

*Write*

Y O U R

FUTURE



KILGORE COLLEGE



# **Write Your Future**

## **Quality Enhancement Plan**

**Submitted to the Southern Association of Colleges and  
Schools Commission on Colleges  
as a part of the Reaffirmation of Accreditation  
for  
Kilgore College  
Kilgore, Texas**

**On-Site Review: October 1-4, 2018**

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## **Executive Summary: *Write Your Future***

Kilgore College (KC or the College) provides a learner-centered environment that focuses on student access, success, and completion, via collaborative partnerships. Every aspect of Kilgore College's Strategic Plan is firmly grounded in and may be tied back to our overarching priority of promoting and achieving student success. Two of the four priorities that comprise the College's Strategic Plan are aptly entitled "Improve Student Learning and Success" and "Enhance College Resources to Adequately Support Student Learning and Success." The College's Quality Enhancement Plan (QEP), titled *Write Your Future*, is designed to support these endeavors by preparing students for the evolving academic and professional worlds. Students must be competent in written communication skills both for the college experience and in preparation for careers.

The QEP topic selection process began in summer/fall 2016 with solicitation of suggested topics from full-time faculty, part-time faculty, staff, retirees, students, former students, Board of Trustees members, and community members. As topic suggestions were narrowed down, data from KC's ongoing, comprehensive planning and evaluation processes informed the final three topic choices that were voted on by faculty in January 2017. Written communication received the largest number of votes as a first choice preference.

Written communication is one of the most important, if not the most important, elements of the College's state-mandated core curriculum. Written communication and the ability to express oneself through writing impact a student's demonstration of achievement in all of the remaining objectives of KC's core curriculum. A College faculty member thoroughly embraced this tenet through the argument that "written communication is the basic skill that binds ideas, thoughts, feelings, and other information required to be successful in academia and the workforce."

The overall goal of KC's QEP is to enhance student writing. The College proposes that this goal will be achieved by providing support for both students and faculty. To this end, KC has identified three strategies for the QEP:

1. Enhance student writing through the implementation of a Grammar Boot Camp that will be integrated into all sections of English 1301-Composition I.
2. Enhance student writing through the establishment of Writing Studios, concrete and virtual, that will be staffed by professional tutors who will coach developing writers.
3. Enhance student writing by honing already embedded and contextualized writing assignments throughout the core curriculum by providing professional development and support to faculty.

To ascertain whether or not student writing has been enhanced, the following six student learning outcomes (SLOs) have been identified:

**1. Unity (central idea)**

In their written communication, students will develop and consistently maintain a clear central idea.

**2. Development/Organization (structure & flow)**

In their written communication, students will develop a well-executed progression of ideas.

**3. Supporting Information**

In their written communication, students will include appropriate information that supports the central idea.

**4. Attribution (citations & references)**

In their written communication, students will demonstrate accurate use of citations and references.

**5. Language (grammar, punctuation, & vocabulary)**

In their written communication, students will demonstrate correct use of grammar and mechanics.

**6. Formatting/Delivery**

In their written communication, students will demonstrate correct formatting according to the requirements of the designated style guide for the discipline or as required by the instructor.

The assessment plan for the QEP will follow the same general process that Kilgore College has used for the past four years when assessing core curriculum student artifacts. The QEP Oversight Team will play an integral part in the evaluation of the student learning outcomes and strategies to ensure gains toward the QEP goal are being carried out as articulated. The director of the QEP and writing studios will lead the Team and oversee the implementation details of *Write Your Future*.

In order to facilitate the reader's understanding of the document, Kilgore College believes that it is important to define four terms that may be unfamiliar to readers outside the State of Texas.

- Co-requisite: Remediation activity provided to non-college ready students who are placed in college-level, or gateway, English and math courses. Students are provided with additional support through enrollment in a 2-hour per week co-requisite course.
- State-mandated core curriculum: A 42-hour course of study mandated by the Texas Higher Education Coordinating Board. These courses address college-level general education competencies. The six competencies, or objectives, are critical thinking skills, communication skills, empirical and quantitative skills, teamwork, social responsibility, and personal responsibility. The courses

reflecting these competencies are at the discretion of individual community colleges, with the approval of the Texas Higher Education Coordinating Board.

- Texas Higher Education Coordinating Board (THECB): The state agency that provides leadership and coordination for Texas public higher education institutions. Community colleges in Texas are governed by locally elected boards, not the Texas Higher Education Coordinating Board.
- Texas Success Initiative (TSI) Assessment: The state-mandated assessment designed to help public institutions in the State of Texas determine if students are ready for college-level course work in the areas of reading, writing, and mathematics.



## **Identification of the Topic**

Kilgore College began the process of developing its Quality Enhancement Plan (QEP) during the summer/fall of 2016. The process included three phases: (1) generating ideas for possible QEP topics, (2) organizing and narrowing suggested topics, and (3) finalizing the QEP topic.

### **Phase 1: Generating Ideas for Possible QEP Topics**

#### Formation of Topic Selection Team – July-September 2016

In July of 2016, on behalf of the SACSCOC Leadership Team, Dr. Staci Martin, vice president of institutional planning, asked Sarah Booker, full-time mathematics instructor, to chair the QEP Topic Selection Team and to serve on the SACSCOC Leadership Team. In September, the SACSCOC Leadership Team met and nominated faculty from across academic and workforce education disciplines to serve on the Topic Selection Team, using names submitted by Leadership Team members and the instructional deans. The nominations included representatives from full-time and part-time faculty and representatives from both Kilgore and KC-Longview. The following agreed to serve on the Team:

- Sarah Booker, Mathematics Instructor (Chair)
- Carol Bunch, Computer Science Instructor
- Dennis Cliborn, Assistant Director of Trio/EDUC 1300-Learning Framework
- David Fonteno, Psychology Adjunct Instructor
- Jennifer Hudnall, Biology Instructor
- Molly Reavis, Office Professional Program Director and Instructor, KC-Longview
- Portia Scott, English Instructor
- Dr. Michael Turpin, Vice President of Instruction

#### Fall Semester Faculty Meeting – August 2016

Dr. Michael Turpin, vice president of instruction, met with all full-time faculty during the week prior to classes starting in the fall of 2016. Dr. Turpin explained the purpose of the QEP and reminded the faculty of the topic chosen for the institution's previous QEP. Faculty attending the meeting were asked to complete a form with ideas for potential QEP topics. Faculty at this meeting contributed a total of 117 individual topic suggestions.

#### Solicitation of QEP Topic Ideas from Other Constituencies – October 2016

The Team also solicited topic ideas from across the Kilgore College constituencies, including staff, current students, former students, retirees, and the community. An online survey link was distributed to these constituency groups through email, a link on Blackboard (KC's learning management system), on various KC social media sites, and through local media outlets.

The wording of the survey was as follows:

“As part of our regional accreditation requirements, Kilgore College must develop a plan to focus on student learning. We are asking for your input on this topic. In 2009, our

plan focused on improving reading throughout the curriculum. Other colleges have selected topics such as improving writing or computer skills. We are inviting you as members of the KC community to suggest possible topics for consideration. Thank you for your time and input.

1) Which of the following roles best identifies your relationship with Kilgore College? (Choose one) Current KC student, Former KC student, Current KC employee, Former KC employee, Community member

2) From your perspective, in what one area can Kilgore College focus to improve student learning? Please be specific.”

A total of 273 responses were received from various constituencies as outlined below:

1. Which of the following roles best identifies your relationship with Kilgore College?	Response Percent	Response Count
Current KC student	83.5%	228
Current KC employee	10.6%	29
Former KC student	1.5%	4
Former KC employee	4.0%	11
Community member	0.4%	1
<i>answered question</i>		<b>273</b>

Members of the KC Board of Trustees submitted topic suggestions individually.

## **Phase 2: Organizing and Narrowing Suggested Topics**

### Initial Organization of QEP Ideas – September-October 2016

The Topic Selection Team sorted the ideas submitted by faculty and other constituencies into the general categories delineated below. Five of the categories identified were related to competencies required in the state-mandated core curriculum, as noted by asterisks in the following list:

- Written and Oral Communication\*
- Teamwork\*
- Empirical and Quantitative Skills\*
- Critical Thinking\*
- Personal Responsibility\*
- Technology
- Student Success
- Learning Styles
- Study Skills
- Soft Skills

The Topic Selection Team then collected College-wide data related to the ten topic categories, including:



- Core curriculum assessment results from the 2014-2015 and 2015-2016 academic years
- Pass rate trends for developmental education students
- College ready and non-college ready placement in math, reading, and English based on Texas Success Initiative (TSI) assessment scores
- Annual Improvement Plans from instructional departments (Annual Improvement Plans are part of the College's ongoing institutional effectiveness process.)
- Computer competency test scores

#### Narrowing of Possible QEP Topics – October-December 2016

After review of the data, the Team narrowed down the list of possible choices to five topics:

- Written Communication
- Computer Skills
- Math Skills
- Learning Skills/Learning Styles
- Critical Thinking

Upon further review of the data, the Math Skills topic was removed from consideration due to extensive reforms already underway in the math department. The topic of Learning Skills/Learning Styles was also dismissed because of a lack of data to show a need for improvement. This process further narrowed the list of potential topics to three:

- Written Communication
- Computer Skills
- Critical Thinking

The state-mandated core curriculum assessment is the foundation for the College's ongoing evaluation processes of its General Education Program. As such, the Team reviewed the core curriculum assessment data in light of the success standard goal previously established for the components of the General Education Program through KC's institutional effectiveness process. In particular, the success standards for Written Communication and Critical Thinking are:

- 70% of all artifacts will score a 3 or higher on the Communications Rubric.
- 70% of all artifacts will score a 3 or higher in applicable Critical Thinking Components.

All six objectives of the core curriculum were initially assessed in the 2014-2015 academic year. Thereafter, each objective was scheduled for evaluation every other year. The Team reviewed the results collected in 2014-2015 for Written Communication and in 2015-2016 and 2016-2017 for Critical Thinking (Appendix A). Note: Due to the rotating schedule of core curriculum assessment, the next scheduled assessment of

Written Communication was not done until after the topic selection process was completed.

None of the five sub-components of Written Communication met the 70% success standard in 2014-2015. One of the six sub-components of Critical Thinking met the 70% success standard in 2014-2015, while in 2015-2016, four sub-components met the success standard. The review of core curriculum assessment data illustrated a need for improvement in both Written Communication and Critical Thinking.

The Team also reviewed results of KC's Computer Competency Test and solicited assistance from Computer Science faculty to interpret test results. Students seeking an Associate of Arts, Associate of Science, or Associate of Arts in Teaching must demonstrate computer competency in one of two ways: earn a grade of C or higher in one of the approved computer competency courses at Kilgore College or achieve a score of 70% or higher on the KC Computer Competency Test.

Further review of data indicated that 157 of the 183 students, or 86%, who had chosen the test option passed the test. The Team determined that the sample size of students who had chosen to take the Computer Competency Test was relatively small, indicating that most students were choosing to take a designated computer competency course instead of taking the test. Ultimately, the Team chose to move ahead with including the topic of Computer Skills as a choice for QEP selection based on the qualitative data that came from student and faculty/staff surveys.

Dr. Michael Turpin, vice president of instruction, visited with students in two focus groups to solicit their feedback on the three final topic choices. There were a variety of opinions expressed with no clear direction.

Sarah Booker made a presentation of this topic selection process to the Kilgore College Board in early December 2016 and Board member feedback indicated that all three of the potential topics were appropriate.

#### Final Survey Ranking of Topics -- January 2017

The Team then crafted wording for a final survey to be distributed to faculty at the beginning of the spring semester to aid in finalizing the QEP topic recommendation. During spring convocation, Ms. Booker and Dr. Turpin gave an overview of the topic selection process and presented the three potential topics to faculty and staff. The following day, a survey was administered. The survey asked respondents to rank the topics as follows:

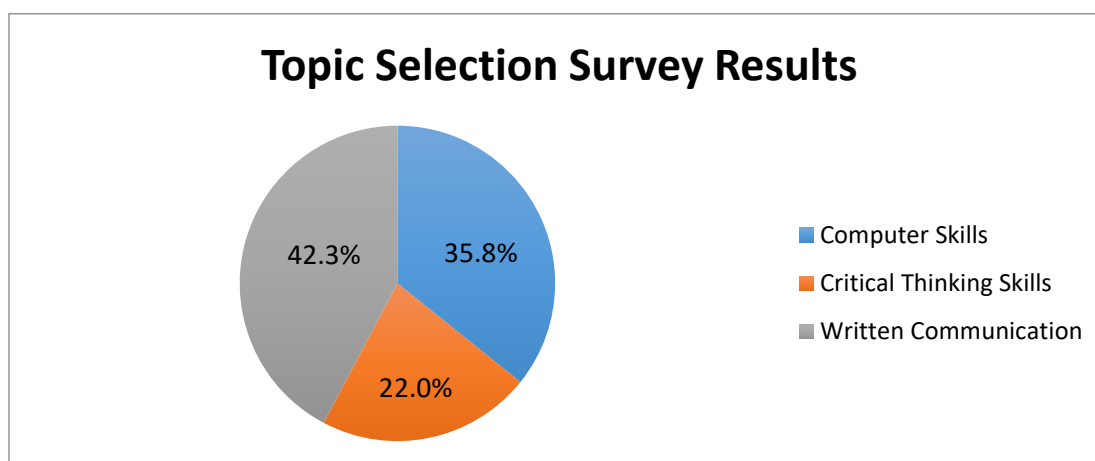
"Please rank the following to indicate your preference for a QEP topic, with 1 being your first choice, 2 being your second choice and 3 being your third choice. Choices are in alphabetical order. An optional box to include your comments is included after each topic.

Computer Skills: Students will effectively use common workplace computer hardware and software for communication and operations.

Critical Thinking Skills: Students will effectively employ creative thinking, innovation, inquiry, analysis, evaluation and/or synthesis of information skills. (We would likely narrow this list if we choose this topic.)

Written Communication: Students will effectively express ideas, thoughts, feelings and/or information through written communication.”

The survey drew 123 responses. Written communication received the largest number of votes as a first choice preference. Additionally, when looking at the ranking of first and second choices combined, written communication still surpassed the other two options. Notably, one faculty member commented that written communication is the basic skill that binds ideas, thoughts, feelings, and other information required to be successful in academia and the workforce.



After reviewing the results of this survey, the Topic Selection Team recommended Written Communication as the topic for KC's QEP.

### **Phase 3: Official Selection of Written Communication as QEP Topic**

On February 6, 2017, Ms. Booker met with the SACSCOC Leadership Team to consider formal approval of the QEP topic recommendation from the Topic Selection Team as follows:

#### Recommendation

Written Communication: Students will effectively express ideas, thoughts, feelings and/or information through written communication.

*(Note: description of topic subject to change as development work begins)*

This topic was unanimously approved. The Leadership team consisted of:

- Dr. Brenda Kays, President
- Dr. Michael Turpin, Vice President of Instruction
- Dr. Mike Jenkins, Vice President of Student Development
- Dr. Staci Martin, Vice President of Institutional Planning

- Duane McNaney, Vice President of Administrative Services
- Charleen Worsham, Director of eLearning
- Sarah Booker, Chair of Topic Selection Team

Dr. Martin presented the selection of Written Communication as the QEP topic to the Board of Trustees at their February 27, 2017 meeting.

### **Relationship to Strategic Plan**

Every aspect of Kilgore College's Strategic Plan focuses on promoting and achieving student success. The Strategic Plan reflects the voices of the KC Board of Trustees, faculty, staff, students, and the communities we serve. As such, it is important that enhancing students' written communication skills, the goal of the QEP, relates to the strategic plan.

Enhancing students' writing will contribute to achieving the strategic goals below:

#### **Institutional Priority I: Improve Student Learning and Success**

- Strategic Goal 1B: Improve the ease by which students segue through the registration process and first semester of enrollment.
- Strategic Goal 1C: Facilitate student progress through the improvement of curricular clarity and student support.
- Strategic Goal 1D: Increase the number of students who obtain a certificate or degree from Kilgore College.

#### **Institutional Priority II: Enhance College Resources to Adequately Support Student Learning and Success**

- Strategic Goal 2C: Human Resources – Foster professional development through the execution of policy, procedure and training.

### **Summary**

Kilgore College selected a QEP topic identified through its ongoing, comprehensive planning and evaluation processes. Once the Topic Selection Team developed a list of potential topics, they sought data from KC's planning and evaluation processes to inform the final topic recommendation. In particular, evaluation of students' written communication skills is conducted on a continuing basis through KC's state-mandated core curriculum assessment. This assessment is integrated into KC's planning and evaluation processes through its inclusion in the institutional effectiveness activities of the General Education Program. The General Education Program is included in KC's planning processes as its own unit for evaluation of student learning outcomes (unit outcomes) and the development of annual improvement plans.

