

Professional Development Survey Results, Fall 2005

	Yes	Percentage	No	Percentage		
1. Do you make assignments which require writing?	114	75%	38	25%		
Total Respondents				152 (100%)		
	Yes	Percentage	No	Percentage		
2. Is written communication a part of your students' grade(s) for the semester?	90	61%	57	39%		
Total Respondents				147 (100%)		
	Yes	Percentage	No	Percentage		
3. Does your department have any written policies on grading written communication?	38	26%	106	74%		
Total Respondents				144 (100%)		
	Often	%	Occasionally	%	Never	%
4. How often do you make assignments when writing is part of the grade?	61	41%	48	33%	38	26%
Total Respondents				147 (100%)		
	Yes	%	No	%		
5. Would you consider attending training outside your normal work hours? (evening, weekend)	108	66%	56	34%		
ondents				164 (100%)		
	Morning	%	Evening	%	Saturday	%
6. If you answered yes to the above question, when would you consider attending outside your normal work hours? (If you answered no, move to the next question.)	29	27%	67	61%	13	12%
Total Respondents				109 (100%)		
	Yes	Percentage	No	Percentage		
7. Do you expect financial compensation for attending professional development opportunities outside your normal work hours?	96	60%	65	40%		
Total Respondents				161 (100%)		

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8. What training formats do you prefer?	Most preferred	%	Preferred	%	Okay	%	Not preferred	%	Total Responses
a. Seminar with outside consultant	63	40%	31	20%	41	26%	21	13%	156
b. Seminar with CCC & TI professional	23	16%	50	34%	58	40%	15	10%	146
c. Short series of one-hour sessions	57	37%	57	37%	26	17%	13	8%	153
d. Online courses	24	16%	24	16%	43	29%	58	39%	149
e. Other (please specify)	<ul style="list-style-type: none"> ▪ Fewer meetings the better ▪ None ▪ I'd like to use team-teaching experiences 								
9. Where do you prefer to participate in professional development?	Most preferred	%	Preferred	%	Okay	%	Not preferred	%	Total Responses
a. Online	26	18%	20	14%	46	32%	53	37%	145
b. Workshop in a classroom	42	28%	67	45%	30	20%	10	7%	149
c. Brown-bag sessions (lunchtime in a break room or classroom)	28	19%	44	30%	48	33%	27	18%	147
d. Off-campus retreats	35	23%	30	20%	42	28%	44	29%	151
e. Other (please specify)	<ul style="list-style-type: none"> ▪ Food should be provided ▪ None ▪ Note on above responses: IF this is an institution-wide commitment, then seeing others, face-to-face and engaged, increases the support that all provide for each other. Thus, no online. 								
10. How do you prefer to participate in professional development?	Most preferred	%	Preferred	%	Okay	%	Not preferred	%	Total Responses
a. Online work at my own pace	27	18%	23	15%	43	29%	56	38%	149
b. Individual study	19	13%	37	26%	54	38%	34	24%	144
c. Active hands-on participation in small groups	58	37%	47	30%	32	21%	19	12%	156
d. Large group tutorial with pertinent information	29	19%	46	30%	52	34%	24	16%	151

<p>e. Other (please specify)</p> <ul style="list-style-type: none"> ▪ None ▪ For my own professional development, I'm ok with online. Please see note above. 		
<p>11. Preferred time(s) for professional development—when would you be most like to attend?</p>		
<p>Semester breaks (when classes are not in session)</p>	60	38%
<p>Saturdays</p>	12	8%
<p>Between semesters</p>	55	34%
<p>Tuesday lunch</p>	60	38%
<p>Friday afternoons</p>	39	24%
<p>Other regular work times</p>	71	44%
<p>Other (please specify)</p> <ul style="list-style-type: none"> ▪ People's time off/weekends/breaks should NOT be taken away to do trainings! ▪ M-Th mornings before 12 noon ▪ Evenings ▪ Evenings ▪ Evenings ▪ None ▪ A serious QEP implies commitment of time during the workday. 2. Commuters with families prefer work-day sessions ▪ Mornings ▪ Wed. or Thurs. afternoons or evenings 		
<p>Total Respondents</p>	160 (100%)	
<p>12. Who should attend training? (Choose all that apply.)</p>		
<p>Faculty</p>	150	96%
<p>Department chairs</p>	134	85%
<p>Vice presidents</p>	105	67%
<p>Staff</p>	87	55%
<p>Other (please specify)</p> <ul style="list-style-type: none"> ▪ Student Services ▪ EVERYONE should be involved ▪ EVERYONE ▪ EVERYONE ▪ faculty giving writing assignments ▪ All employees ▪ Everyone! Especially Department Chairs and higher management officials. 		

