently struggle with writing. The committee decided that while data show that quantitative reasoning is also an area of concern and a viable direction for QEP topic development, written communication outcomes are integral across the curricula, in all colleges, and across all disciplines.

The following written communication outcomes were identified as a focus of Peay Composed:

• **FOCUS:** The writer presents a clear thesis or focus that is consistent throughout the work.

• **DEVELOP:** The writer fully develops ideas using support appropriate to the genre and/or purpose for writing (such as research, sources, data, personal experience, analysis, or observation).

• **ORGANIZE:** The writer clearly organizes ideas throughout the work.

Nearly all incoming freshmen take the freshman seminar course APSU 1000. As briefly mentioned in section 2, students in APSU 1000 take an online assessment called SmarterMeasure, which assesses students' non-cognitive attributes, technical skills, and readiness for online and self-regulated learning. The university uses this data to inform support and programming of the freshman seminar and beyond. Instructors in APSU 1000 also use this data to connect their students with resources and support. A review and analysis of SmarterMeasure data indicated that students perennially score low on two self-regulation and metacognition skills. These two skills were identified to compliment and support students' success, particularly in support of the written communication outcomes. The self-regulation and metacognition outcomes are:

• **PLAN:** Students will strengthen their time management skills related to the writing process.

• **SEEK:** Students will demonstrate a willingness to seek out student support services integrated into the QEP course.

Faculty focus group data to further focus and develop Peay Composed (Fall 2022-Spring 2023)

Once the topic development process was well underway and the QEP's focused on the main writing competencies, the Office of the QEP conducted a series of generalized and discipline-specific faculty focus groups. The focus groups occurred in the fall of 2022 and spring of 2023. Colleges and departments that participated include the College of Behavioral Health Sciences, College of STEM, Art and Design, Music, Literature and Languages, Department of Communication, and College of Education.

The following open-ended sentences were presented to the faculty to generate discussion and reflection:

> • **When teaching writing and written communication, I find that many of my students are generally good at...**
>
> • **When teaching writing and written communication, I find that many of my students struggle with...**
>
> • **The thing that I do that works best for supporting my students' writing is...**
>
> • **What do you need to better help your students with their writing?**

A table summarizing themes that emerged from the faculty focus groups related to writing competencies can be found in table 3.4. Other qualitative data also emerged from the focus groups that linked how metacognition and self-regulations skills impact students' writing competency. The faculty reported that many students do not manage their time with course writing assignments. Procrastination often affects student writing performance.

The focus groups reported that many students who struggle with writing and who need extra support are often unable or unwilling to seek help from the various university academic resources, including the Writing Center, the Library, and the Learning Resource Center.

The focus group reported that many students do not have writing self-efficacy or a sense of agency to be as successful as possible. Faculty reported that they believed many students perceive writing competencies as innate and/or fixed.

The QEP aims to address these self-regulation and metacognition deficiencies to further support students' written communication skills. Various interventions can support students' effective time management. These include personal student development interventions and evidence-based pedagogical approaches to developmental and process writing. An ancillary aim of the QEP is to destigmatize help-seeking, particularly around peer review of writing, as an academic practice.

A thematic analysis was conducted below, showing the most common themes related to students' writing competencies.

help with their writing. Students received a key chain, water bottle, and candy for participating in the survey. The survey of 101 participating students asked, "Where do you go to get help with your writing? (check all that apply)." Of the 101 students'

> ### College of Health and Behavioral Sciences faculty:
> **"My students often have difficulty moving from personal opinion to using evidence to support their ideas in their writing."**

responses, 72 students reported they would be willing to seek writing support from family or classmates, 53, or about half of the students, reported they would seek their professor, and only 39 reported they would go to the writing center for support. While this was a small sample and more research needs to be done, these data indicate that students may not be aware of the support available to them or may be reluctant to use them and possibly see these services as remediation rather than resources. Over half the students reported they use online and other technologies for support.

Emergent Themes from Faculty Focus Groups

Table 3.4.

Students' Challenges	Organization and Structure Research Resources & Citations Specificity and Coherence Argumentation and Evidence Use Writing Process and Feedback Academic Writing Style Procrastination and Time Management
Students' Strengths	Creative and Reflective Writing Connection to Personal Experience Communication Skills Structural Skills
Faculty Strategies	Guidance and Structure Resources and Tools Reading and Analytical Skills Feedback and Revision Instructional Strategies Writing Practice and Repetition Time Management and Organization Collaboration and Accountability
Educator Needs	Incorporation of Tutors and Literacy Support Understanding Student Background Enhanced Writing Center Support Class Size and Time Management

Student survey on student help-seeking with writing (Fall 2023)

This survey occurred during a First Friday event in October 2023, where various university departments set up tables near the Morgan Student Activity Center and provided information on their services and mission. Games, activities, and giveaways were provided to students. Students approached the QEP table and were asked to take a short four-question survey on their writing confidence and where they are most likely to seek

Student focus groups (Fall 2023)

Focus groups were conducted in the fall of 2023, which included 25 first-year freshmen students from the freshman seminar course, APSU 1000. Another focus group was conducted in the early fall of 2023 of a group of 10 student leaders involved in student government and other on-campus student organizations. The director of the QEP conducted both focus groups. Semi-structured questions were asked about their writing self-efficacy, confidence, self-regulation, and metacognition behaviors that support their writing success. The semi-structured questions:

- **When you are assigned a writing assignment for a class, how confident are you that you will do well and get a good grade on it?**

- **How well do you usually perform on your writing assignments?**

- **Do you consider yourself a strong writer? Explain.**

- **Does the assignment cause you any stress? How do you deal with it?**

- **When the assignment is given, do you usually start on it straight away or put it off until later?**

- **Do you normally seek help for your writing?**

- **If you get support for your writing, where do you usually seek it?**

- **What are some initiatives or activities that would encourage, motivate, and engage you? Is there a way we can make getting support fun or exciting?**

Table 3.5.

THEMATIC SUMMARY OF STUDENT FOCUS GROUP	
Student confidence in writing ability / Strong writer	- The majority of students reported not liking writing for school - The majority do not find writing difficult but also report not getting the grade in writing they expect - For almost all report very little writing was required in high school
Time management	- Most students report putting off starting the assignment later than they should - Many attribute procrastination not their writing ability to low grades in writing - Assignment at the end of the course and gets forgotten until late in the semester
Help seeking	- Most students report hearing of the writing center but unsure what they offer - Many students reported not wanting to ask for help; reasons, embarrassed, not having time, not being sure of the value of the resource, thinking the support may not be what the professor is asking for - Likely to ask friends or family for support if at all - Relies on technologies for proofreading
Institutional initiatives that engage	- Informal drop-in sessions, fun atmosphere with free food and prizes, relaxing spaces to do work and get help

The data from the focus groups were consistent with faculty and student survey data. Students are generally confident in their writing abilities but still reported that they often received a grade lower than expected. Students generally reported that they put off starting on the writing assignments until closer to the due date. However, their beliefs and attitudes about their abilities were incongruent with their reported grades. Some students admitted that they thought they were good writers but that their procrastination was the cause of performing below their expectations. Students indicated that most of their writing assignments were not scaffolded by their instructors and were due at the end of the semester without drafting and feedback. The goals and interventions of Peay Composed aim to address both issues by incorporating scaffolding and process writing, which provides formative feedback for iterative drafts and chunking of the assignment to support students with time management of the overall assignment.

Alignment with mission, vision, and strategic plan

As mentioned above, APSU adopted a new mission, vision, and values in December 2021, and the QEP topic selection process was developed alongside the development of the new Academic Affairs master planning process. Accordingly, the QEP topic is well-aligned with the university's mission, vision, and values.

APSU's mission states:

Austin Peay State University is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. We welcome and inspire an inclusive community of learners to make a positive impact regionally and globally.

APSU's vision statement aspires:

We will be the region's university of choice for those seeking to improve their lives. We will achieve this vision through student-centered teaching, unique developmental opportunities and our focus on innovative research and public service.

One of our six institutional values is academic excellence, which we strive to achieve "by providing meaningful and practical learning opportunities with highly qualified and dedicated faculty and staff."

Peay Composed was developed to align with our mission and vision statements by providing "transformational experiences through innovative, creative, and scholarly activities" and "improving their lives… through student-centered teaching… and unique developmental opportunities," respectively (APSU Strategic Plan, 2022).

The Experience Austin Peay 2022-2027 Strategic Plan was adopted in June 2022. APSU's 2022-2027 strategic plan is realized through the four pillars:

Pillar 1: The Academic Experience

Pillar 2: The Student Experience

Pillar 3: The Employee Experience

Pillar 4: The Community Experience

The QEP supports the objectives of the goals of pillars 1 and 2.

Pillar 1: The Academic Experience

Goal 1: APSU will be a premier public regional university known for student-centered teaching excellence and high-quality, innovative, and creative scholarship that is responsive to the needs of our diverse community and beyond.

Objective 1: Increase high-quality instruction and scholarship related to pedagogy.

Pillar 2: The Student Experience

Goal 2: APSU will ensure that all students are equipped to pursue their educational and career goals in an empowering environment.

Objective 2: Strengthen University collaboration to foster awareness of and access to student support services.

Objective 4: Improve the quality, consistency, and accessibility of our student support resources.

Objective 5: Actively engage students to become self-advocates for their educational and career goals.

The QEP supports the strategic plan of APSU's Pillar 1 Goal 1 Objective 1 by implementing evidence-based pedagogical innovations to improve students' written communication skills across the disciplines. Through reflection and revision, faculty will increase the quality of instruction. The QEP will also support the strategic plan's Pillar 2 Goal 2's Objectives 2, 4, and 5 by incorporating and integrating effective existing student support resources into QEP courses. By focusing on students' self-regulation and metacognitive skills, we work to achieve objective 5, which develops our students into self-advocates for their success.

SECTION 4

Support for the topic

Throughout the development process, the director of the QEP and members of the QEP Topic Selection Committee reached out and consulted with institutional constituents across the university.

In Spring 2022, the director of the QEP visited Austin Peay's Fort Campbell campus, located on Fort Campbell US Army base near Oak Grove, Kentucky, and met with the campus executive director, Dr. Christine Nakutis, along with directors Benjamin Drummond and Marisa Roberts, the latter a former member of the QEP Topic Selection Committee. APSU's Fort Campbell campus mostly serves active military personnel and military affiliates — family members of active and retired military. During the meeting, a discussion on how the QEP could serve the unique needs of military students took place and was very positively received.

In the Fall of 2023, discussions occurred with Student Life and Engagement, Student Success, the Wilbur N. Daniel African American Center, the International Student Services, and the Student Government Association. These discussions offered opportunities to disseminate information on the ongoing developments of the QEP and to get feedback and support from key institutional constituents.

Information dissemination to institutional partners and constituents

In May 2022, members of the QEP the QEP Topic Selection Committee presented the QEP to the Provost and members of the Office of the Provost. The focus on Peay Composed's learning outcomes received strong support

from the Provost and an understanding of the importance of written communication outcomes on students' success. The discussion with the provost team provided valuable guiding questions and feedback. Questions and concerns around faculty recruitment were raised in the meeting and addressed by the development team. The Office of the Provost continues to support and promote the QEP by encouraging deans, chairs, and faculty support and engagement.

The director of the QEP met with all deans at the beginning of the QEP development process to get feedback on the needs of the colleges and to recruit faculty interested and engaged in the QEP development process. Deans supported the QEP's development by helping identify and nominate faculty representatives and others interested in supporting the QEP who were members of the QEP Topic Selection Committee.

In January 2023, the Office of the QEP formally followed up with deans on the development and direction the QEP was taking. Information and feedback sessions were held with the Provost's Leadership Team, which includes college deans, the library director, and the director of student success. College deans have and continue to support the Peay Composed. The questions, discussions, and feedback from the deans provided valuable takeaways for the future development of the QEP. Deans were very supportive of the focus on written communication outcomes and metacognition and self-regulation skills of the QEP. Discussions were held around the impact of artificial intelligence on writing instruction and how the institution and the QEP would address this new technology. The QEP Topic Selection Committee continues to work with institutional partners to find ethical ways in which artificial intelligence can be incorporated and/or mitigated in Peay Composed. The director of the QEP is a member of the institutional AI Taskforce.

Many of the chairs have been key allies who have helped the QEP Topic Selection Committee identify faculty and students interested in being involved in the development process. To further disseminate and promote the QEP and continue to garner support, in February 2023, the director of the QEP presented Peay Composed to departmental chairs. Chairs have supported the Office of the QEP by finding interested faculty for committees, organizing focus groups, facilitating piloting, etc.

Student feedback and support were elicited through focus groups. Student focus groups, as discussed in Section 3, were conducted to explore students' concerns and challenges with writing, the kinds of support they tend to seek, and the kinds of institutional initiatives that would engage them.

December 2023, Peay Composed was presented to the University President and his Senior Leadership Team, which included:

- Vice President for Finance and Administration

- Vice President of Student Affairs

- Provost and Senior Vice President for Academic Affairs

- Vice President for Alumni, Engagement, and Philanthropy and Executive Director of the APSU Foundation

- Director of Athletics

- Vice President for Legal Affairs and Organizational Strategy

- Vice President for Military and Veterans Affairs

During the December 2023 presentation to the Senior Leadership Team, conversations with the new vice president for student affairs, Dr. Leonard Clemons, produced new partnerships between the Office of the QEP and the Office of Student Affairs.

With the strong support of the President's Office and his Senior Leadership Team, the Office of the QEP will continue to pilot, develop, and plan the next phases of Peay Composed.

The Office of the QEP is scheduled to present Peay Composed to the university Board of Trustees in March 2024, where we expect continued support for the QEP.

The director of the QEP will present the QEP to the university board on March 22, 2024.

The Office of the QEP will continue to seek partnerships and collaborations as Peay Composed continues to be implemented and scaled. Updates will be given regularly to key administrators, faculty, staff, and students.

SECTION 5

Review of literature and best practices

Situating literature

Data from the National Student Clearinghouse Research Center shows that first-year retention rates for all full-time students who enter four-year institutions of higher education are around 79% (National Student Clearinghouse, 2019). The percentage of economically disadvantaged, underrepresented, first-generation, and nontraditional students who do not persist to graduation is even higher (Ellis, 2019; S. Stewart et al., 2015). First-generation students are likely to be members of racially and economically marginalized populations (Wright et al., 2023). Nearly 37% of Tennessee college students are first-generation (Hamilton, 2023). A five-year average of enrollment data from 2019 to 2023 (https://www.apsu.edu/dsir/data/EnrollmentProfileTrends2023.pdf) at APSU shows that approximately 25% are first-generation students, 24% of undergraduate students are adult learners, and approximately 32% of students identify as Black or Hispanic. While financial security is a major risk factor for first-generation college students' success and persistence to graduation, social fit and belongingness are also significant risks to graduation (Pratt et al., 2021). The successful transition into higher education is a major issue for students who are often first-generation, underprepared, or underrepresented; at the same time, institutions of higher education continue to develop interventions to help support students and improve retention (Capik & Shupp, 2021; Pratt et al., 2019; S. Stewart et al., 2015).

Academic under-performance in universities often results from students' lack of academic readiness, and the lack of readiness and performance significantly impacts retention and persistence (Nicholes & Reimer, 2020; S. Stewart et al., 2015). Academically underprepared students are six times more likely to leave college in the first year (Stevens et al., 2018). In a study that included 14,000 students over a seven-year period, Nicholes and Reimer (2020) found that 95% of students who received a D, F, or W in their first-semester writing course did not graduate in 4-6 years. The D, F, or W rates in first-year composition courses at APSU averaged nearly 25% across the academic year 2020-2021. Colleges and universities continue to provide a wide array of academic support, such as tutoring and remedial courses for students who need more readiness for university

academic coursework (Ellis, 2019; S. Stewart et al., 2015). When the QEP development team reviewed institutional data for planning purposes, the D, F, or W rates for English 1010 and English 1020 were 39% and 20.5%, respectively, in the spring semester of 2021. While Peay Composed's focus includes writing-intensive courses across the curriculum and not solely first-year writing courses, the D, F, or W rates in these courses suggest the need to address writing competency outcomes beyond students' first year. The purpose of Peay Composed is to support students in writing-intensive courses across the curriculum while de-emphasizing remediation by imbuing writing pedagogical best practices and integrating student support across the curriculum

Metacognition and self-regulation

Studies suggest a relationship between self-efficacy, metacognition, and self-regulation and improved student writing outcomes (Bruning et al., 2013; Ekholm et al., 2015; Michell et al., 2019; G. Stewart et al., 2015). Metacognition is defined as "conscious control over one's cognitive processes" (Nilson, 2013, p.5). In contrast, self-regulation involves monitoring and regulating all manner of emotions, behaviors, motivations, and environment as they relate to learning (Nilson, 2013). Effective metacognitive and self-regulation skills and behaviors are necessary for students to develop to learn and succeed (McGuire & McGuire, 2015; Nilson, 2013; G. Stewart et al., 2015). Students' writing self-efficacy refers to students' perceived confidence in their writing ability (Mitchell et al., 2019; G. Stewart et al., 2015).

Using student reflection and reflective writing is one of many pedagogical best practices to be incorporated into Peay Composed courses. Research shows that reflective writing helps students process their thinking and understand their habits and behaviors' impact on their learning and improves self-regulation (Bean & Metzer, 2021; McGuire & McGuire, 2015; Nilson, 2013).

SmarterMeasure data collected each year in APSU's freshman seminar courses has shown that students enter the university struggling to effectively manage their time for academic success. Effective time management is a set of behavioral skills necessary to manage and organize study and course load (Adams & Blair, 2019). These skills, often referred to as "planning behavior," include starting a task, sustained focus on the task, and balancing one task with other tasks (Adam & Blair, 2019). Studies have shown that time management positively impacts student learning and student outcomes (Adams & Blair, 2019; Krause & Coats, 2008).