Kilgore College's QEP topic has broad-based support of institutional constituencies. KC's topic selection process sought input from full-time faculty, part-time faculty, staff, retirees, students, former students, Board of Trustee members, and community members. Almost half of the faculty responding to the final topic survey ranked Written Communication as their first choice of topic. In addition, the president and four vice presidents were part of the SACSCOC Leadership Team that approved the Topic Selection Team's recommendation of Written Communication, thus demonstrating their support for the topic.



## **Student Learning Outcomes**

The Student Learning Outcomes for the QEP correspond with the sub-components on the Written Communication scoring rubric referenced in the implementation timeline and assessment sections.

**1. Unity (central idea)**

In their written communication, students will develop and consistently maintain a clear central idea.

**2. Development/Organization (structure & flow)**

In their written communication, students will develop a well-executed progression of ideas.

**3. Supporting Information**

In their written communication, students will include appropriate information that supports the central idea.

**4. Attribution (citations & references)**

In their written communication, students will demonstrate accurate use of citations and references.

**5. Language (grammar, punctuation, & vocabulary)**

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**6. Formatting/Delivery**

In their written communication, students will demonstrate correct formatting according to the requirements of the designated style guide for the discipline or as required by the instructor.

## **Literature Review and Best Practices**

From its inception, the QEP Development Team began reviewing literature to gather research and best practices focused on written communication skills. At Kilgore College, writing is inextricably linked to learning, which makes it an essential component of the institution's efforts to improve student success.

### **Importance of Writing Skills**

In a 2003 study, the College Board's National Commission on Writing reported findings that two-thirds of salaried workers in the United States had positions that required writing. The study went on to make three substantial points:

- All employees must have writing ability.
- Writing skills are fundamental in business.
- Good writing is a sign of good thinking.

Budig (2006) provided insight that writing is a necessary tool for meeting ever-changing workforce needs, for competing in the global marketplace, and for achieving career mobility. He summarized that developing the writing skills of all students at every level should be a key goal at every institution. Basic writing skills transcend employee classification and are essential in the workforce. The ability to articulate ideas in written communication is necessary in every professional field. Therefore, it is beneficial and necessary to provide students with opportunities not only to demonstrate mastery of the discipline's skills but also with opportunities to explicate the critical thinking process in written format.

Research shows that student writing activities promote engagement. The more students write, the more they become engaged in active and collaborative learning, resulting in higher levels of student-faculty engagement, in deeper learning processes, and in enriched experiences (Huskin, 2016). Furthermore, according to The Council of Writing Program Administrators (2014), writing instruction must not be confined to the first-year composition classroom. Writing abilities should be diverse, spanning disciplines, professions, and civic lines.

### **Grammar Boot Camp**

A supporting component of KC's QEP is the Grammar Boot Camp, a multi-week concept dealing with five of the grammar and mechanics issues that students find problematic: comma usage (including splices), sentence fragments, run-on/fused sentences, pronoun usage, and subject/verb agreement.

Research and best practices in grammar pedagogy vary greatly. In her research on grammar pedagogy, Fredrick (2015) proposed that educators' use of a communication fluency approach, rather than the syntactical approach used in prior years, has contributed to a general disregard for the use of proper grammar. This shift to

inadequate grammar pedagogy has coincided with the development of modern communication technology, which does not require the use of formal communication methods.

Camplin (2013) argued that teaching students how to write well (i.e., teaching them grammar skills) must precede teaching students how to become good writers (i.e., teaching them the writing process). The author said that this is analogous to participating in sports; students must learn the rules of the game before they can become effective players.

In *Grammar, Grammars, and the Teaching of Grammar*, Hartwell (1985) concluded that although researchers have been studying the effects of grammar pedagogy at least since the beginning of the 20<sup>th</sup> century, grammarians and anti-grammarians do not agree on how to interpret the results of experimental research. As a result, the interpretations of this research as a whole do not present definitive answers regarding what to teach, when to teach, and how to teach grammar.

Despite the inconclusiveness of the research, KC has decided to front-load its grammar pedagogy in ENGL 1301-Composition I classes as a practical strategy to provide students with instruction to strengthen their grammar skills in areas that tend to be problematic early in the semester. Therefore, grammar pedagogy will occur prior to the time when instructors in other core courses schedule major writing assignments.

### **The Writing Studio**

As part of its QEP, Kilgore College will establish two Writing Studios and employ online writing support.

Writing labs have been utilized as student support centers since the 1930s (Murphy & Law, 1995). Establishing a location for students to seek assistance with their writing has been common practice for many years. Numerous universities, as well as two-year institutions, have implemented this type of resource. The specifics regarding the services vary from institution to institution. The benefits of a writing studio contribute to breadth and depth of learning (Bawarshi & Pelowski, 1999).

### **Research**

The International Writing Centers Association (2007) supports the notion that writing centers are a necessary component of effective writing programs. Some institutions still struggle to understand the role and purpose of a writing studio. Students are sometimes unwittingly led to believe that it is a place where only bad writers go. This is a misconception. A more accurate notion is that a writing studio is a beyond-the-classroom space. Regardless of students' writing level, the writing studio is an appropriate place for them to receive assistance. To this end, it is a place for a



collaborative relationship focusing on written communication, not a place for monologues or one-sided instruction.

The Conference on College Composition and Communication (1999) noted that the effectiveness of classroom writing instruction is significantly improved by the assistance students receive in writing centers.

### Best Practices

Research shows that a writing center, or studio, can be an important component of a plan to improve students' writing skills. However, few can define a model writing studio, as there is little agreement concerning specific administrative procedures and policies, pedagogical approaches, or even practical matters (Kinhead & Harris, 1993). However, the foundational premise for writing studios is consistent; they must be student-focused, and they must offer services germane to identified writing deficits.

According to the International Writing Center Association (2007), it is necessary to "provide a physical space and location conducive to the variety of services provided" (p. 1). It is imperative that the location be a designated space. Upon visiting such a site, students should be greeted by writing studio personnel. Many colleges utilize a location where distractions are minimal. It is also suggested that centers be equipped with some computers, reference materials, and handouts.

The writing studio can serve as a hub for students and faculty for writing resources. A writing studio on any college campus brings yet another dimension to the learning experience. Publications such as the *Writing Center Journal* and the *Writing Lab Newsletter* publish numerous articles that express how writing centers are useful tools. These articles suggest a variety of practical resources that can be available in a writing studio. Writing tools should include information on thesis statements, lab reports, MLA formatting, APA formatting, electronic communication, basic grammar, and organization.

In *The Idea of a Writing Center*, North (1984) discussed the need for writing centers to address grammar, mechanics, and improving the skills of the writer. Writers need feedback and other people to coach them while they are engaged in the writing process. A writing studio is a location for productive interaction with trained consultants to help initiate, draft, and amend writing assignments.

Technology should enhance student writing, not be intrinsic to student writing. "Writing with technology should be encouraged and supported; but a campus writing center should not primarily be perceived as or operated as a computer lab" (International Writing Center Association, 2007, p. 1). Colleges must clearly structure a writing studio as a place where tutors assist students, as opposed to a computer lab where students work independently to prepare documents.

Tutorial services should be scheduled periodically throughout the day. The staffing of several tutors during the day ensures that students will be able to receive the help they need.

Additionally, the International Writing Center Association (2007) claims, “writing centers should avoid operating as proofreading services; rather they should address practices...consistent with current writing center pedagogy” (p. 1). In the six campuses discussed in Kinkead and Harris’ *Writing Centers in Context* (1993), tutors and writing center staff are prohibited from editing student works. Instead, comments and suggestions to improve writing skills are provided, requiring students to edit their own compositions. Empowering students with strategies to identify habits that weaken their writing enables students to be more cognizant of necessary tasks and optional considerations. Students are not engaged in the editing process when tutors simply provide proofreading services. This, unfortunately, would leave students with no more skill than when they entered the writing studio.

Finally, Harris (1988) delineated the approaches taken by successful writing studios:

- Tutorials are offered in a one-to-one setting.
- Tutors are coaches and collaborators, not teachers.
- Each student’s individual needs are the focus of the tutorial.
- Experimentation and practice are encouraged.
- Writers work on writing from a variety of courses.
- Writing centers are available for students at all levels of writing proficiency.
- Producing a community of writers reinforces the writing process.

### **Writing Across the Core**

Kilgore College’s QEP emphasizes transforming the writing experience for students, focusing on discipline-specific writing skills, as well as the process to achieve general education outcomes. While KC’s plan involves core curriculum courses only, “Writing Across the Core,” the overall approach has many of the same characteristics as *Writing Across the Curriculum* programs. Initiatives such as *Writing Across the Curriculum* and *Writing Across the Disciplines* have been adopted by many colleges and universities, demonstrating that the integration of writing strategies can result in improved writing skills, even in non-composition courses. KC’s “Writing Across the Core” (WAC) approach is based on the concept that students learn by writing.

### **Research**

The concepts incorporated in KC’s WAC initiative are broadly defined by Emig (1977) as a movement that embraces the connection of writing and learning in classes beyond the English department. Writing, as most would agree, is a literacy skill. As a literacy skill, there are subsequent interrelated skills that are developed when writing. These skills include speaking, viewing, listening, and questioning.

Farris and Smith (1992) present three important premises as related to *Writing Across the Curriculum* programs: (1) student writing skills will diminish if not reinforced and practiced, (2) writing improves most markedly while engaged by the major subject, and (3) writing in the discipline helps students understand meaning within particular intellectual communities. Students that consistently receive guidance related to regular writing assignments are more likely to demonstrate writing that has elevated control over syntax, vocabulary, and fully explored ideas. From this skill set, students also produce writing that is organized, orderly, and lucid. Because information does come in so many forms, *Writing Across the Curriculum*-based programs prepare students to think about writing on a more global scale.

*Writing Across the Curriculum* programs include a specified design to support student engagement and a structure that is aligned with early feedback, clear expectations, and focused purpose (Bean, 2011). Writing is a highly individualized skill requiring approaches that reflect the complexity of the challenge of writing.

Unfortunately, many students are apprehensive about seeking writing feedback; and some have the belief that if they do, the comments they receive will be negative. The inverse is actually true. Improvement to writing can be made even when the student receives focused constructive comments. Students must understand and expect within the *Writing Across the Curriculum* model that criticism is focused on the writing and not on the writer.

*Writing Across the Curriculum* programs also have benefits to instructors as noted by Melzer (2014) in that they: (1) assist a variety of purposes, (2) consistently provide students with interesting and complex rhetorical situations, and (3) teach writing as a process. The progression of a written document is more than the steps involving brainstorming, drafting, writing, and revision. The process is the academic discovery through written language.

Mullin (2001) noted that the personal interaction of writing centers as well as student-centered classroom strategies, often utilized by *Writing Across the Curriculum* programs, effect the entire teaching and learning process. This specific design fosters an environment in which students feel more comfortable to take risks, to express concerns about their work, and to communicate openly about their work. Thus, the writing studio staff and students work collaboratively. Furthermore, this collaboration has implications for multiple disciplines.

Delcham and Sezer (2010) concluded that writing tasks improved both students' writing and their understanding of key concepts when given several low-stakes writing assignments in a general statistics course. This type of writing often takes on the guise of writing that does not require extensive response by the instructor. Additionally, a

variety of this type of activity can help students develop critical thinking skills by allowing time for asking questions, for developing critiques, and for cultivating ideas.

Cohn, Grymonpre, and Solomon (2012) found remarkable increases in student achievement by including writing assignments in science classes. As science courses tend to be more interactive, students completing writing assignments within this subject matter can utilize peer reviews, student conferences, and more immediate feedback from classmates. This interaction around the writing assignment is often a benefit to the writer and peer reviewer.

Sampson and Walker (2012) constructed an instructional model that allowed students to write more often in a chemistry lab. The action of writing more often has implications beyond the primary outcomes. Students benefit from the active thinking as well as the critical engagement with the class material. This in turn is a vehicle for refining what students think as they communicate with others.

In the recent past, it was easy to push writing aside as a task that would be handled solely by the English department. Change in the approach to writing found its place in the development of *Writing Across the Curriculum*.

### Best Practices

Best practices within *Writing Across the Curriculum* programs are essentially a compilation of examples that have been observed, assessed, and reviewed for their usefulness to those interested in the field. Iowa State University set early ideals, which included scene setting and shifts of assessments toward written assignments and exams (Russell, 1991). Utilizing written assignments and exams gives students academic advantages. Students are better able to communicate, to clarify their thinking, to draw connections, and to uncover new ideas as they write.

In the late 1970s, Beaver College instituted *Writing Across the Curriculum* program activities that recognized that writing is an important academic and intellectual endeavor (Russell, 1991). This assertion related to written communication is still just as important if not more so today. Writing is a complex skill. It is akin to becoming accomplished in a desired major. In a similar vein, written communication employs critical thinking as a process of innovation.

The University of California-Santa Barbara viewed *Writing Across the Curriculum* as a faculty-driven phenomenon (McLeod & Soven, 1992). Davidson and Gumnior (1988) looked at the collaboration between a writing and business instructor and, based on the writing assignments, found that students had more depth in their responses. Collaboration is a technique that continues to be used as part of a learning environment. Students benefit from multiple viewpoints when faculty collaboration is employed.

Lance and Lance (2006) made the argument that faculty should address the specific writing skills pertinent to their respective disciplines. Because English faculty may have limited exposure to and understanding of conceptual theories in other disciplines, contextualized writing should be assessed by faculty members in the specific discipline. For example, a physics instructor is much more likely to be better prepared than an English instructor to evaluate the accuracy of the content of a physics paper.

Finally, *The Neglected R: The Need for a Writing Revolution* (College Entrance Examination Board, 2003) outlined points to assist with writing reform that include:

- Writing should be assigned across the curriculum.
- Best practices in assessment should be more widely replicated.
- Common expectations about writing should be developed across disciplines.
- Faculty in all disciplines should have access to professional development opportunities for improving student writing.

### **Professional Development**

Along with support for students, another element of KC's QEP is support for faculty in the form of professional development. To affect change, it is necessary to empower those who are in a position to initiate the change. This empowerment includes education and support.

Faculty members, regardless of the discipline, realize that engaging students with innovative and consistent activities to introduce and reinforce skills usually produces the best results. For a variety of reasons, faculty members must be lifelong learners. Kelleher (2003) emphasized regular professional development as an essential method of adult learning for teachers. As most educators will attest, professional development ensures that instructors continue to strengthen their practice.

Garet, Porter, Desimone, Birman, and Yoon (2001) contended that professional development activities that are innovative and delivered over an extended period tend to produce better outcomes. The research of Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009) found that the style and context of professional development is also important for effective learning. There are many types of professional development constructs; however, qualitative lessons on unfamiliar issues are seen to have a direct impact on student achievement.

Hennessey and Evans (2005) suggested a professional development model focused on the participation of faculty. The authors acknowledge that it is an institutional responsibility to improve and support student writing through:

- Faculty training
- Faculty training within and beyond basic *Writing Across the Curriculum*

- Faculty development that encourages interdisciplinary individuals to dialogue about theory and practice

According to Fulwiler and Young (1990), professional development that enhances instruction in writing skills has three vital points: (1) [Writing] language is a tool for learning, (2) writing must be viewed as a process as well as a product, and (3) students have difficulty writing for a variety of reasons, which need to be identified before they can be addressed.

### Use of Rubrics

A key component of professional development in KC's QEP is based upon the use of rubrics to score writing assignments in courses throughout the state-mandated core curriculum. Beginning with the end in mind is one of the most effective ways to initiate any project. Understanding how success will be determined is as important as understanding how to achieve the goal.

Rubrics provide the criteria used to determine the level of writing proficiency. Rubrics are effective tools to identify areas of strength as well as weaknesses in the learning and writing process. Knipper and Duggan (2006) stated, "A rubric reveals scoring rules and explains to students the criteria by which their work will be judged...and well-conceived rubrics can help students self-monitor and assess, which enhances the students' writing while writing to learn" (p. 463). When students have access to assessment rubrics prior to and during the writing process, they are empowered to self-evaluate and self-correct when the rubric specifically delineates the value of the assignment criteria.

Mansilla, Duraisingh, Wolfe, and Haynes (2009) stated, "The power of a rubric rests on the degree to which it captures meaningful dimensions of the work without which a quality product could not be achieved" (p. 337). Explicit rubrics help students direct their focus to the task at hand. Faculty can model the clear and precise written communication expected of students by providing clear and precise written direction as well as measurement tools in the form of rubrics (McLeod & Soven, 1992).

