

October 24, 2012

# Writing across the Curriculum Committee

9:00 AM

Board Room, Building 1

**Chair:** Jon Elmore

**Vice-chair:** Sandra Pinkham

**Secretary:** Pat Walker

**Members Attending:** Jon Elmore, Wesley Beddard, Sandra Pinkham, Becky Leach, Sherry Glover, Mike Davis, Pat Walker

**Members Absent:** Cynthia King

## Minutes from Meeting October 24, 2012

**Agenda Item**

**Presenter: Jon Elmore**

### I. Review/discussion of the QEP and QEP progress report

- Jon Elmore asked whether there were questions about the QEP or the progress report on the QEP. Discussion ensued to clarify some points on the QEP.
- Jon Elmore noted that BCCC needs to accelerate its work with the QEP process, not only to provide statistics for SACS but also to assist students with advising to increase opportunities for success. Anecdotal evidence has suggested that students perform better in writing intensive courses if the students have had ENG 111 or RED 090/ENG 090; however, statistical data is necessary to support this position. Everyone agreed that a statistician is necessary to put the data we have into a meaningful format.

### II. Update from Mike Davis regarding data collection and analysis

- Mike Davis noted that he had met with Dixon Boyles, the Assessment Coordinator earlier in the semester to stress the need for analysis on the writing data that has been collected as the data is now in raw form. Wesley asked whether we need data or analysis. Mike affirmed that we have a plethora of data collected from writing intensive classes that need analysis. Conversation turned to the importance of needing someone other than English instructors or the Director of the Writing Center to work with the data. Wesley stated that the committee must be specific about what its needs are to analyze the data; then, he can take the recommendation to the Administration Council.

### III. Recommendations

- Jon Elmore will write the committee's recommendation for a statistician and present it to Wesley to take to the Administrative Council. The recommendation is as follows:

#### From Executive Summary

The three most pressing recommendations are (1) to develop the faculty's increased ability to design, implement, and assess student writing across the curriculum, (2) to develop a consistent and accountable system to collect, manage, and analyze data to inform best writing practices, and (3) to reevaluate the current staff positions of the Writing Center to lead and implement these goals.

#### From Writing Across the Curriculum Section

- To develop a systemic process to analyze and report the data collected by both the Writing Center and the WAC program.

- To reconsider enrollment caps for Writing Intensive courses.
- To implement an effective mechanism for the professional development of its faculty.
- To provide data that may enhance student advising.

**From Writing Center Section**

- The Lead Tutor position should become a full-time position split between the Writing Center and the English Department.
- The Writing Center Director should become a 10-month position.