Cross-Curricular Literacy (CCL), Writing Across the Curriculum (WAC), and Writing in the Disciplines WID

Efforts to improve student writing across the curriculum and within the disciplines have been around since the mid-1970s (Russell, 1990). Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID) efforts have also been the focus of Quality Enhancement Plans (Neff & Bingham-Risher, 2016). While SACSOC standard 7.2 part C focuses on improving student learning outcomes, Neff & Bingham-Risher (2016) show that faculty professional development activities have outcomes related to faculty beliefs and practices that can have lasting institutional effects beyond the life of the QEP.

Relationships between writing specialists and faculty across disciplines have been integral to cross-curricular literacy scholarship (Tarabochia,

2017). Cross-Curricular Literacy work is a pedagogical activity; it recognizes the need for college students to be able to communicate across various disciplines (Tarabochia, 2017). Students' ability to communicate within the appropriate disciplines' genre and/or purposes directly connects to the learning outcomes of Peay Composed. Previous QEPs at other SACSCOC institutions have focused on supporting students' writing across disciplines and effectively included the use of learning communities and communities of practice to support faculty in their pedagogical efforts (Jovanovic et al., 2017). Peay Composed brings together the writing specialist faculty with other disciplinary faculty through the faculty community of practices to engage in cross-curricular literacy activities that support students' written communication learning outcomes. As Tarabochia (2017) points out, negotiating, claiming, and sharing expertise among writing specialists and disciplinary faculty is one of the most pressing challenges in cross-curricular and Writing in the Disciplines efforts. "How do writing specialists claim and validate our writing-related expertise and also urge disciplinary colleagues to recognize their own writing expertise and take responsibility for teaching writing in their disciplines?" (Tarabochia, 2017, p. 29). Addressing this question is a key focus of Peay Composed's faculty development efforts within the community of practice.

Pedagogical best practices

While student written communication outcomes and metacognition and self-regulation outcomes are separate and discrete for conceptual and assessment purposes, from a pedagogical approach, they are often integrated and interconnected (Calvo et al., 2020). Below is an indicative, not exhaustive, review of evidence-based pedagogical scholarship related to writing in the disciplines and related metacognitive skills.

Well-established pedagogical best practices for academic writing include process approaches to writing (Bean & Melzer, 2021). The writing pedagogy scholarship has established that long writing assignments should be broken down into smaller tasks in which students get formative feedback throughout the writing process (Bean & Melzer, 2021; Kolb et al., 2013). This approach not only supports better writing outcomes but also supports student time management skills. As Bean and Melzer (2021) suggest that what students submit as finished (writing) products are often edited rough drafts. Writing as a process often includes exploratory writing, breaking assignments into scaffolded parts, teaching metacognitive skills for self-reflection, revision based on formative feedback, and help-seeking from writing centers and instructors (Bean & Melzer, 2021).

Strategies such as student peer review have been shown to improve student writing learning outcomes (Baker, 2016). Compared to students who just receive feedback, the students who give peer feedback have been shown to have higher gains in learning outcomes than those who just receive feedback (Lundstrom & Baker, 2009).

Other active learning pedagogies that will be explored include reflective writing practices such as writing about writing, Muddiest Point activities, One-Minute Papers, as well as group projects, and problem-based assignments, Critical Incident Questionnaires, to name a few (Baepler et al., 2016; Bean and Melzer, 2021; Brookfield, 2017; Wardle & Downs, 2014) Concepts of constructive alignment and backward design are pedagogical approaches that ensure that content, assessments, and intended student learning outcomes are thoughtfully and intentionally aligned to ensure student achievement of outcomes (Biggs & Tang, 2020; Wiggins & McTighe, 2005). Courses that are well-aligned support student learning and student achievement of the course outcomes by giving students clarity and direction in course expectations (Biggs & Tang, 2020; Blumberg, 2009; Wiggins & McTighe, 2005). Faculty reflection on their course alignment along with appropriate revisions to any misalignment are key activities and deliverables of Peay Composed.

Faculty communities of practice as reflective practice and drivers of pedagogical innovation

Effective pedagogical development related to WAC and writing pedagogy is less about "tips and tricks" and more about helping faculty reflect on what they want to change within teaching practices (Olejnik, 2019). Communities of practice and faculty learning communities consist of members with shared experiences and knowledge that foster new approaches to problem-solving (Wenger & Snyder, 2000). Faculty reflective practice can enhance student learning (Hora & Smolarek, 2018). Collaborative, reflective inquiry within communities of practice supports novice and experienced teachers in their professionally situated learning (Eschar-Netz & Vedder-Weiss, 2020). Research has shown that communities of practice can expand and scale effective pedagogical techniques (Hoyert & O'Dell, 2019). The community of practice within Peay Composed is focused on a reflective review of pedagogical best practices that support the specific needs of the students and the course. Faculty will reflect on the needs of the students and the course to further explore, choose, and implement pedagogical strategies that are disciplinary and course appropriate.
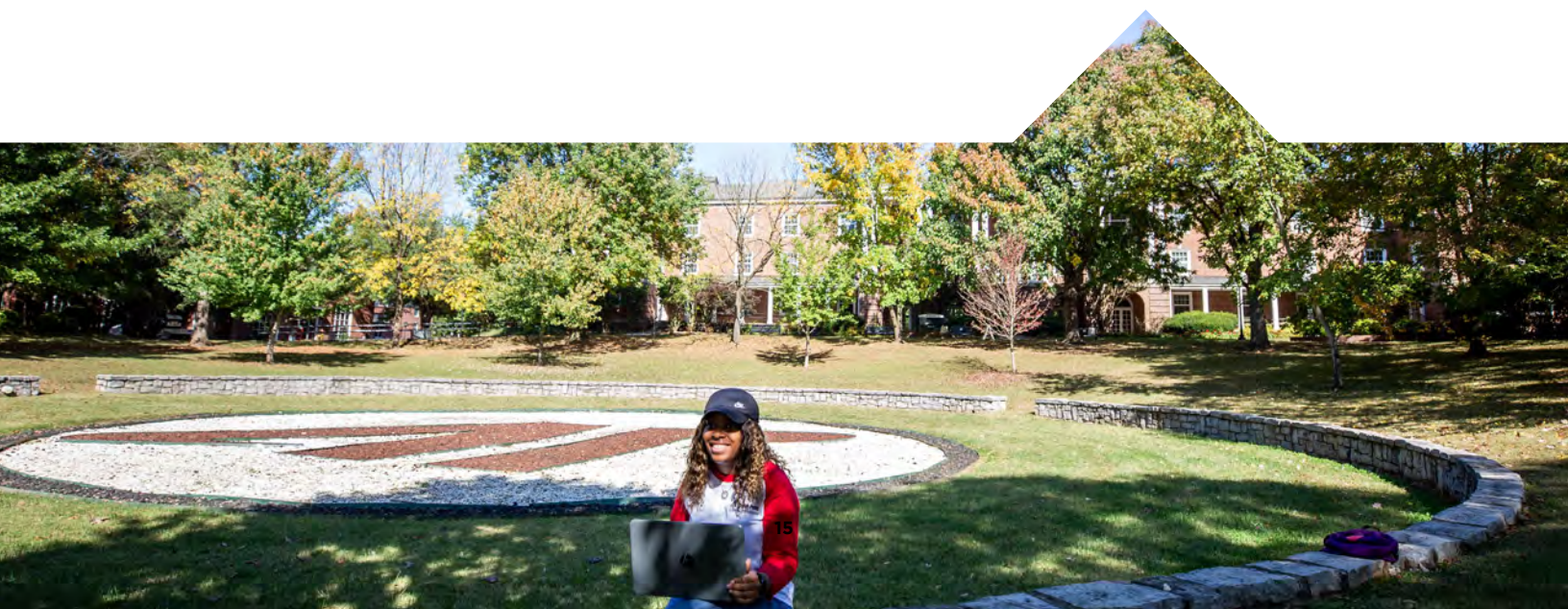
SECTION 6

Institutional commitment to the topic and actions to be implemented

The actions to be implemented throughout the duration of the QEP will be led by the Office of the QEP and the QEP Implementation Committee, formerly known as the QEP Topic Selection Committee, along with Peay Composed partners. The QEP Implementation Committee will provide leadership and guidance in implementing and evaluating Peay Composed over the next five years. It will make recommendations for improvement to the Office of the QEP to better serve and support our students' learning.

Faculty communities of practice

Figure 6.1.

FACULTY COMMUNITIES OF PRACTICE

The faculty community of practice is integral to student success and the success of Peay Composed. The faculty community of practice is the entry point for faculty participation in Peay Composed. The faculty community of practice is a semester-long, interdisciplinary community of practice focused on exploring various appropriate pedagogical and assessment practices that support student achievement of Peay Composed student learning outcomes. The faculty community of practice provides faculty an opportunity to reflect on the learning outcomes of Peay Composed in relation to the assignments, course content, and needs of the students within their courses. Faculty from across all disciplines are welcomed, encouraged, and supported to participate in the faculty community of practice and Peay Composed.

The faculty communities of practice will be the key faculty development component of Peay Composed and is a prerequisite to teaching Peay Composed courses. Rather than pursuing a workshop or certification model, an adapted community of practice model was chosen as the conceptual and organizing framework for faculty participation and professional development. Within communities of practice, faculty are bound by shared experiences, interests, expertise, and passion (Wenger & Snyder, 2000). The faculty community of practice will provide a space for faculty to reflect on their courses, identify areas where they can further support their students' writing outcomes, and identify and plan pedagogical strategies that will be implemented in their Peay Composed courses in future semesters. The faculty community of practice will provide faculty ownership and flexibility in the interventions and revisions they deem necessary to support their students within their classes while also being supported and guided in developing a pedagogically sound plan rooted in writing best practices. The faculty community of practice will initially be co-facilitated by the director of the QEP and writing specialist faculty. In future iterations, the faculty of community of practice will be

co-facilitated by the director of the QEP, writing specialist faculty, and/or veteran faculty who have successfully completed the faculty community of practice and taught a Peay Composed course. The community of practice will utilize and leverage the experiences and expertise of faculty from previous cohorts in future iterations.

Faculty will be supported by the Office of the QEP and other institutional partners such as the Center for the Advancement of Faculty Excellence, CAFE, writing specialists from the Writing Center, and the Department of Language and Literature. This reflection-on-action involves stepping back from their course to question assumptions, beliefs, and ideas about student learning (Donaghy & Morss, 2000). The director of the QEP is responsible for recruiting faculty members and supporting the community of practice with appropriate resources and support, which includes collating writing pedagogy and best practices from the scholarship, connecting the faculty community of practice participants with writing experts, and facilitating reviews of Peay Composed course implementation plans to ensure they support students' writing outcomes. The faculty community of practice will support faculty through an informed decision-making process to ensure that the pedagogical choices made align and meet the goals of Peay Composed. From the start of the faculty community of practice through the implantation of the Peay Composed courses, faculty will be supported and coached by QEP staff and fellow faculty experts to ensure they can effectively implement new pedagogical approaches. Sound writing pedagogies will include breaking large writing assignments into smaller tasks to ensure scaffolded learning while incorporating iterative formative assessment to improve student writing. Some faculty may require support and coaching to incorporate these effectively. The faculty community of practice, along with partners in CAFE, the Writing Center, and writing specialist partners, will continue to support faculty in incorporating these strategies.

Faculty Recruitment

Faculty are recruited before the fall and spring semesters of each academic year. Faculty are recruited in a variety of ways. Email announcements will be sent out to all faculty well before the start of each semester's community of practice. These recruitment emails will be sent to faculty, campus announcements, and GovSays, the university campus-wide distribution email. Faculty are informed of the charge and purpose of the community of practice, its deliverables, and how it connects to their future Peay Composed course.

The Office of the QEP staff will also reach out to department chairs to request the opportunity to regularly speak to their faculty during departmental meetings to inform, update, and recruit faculty on various aspects of Peay Composed. Veteran Peay Composed faculty and QEP Committee members will be ambassadors and will continue to champion the value of Peay Composed. Their testimonials and success will help recruit across the campus. The provost will encourage and support participation from academic departments through her communications with deans at Provost Leadership Team meetings and other academic affairs leadership meeting. To incentivize and appropriately recognize faculty work, a stipend of $750 will be paid to faculty who participate and complete all the faculty community of practice deliverables by the end of the semester. A stipend of $750 will also be paid to the faculty when they implement the plan from the faculty community of practice in the Peay Composed course. These stipends may be paid to faculty as extra compensation in their salary or may be used to fund professional development or research.

Some advantages for faculty include:

•Exploring and applying innovative writing, metacognition, and self-regulation pedagogies including process writing, inquiry-guided learning, and active learning strategies, with support from QEP staff and colleagues.

•Being a part of a team of interdisciplinary professionals who are implementing a variety of evidence-based practices and strategies that support our students' learning and success.

•The opportunity to bring one's research interests into teaching practices including the pursuit scholarship of teaching and learning research.

Peay Composed courses include writing assignment(s) that:

–are significant and require students to write at least two pages or 1000 words

–are planned and that aligns with the QEP Student Learning Outcomes

–directly support the existing course learning outcomes and are submitted for a grade

–fit into the broad genres of argument and/or analysis

The deliverables for the faculty community of practice will include exploring pedagogical best practices, reflections, and a plan to implement various appropriate pedagogical best practices.

Faculty reflecting on a significant writing assignment(s), identifying what works well with students and what students struggle with based on previous data and experiences

Faculty identifying innovative writing pedagogies and assessment approaches that are both generalizable and discipline-specific and/or appropriate, intended to improve student writing and self-regulation outcomes

Faculty developing an implementation plan designed to support the learning outcomes of Peay Composed within their disciplines and courses

Faculty developing an implementation plan designed to support the learning outcomes of Peay Composed within their disciplines and courses

Faculty implementing the plan and disseminating success ofevidence-based practices with the community of practice, the institution, and beyond

Deliverables for the Faculty community of practice developed by the QEP committee include:

Table 6.1.

DELIVERABLES / ACTIVITIES OF FACULTY PARTICIPANTS	ROLES AND RESPONSIBILITIES OF FACILITATORS
Identifying writing-intensive course(s) in which the written communication student learning outcomes need addressing	guiding faculty in the process of identifying appropriate courses of focus
reflecting on the course, areas where the course works well, and areas of the course that could be improved to better support student learning, including exploring course alignment	providing feedback on reflections, helping faculty dig deeply into areas to be addressed and underlying assumptions about these areas; supporting faculty to ensure assessments, outcomes, and content are appropriately aligned
exploring and evaluating evidence-based pedagogies in the scholarly literature in collaboration with other members of the community of practice and supported by the Office of the QEP and other campus partners	collating effective writing pedagogies and strategies to support student learning; supporting faculty in the evaluation of evidence-based pedagogies facilitating through guided, critical reflection the identification appropriate evidence-based pedagogies
identifying appropriate evidence-based pedagogies from the literature unique to the discipline and purpose of the course and the course's writing outcomes	that support student learning within the context of the course, learning outcomes, writing assignment, and students' needs
developing an implementation plan to be implemented that is based on best practices that integrate student support resources designed to improve Peay Composed's learning outcomes and is peer-reviewed by members of the faculty community of practice and QEP Implementation Committee	providing iterative, formative feedback throughout the development of the implementation plan to ensure it is well-aligned with the learning outcomes of the course; facilitating peer-review within the community of practice so that the plan is sound, viable, and ready to implement

The changes made during the faculty community of practice and their subsequent Peay Composed course have the potential to further develop APSU's culture and reputation for quality teaching rooted in sound pedagogical and evidence-based practices. While an instructor may only go through the faculty community of practice once, there is a potential for change in teaching practices that endure beyond the Peay Composed courses taught and the QEP in general. The faculty community of practice and subsequent Peay Composed course are fertile grounds for pedagogical scholarship, broader action research, and scholarship of teaching and learning projects. The Office of the QEP, in partnership with the Center for Advancement for Faculty Excellence, is committed to supporting faculty beyond their participation in the faculty community of practice, which is designed to orientate faculty for Peay Composed courses. The QEP will fund faculty presentations and scholarship related to Peay Composed. (See budget below)

In Spring 2024, the first faculty community of practice pilot is being organized at the time of writing this document. Dr. Keely Mohon-Doyle, the first-year writing coordinator and rhetoric and composition professor, will be co-facilitating the inaugural faculty community of practice with the director of the QEP.

Peay Composed courses

As mentioned, the Peay Composed courses are the courses where the innovations and revisions of the faculty community of practice is implemented. The implementation plan developed in the faculty community of practice is the blueprint for improving outcomes in the Peay Composed course. However, faculty are encouraged to be flexible in its implementation and adapt as needed to support student learning.

Student recruitment and incentivization

The Office of the QEP will recruit student to participate in Peay Composed in a variety of ways. The Office of the QEP will market and promote the Peay Composed courses using announcements, marketing campaigns, announcement, and social media.

The Office of the QEP is also exploring ways to code Peay Composed courses in the course catalogue prior to registration so that students and professional advisors can select courses that are designated at Peay Composed. The Office of the QEP will market and promote all course sections designated as Peay Composed prior to registration. The Office of the QEP will partner with University College and professional academic advisors to promote available Peay Composed course to students.

The Office of the QEP is currently exploring a written communication endorsement for diplomas for students who have successfully completed two or more Peay Composed courses prior to graduation.