### **Summary**

In its review of literature and best practices, KC's QEP Development Team found that strategies designed to help students improve their writing skills include: (1) grammar and mechanics practice; (2) student support, often in the form of a writing center; and (3) faculty support in the form of professional development. Although research findings on the specific details of grammar instruction vary, KC has decided to frontload grammar and mechanics instruction in Composition I. This tactic helps to ensure that students receive instruction in these aspects of grammar and mechanics before instructors in other core curriculum classes have assigned contextualized writing tasks. As writing centers are commonly used to assist students, KC is establishing a Writing Studio within its library on the Kilgore campus and a second Writing Studio as a distinct

part of its tutoring lab at KC-Longview. Students may also access online writing support through Tutor.com. Finally, consistent with research and best practices, core curriculum faculty will participate in professional development throughout the course of the QEP to enhance their ability to effectively engage in all aspects of writing assignments associated with their courses.



### Actions to be Implemented/Timeline

The overall goal of Kilgore College's Quality Enhancement Plan is to enhance student writing. That goal stemmed from the realization that KC had not consistently met its desired target percentile for student achievement in written communication based upon results from the assessment of its state-mandated core curriculum objectives. Written communication is one of the most important, if not the most important, elements of the College's state-mandated core curriculum. That tenet is based upon the fact that written communication and the ability to express oneself through writing impact a student's achievement of all of the remaining elements of the KC core curriculum. A College faculty member thoroughly embraced this premise through the argument that "written communication is the basic skill that binds ideas, thoughts, feelings, and other information required to be successful in academia and the workforce."

#### **Grammar Boot Camp**

The College believes that enhancing student writing requires more than just mastering the mechanics of writing (punctuation, grammar, sentence structure, subject-verb agreement...). However, mastering the mechanics of writing establishes the foundation upon which all other writing skills are built. **Therefore, the first strategy that KC will undertake will be to enhance student writing through the implementation of a Grammar Boot Camp that will be integrated into all sections of English 1301-Composition I.** All associate degrees at KC (Associate of Arts, Associate of Science, Associate of Arts in Teaching, and Associate of Applied Science) require English 1301. Hence, all students who earn an associate degree will be instructed and/or refreshed on the mechanics of writing. The Grammar Boot Camp frontloads the five most common problem areas for grammar/mechanics during the first five weeks of the semester. Covering the identified problem areas of grammar during this timeframe will better prepare students for success in the composition course and in other core courses in which students are enrolled. The premise was developed via the beta testing conducted to inform the development of the QEP. While considered to be near completion, the Boot Camp concept will continue to be revised during the pilot year of the QEP by virtue of faculty feedback and student performance. The final framework for the Grammar Boot Camp will be used for the official launch of the QEP in fall 2019.

The Grammar Boot Camp will be particularly effective and impactful considering that the College's Guided Pathways career maps direct students to start first in English 1301 at the point in their college career when they enroll in core curriculum courses. The purpose of this is to master the mechanics of writing upon which all other writing skills are built either before or in tandem with the student's enrollment in the other designated core courses. The career maps are available on the College website (<https://www.kilgore.edu/node/9647>).



## Writing Studios

The College also believes that enhancing student writing, similar to building any other skill, takes practice. Students who are given the opportunity to exercise or practice their writing skills in a supportive environment coached by professional tutors skilled at providing constructive feedback are more likely to master the “art” of writing.

**Therefore, the second strategy that KC will employ will be to enhance student writing through the establishment of Writing Studios, concrete and virtual, staffed by professional tutors who will coach developing writers.**

During the fall 2017 semester, the Language Development department chair and a member of the QEP Development Team visited writing centers at two colleges in Tennessee. The visits helped the QEP Development Team conceptualize ideas for the KC Writing Studios. The first school visited, Union University, employed graduate students to staff its center. This practice allowed for a more experienced tutor to work with a developing writer and illustrated the need to employ trained professional tutors to staff the Writing Studio versus using peer tutors. Jackson State Community College, the second school visited, provided staff with a visual of a functioning writing center. Jackson State Community College had developed its writing center as a component of the college’s 2005 QEP. The director of that center provided insight on effective practices, room layout/design, furniture choice, and site selection. Visits to these writing labs provided theoretical as well as practical application and served as a foundation for the KC studios.

Armed with a clear conceptual framework, the two Writing Studios, in preparation for the pilot year, were incorporated into existing facilities already frequented by students to encourage use. The development of the Writing Studios was also informed by experiences from the creation of a smaller writing lab funded through a 2016-2018 grant from the Texas Higher Education Coordinating Board and piloted with a select group of developmental students enrolled in co-requisite English courses. Based on the experience gained from operating this initial writing lab, the site visits in Tennessee, and research in best practices in college writing labs, the Kilgore Campus studio was incorporated into a larger space in the Watson Library; and the KC-Longview studio was incorporated into the North Zone Tutoring Lab. Students who are unable to physically access one of the two studios will have the option to build their writing skills via digital interface. This “virtual writing studio,” provided through a contract with Tutor.com, will provide an online support environment coached by professional tutors skilled at providing constructive feedback in a live one-on-one setting. While the initial implementation of these tutoring opportunities will be limited to a select cohort of students, availability will be expanded to all students upon the institutionalization of the QEP beginning in year five of the initiative.

As part of its marketing plan for the QEP, a webpage heralding the existence of the Writing Studios will be created. This webpage will also serve a dual purpose as a digital

repository for useful tips for improving writing skills such as pointers on how to avoid the five most common problem areas of grammar/mechanics (a reinforcement of the Grammar Boot Camp). The page will be referenced by studio tutors during their interface with students and by English 1301 faculty throughout their instruction of the materials in class. Hence, students will always have a quick reference outside of the classroom or studio.

The physical as well as the virtual Writing Studios are in place and are available for students who will be involved in the pilot year of the QEP. The pilot period will serve to verify hours of operation, staffing levels, and ease of access for the official launch of the QEP in fall of 2019. The director of the QEP and writing studios will serve in a dual capacity as director of the studios. The job descriptions for the director of the QEP and writing studios, QEP Oversight Team, and tutors may be found in Appendix B.

### **Professional Development and Support for Faculty**

Finally, the College believes that in order for established writing skills to be firmly embedded into a student's communication repertoire, such skills must be practiced in variable/multiple settings. Encountering writing assignments throughout the completion of the state-mandated core curriculum courses will allow students to transfer their skills to a myriad of settings (i.e., university transfer or workforce) upon graduation.

**Therefore, the third and final strategy that KC will implement will be to enhance student writing by honing already embedded and contextualized writing assignments throughout the core curriculum by providing professional development and support to faculty.** At KC, all core curriculum courses, except for mathematics, currently utilize a contextualized writing assignment. This third strategy, supported through faculty development, will be known at KC as "Writing Across the Core."

Each year of the QEP, a different group of core curriculum faculty will be educated on how to measure and assess student writing based on the Written Communication Rubric assessment instrument. This professional development will reflect best practices from experienced composition instructors and will be delivered in a manner that is applicable to all core curriculum courses with the goal of helping non-English faculty facilitate effective student writing. Faculty will also familiarize their students with the components of the rubric and how it will be employed. This review of the assessment tool will further reinforce for students that all written communication must contain all elements of the rubric appropriate to the assignment. By year five, this strategy will be firmly embedded across the state-mandated core curriculum at Kilgore College. All associate degrees at KC, per state requirements, have at a minimum fifteen semester credit hours, or five core courses, which must be completed prior to graduation. Hence, all students who complete graduation requirements for an associate degree at KC will have additional opportunities to master written communication skills.

In support of the concept of fostering collegiality and scholarly conversations, the director of the QEP and writing studios will create a core curriculum faculty electronic “sandbox” for documenting faculty best practices and lessons learned. All faculty will be granted access to this Blackboard forum and may contribute to the forum.

This implementation plan was developed through the work of the QEP Development Team. Members of the team are listed below:

- Portia Scott, English Instructor (Chair)
- Jonathan Belew, Chemistry/Physics Instructor
- Sarah Booker: Math Instructor; Chair of QEP Topic Selection Team (Ex-officio Member)
- Sheri Burlingame, Business Computer Office Management Instructor
- Janell Gibson, Adjunct Developmental English Instructor
- Jason Graves, Language Development Department Chair (Ex-officio Member); added summer 2018 at the time of the resignation of Jonathan Belew
- Judy Grotefendt: KC Retiree; Community Representative
- Nancy Lamouroux, Radiologic Science Instructor
- Rick Moser, Assistant Department Chair, Humanities and Social/Behavioral Sciences; History and Government Instructor
- Jose Ramirez, Student
- Macy Templeman, Student
- Dr. Michael Turpin, Vice President of Instruction
- Rene' Wiley, Executive Assistant, Office of the Vice President of Instruction; Representing KC Staff

Implementation of the QEP will be the responsibility of the QEP Oversight Team. The Oversight Team will be selected prior to the beginning of the fall 2018 semester and will be chaired by the director of the QEP and writing studios. The Oversight Team will consist of three members of the QEP Development Team, a faculty member from each of the core curriculum component areas participating in the implementation of the QEP, two students, and a writing studio tutor.

### **Timeline**

The table that follows this narrative provides a timeline for implementing and completing the QEP. The table depicts a more granular level of detail for each year of the initiative’s preparation, piloting, and full implementation. Academic year 2017-2018 focused on the preparation and beta testing to inform and hone the direction of the QEP. Pilot testing and fine-tuning are scheduled for academic year 2018-2019 in order to perform an exhaustive field test and complete a continuous improvement cycle prior to the official launch of the Kilgore College QEP, *Write Your Future*. The official launch

of the QEP will occur in the fall of 2019 and will run through 2024, with the intent that year five will reflect the beginning of institutionalization of the initiative.

<p><b>Preparation &amp; Beta Testing 2017-2018</b></p> <p><u>Fall 2017</u></p>	<p><b>Purpose:</b> To inform and hone the direction of the QEP</p> <ul style="list-style-type: none"> <li>• To ascertain best practices for planned Writing Studios, the QEP Development Team observed and reviewed structure of the English department's writing lab offered only to English 0201 co-requisite students (non-college ready students enrolled in college-level English with a co-requisite support course).</li> <li>• A cohort of nine core curriculum instructors and QEP Development Team members were selected to participate in spring 2018 beta testing. They agreed to attend professional development to learn how to use the Written Communication Rubric to hone already existing contextualized writing assignments.</li> <li>• Language Development department chair and four full-time English faculty developed the concept for a "Grammar Boot Camp" designed to be delivered to students via English 1301-Composition I courses. Developers, who were also assigned to teach one or more sections of English 1301 for the spring 2018 semester, volunteered to beta test the concept.</li> <li>• Language Development department chair created materials/tools to be used for core curriculum faculty professional development. Materials covered the "how to's" for creating/improving contextualized writing assignments employing the elements of the Written Communication Rubric.</li> <li>• Language Development department chair and one member of the QEP Development Team visited writing centers at two institutions in Tennessee. One institution was implementing a writing center as part of its QEP. The other institution was visited due to its well-regarded writing center.</li> </ul>
<p><u>Spring 2018</u></p>	<ul style="list-style-type: none"> <li>• Prior to the start of the spring semester, the Language Development department chair provided professional development to the cohort of core curriculum faculty and QEP Development Team members selected in the fall to participate in the spring beta testing.</li> <li>• Select English 1301 faculty beta tested Grammar Boot Camp.</li> </ul>

Summer 2018

- In tandem with the launch of Grammar Boot Camp concept in English 1301 courses, faculty beta testers measured and assessed student writing based on the Written Communication Rubric at multiple intervals during the semester and collected data for midterm and end of course assessment.
- The QEP Development team, working closely with the Language Development department chair and the Dean of arts and mathematical sciences, designed the final specifications for the Writing Studios (Kilgore and Longview). They also worked with administration to secure adequate space already frequented by students for the Writing Studios.
- Tutor.com was selected as an online tutor service for written communication. It was initially envisioned primarily for distance learners, but other students may opt for this tool for its convenience factor. The results of the beta test will inform the efficacy of this tool.
- Dean of arts and mathematical sciences and QEP Development Team established Writing Studios.
- SACSCOC Leadership Team and QEP Development Team selected logo and design for *Write Your Future*.
- SACSCOC Leadership Team approved the appointment of the director of the QEP and writing studios.
- QEP Development Team chair and select team members gathered and analyzed faculty and student feedback from launch of beta test during spring 2018 and decided to continue the Grammar Boot Camp concept during the first five weeks of the semester, while adding reinforcement of the concepts throughout the semester.
- QEP Development Team chair and team members gathered feedback and analyzed artifacts via the Written Communication Rubric from the spring beta test from core curriculum faculty.
- Language Development department chair gathered feedback on appropriateness/helpfulness of professional development materials and made changes as necessary.
- Dean of arts and mathematical sciences and Language Development department chair in tandem

	<p>with newly selected director of the QEP and writing studios hired and familiarized tutors with the concept of the QEP, the facilities, and tools/equipment. They also prepared guidelines/directions in preparation for student use of Tutor.com for pilot classes. Finally, they created mechanisms to measure and assess student satisfaction and use of the Writing Studios and Tutor.com software.</p> <ul style="list-style-type: none"> <li>• Director of the QEP and writing studios and SACSCOC Leadership Team appointed a QEP Oversight Team.</li> <li>• SACSCOC Leadership Team, KC Marketing Department, and KC Hospitality Committee brainstormed ideas for getting the college community educated, involved, and excited about the QEP and launch of the pilot testing.</li> <li>• <i>Write Your Future</i> promotional items were ordered to market the QEP.</li> <li>• Kilgore College Board of Trustees were provided with a “sneak peek” of the QEP logo and direction at August Board meeting.</li> <li>• Language Development department chair selected cohort of faculty previously assigned to teach English 1301 courses during the fall 2018 semester for pilot testing.</li> </ul>
<p><b>Pilot Testing and Fine-Tuning 2018-2019</b></p> <p><u>Fall 2018</u></p>	<p><b>Purpose: To perform an exhaustive field test and continuous improvement cycle prior to the official launch of the Kilgore College QEP, <i>Write Your Future</i></b></p> <ul style="list-style-type: none"> <li>• Prior to the start of classes for the fall 2018 semester, the English 1301 faculty cohort are familiarized with the Grammar Boot Camp concept and the Written Communication Rubric and how those tools will be integrated into their courses.</li> <li>• <i>Write Your Future</i> QEP is unveiled at fall convocation.</li> <li>• QEP marketing materials are distributed at “back to school” events.</li> <li>• Grand opening for the Writing Studios is hosted for faculty, staff, and a selected cohort of students.</li> <li>• Grammar Boot Camp concept will be piloted by the cohort of fall 2018 English 1301 faculty.</li> <li>• In tandem with the launch of Grammar Boot Camp concept in fall 2018 English 1301 courses, core curriculum faculty pilot testers will measure and</li> </ul>

<p><u>Spring 2019</u></p>	<p>assess student writing based on Written Communication Rubric course assessments.</p> <ul style="list-style-type: none"> <li>• Pilot fall 2018 English 1301 classes will physically visit a Writing Studio to acquaint students with the service and/or faculty will advise of the option of using Tutor.com.</li> <li>• Director of the QEP and writing studios and Oversight Team will select a second small cohort of core curriculum instructors to participate in spring 2019 pilot testing. This pilot group will include at least two adjunct faculty members. Faculty who are selected agree to attend professional development prior to the start of the spring semester.</li> <li>• In preparation for spring 2019 pilot, two adjunct faculty assigned to teach English 1301 during the spring 2019 semester are recruited to be part of the spring pilot group. They are familiarized with the Grammar Boot Camp concept and Written Communication Rubric and how those tools are to be integrated into their courses.</li> <li>• Director of the QEP and writing studios and QEP Oversight Team will create a webpage for the Writing Studios. The webpage will serve as a marketing tool as well as a repository for students seeking “self-help” tools.</li> <li>• Language Development department chair will develop an online version of professional development curriculum via Blackboard.</li> <li>• Prior to the start of the spring semester, the Language Development department chair will provide professional development to cohort of core curriculum faculty selected in the fall to participate in the spring pilot testing. Professional development will be provided in both face-to-face and online environments.</li> <li>• Director of the QEP and writing studios and select QEP Oversight Team members will gather and analyze faculty and student feedback from launch of pilot testing during fall 2018 and adjust the Grammar Boot Camp concept as necessary.</li> <li>• Director of the QEP and writing studios and select Oversight Team members will gather feedback and analyze artifacts via the Written Communication Rubric from the fall pilot test cohort and will make</li> </ul>
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Summer 2019

adjustments to the Grammar Boot Camp concept as necessary.

