On the Write Path yearly reports are designed to provide data and insight to facilitate improvement and strengthening of the Johnston Community College (JCC) Quality Enhancement plan by:

1. Reflecting and acting upon qualitative, and quantitative data associated with JCC writing improvement initiatives.
2. Documenting and transforming lessons learned into best practices and policy that become systemic within the Institution.
3. Providing strategic areas of emphasis on which to concentrate efforts for continuous, long term improvement of writing proficiency at JCC.

For the On the Write Path 3rd Year Report, the following areas were targeted for data collection and provide formative and summative assessment data:

- English 111/DRE 098 Pre and Post Diagnostic Testing
- DRE 098 Cornerstone Assignment Results Data
- English 111 Touchstone Assignment Results Data
- English 111 and WIC Course Self-Reflective Essay Results Data
- Writing Studio Usage Data
- Academic Skills Center/Tutoring Services Usage Data
- Smarthinking Usage Data
- Faculty Development-Related Data
- Writing Event Data

Each area provides a set of data compiled for analysis and interpretation. Such data provides evidence-based input instrumental to helping make informed decisions regarding writing resources, pedagogy, student progression, and continuous improvement.

Yearly reports also document the rationale for changes to original plans based on lessons learned in a given time period. Yearly reports are also designed to document the impact On the Write Path has on student learning and enriched classroom experiences.

Finally, yearly reports serve as a communication vehicle to concisely convey Quality Enhancement Plan participation and progress campus-wide.

Report Coordinators / Authors:

Marcia L. Toms – QEP Administrator / Analyst

Thomas R. Howerton – QEP Lead Content Specialist / Writing Studio Coordinator

Terri S. Lee – Director Research and Institutional Effectiveness
OVERALL IMPLEMENTATION STATUS - PLAN VS. ACTUAL

STRUCTURAL ENHANCEMENTS
Structural personnel enhancements implemented year one remained fully operational during year three. A new full-time position, QEP Project Administrator, fulfilled the roles of Project Administrator and Analyst. At the end of the third year, the Lead Content Specialist retired; because the current QEP Project Administrator has a Masters of Art in English and has taught composition at the college level, it was not deemed necessary to fill that position. Academic Enrichment Services will hire someone to replace the Writing Studio hours covered by the Lead Content Specialist.

CURRICULUM ENHANCEMENTS
Actions related to either training, implementing, assessing, or operationalizing curriculum enhancements were completed according to plan in year three. Two variations from the documented implementation plan are noted below:

- HIS 112 was piloted as a writing intensive course (WIC) during year three. It was originally scheduled to pilot in year two, but logistics made that impossible.
- NUR 212 was offered as a WIC. This course replaced PHM 140 which was originally scheduled to be part of Cohort B.

RESOURCE ENHANCEMENTS
The Writing Studio and Celebrations of Writing resources enhancements continued running smoothly during year three. While the Writing Libguides were up and running throughout year three, a technical issue at the end of the year requires that they be reconstructed for year four.

Budget
Budget dollars allocated for the 2014-2015 academic year met all project needs with a slight positive variation.
Key indications that 2014-2015 efforts remain On the Write Path:

- Successful work done expanding writing initiatives beyond English courses, i.e., History, Communication, Nursing, Business Communication and Early Childhood Education.
- Hard work, broad engagement, and team spirit made a significant difference in completing key initiatives.
- Definitive progress throughout year three positioned JCC well toward achieving interim and year five goals for the project.
- Budget dollars allocated for the 2014-2015 academic year met all project needs with a slight positive variation.

The following sections highlight both quantitative and qualitative outcomes associated with On the Write Path assessments. Assessment instruments were designed to capture data related to writing proficiency, event/training participation, and attitudes toward writing at Johnston Community College.
Student Learning Outcomes 1 and 2

SLO 1: Students will produce texts that demonstrate an awareness of situation, audience, and tone. SLO 2: Students will produce texts that are unified, coherent, and fully developed.

The JCC Writing Assessment and JCC Self-Reflective Essay Assessments are used to assess Student Learning Outcomes (SLO) 1 and 2. MyWritingLab assessments are used to assess SLO 2.

Summary
The three assessments of student learning outcomes 1 and 2 suggest that students are demonstrating improvement regarding their awareness of situation, audience, and tone. Grammar continues to be the greatest area of weakness. The external assessments show that maintaining a controlling idea and fully developing that idea are additional areas for growth.