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<ul style="list-style-type: none"> ▪ any person teaching a class ▪ Whoever needs it ▪ From president, all the way down the line; board chair, if we could engage him. Some will have more to gain; others will have more to give. All are important. ▪ who apply 	
Total Respondents	157 (100%)
<p>13. Do you have a talent/skills/knowledge in a topic related to writing across the curriculum that you would be willing to share with colleagues? Please tell us your area of expertise as well as your name and contact information.</p>	
<ul style="list-style-type: none"> ▪ No ▪ I could lead workshops on using the writing process, using rubrics, and/or designing writing assignments. ▪ Spent 2 years at previous institution as coordinator for Writing Across the Curriculum. Led workshops and follow-up sessions for faculty from diverse disciplines. Am familiar with workshop techniques, materials and outside experts. Tom Hearron x 5228 (Watauga) ▪ I have a master's degree in English Education, as well as experience in curriculum development. I would be willing to tutor or mentor instructors in vocational or technical areas to help identify writing needs and opportunities in their curricula. Nancy Hatley, ext 2376 ▪ Relating diverse personality types, as identified by the Myers-Briggs Type Indicator (MBTI), to student learning styles and writing preferences. Includes tips for students on how to tackle writing assignments, based on their preferred personality type. Doris Conn, X 2704 ▪ No ▪ I think many of us are certainly able and willing to provide help for our colleagues; however, we are afraid that the professional development aspect will be 'assigned' to us with no regard for our own already heavy course/work loads. ▪ Topics, organization of papers, outlines, documentation, proofreading skills English instructor, Watauga Shirley Unsworth ▪ I can offer perspective from the standpoint of a professional journalist and technical writer on the importance of accuracy in writing, focusing on the message, knowing your audience, etc. ▪ I no longer teach the Theatre Appreciation course, or any other course for that matter, however I do find that the writing skills of many of our esteemed personnel is not up to collegiate standards. For this reason, I believe it would be nice for staff to have some lessons on business writing, grammar and memo etiquette. ▪ If you haven't already guessed my identity based on my years of service and my department, you'll guess it if I answer this question! I have great reservations about--sharing--my areas of putative expertise with my colleagues, who seem pretty capable to me. Outside experts are the best way to go, especially when dealing with sensitive areas like communications skills. ▪ no ▪ NO ▪ no ▪ I'd be glad to share assignment ideas. I'll e-mail Beverly Jaynes with specifics. ▪ a+b strategic communications/a+b comunicaciones estrategicas Alice Boggs Lentz tammlentz@charter.net (bilingual consultancy providing services to clients in the public and private sectors) writing across the 'lifetime' curriculum--effectively engaging individuals, ranging from first-graders who cannot speak English to CEOs of Fortune 500 companies Don Presnell and I are among the many CCC&TI employees, who are published on several continents and in various languages and markets--trade, professional, academic. In my view, those internal resources should be catalogued, leveraged, and promoted for the benefit of the QEP. Learning a second or third language crystallizes one's understanding of the grammar of his native tongue. CCC&TI's commitment to adding foreign-language courses (strategic plan, 2005-2010) will strengthen the QEP's impact. As more students 	

<p>study Spanish (and Mandarin Chinese -- wonderful comparisons to English), more will understand the subjunctive in English and use it well! Thank you for asking question #3. TRIO has specific, spoken policies on expectations for writing/publishing. Your question inspires us articulate a written policy for staff and students. That the collective view of individuals at CCC&TI led to a QEP focusing on written communications is exciting, in my view. Writing (and perceived criticisms thereof) is a very personal and potentially sensitive topic. I applaud the SACS and QEP leadership for taking on this project and for proceeding with it courageously.</p> <ul style="list-style-type: none"> ▪ N/A ▪ Using writing in the math classroom. 									
14. Thinking about professional development in writing across the curriculum, how would professional development be most effective?									
At the department level									
72									
29%									
Divided by Curriculum, Basic Skills, and Corporate & Continuing Education									
45									
29%									
All college faculty together									
36									
24%									
Total Respondents							153 (100%)		
15. Rate these possible topics for professional development.									
	Useful	%	Might be Useful	%	Not Useful	%	Not applicable	%	Total Responses
a. Instruction in the classroom on writing-related topics	85	57%	48	8%	8	5%	9	6%	150
b. Learning communities that enforce writing	58	39%	59	40%	19	13%	13	9%	149
c. Portfolio development	56	38%	61	41%	22	15%	10	7%	149
d. Rubric development for writing assignments	60	42%	61	43%	10	7%	12	8%	143
e. Using rubrics to assess writing assignments	66	46%	55	38%	10	7%	12	8%	143
f. Active learning activities	85	56%	54	36%	7	5%	6	4%	152
g. Revising courses to include writing-based assignments	62	42%	55	38%	18	12%	11	8%	146
h. Using technology to enforce writing skills (Word, e-mail, blogs)	81	53%	59	39%	7	5%	6	4%	153
i. Using business documents to enforce writing skills (agendas, minutes, letters, forms, informal reports)	68	46%	59	40%	12	8%	9	6%	148
j. Assessment strategies for writing	74	49%	62	41%	9	6%	6	4%	151

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k. Strategies for emphasizing writing in online classes	51	34%	68	46%	13	9%	17	11%	149
i. Other (please specify)									
<ul style="list-style-type: none"> ○ Adapting existing assignments 									
16. Rate your need for professional development in these areas related to writing.	Useful	%	Might be Useful	%	Not Useful	%	Not applicable	%	Total Responses
a. Building writing assignments into my class	33	22%	49	33%	32	21%	36	24%	150
b. Development of writing assignments in my subject area	37	25%	50	43%	30	20%	31	21%	148
c. Assistance in how to grade writing assignments in my subject area	45	30%	50	33%	20	13%	35	23%	150
d. Developing student learning objectives for writing in my subject area	36	24%	56	37%	25	17%	33	22%	150
e. Constructing effective meeting documents (minutes, agendas, etc.)	36	24%	51	34%	43	29%	18	12%	148
f. Composing effective memos and e-mails	43	29%	58	39%	37	25%	11	7%	149
g. Writing technical reports	42	28%	58	39%	30	20%	18	12%	148
h. Writing justifications	44	30%	57	38%	29	19%	19	13%	149
i. Other (please specify)									
<ul style="list-style-type: none"> ▪ Creative ideas for classroom teaching that involve writing ▪ institution-wide standards and formats (more specific than the statement in the catalogue) for easy fill-ins by staff 									
17. What type of content would you like to see covered in workshops on writing, if any.									
<ul style="list-style-type: none"> ▪ using the writing process developing effective writing assignments ▪ Transfer of writing skills from English class to the real world Practical writing skills (how we all use writing every day) ▪ Also, include a briefing on grammar, punctuation, and/or capitalization. ▪ Strategies for emphasizing the importance of writing, interesting writing assignments and techniques, group work that actually accomplishes something! ▪ Help with specific assignments in a math course would be extremely helpful. ▪ Ethics and professional development in how to treat students and fellow employees. ▪ Consistent writing rubric across College Transfer on papers ▪ How to be a successful communicator. ▪ standardized grading system ▪ Ways non-English classes can incorporate interesting and useful writing assignments Non-threatening rubrics! Developing a high 									

standard of acceptability in written work

- How to assess writing
- Basic discussion of MLA and APA format for those students who wish to matriculate further. Examples of effective business and technical writing.
- Content that provides me with the ability to assign meaningful writing assignments that allow me to assess the students without having to major in writing. I am thinking along the lines of rubric development and then determining effective and interesting writing assignments that are relevant to my subject area.
- I'd like to see workshops in which specific areas of instruction (business, social sciences, hard sciences, for example) got together with a consultant who could guide the group in designing and incorporating effective writing assignments.
- For faculty how to grade the writing of students in other classes as in reports and doing research.
- The advantages of writing affecting the communicational skills of the different departments.
- creativity in assignments
- Business Topics
- essay writing and a very beginning writing workshop for low ABE students

Thank you for your input. If you have anything to add that might be helpful to the QEP Working Groups, please use the space below.

- I think that for #7, rather than financial compensation, that if the trainings are held and go over our regular work hours then we should get comp time. I think this is only fair. If it is just one meeting then no. I am talking about if we are going to have multiple meetings throughout a semester.
- All letters that leave the college should have a department name, a contact name and a contact direct number. I was shocked when I first saw a letter like this. All calls made to a student, when leaving a message should include the department name, a contact name and a contact direct number. Most of the time the letters I have seen do not include the above. Most of the phone calls returned to the college, the student returning the call have no ideal who call, so we play the guessing game.
- I would like to see departments other than mostly College Transfer involved in this process.
- I think all faculty are interested in helping students write but most (outside of English, etc.) will be opposed to mandatory writing assignments in every class.
- Perhaps we can transfer the writing skills to verbal skills in our students and colleagues. My pet peeve is the butchering of the language, and the fact that it has become accepted behavior.
- I just want to say that I am very impressed with the hard that the QEP group has put into this project.
- I don't think the on line classroom is the way to go for any type English classes or writing classes. There is no one-on-one communication that I feel is necessary for effective speech and writing advancement.
- Professional development opportunities as they relate to writing cannot be a one-size-fits-all proposition for faculty anymore than writing can be taught that way for students. I suspect there are as many varied levels of expertise with writing among faculty as there are with our students. To be effective, professional development opportunities will have to be targeted to specific areas and perhaps quite plentiful in numbers. A buckshot approach will not be effective.