Faculty recruitment and incentivization

Any faculty teaching an undergraduate course with a substantial writing requirement across the curriculum whose written communication outcomes align with those addressed in the QEP can teach a Peay Composed course.

Peay Composed courses are not limited to general education courses. Peay Composed courses are cross-curricular and are the culmination of the work and preparation by faculty in the community of practice.

As mentioned previously, the faculty community of practice provides a flexible, open, and adaptive dialogic space for faculty to explore pedagogical best practices in writing pedagogies that support their disciplines, courses, writing assignments, and students within a community of like-minded peers.

All Peay Composed courses, however, will have some common pedagogical and assessment approaches. These include:

• Student reflections and classroom assessment techniques related to critical thinking and self-efficacy and their writing could include any combination of narrative reflection on attitudes toward writing, writing about writing activities, Muddiest Points, One-Minute Papers, Critical Incident Questionnaires, etc., which will be incorporated before, during, and after the writing process

• Process approaches to writing assignments where larger assignments are broken up into smaller tasks

• Formative feedback to students for opportunities to improve their writing

• Integrated student support

Faculty are first recruited to the faculty learning community with the understanding that their participation will continue through the teaching of at least one Peay Composed course. Faculty who has taught one Peay Composed course may teach Peay Composed courses again in subsequent semesters. It is encouraged that faculty who have participated in the faculty community of practice teach repeated Peay Composed courses or reassign what they have learned to other writing intensive course they are teaching. Each semester for each course, the Peay Composed veteran faculty are required to revise their implementation plan prior to teaching a Peay Composed course.

As mentioned, the Office of the QEP will be involved in various recruitment activities, including direct email recruitment of faculty, campus announcements, mentions in weekly Provost updates, face-to-face discussions with faculty within departmental meetings, presentations during annual university faculty conferences, etc.

Stipends are paid to faculty for successful participation in the semester-long preparatory faculty community of practice and the Peay Composed course. Faculty stipends are $750 for each semester and are paid as salary or toward future professional development funding, depending on faculty preference.

Integrated student support within the Peay Composed course

As part of the faculty community of practice and the planning of the Peay Composed courses, faculty have various institutional academic support resources at their disposal to implement into their Peay Composed course. The Office of the QEP and institutional writing content experts from the writing center and language and literature faculty will guide and advise faculty in the faculty community of practice on effectively integrating available university resources in their courses to support student learning. Faculty will have a robust selection of resources to choose from that will be intentionally integrated into a course to support the Peay Composed student learning outcomes. Table 6.2 provides a list of the resources and support of academic peer review through Peay Composed courses along with broader messaging and awareness raising of the QEP. Data indicate that students often see academic support services as remediation rather than a resource that all students can use to become more successful.

Table 6.2.

Resource	Student Support	Integration of support
INSTITUTIONAL SUPPORT OFFICES		
Writing Center	Planning and outlining Thesis development Proof-reading and editing Citation assistance Grammar and usage	Embedded tutors in Peay composed classes Writing Center course liaisons Individual consultations Dedicated office hours
Library	Database usage Information literacy Research process Citation management Citation use	Library Liaisons Class consultations Classroom sessions for instructors Information literacy module in D2L One-on-one research support Embedded librarians in LMS course shells Peay Search, a discovery tool for resources to support research
Learning Resource Center	Peer tutoring Supplemental instruction Consultations Metacognition and self-regulation support	One-on-one or group tutoring Workshops for instructors and their classes Subject-matter support and assistance
Student Affairs Disability Resource Center	Note-taking Testing accommodations Assistive technologies Alternative formatting of material	Support accommodating students' writing
Career Services	Resume and cover letter help Faculty Grants to integrate career content into courses	Student consultations supporting resume and cover letter writing
Housing and Residence Life	Living Learning Communities	Student journaling and reflection
TECHNOLOGY SUPPORT		
Grammarly	AI-generated planning support Proof-reading Grammar and usage	Institutional access Formative analytics and reporting
Tutor.com	Subject matter tutoring	24/7, one-on-one tutoring

In the fall 2023 student survey on student help-seeking with writing described in detail in section 3, of 101 APSU undergraduate students, 72 of students reported they would be willing to seek writing support from family or classmates, and only 39 reported they would go to the writing center for support. While more research needs to be done, these results may suggest that students are either not be aware of the resources available to them or may be reticent to use them. Over half the students reported they use online and other technologies for support.

A research study in November 2023 (previously discussed in section 3) by faculty in the College of Education surveyed APSU students. Preliminary data that was shared with the Office of the QEP showed that students are reluctant to seek help from institutional academic student support services. Only half of the 440 students surveyed said they were "likely" or "very likely" to seek help with their writing from existing institutional academic student resources such as the writing center, tutoring center, or library. This research was supported in partnership with the Office of the QEP who provided funding for incentivizing student participation. Two $100 gift cards were awarded to students randomly drawn from all student participants.

Key Partners

These Integrated Student Support resources include various robust existing university services provided by institutional partners, such as the university's Writing Center, Learning Resource Center, Library, and Student Affairs.

The University Writing Center

Located in the university library, the university's Writing Center's director, Dr. Allie Johnston, has been a key partner in developing Peay Composed from the very beginning. The Writing Center is open to any enrolled ASPU student and is staffed with peer tutors who are trained and supervised by a faculty director from the Department of Languages and Literature. The Writing Center offers in-person and asynchronous online support for students at any stage of the writing process. The Office of the QEP and the Writing Center have piloted using embedded Writing Center tutors in Peay Composed pilot classes. This proof-of-concept piloting consisted of two sections in the Spring of 2023 and five sections in the Fall of 2023. Faculty were paid stipends to pilot the embedded tutor courses, and Writing Center embedded tutors were paid to participate in the pilot. The piloting focused on the use of tutors from the writing center and ways in which they could be incorporated in the courses. This pilot did not collect writing outcomes data. The Fall 2024 pilot will begin collecting and analyzing student learning outcome data.

> **As faculty develop and/or revise elements of their course writing assignments, they will integrate appropriate existing student support resources and innovative writing pedagogies into their course.**

The Writing Center embedded tutors supported faculty and students in a variety of different ways that included but not limited to:

being a liaison between students and university support services like the Writing Center, Learning Resource Center, Library, etc.

leading in-class activities and/or creating digital learning objects for D2L to support the student learning outcomes of Peay Composed as directed by the instructor

supporting and facilitating in-class writing activities developing and drafting worksheets, materials, notes, etc., taken from lectures, activities, etc.

communicating with students via D2L or other means, reminders of due dates, announcing the posting of extra resources, office hours, availability, etc.

collating and making available the Writing Center resources as well as other resources relevant to their writing assignments and assessments

conducting office hours where the tutor provides limited and target support under the direction of the instructor

While Peay Composed piloted incorporating embedded tutors in all Peay Composed courses, the pilot and subsequent recruitment efforts of Writing Center tutors revealed issues with scalability. We learned that a one-to-one embedded tutor to Peay Composed course was not sustainable because of tutors' limited availability to work during the days and times of QEP courses. During the pilot, it was challenging to recruit enough tutors that were available to attend the QEP pilot courses to meet the demand of faculty who wanted to participate. QEP courses may be offered at varied times throughout the week and existing tutors may not be available during

QEP Embedded Writing Center Tutor Pilot

COURSE	FACULTY	SEMESTER
English 1010: Freshman Composition	Dr. Keely Mohon-Doyle	Spring 2023
English 1020: Freshman Composition	Dr. Keely Mohon-Doyle	Spring 2023
Psychology 3130: Introduction to Psychology	Dr. Tianyu Li	Fall 2023
Criminal Justice 2020: Research Methods	Dr. Frank Ferdik	Fall 2023
Criminal Justice 4220: White Collar Crime	Dr. Anna Leimberg	Fall 2023
Theater: Theatre History 3010	Kenneth Ewing-Rouch	Fall 2023
Music: Popular World Music	Robbin Johnston	Fall 2023

course times. In addition, it can be challenging to recruit enough new tutors who can make the time commitment to work as an embedded tutor because many APSU students take a full course load, work in off-campus jobs, and/or often have other family responsibilities. However, the pilot showed the added value of the writing centers' embedded tutor and suggested ways Peay Composed courses could effectively use writing center tutors as course liaisons instead. Writing Center course liaisons provide targeted and just-in-time student support as needed and directed by the course instructors but without the semester-long commitment of embedded tutors. Writing Center course liaisons will work closely with the instructor prior to and throughout the course to become familiar with the course writing assignments and pedagogical approaches of the faculty member. Then, the course liaison would create a schedule for weekly tutoring hours – in person and/or virtually – that are only open to students of the QEP course and work with their availability. The dedicated weekly tutoring hours for students in the QEP course could also be arranged by appointment to meet both tutor and student availability.

> "This is a very writing intensive course, consisting of multiple essays and a research proposal. I can say unequivocally that this experience has been nothing short of rewarding for me, as well as beneficial to my students.... She has extended herself to students by being present once a week in my class, maintaining weekly office hours, and counseling students to improve their writing. She also delivered a guest lecture on the fundamentals of grammar. Students further remarked that the library modules helped them understand the importance of proper citation protocols. Over the course of the semester, I noticed considerable improvements in their writing."
>
> Dr. Frank Ferdik, Assistant Professor of Criminal Justice

Student feedback on the pilot was positive. A survey was sent out to students who participated in the pilot. All five sections were surveyed, and 27 students responded. Eighty-nine percent of students in the fall 2023 pilot found the embedded tutor as very helpful with 11% reporting that the tutors were somewhat helpful.

Learning Resource Center

The Learning Resource Center, and its director, Dr. Blaire Woodring, is an integral partner with the QEP and has been involved in developing the QEP from the beginning. The LRC provides students with one-on-one peer tutoring for courses and content across the curriculum and is now housed in the new University College. While the LRC does not explicitly support student writing in the same way as the Writing Center, their support helps students better understand the disciplinary content necessary to be successful in writing-intensive Peay Composed courses.

The LRC also provides workshops and resources related to self-regulation and metacognition. They support students with time management strategies along with study and test-taking strategies. The LRC's resources directly support the self-regulation and metacognition

outcomes of Peay Composed. Peer tutors will support students and faculty through a variety of support activities, including:

- peer tutoring students on disciplinary content
- peer tutoring and support on self-regulatory and metacognition skills
- collation and development of resources to support self-regulatory and metacognition skills

Woodward Library

The Office of the QEP has also partnered with the Woodward Library to support the success of Peay Composed. The director of library services, Dr. Martina Malvasi, is a key Peay Composed partner. The QEP and worked with the library to pilot information literacy modules, which will be made available to all Peay Composed courses. The library's partnership includes supporting student and faculty research via their library liaisons. The library faculty and staff support Peay Composed Develop, writing outcomes by supporting students with resources related to research, sources, and data. The library has liaisons, who are discipline-specific librarians who support APSU's various areas of study. The library support includes:

- bespoke sessions for faculty and students,
- workshops on the research process, effective information literacy, database usage, and Peay Search (library research tool) usage,
- one-on-one student consultation consultations
- embedded librarians in course learning management system

Peay Composed key collaborators

Student Affairs

The Division of Student Affairs is another key collaborator that is integral to student academic success and, therefore, the success of the QEP. The Vice President of Student Affairs, Dr. Leonard Clemons, has met with QEP staff to outline its support for Peay Composed.

Peay Composed will collaborate with the Director of the Student Disability Resource Center; accommodations and other related writing support are available to students needing those services. Some of the key services provided by the Student Disability Resource Center are note-taking assistance, assistive technologies, and alternative formatting of materials. Since some students may need additional resources to successfully engage in the writing process and effectively complete the writing assignment in the QEP courses, it is important for QEP staff and QEP faculty to partner with the Disability Resource Center, as needed, to support the outcomes of the QEP and ensure the QEP is inclusive of all students.

Career Services, another key collaborator, supports students in writing resumes and cover letters to support their academic and professional goals. Career Services is also developing a small grants program for faculty who would like to integrate more career-related or professional development content into their courses. This new grant program should also provide course-based opportunities for collaboration between Career Services and Peay Composed to support the writing outcomes of the QEP. QEP staff will collaborate with the Director of Career Services, Eric Morgan, to leverage career services faculty engagement efforts through the grant program to support recruitment of faculty for the QEP. QEP staff will also work with the Director of Career Services to identify student support

resources related to career or professional writing practices that can be offered as a resource for faculty during the faculty community of practice and/or as an integrated student support service in the QEP course, if identified by faculty teaching a QEP course as relevant to the course and valuable to help students achieve the QEP student learning outcomes.

Institutional Initiatives

Various institutional initiatives will be developed to support and promote Peay Composed.

Marketing

To launch and advertise the QEP, the Office of the QEP will continue to have a presence at campus events, such as monthly First Friday events sponsored by student affairs to promote services for students. The Office of the QEP has purchased branded merchandise, including water bottles, key chains, T-shirts, and other branded merchandise to market the new QEP to distribute to students during various campus events.

Student-Centered support outside the Peay Composed courses

The Office of the QEP, in partnership with the Learning Resource Center, the Writing Center, and the library, will conduct midsemester writing drop-in events to support student writing. These events will be strategically scheduled during the semester to support students with upcoming writing assignments. These are intended to be relaxing, fun, celebratory events providing effective, just-in-time drop-in support for students writing. Writing drop-in events will include refreshments, raffles, and door prizes. These events not only directly support the writing learning outcomes of Peay Composed, but they also support Peay Composed's efforts to destigmatize help-seeking and showcase the value of student support resources.

Showcasing student success

The Office of the QEP will sponsor an annual showcase event that features exemplary student writing. Part of the annual event will be celebrating a new annual Student Writing Award winner. The annual Student Writing Award will go to a student whose writing is judged to be exemplary. A panel consisting of faculty, staff, and students will select the winner based on criteria.

Showcasing exemplary teaching practices

The Office of the QEP, in partnership with the Center for Advancement of Faculty Excellence, will showcase excellent faculty teaching practices that have developed from work in the faculty community of practice and the Peay Composed course. This includes related panels and sessions at APSU's annual Faculty Conference sponsored by the Center for Advancement of Faculty Excellence. This annual Faculty Conference is a week-long conference at the start of the academic year. This is an opportunity for APSU faculty to showcase and share their teaching and scholarly activities with the APSU community.

Video vignette testimonies of innovative and effective practices showcase good teaching and disseminate best practices across the university. These short vignettes will be published on the QEP and Center for Advancement of Faculty Excellence websites. These also support future iterations of the faculty community of practice.

The Office of the QEP will work with such as Center for the Advancement of Faculty Excellence and other institutional partners to sponsor events that promote and disseminate scholarship of teaching such as:

> mini-conferences and symposia around teaching and assessing writing and supporting students' self-regulation and metacognition

> developing and supporting a Scholarship of Teaching and Learning focusing on interdisciplinary writing pedagogies

While the development of many of the institutional initiatives is either nascent or not yet in the development stage, the Office of the QEP, the QEP Implementation Committee, and its partners are excited about a myriad of possibilities to extend the work of the faculty community of practice and the lessons learned from the Peay Composed course to the broader university community and beyond.

Scaling Peay Composed

Peay Composed will be thoughtfully and carefully scaled up over its five years, starting with a manageable but effective cohort of faculty and students and then scaling and expanding Peay Composed to a greater number of faculty, students, and course section over time. The scaling up process will be guided and informed by our assessment and evaluation processes, where we will assess, reflect, and adjust to ensure successful scalability and implementation. Elements of the QEP, including the use of Writing Center tutors within course and faculty learning communities exploring ways to improve student writing were piloted in Spring 2023 and Fall 2023. The first faculty community of practice is being piloted in Spring 2024 with the intent to fully pilot the first Peay Composed course in Fall 2024. These pilots have provided proof of concept on how to most effectively integrate student support services into Peay Composed courses and support student learning.

Peay Composed scaling up plan
This table provides our schedule and plan for scaling up Peay Composed.
Table 6.4.

Academic Year	Semester	CoP Cohort	Number of First Time Sections Peay Composed Courses	Number of Repeated and/or Reassigned Sections**	Number of Students
2024-25	Fall 2024	4-6 faculty (second pilot)	2 sections (pilot) 24 students each*	------------	48 students
	Spring 2025	4-6 faculty	3 sections (pilot) 24 students each	1 section 24 students each	96 students
2025-26	Fall 2025	6-7 faculty	4 sections 24 students each	1 section 24 students each	120 students
	Spring 2026	6-7 faculty	4 sections 24 students each	2 sections 24 students each	144 students
2026-27	Fall 2026	6-8 faculty	6 sections 24 students each	4 sections 24 students each	240 students
	Spring 2027	6-8 faculty	8 sections 24 students each	4 sections 24 students each	288 students
2027-28	Fall 2027	6-8 faculty	8 sections 24 students each	6 sections 24 students each	336 students
	Spring 2028	8-10 faculty	10 sections 24 students each	6 sections 24 students each	384 students
2028-29	Fall 2028	8-10 faculty	10 sections 24 students each	8 sections 24 students each	432 students
	Spring 2029	8-10 faculty	10 sections 24 students each	10 sections 24 students each	480 students
Totals			65 first time sections	42 repeating/ reassigned courses	2568 students

*The average class size across the curricula at APSU is 24 students per section.
**Repeated courses are Peay Composed courses that the faculty members are repeating for a second, third or more times in subsequent semesters after completing the initial faculty community of practice. Reapplied courses are courses that the faculty members, who are veterans of the faculty community of practice and Peay Composed course implementation, are now applying their experiences and expertise in a different writing intensive course. For all repeat and reassigned course sections, a new Peay Composed implementation plan must be developed for each course section, each semester.

Implementation support
Those responsible for Peay Composed's success includes:

- **QEP staff team who are responsible for the management and implementation of the QEP;**

- **the university writing center and learning resource center staff and instruction librarians whose current roles will shift to support specific components of the QEP;**

- **faculty participants will be integral to the implementation QEP course through their participation in the communities of practice and implementation of Peay Composed in their courses and**

- **committees made of institutional stakeholders and experts to support and guide the QEP implementation.**

QEP Staff Team
The QEP staff team is responsible for the day-to-day activities related to implementing, training, and assessing the QEP. The Office of the QEP reports to Dr. Amanda Wornhoff, the assistant provost for institutional effectiveness and research, who reports to Dr. Tucker Brown, the senior vice provost and associate vice president for academic affairs. Appendix E provides an organizational chart of reporting.

QEP Director
The QEP director, Troy Priest, coordinates and leads the various components and activities of the QEP. These include working with students, faculty, staff, and administration to implement the QEP successfully. This role works closely with institutional partners, including the directors of the writing center, the library, and the learning resource center, to ensure that the various components of Peay Composed are enacted and assessed. The director also ensures the QEP aligns with the requirements of SACSCOC Standard 7.2 of the Principles of Accreditation. The QEP director provides leadership for the QEP Implementation Committee to ensure any QEP-related policies, procedures, pedagogies, curricula, and professional development activities are vetted and enacted necessary to achieve the QEP's goals. The director supervises the Office of the QEP's efforts to organize a wide range of activities and projects to support the success of the QEP. These include but are not limited to:

Information sessions

Training sessions

Professional development, including co-leading the communities of practice

QEP website and social media communication

Marketing and promotion

Reporting and documentation

Showcasing and disseminating

QEP Activity and Assessment Coordinator
The QEP Assessment and Activities Coordinator will support Peay Composed in implementing and assessing the project. The QEP Assessment and Activities Coordinator will work with the director of the QEP to coordinate semesterly assessment activities related to the QEP. QEP Assessment and Activities Coordinator will assist and lead in all manner or assessment, evaluation, data collection, organization, and analysis. This person will report to the director of the QEP. This position will have about 40% of the workload dedicated to projects in the Office of Institutional Effectiveness and Assessment. The search for this position will occur in the spring of 2024.

Office Supervisor

The QEP office supervisor, Cherylle Ward, reports to the director of the QEP and supports the QEP by scheduling meetings, taking minutes for meetings, tracking the QEP budget, purchasing, arranging spaces for meetings and QEP-related activities, preparing correspondence, event planning, etc. She also supports two other offices in Institutional Effectiveness and Research.

Assistant Director of Institutional Effectiveness and Assessment

The assistant director of Institutional Effectiveness and Assessment, Dr. Allie Michael, serves in a leadership role of QEP Assessment in collaboration with the director of QEP and QEP Implementation Committee.

SECTION 7

Timeline and resources

Timeline

This table provides a timeline of the major components and activities related to Peay Composed. These are projections of major activities over the next five years of the QEP. The timeline and activities to adapt and evolve in order to respond to the challenges and realities of implementing our QEP. Our semesterly project and process assessments allow us to adjust our plan to meet our students' needs better. The QEP staff team will work with campus partners to make adjustments as needed while ensuring that any changes and modifications are tracked and captured to be reported in the Fifth Year Impact Report.
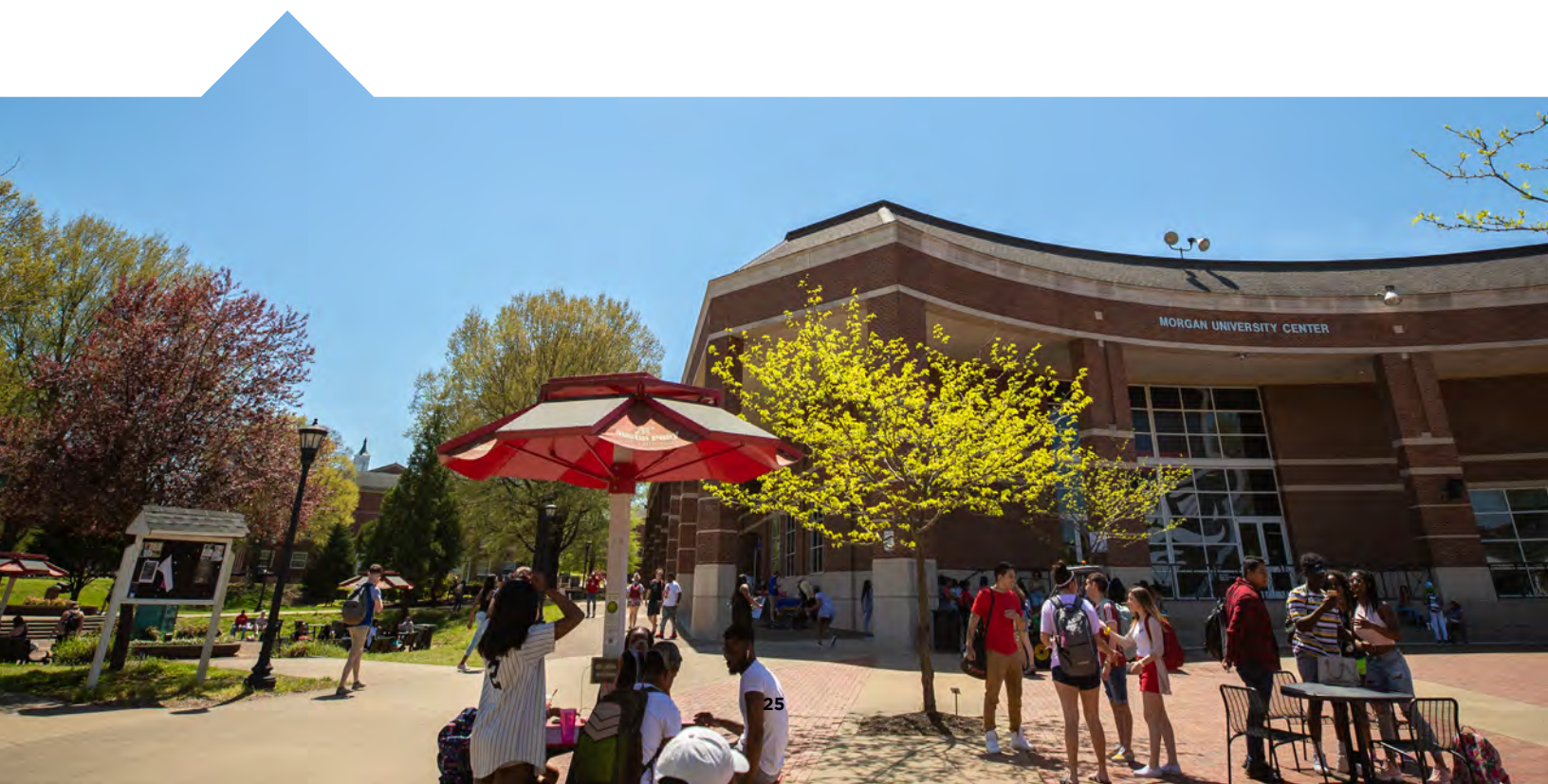
Year 1 – AY 2024-25

Table 7.1.

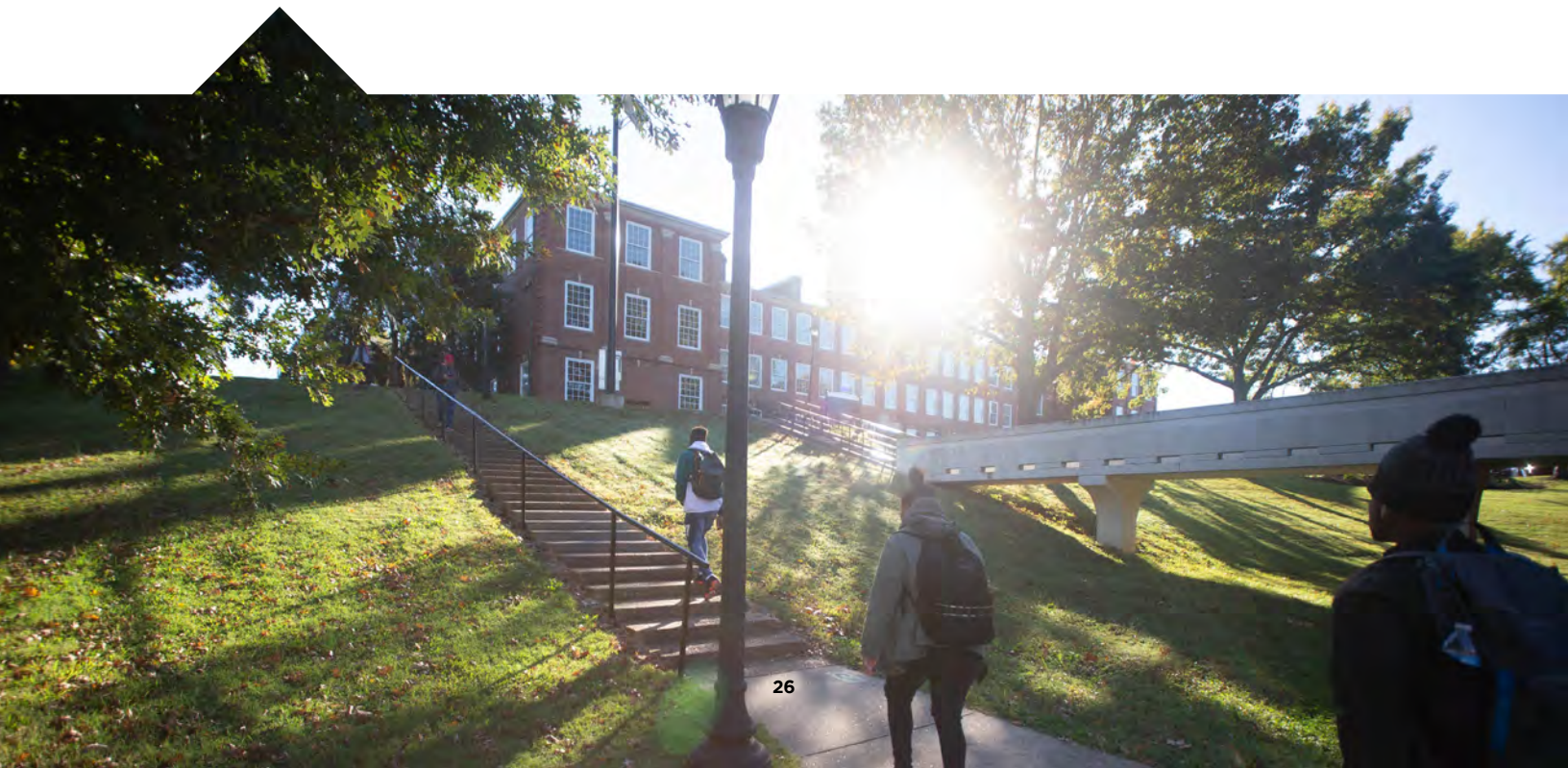| Semester	Student Learning Initiative	Assessment	Administration	Faculty Community of Practice
Fall 2024	Offer 2 pilot sections of Peay Composed courses.	Select and prepare Assessment Team for spring assessment of fall writing artifacts. Collect Peay Composed course artifacts for assessment at the end of semester. Administer pre/post survey to students in Peay Composed courses. Administer Faculty Survey.	Provide relevant updates each semester to QEP partners, advisors, faculty, students, and administration via websites, newsletters, presentations, and digital artifacts from faculty and students. QEP Implementation Committee forms (formerly QEP Topic Section Committee) to meet monthly as the QEP launches.	First offering QEP faculty community of practice for Peay Composed (approximately 4-6 faculty); Faculty participants gain new skills and teaching and assessment strategies in preparation for implementing the Peay Composed pilot courses in spring 2025.
Spring 2025	Offer 4 sections of Peay Composed courses. Pilot first mid-semester writing drop-in student support event.	Assess Peay Composed course artifacts from the previous semester; analyze assessment data; Collect Peay Composed course artifacts for assessment at end of semester Administer pre/post survey to students in Peay Composed courses. Administer Faculty Survey.	Provide relevant updates each semester to QEP partners, advisors, faculty, students, and administration via websites, newsletters, presentations, and digital artifacts from faculty and students.	Second offering QEP faculty community of practice for Peay Composed (approximately 4-6 faculty); Faculty participants gain new skills and teaching and assessment strategies in preparation for implementing the Peay Composed courses in fall 2025.
Summer 2025		Assess Peay Composed course artifacts from the previous semester; analyze assessment data from student artifact assessment and surveys; analyze data from faculty survey; identify and implement any improvements for next academic year. Review initial data on shorter-term, longer-term, and broader impact outcomes.		

Year 2 – AY 2025-26

Semester	Student Learning Initiative	Assessment	Administration	Faculty Community of Practice
Fall 2024	Offer 5 sections of Peay Composed courses Conduct mid-semester writing drop-in student support event.	Collect Peay Composed course artifacts for assessment at the end of semester. Administer pre/post survey to students in Peay Composed courses. Administer Faculty Survey.	Showcase student and faculty successes of Peay Composed at the annual pre-semester Faculty Conference. Provide relevant updates each semester to QEP partners, advisors, faculty, students, and administration via websites, newsletters, presentations, and digital artifacts from faculty and students.	Offer QEP faculty community of practice for Peay Composed (approximately 6-7 faculty); Faculty participants gain new skills and teaching and assessment strategies in preparation for implementing the Peay Composed courses in spring 2026.
Spring 2025	Offer 6 sections of Peay Composed courses. Conduct mid-semester writing drop-in student support event. First annual Student Writing Award event.	Assess Peay Composed course artifacts from the previous semester; analyze assessment data; Collect Peay Composed course artifacts for assessment at end of semester Administer pre/post survey to students in Peay Composed courses. Administer Faculty Survey.	Provide relevant updates each semester to QEP partners, advisors, faculty, students, and administration via websites, newsletters, presentations, and digital artifacts from faculty and students.	Offer QEP faculty community of practice for Peay Composed (approximately 6-7 faculty); Faculty participants gain new skills and teaching and assessment strategies in preparation for implementing the Peay Composed courses in fall 2026.
Summer 2025		Assess Peay Composed course artifacts from the previous semester; analyze assessment data from student artifact assessment and surveys; analyze data from faculty survey; identify and implement any improvements for next academic year. Analyze data on shorter-term, longer-term, and broader impact outcomes. Publish first report on QEP Impact.		

Year 3 – AY 2026-27

Semester	Student Learning Initiative	Assessment	Administration	Faculty Community of Practice
Fall 2026	Offer 12 sections of Peay Composed courses Conduct mid-semester writing drop-in student support event.	Select and prepare Assessment Team for spring assessment of fall writing artifacts. Collect Peay Composed course artifacts for assessment at the end of semester. Administer pre/post survey to students in Peay Composed courses. Administer Faculty Survey.	Showcase student and faculty successes of Peay Composed at the annual pre-semester Faculty Conference. Provide relevant updates each semester to QEP partners, advisors, faculty, students, and administration via websites, newsletters, presentations, and digital artifacts from faculty and students.	Offer QEP faculty community of practice for Peay Composed (approximately 6-8 faculty); Faculty participants gain new skills and teaching and assessment strategies in preparation for implementing the Peay Composed courses in spring 2027.
Spring 2027	Offer 10 sections of Peay Composed courses. Conduct mid-semester writing drop-in student support event. Second annual Student Writing Award event.	Assess Peay Composed course artifacts from the previous semester; analyze assessment data; Collect Peay Composed course artifacts for assessment at end of semester Administer pre/post survey to students in Peay Composed courses. Administer Faculty Survey.	Provide relevant updates each semester to QEP partners, advisors, faculty, students, and administration via websites, newsletters, presentations, and digital artifacts from faculty and students.	Offer QEP faculty community of practice for Peay Composed (approximately 6-8 faculty); Faculty participants gain new skills and teaching and assessment strategies in preparation for implementing the Peay Composed courses in fall 2027.
Summer 2027		Assess Peay Composed course artifacts from the previous semester; analyze assessment data from student artifact assessment and surveys; analyze data from faculty survey; identify and implement any improvements for next academic year. Analyze data on shorter-term, longer-term, and broader impact outcomes		

Year 4 – AY 2027-28

Semester	Student Learning Initiative	Assessment	Administration	Faculty Community of Practice
Fall 2027	Offer 14 sections of Peay Composed courses Conduct mid-semester writing drop-in student support event.	Select and prepare Assessment Team for spring assessment of fall writing artifacts. Collect Peay Composed course artifacts for assessment at the end of semester. Administer pre/post survey to students in Peay Composed courses. Administer Faculty Survey.	Showcase student and faculty successes of Peay Composed at the annual pre-semester Faculty Conference. Provide relevant updates each semester to QEP partners, advisors, faculty, students, and administration via websites, newsletters, presentations, and digital artifacts from faculty and students.	Offer QEP faculty community of practice for Peay Composed (approximately 6-8 faculty); Faculty participants gain new skills and teaching and assessment strategies in preparation for implementing the Peay Composed courses in spring 2028.
Spring 2028	Offer 16 sections of Peay Composed courses. Conduct mid-semester writing drop-in student support event. Third annual Student Writing Award event.	Assess Peay Composed course artifacts from the previous semester; analyze assessment data; Collect Peay Composed course artifacts for assessment at end of semester Administer pre/post survey to students in Peay Composed courses. Administer Faculty Survey.	Provide relevant updates each semester to QEP partners, advisors, faculty, students, and administration via websites, newsletters, presentations, and digital artifacts from faculty and students. QEP Impact Report Committee begins meeting in anticipation of the Impact Report due March, 2030.	Offer QEP faculty community of practice for Peay Composed (approximately 8-10 faculty); Faculty participants gain new skills and teaching and assessment strategies in preparation for implementing the Peay Composed courses in fall 2028.
Summer 2028		Assess Peay Composed course artifacts from the previous semester; analyze assessment data from student artifact assessment and surveys; analyze data from faculty survey; identify and implement any improvements for next academic year. Analyze data on shorter-term, longer-term, and broader impact outcomes		

27

Year 5 – AY 2028-29

Semester	Student Learning Initiative	Assessment	Administration	Faculty Community of Practice
Fall 2028	Offer 18 sections of Peay Composed courses. Conduct mid-semester writing drop-in student support event.	Select and prepare Assessment Team for spring assessment of fall writing artifacts. Collect Peay Composed course artifacts for assessment at the end of semester. Administer pre/post survey to students in Peay Composed courses. Administer Faculty Survey.	Showcase student and faculty successes of Peay Composed at the annual pre-semester Faculty Conference. Provide relevant updates each semester to QEP partners, advisors, faculty, students, and administration via websites, newsletters, presentations, and digital artifacts from faculty and students.	Offer QEP faculty community of practice for Peay Composed (approximately 8-10 faculty); Faculty participants gain new skills and teaching and assessment strategies in preparation for implementing the Peay Composed courses in spring 2029.
Spring 2029	Offer 20 sections of Peay Composed courses. Conduct mid-semester writing drop-in student support event. Fourth annual Student Writing Award event.	Assess Peay Composed course artifacts from the previous semester; analyze assessment data; Collect Peay Composed course artifacts for assessment at end of semester Administer pre/post survey to students in Peay Composed courses. Administer Faculty Survey.	Provide relevant updates each semester to QEP partners, advisors, faculty, students, and administration via websites, newsletters, presentations, and digital artifacts from faculty and students.	Offer QEP faculty community of practice for Peay Composed (approximately 8-10 faculty); Faculty participants gain new skills and teaching and assessment strategies in preparation for implementing the Peay Composed courses in fall 2029.
Summer 2029	First draft of QEP impact report due in preparation of the final report due March 2030.	Assess Peay Composed course artifacts from the previous semester; analyze assessment data from student artifact assessment and surveys; analyze data from faculty survey; identify and implement any improvements for next academic year.		