- In tandem with the launch of Grammar Boot Camp concept in spring 2019 English 1301 courses, core curriculum faculty pilot testers measure and assess student writing based on Written Communication Rubric course assessments.
- Pilot spring 2019 English 1301 cohort classes will physically visit a Writing Studio to acquaint students with the service and/or faculty will advise of the option of using Tutor.com.
- Director of the QEP and writing studios and select QEP Oversight Team members gather and analyze faculty and student feedback from pilot testing during spring 2019, paying special attention to adjunct faculty feedback to inform how to scale the initiative. Adjustments will be made to the Grammar Boot Camp concept as necessary.
- Director of the QEP and writing studios and select QEP Oversight Team members will gather feedback and analyze artifacts via the Written Communication Rubric from the spring 2019 pilot test cohort, paying special attention to adjunct faculty feedback to inform how to scale the initiative. Adjustments will be made to the Grammar Boot Camp concept as necessary.
- Language Development department chair gathers feedback on appropriateness/helpfulness of professional development materials, analyzes any noted differences between face-to-face and online delivery of training materials, and changes curriculum and delivery modality as necessary.
- Director of the QEP and writing studios attends and provides information at new student orientation in preparation for fall 2019 semester. The director also ensures information is included in the online orientation.
- Director of the QEP and writing studios and QEP Oversight Team will make necessary adjustments for the launch of the QEP to the implementation schedule.
- Director of the QEP and writing studios and QEP Oversight Team will create an instrument for evaluation of professional tutors employed by the Writing Studios.



	<ul style="list-style-type: none"> <li>• SACSCOC Leadership team will revise QEP budget as necessary based on student usage of Writing Studios and Tutor.com.</li> <li>• All Composition (English 1301-Composition I, English 1302-Composition II, and English 2311-Technical Writing) faculty, full-time and adjunct, are provided professional development in preparation for the official launch of the QEP.</li> </ul>
<p><b>Year 1 2019-2020</b></p> <p><u>Fall 2019</u></p> <p><u>Spring 2020</u></p>	<p><b>Official Launch of Kilgore College's <i>Write Your Future</i> QEP</b></p> <ul style="list-style-type: none"> <li>• Repeat marketing blitz as conducted in fall 2018 for the official launch of the QEP.</li> <li>• At the beginning of the semester, ENGL 1301-Composition faculty will assign a short paper that will be scored using the Written Communication Rubric and document a baseline level to be used as a comparison point of writing skills exhibited by entering students prior to the launch of the QEP.</li> <li>• All English 1301 courses at Kilgore College will include Grammar Boot Camp concept. <b>Note: This will now be considered an ongoing element of the QEP implementation and will not be mentioned again in the timeline.</b></li> <li>• All Composition faculty will measure and assess student writing based on Written Communication Rubric course assessment. <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></li> <li>• All Composition classes will physically visit a Writing Studio to acquaint students with the service and/or faculty will advise of the option of using Tutor.com. <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></li> <li>• Provide encore faculty professional development opportunity for further support of faculty. <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></li> <li>• Prepare to launch the "Writing Across the Core" element of the QEP.</li> </ul>

<p><u>Summer 2020</u></p>	<ul style="list-style-type: none"> <li>• Begin professional development for faculty teaching courses in the <i>Language, Culture, and Philosophy</i> components of the core curriculum and EDUC 1300-Learning Framework courses fall 2020.</li> <li>• Director of the QEP and writing studios formally evaluates professional tutors employed by the Writing Studios. <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></li> <li>• Continue professional development for faculty teaching courses in the <i>Language, Culture, and Philosophy</i> components of the core curriculum and EDUC 1300-Learning Framework courses in fall 2020 as necessary.</li> <li>• Director of the QEP and writing studios and Oversight Team will assess collected student artifacts based on the Written Communication Rubric and offer intervention in the form of guidance and assistance as needed. <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></li> <li>• SACSCOC Leadership team will revise QEP budget as necessary based on student usage of Writing Studios and Tutor.com. <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></li> <li>• Director of the QEP and writing studios attends and provides information at new student orientation in preparation for fall 2020 semester. <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></li> </ul>
<p>Year 2 2020-2021</p> <p><u>Fall 2020</u></p>	<ul style="list-style-type: none"> <li>• Director of the QEP and writing studios provides a presentation update on the progress of QEP during fall convocation. Director will provide a written update for the September KC Employee Newsletter and <i>The Flare</i> (KC Student Newspaper). <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></li> <li>• Director of the QEP and writing studios will create a core curriculum faculty electronic “sandbox” for</li> </ul>

	<p>documenting best practices/lessons learned. All faculty will have access to this forum and may also contribute.</p> <ul style="list-style-type: none"> <li>• All core curriculum <i>Language, Culture, Philosophy</i>, and EDUC 1300-Learning Framework faculty will hone at least one contextualized writing assignment included in their course curriculum. <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></li> <li>• Faculty teaching courses in the <i>Language, Culture</i>, and <i>Philosophy</i> components of the core curriculum, and EDUC 1300 in fall 2020 and beyond will use the Written Communication Rubric to assess the contextualized writing assignment. Assignments will be electronically archived by the division support assistant as artifacts to be analyzed by an ad hoc assessment team. The director of the QEP and writing studios and Oversight Team will analyze the results of the assessment. These artifacts will also be used in the analysis of the core curriculum success rates as per KC's standard evaluation methodology. Faculty will also enforce the rubric components as necessities for effective written communication by informing and providing students with a copy of the scoring rubric. <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></li> <li>• All core curriculum <i>Language, Culture, Philosophy</i>, and EDUC 1300 classes will physically visit a Writing Studio to acquaint students with the service or invite the director of the QEP and writing studios and/or a Writing Studio tutor to present to the class. Online students in this core area will also be advised of the option for Tutor.com access.</li> </ul>
<u>Spring 2021</u>	<ul style="list-style-type: none"> <li>• Prepare to further scale the "Writing Across the Core" element of the QEP.</li> <li>• Begin professional development for faculty teaching courses in the <i>History, Government</i>, and <i>Social and Behavioral Sciences</i> components of the core curriculum in fall 2021.</li> </ul>
<u>Summer 2021</u>	<ul style="list-style-type: none"> <li>• Continue professional development for all faculty teaching courses in the <i>History, Government</i>, and</li> </ul>

	<i>Social and Behavioral Sciences</i> components of the core curriculum in fall 2021.
Year 3 2021-2022  <u>Fall 2021</u>	<ul style="list-style-type: none"> <li>• Director of the QEP and writing studios will update the faculty electronic “sandbox” for documenting best practices/lessons learned. All faculty will continue to have access to this sandbox and may also contribute. <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></li> <li>• All core curriculum <i>History, Government, and Social and Behavioral Sciences</i> faculty will hone at least one contextualized writing assignment included in their course curriculum. <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></li> <li>• Faculty teaching courses in the <i>History, Government, and Social and Behavioral Sciences</i> components of the core curriculum in fall 2021 and beyond will use the Written Communication Rubric to assess the contextualized writing assignment. Assignments will be electronically archived by the division support assistant as artifacts to be analyzed by an ad hoc assessment team. The director of the QEP and writing studios and Oversight Team will analyze the results of the assessment. These artifacts will also be used in the analysis of General Education Core Curriculum success rates as per KC’s standard evaluation methodology. Faculty will also enforce the rubric components as necessities for effective written communication by informing and providing students with a copy of the scoring rubric. <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></li> <li>• All core curriculum <i>History, Government, and Social and Behavioral Sciences</i> classes will physically visit a Writing Studio to acquaint students with the service or invite the director of the QEP and writing studios and/or a Writing Studio tutor to present to the class. Online students in this core area will also be advised of the option for Tutor.com access. <b>Note: This will now be considered an ongoing and embedded</b></li> </ul>

	<p><b>element of the QEP implementation and will not be mentioned again in the timeline.</b></p>
<u>Spring 2022</u>	<ul style="list-style-type: none"> <li>• Prepare to further scale the “Writing Across the Core” element of the QEP.</li> <li>• Begin professional development for all faculty teaching courses in the <i>Creative Arts</i> and <i>Life and Physical Sciences</i> components of the core curriculum in fall 2022.</li> </ul>
<u>Summer 2022</u>	<ul style="list-style-type: none"> <li>• Continue professional development for all faculty teaching courses in the <i>Creative Arts</i> and <i>Life and Physical Sciences</i> components of the core curriculum in fall 2022.</li> </ul>
Year 4 2022-2023  <u>Fall 2022</u>	<ul style="list-style-type: none"> <li>• All core curriculum <i>Creative Arts</i> and <i>Life and Physical Sciences</i> faculty will hone at least one contextualized writing assignment included in their course curriculum. <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></li> <li>• Faculty teaching courses in the <i>Creative Arts</i> and <i>Life and Physical Sciences</i> components of the core curriculum in fall 2022 and beyond will use the Written Communication Rubric to assess the contextualized writing assignment. Assignments will be electronically archived by the division support assistant as artifacts to be analyzed by an ad hoc assessment team. The director of the QEP and writing studios and Oversight Team will analyze the results of the assessment. These artifacts will also be used in the analysis of General Education Core Curriculum success rates as per KC’s standard evaluation methodology. Faculty will also enforce the rubric components as necessities for effective written communication by informing and providing students with a copy of the scoring rubric. <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></li> <li>• All core curriculum <i>Creative Arts</i> and <i>Life and Physical Sciences</i> classes will physically visit a Writing Studio to acquaint students with the service or invite the director of the QEP and writing studios and/or a Writing Studio tutor to present to the class.</li> </ul>

<p><u>Spring 2023/ Summer 2023</u></p>	<p>Online students in this core area will also be advised of the option for Tutor.com access. <b>Note: This will now be considered an ongoing and embedded element of the QEP implementation and will not be mentioned again in the timeline.</b></p>
<p>Year 5 2023-2024</p>	<ul style="list-style-type: none"> <li>• Preparation for final assessment and closure of the five-year cycle of <i>Write Your Future</i>.</li> <li>• Final assessment and closure of the five-year cycle.</li> <li>• Continuation of <i>Write Your Future</i> strategies and assessments.</li> <li>• Preparation of the QEP Impact Report for submission to SACSCOC.</li> </ul>





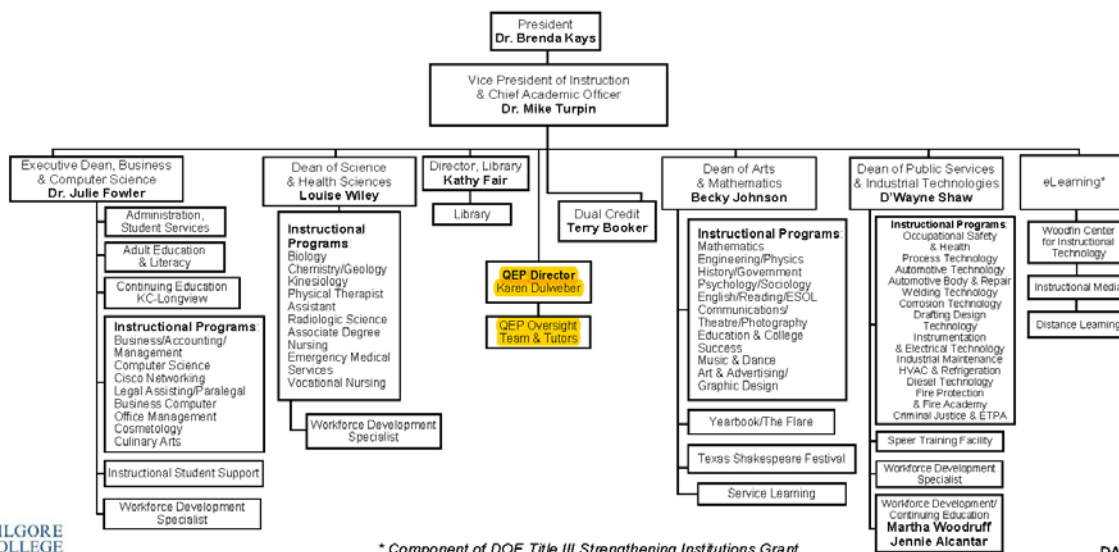
## Organizational Structure

The vice president of instruction will supervise the director of the QEP and writing studios. The director of the QEP and writing studios will chair the QEP Oversight Team and supervise the tutors working in the Writing Studios.

### KILGORE COLLEGE ORGANIZATIONAL CHART

*Revised August 2018*

#### Instruction



## **Resources to Initiate, Implement, and Complete the QEP**

Kilgore College possesses the institutional capacity for the initiation, implementation, and completion of the QEP (see Appendix C for the 2018-2019 QEP Pilot Year Budget and Appendix D for the QEP Implementation Budget). This is ensured through the following:

1. Use of existing grant funds for creation of the Writing Studios and pilot year expenses
2. Utilization of existing infrastructure/facilities to house the Writing Studios
3. Restructuring of an existing position to serve as director of the QEP and writing studios
4. Usage of internally created tools and in-house faculty development
5. A stable College operating budget with dedicated resources

### **Grant Funds**

In September 2016, Kilgore College was fortunate enough to receive a two-year grant from the Texas Higher Education Coordinating Board (THECB). The grant award totaled over \$250,000 (see Appendix E for grant award notification).

The grant funds were awarded to Texas community colleges who were interested in developing a model, appropriate to be scaled and shared with other Texas community colleges, to accelerate developmental students through the English gateway course (English 1301-Composition I). The College/Language Development department agreed to use its funds to develop a co-requisite model combining developmental English and college-level freshman English instruction. In support of this co-requisite model, the Language Development department elected to use its grant funds to establish a writing lab staffed by developmental faculty to serve as a support mechanism for students participating in the co-requisite English courses. Therefore, KC found itself with grant dollars to help the institution improve student writing skills.

During its last session (spring 2017), the Texas Legislature similarly sought to accelerate students who did not “pass” the college readiness assessment (TSI-Texas Success Initiative) through developmental studies and into gateway courses. In the midst of the two-year grant, the Legislature mandated scaling up the co-requisite model that was currently under development at KC. The Legislature also elected to further accelerate developmental student progress through the college-level gateway course by mandating a reduced passing score for the writing portion of the state-mandated TSI assessment. The Texas Legislature forced the entire state to comply immediately with the new mandate. The THECB fortunately allowed those colleges, including KC, who had received grant funding prior to the legislative mandate to retain their grant dollars and complete the second year of their grant agreement as long as they could document student progress.



Kilgore College was able to document student progress and as a result was allowed to retain its THECB grant funds. Fortunately, the College will now, via its QEP, invest those dollars toward a vision even loftier than first imagined! The THECB grant funds will be used to cover the costs associated with the creation of the two new Writing Studios that are cornerstones to the College's QEP, *Write Your Future*. Funds will be used to cover the technological infrastructure, equipment, and furnishings necessary to bring the two Writing Studios, located in existing facilities, to fruition. The costs are expected to total \$31,500 (see Appendix F for a breakdown of these costs.) The two Writing Studios are in place for the 2018-2019 pilot year of the QEP. Evaluative student, tutor, and faculty feedback gained through the pilot year of the initiative will hone the Writing Studios for the official launch of the QEP in fall 2019.

A portion of the remaining THECB Grant funds will also be used during the pilot year to fund the costs associated with the salaries for the professional tutors, the Tutor.com contract, and the Writing Studio supplies. These costs are expected to total \$77,800. (See Appendix C for the QEP Pilot Budget with grant expenditures highlighted in yellow and expenditures to be covered by the College's Operating Budget in green.)

**Note: The College's operational budget will fund the entire cost of the QEP when it launches in the fall of 2019 (see Appendix D).**

### **Existing Infrastructure/Facilities to House QEP Writing Studios**

The two student Writing Studios will be integrated into existing facilities already familiar to and being frequented by students. The Kilgore Campus Studio will be incorporated into a room in the Watson Library located adjacent to a coffee shop highly frequented by students. The KC-Longview Studio will be assimilated into the existing North Zone tutoring lab, located in the North building, which is already familiar to students. Therefore, there will not be any construction or major renovation costs associated with the launch of the QEP. This fact underscores the assertion that Kilgore College possesses the institutional capacity for the initiation, implementation, and completion of the QEP.

### **Restructuring of Existing Position**

As mentioned previously, when the Texas Legislature elected to accelerate developmental student progress by mandating a reduced passing score for the writing portion of the state-mandated TSI assessment, it sent multiple reverberations across Texas. The legislation reduced the number of students enrolling for Kilgore College's integrated reading and writing developmental studies course (INRW/Integrated English 0307) that was originally designed to provide a firm foundation for students prior to enrollment into the co-requisite model. The decline in students enrolling in INRW 0307 courses signaled a resulting decline in the need for full-time faculty assigned to teach the integrated skills course. Fortunately for students and with the advent of the QEP, KC will be able to retain one of these experienced and talented full-time faculty members (Karen Dulweber) to serve as the director of the QEP and writing studios.

