

Enhancing Writing -

*Write
On*



Quality Enhancement Plan

Caldwell Community College
& Technical Institute

Caldwell Community College and Technical Institute

Enhancing Writing – Write On!

Quality Enhancement Plan
CCC&TI

Submitted to the
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Southern Association of Colleges and Schools

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Executive Summary: Enhancing Writing—Write On!

Focus of the Plan

The goals of Caldwell Community College and Technical Institute's Quality Enhancement Plan are to enhance student writing and create an institutional culture of writing at CCC and TI. This plan defines good writing as the ability to produce unified, coherent, well-developed written communication using standard English as measured by the [QEP rubric](#). The objectives of this plan include establishing programs and services designed to enhance student writing and integrate writing across the curriculum. Strategies for implementation include establishing writing centers on both campuses to serve students, faculty, and staff, developing an online writing center, and establishing a professional development program for faculty designed to train faculty cohorts in the theoretical basis for writing to learn and writing across the curriculum strategies.

Institutional Capability for the Initiation and Continuation of the Plan

Each aspect of this plan has been developed with the input from the executive vice president with regard to funding and sustainability. Wherever possible, this plan utilizes existing college resources. The QEP budget outlines estimated expenditures including salaries, space allocations, supplies, and materials. Throughout this process, CCC and TI has shown a commitment to the long-term implementation of this plan.

Assessment

This plan uses multiple measures of direct and indirect assessment to evaluate the attainment of specific student learning outcomes and the successful implementation of the plan. Direct measures such as the assessment of student writing in capstone classes and portfolio analysis by a team of trained evaluators will be combined with external measures such as the use of outside evaluators to assess student writing. Indirect means of assessment include the use of student and faculty perception surveys and analysis of writing center usage statistics and faculty referrals. Timelines, assessment strategies, types of assessment, and criteria for success have been established for plan components.

Broad Based Involvement of the Community

CCC and TI sought input from various constituencies throughout the development of this plan. Topic development began with a general discussion for the entire campus community. As potential topics emerged, focused discussions were conducted on both campuses. Working groups of faculty and staff conducted preliminary research into various plan components and developed preliminary reports that comprise the basis of the CCC and TI QEP. Throughout the process, the college sought valuable input from faculty, staff, administration, students, board members, school board members, and county commissioners. As components of the plan developed, discussion with student groups continued and suggestions from these groups were incorporated into the overall design of the plan.

Conclusion

The CCC and TI QEP enhances student learning through a focused process that will have a dramatic effect on this institution for many years. Our QEP is a collaborative effort that is based on the idea that writing is an effective learning tool not confined to one department or isolated classes. As an institution, we understand that writing is an essential skill needed for success in every career. The role of the CCC and TI QEP is to promote a culture of writing that celebrates creativity, critical thinking, collaboration, and communication. We expect this plan to truly change the nature of teaching and learning at this institution for many years to come.

Introduction

Caldwell Community College and Technical Institute's (CCC and TI) Quality Enhancement Plan (QEP) is the product of extensive discussions and deliberations throughout the CCC and TI community. The topic, *Enhancing Writing—Write On!*, addresses a critical need among our student population as identified by faculty and staff and focuses on a fundamental aspect of student learning—written communication. The ability to communicate through writing is now considered an essential skill for success in the workplace, and CCC and TI feels that our QEP addresses this issue directly in a focused and meaningful manner.

According to the 2004 National Commission on Writing survey of 120 major U.S. corporations, two thirds of salaried employees in large American companies have some writing responsibility. Eighty percent or more of companies in the service and finance, insurance, and real estate sectors assess writing during hiring. Half of all companies consider writing proficiency when making promotion decisions. The report continues to explain that more than forty percent of responding firms offer or require training for salaried employees with writing deficiencies. American companies spend as much as \$3.1 billion annually remediating writing deficiencies ([National Commission on Writing](#)). The Commission concludes that “writing is considered a ‘threshold skill’ for both employment and promotion. Half of the responding companies report that they take writing into consideration when hiring professional employees.” The report also states that “people who cannot write and communicate clearly will not be hired and are unlikely to last long enough to be considered for promotion” ([National Commission on Writing](#)). Clearly, the importance of writing in the workplace cannot be overemphasized. If CCC and TI students are to be successful in the world of work, writing skills lie at the foundation of this success. In an uncertain economic climate, a strong background in writing will give CCC and TI graduates an essential life skill that will help them successfully function and fully participate as citizens, workers, and lifelong learners.

Institutional Profile

Caldwell Technical Institute opened in 1964, and the first programs offered were health occupations taught in rented facilities around the county. In 1967, the first permanent facility was occupied and centralized all college functions. In 1970, the institution's name was changed

to Caldwell Community College and Technical Institute to reflect the addition of the college transfer program. Today, CCC and TI offers over 85 curriculum programs and a variety of continuing education options, including basic skills instruction, adult literacy, family literacy, and English as a Second Language (ESL). CCC and TI is a public, comprehensive, post-secondary institution whose primary service area is Caldwell and Watauga counties in western North Carolina. Degrees awarded include associate in arts, associate in science, associate in fine arts, and associate in applied science as well as certificate and diploma programs. CCC and TI offers thirty-one degree programs, forty-one certificate programs, and fifteen diploma programs. Curriculum headcount for fall 2004 totaled 3673, with approximately thirty percent of students enrolled on the Watauga Campus in Boone, North Carolina. During fall semester 2004, Caldwell Community College and Technical Institute employed 123 full-time curriculum faculty and 221 part-time curriculum faculty.

Caldwell and Watauga counties have a combined 2005 population of approximately 125,000 (Source: CCBenefits, Inc.): ninety-one percent white, four percent African American, and three percent Hispanic. Per capita income for both counties is just over \$17,000 (2000 U.S. Census). Although their economic bases are very different, with Appalachian State University and the tourism industry comprising the major sources of employment in Watauga and a manufacturing (especially furniture) economy in Caldwell; thirteen percent of the residents of the two counties live below the poverty level (2000 U.S. Census).

Caldwell County is in transition, passing through a period of economic uncertainty as the furniture industry leaves the area due to market forces. Caldwell County had an 8.5% unemployment rate for September 2005 (North Carolina Employment Security Commission), the fourth highest unemployment rate in the state (out of 100 counties). Since 2001, Caldwell and surrounding counties have lost over 25,000 jobs, and Caldwell County has lost more than 6,000 jobs since the first quarter of 2001. Economic forecasters predict an additional twenty-five percent cut in manufacturing jobs over the next five years. Recently, Broyhill Furniture Industries announced the closing of two additional plants in Caldwell County with a loss of more than 400 additional jobs.

As the economic environment changes, jobs that require little education are no longer readily available. Overall educational levels in the area are low, a condition reflected in the fact that more than half the curriculum students at the college are first-generation college students.

Twenty-nine percent of the service area population over twenty-four years of age has less than a high school education. More than one-third of those have less than a ninth grade education (2000 U.S. Census). The result for the college is a public mandate to retrain displaced workers. As a result, curriculum enrollment has risen, and Basic Skills enrollment has risen even more, forecasting a rise in coming years of curriculum enrollment by students with GEDs rather than traditional high school diplomas.

The unemployment rate for the state of North Carolina has remained stable at approximately 5.5% for 2005. However, Caldwell County has not shared this economic stability. Despite workplace initiatives and federal government interventions, Caldwell and Watauga counties continue to struggle as the national and state economies recover and prosper. Prospects of revitalizing the local economy remain tenuous at best. Most experts agree that for Caldwell County to rebuild economically, residents must view further education as a means of economic improvement. Fundamental skills such as reading and writing become increasingly important as we prepare students for the economy of the future. We must continue to stress the importance of writing as a workplace skill through initiatives such as CCC and TI's Quality Enhancement Plan.

CCC and TI believes that to meet the needs of the current student population, as well as address the needs of the larger community, the development of a quality enhancement plan must be grounded in the mission and the strategic plan of the college. The mission of Caldwell Community College and Technical Institute is

- *to provide accessible, quality instruction;*
- *to support economic development through comprehensive resources to business, industry, and agencies;*
- *to offer diverse services and opportunities which improve the quality of life.*

This mission clearly illustrates college-wide commitment to the educational and economic development of Caldwell and Watauga counties. With this mission in mind, CCC and TI has developed a quality enhancement plan that will serve the needs of local residents and currently enrolled students and act as a natural extension of the mission and purpose of the college.

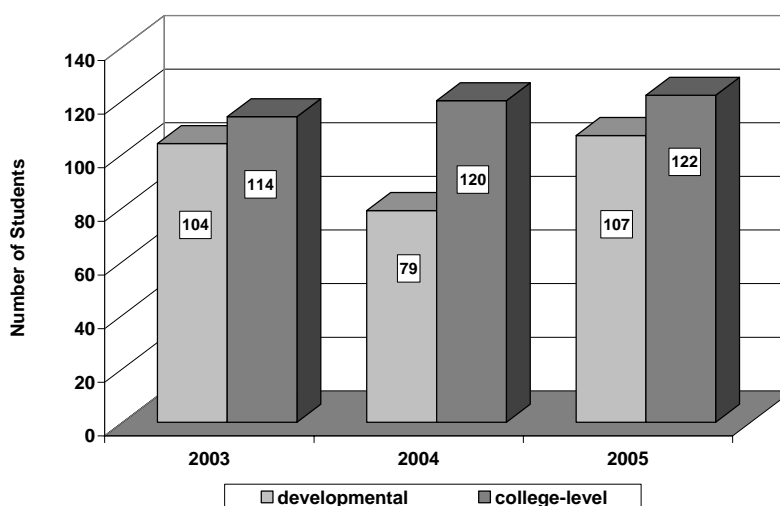
Rationale

Concerns regarding the lack of academic preparation of current high school graduates have been widely publicized. A recent study by the American College Testing program ([ACT](#)), “Crisis at the Core: Preparing All students for College and Work,” reports that “only 22 percent of the 1.2 million high school graduates who took the ACT Assessment in 2004 achieved scores that would deem them ready for college in three basic academic areas—English, math, and science.” This study further states that based on assessments from eighth and tenth grade students, the graduates of 2006 and 2008 will also lack academic preparation in these basic subjects ([ACT](#)).

Caldwell Community College and Technical Institute has long been concerned about the quality of writing of entering students. As evidenced by the 2005 [Faculty Perception Survey](#), an overwhelming majority of faculty indicated that our entering freshman are not prepared for college writing, and 75% of faculty indicated that 41-100% of their students demonstrated significant weaknesses with writing. Each semester, significant numbers of CCC and TI students place into developmental writing as measured by Accuplacer, a computerized placement test developed by Educational Testing Service. A recent study of Watauga and Caldwell county high school graduates indicates that in 2003, 104 out of 218 (47%) of local high school graduates attending CCC and TI placed into developmental writing. In 2004, 79 out of 199 (39%) graduates placed into developmental writing, and in 2005, 107 out of 229 (46%) graduates placed into developmental writing. These survey results indicate that a significant number of local high school graduates attending CCC and TI are not prepared for college level writing.

As most instructors realize, major changes in student writing usually occur incrementally over a period of time. When asked on the 2005 Faculty Perception Survey, “How can the college best help you to employ writing

Comparison of CCCTI English Placement
for Recent Caldwell and Watauga High School Graduates



assignments within your courses?”, the overwhelming response was “provide writing tutors.” Seldom does one sixteen-week semester of developmental coursework “fix” the writing problems evident in most developing writers. Repeated instruction and practice reinforced throughout the curriculum provide the most profound change. The CCC and TI Quality Enhancement Plan will act as a catalyst for this change in student learning.

QEP Goals/Objectives/Learning Outcomes

Our Quality Enhancement Plan, *Enhancing Writing—Write On!*, will address the writing deficiencies addressed in the previous section by focusing on discipline-based writing rather than instruction in composition classes. The overall goals of the CCC and TI QEP are to enhance student writing and create an institutional culture of writing. This plan defines good writing as the ability to produce unified, coherent, well-developed written communication using standard English as measured by the [QEP rubric](#). The following chart outlines the QEP goals, objectives, and strategies for achieving these goals:

QEP Goals	QEP Objectives	QEP Strategies
1. Enhance student writing	Establish programs and services to develop and enhance students writing skills.	1. Plan and implement writing centers on both campuses. 2. Develop an online writing center
2. Create an institutional culture of writing.	Integrate writing across the curriculum	1. Implement a professional development program to train faculty cohorts in writing across the curriculum strategies. 2. Emphasize discipline-based writing.

These two goals will form the basis of our QEP by providing support for faculty through professional development and support for student learning through academic assistance with writing in all disciplines. Specific student learning outcomes include:

- Students will demonstrate knowledge and skills necessary to produce a clear and focused main idea or thesis.
- Students will demonstrate knowledge of development of ideas, paragraph structure, and organization.
- Students will demonstrate knowledge and skills necessary for effective development of supporting material for a main idea or thesis.
- Students will demonstrate knowledge and skills necessary for writing clear and effective sentences.
- Students will demonstrate a working knowledge of standard English usage, grammar, and mechanics.

The criteria for success for our QEP are:

Graduate Writing Sample/Electronic Portfolio Analysis

- Show increases in writing proficiency as evidenced by graduate writing samples, student portfolios, and external evaluations. (2006 Benchmark—73% scored 3 or higher on holistic rubric. QEP goal is 80% scoring 3 or higher on holistic rubric.)

Community College Survey of Student Engagement

- Show increases in CCSSE student response data relating to student perceptions of growth in writing skills, writing lab usage, etc.

Faculty Perception Survey

- Show growth in positive faculty perceptions regarding writing practices evidenced by Faculty Perception Survey
- Decrease the percentage of faculty who have changed or eliminated writing assignments (Faculty Perception Survey Question 9—*Have you changed or eliminated writing assignments or test questions because of poor student writing?*)

Writing Center

- Show increases in the number of students seeking academic support with writing
- Show increases in the number of faculty referrals for writing assistance
- Show increasing usage of online writing center once established

- Show correlation of higher GPAs for freshman writing center users (students with fewer than 30 credit hours) compared to non-users (students with fewer than 30 credit hours)

Professional Development

- Increase the number of faculty participating in Writing Across the Curriculum professional development activities
- Show increases in “writing to learn” activities as indicated by syllabi and responses on Faculty Perception Survey

Topic Development

As CCC and TI approached the beginning of the 2005-06 academic year, emphasis was placed on the development of a Quality Enhancement Plan required for Southern Association of Colleges and Schools (SACS) reaffirmation of accreditation. In July 2005, seven faculty and staff attended SACS-COC Institute on Quality Enhancement and Accreditation. These faculty and staff members listed below form the QEP advisory committee.

- Camille Annas, Director, Academic Support Center and English Instructor
- Melinda Hefner, Director, Literacy Support Services
- Barbara Harris, Director, Ophthalmic Medical Assistant and Department Chair, Health Sciences
- John Dillard, Sociology Instructor
- Carolyn Evert, Director, Office of Institutional Effectiveness and Research
- Margaret Hampson, QEP Director and Department Chair, English, Reading, and Communications
- Laurette LePrevost (*ex officio*), SACS Liaison

Work on the selection of a QEP topic began on August 15, 2005 with a campus-wide brainstorming session in the gymnasium. Over 200 faculty and staff from across all departments of the college attended this session. Those in attendance were divided into groups and given questions to answer individually. Each group then discussed issues relating to each topic and prioritized the educational needs facing our current student population and facing student

learning. Each group presented a prioritized list to the entire group, and the QEP advisory committee compiled these responses.

After reviewing these data, the QEP advisory committee identified the eight most frequently cited areas of interest with regard to student learning. These areas included:

- The use of technology,
- Student advisement,
- Global awareness,
- Oral and written communication skills,
- Employability/soft skills,
- Critical thinking,
- Student learning outcomes, and
- Developing higher academic standards.