DRE 098 Cornerstone and ENG 111 Touchstone Writing Assessments

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</thead>
<tbody>
<tr>
<td>By Year 5, at least 80% of JCC students enrolled in ENG 090, 111 or WIC</td>
<td>No, 72.4%</td>
<td>Yes, 94.3%</td>
<td>No, 51.1%</td>
</tr>
<tr>
<td>will receive a composite score of at least meets or exceeds expectations on the JCC Writing Rubric</td>
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</table>

Multiple changes occurred in the 3rd year of the QEP which affected this goal. First and foremost, the entire developmental writing curriculum changed. ENG 090 is no longer offered; the new course, DRE 098 combines both reading and writing instruction in an 8-week course. Concordant with the new curriculum, the Cornerstone essay prompt changed from a descriptive assignment to a cited, analytical essay (see Appendix A for revised prompt).

Another major change in year 3 was the change of external assessors. Per the QEP plan, during the first 2 years, essays were sent to the University of Texas at Austin Essay Scoring service. JCC was notified in the spring of 2014 that the essay scoring service was being disbanded. After looking into other services, it was decided that the most cost efficient method of scoring would be to recruit scorers from local institutions of higher education. Ten assessors were recruited via Writing Center directors across the state of North Carolina.

In preparation for training the assessors, the Lead Content Specialist and Project Administrator reviewed sample scores from UT Austin. It became clear that there was little consistency within the essay scores themselves and with how JCC faculty would score the essays. Overall, the UT Austin scores from the first two years appear overly generous.
In the Fall 2014 semester, 71 Cornerstone (DRE 098) papers and 197 Touchstone (ENG 111) papers were assessed. In the Spring 2015 semester, 50 Cornerstone papers (DRE 098) and 132 Touchstone (ENG 111) papers were assessed. These numbers represent 30% of the students who were enrolled in DRE 098 and ENG 111. In both Fall 2014 and Spring 2015 one section was not represented. In Fall 2014, it was because the instructor gave the incorrect prompt; in the Spring 2015 it was because the instructor did not submit the essays. In each of these cases, the instructors were adjuncts. The QEP Project Administrator will ensure that training and communication with adjuncts is increased in Year 4.

### Cornerstone and Touchstone Scores by Course and Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Did not Meet expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRE-098</td>
<td>Fall 2014</td>
<td>100</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2015</td>
<td>36</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>ENG-111</td>
<td>Fall 2014</td>
<td>120</td>
<td>198</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Spring 2015</td>
<td>40</td>
<td>86</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>220</strong></td>
<td><strong>219</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

There is a significant decrease in the scores this year. As mentioned above, the previous assessors appear overly generous. DRE 098 and ENG 111 instructors reviewed a selection of essays from the 2014-2015 Cornerstone and Touchstone essays. Overall, the DRE 098 instructors felt the external reviewers were overly critical, and the Project Administrator will review the DRE 098 curriculum and expectations with the external reviewers. The ENG 111 instructors, however, agreed overall with the external reviewers.

In years 1 and 2, the essays from developmental courses passed at roughly the same rate as the essays from ENG 111. With the new external reviewers, however, the scores from DRE 098 are not as high. It is important to note that all ENG 111 and DRE 098 essays are assessed on the same rubric which is designed for conducting a summative evaluation of a student’s curricular experience at JCC. It is to be expected that students just completing a writing course would score lower.

Scores in both DRE 098 and ENG 111 improved from the fall to spring semester. It is likely that the external assessors became more comfortable and accurate with the process. Also, the DRE prompt became more streamlined.

As with previous years, students scored lowest on the compliance part of the rubric. For DRE 098 this reflects not only standard use of grammar, but also citing works correctly.
ENG 111 and WIC Self-Reflective Essay Assessments

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<tbody>
<tr>
<td>By Year 5, at least 80% of JCC students enrolled in ENG 111 or WIC will score at least meets or exceeds expectations on SLO #1 of the JCC Self-Reflective Essay Assessment Rubric.</td>
<td>No, 66%</td>
<td>Yes, 92%</td>
<td>No, 79%</td>
</tr>
<tr>
<td>By Year 5, at least 80% of JCC students enrolled in ENG 111 or WIC will score at least meets or exceeds expectations on SLO #2 of the JCC Self-Reflective Essay Assessment Rubric.</td>
<td>No, 71%</td>
<td>Yes, 93%</td>
<td>Yes, 85%</td>
</tr>
</tbody>
</table>

*This data represents Spring 2013 only

Self-reflective essays of 177 students were randomly selected from 97 Fall 2014 and Spring 2015 ENG 111 and Writing-Intensive courses (COM 231, HIS 112 and PHI 240). Essays from seven sections in the spring were omitted because the instructor either used the incorrect prompt or did not submit the files.