The QEP will benefit from the knowledge and expertise of Karen Dulweber. Ms. Dulweber helped create the concept of the co-requisite model at KC. She also staffed the co-requisite student writing lab and served as assistant department chair. Ms. Dulweber's appointment to lead the QEP will ensure that the College has sufficient expertise and experience in place to guide the implementation and continuation of the initiative. Ms. Dulweber's salary and benefits are currently reflected in the KC operating budget and have been transferred from the Language Development full-time personnel salary line to the QEP full-time personnel salary line. Her salary was increased starting with the 2018-2019 pilot year (see Appendix C for Pilot Year Budget), as her employment term was extended from 10.5 months to 12 months in order to reflect the time commitment necessary for this joint director of the QEP and writing studios position. With this reassignment, Ms. Dulweber's direct reporting line will shift from the chair of Language Development to the vice president of instruction. It is clear that the QEP leadership will have sufficient time and the authority to perform the tasks necessary for the initiative to be successful.

Ms. Dulweber's total salary (\$61,730) and benefits (\$13,720) will equal \$75,450. With the hope of annual salary increases during the implementation of the QEP, a 1% increase is included for years 1-5 of the QEP Implementation Budget (see Appendix C). The Implementation Budget illustrates that the College elected to designate a portion of adjunct dollars (\$13,600) to the Language Development part-time salary line as a precaution in case student demand shifts or has been miscalculated, ensuring courses will still be adequately staffed.

### **Internally Created Tools**

The Grammar Boot Camp concept was created by the KC Language Development chair and departmental faculty as a part of their normal duties and in support of the beta trials that originally informed the development of the QEP. With the official launch of the QEP in fall 2019, utilization of this concept will be standardized across all English 1301-Composition I courses taught at Kilgore College. The Grammar Boot Camp covers the five most common problem areas for grammar/mechanics. While considered to be near completion, the Grammar Boot Camp will continue to be revised by the chair and departmental faculty during the pilot year of the QEP via instructor and student feedback. The final framework for the Grammar Boot Camp will be used for the official launch of the QEP in fall 2019. Therefore, at this point in time, there are not any identified costs associated with this strategy to improve student writing.

In the fall 2018 semester, the first semester of the QEP pilot, the director of the QEP and writing studios and the QEP Oversight Team are tasked with creating the contents for a webpage for the Writing Studios. The webpage will serve as a marketing tool as well as a repository for students seeking "self-help" tools. The College's marketing

department will create this webpage. Therefore, at the current time, there are not any identified costs associated with this tool to improve student writing.

The Written Communication Rubric selected to be utilized for evaluating the effectiveness of the QEP already exists. The rubric is currently used to assess written communication skills via KC's annual evaluation of the state-mandated core curriculum. This rubric, with a minor revision, will be used to evaluate the contextualized writing artifacts archived by the core curriculum faculty as a component of the QEP. Hence, there are not any identified costs associated with developing or purchasing the rubric that will be used to measure the outcomes of the QEP. However, as illustrated in the QEP Implementation Budget, the institution has budgeted for costs associated with the application of the rubric. In order to gauge the efficacy of the QEP, artifacts will be scored using the rubric twice a year. The scoring of artifacts is viewed by the College as an extra assignment outside of normal faculty duties and in support of the QEP. Faculty who are selected to participate will each receive a \$100 stipend. It is estimated that 15 faculty members will be needed for this task that will occur twice each year. The total stipend costs will be \$100 x 15 faculty x 2 times each year or \$3,000. The College has accounted for this stipend in the QEP Implementation Budget (see Appendix D).

### **In-House Professional Development for Faculty**

Professional development opportunities for core curriculum faculty will enhance the ability of these faculty members to effectively retool already existing contextualized writing assignments in order to integrate the concept of "Writing Across the Core" into routine operations each semester. The Language Development department chair will provide professional development for core curriculum faculty. The Chair previously developed the tools used for this training in support of the beta trials that informed the development of the QEP (see Appendix G for a copy of the PowerPoint/training materials) The Chair's tactic is not to create English faculty out of non-English faculty. Instead, core curriculum faculty will receive professional development on the use of the Written Communication Rubric in concert with existing contextualized course writing assignments. At the conclusion of the professional development, core curriculum faculty will understand the methodology and importance of communicating, as well as reinforcing, rubric elements with their student population.

The continuous delivery of the professional development materials to the core curriculum faculty is viewed by the College as an extra assignment outside of normal chair duties and in support of the QEP. Starting with the 2018-2019 pilot year, the chair of language development will receive a stipend for \$500 per semester, \$1000 annually, to deliver the professional development sessions. This stipend is reflected in both the QEP Pilot and Implementation Budgets (see Appendices C and D).

By College policy, full-time faculty must participate in at least 30 hours of professional development during each performance evaluation cycle. The College views the

professional development associated with the QEP as an activity eligible to meet a portion of the policy requirement. Therefore, full-time faculty will not receive any additional compensation to participate in the professional development sessions. However, the College does view the professional development requirements as an extra assignment outside of normal adjunct duties and in support of the QEP. Starting with the 2019 QEP Implementation Budget, each adjunct core curriculum faculty member will receive a \$50 stipend to participate in the professional development sessions. Due to the fact that the professional development associated with the implementation of the QEP is scheduled to be scaled over a 4-year period, the dollar amount budgeted for this strategy each year varies. It is estimated that 6 adjuncts will receive training in year 1 (\$300), 11 in year 2 (\$550), 15 in year 3 (\$750), and 11 in year 4 (\$550). The College has accounted for this stipend in the QEP Implementation Budget (see Appendix D). According to the implementation timeline, all core curriculum adjunct faculty are scheduled to have completed professional development obligations by year 4. However, stipend dollars are reflected in year 5 of the budget as a step to further institutionalize *Write Your Future* in year 6 and beyond. Video versions of the training will also be made available to facilitate ease of access for both full-time and adjunct faculty members. If additional core curriculum adjuncts are hired, the College's operating budget will have the capacity to expand the number of \$50 training stipends necessary to accommodate adjunct hiring growth patterns.

Because the College will not have to rely on commercial tools or professional development for the Grammar Boot Camp, Writing Studios webpage, Written Communication Rubric, or "Writing Across the Core" professional development opportunities, it is clear that KC possesses the institutional capacity for the initiation, implementation, and completion for these elements of the QEP. The personnel costs associated with the use of the rubric, delivery of the professional development, and attendance at the professional development sessions are minimal and easily absorbed by the College's operating budget.

### **College Operating Budget with Dedicated Resources**

Kilgore College has relatively stable funding streams that will offer dedicated resources for the ultimate institutionalization of the QEP. As outlined previously in this narrative, the College's operating budget illustrates the process of institutionalizing the resources necessary for the QEP as reflected in the 2018 Pilot Year Budget. Additionally, KC's 2018-2019 operating budget has \$25,525 dedicated to SACSCOC reaffirmation expenses. Those dollars will be transferred to the QEP budget account in the 2019-2020 operating budget serving to further institutionalize *Write Your Future*.

### Tutors

Part-time tutors will staff the Writing Studios. Tutors will be paid \$20 per hour. It is expected that the Kilgore Campus Writing Studio during the fall and spring semesters will employ 2 tutors in the studio from 9 am-3 pm Monday-Thursday and 9 am-1 pm on

Friday (28 hours per week x 2 tutors x 15 weeks a semester x 2 semesters @\$20 per hour=\$33,600). During the summer, 1 tutor will be employed for 8 hours a week for 10 weeks (8 hours per week x 1 tutor x 10 weeks @\$20 per hour=\$1,600).

Furthermore, it is expected that the KC-Longview Writing Studio during the fall and spring semesters will employ 1 additional tutor to accompany the two other credentialed tutors already employed in the Longview North Zone tutoring lab. The 1 additional tutor in the studio will be employed from 9 am-1pm Monday-Thursday and 5-7 pm on Thursdays (18 hours per week x 1 tutor x 15 weeks a semester for 2 semester @ \$20 per hour=\$10,800). Due to a traditionally small enrollment during the summer semester at KC-Longview, the existing credentialed tutors will handle student needs, and their salaries are not incorporated into the QEP budget at this time.

During the 2018-2019 pilot implementation, the \$46,000 for tutors' salaries will be covered by THECB grant funds (see Appendix C). When the QEP officially launches in fall 2019, the tutor salaries will be funded through the College's operating budget via a QEP part-time salaries line item. While it is expected that the operating hours will remain as per the calculations above, the QEP pilot semesters during the 2018-2019 school year will inform the operating hours for the launch of the QEP. Post launch, student traffic will be monitored, and operating hours will be adjusted accordingly. Tutor salaries are estimated to total \$46,000 annually (see Appendix C). However, if need be, the College is confident that its operating budget will have the ability to readily absorb any necessary modifications.

#### Tutor.com Hours

In addition to the tutors hired to staff the Writing Studios, the College will make an online tutoring service, Tutor.com, available to students who are unable to physically access tutoring assistance from either of the Writing Studios. The College will contract for 1,100 hours at \$28 per hour for the fall, spring, and summer semesters.

During the 2018-2019 pilot year, the cost of Tutor.com will be covered by the THECB grant funds (see Appendix C). When the QEP officially launches in fall 2019, Tutor.com services will be funded through the College's operating budget via a QEP contractual services line item (see Appendix C). While it is expected that the contracted tutoring hours will remain as per the calculations above, the QEP pilot semesters during the 2018-2019 academic year will inform the operating hours for the launch of the QEP. Post launch, student usage will be monitored, and contracted tutoring hours will be adjusted accordingly. Tutor.com costs are estimated to total \$30,800 annually. The College is confident that its operating budget will have the ability to readily absorb any necessary modifications to reflect student usage patterns and/or an increase in product pricing.

### Maintenance of Writing Studios

Once the QEP is officially launched, the College's operating budget will support the maintenance necessary for the Writing Studios. Since the equipment is all brand new, via funding from the THECB grant, replacement of the computers/printers is unlikely. However, the director of the QEP and writing studios will monitor wear and tear, and replacement equipment will be ordered as needed. Maintenance of the technology and equipment is estimated to be on average \$1,500 annually with the expectation that equipment maintenance may vary from year to year. The College is confident that its operating budget will have the ability to support any additional maintenance costs that arise in support of the QEP.

### Supplies for the Writing Studios

During the 2018-2019 pilot year, the cost of supplies for the Writing Studios will be covered by the THECB grant funds (see Appendix C). Once the QEP is officially launched in fall 2019, the College operating budget will support the supplies necessary for the Writing Studios as indicated in the QEP Implementation Budget (see Appendix C). Paper, ink cartridges, pens, pencils, and highlighters will be provided for student/tutor use. Supplies are estimated to cost on average \$1,000 annually with the expectation that the majority of the budget will be spent on paper and ink cartridges for the printers. The College is confident that its operating budget will be able to support any unforeseen supply costs that may arise in support of the QEP.

### Marketing

A budget for marketing materials, as a subcomponent of the SACSCOC reaffirmation budget, was incorporated into the College's 2017-2018 operating budget. Promotional tools to allow the College to begin to build and sustain excitement for the QEP during its pilot and early implementation stages were purchased and are currently available for the beginning of the 2018-2019 launch of the academic year. QEP banners and other promotional materials depicting the QEP logo will be readily evident and available at upcoming August 2018 back-to-school functions, including faculty/staff convocation. Thumb drives, Frisbees, highlighters, and like products will herald the arrival of the QEP and Writing Studios for the pilot year. Once the QEP is officially launched, marketing materials will shift to posters, brochures, bookmarks, pens/highlighters, and thumb drives or those items typically associated with writing activities. It is estimated that the cost for marketing materials in years 1-5 of the QEP will be \$3,000 annually.

A webpage to be used for marketing the QEP is scheduled to be built in fall 2018. This webpage, while intended to market the QEP, will also promote the Writing Studios and encourage student use of the Studios. It is envisioned that the Grammar Boot Camp materials, as well as other useful writing tools and hints, will be part of this webpage to foster student use. The creation of this webpage will be conducted in-house with no costs associated with the work performed.

The annual operating cost to the College, once *Write Your Future* is officially launched, as depicted in the QEP Implementation Budget is as follows:

Year 1-\$175,650

Year 2-\$176,654

Year 3-\$177,615

Year 4-\$178,185

Year 5-\$178,662

The 5-year implementation total will be \$886,766, a small price to pay to help enhance student writing skills. Therefore, KC possesses the institutional capacity for the initiation, implementation, and completion of the QEP.



## Assessment

Kilgore College's QEP, *Write Your Future*, has the single goal of enhancing student writing. To achieve this goal, the College will implement three strategies: establishment of two Writing Studios and access to online writing support, introduction of an embedded Grammar Boot Camp into all English 1301-Composition courses, and delivery of extensive faculty professional development.

To determine if the overall goal of enhancing student writing has been attained, direct assessment of student artifacts will occur using a Written Communication Rubric that includes six subsections that correspond to the six student learning outcomes of the QEP. Student artifacts will be collected via a quasi-random sampling of students enrolled in core curriculum classes. This schema for assessing the QEP will closely mirror the same procedures that Kilgore College has employed for the last four years in assessing core curriculum student artifacts.

The College will assess the Grammar Boot Camp via a pre- and post-test in the fall semester of the pilot year to inform any revisions necessary to the concept to facilitate a cycle of continuous improvement. The services provided through the Writing Studios and professional development will be assessed via qualitative surveys of the participants engaged. A detailed description of the assessment process follows.

### Assessment of Student Learning Outcomes

The success of the goal to enhance student writing will be measured by a standard of 70% of all collected and assessed student artifacts scoring at least a 3 for each of the subsections on the 4-point Written Communication Rubric. The six subsections correspond with the following six student learning outcomes of the QEP:

- 1. Unity (central idea)**

In their written communication, students will develop and consistently maintain a clear central idea.

- 2. Development/Organization (structure & flow)**

In their written communication, students will develop a well-executed progression of ideas.

- 3. Supporting Information**

In their written communication, students will include appropriate information that supports the central idea.

- 4. Attribution (citations & references)**

In their written communication, students will demonstrate accurate use of citations and references.

- 5. Language (grammar, punctuation, & vocabulary)**

In their written communication, students will demonstrate correct use of grammar and mechanics.



## 6. Formatting/Delivery

In their written communication, students will demonstrate correct formatting according to the requirements of the designated style guide for the discipline or as required by the instructor.

The QEP topic of enhancing student writing was developed from the College's assessment of the *Communication Skills* objective of its core curriculum. The six objectives of the core curriculum were instituted by the Texas Higher Education Coordinating Board (THECB) in 2014. Since the 2014-2015 academic year, KC has assessed written communication skills in the spring 2015 and the spring 2017 semesters. The College will evaluate this objective again in the spring 2019 semester in accordance with its cyclical assessment schedule of the core's six objectives.

The success standard of 70% mentioned above was submitted to the THECB as part of KC's required core curriculum assessment plan. For the 2015 assessment, the standard of 70% was not met for any of the rubric's subsections. However, for the 2017 assessment of artifacts from face-to-face classes, the standard was met or exceeded for all subsections, with three of the subsections exceeding the standard by 10, 11, and 14 percentage points. Artifacts from online sections exceeded the standard in two of the subsections; and even though the artifacts from online courses did not score as well as most of those from face-to-face classes, scores in every subsection improved from the 2015 assessment except for *Formatting/Delivery*.

Analysis of the 2015 and 2017 assessment suggests that the consistently higher scores in 2017 may have been the result of an anomaly. Having completed only two assessment cycles for communication skills by that time, the College was unsure if the scores from the 2017 assessment were an accurate assessment of student skills or an irregularity. During the spring 2018 QEP beta semester, percentages of students scoring 3 or higher on each component ranged from 60% to 76%; and although the standard was met or exceeded for three of the subsections, the scores from the 2018 beta were not as robust as those from the 2017 core curriculum assessment, supporting the possibility that the particularly high scores from 2017 were an anomaly.

Therefore, KC proposes starting its QEP with the 70% standard for each subsection of the Written Communication Rubric. Furthermore, because we expect to realize an ongoing positive relationship between the implementation of QEP strategies and the QEP outcome, we also expect that we will increase the target for each individual subsection as scores consistently meet the existing standard.

### Identifying the Student Population

As part of the core curriculum assessment process, the Information Technology (IT) department wrote a query to identify those KC students who are currently enrolled in core curriculum classes and who have completed at least 30 semester credit hours. In its core curriculum assessment plan submitted to the THECB, KC chose to assess artifacts from students who had completed 30 semester hours, reasoning that most students who had completed this number of hours would have had experience honing

their general education core competency skills in several courses. Each spring semester, the IT department's report writer sends every core curriculum instructor an email containing the names of the identified students (those who have completed 30 semester credit hours or more) for each core curriculum class. The vice president of instruction (VPI) notifies the report writer when to send the email.

For the QEP assessment process, the director of the QEP and writing studios will notify the report writer when to send this information to the instructors teaching the applicable QEP courses.

### Selecting the Sample

For each core curriculum class that has students enrolled with at least 30 semester hours, the VPI instructs faculty members to select the first two students from the list provided by IT on the roll in even-numbered sections and the last two students on the roll in odd-numbered sections. This provides the quasi-random sample of artifacts that are collected. If one of the students identified on the roll does not submit their work, the instructor submits the artifact from the next student toward the middle of the roll. As an example, students with at least 30 hours are identified on a given even-numbered roll as students # 1, 5, 7, and 14. Artifacts are being submitted for students # 1 and 5, but one of those students does not submit an assignment to be collected. The instructor would then submit the artifact from the next student toward the middle of the roll, student #7. For odd-numbered sections, in which artifacts are collected from the last two students with 30 semester hours, the process is the same, with instructors selecting the next student toward the middle of the roll if one of the last two students does not submit a given assignment.

This process of identifying the quasi-random sample, currently used to build a sample for the core curriculum assessment, will be the same for the QEP assessment process.

### Collecting the Artifacts

During the core curriculum assessment process, instructors file ungraded student artifacts in online folders each spring semester with the help of administrative assistants. Instructors submit ungraded student artifacts so that readers will not be biased by course instructors' assessment.

For the QEP assessment process, a separate folder for each fall and spring semester will be designated for QEP student artifacts. These folders will be kept separate from those used in the core curriculum assessment, although student artifact assessment which is part of the QEP will be included as a component of the core curriculum assessment.

### Assessing the Artifacts

As part of KC's core curriculum assessment plan, the VPI selects assessment teams after completion of the spring semester each year, ensuring that each group is comprised of faculty members who come from a variety of applicable disciplines and who have varying degrees of experience. The inclusion of less-experienced readers in the assessment process provides ongoing professional development for newer faculty members. The College recognizes that all core curriculum faculty members have master's degrees and have the expertise to assess students' basic written communication skills in an academic setting.

The VPI appoints a senior faculty member to lead each group. These leaders facilitate group norming sessions to help ensure consistency in the assessment process. Norming sessions include instructors' reading common artifacts, independently assessing the artifacts, comparing scores, and discussing disparities of scores. Faculty teams meet in a KC computer lab to participate in the norming session and to assess student artifacts. The faculty assessment teams use faculty-developed rubrics to assess the artifacts for fulfillment of component-specific competencies (note: these rubrics are further discussed in upcoming paragraphs).

For the QEP assessment process, the director of the QEP and writing studios, in consultation with the VPI, will select an assessment team for each semester. Team members will have participated in professional development in the use of the Written Communication Rubric. The director of the QEP and writing studios or a senior faculty member will lead each assessment team and will facilitate norming sessions. In addition to the initial norming session, which occurs prior to the assessment of student artifacts, the director of the QEP and writing studios or senior faculty member will conduct additional norming sessions at intervals of approximately every two to three hours of assessment to promote interrater reliability. In an additional effort to strengthen its assessment process, two readers will assess QEP student artifacts. In order for an artifact to receive a score of at least *competent* on any given subsection of the Written Communication Rubric, both readers must assign a score of 3 or 4. This rigorous standard eliminates the necessity of employing a third reader as a tiebreaker in the assessment process.

In the preparation of its original core curriculum assessment plan, KC faculty members participated in inter-disciplinary teams to develop assessment rubrics and guidelines. KC faculty used the American Association of Colleges & Universities' Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics and examples of other institutions' rubrics to develop KC's Communication Skills Rubric.

For the QEP assessment process, student artifact assessment teams will use a Written Communication Rubric which varies from the core curriculum communication skills rubric in two ways. First, as part of the ongoing evaluation of KC's assessment of the

core curriculum, the Support subsection of the original core curriculum Communication Skills Rubric has been separated into two subsections: Support and Attribution. Second, because the QEP focuses specifically on written communication, references to oral presentations on the core curriculum Communication Skills Rubric have been removed. The QEP Written Communication Rubric is provided in Appendix H.

The QEP rubric for written communication artifacts identifies the following six subsections: unity, development/organization, support, attribution, language, and formatting/delivery. For each student artifact, KC scores each subsection separately, rather than assigning a single, holistic score.

The student learning outcomes that will be assessed using the rubric are:

- 1. Unity (central idea)**  
In their written communication, students will develop and consistently maintain a clear central idea.
- 2. Development/Organization (structure & flow)**  
In their written communication, students will develop a well-executed progression of ideas.
- 3. Supporting Information**  
In their written communication, students will include appropriate information that supports the central idea.
- 4. Attribution (citations & references)**  
In their written communication, students will demonstrate accurate use of citations and references.
- 5. Language (grammar, punctuation, & vocabulary)**  
In their written communication, students will demonstrate correct use of grammar and mechanics.
- 6. Formatting/Delivery**  
In their written communication, students will demonstrate correct formatting according to the requirements of the designated style guide for the discipline or as required by the instructor.

#### Criteria and Targets for Each Core Objective

The core curriculum assessment rubrics use a four-point scale: 1 (Beginning), 2 (Developing), 3 (Competent), 4 (Exemplary) and the QEP scoring rubric will follow suit. Each rubric describes the characteristics of each point on the scale. KC considers a score of at least 3 as demonstrating competence.

When developing the core curriculum assessment plan in 2013, faculty members decided that, for a starting point, KC would use a 70% threshold as a marker for success. Having attended seminars on the new core curriculum, discussed the development of rubrics and targets with colleagues at other institutions, and reviewed

core curriculum assessment plans of Texas colleges and universities, faculty members determined that the 70% standard was a reasonable beginning target that was consistent with common practice at the time. Therefore, the following is the target for each core curriculum objective: For each subsection, 70% of all collected artifacts will score at least a 3 on the objective rubric.

The QEP assessment process will use this same standard. During the course of the QEP, the Oversight Team will consider increasing the 70% target incrementally for all or some of the Written Communication Rubric subsections when the percentage of artifacts assessed consistently meets that standard.

At the beginning of the fall 2019 semester, ENGL 1301-Composition faculty will assign a short paper that will be scored using the Written Communication Rubric. Results from this particular assessment will serve to validate the 70% target and to document a baseline level of writing skills exhibited by entering students prior to the launch of the QEP. This will enable the College to have comparison data to assess the effectiveness of the QEP strategies.

### **Assessment of the Grammar Boot Camp**

The Language Development department has developed a 50-item grammar test, which will be administered at the beginning of the fall 2018 pilot semester to a sample of English 1301-Composition classes to provide baseline comparison data for the QEP. These instructors will also administer the grammar test at the end of the five-week Grammar Boot Camp. The baseline data will be compared to the post-test to inform revisions to the Grammar Boot Camp concept prior to the official launch of the QEP in fall 2019 and to serve as an indicator of the degree of incoming student deficiencies in the use of grammar.

Beginning with the fall 2019 semester, all English 1301-Composition faculty will administer the grammar test following the five-week Grammar Boot Camp each fall and spring semester. Test items reflect the content of the five grammar areas covered in the instruction, and scorers can easily disaggregate the results. Composition instructors will administer and score the test for their own classes and will report the disaggregated results to the language development department chair and to the director of the QEP and writing studios. The department chair and the instructors will analyze the results to determine what steps need to be taken to improve student learning related to the Grammar Boot Camp instruction. The department's analysis of assessment results may indicate, for example, that students continue to have problems applying the correct use of commas in certain circumstances. Instructors will then devise and implement a plan to adjust instruction to address that component of the Grammar Boot Camp. Results from subsequent administrations of the grammar test can attest to the effectiveness of the adjustment in pedagogy. The department chair will convey all instructional adjustments, improvement plans, and applicable subsequent assessment results

related to the Grammar Boot Camp to the director of the QEP and writing studios and the QEP Oversight Team. A copy of the grammar test is included in Appendix I.

### **Indirect Assessments**

Several surveys will be administered to inform various QEP leaders regarding participants' perceptions of the effectiveness of QEP strategies. Qualitative data gleaned from these surveys will serve to inform QEP leaders of participants' opinions and of possible adjustments needed to various aspects of the plan's implementation.

Students will complete brief surveys related to their experiences with the Writing Studios and with Tutor.com. Tutors will administer the surveys to students each time they visit a Writing Studio for individual assistance and to groups of students who attend sessions focused on a common theme, such as *attribution* (i.e., in-text citations using MLA or APA style guides). When tutors conduct an in-class help session or other special sessions, they will administer the survey to the participants at the end of the session. Tutors will return surveys to the director of the QEP and writing studios, who will ensure that results are compiled and presented to the QEP Oversight Team for analysis. The director will monitor results on an ongoing basis to see if adjustments need to be made in the operation of the Writing Studios. As an example, the director may find that the Kilgore Writing Studio hours of operation need to be extended on Tuesday evenings, or that students think that they need additional assistance on how to provide appropriate supporting details. With the first example, the director will call for an evaluation of Writing Studio operating hours on Tuesday evenings, with such evaluation leading to an adjustment in the hours of operation. For the second example, the director will discuss with tutors and faculty members the most effective way to deliver assistance to students struggling with how to provide appropriate supporting details. A copy of the survey is included in Appendix J.

Tutor.com administers a survey at the end of each help session and sends monthly survey reports to a designated institutional contact. The director of the QEP and writing studios will receive these reports and will monitor them on an ongoing basis to see if adjustments need to be made in the services provided by Tutor.com or if an alternate service needs to be employed. The brief survey allows students the opportunity to give feedback about their experiences with the platform and with individual tutors. Student comments may indicate a need for additional instruction in one of the six subsections, such as writing a thesis statement. In this case, the director will discuss with tutors and faculty the ways that more assistance can be provided to students in writing a thesis statement. The monthly survey reports will also be a way for the director to monitor student satisfaction with Tutor.com to ensure that the College's financial resources are being spent wisely. If students were not satisfied with the services provided by Tutor.com, the director will recommend that the QEP Oversight Team consider other providers of online tutorial services. An example of the survey report from Tutor.com from June 2018 is included in Appendix K.

In addition to the surveys related to student support, faculty members will have the opportunity to provide feedback on their experiences with professional development activities at various points during each semester. The director of the QEP and writing studios will be responsible for ensuring that surveys are administered at the conclusion of each professional development session and that results are compiled. The QEP Oversight Team will analyze the results to determine what adjustments need to be made in professional development activities for faculty members. Feedback from instructors might indicate requests for greater focus on *grading* writing assignments and less emphasis on *assigning* appropriate writing assignments. The director will be responsible for providing feedback on the professional development presentations, so that future presentations can be structured according to participants' needs. The survey will also be administered at the end of each spring semester as a follow-up with participating instructors, who then can reflect on the effectiveness of their professional development experiences throughout the year and can provide insight to identify future professional development needs. The timing of this survey's administration will allow for enhancements to existing professional development presentations and for development of new presentations. A copy of the faculty professional development survey is included in Appendix L.

Feedback will also be obtained from faculty readers who participate in the assessment of student artifacts following each fall and spring semester. The director of the QEP and writing studios will send an email request for feedback at the conclusion of each assessment session. The director will be responsible for compiling the feedback information. The QEP Oversight Team will analyze the results to determine what adjustments need to be made to professional development activities for faculty readers or to the assessment process itself. Adjustments might include such diverse issues as the assessment activity schedule, the physical arrangement of the room used for the assessment activity, or the need for additional professional development related to some aspect of using the scoring rubric. The director will be responsible for ensuring that appropriate personnel incorporate any such adjustments recommended by the Oversight Team.

A timeline of assessment activities is provided below.

Assessment	Time	Ongoing	Administered to	Responsibility
Grammar Pre-Test	Beginning of fall 2018 semester		Students in ENGL 1301 classes	ENGL 1301 instructors
Grammar Test	Each fall and spring semester at the conclusion of the Grammar Boot Camp, beginning in 2018	✓	Students in ENGL 1301 classes	ENGL 1301 instructors

Assessment	Time	Ongoing	Administered to	Responsibility
Writing Pre-Assignment	Beginning of fall 2019 semester		Students in ENGL 1301 classes	ENGL 1301 instructors
Writing Assignments	Each fall and spring semester, beginning in 2019	✓	Students in core curriculum classes with 30 or more semester credit hours	Core curriculum faculty
Writing Studio Survey	Immediately following individual or group tutoring sessions	✓	Students participating in individual or group tutoring sessions	Tutors
Tutor.com Survey	Immediately following sessions with a Tutor.com tutor	✓	Students receiving assistance from Tutor.com tutors	Tutor.com; Director of QEP/Writing Studios
Professional Development Survey	Immediately following professional development sessions, and additionally at the end of each spring semester	✓	Faculty participating in QEP professional development sessions	Director of QEP/Writing Studios
Email feedback	Immediately following student artifact assessment sessions	✓	Faculty assessing student artifacts	Director of QEP/Writing Studios

## Summary

Consistent with its mission and strategic plan, the QEP goal and student learning outcomes are centered on student learning and success. The goal specifically addresses enhancing student writing, and as such, clearly supports the mission and strategic plan's focus on student success. The issue of enhanced written communication is critical for students who are pursuing workforce education degrees or for those who are pursuing transfer degrees.

The focus of the plan clearly relates to the six student learning outcomes, as these directly reflect the subsections of the Written Communication Rubric. The College has used the basic components of this rubric in several cycles of its core curriculum evaluation and is enhancing its instruction and assessment of written communication through the actions of the QEP.

The actions of the plan, which include student writing support, faculty professional development, and focused grammar instruction, have been designed to have a direct impact on student learning and demonstration of that learning. While the assessment of QEP student artifacts will center on the written communication objective of KC's core



curriculum, the institution expects to see improved scores on other core curriculum objectives' assessment, since enhancing students' writing contributes to the ability to articulate knowledge in other objectives, especially critical thinking, personal and social responsibility, and teamwork.

KC often uses the terms *meaningful*, *manageable*, and *measurable* in components of its institutional effectiveness process. These terms are reflected in KC's QEP, *Write Your Future*. The plan is meaningful, because written communication skills are essential for success in higher education and the workplace. The plan is manageable in that KC has the resources to accomplish the plan's focused activities. Moreover, the plan is measurable, as the QEP clearly identifies the student learning outcomes and the accompanying assessments and targets.



## Conclusion

Kilgore College has identified a QEP topic through ongoing, comprehensive planning and evaluation processes that has broad-based support of institutional constituencies. The QEP, *Write Your Future*, focuses on improving specific student learning outcomes. KC has the resources to initiate, implement, and complete the QEP. Finally, KC has a plan to assess student achievement.

KC selected a QEP topic identified through its ongoing, comprehensive planning and evaluation processes. Once the Topic Selection Team developed a list of potential topics, they sought data from KC's planning and evaluation processes to inform the final topic recommendation. Specifically, the Team focused on the evaluation of students' written communication skills, which is conducted on a continuing basis through KC's state-mandated core curriculum assessment. This assessment is integrated into KC's planning and evaluation processes through its inclusion in the institutional effectiveness activities of the General Education Program. The General Education Program is included in KC's planning processes as its own unit for evaluation of student learning outcomes (unit outcomes) and the development of annual improvement plans.

Kilgore College's QEP topic has broad-based support of institutional constituencies. KC's topic selection process sought input from full-time faculty, part-time faculty, staff, retirees, students, former students, Board of Trustees members, and community members. Almost half of the faculty responding to the final topic survey ranked Written Communication as their first choice of topic. In addition, the president and four vice presidents were part of the SACSCOC Leadership Team that approved the Topic Selection Team's recommendation of Written Communication, thus demonstrating their support for the topic.

The overall goal of Kilgore College's QEP is to enhance student writing. The College proposes that this goal will be achieved by providing support for both students and faculty. To this end, KC has identified three strategies for the QEP:

1. Enhance student writing through the implementation of a Grammar Boot Camp that will be integrated into all sections of English 1301-Composition I.
2. Enhance student writing through the establishment of Writing Studios, concrete and virtual, that will be staffed by professional tutors who will coach developing writers.
3. Enhance student writing by honing already embedded and contextualized writing assignments throughout the core curriculum by providing professional development and support to faculty.

The Student Learning Outcomes for the QEP are as follows:

**1. Unity (central idea)**

In their written communication, students will develop and consistently maintain a clear central idea.

**2. Development/Organization (structure & flow)**

In their written communication, students will develop a well-executed progression of ideas.

**3. Supporting Information**

In their written communication, students will include appropriate information that supports the central idea.

**4. Attribution (citations & references)**

In their written communication, students will demonstrate accurate use of citations and references.

**5. Language (grammar, punctuation, & vocabulary)**

In their written communication, students will demonstrate correct use of grammar and mechanics.

**6. Formatting/Delivery**

In their written communication, students will demonstrate correct formatting according to the requirements of the designated style guide for the discipline or as required by the instructor.

