

As a result of the 2012 and 2013 General Education writing assessments, the Learning Assessment Committee and General Education–Writing Work Group are working to improve writing across Harper College. The Committee and Work Group gathered feedback throughout the fall 2014 semester through a session at Orientation Week, professional development workshops, postings on the Harper Intranet Portal and within the InsideHarper E-newsletter, and a faculty feedback survey. Based on this information, a two-part Writing Improvement Plan is being implemented. This update provides planning status as of spring 2016.

Part 1 of the Improvement Plan, described below, was completed in spring 2015. This section of the Improvement Plan was designed to provide easy access to information that will help faculty members quickly implement writing improvement strategies in their classes.

A. *Faculty Resources*

Develop a resource page on the HIP, “Writing Improvement Resources,” to provide access to writing instruction and assessment information. The resource page provides an adaptable site for sharing of materials that have helped faculty members improve writing outcomes in their own courses. The page includes the following materials:

- Writing Best Practices Manual (also appropriate for sharing with students)
- College-Level Writing Expectations (also appropriate for sharing with students)
- Examples of Writing Excellence (in partnership with *The Harper Anthology*)
- Writing Rubric Examples
 - General Education Writing Rubric used during fall 2013 assessment
 - Example rubrics for assessing writing at the class or course level
- Links to Faculty Development Opportunities related to writing in the classroom
- Link to Writing Center resources

B. *Faculty & Staff Communications*

Communicate the Writing Improvement Plan to Harper employees.

Part 2 of the Improvement Plan was developed over a longer timeframe and incorporates items that take longer to implement than those included in Part 1. Implementation of Part 2 began in fall 2015; specific implementation semesters are included with each item below.

A. *Professional Development*

- Support development and implementation of “Fundamentals across the Disciplines” courses that are focused on improving student writing (fall 2015).
- Support development and implementation of graduate equivalency course focused on improving student writing (fall 2016).
- Provide a panel workshop of Harper faculty who have helped their students develop their writing skills (fall 2016).

B. Communications

- Implement a student communications strategy with the assistance of the Student Communications Manager (fall 2016).
 - The communications strategy will engage students in broad topics related to writing while providing information that can improve student writing and research skills, such as student workshops, information about the Writing Center, and strategies and tips for effective communication.
 - The Work Group will also provide guidance to faculty on use of this information within the classroom.
- Improve communications with faculty to improve awareness of writing resources and assessments (fall 2016 and continuing). These communications may include sessions at Orientation Week and interactive communications shared in InsideHarper.

C. Future Assessment

The Work Group and Learning Assessment Committee plan to conduct a follow-up assessment of Written Communication in 2016-17.

Note: In January 2016, the Learning Assessment Committee approved new general education outcomes for the College, including a new Communication outcome: Upon completion of a degree program, the student should be able to effectively *communicate information and concepts in oral and written formats*.

Questions? Contact Rich Johnson, Learning Assessment Committee Chair at ext. 6694 or Faon Grandinetti, General Education-Writing Work Group Chair at ext. 6356.