Again, in year three, we see a drop in the overall score. First, the process for handling differences is scores was changed. In years 1 and 2, if the two reviewers did not agree, they met and discussed the essay and gave the assessor a reconciled score. This required waiting until all reviewers were back on campus, and added to the burden of the reviewers. For year 3, if the first two reviewers disagreed on a score for an essay, the essay was sent to a third reviewer to determine the final score.

Another difference from previous years is the large number of essays from WIC courses. When sorted by course, a large percentage of the essays which did not meet expectations came from WIC courses, especially those taught by adjuncts. The QEP project administrator will make a concerted effort in the fall to get adjuncts appropriately trained.
These quotes, related to SLO1, were pulled from the reflective essays from ENG111 and WIC courses in Fall 2014 and Spring 2015:

*Before when writing, I would just write what I felt and was thinking without any consideration of my audience. I would write a paper and use big words that the reader and/or audience wouldn’t understand and I would not take that into consideration because it never occurred to me to consider my audience.*

*Transitioning between different speeches has helped my writing skills because I took the time to understand various audiences and genres. First, I brainstormed the topic and how that could be applied to an audience, so that they could be interested in what my speech is about.*

### MyWritingLabs Assessment

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<tbody>
<tr>
<td>By Year 5, at least 80% of JCC students enrolled in ENG 090/DRE098 or ENG 111 will show at least a proficient score (≥80%) in grammar/mechanics scores on a pre-test and/or post-test.</td>
<td>No, 37%*</td>
<td>No, 32%</td>
<td>No, 23%</td>
</tr>
</tbody>
</table>

*Scores only reflect students in ENG 090 and ENG 111 who signed up for myLabs software*

A key measure for On the Write Path is pre and post testing in Integrated Reading and Writing (DRE 098) and Writing and Inquiry (ENG 111).

Pre and post tests were preloaded in the MyLabs software with specific dates attached to the administration to ensure consistent, comparable testing. Additionally, there was face-to-face training,
collaboration and communication with the Pearson team and with the ENG 111 full time and adjunct faculty.

For the 2014-2015 academic year, 23% of students enrolled in DRE 098 and ENG 111 who took at least one test scored 80% or above on the pre or post diagnostic grammar/mechanics test. Of the students who took both the pre-test and post-test, the percentage of students passing rose to 28%.

When data are disaggregated, DRE 098 and ENG 111 results show that 45.8% (141 students) and 73.0% (728 students), respectively, of the students enrolled in 2014-2015 did not meet the QEP goal of scoring at least an 80% on the pre or post tests.

There were multiple changes this year that affected these scores. As mentioned before, ENG 090 is no longer offered and the replacement course, DRE 098 covers both writing and reading in a condensed format. The double digit improvements that were previously seen in ENG 090 are now reduced to 2-3 points.

In ENG 111, there was also a decrease in scores in the fall semester. While offering the same modules to all students as planned for the third year seems to have helped participation, the vendor required a change in platforms. The platform change, along with a book ordering issue, meant that ENG 111 students and instructors were plagued with access issues during much of the fall semester. While the spring semester also had some issues, it went much smoother and there was some improvement in average score. The QEP Resource Team will continue to monitor students’ progress in MyLabs.

<table>
<thead>
<tr>
<th>Score Improvement by Semester and Course</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DRE 098</td>
<td>ENG 111</td>
</tr>
<tr>
<td>Average Pre-Test Score</td>
<td>71.0</td>
<td>66.2</td>
</tr>
<tr>
<td>Average change in score</td>
<td>+2.9</td>
<td>-1.1</td>
</tr>
<tr>
<td>[Post-test – Pre-test]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Outcome 3

_SLO 3: Students will utilize supplemental resources beyond the classroom to enhance their writing._

SLO 3 is measured through the following means: usage data of tutoring services, website visits, graduate survey results and the self-reflective essay assessment rubric.

**Summary**

The assessments used to measure SLO 3 show a general trend towards JCC students using more supplemental resources. In general, even students who do not use supplemental resources are at least aware of them. Students also have a favorable opinion of the resources.