Resources

APSU will commit sufficient resources to implement and assess Peay Composed over the next five years. The projected budget below was developed collaboratively between QEP staff and Academic Affairs leadership to ensure appropriate and timely support for the planning, teaching, professional development, and assessment aspects of the QEP. Each projected budget item is further explained following the table below.

Item	Description	2024-25	2025-26	2026-27	2027-28	2028-29
1	QEP Staff*					
	QEP Director	$118,829	$122,392	$126,064	$129,848	$133,743
	Assessment and Activities Coordinator**	$42,228	$43,495	$44,800	$46,143	$47,529
	Office Supervisor**	$22,724	$23,406	$24,107	$24,832	$25,577
	Graduate Assistant (stipend and tuition)	$17,200	$17,200	$17,200	$17,200	$17,200
2	Staff Professional Development	$6,000	$6,000	$6,000	$6,000	$6,000
3	Office of the QEP Operating Expenses	$10,000	$10,000	$10,000	$10,000	$10,000
4	Faculty Community of Practice Stipends ($750 per faculty per semester)	$7,500	$9,000	$12,000	$13,500	$15,000
	Teaching Stipends ($750 per faculty per section)	$4,500	$8,200	$16,500	$22,500	$28,500
5	Faculty Community of Practice Training Supplies and Books	$1000	$1000	$1250	$1250	$1500
6	Faculty Professional Development and Scholarship	$1500	$2000	$3000	$3500	$3500
7	Integrated Student Support — Additional Resources	$2,250	$6,000	$10,500	$13,500	$15,000
8	Technology Support*** -Subscription for Grammarly for Education at $12 per user (approximately 9660 students and 1000 faculty and staff users)	$128,000	$135,000	$140,000	$140,000	$140,000
9	Assessment	$2,500	$3,000	$4,000	$5,000	$5,000
10	**Total Budget**	**$236,231**	**$386,693**	**$415,421**	**$433,273**	**$448,549**

*Based on current salaries and benefits for these positions, with an estimated annual 3% cost-of-living increase.
**Salaries and benefits for these positions are prorated based on percentage of duties allocated to the QEP.
***Annual increases in technology costs are only estimated at this time, as a contract with Grammarly for Education has not yet been completed.

1. QEP Staff

The QEP Staff budget item includes salaries for staff in the Office of the QEP for whom their primary responsibilities are related to the administration of the QEP. The office supervisor and assessment and activities coordinator also have duties within Institutional Effectiveness and Research. The Office Supervisor supports the Office of the QEP (1/3), Office of Decision Support and Institutional Research (1/3), and Office of Institutional Effectiveness and Assessment (1/3). The Assessment and Activities Coordinator position will report to the QEP Director and will have 60% of their duties allocated to the QEP. The Assessment and Activities Coordinator will be hired no later than fall 2025 (position description in Appendix F).

2. Staff Professional Development

These funds will support QEP staff from the Office of the QEP or other areas in Institutional Effectiveness and Research in attending conferences or webinars to enhance their knowledge and skills related to administration and leadership of the QEP.

3. Office of the QEP Operating Expenses

This budget item covers a variety of expenses that will be funded through the Office of the QEP operating budget to support the QEP, including office supplies; printing/publications; supplies for meetings/trainings; recruitment and marketing materials, catering for faculty, staff and student meetings and events; professional memberships/dues/journals.

4. Faculty Stipends

Each faculty member participating in the faculty community of practice (faculty community of practice) will receive a payment of $750 for the semester in which they participate in the faculty community of practice. Faculty only participate in the faculty community of practice once to prepare for teaching course(s) in the QEP. Each faculty member teaching a QEP course (after successfully participating in the faculty community of practice) will receive a teaching stipend of $750 for teaching a QEP course in a given semester. The $750 teaching stipend compensates the faculty member for the additional time and responsibilities associated with teaching a QEP course, including preparation and collaboration with QEP staff and integrated student support personnel (if applicable) throughout the course; tracking and reporting on student progress during the QEP course; and collection and submission of required QEP assessments. The estimates for the faculty stipends are based on the Peay Composed Scaling Up Plan in Section 2. The projected budget for each academic year includes the number of faculty projected to participate in the faculty community of practice each year plus the projected number of sections of QEP courses.

5. Training Supplies and Books

This item covers the purchase of materials and books for the faculty community of practice, specifically related to best practices and research related to the QEP topic.

6. Faculty Professional Development and Scholarship

These funds will support additional professional development opportunities for faculty participating in the QEP related to the QEP topic and outcomes, such as guest speakers or conference travel, as well as supporting the publication or presentation of scholarship resulting from faculty work in the QEP.

7. Integrated Student Support – Additional Resources

As part of the QEP, the university will provide additional resources to student support areas each year that are partners in the QEP to support the integrated student support and help-seeking aspects of the project. These expenses could include: additional funding for peer tutor salaries or training; materials for training of staff in student support areas; support for increased marketing materials or activities in student support areas; or costs associated with tracking student use of student support services integrated in QEP courses. This item was projected in each year of the QEP budget above based on an estimated cost per QEP section ($750) multiplied by the maximum number of sections planned for each year of the QEP (see Peay Composed Scaling Up Plan in Section 2).

8. Technology Support (Grammarly for Education)

To support student learning related to the Peay Composed outcomes for all students, the university has planned to purchase Grammarly for Education. Grammarly for Education will be used by Peay Composed faculty and staff to support students in QEP courses and related integrated student support services (such as the Writing Center, Library and Career Services). Grammarly for Education offers integrated writing support across a variety of platforms and includes summary analytics and reports that can be used for formative QEP process evaluation. With an institutional license, Grammarly for Education would be available to all students, regardless of their participation in the QEP. The university is currently negotiating a contract with Grammarly for an institutional license. It is expected that QEP staff and faculty will pilot the use of Grammarly on a small scale in spring, summer, and fall 2024, with a full implementation within the QEP expected by Spring 2025.

9. Assessment

These funds will support the direct assessment of student work from QEP courses by a group of faculty evaluators who have completed the faculty community of practice and taught at least one QEP course. Each faculty evaluator will receive a $500 payment for their time spent in training, norming sessions, and assessing student work; the direct assessment work is also likely to occur outside of faculty contract time in the summer or over winter break. This budget item is projected based on the estimated number of students in QEP sections planned each academic year in the Peay Composed Scaling Up Plan in Section 2. As the number of QEP sections increases over time, the number of faculty evaluators will increase, as reflected in the annual estimates for this budget item.

10. Total Budget

The total annual budget may change based on variables such as fluctuations in costs of services/materials or salaries, staff turnover, student enrollment, or state budget reductions or legislation.

SECTION 8

Assessment

The primary purpose of this QEP is to enhance our students' writing skills and related metacognitive skills.

Based on the work of the QEP Development Committee and best practices from the literature, QEP leadership created a Peay Composed Improvement Model (Figure 8.2) and a Peay Composed Assessment Matrix (Table 8.3). The Assessment Matrix was based on the design of the QEP project, available resources for assessment, and best practices from the literature on assessment of student learning. The Improvement Model situates the assessment of student learning outcomes and faculty learning outcomes within a broader framework for assessing and evaluating the impact of the QEP.

Figure 8. 1

Peay Composed **Improvement Model**

The student learning outcomes are the expected measurable results produced by the students as a result of the Peay Composed course environment and co-curricular spaces that are part of the integrated student support services in the Peay Composed course. Likewise, the faculty learning outcomes represent the expected outcomes produced by the faculty community of practice that prepares faculty to teach a QEP course and supports the achievement of the student learning outcomes. The Improvement Model includes key outcomes and impact measures that will be used to assess and evaluate the broader impact of the QEP, such as DFW rates in Peay Composed courses, student performance in subsequent courses, student use of student support services beyond the QEP, and implementation and integration of QEP best practices in teaching and learning process and/or student support services operations.

QEP assessment team

The director of the QEP leads the QEP assessment team and will include faculty who have completed the faculty community of practice and taught at least one QEP course and staff representatives from QEP partner and collaborating offices as identified by the Writing Center director, the Library Director, the Dean of the University College, and the Vice President of Student Affairs. The number of faculty on the QEP Assessment team will increase each academic year as the number of faculty and students in the QEP increases (see Scaling Up Plan in Section 6).

While major assessments of the QEP Student Learning Outcomes and QEP Faculty Learning Outcomes identified in the Peay Composed Assessment Matrix will occur at specific points in the academic year (typically winter break in December/January and summer), the QEP assessment team will meet monthly throughout the academic year and summer to analyze, identify and implement process improvements for the QEP identified during the major assessments but also from real-time feedback from faculty, students and staff via formal and informal assessments throughout the year in the Peay Composed course, integrated student support services areas, and institutional initiatives. The QEP director and QEP assessment team are also responsible for designing and supporting the completion of the required QEP assessments in the QEP courses, integrated student support services areas, and at QEP institutional activities and events.

QEP Key Assessments

Student Learning Outcomes	Faculty Learning Outcomes	Short-term, Long-term and Impact Assessments
• Student writing assessed with Writing Outcomes rubric (Peay Composed courses) • Student writer reflection assignment (Peay Composed courses) • Pre/post student survey (Peay Composed Courses)	• QEP Implementation Plan (Peer Reviewed with rubric, analyzed by QEP staff) • Faculty Survey (post- Peay Composed course)	• DFW rates in Peay Composed courses • Grades in post-Peay Composed course(s) • Annual undergraduate student survey(s) (awareness and use of student support services) • Measures of enhanced teaching and learning processes

Process for achieving and assessing student learning outcomes

The Peay Composed Student Learning Outcomes (writing outcomes and metacognitive outcomes), related activities, assessment measures, and frequency of measures are outlined in Table 7.1 Peay Composed Assessment Matrix.

Student writing assessed with writing outcomes rubric (Peay Composed courses)

Faculty participating in Peay Composed will select a course ("Peay Composed course") with a significant writing assignment that: aligns with the QEP Student Learning Outcomes; fits into the broad genres of argument or analysis; requires students to write at least 1000 words or about two pages; and is central to the learning outcomes of the course and/or program. This assignment is termed the "key writing assignment" in the QEP assessment plan.

To support student achievement of the writing outcomes in the Peay Composed course, the revision of the key writing assignment in the Peay Composed course is the primary activity of the faculty community of practice. During the faculty community of practice, faculty will individually and collectively reflect on the strengths and weaknesses of past student performance on the key writing assignment, learn and incorporate pedagogical practices that support the writing outcomes and metacognitive outcomes of the QEP, and create an implementation plan for teaching the next iteration of the Peay Composed course and key assignment.

As part of the reflection, learning, and implementation plan in the faculty community of practice faculty will be required to incorporate, at a minimum, the following into the key writing assignment: 1) analysis and improvement of the writing assignment prompt/instructions; 2) scaffolded writing tasks to break down the key writing assignment into parts that can be taught, supported, and assessed within the course; and 3) formative feedback from faculty and tutors on steps of the writing process in the key writing assignment. These required components of the key assignment redesign will support student achievement of the writing outcomes of the QEP.

Student work from the key writing assignments in all Peay Composed courses will be scored by the QEP assessment team using the Peay Composed Writing Outcomes Rubric (Appendix D) twice each academic year, following the fall and spring semesters. These assessment scores are for QEP project level assessment and entirely separate from summative evaluation done the faculty in the course that informs the grades that students get. Faculty teaching the Peay Composed courses will incorporate the writing outcomes into the grading criteria for the key writing assignment, but the assessment of the student work for the QEP assessment plan will take place via the QEP assessment team led by the QEP director (and on which faculty teaching Peay Composed courses will serve on a rotating basis, see QEP assessment team description, above). By design, Peay Composed courses and key writing assignments will be varied, coming from different disciplines, course levels, and writing genres. The guidelines for selection of QEP courses and key writing assignments are meant to provide some structure in the types of writing assessed via the QEP while still being applicable to a variety of courses and assignments. In addition, while the faculty community of practice allows faculty to identify and adapt pedagogical approaches to suit the existing course learning outcomes and their disciplinary expertise, participation in the QEP and the faculty community of practice also require a set of

pedagogical and student support interventions that will be common across all Peay Composed courses (at least in broad design and goals), such as: redesigned writing prompt/assignment, scaffolded tasks for the key writing assignment, formative feedback on at least one scaffolded writing task, two reflective activities, and the writer reflection assignment.

As mentioned earlier, the QEP rubric used for direct assessment of student writing is adapted from APSU's Written Communication rubric for general education which in turn was developed using the AAC&U VALUE rubrics. In both the APSU general education and AAC&U VALUE contexts, this written communication rubric was designed to be applicable across disciplines, course levels and writing genres. The skills and abilities represented in the writing outcomes (focus, develop, and organize) should be present in any academic writing task and are central to student writing success in a variety of academic and professional contexts. General education data were indicative of student writing performance and used to identify areas of improvement for students. However, assessment targets will be different based on the course, the assignment, and the course level. Faculty will determine assessment targets based on their expectations for the assignments in their course. We recognize that students' targets in general education will be different than an upper-level course in their major. Faculty will reflect on the assessment targets, determine them in the faculty community of practice, and explicitly state them in the Peay Composed implementation plan. QEP staff will analyze project level data using targets identified by faculty in their implementation plan. Assessment data collected in year one (2024-2025) will be analyzed by QEP staff and faculty as baseline data to inform project level targets for subsequent years of the QEP.

Student writer reflection assignment (Peay Composed courses)

To support student achievement of the metacognitive outcomes in the Peay Composed course, during the faculty community of practice faculty will also learn and incorporate student reflection activities into the Peay Composed course and key writing assignment. In the reflection activities, students will reflect on their engagement in and completion of steps of the writing process in the Peay Composed course (scaffolded assignments), focusing on their strengths and weaknesses, challenges and opportunities as writers. Faculty will also be required to provide significant formative feedback to students in the Peay Composed course on at least one step of the writing process of the key assignment via one of the two required reflective activities.

While faculty will incorporate at least two reflective activities into the key assignment as part of their Implementation plan during the faculty community of practice, all Peay Composed faculty will be required to assign the Writer Reflection Assignment and submit it for assessment of QEP Metacognitive Outcomes (see Writer Reflection Assignment Guidelines in Appendix F). The Writer Reflection Assignments from all Peay Composed Courses will be analyzed by the QEP Assessment Team at least once each academic year, usually during the summer. The QEP Assessment Team will analyze a sample of students' Writer Reflection Assignments for themes, strengths, and challenges in students' management of their time during the writing process and in their experiences with the integrated student support services in the Peay Composed course. The analysis of the Writer Reflection Assignment will help QEP staff and faculty to better understand the efficacy of pedagogical and student support interventions aimed at strengthening students' time management during the writing process and to identify potential additional/revised support students may need to better manage their time in completing the key writing assignments.

Pre/post student survey (Peay Composed Courses)

The metacognitive outcomes will also be measured via a pre/post Student Survey administered by QEP staff at the start and end of the Peay Composed course. Faculty will support the completion of the pre/post student survey by communicating with students about the survey on the syllabus and in class. Student survey results will be complied and analyzed by QEP Staff after the fall and spring semesters. Survey data collect in year one (2024-2025) will be analyzed by QEP staff and faculty as baseline data to inform project level targets for subsequent years of the QEP.

Student survey results and analysis will be shared with the QEP assessment team twice a year for identification and implementation of any needed improvements to the faculty community of practice, integrated student support services, and institutional initiatives. Summary results and analysis from the Student Survey will also be shared with various QEP stakeholders for additional input, including faculty across the institution (via QEP website and faculty events such as the annual Faculty Conference), academic affairs leadership (Provost's Leadership Team), students (via QEP website, QEP student events, and targeted student communications from the Division of Student Affairs in Career Services, Housing, and Student Life and Engagement), and staff in student support services areas (via QEP website, staff meetings in student services areas, or QEP staff development events hosted by the University College and Office of Student Success).

Process for Assessment of Faculty Learning Outcomes

Because the activities of the faculty community of practice are central to achieving the Peay Composed Student Learning Outcomes, QEP staff and the QEP assessment team will also assess faculty learning outcomes as a way to measure the efficacy of the design of the QEP, as well as assess the practices aimed at supporting student learning and success of the project. During the faculty community of practice, faculty participants will reflect, learn, and plan to support student achievement of the student learning outcomes in the key writing assignment from the Peay Composed course. Two primary measures of the faculty learning outcomes are the implementation plan faculty will develop during the faculty community of practice and a survey administered to faculty by the Office of the QEP after they teach a Peay Composed course.

QEP Implementation plan (Peer reviewed with rubric, analyzed by QEP staff)

The implementation plan will measure the first two Faculty Learning Outcomes: Reflect and Implement. The implementation plan outline is in appendix G. In the Implementation plan, faculty will: identify takeaways from their individual and collective reflection on past student performance in the Peay Composed course and key writing assignment; and outline strategies learned during the faculty community of practice that they will implement into the Peay Composed course and key writing assignment the next time they teach it; and include a copy of the redesigned key writing assignment prompt and relevant portions of the Peay Composed course syllabus. The implementation plans will be peer-reviewed by other members of the faculty community of practice using the implementation plan rubric (appendix G) to provide faculty participants with formative feedback before they implement the plan. The results from the implementation plan rubric peer review will be collected and analyzed by QEP staff and shared with the QEP assessment team for identification of potential improvements to the faculty community of practice. The review of the implementation plans will also be used by the QEP assessment team to contextualize direct assessment of student work.

Faculty survey (post- Peay Composed course)

The Faculty Survey will ask faculty to report their satisfaction with and suggestions for improving the faculty community of practice design and delivery; their self-reported success related to the first two faculty learning outcomes (Reflect and Plan) now that they have implemented the implementation plan in the Peay Composed course; their perceptions of student achievement of the student learning outcomes in the Peay Composed course; and their planned actions related to the third faculty learning outcome (Share) to further participate in the QEP and share their learning with faculty peers. Data will also be collected related to third faculty learning outcome (Share) by tracking and assessing faculty professional development, conference presentations, and scholarship related to the QEP. The Office of the QEP will support faculty development, conference presentations and scholarship related to the QEP with funding (see Resources section 7) and will track data related to these efforts to measure this faculty learning outcome.

Faculty Survey results and analysis will be shared with the QEP assessment team twice a year for identification and implementation of any needed improvements to the faculty community of practice, integrated student support services, and institutional initiatives. Summary results and analysis form the Faculty Survey will also be shared with various QEP stakeholders for additional input, including faculty across the institution (via QEP website and faculty events such as the annual Faculty Conference), and academic affairs leadership (Provost's Leadership Team).

Short-term, long-term, and impact assessments

To assess the intended short-term, long-term, and broader impact of Peay Composed (see Peay Composed Improvement Model), QEP staff and the QEP assessment team will collect and analyze several key indicators.

DFW rates in Peay Composed courses

One key short-term indicator is the proportion of students successfully completing the Peay Composed courses with a grade of C- or higher. QEP staff will work with the Office of Decision Support and Institutional Research to collect DFW rates for each QEP course each semester the course is offered (percentage of students enrolled in a course earning a final grade of D, F, or W(ithdraw)). Analysis will compare DFW rates in courses that are part of the QEP and those that are not part of the QEP, controlling for relevant variables identified by the QEP assessment team. DFW rates in Peay Composed courses will be analyzed by the QEP assessment team, with assistance from the Office of DSIR, once each academic year in the summer. While DFW rates are not direct indicators of students writing outcomes performance but are a measure of student success, the assumption is that improved student learning outcomes improves student success.

Grades in post- Peay Composed course(s)

A key indicator of longer-term success of the QEP is whether students completing a Peay Composed course are more likely to successfully complete subsequent courses required for graduation in which writing is central to success (as identified by faculty and where applicable). Faculty participating in the QEP, with guidance from QEP staff and DSIR, will be asked to identify a course that: a) students typically take after the Peay Composed course; b) builds in some way on learning related to the key writing assignment in the Peay Composed course; and c) is a requirement in students' progress to completion of a degree. Analysis will compare grades in the identified "subsequent course" for students previously completing a Peay Composed course and those who did not complete a Peay Composed course, controlling for relevant variables identified by the QEP assessment team. Grades in subsequent courses will be analyzed by the QEP assessment Team, with assistance from the Office of DSIR, once each academic year in the summer, beginning after year two of the QEP (as this is intended to measure a longer-term outcome of the QEP).

Measures of the broader impact of the QEP on the institution include surveys of undergraduate students (whether having completed a QEP course or not) to assess their awareness of and willingness toout seek out writing resources from student support services integrated in the QEP (Writing Center, Library, other supports incorporated by faculty in Peay Composed courses); numbers of students using student support services partnering with the QEP as tracked by those units (Writing Center, Library, and other support services incorporated by faculty in Peay Composed courses); and tracking of teaching and learning processes emphasized in the QEP in course learning outcomes and design; faculty presentations and scholarship; and student support services initiatives across the institution (outside of the Peay Composed faculty/courses). The latter will be measured by reporting from faculty via institutional surveys regarding QEP-related practices; analysis of faculty presentations and scholarship reported in centralized faculty activity software and data collected by CAFÉ on faculty activities (where available), and surveys of tutors and student support services personnel related to their integration of QEP-related learning and strategies when supporting students and developing programming.

Figure 8.2 Peay Composed Improvement Model

Resources	Activities	Outputs	Short-term Outcomes	Long-term Outcomes
University Faculty	Create Faculty Learning Community around teaching writing via CAFE	We expect that once accomplished, these activities will produce the following in the QEP courses & as a result of the faculty community of practice:	We expect that if accomplished, the activities will lead to the following improvements in one to three semesters:	We expect that if accomplished, the activities will lead to the following improvements in two to three years:
Writing Center leadership and tutors	Pilot embedded Writing Center tutors in select courses	**Student Learning Outcomes**	More students will successfully complete the QEP courses with a grade of C - or higher (decreasing DFW rates.)	Students completing a QEP course will be more likely to successfully complete subsequent courses required for graduation in which writing is central to success (as identified by faculty and where applicable).
Library faculty	Identify additional student support resources that can be integrated into courses to support student writing and learning	*Writing Outcomes* The writer presents a clear thesis or focus that is consistent throughout the work.	Faculty will report improved student engagement and performance in the QEP course.	A higher number of faculty and students will participate in QEP activities annually.
Additional Student Support and Student Affairs administrator and staff	Develop faculty community of practice structure and content	The writer fully develops ideas using support appropriate to the genre and/or purpose for writing (such as research, sources, data, personal experience, analysis, or observation)		
Undergraduate Students	Recruit faculty for QEP participation and identify a scale up plan for recruitment	The writer clearly organizes ideas throughout the work.		
CAFE	Promote Peay Composed to students across the university through marketing and events	*Metacognitive Outcomes* Students will strengthen their time management skills related to the writing process.		
QEP Staff	Develop and implement a comprehensive assessment and evaluation plan	Students will demonstrate increased awareness and utilization of the student support services integrated into the QEP course.		
QEP committee		*Faculty Learning Outcomes* Faculty will reflect on their past and current writing assignments to identify strengths and weaknesses of student performance related to the QEP student learning outcomes.		
Academic Affairs Leadership		Faculty will learn best practices related to the QEP student learning outcomes and implement related pedagogical approaches and assessment tools.		
Writing support technology		Faculty will share best practices learned during the QEP process among their peers.		
QEP budget				

Impact

Undergraduate students (whether having completed a QEP course or not) will report a greater awareness of and willingness to use writing resources from student support services.

Student support services partnering with the QEP will report an increase in use.

Best practices from the QEP will be integrated into teaching and learning processes at the institution and/or implemented into student support services.
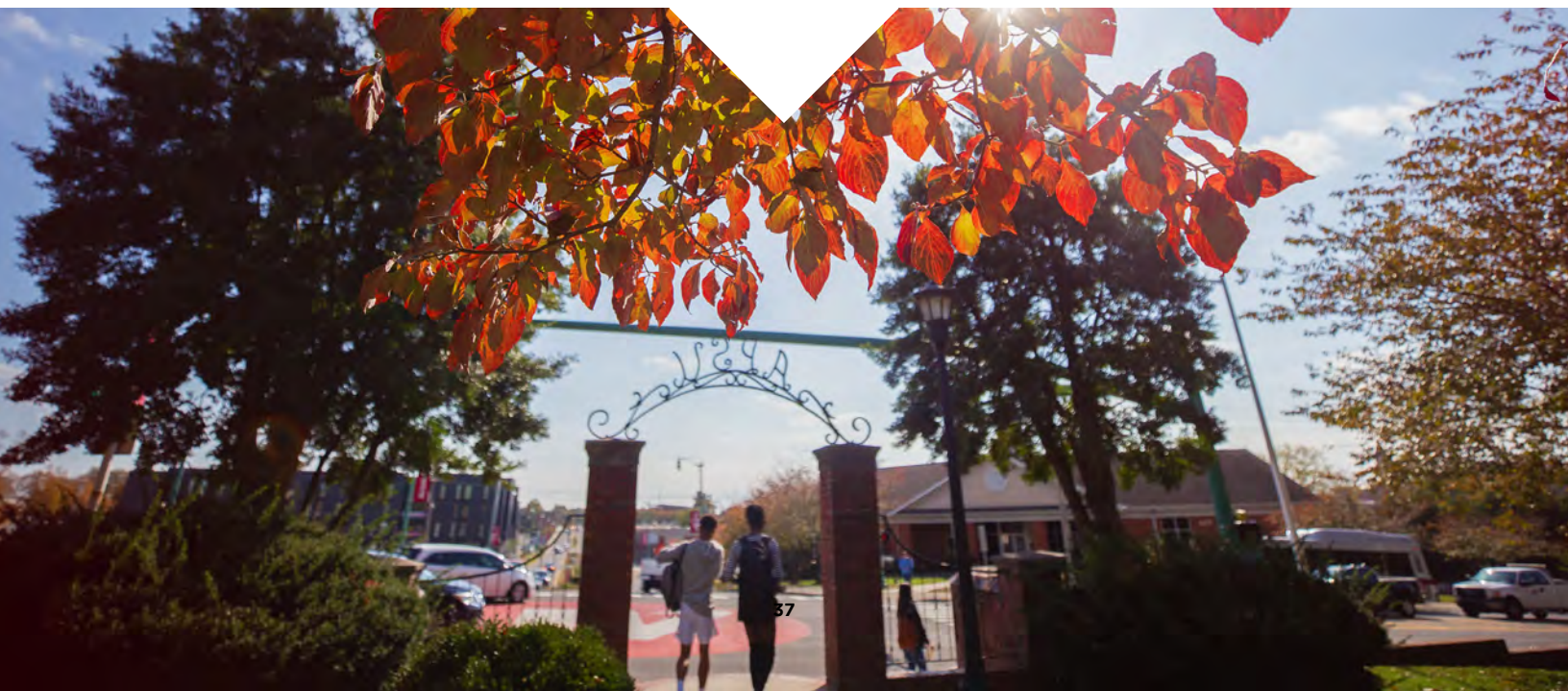
Table 8.3
Peay Composed Assessment Matrix
Students completing a Peay Composed Course will achieve the following outcomes.

OUTCOME	ACTIVITIES	MEASURES	FREQUENCY
Writing Outcomes			
FOCUS: The writer presents a clear thesis or focus that is consistent throughout the work. **DEVELOP:** The writer fully develops ideas using support appropriate to the genre and/or purpose for writing (such as research, sources, data, personal experience, analysis, or observation). **ORGANIZE:** The writer clearly organizes ideas throughout the work.	-Redesign key writing assignment in Peay Composed course -Enhance pedagogical practices related to key assignment in Peay Composed course • TILT assignment framework aligned with QEP outcomes • Scaffolded writing tasks to support QEP outcomes • Formative feedback related to QEP outcomes -Integrated source and citation support from Library -Integrated writing support from Writing Center tutors (or other resources appropriate to course/discipline and aligned with QEP outcomes)	Evaluation of student work from the Peay Composed course using the QEP Written Communication Rubric (Direct Measure). Analysis of redesigned key writing assignments from Peay Composed course using checklist aligned with QEP outcomes and strategies (Indirect Measure)	Student work from Peay Composed course will be scored by the QEP assessment team twice each academic year (following the fall and spring semesters) Writing assignments will be analyzed by the assessment team at least once each academic year (summer)
Metacognitive Outcomes			
PLAN: Students will strengthen their time management skills related to the writing process.	-Required student reflection activities (2) on their engagement in and completion of steps of the writing process in the Peay Composed course (scaffolded assignments) -Writer Reflection Assignment required in the Peay Composed course -Formative feedback from faculty and tutors on steps of the writing process (scaffolded assignments)	Pre/post student survey designed by QEP staff and administered in the Peay Composed course. (See appendix H for survey instruments) Student reflection assignment designed and administered by faculty in the Peay Composed course. A sample of reflection assignments from Peay Composed courses will be analyzed by the QEP assessment team for themes, strengths, and weaknesses in students' perceptions of their time management skills. (see Appendix I for reflection assignment guidelines)	Pre/post survey results will be analyzed twice each academic year by QEP staff and shared with the QEP assessment team, committee and faculty. A sample of student reflection assignments will be analyzed by the QEP assessment team at least once each academic year (summer).
SEEK: Students will demonstrate a willingness to seek out student support services integrated into the Peay Composed course.	-Student support from Library, Writing Center, and other partners/collaborators integrated in Peay Composed course to demonstrate value and normalize use of student support services for writing -Institutional initiatives aimed at engaging students in integrated support services and destigmatizing/normalizing help seeking	Pre/post student survey designed by QEP staff and administered in the QEP course. (see Appendix H for survey instruments) Student reflection assignment designed and administered by faculty in the Peay Composed course based on work in the faculty community of practice. A sample of reflection assignments from Peay Composed course will be analyzed by the QEP assessment team for themes, strengths, and weaknesses in students' awareness of and self-reported utilization of student support services integrated into the QEP course. (See appendix I for reflection assignment guidelines)	Pre/post survey results will be analyzed twice each academic year by QEP staff and shared with the QEP assessment team, committee and faculty. A sample of student reflection assignments will be analyzed by the QEP assessment team at least once each academic year (summer).

Faculty Learning Outcomes

Faculty participating in the Peay Composed faculty community of practice and teaching a Peay Composed Course will achieve the following outcomes to support student achievement of the student learning outcomes, above.

OUTCOME	ASSESSMENT METHOD/TOOL	FREQUENCY
Reflect: Faculty will reflect on their past and current writing assignments to identify strengths and weaknesses of student performance related to the QEP student learning outcomes.	Peay Composed Course Implementation plan developed by faculty during the faculty community of practice that is peer-reviewed by members of the faculty community of practice and the QEP Implementation Committee using the Implementation plan Rubric. (See Appendix G for the Implementation plan template and rubric). Faculty Survey designed by QEP staff and administered to faculty after teaching a Peay Composed course.	Fall and spring semesters at the conclusion of the faculty community of practice. Full results from this measure will be analyzed by QEP Assessment Team each summer.
Implement: Faculty will learn best practices related to the QEP student learning outcomes and implement related pedagogical approaches and assessment tools.	Peay Composed Course Implementation plan developed by faculty during the faculty community of practice that is peer-reviewed by members of the faculty community of practice and the QEP Implementation Committee using the Implementation plan Rubric. (See Appendix G for Implementation plan template and rubric). Faculty Survey designed by QEP staff and administered to faculty after teaching a Peay Composed course.	Fall and spring semesters at the conclusion of the faculty community of practice. Full results from this measure will be analyzed by QEP assessment team each summer.
Share: Faculty will share best practices learned during the QEP process among their peers.	Peay Composed Course Implementation plan developed by faculty during the faculty community of practice that is peer-reviewed by members of the faculty community of practice and the QEP Implementation Committee using the Implementation plan Rubric. (See Appendix G for Implementation plan template and rubric). Faculty Survey designed by QEP staff and administered to faculty after teaching a Peay Composed course.	Fall and spring semesters at the conclusion of the faculty community of practice. Full results from this measure will be analyzed by QEP assessment team each summer.

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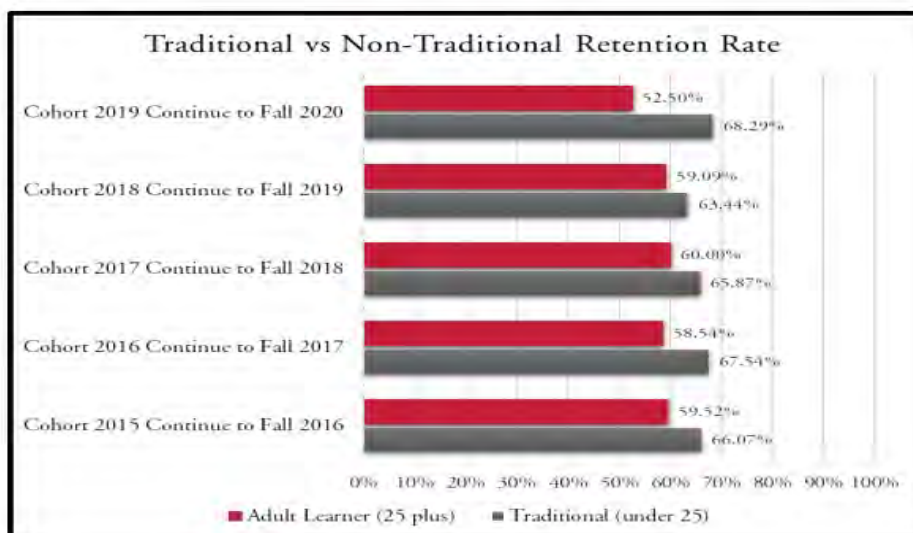Wright, A., Roscigno, V., & Quadlin, N. (2023). First-generation students, college majors, and gendered pathways. The Sociological Quarterly, 64(1), 67–90. https://doi:10.1080/00380253.2021.1989991

APPENDICIES

INSTITUTIONAL DATA USED IN QEP GENERAL INFORMATION SESSIONS FALL 2021

RETENTION RATES BY FINANCIAL AID TYPE

Financial Aid	Cohort 2015 Continue to Fall 2016	Cohort 2016 Continue to Fall 2017	Cohort 2017 Continue to Fall 2018	Cohort 2018 Continue to Fall 2019	Cohort 2019 Continue to Fall 2020
Pell Awarded	63.97%	61.85%	62.97%	59.83%	66.15%
No Pell Awarded	68.08%	73.54%	69.30%	68.07%	70.04%
TN Promise with Award	66.46%	74.48%	64.60%	67.68%	69.65%
No TN Promise Awarded	65.77%	65.81%	65.55%	62.32%	67.51%
Lottery Scholarship Awarded	70.39%	71.52%	68.20%	66.57%	72.71%
No Lottery Scholarship Awarded	56.31%	55.00%	59.21%	54.33%	56.67%

Traditional vs Non-Traditional Retention Rate

Cohort	Adult Learner (25 plus)	Traditional (under 25)
Cohort 2019 Continue to Fall 2020	52.50%	68.29%
Cohort 2018 Continue to Fall 2019	59.09%	63.44%
Cohort 2017 Continue to Fall 2018	60.00%	65.87%
Cohort 2016 Continue to Fall 2017	58.54%	67.54%
Cohort 2015 Continue to Fall 2016	59.52%	66.07%

English and Math Online vs. Not Online

	All Students	DWF	%DWF
ENGL 1010 NO	979	198	20.22
ENGL 1010 O	75	18	24
ENGL 1020 NO	349	86	24.64
ENGL 1020 O	163	46	28.22
ENGL 2330 NO	766	134	17.49
ENGL 2330 O	322	103	31.99
MATH1010 NO	217	53	24.42
MATH1010 O	24	7	29.17

QEP PLANNING COMMITTEE TERMS OF REFERENCE

Austin Peay State University is preparing for reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)in 2024. As part of the reaffirmation process, the institution is required to develop a new Quality Enhancement Plan (QEP).

The chair / co-chairs of the QEP Planning Committee are Troy Priest, Director of the QEP , Jennifer Thayer, and Anna Carrie Webb. The QEP Committee begins its work in Fall of 2021 and will continue to meet through Spring 2022 semester.

The charge of the QEP Planning Committee for academic year 2021-2022
The QEP Planning Committee is charged with vetting QEP topic proposals and selecting the new QEP topic. The QEP Planning Committee's work will continue in the academic year 2022-2023 with a revised charge focusing on developing and implementing the new QEP.

Some activities of the QEP Planning Committee members are:
- Communicating with and inform other members of your department, college, unit, etc., about the QEP process, timeline, and activities

- Engaging with colleagues from your departments to get feedback and input on the next QEP

- Advising on the QEP selection process

- Reviewing potential QEP topic submissions and evaluate them based on established criteria including assessing the potential QEP topics impact on student learning and/or student success

- Making recommendation for the next QEP topic to the Senior Leadership Team

- Serve as ambassadors of the QEP to your departments or units and the greater university.

The following are characteristics and responsibilities of the QEP Topic Selection Committee membership:

• Diversity of faculty, including pre-tenured and tenured faculty
• Diversity of faculty and staff, including a variety of roles and responsibilities
• Individuals who are able to step outside of their typical roles and consider ideas and recommendations that support student learning and success across the university
• Individuals who understand the needs of our students across the university
• Individuals who can champion and can serve as an ambassador for the QEP topic selection process to their departments / units as well as to the wider university community
• Individuals willing to serve as both member and/or (co)-chair of a QEP Topic Selection subcommittees
• Individuals who can devote time and attention to the evaluation process, which includes attending frequent meetings and completing activities and tasks between meetings

The Quality Enhancement Plan (QEP) Proposal Submission Guidelines

QEP proposals are due by Tuesday, March 15, 2022. Please email your proposals to qep@apsu.edu. All proposals will be evaluated by the QEP Topic Selection Committee and reviews will be completed by the end of April 2022.

If you have any questions about the QEP, the proposal process, these guidelines, etc., please contact Troy Priest, Director of the QEP at priestt@apsu.edu or at 931-221-7045.

Please use the accompanying template and guidelines to complete your proposal.

On the cover page of the template, please provide the name and contact information of the contributors of the proposal along with a working, descriptive title of your proposed QEP.

Title of Proposed QEP:

Name and Contact Information:

Contact Person:

Email Address:

Phone Number:

Other Contributor(s):

Email Address(es):

SACSCOC Standard 7.2

While completing your QEP proposal submission, it is important that your proposal addresses the 5 requirements of the QEP as specified in SACSCOC Standard 7.2:

The institution has a QEP that
(a) has a topic identified through its ongoing, comprehensive planning and evaluation process;
(b) has broad-based support of institutional constituencies;
(c) focuses on improving specific student learning outcomes and/or student success;
(d) commits resources to initiate, implement, and complete the QEP; and
(e) includes a plan to access achievement

Sections to be Addressed in the Full Proposal

<u>*Using the QEP Topic Proposal Template provided on the QEP Webpage,*</u> write a *narrative* that describes your proposed QEP plan and how you think this plan will support APSU student learning and/or student success. Your narrative should address *as many* of the following questions / components as possible. It is not expected that you will answer every question to have a successful proposal. *You may be unable to answer or only able to partially answer some of the questions in each section.* You will find an example proposal below.

Section 1 Abstract / executive summary of QEP (100-150 words)

- Provide a brief abstract or executive summary of your QEP proposal indicating the need for the QEP and the issue(s) it address(es).

Section 2 Institutional context and the QEP (250-350 words)

- What specific student learning outcomes and/or student success issues does this QEP address? And give a rationale why these outcomes or issues should be addressed by the next QEP.
- Describe and summarize any institutional data that support the need for this QEP.
- Describe and summarize any external data that support the need for this QEP, if applicable.
- Identify the target population of students and the number of students expected to benefit from this QEP.
- Would there likely be broad-based support for this QEP? How would institutional support likely be achieved?

Section 3 Activities/Interventions of the QEP (350-450 words)

- Who will be involved in the development, implementation, and assessment of these activities/interventions besides students? (What will be the scope of involvement by faculty, student support staff, other staff, institutional and/or external stake holders, etc.?)
- Describe in detail the specific activities/interventions that will be implemented? Indicate how these activities are directly connected to the improvement of student learning and/or student success.
- Where will these activities/interventions take place?
- When will they take place? Duration? (e.g., one-off event, series of activities, semester-long, etc.)
- How will these activities be implemented and by whom?
- Indicate any existing literature on this QEP topic or related topics.

Section 4 Assessment of student success and the success of the QEP (150-250 words)

- What changes or improvements in student knowledge, student learning, or student behavior would be expected if the QEP were implemented?
- How might we measure student improvement? What are some of the assessment methods that could be used? (These could include direct measures: exams, papers, learning artifacts, etc., or indirect measures: surveys, focus groups, etc.)

Section 5 Institutional and financial resources (150 -250 words)

- How feasible is this project?
- What kinds of resources, existing and new, would be needed to successfully implement the QEP? (Including institutional, financial, technological, human, equipment, time, materials, supplies, professional development, travel, promotional, etc.)

Section 6 References

- Include any works cited or used in the preparation of this proposal or any other sources that should or may be used in further planning, implementation, and assessment of this QEP. You don't need to use any particular citation style. Please include any weblinks, journal articles, books, articles, etc.

SAMPLE PROPOSAL

KEYS TO THE WORLD

John Doe | doejz@apsu.edu | 931-221-6760

Title of Proposed QEP: Keys to the World

Section 1: Abstract/Executive Summary of QEP (100-150 words)

The Keys to the World QEP plans to enhance student learning through engagement in high-impact practices, such as study abroad and service-learning. These transformational learning experiences will help students apply their learning in practical settings while also promoting critical thinking and self-reflection skills. This QEP will provide students an opportunity to apply their learning and engage in a global society, and also supports the student learning outcomes outlined in the APSU General Education curriculum. This QEP will also address the issue of career preparedness for APSU students by helping them develop soft skills such as communication, teamwork, and critical thinking.

Section 2: Institutional Context and the QEP (250-350 words)

This QEP will improve student learning by increasing opportunities for self-reflection and critical thinking, while also allowing students to apply their learning in practical settings. For example, a student in a Spanish class would have the opportunity to apply their knowledge of the language during a study abroad experience in a country with native Spanish speakers. Another example may be a Graphic Design student working directly with a non-profit organization through a service-learning class to develop a logo and marketing materials, providing a service to the organization while also building the student's skills and resume in the process.

This topic was identified through both external and internal data. Recent studies conducted by the Association of American Colleges and Universities (AAC&U) as well as the National Association of Colleges and Employers (NACE) note that while college students and graduates have the content knowledge they need to graduate, they are unable to make connections between that knowledge and its practical application. NACE further notes that recent college graduates lack the soft skills needed to be successful in their career. High-impact practices help students to make those important connections and build soft skills, thus improving their overall learning outcomes and developing skills that will translate to careers. While these studies provide an external context for this QEP, internal focus groups and surveys conducted at APSU also identified the need for increased critical thinking skills and intentional connections between coursework and practical settings.

This QEP will primarily focus on undergraduate students, and has the potential to impact a majority of the student body. As the QEP gains momentum and campus buy-in, more high-impact practice opportunities will be available for students, thus increasing participation. This topic is likely to have broad-based support from faculty, staff and students. An important way to build campus engagement will be to identify barriers to participating in high-impact practices and addressing them. Another key way to build engagement will be through marketing existing opportunities, as well as working with high-impact offices on campus to advertise these opportunities and educate the campus community on how to get involved.

Section 3: Activities/Interventions of the QEP (350-450 words)

Successful implementation of this QEP will require cross-campus collaboration among many offices and departments. The QEP office will provide oversight of the implementation process,

and will work closely with the high-impact offices already established on campus (i.e., Office of Study Abroad and International Exchange, Center for Service-Learning and Community Engagement, and others) to promote existing opportunities and develop new ones. The QEP office will also work closely with the Office of the Registrar and Decision Support and Institutional Effectiveness to build reports and mechanisms to track student involvement in high-impact courses and provide demographic data to inform decisions. From a faculty perspective, buy-in from academic departments will be integral to the success of this QEP as the instructors provide the high-impact courses for students.

The implementation of this QEP requires three cyclical phases that will occur during the academic year: educating, engaging, and assessing. First, it is important to educate campus constituents about high-impact practices. This involves informing students that these opportunities exist and the benefits of getting involved, and then educating them on how to get involved. Furthermore, faculty must also be educated on how to implement these activities into their courses, as well as the benefits of doing so. After faculty and students are engaged in high-impact opportunities, it is important to assess both student learning and overall satisfaction. This assessment, described in detail in Section 4, will assist the QEP office with addressing issues during the implementation process. Additionally, the QEP office will work with the Office of Decision Support and Institutional Effectiveness to track other student success metrics, such as retention and graduation rates, based on participation in high-impact practices. The research conducted by AAC&U shows that high-impact practices may improve student success metrics overall, and especially among students in underrepresented minority categories, so it will be important to track this data at APSU and use it to make informed decisions throughout the implementation process.

The events and interventions of this QEP will be ongoing and will include both one-off events (such as workshops), as well as regularly scheduled interventions such as grant opportunities, semesterly assessment of student work, and participation in student events (Govs ROW, First Friday, etc.).

Section 4: Assessment of Student Success and the Success of the QEP (150-250 words)

Based on the research conducted by AAC&U, it is expected that this QEP will result in an improvement in student reflection and connecting content knowledge learned in the classroom with practical applications in real-world settings. It is also expected that student participation in high-impact practices will result in improved student success metrics such as retention and graduation rates as well as overall GPA. These improvements in student learning and success will be assessed through both direct and indirect measures. Direct measures will include a self-reflection essay that students will complete at the end of their high-impact experience, which will be assessed using a modified version of the AAC&U Integrative and Applied Learning VALUE Rubric. Assessment will also be conducted through indirect measures including a pre- and post-survey for students taken at the start of the high-impact experience and after it concludes. Retention and graduation rates, as well as overall GPA, will be tracked using reports maintained by the QEP office in collaboration with the Office of Decision Support and Institutional Effectiveness.

Section 5: Institutional and Financial Resources (150-250 words)

Many of the resources required for this QEP are already in place at APSU, making it highly feasible for implementation. High-impact offices are already established and staffed. Additional resources required for this QEP will be financial, human, and time in nature.

From a financial perspective, this QEP will require some monetary investment by the institution. The main expense will be in the form of internal grant opportunities for students and faculty to engage in high-impact experiences. For example, students note that they want to engage in study abroad courses, but lack the funding to do so. Internal grant opportunities would provide financial support for these students to engage in study abroad courses and thus lead to increased participation and improved student success. From a faculty perspective, internal grant funds may be required to implement a high-impact course, such as materials needed for a service-learning project. There may also be a financial investment by the institution in hiring additional staff for the QEP office, such as an individual to track assessment and data or assist in coordinating grant opportunities.

From a human and time perspective, this QEP will require faculty and staff from across campus to invest their time in various activities related to the promotion, engagement, and assessment of the QEP. The QEP office may want to create various committees pertaining to these different areas of the QEP and have individuals from across campus serve based on their interests and areas of expertise.

Section 6: References

The resources used in creating this QEP Topic Proposal include the following:

- AAC&U Integrative and Applied Learning VALUE Rubric - https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-integrative-and-applied-learning
- High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter by George D. Kuh, published by AAC&U - https://www.aacu.org/publication/high-impact-educational-practices-what-they-are-who-has-access-to-them-and-why-they-matter
- A Comprehensive Approach to Assessment of High-Impact Practices by Ashley Finley, published by AAC&U - https://www.aacu.org/publication/a-comprehensive-approach-to-assessment-of-high-impact-practices
- The Co-Curricular Connection: The Impact of Experiences Beyond the Classroom on Soft Skills, published by NACE - https://www.naceweb.org/career-readiness/trends-and-predictions/

Writing Outcomes Rubric

Written communication is the development and expression of ideas in writing. The key writing assignment selected for *Peay Composed* should:
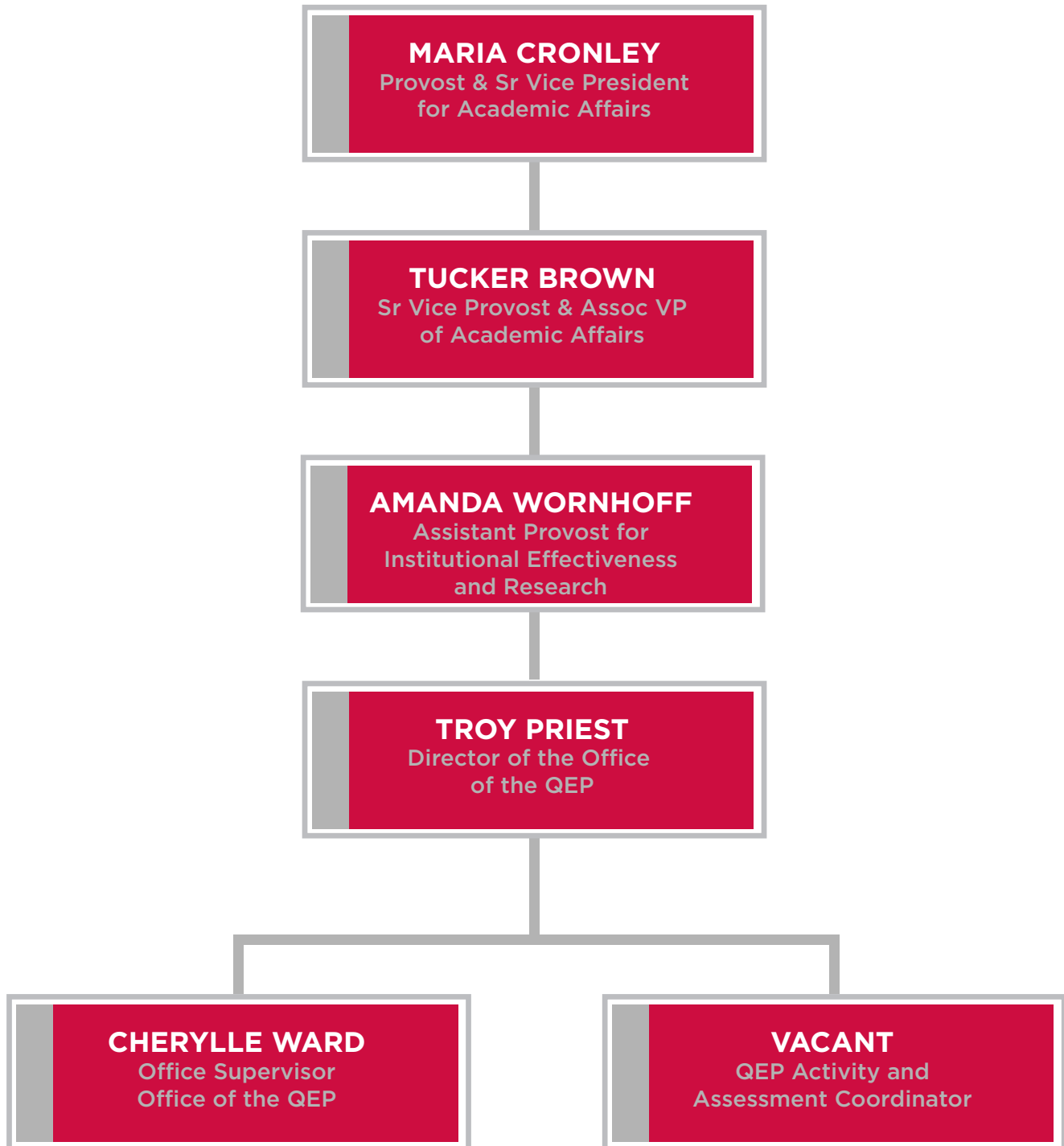
- Be a planned writing assignment that aligns with the QEP Student Learning Outcomes;
- Directly supports the existing course learning outcomes and is submitted for a grade;
- Fit into the broad genres of argument or analysis; and
- Requires students to write at least two pages or 1000 words.

Writing Outcomes Rubric

	Proficient (3)	Emerging (2)	Insufficient (1)	Does Not Meet Minimum Benchmark (0)
Purpose *The extent to which the writer presents a clear thesis or focus.*	The writer presents a clear thesis or focus that is consistent throughout the work.	The writer includes a focus or thesis, but the focus is sometimes inconsistent or unclear.	The writer's focus or thesis seems to address the purpose for writing, but does not express a clear focus or thesis.	The writer's focus/thesis is not evident.
Development and Support *The extent to which the writer develops and supports ideas.*	The writer fully develops ideas using support appropriate to the genre and/or purpose for writing (such as research, sources, personal experience, analysis, or observation).	The writer expresses ideas but with inconsistent development or support.	The writer has very limited development and support of ideas.	The writer does not develop and/or support ideas.
Organization *The extent to which the writer clearly orders and connects ideas.*	The writer clearly orders ideas and consistently connects ideas throughout the work.	The writer does not always clearly order ideas and/or connect ideas, but these issues do not significantly impede understanding of the work.	The writer inconsistently orders ideas and/or rarely connects ideas, which significantly limits understanding of the work.	The writer does not clearly order or connect ideas.

Revised 12/19/23

ASPU Organizational Structure and Office of the QEP Reporting Structure

MARIA CRONLEY
Provost & Sr Vice President
for Academic Affairs

TUCKER BROWN
Sr Vice Provost & Assoc VP
of Academic Affairs

AMANDA WORNHOFF
Assistant Provost for
Institutional Effectiveness
and Research

TROY PRIEST
Director of the Office
of the QEP

CHERYLLE WARD
Office Supervisor
Office of the QEP

VACANT
QEP Activity and
Assessment Coordinator

ASSESSMENT AND ACTIVITIES COORDINATOR

About Institutional Effectiveness and Research

The Institutional Effectiveness and Research team includes the Office of Institutional Effectiveness and Assessment (IEA), the Office of Decision Support and Institutional Research (DSIR), and the Office of the Quality Enhancement Plan (QEP). The Office of the QEP manages the design, implementation, assessment, and compliance requirements of the QEP. It engages faculty, staff, and students to achieve and evaluate the desired outcomes of the QEP. Institutional Effectiveness and Assessment (IEA) supports excellence in the APSU student learning experience through outcomes assessment, faculty and staff engagement, and meaningful use of data to improve teaching, learning, and institutional practice. Decision Support and Institutional Research (DSIR) enhances institutional effectiveness by providing information that informs the decision-making and planning processes for furthering the university's core mission.

About the QEP

Austin Peay State University (APSU) is accredited by the Southern Association of Colleges and Schools Commission on Colleges, or SACSCOC. The QEP is an integral requirement of SACSCOC accreditation. The QEP is a five-year institutional action research project designed to improve student learning outcomes and/or success. The office is charged with developing, implementing, and assessing the QEP. The Office of the QEP collaborates with institutional partners to ensure the QEP successfully supports student learning and academic and professional success. APSU's current QEP is Peay Composed. Peay Composed is a five-year project designed to support student writing outcomes and metacognition and self-regulation skills to be competent and successful in writing for their academic and professional success.

About the Position

The Assessment and Activities Coordinator will contribute to Institutional Effectiveness and Research projects related to assessment, evaluation, data collection, and analysis. This position will primarily contribute to the QEP (60%) and support projects in IEA and DSIR, as directed by the Assistant Provost (40%). The Assessment and Activities Coordinator will support the QEP in implementing and assessing the project. The Assessment and Activities Coordinator will work with the Director of the QEP to coordinate semesterly assessment activities related to the QEP.

This position will also help coordinate assessment processes, data collection, data analysis, and data presentation related to institutional effectiveness, general education assessment, and institutional research. The Assessment and Activities Coordinator works independently and in collaboration with others to manage and support the accurate and timely collection and dissemination of assessment data across a broad range of reporting and research activities.

The Assessment and Activities coordinator also supports the development and delivery of activities and resources for faculty, staff, and students related to the work of the Institutional Effectiveness and Research team. The Assessment and Activities Coordinator will work with institutional constituents and partners to develop initiatives that support, promote, and showcase faculty and student successes related to the QEP. This position will also support the development and delivery of presentations and resources for faculty, staff, and students related to the work of IEA and DSIR.

This is a full-time position. The Assessment and Activities Coordinator reports to the Director of the QEP, with additional oversight and direction from the Assistant Provost for Institutional Effectiveness and Research.

Primary Duties and Responsibilities

• Supporting assessment and evaluation activities of the Institutional Research and Effectiveness team, including quantitative and qualitative data gathered in surveys and other assessment activities

• Producing memos, reports, presentations, graphics, and visualizations showing the results of evaluation and assessment

• Planning and implementing programming and events related to the QEP with the Director, especially to engage students in the QEP

• Contributing to web content updates with other members of the Institutional Effectiveness and Research team

• Conducting research and contributing to writing projects related to the QEP

• Attend meetings of the QEP Implementation Committee and assist the Director of the QEP in managing committee tasks related to assessment.

• Collaborating with staff in the Office of Institutional Effectiveness and Assessment and Office of Decision Support and Institutional Research to produce data needed for compliance and assessment at the department, program, and university level.

• Assisting the QEP director and the Assistant Provost for Institutional Effectiveness and Research with additional projects as needed

PEAY COMPOSED – FACULTY COMMUNITY OF PRACTICE

Implementation Plan Outline

The Implementation Plan is completed by faculty during their participation in Faculty Community of Practice during a semester before teaching a QEP course. It is developed based on their learning related to best practices and knowledge during the FCoP. Sections of the Implementation Plan Outline will be initially drafted and discussed over the course of the FCoP. Each faculty participant will submit a final version with all sections at the conclusion of the FCoP.

Reflect: Faculty will reflect on their past and current writing assignments to identify strengths and weaknesses of student performance related to the QEP student learning outcomes.

QEP Course and Student Performance

• QEP Course Number, Description, Course Learning Outcomes
  - Faculty participating in Peay Composed will select a course ("QEP course") with a significant writing assignment that: aligns with the QEP Student Learning Outcomes; fits into the broad genres of argument or analysis; requires students to write at least 1000 words or about two pages; and is central to the learning outcomes of the course and/or program. This assignment is termed the "key writing assignment" in the QEP assessment plan.

• What strengths and weaknesses of past student performance on the key writing assignment have you observed? What might be the cause(s) of these strengths and weaknesses, based on your own assessments, data, experiences, or assumptions?

• How have you addressed any weaknesses in student performance on the key writing assignment in the past? If you have not addressed any weaknesses, what challenges did you face?

• Have you connected students in this course or other courses with particular student support services to support their success? Why or why not?

• What resources, skills, and/or habits do you think students most need to be successful in this course and/or assignment?
  FCoP Learning and Development

• What pedagogical practices discussed in the FCoP most resonated with you and why?

• What pedagogical practices discussed in the FCoP seem most relevant to your course/assignment and why?

• What pedagogical practices discussed in the FCoP are you most concerned about integrating into your course and why?

• How helpful was the ideas or feedback you received from your faculty peers and how do you plan to incorporate it into your work on this course/assignment?

• What did you learn about the available student support resources at APSU and how they can support student writing in your course?

• What concerns do you have about integrating student support services into your course?

Implement: Faculty will learn best practices related to the QEP student learning outcomes and implement related pedagogical approaches and assessment tools.

• Attach assignment instructions and relevant syllabus portion for the key writing assignment. Indicate below how you plan to implement each of these items into the QEP course / key writing assignment:

  --1) analysis and improvement of the writing assignment prompt/instructions using the Transparency in Learning and Teaching (TILT) framework;

  --2) scaffolded writing tasks to break down the key writing assignment into parts that can be taught, supported, and assessed within the course;

  --3) two reflective activities, at least one with substantial formative feedback from faculty.
        —Early stage of project (e.g. idea generation, outline, research proposal)
        —Mid stage or project (e.g. first draft, detailed outline, annotated bibliography, etc.)

  --4) additional opportunities for formative feedback from faculty and tutors on steps of the writing process in the key writing assignment.

  --5) evidence of incorporation of the Writer Reflection Assignment in the assignment instructions and/or relevant syllabus portion

- Integrated Student Support
    -- What student support resources will be integrated into this course and why?
    -- How will the student support resource be integrated into the course and assignment?
    -- Include a plan and evidence of where and how student support will be integrated into the course and assignment.
- Pre/post surveys
o Where/how these will be administered to students by QEP staff and faculty role

Peay Composed Faculty Community of Practice

Implementation Plan Peer Review Rubric
Requirements for Peay Composed Course Implementation Plan

    1) analysis and improvement of the writing assignment prompt/instructions using the Transparency in Learning and Teaching (TILT) framework

    2) scaffolded writing tasks to break down the key writing assignment into parts that can be taught, supported, and assessed within the course

    3) two reflective activities, at least one with substantial formative feedback from faculty.
        -Early stage of project (e.g. idea generation, outline, research proposal)
        -Mid stage or project (e.g. first draft, detailed outline, annotated bibliography, etc.)

    4) additional opportunities for formative feedback from faculty and tutors on steps of the writing process in the key writing assignment.

    5) evidence of incorporation of the Writer Reflection Assignment in the assignment instructions and/or relevant syllabus portion

    6) integration of student support resources

If the rubric item is scored like this...	...the following must be included.
Established - All aspects of rubric item are present, well-developed, and clearly described.	No comments/revisions required; kudos encouraged
Emerging - One or more aspects of the rubric item are missing, underdeveloped, or unclear.	Comments and suggested or required revisions
Not Evident - All aspects of the rubric item are not present.	Required revisions

	Rating (Established, Emerging, Not Evident)	Comments
1) Analysis and improvement of writing assignment prompt/instructions		
2) Scaffolded writing tasks		
3) Reflective activities		
4) Additional formative feedback		
5) Incorporation of Writer Reflection Assignment		
6) Plan for incorporation of student support resources		
Required Revisions:		
Suggested Revisions:		
Kudos:		

Pre-Survey for Students Enrolled in Peay Composed Courses

Q1 Please indicate your level of agreement with the following statements.

	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I wait until the last minute to begin working on my writing assignments.	○	○	○	○	○
I feel confident that I can complete writing assignments on time (before the due date).	○	○	○	○	○
I feel confident that I can do well on writing assignments in my college courses.	○	○	○	○	○
I know how to plan out the steps needed to successfully complete a writing assignment.	○	○	○	○	○
I feel stressed and/or overwhelmed when trying to complete a writing assignment.	○	○	○	○	○
I take time to review and proofread my written assignments before submitting.	○	○	○	○	○

Q2 This question asks you to identify the steps of the writing process that you are usually confident about or that you usually find challenging. Read each step carefully, and then drag and drop each step of the writing process in the appropriate box based on your experience with writing.

Understanding the assignment	I am usually confident in these steps of the writing process.
Developing a topic or idea	
Writing an outline	
Managing my time to complete the assignment before the due date	I usually find these steps of the writing process to be challenging.
Incorporating support from sources to support my ideas	
Developing my ideas in writing (writing enough)	
Organizing my writing	
Editing my writing to correct spelling and grammar mistakes (8)	I am not sure how I usually feel about these steps of the writing process.
Getting help from others on my writing	
Revising my work based on feedback from others	

Q3 I have received assistance on my writing assignments at APSU from the following (select all that apply).

- ☐ Writing Center
- ☐ Learning Resource Center
- ☐ Library
- ☐ Tutor.com
- ☐ Other (please explain) _____
- ☐ I have not received assistance with my writing at APSU

Q5 I have received assistance on my writing assignments at APSU from the following (select all that apply).

☐ Writing Center

☐ Learning Resource Center

☐ Tutor.com

☐ Other (please explain) _____

☐ I have not received assistance with my writing at APSU

Display This Question:
If I have received assistance on my writing assignments at APSU from the following (select all that... = I have not received assistance with my writing at APSU

Q4 Why have you not received help on your writing assignments? (select all that apply)

o I have not completed a written assignment at APSU yet.

o I did not feel that I needed assistance.

o I was not aware of the resources available.

o I did not know how to find help.

o I did not have time to get help before the assignment was due.

o Help was not available at the time I needed it.

o Other (please explain) _____

PEAY COMPOSED
Writer Reflection Assignment*

In each QEP course, instructors assign the "Writer Reflection Assignment" to be completed by students at the time they submit the key writing assignment. The Writer Reflection Assignment must count toward students' grade in the course (as part of the grade on the key writing assignment or a standalone assignment).

A de-identified sample of Writer Reflection Assignments from all QEP courses will be analyzed each academic year by the QEP Assessment Team as part of assessment of the Peay Composed Metacognitive Student Learning Outcomes.

The Writer Reflection Assignment must be a written assignment that includes the following introduction and prompts:

Writing is a process, and writers must reflect on their process to improve. This assignment asks you to honestly and thoughtfully reflect on your experience completing the [key writing assignment]. I am not looking for the "right answers," just a meaningful description of your work as a writer on this project in response to the following prompts. Make sure you address each question and plan to write at least 3-4 sentences for each prompt (more is ok!).

1. What part of your work are you most proud of in this assignment?

2. If you had more time, what else would you do on this project?

3. What feedback did you receive on this project and how did you address it?

4. How did you use the [integrated student support] on this project? Would you use [integrated student support] on future projects? Why or why not?

5. What steps of the writing process were most challenging for you and why?

6. If you had to do this project again, what would you do differently in your writing process?

*These guidelines may be revised in the future based on input from the QEP Implementation Committee and participants in the Faculty Community of Practice.

ALL QEP TOPIC SELECTION COMMITTEE MEMBERS WHO SERVED FROM FALL 2021 TO PRESENT		
Department / Unit	**Name**	**Title/ Role**
College of Arts & Letters	Keely Mohon-Doyle	Assistant Professor, Languages & Literature
College of Arts & Letters	Marisa Sikes	Associate Professor, Languages & Literature
College of Arts & Letters	Patrick Gosnell	Associate Professor, Graphic Design
College of Arts & Letters	Dixie Webb	Professor, Art History
College of Business	Jennifer Thayer	Assistant Professor, Accounting (co-chair)
College of Business	Matt Hampton	Assistant Professor, Economics
College of Behavioral Health Sciences	Emily Pica	Assistant Professor, Psychology & Counseling
College of Behavioral Health Sciences	Tasha Ruffin	Assistant Professor, Nursing
College of Behavioral Health Sciences	Amanda Patrick	Assistant Professor, Sociology
College of Education	Andrea Lee	Assistant Professor, Educational Leadership
College of Education	Maya Cunningham	Assistant Professor, Education
College of STEM	Teresa Crutcher	Assistant Professor, Allied Health
College of STEM	Meagan Mann	Associate Professor, Chemistry
College of STEM	Sumen Sen	Associate Professor, Mathematics
Library	Jennifer Harris	Assistant Professor, Library
Academic Advising	Whitney Miliken	Student Success Coordinator
Career Services	Robert Torres	Veteran and Career Advisor
Center for Advancement of Faculty Excellence	Melissa Kates	Director
Student Health and Counseling Center	Crystal Henson	Director
Center for Extended & International Education	Anna Carrie Webb	Director of Distance Education (co-chair)
Writing Center	Allie Johnston	Director and Assistant Professor, Language & Literature
Center for Service Learning and Sustainability	Alexandra Wills	Director
Fort Campbell Campus	Marisa Roberts	Director of Marketing and Recruitment
Housing/Residence Life	Zachary Inham	Functional Support Specialist
Learning Resource Center	Samantha Mallory	Director
Office of Admissions	Tracy Comer	Associate Director
Career Services	Eric Morgan	Director
Office of Decision Support & Inst. Research	Melissa Johnson	Research Analyst
Office of Diversity, Equity, & Inclusion	LaNeeça Williams	Chief Diversity Officer
Office of Institutional Effectiveness & Assess.	Allie Michael	Assistant Director
Office of the QEP	Troy Priest	Director (co-chair)
Student Representative	Jalen Smalls	Student
Student Representative	Logan Sykes	Student
Student Representative	Sean Harrah Siple	Student

AP Austin Peay
State University

CLARKSVILLE ✦ TENNESSEE