Kilgore College possesses the institutional capacity for the initiation, implementation, and completion of the QEP. This is ensured through the following:

1. Use of existing grant funds for creation of the Writing Studios and pilot year expenses
2. Utilization of existing infrastructure/facilities to house the Writing Studios
3. Restructuring of an existing position to serve as director of the QEP and writing studios
4. Usage of internally created tools and in-house faculty development
5. A stable College operating budget with dedicated resources

KC has an assessment plan for the QEP that will follow the same general process that Kilgore College has used for the past four years when assessing core curriculum student artifacts. The QEP Oversight Team will play an integral part in the evaluation of the student learning outcomes and strategies to ensure gains toward the QEP goal are being carried out as articulated. The director of the QEP and writing studios will lead the team and oversee the implementation details of *Write Your Future*.

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## APPENDIX A

### Core Curriculum Assessment Data

	2014-2015	2015-2016
<b>Written Communication</b>	<b>% 3 or 4</b>	
Unity	69	
Development/Organization	63	
Support (Personal Responsibility Objective)	62	
Language	60	
Formatting/Delivery	57	
<b>Written Communication (Web)</b>	<b>% 3 or 4</b>	
Unity	69	
Development/Organization	65	
Support (Personal Responsibility Objective)	62	
Language	63	
Formatting/Delivery	58	
<b>Critical Thinking</b>	<b>% 3 or 4</b>	<b>% 3 or 4</b>
Creative Thinking	42	74
Innovation	31	73
Inquiry	58	64
Analysis	62	72
Evaluation	62	69
Synthesis	42	57
<b>Critical Thinking (Web)</b>	<b>% 3 or 4</b>	<b>% 3 or 4</b>
Creative Thinking	65	59
Innovation	44	76
Inquiry	48	55
Analysis	70	62
Evaluation	61	63
Synthesis	45	67

All components of the core curriculum were initially assessed in the 2014-2015 academic year. Thereafter, each component was scheduled for evaluation every other year. Due to the rotating schedule of core curriculum assessment, the next scheduled assessment of Written Communication was not done until after the topic selection process was completed.

## **APPENDIX B**

### **Job Descriptions**

#### **Director of the QEP and Writing Studios**

The director is a 12-month faculty position that will facilitate, oversee, and monitor the implementation of KC's Quality Enhancement Plan, *Write Your Future*. The director will work with faculty members, staff, and students to achieve the plan's desired outcomes. The QEP director will provide communication to the College community regarding pertinent information generated during the implementation of *Write Your Future*. The director will ensure that all aspects of the plan are implemented, assessed, and modified as needed. In doing so, the director will coordinate activities with instructional departments; the library; eLearning; and with the departments of information technology, institutional planning; marketing, and other departments as needed. The director will supervise the professional tutors in the Writing Studios, will chair the QEP Oversight Team, will report to the vice president of Instruction, and will serve on the Instructional Council. The director will plan, submit, and manage the QEP annual budget. During the final year of the plan, the director will write the QEP Impact Report to be submitted with the Fifth-Year Interim Report for SACSCOC.

#### **The QEP Oversight Team**

The QEP Oversight Team will monitor the ongoing progress of the implementation of KC's QEP, *Write Your Future*. Chaired by the Director of the QEP and Writing Studios, the Oversight Team will consist of three members of the QEP Development Team, a faculty member from each of the core curriculum component areas participating in the implementation of the QEP, two students, and a Writing studio tutor. The Oversight Team will analyze results of QEP assessments and will recommend adjustments to the plan as needed to ensure that the goal of the QEP and the student learning outcomes are achieved. Serving in an advisory capacity to the Director of the QEP and Writing Studios, the Oversight Team will assist with the plan's implementation. The Oversight Team will make recommendations for adjustments to the QEP and report out quarterly to KC's SACSCOC Leadership Team.

#### **Tutors**

- Will tutor one-on-one or with small groups on any aspect of writing assignments or writing skills in general in a constructive and supportive manner
- Will provide appropriate practice through use of No Red Ink on iPads available in studio or through referral to ChompChomp.com for use at home, or will distribute grammar practice sheets to take for home practice
- Will instruct students on how to use Tutor.com for use outside of Studio hours
- Will lead Power Sessions (on specific writing/grammar topics)
- Will monitor writing studio environment to maintain smooth operation within an environment that is conducive to learning
- Will insure that students check in properly and receive proper certification of attendance required for their classes



- Will be knowledgeable to direct students to additional resources—library staff for help with research, Tutor.com for tutoring outside of Writing Studio hours, The Zone and The North Zone
- Will remain current on knowledge of best writing practices, grammar instruction, documentation and attribution practices and basic use of Blackboard

**APPENDIX C**  
**2017-2018 QEP Pilot Year Budget**

<b>QEP Pilot Budget</b>		
<b>Categories/Items</b>	<b>QEP Pilot Year Budget 2018-2019</b>	<b>Funding Source</b>
<b>Personnel</b>		
<b>Full-Time Salaries</b>		
QEP/Writing Studio Director		College Operating Budget
Salary	\$ 61,730.00	
Benefits	\$ 13,720.00	
<b>Part-Time Salaries/Stipends</b>		
Tutors	\$ 46,000.00	THECB Grant
Adjunct Faculty Salary (replace QEP Director in the Classroom)	\$ 10,200.00	College Operating Budget
Chair of Language Development Stipend (for delivery of Professional Development)	\$ 1,000.00	College Operating Budget
<b>Total Personnel</b>	<b>\$ 132,650.00</b>	
<b>Marketing</b>		
QEP Themed Items	\$ 5,000.00	College Operating Budget
<b>Total Marketing</b>	<b>\$ 5,000.00</b>	
<b>Contractual Services</b>		
Tutor.Com	\$ 30,800.00	THECB Grant
<b>Total Contractual Services</b>	<b>\$ 30,800.00</b>	
<b>Supplies</b>		
Writing Studio Supplies	\$ 1,000.00	THECB Grant
<b>Total Supplies</b>	<b>\$ 1,000.00</b>	
<b>Pilot Year Total</b>	<b>\$ 169,450.00</b>	
THECB Grant		
College Operating Budget		

## APPENDIX D

### QEP Implementation Budget

QEP Implementation Budget						
Categories/Items	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Funding Source
<b>Personnel Cost</b>						
<b>Full-Time Salaries</b>						
QEP/Writing Studio Director						College Operating Budget
Salary	\$ 61,730.00	\$ 62,347.00	\$ 62,970.00	\$ 63,600.00	\$ 64,236.00	
Benefits	\$ 13,720.00	\$ 13,857.00	\$ 13,995.00	\$ 14,135.00	\$ 14,276.00	
<b>Part-Time Salaries/Stipends</b>						
Tutors	\$ 46,000.00	\$ 46,000.00	\$ 46,000.00	\$ 46,000.00	\$ 46,000.00	College Operating Budget
Adjunct Salary (replace QEP Director in the classroom)	\$ 13,600.00	\$ 13,600.00	\$ 13,600.00	\$ 13,600.00	\$ 13,600.00	College Operating Budget
Chair of Language Development Stipend	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	College Operating Budget
Faculty Stipends (for Rubric Scoring)	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	College Operating Budget
Adjunct Stipends (for attendance at Professional Development)	\$ 300.00	\$ 550.00	\$ 750.00	\$ 550.00	\$ 250.00	★ College Operating Budget
<b>Total Personnel</b>	<b>\$ 139,350.00</b>	<b>\$ 140,354.00</b>	<b>\$ 141,315.00</b>	<b>\$ 141,885.00</b>	<b>\$ 142,362.00</b>	
<b>Marketing</b>						
Webpage	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	College Generated
Writing Studio Promotional Items (pens, flash drives, brochures)	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	College Operating Budget
<b>Total Marketing</b>	<b>\$ 3,000.00</b>	<b>\$ 3,000.00</b>	<b>\$ 3,000.00</b>	<b>\$ 3,000.00</b>	<b>\$ 3,000.00</b>	
<b>Contractual Services</b>						
Tutor.Com	\$ 30,800.00	\$ 30,800.00	\$ 30,800.00	\$ 30,800.00	\$ 30,800.00	College Operating Budget
<b>Total Contractual Services</b>	<b>\$ 30,800.00</b>	<b>\$ 30,800.00</b>	<b>\$ 30,800.00</b>	<b>\$ 30,800.00</b>	<b>\$ 30,800.00</b>	
<b>Supplies</b>						
Writing Studio Supplies	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	College Operating Budget
<b>Total Supplies</b>	<b>\$ 1,000.00</b>	<b>\$ 1,000.00</b>	<b>\$ 1,000.00</b>	<b>\$ 1,000.00</b>	<b>\$ 1,000.00</b>	
<b>Maintenance</b>						
Writing Studio Technology	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	College Operating Budget
<b>Total Maintenance</b>	<b>\$ 1,500.00</b>	<b>\$ 1,500.00</b>	<b>\$ 1,500.00</b>	<b>\$ 1,500.00</b>	<b>\$ 1,500.00</b>	
<b>Total Annual Budget</b>	<b>\$ 175,650.00</b>	<b>\$ 176,654.00</b>	<b>\$ 177,615.00</b>	<b>\$ 178,185.00</b>	<b>\$ 178,662.00</b>	
<b>5 Year Total</b>	<b>\$ 886,766.00</b>					

★ Note: While all core curriculum adjunct faculty are scheduled to have received professional development by the 4th year of the QEP implementation plan, a fifth year training budget is included for new adjunct faculty, refresher adjunct faculty, and as a step to institutionalize "Write Your Future" in year 6 and beyond.

## APPENDIX E

### THECB Grant Award Notification



THECB Award Number: 17404  
Appropriation Year: AY16 Sep 2015 - Aug 2016

### Notice of State Grant Award to Kilgore College

<b>Grantee Name and Address:</b>  Kilgore College 1100 Broadway Kilgore, TX 75662	<b>Grant Title:</b> 2016-2018 Comprehensive College Readiness and Success Models for 60x30TX (CRSM) <b>Amount of Award:</b> \$297,500 <b>Division:</b> College Readiness and Success <b>Term of Grant:</b> August 15, 2016 to August 31, 2018 <b>Payment Method:</b> Fifty Thousand Dollars (\$50,000) will be provided upon execution of the Agreement and is a one-time payment. Grantee will receive up to an additional Two Hundred Forty Seven thousand five hundred (\$247,500.00); \$250 per student who successfully completes a course in the DE Acceleration Model during the term of the grant. Funding will be distributed in regular installments based on student completion each semester and anticipated no later than the last day of January, June, and September and dependent of verification of completion. Verification of completions will also be required. All funds must be expended by August 31, 2018. The advancement of funds is necessary to enable the Sub-Recipient to fully perform the Services described in their Application.
<b>Authority:</b> Rider 42, General Appropriations Act, 84th Texas Legislature	
<p>The Texas Higher Education Coordinating Board's ("THECB") and the Grantee's (collectively, referred to as "the parties") execution of this Notice of Grant Award creates a legally binding agreement between the parties. The Program requirements (e.g., objectives, scope, budget, methodology) as stated in (1) the original Request for Application ("RFA") including any addenda issued, (2) addenda to the Grantee's Application (if any), (3) Attachment 1, page 2, Scope of Work, and (4) Grantee's Application are incorporated into and made a part of this Notice of Grant Award for all purposes, supersede any prior or contemporaneous understandings between the parties pertaining to the subject matter herein whether oral or written, and collectively constitute the entire agreement between the parties. In the event of a conflict in the language contained in the incorporated documents, conflicts shall be resolved by reference to the language contained in the documents in the order listed above.</p> <p>Any changes in the approved Grant must follow THECB's amendment process as defined in the RFA. Any funds received by Grantee and not expended prior to the end of the grant term indicated above shall be returned to THECB within thirty (30) days unless otherwise agreed by THECB and Grantee.</p>	
<b>Approving THECB Official:</b>	<b>Approving Grantee Official:</b>
R. Jerel Booker Assistant Commissioner for College Readiness	Brenda Kays President
<b>Date:</b>	<b>Date:</b>

## APPENDIX F

### Writing Studio Costs

Kilgore Library Writing Studio		
Furniture		
	Chairs	\$ 1,603.42
	Desks/Tables	\$ 2,575.00
	TOTAL	\$ 4,178.42
Connectivity/Infrastructure		
	Wireless Access Points	\$ 1,163.43
	Brocade Network Switches	\$ 6,074.30
	Cables/Labor	\$ 2,373.00
	Electrical Work	\$ 1,945.00
	TOTAL	\$ 11,555.73
Equipment		
	Computers/Monitors	\$ 5,405.00
	Printer	\$ 353.78
	Laptop Cases	\$ 108.34
	Amazon Card Reader	\$ 53.93
	TOTAL	\$ 5,921.05
	GRAND TOTAL	\$ 21,655.20
Longview North Writing Studio		
Furniture		
	Chairs	\$ 378.42
	Computer/Printer Tables	\$ 1,118.00
	TOTAL	\$ 1,496.42
Connectivity/Infrastructure		
	Wireless Access Points	\$ 1,163.43
	Cables/Labor	\$ 1,520.00
	Electrical Work	\$ 2,500.00
	TOTAL	\$ 5,183.43
Equipment		
	Computers	\$ 2,397.00
	Monitors	\$ 333.00
	Printer	\$ 359.12
	TOTAL	\$ 3,089.12
	GRAND TOTAL	\$ 9,768.97

## APPENDIX G Professional Development

7/31/2018

### Assigning, Grading, and Supporting Academic Honesty on College-Level Essays



### Assigning (Specificity)

- Make assignment/instructions as detailed and specific as possible.
- Make expectations clear
  - Ex. -Specific Number of Paragraphs
  - Expected Content in Each Paragraph
  - Expected Length of Each Paragraph
  - Number of Examples per Paragraph
  - Word Count (rather than page count)
  - Required Number of Secondary Sources
  - Required Documentation Format (MLA, Chicago, etc.)
  - Required Page Format (double-spacing, fonts, etc.)
  - Credible Secondary Sources. (not Wikipedia, Ask.com, etc.)



### Assigning (Transparency)

- Let students know exactly what you are "looking for"/how you will assess the essay.
  - Show students the grading rubric.
    - (Indicate how many points will be deducted for which errors.)
  - Provide students with an essay review form.
  - Show them a sample essay ("A" quality student essay if possible).
    - Get permission from the writer, and remind students not to "parrot" or borrow from the sample.
  - Share common pitfalls/errors students commonly make (failure to explain examples, failure to cite paraphrasing, failure to stick to a thesis, plagiarism.)
  - Provide a "blank" outline.
  - Provide a final checklist.



### Example Review Form

Reviewer \_\_\_\_\_

**Self-Review Form- Research Essay**  
(Completion of this form is not required, but advised.)

Content Issues: Check each requirement that is satisfied.

Paragraph 1 (Introduction)

- Length (5-10 sentences)
- Ide and point are introduced
- All important elements of the poem are summarized
- Thesis statement
- last sentence(s)
- Indicate the theme/overall point of the poem
- Effective and interesting

Comments (What is done well? What could be better?) \_\_\_\_\_

### Example Review Form

Scoring:

1. Each content element that is missing counts 5 points.
2. Each mechanical error counts 1 point.
3. Tired sentences, comma splices, and sentence fragments count 10 points.

Content Score x 2 \_\_\_\_\_

Mechanics Score x 1 \_\_\_\_\_

divided by 3 \_\_\_\_\_

Final Score \_\_\_\_\_

### Example "Blank" Outline

Paragraph 1: Each time in the poem's theme section, the key paragraph is written in order to the theme, and should be on each example.

Topic Sentence (State paragraph's general topic) \_\_\_\_\_

Example 1: (Discuss the thematic example) \_\_\_\_\_

Explain (Explain what effect the thematic example has on the poem) \_\_\_\_\_

Example 2: (Discuss next thematic example) \_\_\_\_\_

Explain (Explain what effect the thematic example has on the poem) \_\_\_\_\_

Example 3: (Discuss next thematic example) \_\_\_\_\_

Explain (Explain what effect the thematic example has on the poem) \_\_\_\_\_

Example 4: (Discuss next thematic example) \_\_\_\_\_


Explain (Explain what effect the thematic example has on the poem) \_\_\_\_\_

Concluding Sentence (Draw a general conclusion based on the content of the paragraph) \_\_\_\_\_

Example Final Checklist	
<p>English 102 Research Essay Final Checklist</p> <p>The following components must be included with, and in, the final draft to receive full credit. These items are listed in a table and organized in the order in which they should be checked.</p> <p>_____ Final Draft (typed, double-spaced)</p> <p>_____ Cover Sheet</p> <p>_____ Thesis Statement (written)</p> <p>_____ Secondary Sources (4-7) (typed, double-spaced, with proper citations and a Works Cited page)</p> <p>_____ Paragraphs (10-12) (typed, double-spaced, with proper topic sentences and transitions)</p> <p>_____ MLA Style (typed, double-spaced, with proper citations and a Works Cited page)</p> <p>_____ Grammar (typed, double-spaced, with proper punctuation and spelling)</p> <p>_____ Formatting (typed, double-spaced, with proper margins and font)</p> <p>_____ Proofreading (typed, double-spaced, with proper corrections)</p> <p>_____ Final Draft (typed, double-spaced, with all corrections)</p> <p>_____ Copy of the Final Draft (typed, double-spaced, with all corrections)</p> <p>_____ Copy of the Final Draft (typed, double-spaced, with all corrections)</p>	

### Assigning (Resources)

- Inform students of resources for help.
  - The Zone
  - Your Office Hours
  - Purdue OWL (For Grammar) [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)
  - Grammarly (For Grammar) <https://www.grammarly.com/grammar-check>
  - Easy Bib, Landmark Citation Machine (For Documentation)
    - Warn students to use these carefully.
  - KC Library Website
    - "Ask a Librarian" feature on the website
    - Request a Library Research Guide for your assignment.
    - Specific Databases (e.g. JSTOR)
    - Request a Library Instructional Class for your assignment.



### Grading

- Grade according to the Student Learning Outcomes for the course and Core Objective Assessment Rubrics applicable to the course and the assignment (e.g. Written Communication, Critical Thinking, etc.)
- Use the Written Communication Core Objective Rubric to guide in assessing writing skills.

Written Communication Core Assessment Rubric (Unity)				
	1 - Beginning	2 - Developing	3 - Competent	4 - Exemplary
Unity	Statement of central idea (position/thesis) cannot be determined. Under the thesis statement and development. Displays inadequate connection of ideas.	Central idea is not clearly stated, is not maintained consistently, or is ambiguous throughout the work. Displays minimal coherence. Displays minimal unity.	Central idea is clearly stated and adequately maintained. Displays adequate coherence. Displays adequate unity.	Central idea is skillfully stated, compelling, and memorable and is consistently maintained. Displays superior unity with a clear strategy for achieving coherence.

Written Communication Core Assessment Rubric (Development/Organization)				
	1 - Beginning	2 - Developing	3 - Competent	4 - Exemplary
Development/Organization	Disorganized and underdeveloped with no transitions or closure. Lacks a logical progression of ideas. Includes no connections or unclear connections, and digression throughout.	Includes organization that is intermittently observable within the context and/or underdeveloped with weak transitions and closure. Shows some logical progression, though it contains some digression or unclear connections.	Includes an introduction, body, and conclusion, with transitions and closure. Displays a logical progression of ideas with little digression or unclear connections.	Includes a strong introduction, body, and conclusion, with clear transitions and a focused closure that collectively make the content cohesive. Displays a logical, well-executed progression of connected ideas.

Written Communication Core Assessment Rubric (Support)				
	1 - Beginning	2 - Developing	3 - Competent	4 - Exemplary
Support	Little or no use of supporting materials/details (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities/sources) that make appropriate reference to information or analysis and minimally support the content.	Limited use of supporting materials/details (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities/sources) that make appropriate reference to information or analysis and partially support the content.	Sufficient use of supporting materials/details (explanations, examples, definitions, theorems, illustrations, statistics, analogies, quotations from relevant authorities/sources) that make appropriate reference to information or analysis and generally support the content.	Skillful use of a variety of types of supporting materials/details (explanations, examples, definitions, theorems, illustrations, statistics, analogies, quotations from relevant authorities/sources) that make appropriate reference to information or analysis and significantly support the content.


Written Communication Core Assessment Rubric (Attribution)				
	1 - Beginning	2 - Developing	3 - Competent	4 - Exemplary
Attribution	Fails to provide attribution	Attribution is included, but not accurately.	Provides attribution when appropriate with few exceptions.	Provides attribution consistently and accurately.

Written Communication Core Assessment Rubric (Language)				
	1 - Beginning	2 - Developing	3 - Competent	4 - Exemplary
Language	Includes excessive errors in mechanics and/or distracting inconsistencies in grammar usage.  Includes word choice, vocabulary, notations, symbols and sentence structure that minimally support the effectiveness of the content.	Includes frequent errors in mechanics and/or inconsistencies in grammar usage.  Includes word choice, vocabulary, notations, symbols and sentence structure that partially support the effectiveness of the content.	Includes few errors in mechanics and mostly consistent grammar usage.  Includes appropriate word choice, vocabulary, notations, symbols and sentence structure that generally support the effectiveness of the content.	Includes clear and consistent grammar usage and mechanics.  Includes appropriate word choice, notations, symbols, sentence structure, and vocabulary that enhance the effectiveness of the content.

Written Communication Core Assessment Rubric (Formatting/Delivery)				
	1 - Beginning	2 - Developing	3 - Competent	4 - Exemplary
Formatting/Delivery	Displays very haphazard use of formatting rules, or work does not follow formatting rules.	Displays inaccurate use of formatting rules, or work does not follow formatting rules correctly.	Displays adequate use of formatting rules with few exceptions.	Displays strong command over formatting rules.


### Grading (Objectivity)

- Be as objective as possible.
- Identify and share with students exactly what will be assessed.
- Assign a certain number of points deducted for specific types of errors.
  - Share your rubric/grading scheme with students along with the initial assignment.
  - Decide this based on the level of the course, the importance of the error in relation to the specific assignment, etc. (Ex. Punctuation = two points, Content = five points)
  - Consider weighting the overall essay score among content, mechanics (grammar, punctuation), and research formatting. (Ex. Content = 75% Research Format = 15%, Mechanics = 10%)




### Grading (Choosing Deductions)

- Mark and deduct discriminatingly.
  - Look for repeated errors (not typos or slips).
  - Look for errors that interfere with understanding.
  - Look for errors that show a failure to follow instructions and meet the critical thinking requirements of the assignment.
  - Look for errors that display serious/obvious flaws in grammatical construction (fragments, run-on/fused sentences, splices, etc.).



### Grading (Make it Manageable)

- Make marking manageable, but do mark.
- Mark and count off for a type of error once. (Avoid punitive grading/nit picking.) (e.g. same word misspelled repeatedly, same comma error repeated)
- Stop counting off at a certain score if the assignment was completed and a good faith effort is displayed (e.g. 50%).
- Stop marking if errors become unmanageable. (e.g. Assign a 50%.)
- Use a Numerical/Coded Marking System. (Show to students.)
  - Ex. Numerical Comment Guide.






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Example Numerical Comment Guide	
Numerical Comment Guide	
Use the following list to describe the numerical value on your record (approximately):	
1-2: Excellent	3-4: Good
5-6: Fair	7-8: Poor
9-10: Very Poor	11-12: Failing
13-14: Failing	15-16: Failing
17-18: Failing	19-20: Failing
21-22: Failing	23-24: Failing
25-26: Failing	27-28: Failing
29-30: Failing	31-32: Failing
33-34: Failing	35-36: Failing
37-38: Failing	39-40: Failing
41-42: Failing	43-44: Failing
45-46: Failing	47-48: Failing
49-50: Failing	51-52: Failing
53-54: Failing	55-56: Failing
57-58: Failing	59-60: Failing
61-62: Failing	63-64: Failing
65-66: Failing	67-68: Failing
69-70: Failing	71-72: Failing
73-74: Failing	75-76: Failing
77-78: Failing	79-80: Failing
81-82: Failing	83-84: Failing
85-86: Failing	87-88: Failing
89-90: Failing	91-92: Failing
93-94: Failing	95-96: Failing
97-98: Failing	99-100: Failing


### Supporting Academic Honesty (Warning)

- Give ample notice/warning.
  - Don't assume that students know definition of plagiarism.
    - Be sure to explain the need to document paraphrasing.
    - Be sure to explain common knowledge vs. material requiring citation.
  - Explain that you will be on the lookout for it.
  - Explain the consequences for it (according to the syllabus).
  - Explain some reasons it happens.
    - Desperation due to procrastination. (Offer a trapdoor.)
    - Consulting secondary sources without recording bibliographic information.
  - Getting too much "help" from those who have already taken the course and completed the assignment.



### Supporting Academic Honesty (Deterring)


- Make the essay assignment as specific and detailed as possible. (required number of paragraphs, required types of secondary sources, topic discussed in a certain order of development)
  - Minimizes the likelihood that canned essays already exist online.
- Offer a sampling of specific secondary sources or require specific secondary sources.
- Require drafting due before final paper.
- Require the use of Blackboard SafeAssign, and allow students to view their originality reports in advance.




### Plagiarism (Detecting)

- SafeAssign in Blackboard
- Google a suspicious passage
- Ask the student specific questions about parts of the essay.

(Consider a lighter penalty for sloppy documentation vs. wholesale cheating.)



### Happy Grading



**APPENDIX H**  
**Written Communication Rubric**  
*Write Your Future*

**QEP WRITTEN COMMUNICATION RUBRIC**

	<b>1 - Beginning</b>	<b>2 – Developing</b>	<b>3 - Competent</b>	<b>4 - Exemplary</b>
<b>Unity (Central Idea)</b>	Statement of central idea (position/thesis) cannot be determined.  Unclear thesis statement and development  Displays inadequate connection of ideas	Central idea is not clearly stated, is not maintained consistently, or is ambiguous throughout the work.  Displays minimal coherence  Displays minimal unity	Central idea is clearly stated and adequately maintained.  Displays adequate coherence  Displays adequate unity	Central idea is skillfully stated, compelling, and memorable and is consistently maintained.  Displays superior unity with a clear strategy for achieving coherence
<b>Development/ Organization (Structure &amp; Flow)</b>	Disorganized and underdeveloped with no transitions or closure  Lacks a logical progression of ideas  Includes no connections or unclear connections, and digression throughout	Includes organization that is intermittently observable within the content and/or underdeveloped with weak transitions and closure  Shows some logical progression, though it contains some digression or unclear connections	Includes an introduction, body, and conclusion, with transitions and closure  Displays a logical progression of ideas with little digression or unclear connections	Includes a strong introduction, body, and conclusion, with clear transitions and a focused closure that collectively make the content cohesive  Displays a logical, well-executed progression of connected ideas

<b>Supporting Information</b>	Little or no use of supporting materials/details (explanations, examples, definitions, theorems, illustrations, statistics, analogy, quotations from relevant authorities/sources) that make appropriate reference to information or analysis and minimally support the content	Limited use of supporting materials/details (explanations, examples, definitions, theorems, illustrations, statistics, analogy, quotations from relevant authorities/sources) that make appropriate reference to information or analysis and partially support the content	Sufficient use of supporting materials/details (explanations, examples, definitions, theorems, illustrations, statistics, analogy, quotations from relevant authorities/sources) that make appropriate reference to information or analysis and generally support the content	Skillful use of a variety of types of supporting materials/details (explanations, examples, definitions, theorems, illustrations, statistics, analogy, quotations from relevant authorities/sources) that make appropriate reference to information or analysis and significantly support the content
<b>Attribution (Citations &amp; References)</b>	Fails to include attribution	Includes attribution, but not accurately	Includes attribution when appropriate with few exceptions	Includes attribution consistently and accurately
<b>Language (Grammar, Punctuation, &amp; Vocabulary)</b>	Includes excessive errors in mechanics and/or distracting inconsistencies in grammar usage  Includes word choice, vocabulary, notations, symbols and sentence structure that minimally support the effectiveness of the content	Includes frequent errors in mechanics and/or inconsistencies in grammar usage  Includes word choice, vocabulary, notations, symbols and sentence structure that partially support the effectiveness of the content	Includes few errors in mechanics and mostly consistent grammar usage  Includes appropriate word choice, vocabulary, notations, symbols and sentence structure that generally support the effectiveness of the content	Includes clear and consistent grammar usage and mechanics  Includes appropriate word choice, notations, symbols, sentence structure, and vocabulary that enhance the effectiveness of the content
<b>Formatting/Delivery</b>	Displays very haphazard use of formatting rules, or work does not follow formatting rules	Displays inaccurate use of formatting rules, or work does not follow formatting rules correctly	Displays adequate use of formatting rules with few exceptions	Displays strong command over formatting rules

**APPENDIX J**  
**Writing Studio Survey**

**Write Your Future**

Writing Studio Student Survey

Today's date: \_\_\_\_\_

Circle the letter by your response.

1. Which characterizes your type of experience with the Writing Studio?

- a. My class went to the Writing Studio.
- b. A Writing Studio tutor came to my class.
- c. I went to the Writing Studio individually.
- d. I went to the Writing Studio with one or more other student(s).
- e. I attended a special group event, such as a *power session*.

2. Your experience took place

- a. in Kilgore
- b. at KC – Longview
- c. at another location: Please indicate the location. \_\_\_\_\_

3. What topic did you and the tutor discuss during your visit?

4. Did you find the visit/event helpful?

- a. Yes
- b. No

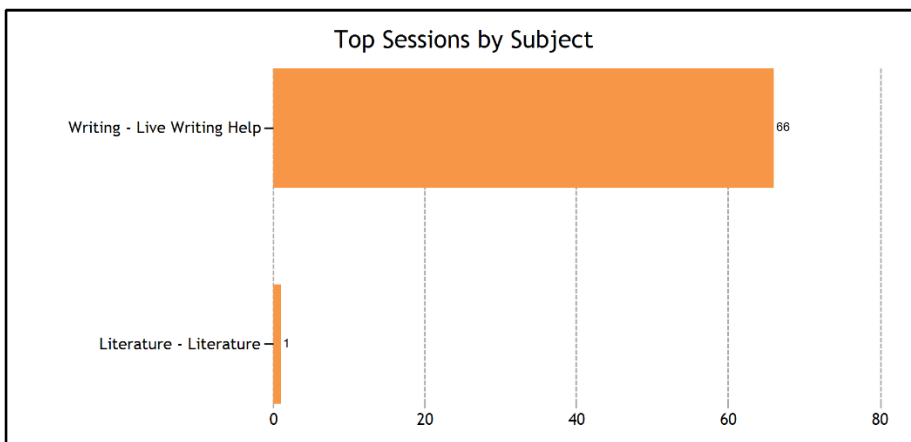
5. How was it helpful, and/or what could we have done to make the visit more helpful?

Thank you for helping us improve our support  
for enhancing your writing.

## APPENDIX K

### Tutor.com Survey Report

Kilgore College - June, 2018



Usage	
<b>TOTAL SERVED</b>	<b>67</b>
- Live one-to-one Sessions	67
Mobile Usage	
<b>TOTAL SERVED</b>	<b>0</b>
- Mobile Live one-to-one Sessions	0
Live one-to-one Sessions	
<b>TOTAL SESSIONS</b>	<b>67</b>
- Literature	1
- Writing	66
<b>TOTAL HOURS</b>	<b>30.93</b>
- Literature	0.08
- Writing	30.85
<b>AVERAGE SESSION LENGTH</b>	<b>27.70</b>
- Literature	4.55
- Writing	28.05
Live one-to-one Sessions by Subject	
<b>Literature</b>	<b>1</b>
Literature - Literature	1
<b>Writing</b>	<b>66</b>
Writing - Live Writing Help	66

Tutoring Hours by Subject		Total Hours
Literature		0.08
Literature - Literature		0.08
Writing		30.85
Writing - Live Writing Help		30.85
User Accounts		
Total Accounts		54
New Accounts Created		47
Live one-to-one Sessions Feedback		
Are you glad your organization offers this service?		88%
Would you recommend this service to a friend?		89%
Is this service helping you complete your homework assignments?		82%
Is this service helping you improve your grades?		79%
Is this service helping you be more confident about your school work?		79%
Comments		
So polite and helpful!		
the system has glitches in it that make it a pain to use. not everyone is tech savvy!		
Thank you so much to Molly D, she allowed me to revise the wording and structure myself, while still nudging me in the correct direction. That is seriously considerate and helpful, I love this site, thank you for the awesome help!!		
Video was a little laggy, everything else worked great.		
Very kind and helpful without spoon feeding information.		
I am one who just needs to turn in my work and take it for what it is worth, I don't do computers.		
Great tutor! Helped me thoroughly with my work.		
It was easy to use and my first time! Overall great it was fun and convenient.		
Thank you very much to Wes, he was absolutely fantastic. never made me feel incompetent while going over it, and he even shared a link with me to attempt to improve with my punctuation. He was fantastic!		
I love how my tutor explained in detail to where I could understand		
She was so helpful and even listened to my explanations.		
Very kind, helpful, and informative!		

## **APPENDIX L**

### **Faculty Professional Development Survey**

#### **Write Your Future**

##### Professional Development Faculty Survey

Today's date: \_\_\_\_\_

1. What is your academic discipline?
2. Who conducted the professional development activity?
3. What topic(s) did the presenter discuss?
4. Was the presentation helpful?
5. How was it helpful, and/or how could it have been more helpful?
6. What QEP professional development presentations would you like to attend in the future?

Thank you for helping us improve our QEP faculty professional development.