**Writing Studio/Academic Skills Center/Tutoring Services Usage**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>The ratio of unduplicated students using Writing Studio and Academic Skills Center Tutoring Services to the total unduplicated headcount will increase by 5% each year of the QEP</td>
<td>n/a*, Approximately 2%</td>
<td>Yes, 5.6%</td>
<td>Yes, 8.1%</td>
</tr>
<tr>
<td>90% of student respondents are satisfied or very satisfied with training</td>
<td>Yes, 98.7%</td>
<td>Yes, 100%</td>
<td>Yes, 99.4%</td>
</tr>
</tbody>
</table>

*Year 1 was used to collect baseline data only

In 2014-2015, Academic Enrichment Services as a whole, and the Writing Studio in particular, saw an increase in students using their services for writing.

In the fall of 2014, the Writing Studio began using TutorTrac to track usage, which ensures more accurate record keeping. Since TutorTrac is now used by all Academic Enrichment Services, unique visitors may be tracked easily.

The number of unique students using Academic Enrichment Services for writing purposes has increased tremendously over three years. The Academic Enrichment Services staff has worked tirelessly to promote these services at New Student Orientation and throughout the year.
<table>
<thead>
<tr>
<th></th>
<th>Writing Studio</th>
<th>Academic Skills Center (writing sessions)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visits</td>
<td>503</td>
<td>2,047</td>
<td>2,550</td>
</tr>
<tr>
<td>Hours</td>
<td>392</td>
<td>2,408</td>
<td>2,800</td>
</tr>
<tr>
<td>Unduplicated Students</td>
<td>215</td>
<td>325</td>
<td>400</td>
</tr>
<tr>
<td>JCC Enrollment</td>
<td></td>
<td></td>
<td>4,909</td>
</tr>
</tbody>
</table>

Smarthinking Usage

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<tbody>
<tr>
<td>The ratio of unduplicated students utilizing Smarthinking for writing to the total unduplicated headcount will increase by 5% each year of the QEP</td>
<td>n/a* , 3.7%</td>
<td>Yes, 6.55%</td>
<td>Yes, 18.02%</td>
</tr>
</tbody>
</table>

*Year 1 was used to collect baseline data only

Smarthinking is an online tutoring service available to all JCC students. For the 2014-2015 academic year, 885 unique students used Smarthinking for writing purposes; this accounts for 18% of the headcount for the academic year.

During Fall 2014, some English instructors required students to submit essays to Smarthinking, and many chose to submit via Blackboard, which costs the institution for each use. Because of the influx of students, the following changes were implemented: 1) Instructors were requested to not require any students to use the service. Faculty encouragement is always welcome. 2) Instructors were asked to strongly encourage students to use Smarthinking via MyLabs for their first three submissions any semester. The cost for submission via MyLabs is built into the student’s MyLabs code. 3) Students across campus were limited to 8 hours of Smarthinking service per semester. 4) In order to offset some of the need for online tutoring, the Academic Enrichment Services increased both the number of tutors for reading and English and the availability walk-in services for these subjects.
### Writing Resources on the Web

For years three through five of the QEP, the resource team decided to cease gathering and reporting hits on the writing resources LibGuide. The measure has always been problematic as there is no method for determining if hits are from unique individuals or the same individuals coming repeated times. Other measures such as tutoring usage, graduating student surveys and self-reflective essays are much more valuable for determining if the institution is meeting SLO 3.

### Graduating Student Surveys

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<tbody>
<tr>
<td>By year 5, 80% of JCC graduate respondents indicate that they sometimes or often utilized supplemental writing resources when completing writing assignments.</td>
<td>No, 12%</td>
<td>No, 52%</td>
<td>No, 52%</td>
</tr>
</tbody>
</table>

The graduating student survey is sent to eligible students approximately 3 weeks before their graduation. This results above include the 187 students who completed QEP-related questions on either the Fall 2014 or Spring 2015 Graduating Student Surveys.

The percentage of students who report using supplemental resources remains below the goal, but still demonstrates a very large increase from the baseline data.
ENG 111 and WIC Self-Reflective Essay Assessments

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<tbody>
<tr>
<td>By Year 5, at least 80% of JCC students enrolled in ENG 111 or WIC will score at least meets or exceeds expectations on SLO #3 of the JCC Self-Reflective Essay Assessment Rubric.</td>
<td>No, 44%</td>
<td>No, 77%</td>
<td>No, 63%</td>
</tr>
</tbody>
</table>

*This data represents Spring 2013 only

Please see page V for self-reflective essay assessment methodology. As with SLO #1 and #2, the decrease in this measurement is likely due to the increase in WIC courses.