After narrowing the potential QEP topic down to these eight areas, the QEP advisory committee facilitated two open discussion sessions on each campus to determine the merits and feasibility of each possible topic. Eighty-nine faculty and staff members participated in these discussions. After these discussion sessions, the topic was narrowed to Enhancing Communication Skills. During the month of September 2005, the QEP advisory committee facilitated four additional open forum discussion sessions to discuss the topic in more detail. Many participants felt the topic was too broad; others still felt global awareness was a better topic for a QEP. Faculty expressed concerns regarding implementation and possible plan components. Using Survey Monkey, an online survey tool, the QEP advisory committee conducted an anonymous survey to determine which topic had garnered the greatest support campus-wide for the topic. With 199 respondents, this survey affirmed enhancing writing skills as the CCC and TI QEP topic. Working groups were established to begin the task of analyzing possible plan components, and a professional development day was set for Oct. 11, 2005. The QEP advisory committee facilitated an orientation for the working groups on Oct. 11. These working groups included: *Best Practices*, *Online Writing Center*, *Professional Development*, *Student Perception Survey*, *Faculty Perception Survey*, *Electronic Student Portfolios*, and *Assessment*. Specific details regarding the responsibilities of these groups can be found in [Appendix A](#).

As the work of these working groups began in earnest, the QEP director addressed a joint session of the CCC and TI Board of Trustees, the Caldwell County School Board, and the Caldwell County Board of Commissioners at their November 2005 meeting. The concept of the QEP was well received, and commissioners, trustees, and school board members alike agreed that given the current economic climate within the region, every effort should be made to increase employability skills of service area students, and enhancing writing certainly addresses this need. The QEP director also met with the Business Programs Advisory Committee to introduce the QEP topic and elicit feedback. Again, members of the local business community were supportive of the topic and encouraging in the college's approach to enhancing writing. A strong connection to the CCC and TI 2005-2010 Strategic Plan and Vision Statement became evident as discussions with constituent groups continued.

Caldwell Community College and Technical Institute Vision Statement

Through the years 2005-2010, Caldwell Community College and Technical Institute will continuously aspire to be the best community college in the state of North Carolina and a national and global model for community-centered higher learning. Towards these ends, the College will be an:

- ***Excellent Provider*** of sound education and skills to each student
- ***Innovative Creator*** of dynamic and flexible programs and services, responsive to students' needs
- ***Impassioned Advocate*** of the values of educational, personal, social, and economic growth and development
- ***Outstanding Leader*** in student-centered lifelong learning
- ***Assertive Community Partner*** guiding all stakeholders towards the best education and resulting quality of life, and
- ***Inspirational Model*** of higher education academic and administrative excellence and integrity.

CCC and TI 2005-2010 Strategic Plan Initiatives

2.7. Enhancing effective employee professional development.

- 2.7a Establish and implement a comprehensive institutional Professional Development Plan for all employees by fall 2007.
- 2.7b Increase resources annually between 2005 and 2010 for comprehensive employee professional development.

5. The College must use technology to provide stakeholders the opportunity to access services by:

- 5.1 Developing, expanding, and offering services and equipment that accommodate the needs of students and employees.
- 5.2 Providing continuous, up-to-date professional development and training of employees.

Strategic Plan initiatives involving professional development and technology enhancements emerged as key elements of the QEP. Quality Enhancement Plan components such as student portfolios, a writing center and an online writing center available to all students, faculty and staff, and a Writing across the Curriculum professional development program all help to

integrate the QEP with the CCC and TI Strategic Plan, Vision Statement, and the institutional planning process.

As working groups submitted preliminary reports, the QEP advisory committee developed the following [timeline](#) for plan components, implementation, and assessment. As a part of this timeline, a QEP writing assessment team will be established each year to work under the direction of the QEP director to review QEP implementation and assessments. Beginning in 2006-07 academic year, CCC and TI will implement the Blackboard Academic Suite, which contains a component for electronic student portfolios. Using these portfolios to store student artifacts, the QEP writing assessment team will review writing samples collected throughout the academic year and evaluate these writing samples using the holistic [rubric](#). Periodically, the QEP writing assessment team will send random samples of student writing to external reviewers to evaluate writing proficiency. Results of these evaluations will be used to monitor the success of the CCC and TI QEP. Each year, the QEP director will submit an annual assessment report outlining strengths and weaknesses of QEP implementation including Writing across the Curriculum professional development initiatives and the direct assessment of student learning outcomes. Any areas of concern will be addressed in the following year. Ultimately, students will become the beneficiaries of these assessments as the achievement of plan objectives continues to enhance classroom instruction.

Timeline for Implementation, Fall 2005 – Summer 2007

	Fall 2005	Spring 2006	Summer 2006	Fall 2006	Spring 2007	Summer 2007
Topic Selection and Development	<ul style="list-style-type: none"> • Determine QEP Topic • Develop working groups to explore possible plan components 	<ul style="list-style-type: none"> • Meet with constituent groups • Revise QEP 	<ul style="list-style-type: none"> • Publish and disseminate QEP to faculty and staff • Revise QEP • Submit QEP to SACS 	<ul style="list-style-type: none"> • SACS on-site committee reviews QEP 		
Establish Baselines for Assessment	<ul style="list-style-type: none"> • Administer Faculty Perception Survey and Professional Development Survey • Review CCSSE data 	<ul style="list-style-type: none"> • Develop QEP rubric, validate rubric based on writing samples collected in ENG 111 and multiple readers • Administer writing samples in capstone classes 	<ul style="list-style-type: none"> • Establish and train QEP writing assessment team to use rubric to review writing samples. (multiple readers assess writing samples collected Spring 2006) 	<ul style="list-style-type: none"> • Administer writing assessment with student cohort (TRIO SSS First Generation Statement) 	<ul style="list-style-type: none"> • Administer CCSSE and Faculty Perception Surveys • Administer writing samples in capstone courses and SSS cohort at the end of the semester 	<ul style="list-style-type: none"> • Train writing assessment team to use rubric to review writing samples. Issue first assessment report.
Professional Development		<ul style="list-style-type: none"> • Kick-off QEP initiative with outside speaker (Chris Anson from NCSU) • Send representative to WAC International Conference in Clemson, SC 	<ul style="list-style-type: none"> • Develop Professional Development workshop schedule and selection process for first cohort group. 	<ul style="list-style-type: none"> • Select first faculty/staff cohort group and begin Professional Development workshops and trainings 	<ul style="list-style-type: none"> • Continue workshops and trainings for first cohort group. • Begin second cohort 	<ul style="list-style-type: none"> • Continue workshops and trainings. Issue stipends for cohort members who make syllabus changes incorporating writing.

	Fall 2005	Spring 2006	Summer 2006	Fall 2006	Spring 2007	Summer 2007
Writing Center			<ul style="list-style-type: none"> •Begin renovations to SSS office space and Academic Support Center to establish writing center on the Caldwell campus 	<ul style="list-style-type: none"> •Hire Writing Center Coordinator (Caldwell) •Join International Writing Center Association 	<ul style="list-style-type: none"> •Develop policies and procedures for Writing Center •Work with professional development coordinator to develop faculty resources. •Hire and train part-time writing consultants. •Begin tracking Writing Center usage and GPA statistics 	<ul style="list-style-type: none"> •Compare GPAs of users vs. non-users •Pursue CRLA certification for Writing Center •Send Writing Center Coordinator Writing Center Assoc. Summer Institute •Hire Watauga coordinator
Electronic Student Portfolios		<ul style="list-style-type: none"> •Join Blackboard consortium 	<ul style="list-style-type: none"> •Begin implementation of Blackboard Enterprise and Academic Suite 	<ul style="list-style-type: none"> •Train faculty, staff and SSS student cohort to use Blackboard Enterprise and Academic Suite including electronic portfolios 	<ul style="list-style-type: none"> •Use electronic student portfolios to store writing samples. •Continue faculty/staff Blackboard training 	<ul style="list-style-type: none"> •QEP writing assessment team reviews sample portfolios •Continue faculty/staff/students Blackboard training

Timeline for Implementation, Fall 2007 – Summer 2009

	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009
Assessment	<ul style="list-style-type: none"> •Administer writing assessment with student cohort (TRIO SSS First Generation Statement). 	<ul style="list-style-type: none"> •Administer writing sample in capstone courses and SSS cohort at the end of the semester •Send writing samples to external evaluators 	<ul style="list-style-type: none"> •Train assessment team to use rubric to review writing samples. •Issue annual QEP assessment report including writing center usage, GPA comparisons, and analysis of survey responses. 	<ul style="list-style-type: none"> •Administer writing assessment with student cohort (TRIO SSS First Generation Statement). 	<ul style="list-style-type: none"> •Administer writing sample in capstone courses and SSS cohort at the end of the semester •Administer CCSSE and Faculty Perception Survey 	<ul style="list-style-type: none"> •Train writing assessment team to use rubric to review writing samples •QEP writing assessment team reviews sample portfolios and issues annual QEP assessment report including Writing Center usage, GPA comparisons, and analysis of survey responses.
Professional Development	<ul style="list-style-type: none"> •Begin third faculty/staff cohort group. 	<ul style="list-style-type: none"> •Continue with third cohort group. •Begin fourth cohort. 	<ul style="list-style-type: none"> •Continue workshops and trainings. Issue stipends for cohort members who make syllabus changes incorporating writing. 	<ul style="list-style-type: none"> •Begin professional development activities for fifth faculty/staff cohort group 	<ul style="list-style-type: none"> •Continue professional development activities for fifth cohort group •Begin sixth cohort group 	<ul style="list-style-type: none"> •Continue workshops and trainings. Issue stipends for cohort members who make syllabus changes incorporating writing.

	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009
Writing Center	<ul style="list-style-type: none"> •Continue to track usage/GPA statistics. •Implement CRLA tutor training program 	<ul style="list-style-type: none"> •Continue to expand Writing Center Resource Page using Blackboard Enterprise to develop interactive grammar activities, video, power point presentations, interactive workshops, documentation guides, etc. if possible. •Begin offering limited email consultations 	<ul style="list-style-type: none"> •Hire and train part-time writing consultants. •Hire Instructional Technologist 	<ul style="list-style-type: none"> •Continue CRLA tutor training program. •Continue to track usage/GPA statistics. •Begin development of a Writing Center Resource Webpage using Blackboard Academic Suite •Explore piloting real-time synchronous collaborative software 	<ul style="list-style-type: none"> •Purchase Eluminate Building Block for Blackboard Learning Management System (Synchronous Voice Interactive plug-in) 	<ul style="list-style-type: none"> •Hire and train part-time writing consultants
Electronic Student Portfolios	<ul style="list-style-type: none"> •Continue faculty/staff/student Blackboard training 	<ul style="list-style-type: none"> •Continue faculty/staff/student Blackboard training 	<ul style="list-style-type: none"> •QEP writing assessment team reviews sample portfolios •Continue faculty/staff/student Blackboard training 	<ul style="list-style-type: none"> •Continue faculty/staff/student Blackboard training 	<ul style="list-style-type: none"> •Continue faculty/staff/student Blackboard training 	<ul style="list-style-type: none"> •Continue faculty/staff/student Blackboard training

Timeline for Implementation, Fall 2009 – Summer 2011

	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
Assessment	<ul style="list-style-type: none"> •Administer writing assessment with student cohort (TRIO SSS First Generation Statement). 	<ul style="list-style-type: none"> •Administer writing sample in capstone courses and SSS cohort at the end of the semester 	<ul style="list-style-type: none"> •Train QEP writing assessment team to use rubric to review writing samples •QEP writing assessment team reviews sample portfolios and issues annual assessment report including writing center usage, GPA comparisons, and analysis of survey responses. 	<ul style="list-style-type: none"> •Administer writing assessment with student cohort (TRIO SSS First Generation Statement). 	<ul style="list-style-type: none"> •Administer writing sample in capstone courses and SSS cohort at the end of the semester •Administer CCSSE and Faculty Perception Survey 	<ul style="list-style-type: none"> •Train writing assessment team to use rubric to review writing samples •QEP writing assessment team reviews sample portfolios and issues annual assessment report including writing center usage and GPA comparisons and analysis of survey responses.
Professional Development	<ul style="list-style-type: none"> •Begin professional development activities for seventh faculty/staff cohort group 	<ul style="list-style-type: none"> •Continue professional development activities for cohort groups 	<ul style="list-style-type: none"> •Continue workshops and trainings. Issue stipends for cohort members who make syllabus changes incorporating writing. 	<ul style="list-style-type: none"> •Begin professional development activities for eighth faculty/staff cohort group 	<ul style="list-style-type: none"> •Continue professional development activities for cohort groups 	<ul style="list-style-type: none"> •Continue workshops and trainings. Issue stipends for cohort members who make syllabus changes incorporating writing.

Establishing Baselines

Student Perceptions

Student input into the QEP has been addressed in several different ways. During the planning phase of QEP development, members of the QEP advisory team met with several different student groups including the Business Club and Student Support Services (SSS), a federal TRIO program serving low income/first generation college students, to seek student input regarding specific aspects of the QEP. Both the Business Club and SSS students felt that a writing center was needed and would be heavily used by current students. Several SSS students indicated that current academic support services were inadequate, complaining of too much noise in the Academic Support Center and the lack of availability of writing tutors. The Business Club suggested cubicles for privacy and that an adequate number of computers should be available. Both groups were concerned about tutor training and felt that tutors should be qualified and patient and work regularly with instructors to better understand classroom assignments. Both groups felt that help with research and citing sources should be provided and that an online writing center would be utilized. Throughout these discussions, these student groups expressed strong support for the concept of enhancing writing throughout the curriculum and the development of a writing center.

During the spring semester of 2005, students at Caldwell Community College and Technical Institute completed the [Community College Survey of Student Engagement](#) (CCSSE) which measured students' perceptions of their college experience. CCC and TI student responses were compared to the responses of students across the nation from surveys completed in 2005. Results from this survey have given the QEP advisory committee valuable insights into students' perceptions of writing and writing instruction at CCC and TI and have helped the QEP advisory committee address student needs as we formulate plan components.

Community College Survey of Student Engagement (CCSSE) Results

An analysis of CCSSE responses indicates that CCC and TI CCSSE data mirrors national responses in most categories (See [CCSSE 2005 Student and Faculty Frequency Distributions](#) chart page 21). Eighty percent of CCC and TI students responded that they prepared at least two

or more drafts of a paper or assignment before turning the assignment in for a grade at least “sometimes,” compared with 72% nationally. When asked how often during the school year students had worked on a paper or project that required integrating ideas or information from various sources, 92% of CCC and TI students answered at least “sometimes.” Forty-one percent of these students replied that they “often” integrated ideas and information. CCC and TI responses mirrored national data when students were asked to state the number of papers of any length they had written during the school year. Eight percent of both groups stated they had written no papers of length, while the largest number (32%) indicated that they had written between five and ten papers.

Eleven percent of both groups reported writing more than twenty papers annually. Twenty-four percent of CCC and TI students report that the college experience has contributed “very much” to their knowledge, skills, and personal development in writing clearly and effectively, with 87% reporting at least “some” contribution. Nationally, 10.6% of students say the college experience has had no effect in these areas; however, 13% of CCC and TI students responded that the college experience had very little effect on their knowledge, skills, and personal development in writing clearly and effectively. As we implement the QEP, we expect to see significant changes in CCSSE student response data as more faculty move through the QEP professional development program and faculty referrals to the writing center increase.

CCSSE data also provide evidence for a culture of academic support at CCC and TI. CCC and TI students were more likely to use skills labs (in writing, math, etc.) than the national average. Nationally, 35.6% reported using skills labs “rarely” or “never” while only 30% of CCC and TI students reported using the labs “rarely” or “never.” Similarly, 30% of CCC and TI students stated that they “sometimes” used the labs while only 25.9% of nationally surveyed students responded similarly. Seventy-five percent of CCC and TI students stated the services of the skills labs were important to them, but only 47% reported using the labs. Since 80% of students indicate that they write several drafts of papers, and 92% of CCC and TI students indicate that they write papers that require the integration of ideas and information, increasing academic support in writing should help students continue to develop writing skills.

CCSSE student responses also indicate that CCC and TI students were as likely as their peers across the U.S. to have used email to communicate with their instructors and their rate of communication was virtually identical to the national average. Still, 26% of local students stated

they had never contacted an instructor electronically. General issues of computer literacy will need to be addressed as we begin to implement possible plan components such as an online writing center and electronic student portfolios for artifact storage.

CCSSE data indicate that CCC and TI students are comfortable with academic support services, see these services as important, and are currently engaged in numerous college assignments that involve writing. Though these student-reported usage statistics show room for improvement, these data support expanding existing tutoring services currently available in the Academic Support Center into an actual writing center. These data can also provide a baseline to measure the effect of the QEP on student learning.

***CCSSE 2005 Student and Faculty Frequency Distributions:
CCSSE 2005 Student Response Summary***

		CCCTI Students	Students Nationally
In your experience at this college during the current school year, about how often have you used the internet or instant messaging to work on an assignment?	Never	36(7%)	4018(15%)
	Sometimes	145(29%)	7019(27%)
	Often	155(31%)	7682(29%)
	Very often	166(33%)	7407(28%)
	Total	503	26125
In your experience at this college during the current school year, about how often have you used email to communicate with an instructor?	Never	129(26%)	7421(28%)
	Sometimes	192(38%)	9368(36%)
	Often	114(23%)	5712(22%)
	Very often	69(14%)	3630(14%)
	Total	505	26131
How important are skills labs (writing, math, etc.) to you at this college?	Not at all	117(25%)	6377(27%)
	Somewhat	151(32%)	7272(30%)
	Very	205(43%)	10372(43%)
	Total	473	24021
How often do you use skills labs (writing, math, etc.)?	Don't Know	115(24%)	6527(26%)
	Rarely or never	144(30%)	9260(37%)
	Sometimes	147(30%)	6019(24%)
	Often	80(17%)	3402(13%)
	Total	486	25208

During the current school year, about what is the number of written papers or reports of any length do you write?	None	41(8%)	869(3%)
	1-4	146(29%)	10978(42%)
	5-10	158(32%)	8034(31%)
	11-20	99(20%)	3544(14%)
	More than 20	55(11%)	2376(9%)
	Total	499	26034
How much has your experience at this college contributed to your knowledge, skills, and personal development in writing clearly and effectively?	Very little	63(13%)	3445(13%)
	Some	144(29%)	7916(31%)
	Quite a bit	171(34%)	9459(37%)
	Very much	120(24%)	5082(20%)
	Total	499	25901
	In your experience at this college during the current school year, about how often have you prepared two or more drafts of a paper or assignment before turning it in?	Never	103(20%)
Sometimes		160(32%)	7553(29%)
Often		1130(26%)	7735(30%)
Very often		113(22%)	5215(20%)
Total		506	26171
In your experience at this college during the current school year, about how often have you worked on a paper or project that required integrating ideas or information from various sources?		Never	42(8%)
	Sometimes	129(26%)	7624(29%)
	Often	204(41%)	9600(37%)
	Very often	127(25%)	5653(22%)
	Total	502	26169

***CCFSSE 2005 Student and Faculty Frequency Distributions:
CCFSSE 2005 Faculty Response Summary***

		CCCTI Faculty	Faculty Nationally
How often do students in your selected course section use the internet or instant messaging to work on an assignment?	Don't Know	11 (13%)	505(14%)
	Never	10 (12%)	390(11%)
	Sometimes	15(18%)	1070(30%)
	Often	24 (28%)	782(22%)
	Very often	25(29%)	772(22%)
	Total	85	3519
How often do students in your selected course section use email to communicate with you?	Don't Know	0(0%)	3(0%)
	Never	9(10%)	212(6%)
	Sometimes	31(36%)	1565(44%)
	Often	32(37%)	1045(30%)
	Very often	15(17%)	703(20%)
	Total	87	3528

How important do you believe skills labs (writing, math, etc.) are to students at this college?	Not at all	0(0%)	54(2%)
	Somewhat	15(17%)	814(23%)
	Very	72(83%)	2666(75%)
	Total	87	3534
How often do you refer students to skills labs (writing, math, etc.)?	Don't Know	3(3%)	168(5%)
	Rarely or never	22(25%)	954(27%)
	Sometimes	36(41%)	1277(36%)
	Often	26(30%)	1148(32%)
	Total	87	3547
In your selected course section, what is the number of written papers or reports of any length that your students write?	None	16(19%)	874(25%)
	1	18(21%)	546(15%)
	2-3	19(22%)	794(22%)
	4-6	14(16%)	661(19%)
	More than 6	19(22%)	664(19%)
	Total	86	3539
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in writing clearly and effectively?	None	2(2%)	120(3%)
	Very little	10(11%)	505(14%)
	Some	28(32%)	1147(32%)
	Quite a bit	20(23%)	964(27%)
	Very much	27(31%)	805(23%)
	Total	87	3541
How often do students in your selected course section prepare two or more drafts of a paper or assignment before turning it in?	Don't know	12(14%)	360(10%)
	Never	27(31%)	1414(40%)
	Sometimes	28(33%)	970(28%)
	Often	10(12%)	424(12%)
	Very often	9(10%)	338(10%)
	Total	86	3506
How often do students in your selected course section work on a paper that requires integrating ideas or information from various sources?	Don't know	1(1%)	45(1%)
	Never	6(7%)	596(17%)
	Sometimes	28(33%)	1121(32%)
	Often	18(21%)	943(27%)
	Very often	32(38%)	810(23%)
	Total	85	3515

2005 Faculty Perception Survey

The Community College Faculty Survey of Student Engagement (CCFSSE) was also administered to faculty at CCC and TI (See [CCFSSEE](#) chart on 25.) Faculty members were asked to consider one section of one class as they responded to the questions on the survey. These results were compared to national responses from faculty at other community colleges. The faculty perception survey working group felt the data gathered from CCFSSE was valuable, but was limited to faculty responses regarding one course section. The group felt more in-depth information about writing perceptions among faculty was needed. This working group chose to develop an in-house survey to probe more deeply into faculty practices involving writing in the classroom. Complete results of this survey can be found in Appendix E.

During fall 2005, the faculty perception survey working group created and administered an online faculty survey to determine current practices regarding writing in CCC and TI courses. This survey indicated that 89 of 103 faculty members (86%) require writing assignments in one or more courses. This survey also found that a wide variety of writing tasks are currently required. The most common assignments included research papers, essay questions, collaborative projects, summaries/abstracts, and critiques/reviews.

Chief requirements for graded writing assignments were the use of appropriate vocabulary, correct mechanics, evidence to support a point, and appropriate paragraphs. Identification and development of a thesis and paper organization were also highly ranked by faculty. This survey also indicated that about two thirds of faculty felt it “very important” to provide criteria for grades on writing assignments, written feedback on graded assignments, and written descriptions for writing assignments.

The 2005 Faculty Perception Survey revealed that faculty felt the best way the college can help to improve student writing is to provide writing tutors, departmental support, and generic rubrics. There was support for an on-line writing center, but several faculty members felt that a physical writing center should come first. This survey also indicated that 46.5% of faculty felt a physical writing center should be located on both campuses. The majority of faculty members (81%) believe entering freshman at CCC and TI are poorly prepared for college writing, but that by the time they leave us, they are adequately prepared.

Almost seventy-five percent of faculty members believe that our students demonstrate significant writing weaknesses. A majority of faculty (60%) do not adjust writing assignments to compensate for poor student writing, but 42% have made adjustments due to a lack of time for grading. Despite various challenges involved in incorporating student writing assignments, faculty across the college said they do not adjust their requirements. As expected, the overwhelming majority of faculty value writing as an integral part of the learning process as evidenced by responses from more than 90% of faculty indicating that they use written assignments in their classes to help students learn, process, and apply course content. This is reflected in the fact that 55% of faculty count writing assignments (including essay questions) as more than 20% of the final grade.

This survey also indicated that two thirds of faculty would be willing to attend a workshop on issues related to improving students' writing skills. A vast majority of faculty (90%) indicated they would utilize a writing center (if established) to assist students with writing assignments.

In addition to the 2005 Faculty Perception Survey, an informal sampling of faculty representatives from each department/program at CCC and TI were asked for specifics on how writing is used in their classes and their views on writing and writing assignments at CCC and TI. These surveys affirm the premises that faculty members understand and value the role of good writing in teaching and learning; that writing is already incorporated into a majority of classes in some way; and that faculty members are open to sharing ideas with one another about how to use writing more effectively in the classroom. From this survey, four categories of writing assignments emerged:

Personal writing (writing to learn)

- Journal responses on a variety of assigned topics
- In-class essays
- Listening/viewing responses to music, films, speakers
- Responses to peer writing, oral presentations, art, and photography
- Personal evaluations of class discussion
- Individual progress reports
- Personal history assignments on a variety of topics
- Personal stand papers on controversial topics

- Personal belief papers or shorter opinion assignments
- Personality and lifestyle analysis essays
- Keyboarding text-entry assignments

Academic writing (writing to show understanding)

- Research papers on a variety of assigned topics in English, history, sociology, psychology, humanities, philosophy, and religion courses
- Analysis papers: literary, film, music, art, financial statements, speeches, web sites, cases studies
- In-class essays and essay exams
- Lab, technical, and business reports on a variety of assigned topics
- Reviews: books, magazines articles, web sites
- Summaries of articles, chapters, workshops
- Discussion questions on readings
- Project portfolios

Public writing (writing for an outside audience)

- Resumes, cover letters
- Newsletters
- Business correspondence
- Email correspondence
- Letters to editor, elected officials
- Published reports

Creative writing (writing for creative expression)

- Poetry, short stories, etc.

The 2005 Faculty Perception Survey indicated faculty may not be united in their expectations concerning what constitutes good writing. A review of the open-ended comments concerning requirements for graded writing assignments reflects these differences. For example, one instructor writes, “Use effective syntax. Use transitions appropriately.” Another adds, “I use writing as a process. Writing helps students work through their own thoughts.” A third writes, “I am generally appalled at spelling errors and sentence structure.” These comments reveal the

need for a clear definition of “good writing” and a clear sense of purpose as we institute a Writing across the Curriculum professional development program.

These formal and informal surveys indicate that 90% of our faculty would be willing to require their students to use the writing center if established. As indicated on CCSSE, CCC and TI students seem comfortable using academic support services. Developing a writing center that offers more than a proofreading and editing service will be challenging, but through professional development and a gradual integration of writing to learn activities throughout the curriculum, our writing center should become a focal point for student learning.

Establishing Writing Baselines

During spring semester of 2006, CCC and TI began collecting writing samples from selected capstone courses and sophomore literature courses to establish benchmarks for future writing assessments. These writing samples are stored digitally and will provide baseline data for writing assessments that will continue through the duration of the QEP. During summer 2006, these writing samples were evaluated using the QEP rubric. Based on the QEP holistic rubric, preliminary analysis is detailed in the following chart:

Writing Sample Analysis Spring 2006

Score	Number of Writing Samples	Percentage
5	7	8%
4	22	26%
3	33	39%
2	17	20%
1	6	7%
Total	85	
Percentage scoring 3 or higher:		73%

Courses evaluated include NMT 289 (Nuclear Medicine Technology Topics), RAD 261 (Radiography Clinical ED V), SLP 231 (Fieldwork Seminar), ECO 252 (Principles of Macroeconomics), and ENG 232 (American Literature--2 sections). During summer 2006,

additional writing samples will be collected from BIO 140 (Environmental Biology) and BUS 242 (Business Ethics). During fall 2006, writing samples will also be collected from industrial programs to complete the baseline data. Each year of the QEP, writing samples from these capstone courses will be analyzed as a part of QEP assessment. We expect to see increases in the percentages of students scoring 4 and 5 on the holistic rubric as the QEP is implemented. Our criteria for success for this benchmark is that 80% of writing samples from capstone and sophomore literature classes will indicate scores of 3 or higher on the holistic rubric.

Background

Over the past thirty years, the concept of writing has changed dramatically. Traditionally, writing had been viewed as a product students produce to illustrate learning of a particular topic. In the 1970's with the publication of Janet Emig's landmark work, The Composing Process of Twelfth Graders (1971) and her later article, "Writing as a Mode of Learning" (1977), the process writing movement was born. Emig introduced the concept that writing is a cognitive process whose nature is recursive, not linear. She also recognized that writing is a higher order cognitive skill that could be used as a mechanism for learning, not just the recitation of factual information. These works form the theoretical basis for "Writing to Learn" and "Writing across the Curriculum" programs currently in place at many colleges and universities and have helped to initiate the shift from product-based writing to process-based writing.

A cursory review of background information on the teaching of writing reflects this trend in the teaching of writing as an institutional endeavor as opposed to a course-specific approach. Research and conventional wisdom agree that to learn to write well, one must write often. It is a practiced skill. For this reason, any successful campus-wide writing initiative must include writing assignments in every program and the support necessary to help students achieve success with those assignments. The Writing across the Curriculum (WAC) programs of the past decades have not been abandoned in practice, but in many cases have morphed into a more targeted, physical approach known as the writing center. The writing center concept has been ensconced in university settings for some time and has moved its way toward community colleges as funding and resources have allowed. The writing center of today is now often a two-pronged approach – a staffed center offering one-on-one consultations with writing consultants and an online center, which may vary from offering distance learning resources to providing full-

fledged online tutoring sessions. A substantive trend within the use of centers – both staffed and online – is an emphasis on discipline specific writing, providing specialized assistance for the various fields offered at the institution. (See bibliography list of [Helpful Web Sites](#).) Faculty responses to surveys indicate that this type of targeted assistance is needed at CCC and TI. While practiced most often in larger universities, these three areas – staffed centers, online centers and discipline specific writing – have been adapted successfully to the community college setting and are viable options for CCC and TI.

As far back as Stephen North’s well-known 1984 article in *College English*, “The Idea of a Writing Center,” the concept of creating “better writers, not necessarily better writing,” has been a mainstay for how writing is approached through the writing center. North argues that writing centers should not be “fix-it shops” for grammar repair, but instead focus on student-centered strategies that approach improving writing as a long-term endeavor. A 2005 survey of 44 community college writing centers around the country indicated most centers have a “process” approach that eschews “proofreading” and “line by line editing” and instead emphasizes overall structure/organizational issues and critical thinking. ([“Community College Writing Center Survey 2005”](#)). The goal is not to produce an immediate and proper paper, but to nurture a writer over time through collaborative learning. A review of center policies (via online) indicates that most often students are not allowed to “drop off” papers for editing and proofreading, but instead are required to review their writing with a tutor/consultant. *The Allyn and Bacon Guide to Peer Tutoring* outlines the differences in this approach as opposed to editing, emphasizing the student’s responsibility for ownership of his/her work and the need to focus on the writer’s development, instead of limiting the session to completing a single assignment. While most centers do not proofread for students, most do teach students how to proofread – another process-based approach.

While process is favored over product at the vast majority of centers, it should be noted that product does not have to be sacrificed. Discipline-specific tutoring and assistance can help students meet the expectations of instructors on individual assignments. Further, once students are taught how to identify and correct mechanical errors, over time the process will take hold, and the expectation is that students will use these skills in all classes. Rewording North’s notion of writing as process, John Edlund of the writing center at California Polytechnic Institute in Pomona, California says the outcome is “better writers *and* better writing.” In the fall 2002 issue

of [Writing Center News](#), he explains the process this way, “The tutor works mostly by asking questions, pointing to problems, and making suggestions. Tutors are taught *not* to mark on papers in most cases. The writer makes decisions about revisions and corrections, based on the feedback from the tutor. In the process, the writer learns about his or her problems, and the individual paper does improve. But it does not become perfect, and a failing paper is more likely to become a “C” than an ‘A’.” An article published in the *Word Works*, an online newsletter for Boise State University, states it even more clearly, “...the main goal is not to see that a student’s paper gets a good grade, but that the student learns some skills that will be usable in this paper and in all writing to come.” ([“What Is Help with Writing?”](#)).

Professional staffing is essential for a physical writing center. Most centers employ a director to oversee the program, coordinate assessment, train staff, etc. Most university writing centers are staffed by peer consultants who are recommended by faculty members, maintain a certain grade point average, and complete a specific training program. Due to the transitory nature of their student bodies, however, two-year colleges often struggle to staff writing centers with peer consultants.

Instead, many community colleges rely on faculty and credentialed staff to work with students. In some instances, instructors are paid, while other schools allow for reduced course loads in exchange for working in the writing center. The compensation varies greatly depending on the school, funding sources, etc. ([“Local Practices, Institutional Positions: Results from the 2003-2004 WCRP National Survey of Writing Centers”](#)). Whatever the staffing model, students receive individualized help that supports the work going on in the classroom, but does not supplant or replace classroom instruction. In her 1988 piece [“SLATE \(Support for the Learning and Teaching of English\) Statement: The Concept of a Writing Center,”](#) Muriel Harris notes tutors in the writing center are “collaborators or coaches, not teachers” because the tutor's “role is to help students, not to lecture at them or repeat information available from the teacher or textbook.” The [mission of Lansing Community College Writing Center](#) in Lansing, Michigan, is typical of many centers. It reads, “The Writing Center is not designed to provide instruction - but rather to support it.”

Other schools have elected to merge the work and space of the writing center with academic support, student services or the library. Jennifer Jordan-Henley noted this trend of merging with learning centers ten years ago in [“A Snapshot: Community College Writing](#)

[Centers in an Age of Transition,”](#) and it appears to remain a viable option. However, one possible disadvantage is that students may tend to view the writing center as remedial if it is located with academic support. This perception is one that has plagued writing centers for years and is a misconception that we likely will have to work to overcome regardless of where the center is located. Jordan-Henley also points out other possible pitfalls, noting that directors in these settings can have numerous administrative responsibilities outside the center, and overcrowding and insufficient equipment can be a problem.

As an extension of writing center services, many colleges develop a resource web page to support writing assistance. A supplementary web site tailored to meet the individual needs of students in all programs would enhance services offered through a writing center. Many colleges use this approach. (See bibliography listing of [North Carolina Community College Online Writing Centers.](#)) These auxiliary web sites include such items as study guides, handouts, documentation guidelines, various writing samples, and links to writing resources on the web. These resources could be garnered from the vast supply of professional and academic resources already available. This resource site would be available to students at any time to provide some form of writing assistance even when the staffed center was closed. The only element missing would be an online tutoring component. This component could be added incrementally as additional resources become available.

Writing centers also often use their online resource site for faculty support. Many sites, at both large and small schools, provide online professional development for instructors and function as information clearinghouses for writing to learn activities. These resources could include suggested assignments for specific areas; bulletin boards for faculty to share ideas, assignments, and activities; rubrics for various writing assignments, etc; and links to other writing centers.

Articulating the current movement toward discipline-based writing, Mark Waldo, in *Demythologizing Language Difference in the Academy: Establishing Discipline Based Writing Programs* (2004), advocates that discipline-based Writing across the Curriculum programs should not be housed within an English department, but rather based in a writing center designed with all disciplines in mind. A writing center should address a wide-range of assignments according to specific disciplines. Many online writing sites include pages for specific programs such as nursing where students can access sample assignments and receive targeted help to meet

the writing expectations of the individual program. Another example of this type of assistance is found on the writing web site for the University of North Carolina at Chapel Hill. [Sample science assignments](#) there (along with student requirements and assistance) include a review of a science journal article, writing of a grant proposal, a response to a review of a journal article or of a popular science article as in *Popular Science*.

A commitment to discipline-specific assistance also would help students gain a better understanding of why writing assignments are essential yet varied in every field. For example, the 2005 Faculty Perception Survey identifies student writing needs in Religion/Humanities to ranging from understanding and following guidelines for writing assignments to analyzing data, evidence, ideas, and arguments. Such needs vary from program to program, and a writing improvement initiative must address both the similarities and differences in types of writing if students are going to develop not only new writing skills, but also adapt the ones they already have to different settings.

The concept of writing to learn is not new. Experts have long agreed that writing is an active process that enhances higher order cognition, and as such, writing becomes a tool for discovery, analysis, synthesis of new knowledge and the formation of new ideas as well as reinforcement of material. Writing allows students to explore new ideas, see connections to existing material, and synthesize information presented. By focusing on writing to learn in addition to writing to communicate, student learning is not only addressed, but truly enhanced.

Implementation

Campus forums and discussions, student and faculty surveys, employer needs, and the review of literature all support the establishment of a writing center on both campuses, an online writing lab (OWL), and a centralized Writing across the Curriculum (WAC) professional development program. The focus of our Quality Enhancement Plan will be the establishment of actual writing centers on the Watauga and Caldwell campuses, the incremental development of online writing support, and an intensive professional development program. Each of these efforts will have a direct impact on student learning by enhancing student writing and creating an institutional culture of writing.

Establishing a Writing Center

The establishment of a writing center at CCC and TI will be an outgrowth of existing academic support services. Currently, the director of the Academic Support Center and the coordinator of the Watauga Campus Academic Support Center help students with writing assignments as much as possible. English tutors are hired each semester on both campuses, but funding and physical resources are very limited. Both academic support centers are limited in size and space—both centers are approximately the size of traditional classrooms and must accommodate all academic support programs including developmental English and reading labs, supplemental instruction, subject area tutoring, PRAXIS preparation, study hall for athletic programs, as well as disability services, making space very limited. Expanding the services of current academic support programs to include a separate writing center, will enable students to access individualized consultations needed to address a wide variety of writing situations. A separate writing center would not only help remediate writing deficiencies, but also offer all students, not just students needing remediation, support with a variety of writing tasks. A writing center would serve all students regardless of skill level or program of study.

By shifting the focus from direct tutoring which often creates a dependant relationship to writing consultations, the writing center becomes a proactive agent for change. A comprehensive writing center would provide writing assistance to students in all disciplines, not just students needing help with English assignments. As such, the writing center becomes the focus of the Writing across the Curriculum initiative throughout the campus.

The [International Writing Centers Association](#) (a division of the National Council for Teachers of English) provides the following guidelines for operation of a writing center, which should form the basis of operation of the CCC and TI Writing Center:

- Because writing is a skill used in all subjects and at all levels of the educational process, a writing center should be considered a support service for the entire institution rather than simply for a single department. Although the budget and staff of a writing center may come from a single department, the mission of the center and its constituencies should encompass the entire institution.

- Regardless of its organization and design, a writing center should be based on the idea of individualized instruction. Therefore, materials and methods chosen for writing centers should be adjusted to individual needs.
- Access to the writing center should not be limited by a student's level of preparation or physical capabilities.
- The writing center should have instructional goals that are clearly understood by writing consultants and students.
- Writing center records should provide for continuity of instruction regardless of how its staff is organized.
- A writing center should have clearly stated, consistent, and ethical principles to guide its tutors. The International Writing Centers Association suggests the following:
 - ◇ Writing consultants should be provided clear explanations of writing center procedures.
 - ◇ Writing consultants should neither directly nor indirectly offer criticism of a teacher's assignments, methods, or grading practices.
 - ◇ Writing consultants should be given guidelines for defining acceptable and unacceptable intervention in a student's writing process.

During summer 2006, renovations began to convert the TRIO/SSS office space adjacent to the existing Academic Support Center into a physical writing center. With these renovations, the writing center will be located in the heart of Student Services, one of the busiest locations on the Caldwell campus. The remodeled center will include a private office for the coordinator, rooms for group consultations, computers with internet access, outline generators, and bibliography generators for student use as budget allows. A minimum of 4 tables will allow group discussions and peer editing groups when needed. In addition to typical office supplies, the center will also need an overhead projection unit for presentations, dry erase boards, bulletin boards, file cabinets, and bookshelves for reference materials. An attendance computer with Accutrak software will also be needed to record student attendance necessary for annual assessment reports. The Caldwell campus writing center should be fully functional by January 2007. Until that more permanent space can be secured, the Watauga writing center will be housed in Student Services. Renovations for the current Watauga Academic Support Center

scheduled to begin fall 2008 will provide permanent space for the Watauga writing center. With the completion of these renovations, the Watauga writing center will have a similar footprint to the Caldwell writing center. If Watauga renovations follow the projected timeline without interruption, the Watauga writing center should be fully functional by fall 2008.

During the first year of operation, the writing center will be staffed by a coordinator and several adjunct faculty. Hours of operation will be expanded as policies and procedures are developed and a consultant training program is implemented. Much of the first year will be an organizational year allowing the program to develop deliberately and methodically to avoid many of the problems associated with hasty implementation. Eventually, the hours of operation will mirror the hours of operation of the adjacent Academic Support Center (Monday-Thursday 8:00 a.m. to 9:00 p.m. and Friday 8:00 a.m. to 4:00 p.m.). Student writing consultants will be added when possible. During the first year of operation, an assistant coordinator will be hired to coordinate writing center activities on the Watauga campus as space allows.

The writing center coordinator will report to the director for academic support and will direct and oversee all aspects of operation, including staffing, budgeting, training, and scheduling. According to the [International Writing Center Association](#), the responsibilities of a writing center director should be:

- to provide and preserve a sense of direction for the writing center
- to shape the curriculum of the writing center
- to teach in the writing center's programs
- to consult with writing center staff and with faculty on writing instruction
- to select and train writing consultants
- to supervise writing consultants
- to evaluate consultants regularly
- to keep careful records that are made available as required to instructors, administrators, other consultants, and students
- to administer budget allocations responsibly
- to ensure continuous funding of the writing center
- to publicize the writing center
- to maintain communication with the institution's other writing programs
- to work with faculty in writing across the curriculum programs

- to continue professional growth through appropriate reading, research, participation in professional organizations and workshops, courses, and additional studies
- to organize all activities of the writing center
- to provide for regular reports on the activities, progress, and problems of the writing center
- to provide regular and thorough evaluation of the writing center's program.

Both the [College Reading and Learning Association](#) and the [National Tutoring Association](#) offer excellent guidelines for developing training programs for writing consultants as well as subject area tutors. During the first year of operation, the newly-hired writing center coordinator and assistant coordinator will explore these avenues of training to develop a comprehensive training program for both professional and paraprofessional writing consultants.

During the third year of our QEP, CCC and TI will begin to develop an online presence for academic support in writing using Blackboard Enterprise Academic Suite. An instructional technologist with a background in writing instruction will be able to develop online resources using the enhanced features of Blackboard Enterprise Academic Suite and other applications including open source software. As we implement our QEP, we expect to see the number of writing assignments grow in most curriculum areas. As our distance learning curriculum continues to expand, the online writing center will be available to meet the needs of students in online classes. These distance learning students will need access to online academic support services such as a writing center. Initially, CCC and TI will need to offer a resources page similar to the web page developed at [Salt Lake Community College](#); however, as we move through the stages of our QEP, additional interactive functions will be incorporated. We plan to move beyond posting handouts and documentation guides for students and into the realm of interactive web-based consultations very quickly. Since most current brain-based research indicates that students learn best when they can interact with the material in meaningful contexts in collaborative environments, we must develop interactive web-based tutorials that provide students with computer-mediated communication whenever possible ([Enhancing Learning through Technology: Paradigm Shift](#)). Some possibilities that would be supported by Blackboard Enterprise Academic Suite include:

- Documentation guides (interactive bibliography generator)

- Organization and outlining guides (interactive outline generator)
- Interactive workshops (Blackboard’s virtual classroom, Flash, Shockwave, PowerPoint, Camtasia)
- Email writing consultations
- Real-time consulting (Elluminate online chat, video conferencing, webcam/web-conferencing)
- Interactive grammar/editing/plagiarism exercises

Posting handouts alone will probably not improve student writing, but interaction with the text in a supportive environment with an active consultant will provide the feedback students need to develop as writers. Traditionally, online writing centers have low student usage. The most successful online writing labs (OWLs) offer students interactive tools they need to enhance writing skills. As more and more faculty move through the QEP professional development program and begin to incorporate the concepts of writing across the curriculum into their classes, student usage of online resources should increase. With the implementation of the QEP, the online writing center would become a natural outgrowth of an on-campus writing center.

Developing a WAC Professional Development Program

Inherent in the implementation of Caldwell Community College and Technical Institute’s QEP, *Enhancing Writing—Write On!* is the necessity for well-planned, practical professional development. A Writing across the Curriculum (WAC) program is, in essence, a faculty development program that stresses using writing as a tool for student learning, not as an assessment tool for student performance. A Writing across the Curriculum program must focus on faculty attitudes and behaviors concerning writing, evaluate existing attitudes and practices, and work as a change agent to help faculty implement best practices in the courses they teach. Faculty and staff whose program areas traditionally focus on skills not associated with writing must have opportunities to develop and practice the skills needed to integrate writing into their courses of study. Students are not the only ones who find themselves intimidated and threatened when asked to demonstrate proficiency in putting information on paper in clear, concise, and cogent ways.

The WAC professional development program will:

- Encourage faculty to incorporate “best practices” regarding writing,

- Utilize the wealth of knowledge available through current faculty and staff,
- Remove barriers to participation by all faculty and staff,
- Promote accountability of faculty and staff, and
- Provide incentives that will encourage and enhance positive outcomes.

A professional development survey was administered in October 2005 (Appendix F). One hundred sixty-four (164) faculty and staff responded to the survey identifying the following general trends:

- Need for broad, campus-wide participation in the professional development activities
- Desire for campus wide standards
- Need for departmental rubrics
- Need for practical applications particular in the non-traditional areas
- Desire for “expert” training; small groups, hands-on, practical
- Emergence of several “in-house” experts who are willing to share expertise
- Recognition of some resistance among faculty and staff.

The goal of the WAC professional development program is to emphasize the importance of written communication throughout the college. On the academic level, this will involve assigning writing in courses other than English. As more and more faculty move through the professional development program, we hope to see informal “writing-intensive” courses evolve. The final effort of the WAC professional development program should accommodate, as much as possible, faculty and staff needs and interests. By offering meaningful and substantive trainings and activities, faculty participation is expected to increase over the course of the QEP. Participation should not be mandatory. Instead, incentives and encouragement from past participants should function to assure widespread participation. Over the next five years, we expect representatives from all academic departments to have participated in this program.

An important component of the professional development program is that outside consultants will act primarily to establish credibility of the concept. On April 18, 2006, Chris Anson, director of the North Carolina State University Center for Speaking and Writing Center, presented a 3 hour workshop on the concept of writing across the curriculum and writing to learn. This event served as a kick-off for this new campus initiative and was well attended with 133 participants. Dr. Anson addressed the entire college about the importance and value of

improving written communication, both in classes and in the general functioning of the college. He introduced the concept of “writing to learn” and gave many concrete examples of how to incorporate writing into a wide variety of curriculum courses.

Additional workshops and training will be coordinated by the professional development coordinator and conducted by CCC and TI faculty and staff. These workshops and trainings will take place on both campuses and will be shaped to fit the differing needs and student populations of the two campuses. Depending on the initial response, workshops and trainings will address the different emphasis of the two campuses. Efforts should be made to develop multidisciplinary cohorts, and academic department chairs will encourage participation of faculty members from their areas. In addition, faculty and staff should feel confident that this is a permanent program, and everyone will have the opportunity to participate. As the WAC professional development program evolves, the professional development coordinator will continue to develop program components serving the needs of participants.

Participation

We plan to begin with a small group of faculty volunteers who want to improve or to change the ways in which they use writing in their courses. We expect to broaden the effort to include every academic department, so that all areas of CCC and TI will be involved eventually. This first group of faculty who are already incorporating, or who are interested in incorporating, significant writing into their classes will remain together throughout the entire training and become our first cohort group. WAC workshops will focus on ways to incorporate writing into academic courses, establish grading standards for writing, conduct classroom-based assessment, develop rubrics for instructor use, and provide a foundation for the concept of writing to learn. Topics should include, but will not be limited to

- instructional strategies,
- writing assessment,
- methods of organization,
- methods for grading written work efficiently,
- managing mechanics, and
- integrating writing into the existing curriculum.

Once the initial group moves through the first series of workshops, this group of participants will be expected to lead subsequent workshops, act as mentors, and help develop additional professional development activities for the second wave of participants. Each year a new cohort group of volunteers will move through the program. In addition to workshops for faculty, sessions also will be offered for non-academic staff on areas in which they express interest (e. g., review of grammar, techniques for writing more efficiently, etc.).

Who will take leadership?

Initially, the QEP director will coordinate and supervise these WAC professional development and QEP kick-off activities. English instructor Tom Hearn, who has an extensive background in WAC programming, will serve as QEP professional development coordinator and will chair a professional development steering committee established to oversee these activities. As WAC professional development coordinator, Dr. Hearn will develop and coordinate all aspects of the WAC professional development program and will receive a two course reduction fall and spring semesters and a \$1000 stipend during the summer for planning activities. Eventually, those faculty and staff who have completed the series of workshops will act as consultants and facilitators, but Dr. Hearn will continue to coordinate workshops, determine curriculum, scope, and sequence of these activities throughout fall and spring semesters. We plan to use our “human” resources to promote interest and generate enthusiasm for the WAC program, and Dr. Hearn’s involvement and expertise will assure that the goals of this program are met.

We will phase in this program over a period of five years and begin the first round of workshops in fall 2006. If possible, we plan to implement our first writing-intensive courses in spring 2007. In an effort to reward and recognize faculty innovation and commitment to writing across the curriculum, monetary stipends (\$500) will be provided for those who conduct workshops and for those who participate in each workshop. A commitment of at least two semesters of training and evidence of the incorporation of WAC assignments for those agreeing to develop and implement writing-intensive courses will be required before monetary stipends are awarded.

The WAC professional development program will provide faculty a unique opportunity for growth and professional enrichment. We must, however, remember that WAC professional development is not merely “training” for the “untrained” faculty or a one-time quick fix solution

to student writing problems. Instead, WAC represents a fundamental philosophical shift in regard to teaching and learning. For this program to be successful, it must be fully integrated into the teaching practices of the entire institution. Once this shift begins to occur, the WAC professional development program will have a genuine impact on the quality of teaching and learning at CCC and TI.

QEP Assessment

To measure the success of the QEP, direct and indirect assessment strategies must be in place before implementation begins. As we develop these assessment strategies, we must keep in mind that the topic of this QEP is “Enhancing Writing,” not “Improving Writing Skills.” In other words, we are not attempting to eradicate all grammar or syntactical errors from student writing within the timeframe of this plan. Instead, the focus of this QEP is to emphasize writing across the curriculum, offer focused assistance with writing in a collaborative environment, and provide faculty with professional development opportunities to learn more about the connections between writing, critical thinking, and learning. We feel strongly that with this intensive focus on writing, student writing skills will actually improve, but because writing assessment can be very subjective, a variety of strategies must be employed. The true success of this QEP relies on changes in faculty and student attitudes and perceptions regarding writing; we acknowledge these sorts of changes often take time to manifest and that direct measurement of these changes will be difficult. We do not expect immediate changes in attitudes of all faculty members with the implementation of this plan. Instead, we hope to see a gradual increase in the use and quality of discipline-based writing across campus over time that we will measure through the assessments outlined in the following chart.

QEP Assessment Plan

Goals	Objectives	Strategies
<ol style="list-style-type: none"> Enhance student writing Create an institutional culture of writing 	<ol style="list-style-type: none"> Establish programs and services to develop and enhance student writing Integrate writing across the curriculum 	<ol style="list-style-type: none"> Plan and implement writing centers on both campuses Develop an online writing center to facilitate online access to resources and services Implement a professional development program to train faculty cohorts in writing across the curriculum Emphasize discipline-based writing

Method of Assessment	Type of Assessment	Criteria for Success	Repetition of Assessment
<ul style="list-style-type: none"> Analysis of graduate writing samples using QEP rubric 	Direct	80% of graduating students will score 3 or higher on holistic rubric Percentage of 3, 4, and 5 scores will increase with each year of the QEP	Annual
<ul style="list-style-type: none"> Analysis of TRIO/SSS student portfolios tracked through entire curriculum 	Direct	Portfolio analysis will indicate 1-2% increases in sample writings scoring 3 or higher	Annual
<ul style="list-style-type: none"> TRIO/SSS pre/post writing samples 	Direct	Pre/Post writing samples collected from TRIO/SSS students will indicate increases in writing as indicated by QEP rubric	Annual
<ul style="list-style-type: none"> Random writing samples from graduating students sent to external evaluators 	Direct	External evaluation will be comparable to internal assessment	Biennial
<ul style="list-style-type: none"> Writing center usage 	Indirect	2-3% increase in writing center usage for each year of QEP	Annual
<ul style="list-style-type: none"> Writing center referrals 	Indirect	Number of faculty referrals to the writing center will increase each year 1-2%	Annual
<ul style="list-style-type: none"> Analysis of GPA comparisons 	Indirect	GPA comparison of writing center users vs. non-users will indicate statistically significant higher GPAs for writing center users.	Annual
<ul style="list-style-type: none"> Online writing center usage 	Indirect	1-2% increase in online writing center usage for each year of QEP	Annual

Method of Assessment	Type of Assessment	Criteria for Success	Repetition of Assessment
<ul style="list-style-type: none"> Evidence of process-based writing 	Indirect	Syllabus revisions and faculty surveys will indicate emerging differences in scope and sequence of writing assignments showing greater emphasis on the writing process, more focus on writing to learn, less focus on product-based writing.	Annual
<ul style="list-style-type: none"> Analysis of student responses on CCSSE regarding writing 	Indirect	2-3% increase on responses regarding the use of academic support (writing center), the number of writing assignments, and the use of multiple drafts, etc.	Biennial
<ul style="list-style-type: none"> Analysis of Faculty Perception Survey 	Indirect	Number of writing assignments identified by faculty will increase 1-2% with each administration of the survey. Decrease in the % of faculty eliminating writing assignments as indicated by the faculty perception survey	Biennial
<ul style="list-style-type: none"> Faculty and Student Focus Groups 	Indirect	Curricular changes and changes in delivery of instruction will be documented using focused interviews with faculty and random groups of students and follow-up evaluations of WAC professional development program	Biennial

Graduate Writing Samples/Portfolio Analysis

Beginning spring 2006, CCC and TI began collecting writing samples from students in selected capstone courses and sophomore literature courses to establish benchmarks for future writing assessments (Appendix C). These writing samples will be stored digitally and will provide baseline data for writing assessments that will continue through the duration of the QEP. Throughout the length of the plan, the QEP writing assessment team will review student portfolios during the summer and issue an annual assessment report that will detail findings. External evaluators from four-year college and university composition programs will also validate these assessments as they review random samples periodically. The QEP director and writing center coordinator will train the assessment team each year and assure that stipends are issued to participating faculty once the assessment report is compiled.

Each fall, a cohort of approximately 30 entering TRIO/SSS freshman students will be selected and tracked throughout their enrollment at CCC and TI. As a part of the TRIO/SSS application, entering students will complete a writing sample. This writing sample will provide baseline data for these student cohorts. Once electronic portfolios are in place, the QEP writing assessment team will also analyze TRIO/SSS student writing using the QEP rubric in other courses. These portfolios will provide storage of student artifacts allowing the QEP writing assessment team the opportunity to evaluate TRIO/SSS student writing throughout the entire curriculum. At graduation, these student cohorts will be asked to write an exit writing sample to compare to earlier writing. Based on analysis of these portfolios, we expect to see evidence of a gradual increase in discipline-based writing and a gradual increase in scores on the QEP holistic rubric. We plan to evaluate a statistically significant number of portfolios each summer providing the QEP writing assessment team a clear understanding of the impact of the QEP on student learning. These portfolios will provide longitudinal evidence of student learning as these students move through curricular programs.

As the QEP progresses, we also plan to use external evaluators to confirm writing proficiency and program efficacy. For these external evaluations, we plan to use composition directors or English faculty members with strong backgrounds in composition and rhetoric from colleges and universities that receive large numbers of CCC and TI transfer students. We plan to use these results to locate deficiencies in student performance and develop interventions that will strengthen teaching and learning at CCC and TI.

As the QEP is implemented, we expect to see a strengthening of writing concepts evidenced by increases in the amount of prewriting students use in capstone courses and a general rise in holistic scores of approximately 1-2% each year. Holistic scores will be compared to the benchmark writing samples collected spring 2006. With implementation of the QEP, we expect to see not only improvement in specific writing skills (prewriting, grammar and mechanics, sentence structure, organization, etc.), but as we review electronic student portfolios that will house multiple examples of student writing throughout the curriculum, we expect to see evidence that the depth and breadth of student writing will be enhanced by this initiative.

Writing Center Usage

Through the establishment of writing centers on both the Caldwell and Watauga campuses, several assessment strategies will be utilized. With the establishment of these writing centers, we expect to see a significant increase in the number of students seeking assistance with writing compared to previous years. Most learning assistance professionals feel that a viable writing center sees approximately 10% of the student population. Beginning fall 2006, usage will be tracked using Accutrak, the computer-based attendance program already in use at the Academic Support Center. During the 2004-05 academic year, the Academic Support Center conducted 1350 hours of English tutoring serving 243 students. With the establishment of writing centers on both campuses, we expect the number of hours of writing assistance to rise approximately 2-3 percent each year reaching 10% of the student body within five years. Using writing center usage information captured through Accutrak, we can correlate GPA statistics for freshman writing center users (i.e., students with fewer than 30 credit hours) versus freshman non-users (i.e., students with fewer than 30 credit hours). Grade point averages of writing center users should be statistically higher than those of non-users. With the establishment of a writing center, we also expect to see a rise in the number of faculty referrals and an increase in the number of faculty requests for classroom workshops and presentations.

Online writing center

To ensure successful implementation, an online writing center would need to be established incrementally beginning with a writing resource page and eventually developing into an interactive web site that takes full advantage of the robust web-conferencing features of Blackboard Enterprise Academic Suite. Web page usage statistics will be tracked over the

course of the QEP. Trainings and workshops to introduce faculty and students to the services provided through the web site will be an essential component. Student and faculty surveys will be analyzed to provide input into the functionality of the web page and the linked services. Over the course of the QEP, we expect awareness and usage of online resources to increase as component features are added to the web page. Since we have no current resource page in place, increases in web page usage will be tracked each year with expected increases of 1-2 percent anticipated each year.

The use of collaborative web-conferencing building blocks such as Elluminate will directly impact student learning by:

- Providing online learning communities
- Providing real-time interaction with students and writing consultants
- Promoting active learning
- Providing multi-modal instruction which benefits all students especially those with learning needs

Traditionally, the majority of distance learning courses use online asynchronous components. Distance Learning students often feel a sense of isolation and a disconnect from course content and the course community. By adding Elluminate as a component to the online writing center, workshops, seminars, and collaborative online writing consultations are all possible, whether students use a dial-up modem or high speed Internet connections.

WAC Professional Development Program

CCC and TI has long emphasized the importance of writing within the curriculum structure and extracurricular events. For the past eighteen years, CCC and TI has sponsored an annual Writers Symposium where prominent writers such as Maya Angelou and Ernest Gaines visit campus to read from their works and discuss their writing with students. Typically, students read works from the visiting writer, conduct research projects based on topics from the works, develop classroom presentations, and participate in book discussions to gain deeper insight for the writer and the works discussed in class. These events are well supported with an average of three hundred members of the community and student body often in attendance.

CCC and TI's strong tradition of writing instruction also is evidenced in the freshman composition sequence. Unlike most freshman composition classes, Expository Writing (English 111) at CCC and TI is a five contact hour class. Most institutions in the North Carolina Community College System offer ENG 111 as a three-hour class. Composition instructors feel

strongly that the additional class time provides students with needed instruction as they develop academic writing skills. For over ten years, the English faculty has used common departmental rubrics to assess student writing thus providing a framework and much “in-house” expertise for QEP initiatives. The CCC and TI English faculty recognizes that for student writing to improve faculty across the curriculum will need to become more familiar with the concepts of process writing and writing to learn. The focus of the QEP cannot be seen as an “English only” project. For the QEP to be successful, it must become a campus-wide initiative.

Professional development is key to successful implementation of our QEP. We can assess this component by tracking participation in professional development activities, implementation of writing assignments in courses taught by participants in the professional development program as evidenced through syllabi revisions and the informal development of “writing intensive” courses. As more faculty move through this program, we expect to see increases in the number of process-based writing assignments and a gradual change in faculty attitudes toward writing as documented in the 2005 Faculty Perception Survey.

Faculty Perception Survey

We will continue to administer the Faculty Perception Survey in odd numbered years (2005, 2007, 2009, 2011) to document changes in teaching strategies and faculty perceptions about writing. As we implement our QEP, we expect to see increases in the number and type of writing assignments used in CCC and TI classes. We expect to see significant increases in faculty referrals to the writing center. The 2005 Faculty Perception Survey indicated that 90% of faculty would be willing to require their students to use the writing center. Given this information, we expect strong student usage once writing center programs are in place. As faculty participation in the WAC professional development program increases, we expect survey responses to questions such as the number of drafts required for writing assignments in disciplines other than English to increase significantly. We also expect to see increases in faculty participation in professional development activities as the excitement generated through this initiative spreads. The 2005 Faculty Perception Survey indicated that 29% of respondents indicated they had eliminated or changed writing assignments because of poor student writing and 41% indicated that they had eliminated or changed writing assignments because of a lack of time for grading. With the implementation of the QEP, we expect these percentages to decrease.

Community College Survey of Student Engagement (CCSSE)

We will continue to administer CCSSE in odd numbered years (2005, 2007, 2009, 2011) to document changes in student perceptions regarding writing. As we implement the QEP, we expect to see increases that are statistically significant each year in student responses regarding the use of academic support services, the number of writing assignments, the use of multiple drafts, etc. We expect to see the most dramatic increase in response to the question, “How much has your experience at this college contributed to your knowledge, skills, and personal development in writing clearly and effectively?” In 2005, 58% of CCC and TI students responded “quite a bit” or “very much.” With the implementation of the QEP, we expect to see a 2-3% increase in these responses with each administration of CCSSE.

Each summer, the QEP writing assessment team will not only review student writing samples and electronic portfolios, but also will review and analyze all assessment information and issue an annual report to the executive vice president. Depending on the data presented in this report, assessment strategies will be revised as needed. Through this assessment process, the QEP director will continuously monitor the impact of the QEP on student learning.

Student Focus Groups

CCC and TI will use student focus groups to gauge student perceptions regarding the QEP. These focus groups will meet informally each spring to identify strengths, address concerns, and provide informal feedback from students’ perspectives in terms of the implementation of the plan. Sample questions for these focus groups include, but are not limited to:

- Are you aware of the CCC and TI QEP?
- Did you know CCC and TI has a writing center?
- Have you ever used the writing center? If so, what can you tell us about your experience there?
- Do you feel you are a better writer now compared to when you began at CCC and TI?
- Do you have writing assignments in classes other than English? If so, what sort?
- Do any of your instructors suggest that you use the writing center?
- Do you feel you do more writing in your classes this year than you did last year or last semester

Administrative Structure

To implement the QEP, CCC and TI has developed an administrative structure that will provide oversight for plan components and ensure that plan objectives are analyzed, reviewed, and revised as needed each year and that financial resources remain in place. Though implementation of the QEP is a campus-wide directive which involves academic departments, student services/academic support, and administrative services, the ultimate responsibility for implementation is the responsibility of the QEP director supported by the QEP advisory team and the executive vice president.

The QEP advisory team is headed by the QEP director and comprised of representation from academic departments, academic support, basic skills, and institutional effectiveness. Once implementation begins, this committee should be expanded to include broader representation. Standing committee members include the director of academic support, a representative from the Office of Institutional Effectiveness and Research, English department chair, a representative from Basic Skills, and the writing center coordinator. Once the QEP begins, representatives from each academic department will serve two year terms. The initial charge of this committee was to develop a viable topic for the institution and research and design a plan that addressed the needs of the campus community. This committee, under the direction of the QEP director, is now charged with the implementation, administration, assessment, and revision of the QEP. Members of the QEP advisory committee serve as liaisons between the QEP advisory committee and their own departments. They act as information clearinghouses for the QEP disseminating information regarding the QEP to their departments and providing feedback to the QEP advisory committee regarding implementation in their respective areas. This committee will meet at least monthly to review progress and resolve issues of concern regarding implementation and assessment of the QEP. Minutes of these meetings will be posted on the CCC and TI intranet.

The QEP director administers all aspects of the QEP; however, administrative support for this project will be shared with the Office of Institutional Effectiveness and Research and the Academic Support Center. During the planning phase, Margaret Hampson, department chair for English, Reading, and Communications, has functioned as QEP director and department chair; however, as implementation of the plan progresses, the QEP director's primary area of responsibility should be the QEP. The role of QEP director is considered a full-time position, and as a full-time director, the position responsibilities include:

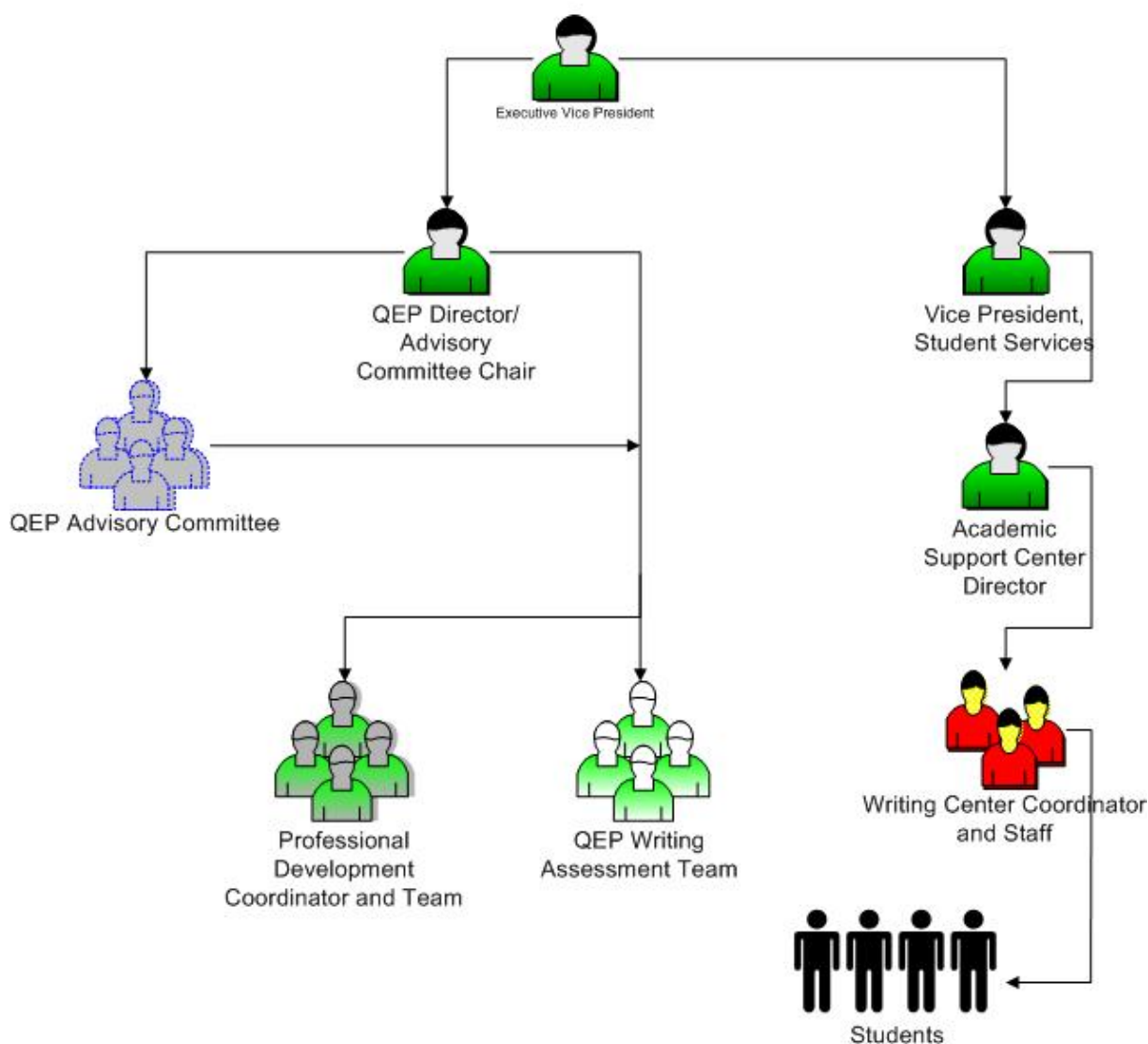
- Provide leadership for the development, planning, and implementation of CCC and TI's Quality Enhancement Plan
- In collaboration with the executive vice president, develop QEP assessment mechanisms, assuring the quality of QEP activities and operations within the context of the goals and objectives of the college and the needs of the student population.
- Assure accurate and meaningful articulation and assessment of QEP objectives.
- Demonstrate that the results of assessments are used for improvement of QEP initiatives.
- Monitor and analyze the results of surveys and evaluations to assure program quality.
- Coordinate the development and submission of the annual QEP budget, submitting requests to fund equipment, material and supply needs; staffing needs; etc.
- Manage the QEP budget.
- Provide leadership and supervise the work of the QEP, monitoring progress toward the achievement of QEP goals, program outcomes, both on a perennial and annual basis.
- Assure adherence to policies, rules and regulations of the college.
- Assist in coordinating the development, review and revision of QEP publications, publicity and other community relations activities.
- Oversee the use and maintenance of equipment and facilities assigned to the program.
- Attend various meetings, seminars and conferences; make presentations to outside agencies as a representative of the college; stay abreast of new developments in the assigned area of responsibility.
- Assure compliance with SACS standards.
- Perform all supervisory duties required to maintain and operate program; establishing and maintaining effective working and cooperative relationships with faculty, staff, advisory committees and external affiliates
- Eliciting input from faculty and staff, make recommendations to vice president regarding supply and/or equipment needs.
- Oversee QEP professional development program.

The QEP director will work closely with the QEP writing assessment team acting as the chair of this committee. Each summer the writing center coordinator will train a group of volunteer faculty and staff to use the QEP rubric to evaluate student writing samples and electronic portfolios. The writing center coordinator will accumulate assessment data and analyze assessment results. The QEP writing assessment team, under the direction of the QEP director,

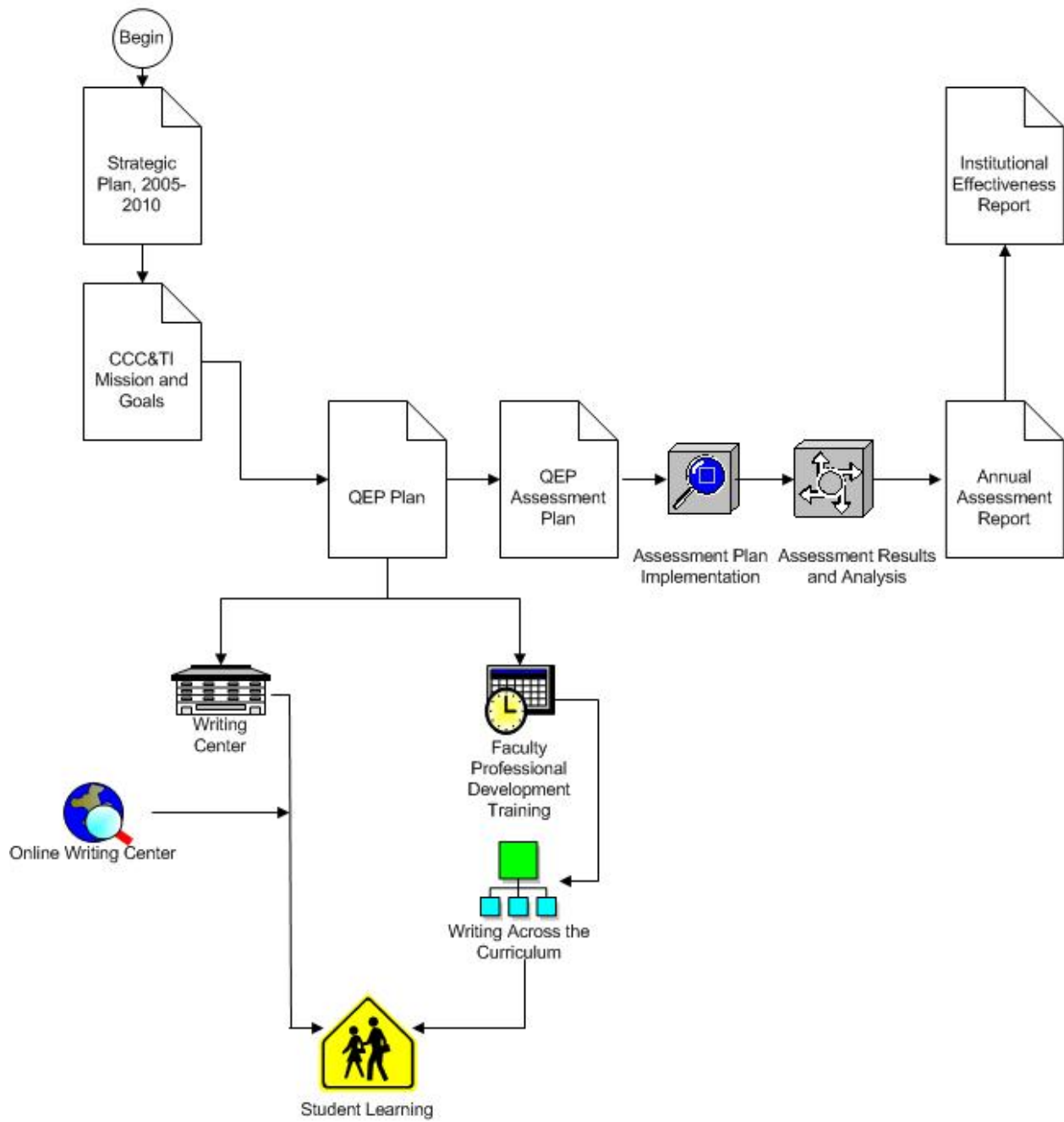
will issue an annual QEP assessment report to the QEP advisory committee and the executive vice president for review. Results of this assessment report will be used as the basis for the next year's plan of action.

The QEP planning, assessment, and reporting process is part of the institutional effectiveness cycle. Student learning outcomes detailed in the QEP form the basis for the written communication component of the institution's general education competencies positioning the QEP as an integral part of the assessment cycle of the college. By the end of the projected five-year cycle, the annual assessment reports will form the basis for the five-year impact report detailing the effect of the QEP on student learning. The charts on the following pages outline the QEP organizational structure and QEP process:

The QEP Plan Organization of Personnel



The QEP Process and Product



Budget/Sustainability

Establishment and sustainability of Caldwell Community College and Technical Institute's QEP will be supported by several different funding sources. The chart on page 61 provides the estimated financial requirements for the development and full implementation of the project at the highest level. During the 2006 Executive Council Retreat, the QEP was identified as the number one priority for the institution. This project has the full support of the administration in identifying resources to successfully implement and sustain the program.

The budget chart that follows demonstrates *all* costs that are expected to be direct expenses of the full program. The following list indicates those line items that currently exist in our annual operating budget for the 2005-2006 fiscal year:

- QEP director and fringe benefits (\$71,552.28)
- Approximately \$52,000 of the writing center coordinators' salaries and associated expenses will be available through administrative reorganization in 2006 which is already budgeted in the 2005-2006 fiscal year.
- Instructional supplies and office supplies will be redistributed through 2005-2006 existing budgets as necessary. (\$10,500).

A significant portion of the equipment and professional development expenses have been budgeted or currently exist with other programs and labs at the college. Caldwell Community College and Technical Institute will also pursue grant opportunities to further support the initiative and assure its sustainability over time.

After careful review of the fiscal needs to provide a quality program for our students, the college is confident that it can fiscally support this initiative to achieve the learning outcomes desired for our students. Administration, faculty, staff, and students have demonstrated their strong support of the QEP by establishing this project as the number one priority of the institution out of over \$15 million dollars in other requests.

Personnel (Salaries)	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
QEP Director	\$61,480.00	\$63,939.20	\$66,496.77	\$69,156.64	\$71,922.90
Writing Center Coordinator (Caldwell Campus)	\$50,000.00	\$52,000.00	\$54,080.00	\$56,243.20	\$58,492.93
Writing Center Assistant Coordinator (Watauga Campus)	\$0.00	\$48,000.00	\$49,920.00	\$51,916.80	\$53,993.47
Instructional Technologist/Writing Consultant	\$0.00	\$0.00	\$48,960.00	\$50,918.40	\$52,955.14
Professional Development Coordinator (for summer stipend/course reduction)	\$10,000.00	\$10,400.00	\$10,816.00	\$11,248.64	\$11,698.59
Part-time writing consultants (both campuses)	\$7,500.00	\$15,000.00	\$15,600.00	\$16,224.00	\$16,872.96
Personnel (Salaries) Subtotals	\$128,980.00	\$189,339.20	\$245,872.77	\$255,707.68	\$265,935.99

Personnel (Fringe Benefits)	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
QEP Director	\$14,133.14	\$14,544.31	\$14,971.94	\$15,416.67	\$15,879.19
Writing Center Coordinator (Caldwell Campus)	\$12,213.68	\$12,548.08	\$12,895.86	\$13,257.54	\$13,633.70
Writing Center Assistant Coordinator (Watauga Campus)	\$0.00	\$11,879.28	\$12,200.30	\$12,534.17	\$12,881.39
Instructional Technologist/Writing Consultant	\$0.00	\$0.00	\$12,039.79	\$12,367.24	\$12,707.78
Professional Development Coordinator (for contract extension/course reduction)--budgeted elsewhere	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Part-time writing consultants (both campuses)	\$574.00	\$1,147.50	\$1,193.40	\$1,241.14	\$1,290.78
Personnel (Fringe Benefits) Subtotals	\$26,920.82	\$40,119.17	\$53,301.29	\$54,816.75	\$56,392.84

QEP Budget/Sustainability

Professional Development	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Stipends for Professional Development Participants (15 participants @ \$500.00 each)	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00
International WAC Conference	\$0.00	\$1,000.00	\$0.00	\$1,500.00	\$0.00
Southeastern Writing Center Association and International Writing Center Association for Writing Center Coordinator and Writing Center Assistant Coordinator (includes membership dues, conference attendance, and summer institute reg. and travel)	\$2,000.00	\$2,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Professional Development Subtotals	\$9,500.00	\$10,500.00	\$8,500.00	\$10,000.00	\$8,500.00

Equipment	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
11 student computers for Writing Center (8 Caldwell and 3 Watauga)	\$8,000.00	\$3,000.00	\$0.00	\$8,000.00	\$3,000.00
2 printers for Writing Centers	\$400.00	\$400.00	\$0.00	\$0.00	\$0.00
1 attendance computer with Accutrak (Watauga)	\$0.00	\$1,000.00	\$0.00	\$1,000.00	\$0.00
2 projection units	\$0.00	\$800.00	\$0.00	\$0.00	\$0.00
3 laptops	\$0.00	\$1,880.00	\$1,880.00	\$0.00	\$0.00
Staff computers	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Equipment Subtotals	\$9,400.00	\$8,080.00	\$2,880.00	\$10,000.00	\$4,000.00

Other	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Illuminate Building Block for Blackboard Learning Management System	\$0.00	\$0.00	\$7,700.00	\$5,200.00	\$5,200.00
Instructional Supplies, Software, and Materials	\$1,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Office Supplies and Materials	\$0.00	\$100.00	\$100.00	\$100.00	\$100.00
Stipends for Writing Assessment Team (5 reviewers @ \$500.00 each)	\$0.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
Other Subtotals	\$1,000.00	\$7,600.00	\$15,300.00	\$12,800.00	\$12,800.00

Total QEP Costs	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
	\$175,800.82	\$255,638.37	\$325,854.06	\$343,324.43	\$347,628.82

Conclusion

The *Handbook For Reaffirmation of Accreditation* published by the Commission on Colleges states that “The QEP describes a carefully designed and focused course of action that addresses a well-defined topic or issue(s) related to enhancing student learning....While many aspects of the accreditation process focus on the past and the present, the QEP is “forward-looking” and thus transforms the process into an ongoing activity rather than an episodic event” (21). The CCC and TI Quality Enhancement Plan, ***Enhancing Writing—Write On!***, meets the conditions described above. The CCC and TI QEP enhances student learning through a focused process that will have a dramatic effect on this institution for many years. The development of a writing center with an online component addresses the needs of traditional community college students as well as the dynamic needs of distance learning students. The Writing across the Curriculum professional development component of the QEP will provide instructors valuable insight into and the tools for using writing in the classroom. The CCC and TI QEP is a collaborative effort that is based on the idea that writing is an effective learning tool not confined to one department or isolated classes. As an institution, we understand that writing is an essential skill needed for success in every career. The role of the CCC and TI QEP is to promote a culture of writing that celebrates creativity, critical thinking, collaboration, and communication. We expect this plan to truly change the nature of teaching and learning at this institution for many years to come.

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Bibliography Listing of Helpful Web Sites

Appalachian College Association

http://vcenter.acaweb.org/wac/writing_centers.html

College Reading and Learning Association

<http://www.crla.net/>

“How Do You Set Up Writing Assignments?”

<http://www.engl.niu.edu/wac/assprc.html>

International Writing Center Association

<http://writingcenters.org/>

Local Practices, Institutional Positions: Results from 2003-04 WCRP National Survey of Writing Centers

<http://coldfusion.louisville.edu/webs/a-s/wcrp/reports/analysis/WCRPSurvey03-04.doc>

OWL – Online Writing Lab – Purdue University

<http://owl.english.purdue.edu/handouts/WAC/>

National Tutoring Association

<http://www.ntatutor.org/>

Roane State Community College Online Writing Lab

<http://www.rsccln.edu/oww/owwcenter/OWL/Nurses.html>

Salt Lake Community College Online Writing Center

<http://www.slcc.edu/wc/student/index.html>

University of North Carolina at Chapel Hill Writing Center

<http://www.unc.edu/depts/wcweb/>

University of Richmond Writing Center

<http://writing2.richmond.edu/writing/wweb.html>

Writing Centers Research Project at the University of Louisville

<http://coldfusion.louisville.edu/webs/a-s/wcrp/>

Writing Center Journal Archives

<http://www.louisville.edu/a-s/writingcenter/wcenters/wcj.html>

Writing Across the Curriculum Clearinghouse – Writing to Learn

<http://wac.colostate.edu/intro/pop2d.cfm>

Writing to Learn Mathematics

<http://wac.colostate.edu/journal/vol9/russek.pdf>

North Carolina Community College Writing Centers

Central Piedmont Writing Lab

http://www.cpcc.edu/academic_learning/WritingLab.htm

Craven Community College Writing Lab

<http://www.cravencc.edu/educational/academicskills-writinglab.cfm>

Durham Technical College Writing Center

<http://www.durhamtech.edu/html/prospective/clc/writing.htm>

Fayetteville Technical College Writing Center

<http://www.faytechcc.edu/courses/owl/>

Guilford Technical College Writing Center

http://technet.gtcc.cc.nc.us/sacs/extradocs/writing_center.pdf

Rowan-Cabarrus Community College Writing Center

<http://www.rowancabarrus.edu/tutoring/wrc/>

Wake Technical College Writing Center

<http://www.waketech.edu/ilc/writingcenter.html>

Wayne Community College Writing Center

http://www.waynecc.edu/studserv/writing_center.htm

Appendix A

QEP Working Groups

1. Electronic Student Portfolios

Task: Explore the feasibility of using electronic student portfolios on Campus Cruiser. Determine how these portfolios could be employed and what sort of expense would be involved. Develop possible plan for implementation including budget

Timeline

- Review of Research (Nov. 1)
- Establish Best Practices (Dec. 1)
- Determine feasibility with Campus Cruiser (January 1)
- Make recommendations through preliminary report (Feb.1)

Group Members:

Mary Kincaid—chair	(Caldwell, Information Systems Technology)
Melinda Hefner—QEP liaison	(Caldwell, Basic Skills)
John Enamait	(Caldwell, Information Systems Technology)
Jessica Saxon	(Caldwell, English)
Stephanie Shockley	(Caldwell, Early Childhood)
Linda Wortman Lowe	(Caldwell, SLPA)
Paul Quickel	(Caldwell, Electronics)
Lee Anne Boggs	(Caldwell, PTA)
Eric Smith	(Watauga, Biology)
Heather Wright	(Watauga, Information Systems)
Mandy Williams	(Caldwell, Basic Skills)
Jennifer Setzer—consultant	

2. Professional Development

Task: Identify professional development needs for faculty. Identify possible speakers for on-campus workshops. Determine workshop topics. Facilitate in-house development activities. Develop mechanism for incentives.

Timeline

- Review of research (Nov. 1)
- Identify model programs (Dec. 1)
- Determine possible workshop topics and faculty incentives (January 1)
- Make recommendations through preliminary report (Feb.1)

Group Members:

Beverly Jaynes—chair	(Caldwell, Basic Skills)
Barbara Harris—QEP liaison	(Caldwell, Ophthalmic)
Renee Lyons	(Caldwell, Library)
Kathy Church	(Caldwell, Basic Skills)
Amy Haroff	(Caldwell, CNA)
Dawn Sullivan	(Caldwell, Aviation)
Amy Hall	(Caldwell, Paralegal)
Charles Beck	(Caldwell, Industrial)
Steve Melton	(Watauga, Business/Associate Dept. Chair)
Gloria Rabun	(Caldwell, Reading)
Don Presnell	(Caldwell, English)
Suzanne Shaut	(Watauga, English)
Tom Hearron	(Watauga, English)
Ron Poteat	(Caldwell, Cosmetology)

3. Assessment

Task: Determine formal (direct) and informal (indirect) means of assessment. Possibilities include tracking of student success in subsequent courses, electronic portfolios/assessment committee review, pre/post testing, student/faculty perception surveys, attendance statistics at workshops, campus events, writing center, etc. This group will determine possible assessments for the plan itself, as well as the topic (Enhancing Writing).

Timeline

- Review of research (Nov. 1)
- Identify model programs (Dec. 1)
- Determine feasibility of possible implementation (January 1)
- Make recommendations through preliminary report (Feb.1)

Group Members:

Janice Wheeling—chair	(Caldwell, Science)
Carolyn Evert—QEP liaison	(Caldwell, Institutional Effectiveness)
Gary Moore	(Caldwell, Information Systems)
Pete Stulginskis	(Caldwell, Information Systems)
Jackie Freeman	(Watauga, Sociology)
Michelle Powell	(Watauga, Math)
Donna Beam	(Caldwell, Corporate and Continuing Ed.)
Kim Watts	(Caldwell, Sonography)

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Robin Canterbury	(Caldwell/Watauga, Biology)
David Pipes	(Caldwell, Psychology)
Kim Roper	(Caldwell, Student Services)
Traci Moore	(Caldwell, Nursing)
Joanne Johnson	(Caldwell, Accounting)
Bill Patterson	(Watauga, Student Services)
Paula Rash	(Caldwell, English)
Kim Hinton	(Caldwell, Basic Skills)
Dale Joyner	(Watauga, Math)
Margaret Hampson—consultant	(Caldwell, English/Reading)
Sandy Duncan—consultant	

4. Online Writing Center

Task: Explore feasibility of developing an online writing center at CCCTI. Note “best practices.” Develop possible plan for implementation including budget. Explore the possibilities of external funding.

Timeline

- Review of research (Nov. 1)
- Identify model programs (Dec. 1)
- Determine feasibility of possible implementation (January 1)
- Make recommendations through preliminary report (Feb.1)

Group Members:

Nancy Risch—chair	(Caldwell, English)
Camille Annas—QEP liaison	(Caldwell, ASC)
Mary Noggle	(Caldwell, English)
Regina Hartley	(Caldwell, Information Systems)
Laura Wolpert	(Watauga, ASC)
Nancy Leonard	(Watauga, ASC)
Linda Hardin	(Watauga, Information Systems)
Dustin Greene	(Caldwell, English)
Lynn LeFever	(Watauga, Basic Skills)
Melissa Buff	(Caldwell, Basic Skills)
John Noblitt	(Caldwell, BioMed)
Robin Cornett	(Caldwell, Radiography)
Lyndon Withers	(Caldwell, Student Services)
Denise Wagner—consultant	

5. Identification of Best Practices

Task: Identify current “best practices” for writing at CCCTI. Review “best practices” outside the institution. Based on information gathered, develop mechanisms for implementation of “best practices” at CCCTI.

Timeline

- Review of research (Nov. 1)
- Identify model programs (Dec. 1)
- Review in-house surveys and CCCSE data for background (January 1—if survey reports are complete)
- Determine feasibility of possible implementation (January 1)
- Make recommendations through preliminary report (Feb.1)

Group Members:

DeAnna Chester—chair	(Watauga, Communications)
John Dillard—QEP liaison	(Caldwell, Sociology)
David Freeman	(Watauga, Psychology)
Frankie Kelly	(Caldwell/Watauga, Religion/Philosophy)
Kathy Cloer	(Caldwell, History)
Charles LePrevost	(Caldwell, Economics)
Keith Starnes	(Caldwell, Religion/Humanities)
Christina Toy	(Caldwell, Communications)
Alice Lentz	(Caldwell, TRIO)
Jean Cauthen	(Caldwell, Art)
Shirley Unsworth	(Watauga, English)
Matt Williams	(Caldwell, English)
Hefni Badr	(Caldwell, Automotive)
Pam Chapman	(Caldwell, Nursing)
Jan Bailey	(Watauga, Library)
Jan Middleton	(Caldwell, Continuing Ed.)
Janet Palmer—consultant	(Watauga, English/Associate Dept. Chair)

6. Faculty Perception Survey

Task: Develop faculty survey focusing on faculty perceptions of types of writing currently used in classes at CCCTI.

Timeline

- Review sample surveys (Nov. 1)
- Develop instrument (Nov. 15)

Appendix A

- Work with IE to administer survey through Survey Monkey (Dec. 1)
- Make recommendations through preliminary report (Jan.1)

Group Members:

Mike Bradshaw—chair	(Caldwell, Math)
Margaret Hampson—QEP liaison	(Caldwell, English/Reading)
Diane Barefoot	(Watauga, History)
Vale Biddix	(Caldwell, Math)
Tracy Crump	(Caldwell, Early Childhood)
Shelda Aultman	(Caldwell, Business)
Holly Korta	(Caldwell, Psychology)
Sarah Kulinski	(Caldwell, Nursing)
Dana Glenn	(Caldwell, Student Services)
Nancy Hatley—consultant	

7. Student Perception Survey

Task: Analyze CCCSE and Graduate Survey data to determine if we need to develop a student survey focusing on student perceptions of types of writing currently used in classes at CCCTI. If current data are sufficient, this group should summarize findings and issue a preliminary report with recommendations. If data are not sufficient, this group should develop a survey addressing student perceptions of writing and devise plan for implementation of student survey.

Timeline

- Review CCCSE/Graduate Survey data (Nov. 1)
- Develop instrument (Nov. 15)
- Work with IE to administer survey through Survey Monkey if needed (Dec. 1)
- Make recommendations through preliminary report (Jan.1)

Group Members:

Amy Cortner—chair	(Caldwell, English)
Margaret Hampson—QEP liaison	(Caldwell, English/Reading)
Phoebe Pollitt	(Watauga, Early Childhood)
Melissa Davis	(Caldwell, Math)
Stacy Reagan	(Watauga, Math)
Diana Miller	(Watauga, Business)
Martha Zimmerman	(Caldwell, PTA)
Brandy Allen	(Caldwell, Continuing Ed.)
Cheryl Reeves	(Caldwell, Math)
Anna Alexander	(Caldwell, Accounting)

Norman Staines (Caldwell, Continuing Ed.)
Kay Crouch (Caldwell, Music)
Nancy Hatley—consultant

QEP Working Group Responsibilities

Chair:

- Organize and delegate responsibilities
- Appoint subgroups
- Schedule and facilitate meetings
- Appoint recorder to take minutes submitted to Susan Pritchard for posting on the Intranet after approval
- Oversee preliminary and final reports
- Attend QEP advisory committee meetings as needed
- Expand working group as needed

Group Member:

- Develop a working knowledge of SACS and the role of the QEP
- Actively participate in working group and subgroups
- Attend scheduled meetings

QEP Liaison:

- Represent working group on the QEP advisory committee
- Serve as a resource person to the working group
- Attend and participate in working group meetings

Appendix B

QEP Writing Rubric

Using the following guidelines, determine the holistic score (1-5) for each piece of writing.

(5) Score—Superior contains *most* of the following characteristics:

- Clear, well-focused topic--Main idea stands out and is supported by interesting examples and vivid word choices. We know what the writer is trying to say, and we want to hear more!
- Very clear organization. Writing has a definite beginning, middle, and end. Paragraphs flow, and the order of paragraphs makes sense to the reader.
- Vivid examples and details support the main idea and keep the reader interested.
- Well-developed sentences that are concise, compelling, and easy to read. Word choices are exciting. Writing gives the reader something to think about!
- Very few mechanical or grammatical errors make the writing easy to read.

(4) Score—Competent contains *most* of the following characteristics:

- Main idea is clear, but reader may have to work to see connections between ideas.
- Organization is evident, but transitions from one idea to another may be awkward.
- Examples make sense, but may not be interesting or insightful.
- Sentences are usually varied and may differ in length and structure. Word choices are clear and appropriate, but may be uninteresting.
- Some mechanical errors may be present, but writing is still readable.

(3) Score—Adequate contains *most* of the following characteristics:

- Main idea is somewhat vague or predictable.
- Structure may seem formulaic and contrived. Poor organization and a lack of paragraph structure make the writing difficult to follow in places.
- Examples are general or vague and only loosely connected to the main idea.
- Errors with sentence structure are frequent. Word choices are predictable and weak.
- Errors with grammar and mechanics begin to distract reader from the content.

(2) Score—Weak contains *most* of the following characteristics:

- The main idea is not clear, or the connection between the main idea and supporting details is loose and hard to follow.
- Ideas seem contrived, and paragraphs are overloaded or underdeveloped.
- Examples are simplistic, repetitious, vague, and/or confusing making the writing hard to read.
- Errors with sentence structure make writing hard to follow. Run-on sentences and/or sentence fragments are evident. Reader must reread sentences to determine meaning.
- Writer makes numerous grammatical errors that distract the reader.

(1) Score—Inadequate contains *most* of the following characteristics:

- Writing appears to be a random collection of unrelated ideas. This lack of focus makes ideas hard to follow.
- No clear structure, and a lack of organization make the writing very hard to understand.
- Writing lacks specific examples or details to develop main idea. Reader works very hard to understand what is going on.
- Sentences lack structure and appear incomplete or rambling. Many errors are evident.
- Serious grammar and mechanical problems are present.

QEP Writing Assessment (Exit)

Student Name _____ Section # _____ Semester _____

Choose one of the topics listed below and develop it into a well organized essay. Feel free to brainstorm, prewrite, or outline your essay before you begin writing, **but remember you have only 50 minutes to complete this assignment.** Your essay will be evaluated based on the clarity of your main idea, development of and support for your main idea, organization and structure of your essay, and accuracy. As you write, you may refer to your spell check, dictionary, thesaurus, or English handbook, but you may not disturb anyone else in the class to ask to borrow these or any other materials.

When you have finished your writing, proofread it carefully; then staple this sheet to your draft as a cover page. Turn in everything you have written: prewriting, outlining, and drafts of your essay. If you are using a computer, please save your essay to the disk provided by your instructor.

Assignment:

Now that you are finishing the requirements for an associates' degree and are hopefully approaching graduation, what advice can you give a student entering this degree program? As a possible graduate of this program, you have a very unique perspective not found in most college publicity. Anyone can read the college catalog, but as a graduating student, you have insights that instructors and college administrators do not have. We would like you to share these insights with incoming students. What do you know now that you wish you had known before you started this program of study? Please be specific as you offer information to new students. Write an essay that describes your experiences with this program and offers incoming students unofficial advice on how to survive and succeed in this program of study.

Appendix D

Faculty Perception Survey Results, Fall 2005

Department:		Response Total	
Business		22	
Industrial		7	
Health Science		13	
Math/Science		14	
English, Reading, and Communications		20	
Early Childhood, Social Science, and Fine Arts		19	
Basic Skills		5	
Continuing Education		3	
Total Respondents		103	
Skipped this question		0	
1. During 2004-2006 I will have taught ____ unduplicated courses?			
Number of Courses	Response Total	Number of Courses	Response Total
1	9	7	3
2	11	8	8
3	12	9	6
4	13	10	8
5	8	11	4
6	13	12	7
Total Respondents		102	
Skipped this question		1	
Out of these courses I require writing assignments in ____ of these courses. If you do not use writing assignments please skip to number 5.			
Number of Courses	Response Total	Number of Courses	Response Total
0	6	7-9	13
1-3	31	10-12	10
4-6	35		
Total Respondents		95	
Skipped this question		8	
2. Choose all kinds of writing tasks you typically require. (Some may overlap.)			
Writing Task	Response Total	Writing Task	Response Total
Researched paper	57	Lab reports	18
Collaborative project	52	Impromptu in-class writing	33
Case studies and/or narratives	40	Position/issue paper	24
Critiques and/or reviews	49	Reaction paper	31
Summaries and/or abstracts	50	Essay questions/tests	55
Outline writing	31	Blackboard Discussion Board	31
Professional letters	18	Other (please specify)	18
Journals and/or other reflection papers	39		
Total Respondents		90	
Skipped this question		13	

3. Use the scale below to indicate your requirements for graded writing assignments.

N=Never S=Sometimes A=Always

Grading Requirement	N	S	A	Grading Requirement	N	S	A
a. Understand/address different audiences	15	45	25	j. Accurately cite and document sources	10	37	37
b. Understand/address different purposes	6	37	43	k. Use appropriate vocabulary	0	12	75
c. Identify and develop a main idea (thesis)	6	25	53	l. Employ correct mechanics (spelling punctuation)	2	18	68
d. Organize a paper	5	23	58	m. Separate fact from interpretation and/or opinion	6	35	44
e. Use paragraphs appropriately	3	21	59	n. Paraphrase	9	55	19
f. Use evidence to support a point	2	22	64	o. Quote appropriately	8	35	42
g. Analyze data/ideas/arguments	4	41	40	p. Record data and/or use appropriate level of detail	6	40	40
h. Synthesize information from multiple sources	5	44	37	q. Other important writing skills (Be specific)			
i. Integrate ideas from multiple perspectives	8	52	24				
Total Respondents					89		
Skipped this question					14		

Appendix D

Responses to Item Q, Other important writing skills (Be specific):

- I use as a process. Writing helps students work through their own thoughts.
- Most of mine needs to be current data.
- Audience, purpose, tone, diction, research, documentation, the difference between expressive and utilitarian writing come to mind—
- Distinguish personal input and views from sources used.
- I try to get my students to pay attention to the basics of grammar, e. g., recognizing the differences between pronouns ("their") and adverbs ("there"); the difference between "it's" and its and other small but important rules. To do this I encourage them to write multiple drafts of their papers. . .
- Appropriate pt. documentation and written home instructions appropriate for educational or comprehension level of patient, family or care giver
- Use effective syntax. Use transitions appropriately.
- I am generally appalled at spelling errors and sentence structure. It seems that I constantly need to encourage the students to use a thesaurus for better word choices. At the beginning of the semester, I make a speech about how to write for the class; then usually I have to reinforce the same concepts later on in the semester.
- Using standard English, improving the voice and tone of writing, improving and varying sentence construction.
- Organize details in a logical order and hierarchy. Create logical, clearly structured sentences. Collaborate in editing mechanics errors. Follow a step-by-step process in planning and drafting papers. Learn to evaluate sources for use in research writing.
- Understanding and implementation of the writing process.
- Write with clarity and focus.
- Understanding of the writing process, the role of revision and the importance of multiple drafts.

4. Writing research identifies successful strategies for promoting student development in writing. To what extent do you think it is realistic to use these strategies in your individual courses?

Strategies	N	S	A	Strategies	N	S	A
a. Require multiple drafts on writing assignments	35	40	14	i. Provide opportunities for informal exploratory writing	26	50	11
b. Provide written feedback on early drafts	30	35	24	j. Discuss examples of models of good writing in class	14	43	30
c. Provide written feedback on graded assignments	5	24	60	k. Discuss writing with your class	11	39	39
d. Have student conferences on papers in progress	22	50	14	l. Provide handouts/checklists/examples	9	39	41

e. Have students read/respond to other students' writing	33	45	11	m. Provide students with references/handbooks/websites	5	35	49
f. Provide written descriptions for writing assignments	6	28	55	n. Have students reflect on and evaluate their own writing	21	44	24
g. Provide criteria for grades on writing assignments	2	25	62	o. Direct students to Academic Support Services for writing assistance (workshops and help with papers electronic websites research documentation etc.)	13	40	36
h. Evaluate writing assignments using rubrics	16	43	30				
Total Respondents						89	
Skipped this question						14	
5. How can the college best help you to employ writing assignments within your courses? Please rank from 1-5 with 1 being most important.							
Strategies/Activities	1	2	3	4	5		
a. Provide faculty with expertise who consult with other faculty on writing issues	23	19	26	15	14		
b. Provide writing tutors for students	52	18	10	9	12		
c. Provide support for faculty for using writing in the classroom (e.g. mini-grants workshops conferences speakers teaching awards consultants) (Specify below)	24	29	25	7	10		
d. Provide departmental supports (e.g. smaller classes release time for course development rubrics etc.) (Specify below)	35	26	18	10	11		
e. Provide model writing assignments	22	29	29	9	10		
f. Provide generic rubrics to evaluate writing assignments	35	26	17	11	8		
g. Develop an online writing center	22	26	18	10	23		
h. Other (Please describe below.)	7	0	0	1	9		

Appendix D

Responses to Item H, Other (Please describe below.):

- Develop an in-house writing center...online would be essentially useless for my purposes.
- Smaller classes or some other option would help alleviate the added workload of evaluating writing.
- Physical writing center is also needed in addition to an online writing center.
- Provide a staffed writing center.
- Teaching writing takes time. It is time intensive, so the best help for faculty would be smaller class sizes and /or course loads for those who incorporate substantial writing assignments. It would help a lot if we simply had more time to teach (which involves detailed grading of writing assignments) instead of spending so much time in various trainings and meetings. Other: Protect our actual teaching time. Every hour we are in a meeting means we have an hour less to plan, which directly affects what happens in the classroom. A few meetings are to be unexpected, but recently, it seems that we are doing more training than teaching.
- Have English teacher visit a classroom when writing assignments are reviewed.
- Faculty should become acquainted with already established online writing centers and train students to use one or tow of the best sites before we try to develop our own site.
- I have well over 100 students each semester. I don't have time to meet with them for conferences. The feedback they receive consists of my comments on a rubric. I would like to have more time to work with them one-on-one, but there isn't enough time both in and out of class.
- Collaboration of technical program faculty with English instructors to better understand the demands of writing in different technical programs at least once per year. The way we are now documenting patient care and patient outcomes is very different than what it was 5 years ago. It might be helpful to share ideas. Informal faculty forums might be helpful.
- I do not feel an online writing center would be very helpful. Most of the students who need the most help with writing need one-on-one help with a human being and preferably with one who knows how to write well himself or herself (i.e. A trained professional). I think an online writing center would only be minimally useful to a small number of students.
- Provide additional writing tutors in Academic Support
- Smaller classes
- An online writing center is a good idea, but it needs to be an extension of an actual physical writing center that is located on campus.
- Traditional writing center is more important than an online writing center. More students would use face-to-face tutoring.

Total Respondents	102
Sipped this question	1

Specify Total Respondents						14
Specify Skipped this question						89
NEEDS ASSESSMENT						
6. Please check the response that <i>most nearly</i> represents your opinion or practice. If you believe that a statement doesn't apply to you at all please leave it blank.						
	Poorly prepared	Adequately prepared	Well prepared	Don't know	Response Total	
a. How well prepared do you think entering freshmen are for college writing?	80	8	0	11	99	
b. How well prepared do you think our students who transfer to other colleges are for college writing?	9	47	21	19	96	
c. How well prepared do you think your program's graduates are for writing on the job?	19	50	14	10	93	
Total Respondents					100	
Skipped this question					3	
7. In your opinion what percentage of your students demonstrates significant writing weaknesses?						
						Response Total
1-20%						10
21-40%						18
41-60%						32
61-80%						29
81-100%						11
Total Respondents						100
Skipped this question						3
8. Over the years you have taught at CCC&TI the quality of students' writing has:						
						Response Total
Improved						7
Stayed about the same						47
Gotten worse						34
Don't know						14
Total Respondents						102
Skipped this question						1
9. Have you changed or eliminated writing assignments or test questions because of poor student writing?						
						Response Total
Yes						29
No						62

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Not applicable	12				
Total Respondents	103				
Skipped this question	0				
10. Have you changed or eliminated writing assignments because of lack of time for grading?					
	Response Total				
Yes	43				
No	50				
Not applicable	10				
Total Respondents	103				
(skipped this question)	0				
11. Have you changed or eliminated writing assignments because you lack the skills necessary to evaluate writing assignments?					
	Response Total				
Yes	6				
No	84				
Not applicable	12				
Total Respondents	102				
(skipped this question)	1				
12. Have students acquired the writing background necessary to succeed in your classes?					
	Response Total				
Yes	50				
No	30				
Not applicable	20				
Total Respondents	100				
(skipped this question)	3				
13. Using the scale below indicate to what degree the following challenges affect your ability to incorporate writing assignments in your classes:					
	Always	Usually	Sometimes	Rarely	Never
a. Poor quality of student writing on research papers/essays.	6	23	32	12	23
b. Poor quality of student writing on exams	8	15	30	20	24
c. Poor quality of student writing on other forms of assignments.	6	19	35	15	21
d. Student resistance to formal writing assignments.	11	19	25	19	24
e. Plagiarism.	5	4	28	33	25
f. Inability of students to understand or follow assignments.	7	11	40	21	20
Total Respondents					100
Skipped this question					3

PURPOSE				
	Strongly disagree	Disagree	Agree	Strongly agree
14. The purpose of the written work assigned in my classes is to help students learn and process the course content through written analysis.	4	4	49	41
15. The purpose of the written work assigned in my classes is to help measure how much of the course content the students have learned.	6	14	49	28
16. The purpose of written work in my class is to allow students to apply course concepts to real world situations.	5	5	41	46
Total Respondents				99
Skipped this question				4

GRADING						
	0-20%	21-40%	41-60%	61-80%	81-100%	Response Total
17. What percentage of a students' grade is based on writing assignments in essays and/or questions? If you have more than one class with writing required please give an average.	45	21	15	7	11	99
Total Respondents						99
Skipped this question						4

QEP WRITING PROGRAM			
	Yes	No	At some future time
18. I would be willing to attend a discussion session or workshop on issues related to improving students' writing skills.	66	9	27
19. I would be interested in sharing some approaches I use to help students with their writing assignments.	32	37	26
Total Respondents	102		
Skipped this question	1		
	Yes	No	
20. I am familiar with the Academic Support Center and the writing instruction they provide.	75	24	
21. I currently refer students to the Academic Support Center for help with writing.	62	36	
22. I would consider requiring my students to use the Writing Center if established for help with writing assignments.	91	10	
23. I would consider inviting a writing consultant or staff member from the Writing Center if established into my classroom to help my students with writing assignments.	74	26	

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24. I would encourage my students use to an online writing center for help with writing assignments if established.	94	6
Total Respondents	101	
Skipped this question	2	

25. The needs of my students would best be served by	
	Response Total
a. An online writing center	22
b. A physical writing center located on both campuses	46
c. Either an online writing center or a physical writing center located on both campuses	48
d. None of the above	7
Other (please specify)	5

Responses to Other (please specify):

- The needs of my students would best be served by:
- An online center would be an excellent resource if done well. However, the one-on-one contact of a staffed writing center would best address the needs of my students.
- Academic Support as now functioning.
- Discipline-specific writing emphasis. The few English classes that students take cannot do it all.
- I do not know what it is at the present time.
- I think the best help would be if all programs and courses emphasized the importance of writing. That, to me, is more important than a writing center. Students feel they only have to write well for English class, and sometimes, the only papers they ever do are in English. As poorly prepared as students are when they enter my classes, I cannot make them

Total Respondents	99
Skipped this question	4

26. Other comments
<ul style="list-style-type: none"> ▪ I think an online writing center would be worthless. ▪ I'm afraid that even with our current assistance, most students don't take advantage. I hope that if we build it, they will come. ▪ I am familiar with the Academic Support Center. I am not familiar with the writing instruction they provide. ▪ Our institution needs writing courses geared specifically towards technical programs. ▪ PLEASE provide us with a staffed writing center. ▪ Formal writing ability is so important in an age of email and text messages.

- There is a tremendous need for more intensive writing instruction at CCCTI. This is needed not only for our students, but, as evidenced by some of the awkwardly constructed sentences for this survey, also for faculty and staff.
- An online writing center seems of doubtful value. Students need to have a living human being physically present in order to profit from tutoring in writing.
- I answered number 13 but replacing the word “ability” with “willingness.” I hope this is what you were after.
- I am uncertain about my responses to #13...I recognize that these challenges exist, but it has not affected by incorporation of writing assignments in my classes...
- A writing center seems like a good idea, but only if it is well utilized. I fear that we will spend much money and effort on a writing center that does not get utilized. English teachers teach writing and work with their students’ writing in classes and conferences. Many of us do not feel the need to send students to the writing center when we can just work with them ourselves. Therefore, the writing center really needs to focus on courses and programs other than English, and I just don’t think that will happen, unfortunately.
- Establishing a writing center on both campuses should be the focus of the QEP. Administration should allocate the necessary resources to provide the support students need in this area. An online writing center should come second.

Total Respondents	12
Skipped this question	91

Appendix E

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%		
Total Respondents				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%)		

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

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<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 		

<p>management officials.</p> <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 estrat,gicas 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 	

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<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

k. Strategies for emphasizing writing in online classes	51	34%	68	46%	13	9%	17	11%	149
i. Other (please specify) ○ 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) ▪ 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 									

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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.



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