These quotes, related to SLO3, were pulled from the reflective essays from ENG111 and WIC courses in Fall 2014 and Spring 2015:

*Something that I did not take into action was the programs throughout JCC that could help me improve my writing. I regret not taking advantage of those resources during my freshman year at JCC.*

*One of my biggest struggles was procrastination, waiting until the last minute to work on assignments or to start writing my papers. I learned that writing papers, or even short essays, in a college level English class, is different from how the teachers in high school taught us. I honestly believe that if it were not for the Writing Studio or going to tutoring with Mrs. Ruth Woodley, I would have struggled this semester and not gotten the grades I got.*

*Besides the writing process, there were a great number of resources available at Johnston Community College that could have also helped with my writing over the semester (such as the writing studio), but I didn’t make use of any of them. There is really no explanation as to why not, other than the fact that I felt fairly comfortable with my ability to write using each type of format throughout the year.*

*Resources I used at JCC to improve my writing are the writing studio, smarthinking, and write click. An area of writing I still need to improve on is grammar as it’s always been a problem for me.*
**Student Learning Outcome 4**

* SLO 4: *Students will view writing as a process, understand its importance to their academic and professional goals, and recognize their improved writing as a result of the JCC experience.*

SLO 4 is measured through graduate survey results, writing event statistics and self-reflective essays.

**Summary**
Measurements demonstrate a general improvement in SLO 4 during the QEP’s third year. While participation in QEP events declined in year 3, overall, most students view writing as a process, understand its importance to their academic and professional goals, and recognize their improved writing as a result of the JCC experience.

**Graduate Student Surveys**

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<tbody>
<tr>
<td>By year 5, 80% of JCC graduate respondents agree or strongly agree that they perceive writing as a process.</td>
<td>Yes, 98%</td>
<td>Yes, 87%</td>
<td>Yes, 89%</td>
</tr>
<tr>
<td>By year 5, 80% of JCC graduate respondents agree or strongly agree that writing is important to their academic and professional goals.</td>
<td>Yes, 96%</td>
<td>Yes, 85%</td>
<td>Yes, 83%</td>
</tr>
<tr>
<td>By year 5, 80% of JCC graduate respondents agree or strongly agree that the JCC experience resulted in their improved writing.</td>
<td>Yes, 91%</td>
<td>No, 71%</td>
<td>No, 79%</td>
</tr>
</tbody>
</table>

Please see page X for Graduate Survey Methodology. Regarding SLO 4, all three indicators in the graduate survey meet or are close to meeting the JCC benchmark.
Writing Event Data

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<tr>
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<tbody>
<tr>
<td>Participation in writing events increases 5% each year of the QEP.</td>
<td>n/a* 120 attendees</td>
<td>Yes, 306 attendees</td>
<td>No, 115 attendees</td>
</tr>
</tbody>
</table>

*2012-2013 was used to collect baseline data only

The QEP Resource Team again helped with the Cynthia DeFord Literary Competition. The competition garnered entries from a wide range of programs and majors: Cardiac Sonography, Associate in Arts, Nursing, Associate in Science, Radiography, Medical Office Administrations, and Massage Therapy. The JCC Foundation continued to fund the awards and the QEP contributed an iPad for the grand prize winner.

The QEP also sponsored a video contest for which students created 1-3 minute videos on how JCC has helped them improve their writing. The first place and second place video creators won an iPad and an iPad mini.

Without large events like the “Blood Done Sign My Name” event from year 2, it was difficult to reach the same number of students.

Top photo: Twyla Wells and Jennifer Driver, left, of the JCC Foundation are pictured with the student Cynthia DeFord Adams winners. Above: QEP video contest winners Dawn Simone and Noe Duran.
ENG 111 and WIC Self-Reflective Essay Assessments

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<tbody>
<tr>
<td>By Year 5, at least 80% of JCC students enrolled in ENG 111 or WIC will score at least meets or exceeds expectations on SLO #4 of the JCC Self-Reflective Essay Assessment Rubric.</td>
<td>No, 79%</td>
<td>Yes, 93%</td>
<td>Yes, 85%</td>
</tr>
</tbody>
</table>

*This data represents Spring 2013 only

Please see page V for self-reflective essay assessment methodology. The self-reflective essay continues to demonstrate that the majority of students view writing as a process.

![Self-Reflective Essay Assessment Results](image)

These quotes, related to SLO4, were pulled from the reflective essays from ENG111 and WIC courses in Fall 2014 and Spring 2015:

*To me, it has helped that we have had to write numerous essays. It helps each of us individually to see how we progress with the writing skill.*

*There are steps to writing, just as there are steps to solve a mathematical equation. Learning these steps made me feel considerably more confident in my writing ability.*

*Before taking English 111 I would not do any research, gather ideas, prewrite, organize my evidence, find support for my thesis, or even write a rough draft.*
Formative Assessment of QEP Actions

Awareness/Promotional Campaign
This year, On the Write Path was promoted at New Student Orientation, Fall Fest and Spring Fling.

During the Summer of 2013 and January 2014, all new students were introduced to the QEP during the Academic Support Services session of New Student Orientation.

During the Fall Fest and Spring Fling celebrations, the QEP Resource Team facilitated a “QEP Bee” and gave out promotional materials including tee shirts, post-it notes and other items with the QEP logo on it. The team also sponsored a raffle of a parking space during the fall and Beatz headphones in the spring.

Finally, with some remaining funds, the QEP helped fund a printer kiosk in the Health Sciences Building and some furniture in the Collaboratory.
**Faculty Professional Development**

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<tbody>
<tr>
<td>Percent of all JCC faculty respondents using writing as a process in classes (increasing by 5% annually)</td>
<td>n/a*, 60%</td>
<td>Yes, 63.24%</td>
<td>Yes, 73.33%</td>
</tr>
<tr>
<td>90% of faculty respondents are satisfied or very satisfied with training.</td>
<td>Yes, 91.2%</td>
<td>No, 89%</td>
<td>No, 87%</td>
</tr>
</tbody>
</table>

*Year 1 was used to collect baseline data only

As with any campus-wide initiative, faculty members have a critical role in the success in the QEP. As part of the continuous effort to gather feedback and data, the Annual Faculty Survey was conducted in the Spring 2015 semester.

With 70 responses for the 2014-2015 assessment, this survey received a response that was slightly greater than the previous year. While the majority of responses came from Arts, Sciences & Learning Resources and Foundational Studies & Academic Support, this year’s responses include more responses from Public Services Management, Business & Industrial Technologies, and Economic & Community Development.

![Bar chart of respondents by department]

The data collected indicate that faculty found professional development valuable and applicable to their current positions. Over 90% of respondents are incorporating some form of writing (either low-stakes or high-stakes) into their courses. Respondents suggested having faculty development available at different times and specifically addressed to their courses would be useful.

In addition to the regular Faculty Survey, the QEP Resource Team also conducted a Faculty Focus Group in Fall 2015. Twelve full-time faculty members attended. Divisions represented were: Arts, Sciences,
and Learning Resources; Health, Wellness, and Human Services; Foundational Studies and Academic Support; and Business and Industrial Technologies.

Overall, the faculty who attended agreed that writing is important for students at JCC. All participants were enthusiastic and curious about the role of writing for students, not just in their classes, but also in their future academic and professional lives.

Information from this focus group has spurred change in the QEP. Two additional faculty members (from fields other than English) now serve on the Resource Team. The Resource Team has also added additional training about grading writing and using low-stakes writing project to address faculty concerns.
APPENDIX

Appendix A: DRE 098 Cornerstone Essay Assignment

God Grew Tired of Us Essay Question

Purpose: A major assignment in DRE 098 is writing a cited essay. For this essay, you will use critical reading strategies to find examples in God Grew Tired of Us that support your main point. Your audience will be a general educated audience who is not familiar with the memoir.

Assignment

Write an essay that answers the following question: Which conflict(s) were most important to John Bul Dau and why?

Requirements:

- Follow MLA Formatting (12 point font, Times New Roman, double-spaced).
- Use at least one quotation from God Grew Tired of Us to support your essay.
- Cite all quotations using MLA guidelines. Be sure to cite the quotation in the text and list the source in the Work Cited page.
- Use third person throughout the essay.
- Revise your work.
- Proofread carefully for correct grammar and punctuation usage.
- Use essay structure with introduction, body, and conclusion.
- Page length: 1.5-3 pages.

Rough Draft Due:

Final Draft Due: