



Quality Enhancement Plan

Improving the Academic Performance of High-risk Students
through Learning Support English:
Getting on the “Write” Path

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Dalton State College Quality Enhancement Plan
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Executive Summary

The faculty, staff, and students of Dalton State College, along with stakeholders from the larger community, participated in the selection of the topic for the College's Quality Enhancement Plan (QEP). The institution solicited suggestions and examined the data to determine the area of greatest need: learning support, which is the designation used by the University System of Georgia for its developmental programs. Further analysis of data and constituent input led to the final choice of Learning Support English.

Dalton State College offers learning support coursework in three areas: reading, mathematics, and English (writing). Based on the data, the QEP Committee chose to focus on English because the percentage of students who exit the Learning Support English course in one attempt is the lowest of the three disciplines (52.58% as opposed to 61.7% in math and 66.9% in reading).

In order to help Dalton State students succeed in Learning Support English and in their college careers, the QEP will focus on four goals: to enable students to write error-free sentences, to write well-developed paragraphs, to write effective essays, and to help them become more self-directed learners. The plan will engage students in the following ways: 1) through targeted technology and support in the College's Writing Lab to help them reach writing-specific goals and 2) through assignments to build their skills as self-directed learners and through learning communities with a First-year Experience class to help them navigate the college system and give them the skills to succeed as writers and as students.

The program will be administered and assessed by a QEP director who will also teach Learning Support English. All sections of Learning Support English will be taught by members of a QEP Action TEAM comprised of full-time English faculty members who have demonstrated success in Learning Support English and have expressed enthusiasm for the goals and the methods of the Quality Enhancement Plan. The director will also facilitate and serve as a resource for, and a member of, the TEAM.

Development and Identification of the Topic

Introduction

When Dalton State College set out to select a topic for its Quality Enhancement Plan, the College's priorities were to be sure that the topic was one with a broad positive impact on student learning and to assure that all stakeholders had input into the selection. The College began by soliciting topic suggestions from staff, faculty, students, trustees, and alumni by email. The Director of Institutional Research met with student body representatives, and news releases on the College website and in the local media explained the QEP process and solicited suggestions from the community. The College formed a topic selection committee to weigh the suggestions against student success data in order to identify the areas of greatest need.

Management process

The topic selection committee, formed in 2008, was composed of representatives from all areas of the college: the seven academic schools as they existed at that time (Technology, Business Administration, Education, Sciences and Mathematics, Nursing, Liberal Arts, and Social Work) and administration (Institutional Research, Enrollment Services, Academic Affairs, and Fiscal Affairs). (See Appendix 1 for a roster.) These representatives brought to the table varied and valuable perspectives on Dalton State students' strengths and needs.

In February 2010, a new QEP committee was formed to develop the topic chosen by the topic selection committee. This committee also included broad representation from the College; it, however, was charged with developing the topic and writing the QEP document. At this stage, subject-area expertise and writing ability were important criteria in the selection of committee members. (See Appendix 2 for a roster.)

Obtaining suggestions for the topic

In Spring 2008, the Office of Institutional Research requested topic ideas from the faculty, followed shortly by solicitations to the student body, professional staff, the trustees, and alumni. These were sought by email, in town-hall-style meetings, by press releases, and in person. All constituencies of the College were given the opportunity to participate in the choice of the QEP topic. College constituents in the larger community and the local media were alerted to the

beginning of the process as well through press releases. (See Appendix 3 for a complete list of suggested topics and Appendix 4 for a sample media release documenting the topic selection committee’s efforts.)

Evaluating suggestions

At a QEP topic selection committee meeting in October of 2008, the stakeholder suggestions were weighed, and the committee decided to pursue the following topic for the Quality Enhancement Plan: “Improving the Academic Performance of High-risk Students through Learning Support.” The rationales for this choice were primarily its broad popularity among the College’s stakeholders, its focus on student learning outcomes, the widespread need for learning support coursework among incoming freshmen, and the availability of data showing less than desirable exit rates for learning support students in all three disciplines (reading, English, and math). Representative exit data on learning support students are shown in Table 1 below.

Table 1: Success Rates of Students in Learning Support Classes, 2003-2009

	Percent who exit in one attempt	Percent who exit within two attempts	Percent who exit within three attempts	Percent who never exit (five or more attempts)
English 0098	52.58%	60.28%	61.5%	35.9%
Math 0098	61.7%	68.6%	70.1%	28.56%
Reading 0098	66.9%	72.8%	74.36%	23.16%

Data also showed that, at that time, Dalton State’s population of learning support students was rising at a greater rate than its general enrollment growth (Table 2). Because of this growth in the percentage of Dalton State students who are underprepared for college-level work, the committee determined that improving learning support offerings could have a real impact on the quality of students’ educational experiences.

Table 2: Enrollment in Learning Support Classes, AY2007-AY2011

Academic Term	F06	S07	SU07	F07	S08	SU08	F08	S09	SU09	F09	S10	SU10	F10	S11
Number of Students	23	215	63	338	266	49	359	329	107	443	395	91	463	400
Needing LS English	9													
Percent of Enrollment	5.5	5.3	3.1	7.5	6.2	2.3	7.2	6.7	4.2	7.7	7.1	3.7	7.9	7
Number of Students	74	603	203	762	574	169	907	739	284	1079	907	292	114	935
Needing LS Math	3												7	
Percent of Enrollment	17	14.9	10	16.8	13.5	8	18.2	15.3	11.3	18.9	16.3	11.7	19.5	16.3
Number of Students	20	128	35	242	129	20	302	212	60	374	273	64	361	262
Needing LS Reading	8													
Percent of Enrollment	4.8	3.2	1.7	5.3	3	1	6.1	4.4	2.4	6.5	4.9	2.6	6.1	4.6

Selecting the final topic

When the QEP Committee was formed in February 2010, it began its work in researching and developing the plan. However, as the committee began more in-depth research on learning support students and their success, and as its understanding of the QEP process grew, it became obvious that attempting to address all three disciplines was too large a task in terms of the College's resources and the scope of a QEP. Because a QEP should be sustainable, focused, student-learning centered, and assessable, the decision was made to move from three disciplines to just one.

On examining the data, the committee determined that students' greatest needs were in writing. The 2003-2009 success rates of Dalton State students who successfully exit learning support in the corresponding college freshman-level class are presented in Table 3 below.

Table 3: Success Rates of Students Who Exit Learning Support in the Corresponding Freshman-level Course, 2003-2009

Learning Support Course	Freshman-level Course	Percent who earn a C or better in freshman course within one year of exiting learning support	Percent this represents of the success rate of students not needing learning support
English 0098	English 1101	23%	46.3%
Math 0098	Math 1111	23.4%	50.45%
Reading 0098	Political Science 1101	18.4%	31.6%

It should be noted that relatively few students attempt POLS 1101, the corresponding freshman course, within a year of exiting learning support reading despite being advised to do so. The committee concluded that this issue should be addressed through advising and that it did not necessarily suggest a problem with student success in reading.

Students who exit Learning Support English and math are successful at their respective first-year course at roughly the same rate. However, as Table 1 illustrates, in terms of success rates in the actual learning support classes, English 0098 emerged as the weakest.

Because Learning Support English students were least successful in passing the corresponding freshman-level class (by a small margin) and also least successful in exiting the learning support class even after multiple attempts, and because the literature, discussed in the literature review below, shows that developing writing skills also develops the critical thinking and self-efficacy that are essential to college success, the committee decided by the end of Fall 2010 to revise the topic to “Improving the Academic Performance of High-risk Students through Learning Support English.”

Refining and developing the topic

The QEP Committee began developing its plan for improving student success in Learning Support English in earnest in the fall of 2010. The first step was soliciting feedback from students and faculty who were involved with the course. The Committee held focus group meetings with faculty members who commonly taught English 0098 in Fall 2010. From these it

became clear that the faculty was committed to student success and excited about the opportunity for improvement, but also that many members were unsure of their abilities to use new technology effectively. If the QEP were to involve technology, faculty training would have to be incorporated. Also in the Fall 2010, the Committee began to survey students in English 0098. The survey results, discussed in the review of literature below, made it clear that Learning Support English students at Dalton State would benefit not only from interventions related to writing but also from support aimed at helping them become more self-directed learners.

Starting to develop the topic so long before the actual due date for the plan proved to be a wise decision because many complications would arise in the next academic year. The committee's first obstacle was the illness and untimely death of the committee chair. In July 2010, the committee started to regroup under a new chair and with additional members when two external forces began to influence its work. In August of 2010, the Board of Regents of the University System of Georgia made eight significant changes to learning support policy in the University System's 35 institutions. (See Appendix 5 for the memo on these changes.) These policy changes, designed to be fully implemented in Fall 2012—which is also the date Dalton State's QEP begins—would directly affect Dalton State's learning support program in the following ways:

- Allowing state colleges to choose between open admissions and requiring SAT or ACT scores as part of a Freshman Index for admission; if required, those whose scores do not meet University System requirements will then take the COMPASS for placement in learning support. Dalton State College has chosen to require the SAT.
- Implementing higher minimum entrance, or “exclusion,” scores on the COMPASS. (See Appendix 6 for new scores.)
- Restricting the numbers of attempts for students to exit a learning support discipline.
- Eliminating the 0096¹ levels of reading and English.

¹ In 2006, a lower level of Learning Support English, English 0096, was added for students with COMPASS scores of 60 or below. This addition allowed instructors to focus on those students' developmental needs.

- Limiting the number of learning support classes that a new student could be allowed to take to no more than two—in other words, students needing learning support in all three disciplines would not be admitted. These students could, however, find ways to remediate themselves and retest at a later date, or the institution could provide support for applicants interested in remediation.

All of these changes have the potential to affect the makeup and teaching of learning support students enrolled in system institutions. The test score changes will mean students with a wide range of abilities will be placed into the single Learning Support English class, English 0098. That broader range of abilities in the class will present some challenges, but also provides the College with a unique opportunity to develop a program to fully serve that expanded population. The changes to learning support will also affect the number of students in need of learning support classes, which will make it easier for the College to cap class sizes at the lower numbers supported by the literature on best practices in developmental writing. For example, in Fall 2010 alone, 410 students admitted to Dalton State were in need of three areas of learning support classes, and 199 of the first-time, full-time students who actually enrolled were taking all three learning support disciplines (16.2% of the first-time, full-time enrollment of 1232). None of these students would have been admitted under the new policy. Understanding the changes and assimilating them into the work of the QEP were a major part of the committee's development of the topic.

Furthermore, in February 2011, the legislature and governor of Georgia passed into law changes in the HOPE financial aid program, one of which would eliminate any HOPE monies for learning support classes. HOPE is a merit-based scholarship program funded by the Georgia state lottery; students must graduate from a Georgia high school with a B average to qualify initially and must retain a 3.0 GPA minimum to continue receiving it.

Dalton State has yet to see the full effect of these two modifications to policy—in admissions and funding—on the learning support program, but already, these policy changes have slightly reduced the number of students in learning support classes at Dalton State. For example, the enrollment in English 0096 and 0098 in Fall 2010 was 475, but in Fall 2011 it was 364.

However, Dalton State College will still admit a large number of academically unprepared students who will need concentrated remediation in one or two of the three disciplines. These policy changes have not diminished the College’s commitment to preparing learning support students for continuing their college careers or to an in-depth focus on one of students’ areas of greatest need: college-level writing.

Student Learning Outcomes of the QEP

As an institution committed to broad access to higher education, Dalton State College wants to improve underprepared students’ writing abilities and also use the critical thinking and active engagement inherent in the writing task to help students develop skills that will increase their likelihood of success in all their learning tasks, including writing. Therefore, the College has developed the following student learning outcomes.

Table 4: Student Learning Outcomes

1	Students will be able to identify and to write complete, grammatically correct, appropriately punctuated sentences.
2	Students will be able to write paragraphs with at least one appropriate, concrete example.
3	Students will be able to write essays with clear theses, introductory paragraphs, body paragraphs, and conclusions.
4	Students will exhibit the characteristics of self-directed learners.

These Student Learning Outcomes align seamlessly with the College’s dedicated mission of “provid[ing] broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region’s economic vitality and quality of life.” Furthermore, the QEP actions directly support one mission core commitment, “providing . . . appropriate academic support services.” Simultaneously, the actions embrace the current fourth and fifth overarching strategic goals in the College’s current *Strategic Plan, 2009-2012: Seeking Excellence in Challenging Times*. Most directly, the QEP aligns with Goal IV, “The College will improve

student learning and academic support to ensure student success, to improve retention, and to improve graduation rates” (Linked to *The University System of Georgia Strategic Plan* Goals 1, 2, and 6). Planning Objective IV. 2, which reads, “Improve the academic performance of high-risk students through learning support,” calls for actions like those prescribed in this QEP. More broadly focused, yet still applicable, is Goal V, “The College will renew excellence in undergraduate education by improving teaching quality and by focusing on student achievement of essential learning outcomes for the 21st century (Linked to *The University System of Georgia Strategic Plan* Goals 1, 2, 3, and 6).” Planning Objective V. 2, “Focus on student achievement of essential learning outcomes for the 21st century—[one of these being] written . . . communication,” also requires student achievement and concomitant faculty development that actions in this QEP will provide.

Review of Literature and Best Practices

By examining the connections between writing and student self-efficacy, the current status of writing in the United States, and the status of writing at Dalton State and by surveying students and faculty about what works, the QEP Committee developed long lists of possible actions and approaches. However, before incorporating any of them, the committee examined the following current standards of best practices:

- class size in English and composition instruction,
- technology usage,
- professional development,
- use and support of writing labs,
- use of metacognition and self-evaluation in writing classes, and
- the use of learning communities to support students’ learning, participation, and persistence in writing classes.

This section provides, first, an overview of the links between writing and student self-efficacy – students’ ability to direct their own learning – along with the current concerns about American college students’ and graduates’ writing skills; it then discusses the skills and needs of Dalton State students in particular. Next, this section lays out the research basis for the plan elements in the discussion of best practices in developmental writing instruction.

Developmental Writing and Self-Efficacy

The learning and teaching of writing skills do not occur in isolation from the acquisition of other skills. While rules about grammar and punctuation often occupy a large part of the teaching of developmental writing, writing also involves idea formation, logical thinking, rhetorical thinking, audience sensitivity, and differentiation abilities in word choice, vocabulary, and development—to name a few. However, other abilities that may initially seem outside the cognitive realm must be included.

Malcolm Knowles' work on self-direction in adult learners and Alfred Bandura's theories of self-efficacy are spurring more recognition that college learners draw upon volitional, emotional, personal, and social factors in their learning. The roles of self-efficacy, metacognition, and self-directed learning skills in college learning in general and learning to write in particular are only beginning to be appreciated. As Peter Barbatis concludes after his ethnographic research with underprepared, ethnically diverse developmental students in an urban environment, "It is a serious mistake to limit learning outcomes to only cognitive values" (2010, p. 20). An example of this limiting mistake is to overlook students' beliefs about intelligence and learning: is intelligence fixed or alterable, and is learning an activity that takes effort or one that should be easy? Another example is found in the relationship between students' belief in their ability to accomplish a specific task and actual performance. Pajares found in a review of literature on self-efficacy and writing that "Research findings have consistently shown that writing self-efficacy beliefs and writing performances are related" (2003, p. 144). Teaching students metacognition and self-direction will address both cognitive and affective issues.

Self-directed learning is defined as "a process of learning in which people take the primary responsibility or initiative in the learning experience and as a personal attribute of the learner" (Stockdale & Brockett, 2011, p. 161). Furthermore, in *How Learning Works* (2011), Ambrose et al. list these five characteristics or skills of self-directed learning: "To become self-directed learners, students must learn to assess the demands of the task, evaluate their own knowledge and skills, plan their approach, monitor their progress, and adjust their strategies as needed" (2011, p. 191). In *Developing Learner-Centered Teaching*, based on Mary Ellen Weimer's *Learner-Centered Teaching*, Phyllis Blumberg (2009) stresses that college faculty seeking to

design learner-centered instruction should focus on the role and responsibility of the student in these areas: students should assume responsibility for their own learning; students should develop learning-to-learn skills; students should develop self-awareness of their learning abilities; students should assess their own strengths and weaknesses; students should assess their own learning; and students should develop information literacy skills.

The connection between these skills and writing ability is clear. As the National Commission on Writing (2003) points out, “writing is how students connect the dots in their knowledge.” The act of taking disparate ideas from their own thoughts and/or from the work of others and combining them into a coherent form that others can understand is profound and fundamentally personal. No instructor can tell a student “the answer” when it comes to writing. Instead, each student must formulate his or her own “answer,” in the form of written work, in his or her own way. Writing requires integration: “If students are to make knowledge their own, they must struggle with the details, wrestle with the facts, and rework raw information and dimly understood concepts into language they can communicate to someone else. In short, if students are to learn, they must write” (National Commission on Writing, 2003). In the process, students both build critical thinking skills and develop their ability to take responsibility for their own learning. Because there is no one “right” answer to be memorized, developmental writing students must begin to take responsibility for finding the answers for themselves. Thanks to the complex and uniquely individual nature of the writing task, becoming a college-level writer is inextricably interwoven with both critical thought and self-efficacy. Furthermore, since the shift from being a passive learner of facts to self-efficacy is a difficult one, good writing instruction must provide support for students as they move toward becoming more self-directed learners.

However, developmental students face some obstacles in these areas due to their backgrounds, which often include failures, dropping out of high school, poor preparation even when they did graduate from high school, and being non-native speakers of English. Many are first-generation students or from lower socio-economic backgrounds. Many have not had the experiences and resources needed to acquire or develop the skills self-directed learning involves. For example, Bryan and Simmons (2009) report that first-generation students often have less support, especially from family, for discussing problems encountered in their early college experience.

Data collection at Dalton State College indicates that well over half of incoming freshmen are first-generation students, as indicated in Table 5. Furthermore, in a Fall 2010 survey of learning support students, the QEP Committee also found that almost 19% were non-native speakers of English, and 28.5% have responsibility for caring for a family member. These numbers mirror Boylan’s research (1999).

Table 5: Percentage of First Generation Students, Dalton State College

Academic Year	Percentage of First Generation Students
2004	61%
2005	54%
2006	58%
2007	53%
2008	57%
2009	52%
2010	59%

Writing as a Critical, Vanishing Skill

The ability to write well is a crucial skill in an increasingly connected, increasingly text-based world. Students who cannot express themselves clearly in writing suffer in nearly all their academic work, and poor writers find themselves at a disadvantage in the workplace as well. As electronic communications become more and more prominent, writing skills will only become more critical.

Colleges, the public, and employers alike have become increasingly concerned about the writing abilities of students and college graduates. This concern came long before the publication of *Academically Adrift: Limited Learning on College Campuses* by sociologists Richard Arum and Josipa Roksa (2011), with its claims that 36% of graduates essentially learn nothing in college in terms of cognitive thinking, writing, and analytical abilities. However, their book intensifies the criticisms. Authors of countless studies and surveys have concluded that oral and written communication skills top the list of employers’ requirements for new hires, whether those employees have a high school, college, or graduate school education. However, as Stevens (2005) found, few studies clearly defined “oral and written communication skills.” In her study

of Silicon Valley employers, employees were criticized for poor editing skills, use of “slang,” inadequate attention to detail, lack of coherence, and general unwillingness to approach writing tasks. In addition to numerous studies on the writing abilities of college graduates, research by federal government agencies often points to the problem of poor writing skills in employees (Pope, 2005).

According to the National Commission on Writing (2005), “Writing is a universal responsibility for professional employees” at the state level. Prospective state employees must demonstrate some writing ability to be considered for 80% of professional jobs and 47% of clerical and support positions (National Commission on Writing, 2005). Furthermore, once employed, employees must write well to do the job. All state agencies require employees to write clear emails and memos, and more than half also require employees to undertake much more complex writing tasks such as formal reports, oral presentations, technical reports, legislative analyses, or policy alerts (National Commission on Writing, 2005).

In industry, writing is equally important. The National Commission on Writing surveyed 120 major American corporations in 2004 and discovered that “writing is a ‘threshold skill’” for both employment and promotion, particularly for salaried employees. Half the responding companies report that they take writing into consideration when hiring professional employees. Employers take writing skills so seriously because good writing is critical to clear communications and, thus, to business success. As one respondent told the NCW, “All employees must have writing ability. . . . Manufacturing documentation, operating procedures, reporting problems, lab safety, waste-disposal operations—all have to be crystal clear” (2005).

Despite the importance of writing on the job, many employers report that college graduates and employees lack the skills they need to perform their jobs well. In a survey of blue-chip companies, the National Commission on Writing (2004) found that 34% reported that only one third of their new hires had the writing skills the companies sought. Since these companies generally have their pick in a competitive application process, it seems safe to assume that the problems may be worse in the country as a whole. As one human resources professional surveyed put it, “Recent graduates aren’t even aware when things are wrong (singular/plural

agreement, run-on sentences, and the like). I'm amazed they got through college" (National Council on Writing, 2004).

The State of Writing at Dalton State

Many students come to Dalton State College unprepared for college-level writing. In the last two years, over 7% of DSC's total enrollment has placed into developmental writing in the fall and spring semesters. Students are placed in Learning Support English classes based on their scores on the COMPASS English test, which measures knowledge of grammar, usage, and punctuation but does not require students to provide a writing sample (see Appendix 6 for more information on scores).

Furthermore, data collected by the Humanities Department chair on the success rates of Learning Support English students' in-class work, exit essay performance, and COMPASS final retests show that students still struggle in learning support classes. Georgia Board of Regents and Dalton State policies require Learning Support English students to earn a 70% average in the class in order to attempt the two exit assessments, a 300-word essay written in a 75-minute time frame (which is graded holistically by three instructors) and an acceptable score on a retake of the COMPASS English test. Some students do not earn the 70% average and are therefore ineligible for the exit assessments; some pass the essay but do not earn the required COMPASS score.

These numbers proved to be very important in the development of the plan. For example, in Fall 2010, of the original 208 English 0098 students, only 74% (155) qualified to write the end-of-term essay; 114 passed the exit essay; 112 of those passed the COMPASS on a first or second attempt.² Therefore, only 53.85% of the originally enrolled students exited during that semester (and some of these may have been on their second or third time in the class). As mentioned previously, success rates in English 0098 have hovered around the 50% mark for several years. The QEP will attempt to address how students can qualify to take the end-of-term assessments as

² Under current policy, students may retake the exit essay if their class average is 80% or better, and any student may retake the COMPASS if he or she attends a review session.

well as how they can succeed at the assessments. This is one reason the QEP includes elements related to teaching self-directed learning skills.

The committee also analyzed data from BANNER, Dalton State's student information system, on the withdrawal rates of English 0098 students. The committee found that the official withdrawal rate from English 0098 from 2003-2010 was only 11.24% (319 withdrawals out of 2839 students), so the low (50%) success rates in English 0098 could not be attributed to withdrawal rates alone. It should be noted that Dalton State policy requires that if a student withdraws from one learning support class, he or she must withdraw from all credit courses, which has the effect of reducing the number of official withdrawals. Therefore, many students receive a grade of "Unsatisfactory" because they cease attending but do not officially withdraw. The number of these students in years past cannot be determined. Obviously, withdrawal and dropout rates directly affect the number of students who can exit. Addressing withdrawal rates and implementing strategies that would encourage students to stay in English 0098 as well as their other classes were deemed to be priorities for the QEP.

With the help of the Office of Institutional Research and Planning, the committee administered surveys to all learning support students in Fall 2010 and to Learning Support English students in Spring and Fall 2011 and Spring 2012. Students were asked about demographic information, about perceived reasons for current success and/or past failures, about usage of services and resources available to learning support students (e.g., Writing and Math Labs, textbooks), and about attitudes toward delivery of learning support courses. These responses were helpful in giving the committee direction about elements of the plan. For example, use of the Writing Lab was a positive in that students who did use it found the Lab helpful, but not enough students used it, nor did they use it frequently enough to benefit from the usage. The committee also learned that failure in learning support is often tied to personal factors rather than academic ones. Furthermore, the data revealed useful information about the needs of non-native speakers of English. These data have been incorporated into elements of the plan.

The committee administered a similar survey to former Learning Support English students (Fall 2004 to Summer 2010). This survey did not receive significant numbers of responses, but those

limited responses did mirror many of the concerns expressed through surveys of the current learning support students.

Once students exit Learning Support English, or if they enter the college without a Learning Support English requirement, they succeed as college writers as a whole. The English faculty has worked hard in recent years to improve student learning outcomes in college writing. Excluding withdrawals, roughly 80% of students in English 1101, the first freshman writing class, have succeeded in the course by earning a C or better in every year since the 2005-2006 academic year. Furthermore, even when withdrawals are considered, success rates have remained between 65% and 75%, no small achievement considering that as recently as the 2002-2003 academic year, Dalton State looked on English 1101 as a “killer course,” and the student success rate for that year was 41.9%. Tables 6 and 7 have more information on English 1101 completion rates.

Table 6: Percentage of Students Completing ENGL 1101 with a C or better, excluding withdrawals, 2006 through 2011

Year	# of Students	% passed with C or Better	% Failed (D, F, or WF)
2006-2007	753	590 (78%)	163 (22%)
2007-2008	1,041	829 (80%)	212 (20%)
2008-2009	1,492	1,212 (81%)	280 (19%)
2009-2010	1,693	1,340 (82%)	303 (18%)
2010-2011	1,561	1,229 (79%)	332 (21%)

Table 7: Percentage of Students Completing ENGL 1101 with a C or better, including withdrawals, 2006 through 2011

Year	# of Students	% passed with C or Better	% Failed (D, F, or WF)	W
2006-2007	912	590 (65%)	163 (18%)	159 (17%)
2007-2008	1,238	829 (67%)	212 (17%)	196 (16%)
2008-2009	1,681	1,212 (72%)	280 (17%)	189 (11%)
2009-2010	1,856	1,340 (75%)	303 (16%)	162 (9%)
2010-2011	1,717	1,229 (72%)	332 (19%)	156 (9%)

Introduction to Best Practices in Learning Support Writing

The question “Why learning support writing?” serves as an adjunct to the question of why writing instruction in general is foundational to success in college and life. As mentioned elsewhere, at Dalton State College, success in learning support writing is required for

progression. Furthermore, Dalton State has a longstanding policy that a student who feels that he or she is not ready for English 1101 can “drop back” in the first three weeks to English 0098 without penalty. Learning support writing may be a smart step for a student’s self-efficacy and academic success even when COMPASS scores (which focus on mechanics, not composition) indicate the student is ready for college English. The English faculty at Dalton State is already doing many things well in Learning Support English, but developmental students need and deserve more—especially in terms of instructor attention.

Best Practices in Class Size

As budget cuts, a declining economy, and competing needs challenge colleges and universities, class sizes of composition courses have increasingly become unacceptably large. According to the National Council of Teachers of English’s (NCTE) 1987 position statement on class size and teacher workload, developmental English classes should not have more than 15 students per section, with the Council asserting that “students cannot learn to write without writing.” NCTE argues that large class sizes impede instructors from providing the timely and student-centered responses that are essential to strengthen skills. Faculty members with heavy teaching loads cannot schedule adequate time for one-on-one conferences, for class preparation, or for professional development and research.

In NCTE’s (1999) position statement on class size, the authors argue that for students to become successful writers, they should be given “ample opportunities to engage in writing activities”; “frequent, timely, substantive feedback and assessment of their written and oral work”; “multiple authentic assessments”; and “a fair share of the teacher’s time.” NCTE argues that small class sizes allow students to participate more fully and receive more direct attention and feedback, noting that class size does matter and can “have a major impact on student achievement, behavior, and attention” and that “student achievement increases significantly in classes of fewer than 20.”

The Association of Departments of English’s (ADE) 1992 policy statement on college composition class size reflects similar policy statements by organizations such as the National Junior College Committee and the American Association of University Professors and also

asserts that developmental composition classes should have no more than 15 students per section (ADE, 1992). ADE (1992) argues that if English teachers teach too many sections of composition classes or if these sections are overly large, they do not have sufficient time to provide detailed responses to students' writing. Such responses are particularly important for students in learning support as they typically need more individual assistance and more detailed explanations. In fact, a study at the University of Central Florida (UCF) ("Increasing Student Success," 2010) found that smaller classes make a difference in student success in English composition courses. In the UCF study, some freshman composition courses were capped at 19 "to allow instructors to spend more time providing detailed feedback on student papers." The experimental sections were taught by experienced full-time faculty members who were committed to participating in professional development. Students in the smaller classes were taught metacognitive skills that helped them focus on their awareness of themselves as writers, and all students were given greater access to tutors at the university's writing center. Assessment of student learning outcomes found that students in the redesigned courses "consistently outperformed the old curriculum and that the nineteen-student classes using the new curriculum performed best on measures of higher order thinking."

Best Practices in the Use of Technology

Technology is most effective in helping learning support students when it is used as a supplement to instruction rather than as a primary mode of delivery (Boylan, 2002). According to Boylan (2002), when instructors used computers as the primary means of delivering course information, failure rates increased significantly. Levin and Calcagno (2008) note that technology can help students address their specific "areas of weakness and . . . provide diagnostic feedback and monitoring of progress on a highly individualized basis" (p. 4). Best-practice institutions used technology to provide support, supplemental activities, and practice outside of class, and these institutions understood that some students are not familiar with technology, may not have access to computers or the Internet at home, and need guidance and instruction in using computers and software programs.

Anne Koehler argues in "Special Feature: A New Paradigm for Teaching with Technology" (1998) that "the best methodology for fostering learning will be that which incorporates the

strengths of all available methods” (p. 2). Koehler asserts that learning occurs through doing rather than through absorbing: “The human capacity for spontaneous creativity is the ultimate advantage of the human teacher” (p. 3), who cannot be replaced by technology, but who can use it to further students’ learning.

Thus, best practices suggest that Learning Support English instructors should use technology and that they should use it in context and in addition to other teaching methods. Effective use of technology in learning support composition calls for its integration into the classroom environment and for its use to support the principles taught there. According to Boylan (2002), developmental writing students need “to be engaged in a recurring process of correction and improvement” (p. 85). They need frequent, timely, and specific feedback to modify their learning styles and to identify and break error patterns that have become habitual. Carefully chosen technology can provide this essential, immediate feedback.

One potentially useful technology that may assist developing writers is an automated writing evaluation service such as Write Experience from Cengage or Criterion from ETS, web-based tools that “help students plan, write, and revise essays” while providing fast and reliable feedback on students’ writing and diagnostic feedback on topics such as grammar, mechanics, and usage (ETS, 2011). Automated writing evaluation uses artificial intelligence to analyze drafts of student papers and provide near-instant feedback. This capability has the potential to motivate students, assist with remediation, and increase content mastery and course completion because it enables students to write as many essays and drafts as they wish and to receive immediate, detailed feedback. Students can use this feedback to revise their essays, becoming more self-directed learners with a deeper level of understanding of course content. Based on case studies referenced at the Criterion website (ETS, 2011), use of automated writing assessment has a positive impact on student outcomes in freshman composition courses. At North Carolina Agricultural & Technical State University, students who used Criterion achieved grades half a letter grade higher than those who did not. Other schools also report improvements in student writing and engagement.

Best Practices in Professional Development for Learning Support English

Generally, faculty development includes formal and informal professional experiences, from the orientation of new faculty members, to teaching and learning workshops, to instructional design, and, more recently, to participation in professional learning communities. Changing student demographics and the impact of technology on teaching and learning have created a pressing need for professional development as faculty members struggle to stay abreast of the changes in higher education (Beith, 2006).

According to Guskey (1995), some guidelines for success must be followed when planning and implementing professional development opportunities. They are

- To recognize change as both an individual and an organizational process
- To think big, but start small
- To work in teams to maintain support
- To include procedures for feedback on results
- To provide continuous follow-up, support, and pressure
- To integrate programs

With regard to the effect of professional development on students' learning, a number of studies report that the more professional knowledge teachers have, the higher the levels of student achievement (Educational Testing Service, 1998). Finally, Baker and Smith (1999) identified the following characteristics of professional development as being the most effective in sustaining change in teachers:

- A heavy emphasis on providing concrete, realistic, and challenging goals
- Activities that include both technical and conceptual aspects of instruction
- Support from colleagues
- Frequent opportunities for teachers to witness the effects that their efforts have on student learning

Dalton State’s QEP will incorporate Guskey’s and Baker and Smith’s recommendations.

Also, as instructional costs have risen over the past several decades, the percentage of course sections taught by part-time faculty members in North American colleges and universities has increased steadily (Lyons, 2007). According to Boylan (2002), while there is no evidence that part-time instructors are less successful than full-time instructors in teaching developmental or learning support courses, institutions identified as using best practices had fewer numbers of adjunct instructors than were used by institutions nationally. For this reason, the QEP Action TEAM—a cohort of full-time English 0098 instructors who will be enacting the plan— will not include adjunct instructors for at least the first two years.

Best Practices Involving Writing Labs

Studies of factors associated with student success suggest that greater academic support improves student outcomes. Bradley and Blanco (2010), in a study of colleges and universities with successful retention efforts, found that the most successful institutions all had extensive tutorial centers that were widely used by a large proportion of the student body. Successful programs staffed their tutoring centers with experienced faculty members, and a few of these noted that “the number of contact hours students have with tutors is key” (p. 17). In fact, success rates improved with each additional hour of tutoring, with five hours yielding 80% pass rates in some studies.

According to Boylan (2002), the National Study of Developmental Education found that programs that fully integrated laboratories with classrooms had “significantly higher pass rates in developmental courses” (p. 64). Programs that fully integrated labs with classroom instruction had a number of characteristics:

- Instructors worked directly with laboratory staff to identify how the lab could provide support for the course.
- Laboratories developed or secured materials that “directly related to specific course goals and objectives” (p. 65), supplementing, not replicating, instruction and appealing to “a wide variety of learning styles” (p. 67).

- Instructors required students to complete relevant activities as part of the course requirements.
- Lab work was factored into the course grade.
- Laboratories were located near the classrooms in which the supported courses were taught.

Moreover, integration is more likely to be successful if instructors familiarize themselves with the computer programs and exercises available in the lab and work through these materials themselves. Integration also improves when expectations regarding use of support labs are explicitly stated in course syllabi.

In the University of Central Florida study (“Increasing Student Success,” 2010), the university’s writing center was permitted to hire additional tutors, increasing tutoring slots by 56% and decreasing wait time so that more students could get assistance when they needed it. The researchers concluded that the increased support was beneficial, for students “in the smaller sections using the new pedagogies and extra support earned higher grades and demonstrated increased achievement of learning outcomes than their peers in traditional sections of the same courses.” The research-based best practices in academic support for writing suggested that the plan should include elements requiring increases in tutorial resources in the Writing Lab and increased utilization of these resources.

The results at Dalton State also bear out this research. In the 2010-2011 academic year, the committee compiled data on use of the Writing Lab by students in English 0098 using Accutrak (see Appendix 7). Students who utilized the Writing Lab five or more times per term were more likely to be successful in English 0098. For that reason, the plan will include a requirement that students use the Writing Lab five or more times while enrolled in English 0098, as well as resources to support this requirement.

Finally, it seems that the Writing Lab may be Dalton State’s best way of helping second language learners succeed in Learning Support English. The committee collected data from BANNER about the success of students who self-identify as non-native speakers of English.

Although a significant number of Dalton State students are in this category,³ the committee decided to limit actions related to ESOL students in the plan to Writing Lab support for two reasons. First, receiving a “label” of English as a Second Language at Dalton State is through self-identification in response to the question on the application: “Was English the first language you learned as a child?” A negative response does not indicate when the student began to speak English or his/her proficiency. He or she may have learned English at any age. Second, when ESOL students were segregated into their own classes in the past (ENGL 0975), success rates in those classes were considerably lower than the rates of the general population of English 0098 students. (See Appendix 8.) So, to work with ESOL students concurrently with native speakers, the College will seek one writing lab tutor with a background in working with ESOL students as it hires two additional tutors as part of the QEP.

Best Practices Supporting Metacognition

Metacognition, simply defined, is the act of thinking about one’s own thought processes. In an educational context, the term refers to active participation in learning, planning one’s learning, actively evaluating one’s own skills and needs, and working to improve where improvement is needed. According to Whelan (2011), a University of California at Los Angeles longitudinal national study of some 200,000 freshmen found that first-year students are becoming more and more “overwhelmed” and that many do not have the decision-making and self-management skills necessary for success. Whelan stresses the importance of educators’ teaching self-efficacy skills to a generation of students whose parents have too quickly come to the rescue to fix their children’s problems for them. Self-efficacy activities may be especially important for learning support students. Boylan (2002) asserts that “monitoring student performance is an important component of successful developmental programs” (p. 58). In order to engage students in this monitoring of their progress and help them develop ownership of their own learning, Action TEAM faculty members will ensure that students receive grade updates at least biweekly, either in printed form or through the College’s Learning Management System.

³ 580 of 4974, or 11%, in Spring 2012.

As the committee began to consider the value of such monitoring in supporting students' engagement in Learning Support English, it looked at data from the institutionally administered Student Readiness Inventory (SRI). The data showed that incoming students at DSC lack a realistic picture of the college experience, their own abilities, and self-efficacy. Dalton State's freshmen students ranked their own abilities in the various categories of the SRI as much higher than the norm; however, their entrance scores on the COMPASS and their own performance contradict this self-assessment. These data led the committee to include as one of the QEP's student learning outcomes that students move toward becoming self-directed learners. The College will measure engagement and self-direction within the Learning Support English classroom as part of the assessment of the plan. (For more information on classroom metrics, see the Assessment section below.) With the research in best practices in mind, the QEP Committee chose to include instruction in and assessment of self-directed learning skills in the plan. The primary plan elements that will deal with self-directed learning are 1) the learning community model, pairing the English 0098 course with a required First-year Experience course (FYES 1000) which will, like the English course, enroll only twenty students and 2) the use of an automated writing evaluation tool that gives feedback to the students during the writing process.

Best Practices Employing Learning Communities

Learning communities are another way to help students develop as self-directed learners. These communities can involve students being exposed to classes in their majors in the first semester, multi-section cohorts, cross-disciplinary team teaching, or residence hall study groups. Learning communities are widely held as a best practice that enhances student retention (Tinto, 1997, 2006). Additionally, significant relationships can be developed through first-year-experience classes, although these courses are also designed for teaching study and college adaptation skills, and many models are in use across the United States. Learning support students are more likely to need first-year experience courses since academic vocabulary ("GPA," "section number") and policies are more often misunderstood or not understood at all by this population (Boylan, 2002).

The improvements being made to the English 0098/FYES learning community through the QEP are in line with recommendations by Ambrose et al. (2011) for shifting the responsibility of learning to the student: "provide opportunities for self-assessment, (p. 206), "provide activities

that require students to reflect on their performances, (p. 210), and “broaden students’ understanding of learning” (p. 212). The learning communities will pair English 0098 and First-year Experience (FYES 1000) sections while requiring all Learning Support English students to take FYES 1000. Prior to the 2012-2013 AY, College policy did not automatically require FYES 1000 for learning support students, and few English 0098 students took that class (13 of 165 in Fall 2011). One of the measures of self-direction used by the QEP is the successful meeting of FYES outcome 1. In addition to the students’ successful completion of FYES 1000, the FYES instructors will work with the English 0098 faculty members to incorporate writing tasks related to self-direction in learning writing skills, and the English 0098 faculty will incorporate essay topics related to First-year Experience material. In some instances, the English 0098 and FYES 1000 instructors will be the same.

Actions to Be Implemented

Implementation of the QEP will involve diverse campus constituents. The QEP director will work with the Office of Institutional Research, the Office of Computing and Information Services, the coordinator of Learning Support, the Center for Academic Excellence, the director and instructors of First-year Experience, the Testing Center, the Writing Lab coordinator, the chair of Humanities, and the Action TEAM. She will also serve on the campus-wide Strategic Planning Committee as the College begins its new three-year plan in 2012. The QEP is also being incorporated into Dalton State’s Complete College Georgia plan as an action under the “Transforming Remediation” strategy. As the table below illustrates, Dalton State’s QEP will take a multi-pronged approach to improving the writing skills and the long-term academic performance of students in its Learning Support English courses:

Table 8: Actions to be Implemented

Development Phase					
Overarching strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
English 0098 taught by experts on a dedicated Action TEAM	SLOs 1-3 ⁴	Survey of and focus groups with all faculty members teaching Learning Support English	QEP Committee, QEP Committee Chair	Spring and Fall 2011	Faculty feedback, QEP document
		Recruitment of Action TEAM	QEP Committee Chair	Summer 2011-Fall 2012	Team roster/ meetings in Fall 2012 completed
		Rubric developed for diagnostic and end-of-term essays	Action TEAM	Fall 2011-Spring 2012	Pilot use of rubric for end-of-term essay grading in Spring and Summer 2012
		Action TEAM trained on Write Experience and data collection	QEP editor (rising QEP director)	Spring 2012 and Summer 2012	Survey of Action TEAM
		Syllabus for English 0098 revised to reflect the QEP and approved by English faculty	QEP Action TEAM, QEP Committee Chair, QEP editor, Chair, Department of Humanities	Spring 2012	New syllabus adopted at Spring departmental meeting
Implement best practices to support self-efficacy and persistence among students enrolled in ENGL 0098	SLO 4 ⁵	Research and write up best practices	QEP Committee	Fall 2010-Fall 2011	QEP document

⁴ SLOs 1-3: 1. Students will be able to identify and to write complete, grammatically correct, appropriately punctuated sentences. 2. Students will be able to write paragraphs with at least one appropriate, concrete example. 3. Students will be able to write essays with clear theses, introductory paragraphs, body paragraphs, and conclusions.

⁵ SLO 4: Students will exhibit the characteristics of self-directed learners.

Development Phase, Cont.					
Overarching strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
<i>Continued:</i> Implement best practices to support self-efficacy and persistence among students enrolled in ENGL 0098		Adopt requirement that ENGL 0098 students be enrolled in a paired ENGL 0098/ FYES 1000 learning community (proposal to college Academic Council, revision of catalog)	QEP Committee Chair, Academic Council, Dean of Liberal Arts	Spring 2012	New catalog description of learning communities
<i>Continued:</i> Implement best practices to support self-efficacy and persistence among students enrolled in ENGL 0098	SLO 4	Choose and implement appropriate instructional technology for automated writing evaluation	QEP editor (rising QEP director), Action TEAM	Spring 2011- Spring 2012	Student surveys and faculty feedback on automated writing evaluation software/ faculty symposium at Dalton State College Teaching and Learning Conference
		Arrange for all sections of ENGL 0098 to be taught in or have access to a dedicated computer lab for Plan year 1	QEP Committee Chair, QEP editor, Chair, Department of Humanities	Spring 2012	Course listings in BANNER/ schedule of courses
Increase service capabilities of the Writing Lab	SLOs 1-3	Write job description, advertise, and hire for additional tutors	QEP Committee Chair, Dean of Liberal Arts, Chair of Humanities, Writing Lab coordinator	Fall 2011 - Summer 2012	Job description/ tutors identified
Guarantee more manageable class sizes so that instructors can more closely meet students' needs.	SLOs 1-3	Research and write up best practices in class size	QEP Committee	Fall 2010-Fall 2011	QEP document

Development Phase, Cont.					
Overarching strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
<i>Continued:</i> Guarantee more manageable class sizes so that instructors can more closely meet students' needs.		Revise course description for approval by the College's Academic Council limiting class sizes to 20 in Plan years 1 and 2	QEP Committee Chair, Dean of Liberal Arts	Spring 2012	New catalog description/ class size limit of 20 in BANNER
Grant oversight and responsibility for assessment to a QEP director who is a content area expert as well as fully knowledgeable of the QEP process	Administrative Function	Write job description ⁶ , advertise, and hire director	QEP Committee Chair, Chair of Department of Humanities, Dean of Liberal Arts, Vice President of Academic Affairs	Fall 2011 - Spring 2012	Job description/ director identified
Develop and implement a marketing plan to ensure that all stakeholders are fully apprised of the QEP and its goals.	Administrative Function	Publicize through website, campus <i>eQuill</i> newsletter, <i>Roadrunner</i> student paper, posters across campus	QEP Committee Chair, QEP editor, student paper advisor and editor, Marketing and Communications	Ongoing beginning in Fall 2010	Copies of publications/ website
		Faculty town hall meetings	QEP Committee Chair, QEP editor	Spring 2012	Faculty feedback
		Presentation of QEP at full faculty meeting	QEP Committee Chair, QEP editor	Spring 2012	Faculty feedback
		Launch party for students	QEP Committee Chair, Student Affairs, Marketing and Communications	Fall 2012	Publicity/ student surveys

⁶ See Appendix 9 for job description

Plan year 1					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
English 0098 taught by experts on a dedicated Action TEAM	SLOs 1-3/ Administrative Function	Ongoing technology training for Action TEAM	QEP director, QEP Action TEAM	Year-round	TEAM survey, SACS course assessments/ QEP Annual Progress Report
		Regular meetings of “book club” for professional development in developmental writing and/or student self-efficacy	QEP director, QEP Action TEAM	Fall and Spring semesters	TEAM survey, QEP Annual Progress Report
		Attendance at a developmental education conference by TEAM members and sharing of new ideas and learning with the TEAM	QEP director, one additional TEAM member	Fall or Spring semester, ongoing implementation	QEP Annual Progress Report
		Regular Action TEAM meetings to plan, share strategies, and learn from fellow TEAM members	QEP director, TEAM members, invited guests or presenters	Fall and Spring semesters	QEP Annual Progress Report
Student writing and proofreading skills fostered and consistently evaluated	SLOs 1-3/ Administrative Function	Student development measured through pre- and post- essays graded by a common rubric	Individual instructors (diagnostic essay), English faculty as a whole in blind grading (exit essay)	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report

Plan year 1, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
<i>Continued:</i> Student writing and proofreading skills fostered and consistently evaluated	SLOs 1-3/ Administrative Function	Student development measured through pre- and post-test of grammar and editing skills (COMPASS)	Testing Center	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report
		Students enrolled in English 0098 required to utilize an automated writing evaluation service for feedback on revision and proofreading	QEP Action TEAM	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report
		Students enrolled in English 0098 required to make at least five targeted visits to the Writing Lab during the semester, with at least one interaction with a tutor	QEP Action TEAM	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report
		Students enrolled in English 0098 required to complete at least one practice COMPASS test to strengthen proofreading skills	QEP Action TEAM	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report

Plan year 1, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
Implement best practices to support self-efficacy and persistence among students enrolled in ENGL 0098	SLO 4	Implement requirement that ENGL 0098 students be enrolled in a paired ENGL 0098/ FYES 1000 learning community	QEP Committee Chair, Academic Council, Dean of Liberal Arts, Academic advisors campus-wide	Fall 2012	Banner records
		Implement appropriate instructional technology for automated writing evaluation	QEP director, Action TEAM	Fall 2012	Course syllabi, Student surveys and faculty feedback on Write Experience (automated writing evaluation software)
		Purchase and outfit roving laptop cart for ENGL 0098	QEP director, Office of Computing and Information Services	Spring 2013	Financial records, student surveys about laptops
		ENGL 0098 to be taught at least part-time in a dedicated computer lab for Plan year 1	QEP director, Chair, Department of Humanities, Office of the Registrar	Fall 2012	Course listings in BANNER/ schedule of courses
		Provide students in English 0098 with progress reports at least biweekly.	QEP Action TEAM	Ongoing	QEP Annual Progress Report

Plan year 1, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
Increase service capabilities of the Writing Lab	SLOs 1-3	Hire tutors ⁷ and expand Writing Lab hours to 8-8, Monday through Thursday	Writing Lab coordinator, QEP director, Writing Lab tutors	Fall 2012	Coverage in the Writing Lab expanded to 8-8 Monday through Thursday in Fall 2012
		Provide a Writing Lab orientation for all students enrolled in ENGL 0098	Action TEAM, Writing Lab coordinator, Writing Lab tutor	Ongoing	QEP Annual Progress Report
Guarantee more manageable class sizes so that instructors can more closely meet students' needs.	SLOs 1-3	Reduce class sizes in ENGL 0098/FYES 1000 learning communities to 20	Registrar, QEP director, FYES director	Fall 2012	Banner records
Grant oversight and responsibility for assessment to a QEP director who is a content area expert as well as fully knowledgeable of the QEP process	Administrative Function	Assess activities, maintain data, collect, archive and store SACS course assessments, and write a QEP Annual Progress Report	QEP director	Ongoing	QEP Annual Progress Report
Implement a marketing plan to ensure that all stakeholders are fully apprised of the QEP, its goals, and ongoing progress.	Administrative Function	Publicize through website, campus <i>eQuill</i> newsletter, <i>Roadrunner</i> student paper, and other venues or communication outlets as appropriate	QEP director, <i>Roadrunner</i> advisor and editor, Marketing and Communications	Ongoing beginning in Fall 2012	Copies of publications/ website
		Re-presentation of QEP at full faculty meeting	QEP director	Fall 2012	Faculty feedback

⁷ See Appendix 10 for tutor job description

Plan year 1, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
<i>Continued:</i> Implement a marketing plan to ensure that all stakeholders are fully apprised of the QEP, its goals, and ongoing progress.		Launch party for students	Advisory Committee Chair, QEP director, Marketing and Communications	Fall 2012	Publicity/ student surveys
Convene a QEP Advisory Committee to work with the QEP director	Administrative Function	Meet monthly in fall and spring semesters or as needed	QEP director, QEP Advisory Committee	Ongoing	Committee minutes, QEP Annual Progress Report

Plan year 2					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
English 0098 taught by experts on a dedicated Action TEAM	SLOs 1-3/ Administrative Function	Ongoing technology training for Action TEAM	QEP director, QEP Action TEAM	Year-round	TEAM survey, QEP Annual Progress Report
		Regular meetings of “book club” for professional development in developmental writing and/or student self-efficacy	QEP director, QEP Action TEAM	Fall and Spring semesters	TEAM survey, QEP Annual Progress Report
		Attendance at a developmental education conference by TEAM members and sharing of new ideas and learning with the TEAM	Two QEP Action TEAM members	Fall or Spring semester, ongoing implementation	QEP Annual Progress Report
		Regular Action TEAM meetings to plan, share strategies, and learn from fellow TEAM members	QEP director, TEAM members, invited guests or presenters	Fall and Spring semesters	QEP Annual Progress Report
Student writing and proofreading skills fostered and consistently evaluated	SLOs 1-3/ Administrative Function	Student development measured through pre- and post- essays graded by a common rubric	Individual instructors (diagnostic essay), English faculty as a whole in blind grading (exit essay)	Fall, Spring, and Summer semesters	End-of-Term essay rubric, SACS course assessments, QEP Annual Progress Report
		Student development measured through pre- and post-test of grammar and editing skills (COMPASS)	Testing Center	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report

Plan year 2, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
<i>Continued:</i> Student writing and proofreading skills fostered and consistently evaluated		Require students enrolled in English 0098 to utilize an automated writing evaluation service for feedback on revision and proofreading	QEP Action TEAM	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report
		Require students enrolled in English 0098 to make at least five targeted visits to the Writing Lab during the semester, with at least one interaction with a tutor	QEP Action TEAM	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report
		Require students enrolled in English 0098 to complete at least one practice COMPASS test to strengthen proofreading skills	QEP Action TEAM	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report
Implement best practices to support self-efficacy and persistence among students enrolled in ENGL 0098	SLO 4	Continue requirement that ENGL 0098 students be enrolled in a paired ENGL 0098/ FYES 1000 learning community	QEP director, Academic advisors campus-wide	Fall 2013	Banner records
		Continue use of appropriate instructional technology for automated writing evaluation	QEP director, Action TEAM	Fall 2013	Course syllabi, Student surveys and faculty feedback on Write Experience or TEAM-chosen alternative automated writing evaluation software

Plan year 2, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
<i>Continued:</i> Implement best practices to support self-efficacy and persistence among students enrolled in ENGL 0098		ENGL 0098 to be taught with roving laptop lab or in a dedicated computer lab	QEP director, Chair, Department of Humanities, Office of the Registrar	Fall 2013	Course listings in BANNER/ schedule of courses
		Provide students in English 0098 with progress reports at least biweekly.	QEP Action TEAM	Ongoing	QEP Annual Progress Report
Increase service capabilities of the Writing Lab	SLOs 1-3	Expand Writing Lab hours to 8-8 Monday-Thursday and add some Friday hours	Writing Lab coordinator, QEP director, Writing Lab tutors	Fall 2013	Coverage in the Writing Lab expanded to 8-8 Mon-Thurs and some Friday hours in Fall 2012
Guarantee more manageable class sizes so that instructors can more closely meet students' needs.	SLOs 1-3	Maintain class sizes in ENGL 0098/FYES 1000 learning communities at a maximum of 20	Registrar, QEP director, FYES director	Fall 2013	Banner records
Grant oversight and responsibility for assessment to a QEP director who is a content area expert as well as fully knowledgeable of the QEP process	Administrative Function	Assess activities, maintain data, collect, archive and store SACS course assessments, and write QEP Annual Progress Report	QEP director	Ongoing	QEP Annual Progress Report
Implement a marketing plan to ensure that all stakeholders are fully apprised of the QEP, its goals, and ongoing progress.	Administrative Function	Publicize through website, campus <i>eQuill</i> newsletter, <i>Roadrunner</i> student paper, and other venues or communication outlets as appropriate	QEP director, student paper advisor and editor, Marketing and Communications	Ongoing	Copies of publications/ website, QEP Annual Progress Report

Plan year 2, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
Convene a QEP Advisory Committee to work with the QEP director	Administrative Function	Meet monthly in fall and spring semesters or as needed	QEP director, QEP Advisory Committee	Ongoing	Committee minutes, QEP Annual Progress Report

Plan year 3					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
English 0098 taught by experts on a dedicated Action TEAM	SLOs 1-3/ Administrative Function	Ongoing technology training for Action TEAM	QEP director, QEP Action TEAM	Ongoing	TEAM survey, SACS course assessments/ QEP Annual Progress Report
		Regular meetings of “book club” for professional development in developmental writing and/or student self-efficacy	QEP director, QEP Action TEAM	Fall and Spring semesters	TEAM survey, QEP Annual Progress Report
		Attendance at a developmental education conference by TEAM members and sharing of new ideas and learning with the TEAM	Two QEP Action TEAM members	Fall or Spring semester, ongoing implementation	QEP Annual Progress Report
		Regular Action TEAM meetings to plan, share strategies, and learn from fellow TEAM members	QEP director, TEAM members, invited guests or presenters	Fall and Spring semesters	QEP Annual Progress Report
		Additional/replacement TEAM members identified and recruited as needed	QEP director, QEP Advisory Committee, Action TEAM	Ongoing	QEP Annual Progress Report
Student writing and proofreading skills fostered and consistently evaluated	SLOs 1-3/ Administrative Function	Student development measured through pre- and post- essays graded by a common rubric	Individual instructors (diagnostic essay), English faculty as a whole in blind grading (exit essay)	Fall, Spring, and Summer semesters	End-of-Term essay rubric, SACS course assessments, QEP Annual Progress Report

Plan year 3, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
<i>Continued:</i> Student writing and proofreading skills fostered and consistently evaluated	SLOs 1-3/ Administrative Function	Student development measured through pre- and post-test of grammar and editing skills (COMPASS)	Testing Center	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report
		Require students enrolled in English 0098 to utilize an automated writing evaluation service for feedback on revision and proofreading	QEP Action TEAM	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report
		Require students enrolled in English 0098 to make at least five targeted visits to the Writing Lab during the semester, with at least one interaction with a tutor	QEP Action TEAM	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report
		Require students enrolled in English 0098 to complete at least one practice COMPASS test to strengthen proofreading skills	QEP Action TEAM	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report
Implement best practices to support self-efficacy and persistence among students enrolled in ENGL 0098	SLO 4	Continue requirement that ENGL 0098 students be enrolled in a paired ENGL 0098/ FYES 1000 learning community	QEP Committee Chair, Academic Council, Dean of Liberal Arts, Academic advisors campus-wide	Fall 2013	Banner records

Plan year 3, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
<i>Continued:</i> Implement best practices to support self-efficacy and persistence among students enrolled in ENGL 0098		Continue use of appropriate instructional technology for automated writing evaluation	QEP director, Action TEAM	Fall 2013	Course syllabi, Student surveys and faculty feedback on Write Experience or TEAM-chosen alternative automated writing evaluation software
		ENGL 0098 to be taught with roving laptop lab or in a dedicated computer lab	QEP director, Chair, Department of Humanities, Office of the Registrar	Fall 2013	QEP Annual Progress Report
		Provide students in English 0098 with progress reports at least biweekly.	QEP Action TEAM	Ongoing	QEP Annual Progress Report
Increase service capabilities of the Writing Lab	SLOs 1-3	Continue expanded Writing Lab hours to 8-8 Monday - Thursday and some Friday hours	Writing Lab coordinator, QEP director	Fall 2013	Writing Lab schedule, QEP Annual Progress Report
Guarantee more manageable class sizes so that instructors can more closely meet students' needs.	SLOs 1-3	Reduce class sizes in ENGL 0098/FYES 1000 learning communities to a maximum of 18	Academic Council, Registrar, QEP director, FYES director	Fall 2013	Banner records
Grant oversight and responsibility for assessment to a QEP director who is a content area expert as well as fully knowledgeable of the QEP process	Administrative Function	Assess activities, maintain data, collect, archive and store SACS course assessments, and write QEP Annual Progress Report	QEP director	Ongoing	QEP Annual Progress Report

Plan year 3, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
Implement a marketing plan to ensure that all stakeholders are fully apprised of the QEP, its goals, and ongoing progress.	Administrative Function	Publicize through website, campus <i>eQuill</i> newsletter, <i>Roadrunner</i> student paper, and other venues or communication outlets as appropriate	QEP director, student paper advisor and editor, Marketing and Communications	Ongoing	Copies of publications/ website, QEP Annual Progress Report
Convene a QEP Advisory Committee to work with the QEP director	Administrative Function	Meet monthly in fall and spring semesters or as needed	QEP director, QEP Advisory Committee	Ongoing	Committee minutes, QEP Annual Progress Report

Plan year 4					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
English 0098 taught by experts on a dedicated Action TEAM	SLOs 1-3/ Administrative Function	Ongoing technology training for Action TEAM	QEP director, QEP Action TEAM	Ongoing	TEAM survey, SACS course assessments/ QEP Annual Progress Report
		Regular meetings of “book club” for professional development in developmental writing and/or student self-efficacy	QEP director, QEP Action TEAM	Fall and Spring semesters	TEAM survey, QEP Annual Progress Report
		Attendance at a developmental education conference by TEAM members and sharing of new ideas and learning with the TEAM	Two QEP Action TEAM members	Fall or Spring semester, ongoing implementation	QEP Annual Progress Report
		Regular Action TEAM meetings to plan, share strategies, and learn from fellow TEAM members	QEP director, TEAM members, invited guests or presenters	Fall and Spring semesters	QEP Annual Progress Report
		Additional/replacement TEAM members identified and recruited as needed	QEP director, QEP Advisory Committee, Action TEAM	Ongoing	QEP Annual Progress Report
Student writing and proofreading skills fostered and consistently evaluated	SLOs 1-3/ Administrative Function	Student development measured through pre- and post- essays graded by a common rubric	Individual instructors (diagnostic essay), English faculty as a whole in blind grading (exit essay)	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report
		Student development measured through pre- and post-test of grammar and editing skills (COMPASS)	Testing Center	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report

Plan year 4, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
<i>Continued:</i> Student writing and proofreading skills fostered and consistently evaluated		Require students enrolled in English 0098 to utilize an automated writing evaluation service for feedback on revision and proofreading	QEP Action TEAM	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report
		Require students enrolled in English 0098 to make at least five targeted visits to the Writing Lab during the semester, with at least one interaction with a tutor	QEP Action TEAM	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report
		Require students enrolled in English 0098 to complete at least one practice COMPASS test to strengthen proofreading skills	QEP Action TEAM	Fall, Spring, and Summer semesters	SACS course assessments, QEP Annual Progress Report
Implement best practices to support self-efficacy and persistence among students enrolled in ENGL 0098	SLO 4	Continue requirement that ENGL 0098 students be enrolled in a paired ENGL 0098/ FYES 1000 learning community	QEP director, Academic advisors campus-wide	Fall 2015	Banner records

Plan year 4, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
<i>Continued:</i> Implement best practices to support self-efficacy and persistence among students enrolled in ENGL 0098		Continue use of appropriate instructional technology for automated writing evaluation	QEP director, Action TEAM	Fall 2015, Spring and Summer 2016	Course syllabi, Student surveys and faculty feedback on Write Experience or TEAM-chosen alternative automated writing evaluation software
		ENGL 0098 to be taught with roving laptop lab or in a dedicated computer lab	QEP director, Chair, Department of Humanities, Office of the Registrar	Fall 2015, Spring and Summer 2016	Course listings in BANNER/ schedule of courses
		Provide students in English 0098 with progress reports at least biweekly.	QEP Action TEAM	Ongoing	QEP Annual Progress Report
Increase service capabilities of the Writing Lab	SLOs 1-3	Continue Writing Lab hours to 8-8 Monday- Thursday and some Friday hours	Writing Lab coordinator, QEP director, Writing Lab tutors	Fall 2014	Writing Lab schedule, QEP Annual Progress Report
Implement best practices to support self-efficacy and persistence among students enrolled in ENGL 0098	SLO 4	Continue requirement that ENGL 0098 students be enrolled in a paired ENGL 0098/ FYES 1000 learning community	QEP Committee Chair, Academic Council, Dean of Liberal Arts, Academic advisors campus-wide	Fall 2014	Banner records
		Continue use of appropriate instructional technology for automated writing evaluation	QEP director, Action TEAM	Fall 2014	Course syllabi, Student surveys and faculty feedback on Write Experience or TEAM-chosen alternative automated writing evaluation software

Plan year 4, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
<i>Continued:</i> Implement best practices to support self-efficacy and persistence among students enrolled in ENGL 0098		ENGL 0098 to be taught with roving laptop lab or in a dedicated computer lab for Plan year 1	QEP director, Chair, Department of Humanities, Office of the Registrar	Fall 2014	Course listings in BANNER/ schedule of courses
		Provide students in English 0098 with progress reports at least biweekly.	QEP Action TEAM	Ongoing	QEP Annual Progress Report
Increase service capabilities of the Writing Lab	SLOs 1-3	Continue Writing Lab hours to 8-8 Monday- Thursday and some Friday hours	Writing Lab coordinator, QEP director	Fall 2015, Spring 2016	Writing Lab schedule, QEP Annual Progress Report
Guarantee more manageable class sizes so that instructors can more closely meet students' needs.	SLOs 1-3	Maintain class sizes in ENGL 0098/FYES 1000 learning communities at a maximum of 18	Registrar, QEP director, FYES director	Fall 2015 - Summer 2016	Banner records
Grant oversight and responsibility for assessment to a QEP director who is a content area expert as well as fully knowledgeable of the QEP process	Administrative Function	Assess activities, maintain data, collect, archive and store SACS course assessments, and write QEP Annual Progress Report	QEP director	Ongoing	QEP Annual Progress Report
Implement a marketing plan to ensure that all stakeholders are fully apprised of the QEP, its goals, and ongoing progress.	Administrative Function	Publicize through website, campus eQuill newsletter, Roadrunner student paper, and other venues or communication outlets as appropriate	QEP director, student paper advisor and editor, Marketing and Communications	Ongoing	Copies of publications/ website
Convene a QEP Advisory Committee to work with the QEP director	Administrative Function	Meet monthly in fall and spring semesters or as needed	QEP director, QEP Advisory Committee	Ongoing	Committee minutes, QEP Annual Progress Report

Plan year 5					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
English 0098 taught by experts on a dedicated Action TEAM	SLOs 1-3/ Administrative Function	Ongoing technology training for Action TEAM	QEP director, QEP Action TEAM	Year-round	TEAM survey, SACS course assessments/ QEP Impact Report
		Regular meetings of “book club” for professional development in developmental writing and/or student self-efficacy	QEP director, QEP Action TEAM	Fall and Spring semesters	TEAM survey, QEP Impact Report
		Attendance at a developmental education conference by TEAM members and sharing of new ideas and learning with the TEAM	Two QEP Action TEAM members	Fall or Spring semester, ongoing implementation	QEP Impact Report
		Regular Action TEAM meetings to plan, share strategies, and learn from fellow TEAM members	QEP director, TEAM members, invited guests or presenters	Fall and Spring semesters	QEP Impact Report
Student writing and proofreading skills fostered and consistently evaluated	SLOs 1-3/ Administrative Function	Student development measured through pre- and post- essays graded by a common rubric	Individual instructors (diagnostic essay), English faculty as a whole in blind grading (exit essay)	Fall, Spring, and Summer semesters	SACS course assessments, QEP Impact Report
		Student development measured through pre- and post-test of grammar and editing skills (COMPASS)	Testing Center	Fall, Spring, and Summer semesters	SACS course assessments, QEP Impact Report

Plan year 5, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
<i>Continued:</i> Student writing and proofreading skills fostered and consistently evaluated	SLOs 1-3/ Administrative Function	Require students enrolled in English 0098 to utilize an automated writing evaluation service for feedback on revision and proofreading	QEP Action TEAM	Fall, Spring, and Summer semesters	SACS course assessments, QEP Impact Report
		Require students enrolled in English 0098 to make at least five targeted visits to the Writing Lab during the semester, with at least one interaction with a tutor	QEP Action TEAM	Fall, Spring, and Summer semesters	SACS course assessments, QEP Impact Report
		Require students enrolled in English 0098 to complete at least one practice COMPASS test to strengthen proofreading skills	QEP Action TEAM	Fall, Spring, and Summer semesters	SACS course assessments, QEP Impact Report
Implement best practices to support self-efficacy and persistence among students enrolled in ENGL 0098	SLO 4	Continue requirement that ENGL 0098 students be enrolled in a paired ENGL 0098/ FYES 1000 learning community	QEP director, Academic advisors campus-wide	Fall 2016 – Summer 2017	Banner records
		Continue use of appropriate instructional technology for automated writing evaluation	QEP director, Action TEAM	Fall 2016 – Summer 2017	Course syllabi, Student surveys and faculty feedback on Write Experience or TEAM-chosen alternative automated writing evaluation software

Plan year 5, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
<i>Continued:</i> Implement best practices to support self-efficacy and persistence among students enrolled in ENGL 0098		ENGL 0098 to be taught with roving laptop lab or in a dedicated computer lab	QEP director, Chair, Department of Humanities, Office of the Registrar	Fall 2016 – Summer 2017	Course listings in BANNER/ schedule of courses
		Provide students in English 0098 with progress reports at least biweekly.	QEP Action TEAM	Ongoing	QEP Impact Report
Increase service capabilities of the Writing Lab	SLOs 1-3	Continue expanded Writing Lab hours of 8-8 Monday- Thursday and some Friday hours	Writing Lab coordinator, QEP director	Fall 2016, Spring 2017	Writing Lab schedule, QEP Impact Report
Guarantee more manageable class sizes so that instructors can more closely meet students' needs.	SLOs 1-3	Maintain class sizes in ENGL 0098/FYES 1000 learning communities at a maximum of 18	Registrar, QEP director, FYES director	Fall 2015	Banner records
Grant oversight and responsibility for assessment to a QEP director who is a content area expert as well as fully knowledgeable of the QEP process	Administrative Function	Assess activities, maintain data, collect, archive and store SACS course assessments, and write QEP Impact Report	QEP director	Ongoing	QEP Impact Report

Plan year 5, Cont.					
Overarching Strategy	SLO or Administrative Function	QEP activity	Responsibility	When activity is done	Assessment/ Indicator of Completion
Implement a marketing plan to ensure that all stakeholders are fully apprised of the QEP, its goals, and ongoing progress.	Administrative Function	Publicize through website, campus eQuill newsletter, Roadrunner student paper, and other venues or communication outlets as appropriate	QEP director, student paper advisor and editor, Marketing and Communications	Ongoing	Copies of publications/ website
Convene a QEP Advisory Committee to work with the QEP director	Administrative Function	Meet monthly in fall and spring semesters or as needed	QEP director, QEP Advisory Committee	Ongoing	Committee minutes, QEP Impact Report

The following narrative provides further details about selected actions from the table above:

Incorporating Changes to Support Student Self-efficacy and Persistence

With the research in best practices in mind, the QEP Committee chose to include instruction in and assessment of self-directed learning skills in the plan. The primary plan elements that will deal with self-directed learning are 1) the learning community model, pairing the English 0098 course with a required First-year Experience course (FYES 1000) which will, like the English course, enroll only twenty students and 2) the use of an automated writing evaluation tool that gives feedback to the students during the writing process.

The first learning outcome for FYES 1000 will be used as one measure of student self-efficacy in English 0098. That outcome reads:

Students will acquire knowledge and examine strategies necessary for academic success.

Students will...

- a. Apply critical thinking skills
- b. Obtain information literacy skills
- c. Identify and apply time management strategies
- d. Utilize study skills and test preparation strategies
- e. Differentiate between various learning styles
- f. Identify technological resources that will aid academic success

The First-year Experience instructors will assess this outcome through journal assignments completed throughout the semester as students develop and reflect on their own learning. A representative assignment and the common rubric for those journal assignments are included below.

FYES 1000 Learning Styles Reflection Assignment						
<p>Using the results of the survey/questionnaire/worksheet, and thinking about the information that we have discussed during class time, please answer the following question: Please write a 1-2 page reflection on how your learning style will affect the way that you approach your academic career. Feel free to discuss prior experiences, improvements you would make or areas of strength that were highlighted based on the results of the survey (Learning Styles Survey) you filled out. If you would like, you can use the following questions to guide your writing:</p> <ul style="list-style-type: none"> ➤ What is your learning style and what does that mean for how you should approach information? ➤ How can you adjust the way that you learn to accommodate information presented in ways that do not highlight your learning style strengths? ➤ Why is understanding your learning style important to your academic success? ➤ Do you think that the learning style survey was accurate? Why or why not? What steps can you take to be a well-rounded learner? 						
Study Skills Reflection Common Rubric						
	Superior (A)	Good (B)	Acceptable (C)	Needs Improvement (D)	Failing (F)	Not Submitted
	10 points	8 points	7 points	5 points	2 points	0 points
Learning Outcome: Students will utilize study skills and test preparation strategies	Writing demonstrates mastery of the objective and critical understanding of the topic	Writing demonstrates above average understanding of the objective and a good understanding of the topic	Writing demonstrates moderate understanding of the objective and an average level of thought about the topic	Writing shows that student had only partial understanding of the objective, or student demonstrates a lack of thought or consideration of the issue	Writing shows obvious lack of effort or comprehension	Not Submitted
Specificity	Writing provides highly specific well supported examples in support of the main themes of the paper.	Writing provides specific, mostly well supported examples in support of the main themes of the paper.	Writing provides general, somewhat well-supported examples in support of the main themes of the paper.	Writing provides examples that are either vague or unsupported.	Writing provides examples that are irrelevant or off-topic.	Not Submitted
Originality	Writing shows original thought thereby promoting additional critical thinking.	Writing shows some original thought thereby promoting minimal critical thinking.	Writing shows little original thought or critical thinking about the subject.	Writing shows no original thought or critical thinking about the subject.	Writing shows no original thought and fails to support other assertions made in the paper.	Not Submitted

Study Skills Reflection Common Rubric, Cont.						
	Superior (A)	Good (B)	Acceptable (C)	Needs Improvement (D)	Failing (F)	Not Submitted
	10 points	8 points	7 points	5 points	2 points	0 points
Focus	Writing makes vividly clear references to readings, class discussions or other relevant sources.	Writing makes some reference to readings, class discussions or other relevant sources.	Writing makes vague reference to readings, class discussions or other relevant sources.	Writing makes no reference to readings, class discussions or other relevant sources.	Writing makes no reference to readings or class discussion and strongly suggests that reading assignments have not been completed.	Not Submitted
Use of Language	Writing is appropriate for an academic paper. Writing is well organized, unified, and error free	Writing is mostly appropriate for an academic paper. Writing is mostly organized and unified, with few errors.	Writing is somewhat appropriate for an academic paper. Writing is somewhat organized and unified with some errors.	Writing is rarely appropriate for an academic paper. Writing is poorly organized and unified, with many errors.	Writing is not appropriate for an academic paper. Writing is not organized or unified; errors impair communication.	Not Submitted
Points Earned						

The second part of the plan that addresses self-directed learning skills is the use of an automated writing evaluation tool that gives feedback to the student during the writing process as well as after the essay is submitted. The student is then not solely dependent on the instructor for feedback as he or she composes and revises. This web-based software will not be used as a substitute for faculty grading of completed essays but will allow the student to work on essay writing at home for practice as well as in class.

During the spring and fall semesters of 2011, Dalton State College ran a pilot using one automated writing assessment tool, Criterion, and in Spring 2012 two faculty members piloted another, Write Experience. Students were surveyed as to their satisfaction with the program's features and benefits, and instructors were consulted for their views. Generally, both students and faculty found Criterion helpful but found the interface difficult to navigate. In the ENGL 0098 and ENGL 1101 classes that piloted the program in the spring of 2011, a total of 35

students responded to a survey about Criterion. Of those, 48.6% rated the service as “very” or “pretty” useful, 34.3% rated it as “so-so” in terms of usefulness, and 17.2% rated it as “not very useful” or “pretty *useless*.” Of complaints the students reported, many did not like the formatting limitation of the software (no double-spacing, indenting, or inclusion of a title), several were unhappy when the software did not mark an error that their instructor later marked, and several complained about the “repetition” notices they sometimes received for repeated use of articles or pronouns.

Because of the generally positive but qualified responses from faculty and students, faculty chose to try Write Experience from Cengage, which has a more user-friendly interface and has the added advantage of providing limited feedback as the student writes in addition to more thorough analysis of a submitted essay. However, in this emerging technology, there are new developments every year. Therefore, Dalton State’s QEP will begin in Fall 2012 with Write Experience, but the College will keep up with changes in technology as they come along.

Furthermore, English 0098 classes will incorporate the use of interactive software such as Writers Resource, My Writing Lab, or other interactive software for study or practice in writing, revision, grammar, and proofreading. Such software is available in the Writing Lab, and some is also available online. Also, students will complete at least one online COMPASS practice test; the actual COMPASS is computerized, so computer-based practice will help students prepare effectively. Many instructors will also employ one or more additional technological enhancements in their classes. Some of the options chosen by members of the Action TEAM are the use of a student response system in class to engage students by affording immediate feedback to responses and the use of a Learning Management System (LMS) such as GeorgiaVIEW, a Blackboard product. The LMS may house uploaded assignments; host chat sessions with an instructor or with fellow students; provide resources such as videos, podcasts, or pencasts of a concept or lecture a student has not understood; or allow students to participate in threaded discussions assigned as homework outside of class.

In preparation for implementing the technology supports for students that the committee envisions for the QEP, the committee held focus groups with Learning Support English

instructors. These groups were useful in informing the faculty about the upcoming QEP, learning strengths and weaknesses of the program, gauging the faculty's commitment to Learning Support English, and generating ideas for plan elements. Furthermore, current Learning Support English instructors (who constitute most of the College's English faculty) were surveyed about their use of instructional and informational technology. The survey indicated that only six of the fifteen instructors who responded used the College's learning management platform, GeorgiaVIEW, and use of other technologies was limited. These results indicated that faculty development will need to include technology training. The full Action TEAM began this process by training in Write Experience in April and May of 2012.

Other assignments, for example required Writing Lab use, will shift the burden of learning writing skills from a teacher-centric model to a student-centered model. Each student will be required to make five targeted visits to the Writing Lab. Students will go with assigned or self-chosen specific tasks to assist them with their individual areas of difficulty. Some visits may involve the many software resources available in the lab, but at least one specific assignment will require one-on-one collaboration with a lab instructor. Instructors will track student visits using Accutrak records or through signed referral sheets.

Performing Thorough and Continuous Diagnosis and Assessment

The QEP director, with the assistance of TEAM members, the Writing Lab coordinator, the coordinator of Learning Support, the departmental chair, and the Office of Institutional Research, will conduct and report on the assessment. Individual instructors will complete assessments of student achievement of learning outcomes in their courses at the end of each semester and share their assessments with the QEP director to facilitate her assessment of the entire plan and the composing of annual reports to be shared with all constituents and of the Impact Report at the end of five years. The College purchased a license for WEAVEOnline, an online assessment management system, which will help the College assess its educational program and student learning outcomes, including the QEP.

The first step, before any of the above could be launched, was the careful screening and hiring of a dedicated, knowledgeable, qualified leader/teacher as the QEP director at Dalton State to

ensure the timely, professional, and detailed implementation and execution of the above action plan. Dalton State has chosen Dr. Jenny Crisp, a member of the QEP Committee and editor of this document, as the QEP director. As the College transitions from planning to implementation, the planning committee will disband, and the director will convene an advisory committee to aid her in her work (see Appendix 11 for the composition of this committee). Additionally, Writing Lab tutors and instructors for FYES will be hired so that they can all begin working with the QEP Advisory Committee, the QEP Action TEAM, the director, and other offices of the College to begin a flexible pilot-year implementation in August 2012 with the understanding that some revisions may be necessary after the SACS site visit in September.

Marketing Plan

The marketing aspect of the QEP has two phases. Until Spring 2012, efforts were focused on informing the campus of the title and purpose of the QEP, the mission of the College, and the value of SACS/COC accreditation. Because Dalton State College is a broad access institution, it has many first-generation students who lack knowledge about accrediting agencies and processes. The second phase, beginning in Spring 2012, steps up the marketing and public relations efforts for a campaign of full saturation about what the QEP will do and what it will mean for the campus. These efforts include media outlets in the region as well as a dedicated website for the QEP (<http://www.daltonstate.edu/qep/>) which provides easy access to detailed information housed on the DSC Office of Institutional Research website (<http://www.daltonstate.edu/institutional-research-and-planning/quality-enhancement-plan-qep.html>). Since the College will have a large class of incoming students in Fall 2012, they will need to be oriented, and the returning students will need to be reminded as the Quality Enhancement Plan begins in August 2012 and as the on-site team visits in late September.

Phase 1 (Beginning Fall 2010):

- Articles and press releases to the *Dalton Daily Citizen*, the local newspaper
- Establishment of a QEP Facebook page
- Monthly articles in the *eQuill*, the campus employee newsletter
- Ongoing pieces linked to the campus website
- Articles in the *Roadrunner*, the student newspaper

- Engagement of Dr. Stephen LeMay’s MARK 3570 (Integrated Brand Promotions) class to facilitate promotion of the QEP to students
- Development of promotional video(s) about the QEP for on-campus viewing
- Orientation of all faculty and staff to the QEP through focus groups and departmental meetings
- Faculty inclusion of the information on syllabi, as bonus opportunities on tests, and in casual class discussion
- Posters across campus featuring the QEP topic, beginning Spring 2012
- A logo contest in January 2012
- A “write a rap about the QEP” contest in Spring 2012

Phase 2 (Beginning Summer 2012):

- Inclusion of SACS and QEP information in new student orientations
- Increased presence of QEP and related SACS-oriented information (e.g., websites, bulletin boards, newspapers in the Dalton State service area)
- Showing of promotional video(s) to constituents
- Kickoff in early Fall Semester 2012 with promotional giveaways

Timeline

Dalton State’s QEP is a five-year plan, but the research, planning, and technology pilots spanned two additional years, beginning with a pilot of the Criterion program in Spring 2011 and a preparatory year during the 2011-2012 academic year. During 2011-2012, the Action TEAM met regularly to develop the new course syllabus (Appendix 12) and the end-of-term essay rubric (Appendix 13) to train on software, and to work with the existing First-year Experience Committee to formulate a syllabus for the learning community sections of FYES to be paired with English 0098. Also in that year, the Criterion pilot was continued in the fall semester, and Write Experience was piloted in English 0098 in the spring semester. Finally, Writing Lab tutors, FYES learning community faculty, and the QEP director were hired for a start in Fall 2012.

In Fall 2012, Dalton State College will begin full implementation of the QEP in a pilot year 1 with the understanding that external and internal factors (e.g., policies of the governing authority, input from SACS) will require flexibility as the College progresses through the remaining years of the plan. As results are evaluated, the College will tailor its interventions to respond to those results as needed. However, pending evaluation and adjustment, Table 9 on the following pages summarizes the actions outlined in more detail in Table 8 above and reflects the timeline of QEP activities to help students achieve their learning outcomes in each year.

Table 9: QEP Timeline

Preparatory Year 2011-2012	Pilot Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
FACULTY PREPARATION					
Recruit ENGL 0098 English faculty		Recruitment/training of replacement faculty as needed	Recruitment/training of replacement faculty	Recruitment/training of replacement faculty	Recruitment/training of replacement faculty
ENGL 0098 faculty trained in use of automated writing evaluation service	Ongoing training in automated writing evaluation service	Ongoing training in automated writing evaluation service	Ongoing training in automated writing evaluation service	Ongoing training in automated writing evaluation service	Ongoing training in automated writing evaluation service
Training of ENGL 0098 TEAM in use of various methods available for supporting self-directed learning, such as a Learning Management System (LMS)	Institution of regular progress reporting system for students, either through an LMS or other means Travel opportunities to NADE or other national conference for two instructors who will conduct training for colleagues	Continuation of regular progress reporting system for students, either through an LMS or other means Travel opportunities to NADE or other national conference	Continuation of regular progress reporting system for students, either through an LMS or other means Travel opportunities to NADE or other national conference	Continuation of regular progress reporting system for students, either through an LMS or other means Travel opportunities to NADE or other national conference	Continuation of regular progress reporting system for students, either through an LMS or other means Travel opportunities to NADE or other national conference

CURRICULAR					
Syllabus changes to include use of an online writing evaluation service, new outcomes and texts	Implementation of automated writing evaluation service in 50% of ENGL 0098 classes	Implementation of automated writing evaluation service in 80% of ENGL 0098 classes	Implementation of automated writing evaluation service in 80% of ENGL 0098 classes	Implementation of automated writing evaluation service in 100% of ENGL 0098 classes	Implementation of automated writing evaluation service in 100% of ENGL 0098 classes
Changes to ENGL 0098 syllabus to reflect these measurements approved	Institution of assessments by each ENGL 0098 instructor to show compliance	Continuation of assessments by each ENGL 0098 instructor to show compliance	Continuation of assessments by each ENGL 0098 instructor to show compliance	Continuation of assessments by each ENGL 0098 instructor to show compliance	Continuation of assessments by each ENGL 0098 instructor to show compliance

Preparatory Year 2011-2012	Pilot Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
TECHNOLOGY					
Scheduling and set up of computer labs for ENGL 0098	Creation of roving computer lab for ENGL 0098 classes. Updates to software as necessary	Updates to software and hardware as necessary	Updates to software and hardware as necessary	Updates to software and hardware as necessary	Updates to software and hardware as necessary
WRITING LAB					
Writing of job descriptions, advertising for, and hiring of additional Writing Lab Staff	Writing Lab operating hours increase to 8-8, M-R Increased staffing to accommodate added WL hours	Writing Lab hours increase to include Friday hours Increased staffing to accommodate added WL hours	Writing Lab hours increase to include Friday hours Increased staffing to accommodate added WL hours	Writing Lab hours increase to include Friday hours Increased staffing to accommodate added WL hours	Writing Lab hours increase to include Friday hours Increased staffing to accommodate added WL hours
ASSESSMENT					
Creation of rubric for grading end-of-term essays Discussion of diagnostic essay processes Ongoing development and investigation of survey results	Ongoing faculty training on grading end-of-term essay Ongoing development and investigation of survey results Development of baseline data for ongoing assessment of various plan elements' success	Ongoing faculty training on grading end-of-term essay Ongoing development and investigation of survey results	Ongoing faculty training on grading end-of-term essay Ongoing development and investigation of survey results	Ongoing faculty training on grading end-of-term essay Ongoing development and investigation of survey results	Institute online faculty training on grading end-of-term essays Ongoing development and investigation of survey results

Preparatory Year 2011-2012	Pilot Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
CLASS SIZE BEST PRACTICES					
Research on best practices in class size for developmental writing	ENGL 0098 class sizes reduced from 28 to 20	ENGL 0098 class sizes at 20	ENGL 0098 class sizes reduced to 18	ENGL 0098 class sizes at 18	ENGL 0098 class sizes at 18
LEARNING COMMUNITY					
Changes to FYES policy and catalog requirements FYES syllabus for ENGL 0098 learning communities developed and approved	FYES/ENGL 0098 learning communities begun	FYES/ENGL 0098 learning communities continued and assessed	FYES/ENGL 0098 learning communities continued and assessed	FYES/ENGL 0098 learning communities continued and assessed	FYES/ENGL 0098 learning communities continued and assessed
STUDENT SELF EFFICACY					
Faculty members and advisors will encourage students to take ENGL 1101 the semester after exiting ENGL 0098	Encouragement to take ENGL 1101 the semester after exiting ENGL 0098 continued	Encouragement to take ENGL 1101 the semester after exiting ENGL 0098 continued	Encouragement to take ENGL 1101 the semester after exiting ENGL 0098 continued	Encouragement to take ENGL 1101 the semester after exiting ENGL 0098 continued	Encouragement to take ENGL 1101 the semester after exiting ENGL 0098 continued

Organizational Structure

As implementation of the QEP begins, the QEP planning committee will disband, and the director will convene an advisory committee to help the director and the TEAM in their implementation of the plan. The committee members were chosen for their expertise through a collaborative discussion with the QEP planning committee, the Action TEAM, and the vice president for academic affairs. The committee is charged with advising the QEP director on implementation of the plan. It will collaborate with the director and report to the vice president for academic affairs. See Appendix 11 for a roster.

The QEP Action TEAM (Teachers of English Aiming for Mastery) will implement the instructional and formative data collection goals of the plan. This team has developed the essay rubric and will continue to train, discuss best practices, and work to respond to what it learns from the data it collects in regular meetings facilitated by the QEP director.

TEAM members will not receive a stipend, but membership is considered to constitute “high” goals in teaching and professional development. These goals are reflected in faculty members’ annual reports and weigh heavily in decisions about promotion and tenure. The current TEAM is committed to a minimum of two years: the 2011-2012 AY “planning year” and the first year of the plan itself; as data from the first year are analyzed, other instructors may be asked to join, and, possibly, some of the original members may choose to “cycle off” the team. TEAM members will teach all sections of English 0098 offered by the College. The inaugural QEP Action TEAM members are

- Dr. Cecile de Rocher, Associate Professor of English
- Dr. Jenny Crisp, Assistant Professor of English and QEP director
- Ms. Kelley Mahoney, Associate Professor of English
- Ms. Leslie S. Collins, Assistant Professor of English and Writing Lab Coordinator
- Dr. Lydia Postell, Associate Professor of English and Reading
- Mr. Ryan Matthew Reece, Assistant Professor of English
- Dr. Kerri L. Allen, Assistant Professor of English
- Ms. Christy A. Ayars, Assistant Professor of English

- Ms. Janice F. Bolding, Lecturer in English
- Dr. Jennifer M. Randall, Assistant Professor of English

The TEAM members will provide formative data from their classes to the QEP director, who will lead and oversee the entire plan. The director will teach a reduced 2/2 load with at least one course per semester to be Learning Support English. A summer stipend for the QEP director is also included in the budget. Although the QEP director's duties will not be full-time, she will teach English 0098 each semester, so she will be intimately involved with the day-to-day implementation of the plan in regard to students.

The QEP director will be responsible for

- Coordinating with the administration on the scheduling of English 0098 classes
- Scheduling and facilitating QEP Advisory Committee meetings on a monthly basis or as needed
- Scheduling and facilitating Action TEAM meetings, trainings, and discussion groups
- Scheduling professional development for Action TEAM members and learning community FYES instructors as needed
- Coordinating collection of QEP data in collaboration with the Action TEAM members, Testing Center director, coordinator of Learning Support, director of Institutional Research, and Office of Computing and Information Services
- Developing student surveys in collaboration with the Action TEAM
- Evaluating and improving the plan on an ongoing basis in response to data and in collaboration with the faculty, students, QEP Advisory Committee, and other stakeholders
- Assessing the impact of the QEP based on data collected and in collaboration with the Action TEAM, Department of Humanities chair, dean of Liberal Arts, director of Institutional Research, and other stakeholders
- Writing the QEP *Impact Report*

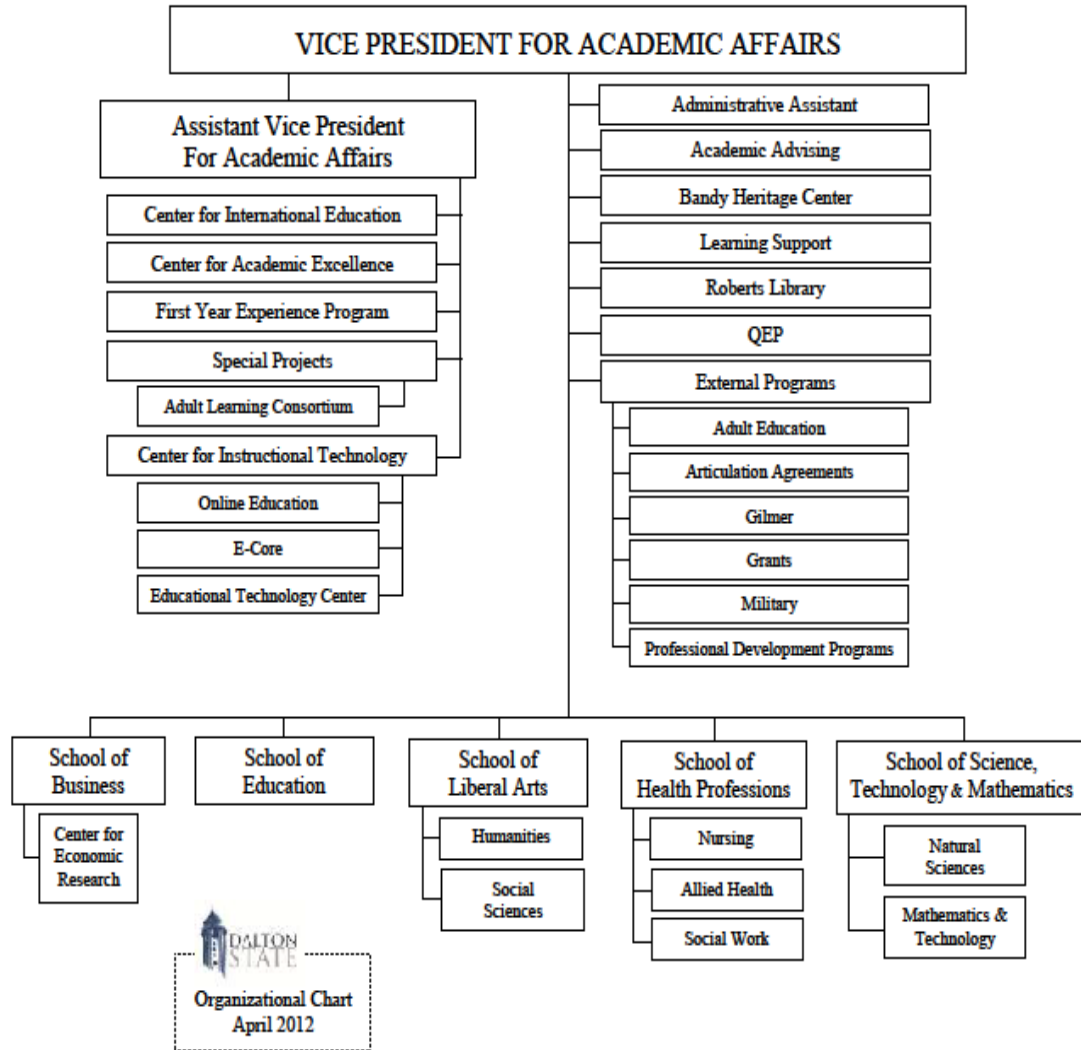
The QEP director will report to the vice president for academic affairs in her capacity as director, though as a faculty member, she will report directly to the chair of the Department of

Humanities. The director will also collaborate with and be responsible for communicating data and assessment results to the director of Institutional Research in addition to the chair and the vice president for academic affairs. Figure 1 below shows the organizational chart for the QEP and Figure 2 shows how the QEP fits into Academic Affairs for the College.

Figure 1: QEP Organizational Chart



Figure 2: Academic Affairs Organizational Chart



Resources

Dalton State College’s Quality Enhancement Plan will rely on resources allocated by the College in two ways: in kind (by using personnel and equipment already available) and new allocations. The projected financial resources needed for the five-year plan are about \$611,000, with the bulk of those coming in the form of salaries and in the first year with the purchase of technology. Roughly \$315,000 of the resources required is new money.

The budget has been reviewed and was approved by Vice President for Academic Affairs Sandra Stone and President John O. Schwenn on January 12, 2012 and by the Vice President for Fiscal Affairs in July 2012. The College administration understands the importance of the QEP to meeting the strategic goals of the institution and the University System of Georgia and to enhancing student success. While all costs are projected and estimated, the College has committed the necessary monies and resources to enacting the QEP. Table 10 below shows a breakdown of anticipated expenses.

Table 10: Anticipated Expenses

Category of Expenditure	Subcategory	Plan Year 2012-2013	Plan Year 2013-2014	Plan Year 2014-2015	Plan Year 2015-2016	Plan Year 2016-2017	Total
Personnel							
	QEP Director’s Salary	\$30,000 (1/2 faculty salary) <i>Source: Existing salary line</i>	\$30,000 (1/2 faculty salary) <i>Source: Existing salary line</i>	\$30,000 (1/2 faculty salary) <i>Source: Existing salary line</i>	\$30,000 (1/2 faculty salary) <i>Source: Existing salary line</i>	\$30,000 (1/2 faculty salary) <i>Source: Existing salary line</i>	\$150,000 <i>Source: Existing salary line</i>
	Summer Stipend for QEP Director	\$10,000 Source: Internal Reallocation	\$10,000 Source: Internal Reallocation	\$10,000 Source: Internal Reallocation	\$10,000 Source: Internal Reallocation	\$10,000 Source: Internal Reallocation	\$50,000

	FYES Instructors for Learning Communities	\$20,000 Stipend for First-year Experience Instructors, \$1000 per class, 20 per year <i>Source: FYE Grant Allocation</i>	\$20,000 <i>Source: Internal Reallocation</i>	\$20,000 <i>Source: Internal Reallocation</i>	\$20,000 <i>Source: Internal Reallocation</i>	\$20,000 <i>Source: Internal Reallocation</i>	\$100,000 <i>Source: FYES Grant and Internal Reallocation</i>
Category of Expenditure	Subcategory	Plan Year 2012-2013	Plan Year 2013-2014	Plan Year 2014-2015	Plan Year 2015-2016	Plan Year 2016-2017	Total
Personnel, Cont.							
	Writing Lab Tutors	\$32,760 = 2 Writing Lab staff positions, 19.5 hours per week at \$20.00 per hour, 16 weeks per semester and 10 weeks in summer \$21,000 in kind; \$11,760 new money <i>Source: Internal Allocation</i>	\$32,760 \$21,000 in kind; \$11,760 new money <i>Source: Internal Allocation</i>	\$32,760 \$21,000 in kind; \$11,760 new money <i>Source: Internal Allocation</i>	\$32,760 \$21,000 in kind; \$11,760 new money <i>Source: Internal Allocation</i>	\$32,760 \$21,000 in kind; \$11,760 new money <i>Source: Internal Allocation</i>	\$163,800 (\$105,000 in kind; \$58,800 new money) <i>Source: Internal Allocation</i>
	Adjunct pay to cover classes created by reduced class sizes, released time on director's load, and/or adjuncts needed to cover FYES 1000 courses.	\$22,800 (MA-level pay, four courses per semester and two doctoral level); \$11,400 per semester; <i>Source: Internal Reallocation</i>	\$22,800 (MA-level pay, four courses per semester and two doctoral level); \$11,400 per semester; <i>Source: Internal Reallocation</i>	\$22,800 (MA-level pay, four courses per semester and two doctoral level); \$11,400 per semester; <i>Source: Internal Reallocation</i>	\$22,800 (MA-level pay, four courses per semester and two doctoral level); \$11,400 per semester; <i>Source: Internal Reallocation</i>	\$22,800 (MA-level pay, four courses per semester and two doctoral level); \$11,400 per semester; <i>Source: Internal Reallocation</i>	\$114,000 <i>Source: Internal Reallocation</i>

Technology							
	Laptops and software to create dedicated roving computer lab	22 laptops X 500 each = \$11,000 <i>Source: Student Technology Fees</i>					\$11,000 <i>Source: Student Technology Fees</i>
	Secured cart for laptops	\$1,500 <i>Source: Student Technology Fees</i>					\$1,500 <i>Source: Student Technology Fees</i>
Faculty Development							
	Cost for Two Action TEAM Members to attend a developmental English conference	\$3,000 <i>Source: Internal Reallocation</i>	\$3,000 <i>Source: Internal Reallocation</i>	\$3,000 <i>Source: Internal Reallocation</i>	\$3,000 <i>Source: Internal Reallocation</i>	\$3,000 <i>Source: Internal Reallocation</i>	\$15,000 <i>Source: Internal Reallocation</i>

Category of Expenditure	Subcategory	Plan Year 2012-2013	Plan Year 2013-2014	Plan Year 2014-2015	Plan Year 2015-2016	Plan Year 2016-2017	Total
Faculty Development, Cont.							
	Books or Other Resources for Faculty Learning Community (Action TEAM)	\$330 = \$30 X 11 (Instructors and director) <i>Source: Academic Affairs Foundation Grant</i>	\$330 <i>Source: Academic Affairs Foundation Grant</i>	\$330 <i>Source: Academic Affairs Foundation Grant</i>	\$330 <i>Source: Academic Affairs Foundation Grant</i>	\$330 <i>Source: Academic Affairs Foundation Grant</i>	\$1650 <i>Source: Academic Affairs Foundation Grant</i>
Office Support/ Mailing		\$100 Source: In Kind	\$100 Source: In Kind	\$100 Source: In Kind	\$100 Source: In Kind	\$100 Source: In Kind	\$500 Source: In Kind
Publicity		\$1,000 Kickoff in August; pizza, T-shirts, give-aways <i>Source: Foundation</i>	\$100 <i>eQuill, Roadrunner,</i> web publicity, press releases by the Office of Marketing and Communications Source: In Kind	\$100 <i>eQuill, Roadrunner,</i> web publicity, press releases by the Office of Marketing and Communications Source: In Kind	\$100 <i>eQuill, Roadrunner,</i> web publicity, press releases by the Office of Marketing and Communications Source: In Kind	\$100 <i>eQuill, Roadrunner,</i> web publicity, press releases by the Office of Marketing and Communications Source: In Kind	\$1,400
New Internal Reallocations		\$47,560	\$ 67,560	\$67,560	\$ 67,560	\$ 67,560	\$314,780
Allocations from Other Sources		\$ 33,830	\$ 330	\$ 330	\$ 330	\$ 330	\$ 35,150
In Kind		\$ 51,100	\$ 51,200	\$51,200	\$ 51,200	\$51,200	\$255,900
Total		\$127,690	\$114,290	\$114,290	\$114,290	\$114,290	\$610,850

Assessment of Outcomes of the QEP

The College will continually assess both formatively and summatively to see if students are better able to achieve learning outcomes as the strategies outlined in the Assessment section above are implemented and determine whether any changes and refinements are needed to help students improve their writing.

The QEP employs multiple measurement strategies, including usage of an automated writing evaluation service, the Writing Lab, a common end-of-term essay rubric, COMPASS test scores and practice rates, appropriate usage of instructional technology, and several measures of self-directed learning to assess each student formatively. The table and narrative that follow give more detail.

Table 11: Assessment of Student Learning Outcomes

Institutional Goal	Student Learning Outcome	Indicators	Measures	Baseline data	Expected/Successful Results
Students will exit English 0098 ready for college-level writing.	1. Students will be able to identify and to write complete, grammatically correct, appropriately punctuated sentences.	1. Diagnostic essay and end-of-term essay written by each student attempting to exit the course. ⁸ 2. COMPASS ⁹ placement scores and scores on a COMPASS retest taken by each student attempting to exit the course.	1. End of term essay rubric ¹⁰ as a pre- and post-test. Success on benchmark 1 and criterion 4 of the rubric means that students have met this measure. See Appendix 13 for the rubric. 2. COMPASS, a standardized editing test from ACT	1. Success rates on this measure in Fall 2012. 2. COMPASS exit pass rate of students who qualified for the retest in Fall 2012.	1. Student success on this measure will increase by 10% by the end of the plan cycle. 2. Of students who qualify to attempt the COMPASS retest, the pass rate will increase by 10% by the end of the plan cycle.
	2. Students will be able to write paragraphs with at least one appropriate, concrete example.	Diagnostic essay and end-of-term essay written by each student attempting to exit the course.	End of term essay rubric (Appendix 13) as a pre- and post-test. Success on criterion 3 of the rubric means that students have met this measure. See Appendix 13 for the rubric.	Success rates on this measure in Fall 2012.	Student success on this measure will increase by 10% by the end of the plan cycle.

⁸ Students must achieve a 70 average in the course to attempt the exit essay; thus, not every student enrolled in ENGL 0098 will sit for the essay.

⁹ COMPASS is a test from ACT. According to the ACT website, “This test asks students to find and correct errors in essays presented on the computer screen. The test items include the following content categories: Usage/Mechanics: Punctuation, Basic grammar and usage, Sentence structure; Rhetorical Skills: Strategy, Organization, Style.” A passing score on the COMPASS English test is a system-wide requirement to exit Learning Support English. Passing is defined by DSC as a score of 70 or better.

¹⁰ The English faculty holistically assesses the exit essays from developmental courses in a blind grading session (i.e.: no faculty member knows the authors of the papers he or she is assessing). The benchmarks and criteria on the departmental rubric are judged on a pass/fail basis, and each essay must receive at least two overall passing votes from three assessors for the student to proceed to the COMPASS. See Appendix 13 for the rubric.

Institutional Goal	Student Learning Outcome	Indicators	Measures	Baseline data	Expected/Successful Results
Students will exit English 0098 ready for college-level writing.	3. Students will be able to write essays with clear theses, introductory paragraphs, body paragraphs, and conclusions.	Diagnostic essay and end-of-term essay written by each student attempting to exit the course.	End of term essay rubric (Appendix 13) as a pre- and post-test. Success on criteria 1 and 2 of the rubric means that students have met this measure. See Appendix 13 for the rubric.	Success rates on this measure in Fall 2012.	Student success on this measure will increase by 10% by the end of the plan cycle.
Students will become stronger self-directed learners.	4. Students will exhibit the characteristics of self-directed learners.	1. Students will use an automated writing evaluation service to work with drafts of their own writing.	1. Write Experience usage records	Measures of this outcome in Fall 2012, the pilot year of the DSC QEP	At least 60% of students enrolled in the class will meet measures 1-5.
		2. Students will use the Writing Lab for targeted help.	2. Accutrak software in the Writing Lab and/or paper records of Writing Lab visits		
		3. Students will practice proofreading skills on their own.	3. Practice COMPASS test		
		4. Students will enroll in and successfully meet Outcome 1 of First-year Experience Seminar.	4. Data on Outcome 1 provided by instructors and/or First-year Experience director		
		5. Students will use four or more of the following learning strategies:			

		<ul style="list-style-type: none"> • Attend class regularly 	<ul style="list-style-type: none"> • Attendance records 		
		<ul style="list-style-type: none"> • Complete all major assignments 	<ul style="list-style-type: none"> • Gradebook, whether hard copy or electronic 		
		<ul style="list-style-type: none"> • Participate in class work and/or discussions 	<ul style="list-style-type: none"> • Gradebook, whether hard copy or electronic 		
		<ul style="list-style-type: none"> • Complete journal, blog, or wiki entries 	<ul style="list-style-type: none"> • Gradebook, whether hard copy or electronic 		
		<ul style="list-style-type: none"> • Use Writers Resource, My Writing Lab, or other software in the Writing Lab 	<ul style="list-style-type: none"> • Writing Lab records or gradebook 		
		<ul style="list-style-type: none"> • Other options decided upon by the QEP Action TEAM and individual instructors 	<ul style="list-style-type: none"> • Gradebook, whether hard copy or electronic 		

SLO #1. The first SLO will be assessed by the required benchmark of “Two or fewer Type 1 errors” and the criterion, “Essay has few Type 2 and Type 3 errors” on the end-of-term essay rubric, judged at the pretest stage by the individual class instructor.¹¹ For students who qualify to write the essay at the end of the term by earning a 70 or better in the course, the full English faculty reads the essays blindly, identified only by number, not by name, and each student must earn a “pass” vote from two of three faculty members to progress to the COMPASS retest.

¹¹ See Appendix 14 for definitions of Type 1, 2, and 3 errors.

Students who have earned an average of 80 or better in the course may write a second essay if the first fails to get the requisite two votes.

The second measure of this SLO is the COMPASS English Writing Skills test.¹² Entering students who do not place out of Learning Support English based on ACT or SAT scores take this test for placement; this is the formative assessment. Any student who scores between 32 and 70 on the COMPASS is placed into Learning Support English. Students who qualify by passing the end-of-term essay will retake the COMPASS as a summative assessment; a score of 70 or higher is considered passing.

SLO #2. Again, TEAM faculty members will formatively assess this goal with each of their students using the end-of-term essay rubric, and then each student who qualifies to write the essay by earning an average of 70 or better in the course will be summatively assessed by three members of the English faculty. The relevant line on the rubric is the criterion, “Essay uses sufficient concrete examples in each body paragraph to support the ideas.”

SLO #3. TEAM faculty members will formatively assess this outcome using the end-of-term essay rubric during the semester. Summative assessment will also employ the rubric in the blind grading of the exit essay by three members of the English faculty. The College will assess this outcome using Criteria 1 and 2 on the rubric: “Essay has a clear thesis and develops and supports it,” and “Essay has an introduction and conclusion and is organized into clear paragraphs.”

SLO #4. Student achievement of this outcome will be measured in several ways. Writing Lab usage will be measured by the Accutrak program already installed on the lab’s sign-in computer. Personal contact will be verified by tutor signatures on student work or referral sheets. Some data already exist for Writing Lab usage (Appendix 7); the director will develop baseline data for lab usage, automated writing evaluation usage, personal contact with a tutor, and practice testing

¹² COMPASS is a test from ACT. According to the ACT website, “This test asks students to find and correct errors in essays presented on the computer screen. The test items include the following content categories: Usage/Mechanics: Punctuation, Basic grammar and usage, Sentence structure. Rhetorical Skills: Strategy, Organization, Style.” A passing score on the COMPASS English test is a system-wide requirement to exit Learning Support English.

during Fall 2012. TEAM members will report lab and automated writing evaluation usage rates to the QEP director each semester, and if student usage is low, TEAM members will work together to find ways to improve rates. The Action TEAM members will measure students' completion of a practice COMPASS exam, either in class or in the Writing Lab.

As an additional measure of SLO 4, the QEP Action TEAM members have agreed to choose and implement at least four of the additional strategies from Table 11 above aimed at encouraging greater student buy-in to their own learning processes in each of their classes. Faculty members will report results each semester to the QEP director, who will measure baseline student data in Fall 2012. The TEAM will work together to develop additional strategies and to improve student usage rates as needed. The QEP Action TEAM began meetings and professional development training activities in Fall 2011. SLO 4 is also being measured by the students' performance on Outcome 1 of the First-year Experience course, as mentioned earlier.

Dissemination and Utilization of Results

The QEP director will gather data in collaboration with the chair of the Department of Humanities, the dean of Liberal Arts, and the director of Institutional Research. The director will meet with the QEP Advisory Committee on a regular basis to keep members apprised of progress. Finally, the director will keep SACS apprised through the annual Impact Report and the Five-Year Report.

Day-to-day improvement of student progress in English 0098, however, is the responsibility of the QEP Action TEAM and of the students themselves. The TEAM will meet monthly or as needed and will discuss the outcomes and plan for improvement on a regular basis. TEAM members will share results with their students when this is appropriate (i.e., explaining why they are required to use the Writing Lab; the College has data showing Writing Lab visits correlate to student success). The TEAM may also recommend changes as warranted or as required by changing technology.

Annual results and any changes will be shared with the College and the community at large through updates on the Institutional Research and Planning website. Progress will be reported to

the faculty at the annual retreat each fall and at the spring faculty meetings. Finally, the QEP's goals, successes, and challenges will be shared with the campus community through the student newspaper and/or the monthly *eQuill* newsletter as appropriate.

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Appendix 1: SACS Quality Enhancement Plan (QEP) Topic Selection Committee

1. Scott Bailey – Fiscal Affairs
2. Robin Cleeland – School of Social Work
3. Henry Codjoe – Institutional Research
4. Kent Earley – School of Technology
5. Clare Hite – School of Education
6. Jodi Johnson – Enrollment Services
7. Steve LeMay – School of Business Administration
8. John Lugthart – School of Sciences & Mathematics
9. Lisa Peden – School of Nursing
10. Tony Simones – School of Liberal Arts
11. Tricia White – Academic Affairs

Appendix 2: QEP Committee Roster

Ms. Barbara G. Tucker	Associate Professor of Communication, Chair
Dr. Jenny M. C. Crisp	Assistant Professor of English, Editor
Dr. Cecile A. de Rocher	Associate Professor of English
Dr. Thomas E. Gonzalez	Associate Professor of Mathematics and chair of the Department of Mathematics
Dr. Barbara M. Murray	Professor of English and chair of the Department of Humanities
Dr. Mary T. Nielsen	Professor of English and Reading and Dean of the School of Liberal Arts
Dr. Vince F. Postell	Professor of Mathematics and coordinator of Learning Support
Ms. Regina J. Ray	Associate Professor of Reading
Mr. Ryan Reece	Assistant Professor of English
Ms. Andrea Roberson	Coordinator of Disability Support Services
Ms. Amy K. Schmidt	Academic Adviser
Mr. Austin T. Wallin	Student
Dr. Matthew Hipps	Director, First-year Experience
Dr. Henry Codjoe	Director of Institutional Research and SACS liaison

Appendix 3: Suggested Topics for the QEP

- Improving Writing at the Junior and Senior Levels for Professional Preparation. Students are doing fine in terms of passing the Regents' test, etc. But the kind of writing needed for their professions is another matter. Many of the faculty members who teach in the junior and senior courses (social work, education, business) are concerned about the writing skills of their students. This topic would work with any four-year major that DSC decides to add.
- Meeting the Mission in a Deeper Way: Incorporating physical, psychological, and social wellness into the Dalton State Experience. I think this one is valid especially as we move toward on-campus residence. There are three components:
 1. Physical – Moving students toward better physical health.
 2. Psychologically – All the majors we have should produce graduates with psychological wellness and self-awareness.
 3. Social – This relates to service learning, producing graduates who see their place as community servants. DSC's mission is closely tied to our service area in NW GA.
- Improving Instructional Practice through Focusing on Learning Outcomes. We are already moving in this direction, it seems, so we could document and go on with what has started.
- Enhancing Online Access: Moving toward the implementation of an Associate of Arts degree in General Studies and at least one four-year program available totally through online and hybrid courses. A committee commissioned by Dr. Burran in Fall 2006 made this recommendation, but it was put "on the back burner" for later consideration.
- Enhancing Employability Skills.
- Enhancing Student Retention and Services: First-year Experience, Advising, and Student Life.
- A Plan for Increasing Student Engagement/Involvement.
- Learning Improved by Professional Development (Instruction, Best Practices, Interactive Software) (we could make use of the new Teaching and Learning Center).
- The Advancement of Critical Reading and Thinking Skills or Reading and Critical Thinking Across the Curriculum.
- Building an Engaged Campus Community.
- We need a better understanding of why students withdraw from DSC. We just recently found out that one of our scholarship students withdrew due to being called up by the

National Guard. This student has one semester left to graduate . . . We also had 4 other students that withdrew - but there is no information in the system as to why. If we had known why - maybe we could have helped them stay in college

- I would like to propose an evaluation of the 30-hour transfer policy exempting students from learning support classes. I am willing to bet that proper placement of students (particularly in the case of MATH 0096 or 0098) will help with retention and graduation rates and the current policy impedes this objective.
- We need to define the collected data that will lead to a topic worth consideration. For example, do we have data on the "weaknesses" of students at DSC in particular areas? I noticed other schools are doing "writing across the curriculum" and have provided intervention techniques that deal with student weaknesses. What does the collected DSC data show about student weaknesses across areas?
- In terms of student-centered learning, how about "helping students meet their career learning goals"?
- I am not sure if this idea is even feasible since DSC only has one counselor for all of its students, but I think retention and graduation rates could be improved with enhanced career planning and job placement. Thus, a topic could be improving retention and graduation rates through enhanced career and job placement guidance. I know that our counselor offers workshops and one-on-one counseling in these areas and that the FYE classes encourage students to investigate careers. Perhaps data from these two sources would be instrumental.
- The first thing that came to my mind was First-year Experience (a more narrowly focused component of retention efforts) and all the effort that has been devoted to that campaign.
- Note: The three titles below refer to bridging the gap between cultural differences and strengthening the incoming freshmen, both traditional and non-traditional.
 - Breaking the Borders: Encouraging Shared Learning Across Multi-Cultural and Multi-Age Populations.
 - Beyond the Borders: Stimulating and Empowering a Diverse Community of Learners.
 - Go GREENS: Generating Retention for Every Entering New Student by incorporating a global approach to the freshman experience.

- Overall student success: Are we placing an appropriate percentage of students into the work force immediately following graduation? Are we placing students at an acceptable level within the companies that are employing our graduates? Are we doing everything we can in the classroom and with support staff to ensure success beyond the classroom?
- Business ethics exposure: Do our students fully realize the importance of business ethics? Have our students been exposed to an appropriate amount of business ethics training to fully understand the impact that ethics has on the bottom line?
- Environmental exposure: Do our students fully realize the ever-increasing importance of the green initiative and how the green initiative is impacting businesses?
- Focus on increasing college-going rates of marginalized groups and improving their educational achievement. I would especially like to see an emphasis on African-American and Hispanic/Latino males. This can be achieved through purposeful recruiting and improving retention rates by broadening our scope of services for marginalized groups.
- Foster accountability/responsibility in individuals by emphasizing personal responsibility in the classroom and making it a part of our campus culture.
- “Creating future leaders and professionals by fostering accountability and promoting inclusiveness of marginalized groups.”
- I think it would help out students at Dalton State if we had an actual Tutoring Center. I think it would benefit the College because if students can help students pass the classes they need, it would greatly improve student retention and graduation rates.
- The First-Generation College Student: Building a Support System for Academic Success.
- Maybe academic programs should require the students to do community projects related to their area of study. Things learned in a classroom are really just a jumping off point. I think programs that bring real problems and experiences to the classroom will help students in life after college.
- Maybe there should be a more deliberate effort to help students build interpersonal skills. This might sound crazy, but people skills do not always come naturally. Being smart is not enough to "make things happen." It takes people to accomplish things, and building relationships, dealing with conflict, articulating your ideas, and persuading people can be a major roadblock even to the best of us.
- The new FYE program might make a good QEP.

- "ESOL students' success rate in learning support courses." Many ESOL students struggle with various learning support areas, so this would be an interesting aspect to investigate.

Appendix 4: Initial QEP Media Release

Dalton State College

News Release

Date: May 8, 2008

Contact: Jane Taylor
706-272-4469

Please release immediately

(Dalton State College initiates QEP for continuous improvement)

In preparation for the Southern Association of Colleges and Schools (SACS) Commission on Colleges reaffirmation visit in 2013, Dalton State College faculty and staff have begun working on choosing a topic for its Quality Enhancement Plan (QEP) designed to enhance student learning and improve retention rates.

A QEP topic selection committee of about a dozen faculty and staff members has been formed to begin the process, which will culminate in five years when SACS makes its next reaffirmation visit, an event that takes place every 10 years.

SACS requires each institution to garner wide-spread participation in campus-wide self-study efforts prior to each reaffirmation visit. Each college or university is expected to develop a Quality Enhancement Plan that “addresses a well-defined and focused topic or issue related to enhancing student learning.”

Dalton State College administrators, faculty, and staff have chosen to focus on the topic of improving retention and graduation rates among its students.

“At this point, the topic is too broad and needs a more specific and narrower focus,” says Dr. Henry Codjoe, director of Institutional Research and Planning and the chair of the QEP topic selection committee.

“As a result, I am asking the college community to send suggested topics for consideration to the committee so that we can choose the topic that will form the basis of our QEP.”

SACS recommends that an institution’s QEP address a well-defined and focused topic or issue relating to student learning and that it become central to the institution’s ongoing planning and evaluation process.

“They stress that the process should be methodical, logical and inclusive,” says Codjoe, “and that it include widespread participation by the institution’s constituent groups, such as faculty and staff, administrators, students, alumni and trustees.”

Appendix 5: Memo on Learning Support Policy Changes from the Board of Regents of the University System of Georgia

Implementation of Learning Support Task Force Recommendations

The Learning Support Task Force presented the following recommendations at the August 10, 2010 Board of Regents meeting. Recommendation 1 involved revision of BOR Policy 4.2.1.1 and was approved. You should first decide which admissions criteria you will follow (Recommendation 1) and then you may begin implementing the other recommendations (see details below each recommendation). All recommendations must be implemented by Fall 2012. Academic Affairs staff will work closely with you on this implementation. Please keep me informed of your decision about admissions and the timeline you choose for implementing these recommendations.

1. Allow two-year and state college institutions the prerogative to choose open admissions or to require SAT/ACT/Freshman Index for admission.

Open admissions refers to the pilot under which two-year and state colleges are now operating. The SAT/ACT/Freshman index criteria are the ones currently in BOR policy. Institutions may set higher requirements for admission with permission of the Chief Academic Officer.

2. Discontinue admission of students who test into all three areas of learning support (reading, English, math).
3. Limit time in learning support to 3 semesters for learning support math and 2 semesters for Learning Support English and reading.

The maximum number of learning support classes in English and reading will be one each, with two attempts each to exit. The maximum number of learning support courses in math will be two with three attempts to exit. There will be no appeals.

Before this recommendation can be implemented, System-wide COMPASS placement scores will be set. A work group will be established to determine these minimum scores.

4. Retain presidential exceptions as an institutional option.

5. Reduce from three years to one year the mandatory waiting period for students to return to a USG institution after being placed on learning support dismissal.

Institutions may apply this rule to current students as well as incoming students.

6. Increase the number of college-level credit hours allowed before a student can take only learning support courses from 20 to 30.

Institutions may apply this rule to current students as well as incoming students. Institutions may choose to apply this rule for students in learning support math only.

7. Institute a System-wide review of learning support COMPASS placement and exit scores.
8. Adopt alternative teaching approaches in learning support courses.

Appendix 6: COMPASS, ACT, and SAT Placement Scores for Learning Support English

Scores prior to Fall 2012

	SATV	ACTE	COMPASS Writing
Placement in English 0096			1-59
Placement in English 0098			60-69
Exempt from Learning Support English	At least 450	At least 19	At least 70

New Scores beginning Fall 2012

	SATV	ACTE	COMPASS Writing
Exempt from Learning Support English (University System of Georgia minimum)	At least 430	At least 17	At least 60
Exempt from Learning Support English (Dalton State College minimum)	At least 450	At least 19	At least 70
Barred from admission to any USG institution			Below 32

Appendix 7: Writing Lab Use and Student Success**Fall 2010**

Course	# of Visits to the Writing Lab	# of Students Who Passed	# of Students Who Failed	# of Students Who Withdrew from Course	Total # of Students
English 0090 and 0096	0 Visits	103 (59%)	52 (30%)	20 (11%)	175
	1-4 Visits	73 (67%)	33 (30%)	3 (3%)	109
	5 or more Visits	15 (79%)	2 (10%)	2 (11%)	19
English 0098	0 Visits	35 (45%)	35 (45%)	7 (9%)	77
	1-4 Visits	42 (56%)	27 (36%)	6 (8%)	75
	5 or more Visits	21 (44%)	24 (50%)	3 (6%)	48
English 1101	0 Visits	558 (76%)	99 (13%)	77 (11%)	734
	1-4 Visits	213 (88%)	18 (7%)	10 (4%)	241
	5 or more visits	92 (96%)	2 (2%)	2 (2%)	96
Read 0090 and 0096	0 Visits	77 (65%)	32 (27%)	10 (8%)	119
	1-4 Visits	45 (76%)	8 (14%)	6 (10%)	59
	5 or more Visits	19 (79%)	5 (21%)	0 (0%)	24
Read 0098	0 Visits	116 (73%)	34 (22%)	8 (5%)	158
	1-4 Visits	38 (58%)	23 (35%)	4 (6%)	65
	5 or more Visits	15 (65%)	6 (26%)	2 (9%)	23

Spring 2010

Course	# of Visits to the Writing Lab	# of Students Who Passed	# of Students Who Failed	# of Students Who Withdrew from Course	Total # of Students
English 0090 and 0096	0 visits	40 (54%)	25 (34%)	9 (12%)	74
	1-4 visits	36 (60%)	20 (33%)	4 (7%)	60
	0-4 Visits (Combined)	76 (57%)	45 (34%)	13 (10%)	134
	5 or more visits	13 (87%)	1 (7%)	1 (7%)	15
English 0098	0 visits	22 (39%)	27 (47%)	8 (14%)	57
	1-4 visits	36 (51%)	33 (46%)	2 (3%)	71
	0-4 Visits (Combined)	58 (45%)	60 (47%)	10 (8%)	128
	5 or more visits	7 (58%)	5 (42%)	0	12
English 1101	0 visits	99 (60%)	39 (23%)	28 (17%)	166
	1-4 visits	70 (74%)	18 (19%)	7 (7%)	95
	0-4 Visits (Combined)	169 (65%)	57 (22%)	35 (13%)	261
	5 or more visits	19 (86%)	3 (14%)	0	22
Read 0090 and 0096	0 visits	19 (37%)	22 (42%)	11 (21%)	52
	1-4 visits	21 (50%)	18 (43%)	3 (7%)	42
	0-4 Visits (Combined)	40 (43%)	40 (43%)	14 (15%)	94
	5 or more visits	5 (83%)	1 (17%)	0	6
Read 0098	0 visits	28 (68%)	8 (20%)	5 (12%)	41
	1-4 visits	35 (66%)	13 (25%)	5 (9%)	53
	0-4 Visits (Combined)	63 (67%)	21 (22%)	10 (11%)	94
	5 or more visits	17 (85%)	3 (15%)	0	20

Note: Some percentages may not total 100% due to rounding.

Appendix 8: Success Rates for ESOL Students in English 0975

Semester	Number enrolled	Number exited	Pass (exit) rate
Fall 2006	24	7	29%
Spring 2007	21	4	19%
Fall 2007	7	2	29%

Appendix 9: QEP Director Job Description

Position: QEP DIRECTOR/Half-time Faculty

Circulation: Internal Only

Summary: Dalton State College, a four-year institution of the University System of Georgia, is searching for qualified applicants to fill the position of director of the Quality Enhancement Plan. This is a half-time position paired with faculty duties for a full-time tenure-track position. This is a twelve-month position.

Position Qualifications /Responsibilities Required:

- Master's degree in English; Ph.D., Ed.S., or Ed.D. preferred.
- Three or more years' experience with learning support instruction
- Excellent written, oral, presentational, and collaborative communication skills
- Experience in assessment
- Preferred: academic supervisory and/or institutional research experience.

Responsibilities of the position include:

- Overseeing implementation, assessment, and adaptation of Dalton State College's SACS Quality Enhancement Plan
- Managing personnel, schedules, data collection, assessment, and budget related to Learning Support English and the QEP
- Overseeing technology used in the QEP
- Teaching English 0098; 1/1 load for first two years of Plan and 2/2 load for following years
- Facilitating QEP Committee and Learning Support English faculty meetings
- Providing and planning faculty development for QEP-related activities
- Other faculty duties, such as advising, committee work as assigned.
- Working under supervision of Vice President of Academic Affairs, and Chair of Humanities Department
- Working in regular collaboration with FYES director, Learning Support Coordinator, Center for Academic Excellence Coordinator, Enrollment Services, Student Services, Director of Institutional Research, and Writing Lab Coordinator
- Writing and submitting yearly report and five-year report to

Director of Institutional Research and SACS

- Advocating and publicizing the QEP to the campus community and constituents

Salary: Commensurate with rank and experience

Application Procedure A complete application must include:

1. a letter of interest with a separate statement of teaching philosophy
2. a current curriculum vitae
3. three letters of reference written within the last three years
4. transcripts of all college work

Materials should be mailed to

Dr. Henry Codjoe
Director of Institutional Research
Dalton State College
650 College Drive
Dalton, GA 20720-3797.

An on-campus interview will be required prior to an official offer of the position. A background check will be processed for any candidate who accepts an offer of employment. EEO/AA

Application Deadline Review of applications will begin ____ and continue until the position is filled.

Policy Statement The names of applicants and nominees, vitae, and other general non-evaluative material are subject to public inspection under the Georgia Open Records Act.

Please be advised that should you be recommended for a position, University System of Georgia Board of Regents policy requires the completion of a background check as a prior condition of employment.

Employment opportunities, admissions policies, activities, services, and facilities of the College do not exclude any person on the basis of race, color, age, sex, religion, national origin or disability. DSC is an Affirmative Action Program Institution.

Appendix 10: Writing Lab Tutor Job Description

School	Liberal Arts
Position	Writing Lab Tutor (Half-time)
Circulation:	Internal Only
Qualifications	Required: <ul style="list-style-type: none">• Master’s degree in English, Education, Communication Studies, or related field with 18 graduate hours in English• Three or more years classroom teaching, tutoring, or supplemental instruction experience

Responsibilities of the position include:

- Working 19.5 hours per week with students who visit the Writing Lab to help them with specific writing problems; position will require 16 weeks per semester and ten weeks in the summer term
- Occasional faculty development and committee attendance
- Reports to Writing Lab Coordinator

Application Procedure A complete application must include:

1. a letter of interest
2. a current curriculum vitae
3. three letters of reference written within the last three years
4. transcripts of all college work

Materials should be mailed to

Dr. Mary Nielsen, Dean
School of Liberal Arts
Dalton State College
650 College Drive
Dalton, GA 20720-3797.

An on-campus interview will be required prior to an official offer of the position. A background check will be processed for any candidate who accepts an offer of employment. EEO/AA

Application Deadline Review of applications will begin ____ and continue until the position is filled.

Appendix 11: Composition of QEP Advisory Committee

- Dean of Liberal Arts
- Chair of Humanities Department
- Coordinator of Learning Support
- Coordinator of Disability Support Services
- Director of Institutional Research and Planning
- Director of First-year Experience
- One representative academic advisor
- One faculty representative from outside the School of Liberal Arts
- The chair of the former QEP Committee as an ad hoc member to ensure continuity

Appendix 12: English 0098 Departmental Syllabus

ENGLISH 0098-LEARNING SUPPORT ENGLISH 4-0-4

Department of Humanities

School of Liberal Arts

Dalton State College

Approved March 16, 2012

REQUIRED MATERIALS:

Textbooks: Instructors may choose between

- Kemper, Dave, Verne Meyer, John Van Rys, and Patrick Sebranek. *Write 2*. Boston, Massachusetts: Wadsworth Cengage, 2012. Bundled with Write Experience. ISBN-10: 1133810497 or ISBN 13: 9781133810490.
- Brandon, Lee. *At a Glance: Essays*. 5th ed. Boston, Massachusetts: Wadsworth Cengage, 2012. Bundled with Write Experience. ISBN-13: 9781133798040

Blue or black ink pens

Number 2 lead pencil

RECOMMENDED MATERIALS:

A college dictionary, The American Heritage Dictionary, 5th ed., 2011, hardbound or paperbound. The hardbound is particularly recommended. Hardbound: ISBN-10: 0547041012 ISBN-13: 978-0547041018. The 4th edition is also usable. Hardbound: ISBN: 0-618-09848-8, Paperbound: ISBN: 0-385-33576-8

COURSE DESCRIPTION:

Emphasizes the basics of grammar, paragraphs, and essays to prepare students for ENGL 1101. Prospective students will be required to score 70 or above on the COMPASS exam to exempt this course. (Institutional Credit). (F,S,M)

Prerequisite: COMPASS English scores of 32-69.

As explained in the College catalog, the Learning Support (LS) program is designed to give students the opportunity to master fundamental principles before moving on to the more complex freshman composition sequence. The emphasis of the program is placed both on grammar competence and the fundamentals of written formal composition.

Students enter the course by placement on basis of (1) SAT or ACT scores and COMPASS scores; (2) by the English 1101 drop-back policy which allows students having difficulty in English 1101 to drop that course and pick up English 0098 any time until the end of the third week of the spring and fall semesters or the second week of the summer term. (3) Some students do audit.

A student is allowed a maximum of eight semester hours or two semesters in Learning Support English without exiting before suspension. Enrollment in a course does not count as an attempt, however, if the student withdraws prior to mid-semester. Attempts are cumulative within the University System; during the second semester in a LS class, students are notified that they must exit or face suspension from school.

NOTE: Withdrawing from all Learning Support classes will result in the student being withdrawn from all courses for the semester.

Students who have not exited a LS area after two semesters are suspended for one academic year (two semesters exclusive of summer). There is no appeal. Students who are eligible for Disability Support Services MAY qualify for two additional semesters in Learning Support.

COURSE OBJECTIVE:

The LS program as represented by English 0098 provides up to two semesters of intensive instruction in grammar and writing from the most basic level to English 1101 entry-level competence. The primary goals of this study are the following:

- (1) to reach a minimum competency of 70% (as specified by the instructor in the individual course syllabus) on in-class exercises, five essays (which should be 300 words or longer), revisions, corrections, and tests;
- (2) to prepare for passing the Exit Essay Test (as determined by Departmental evaluation and the essay is required to be a minimum of 300 words);
- (3) to pass the Learning Support Exit Examination in order to exit from the program and be eligible to enter English 1101. The COMPASS passing score is 70.

STUDENT LEARNING OUTCOMES: March 25, 2012

The following statements describe the behavior that students who exit from English 0098 will exhibit.

1. Students will be able to identify and to write complete, grammatically correct, appropriately punctuated sentences.
2. Students will be able to write paragraphs with at least one appropriate, concrete example.
3. Students will be able to write essays with clear theses, introductory paragraphs, body paragraphs, and conclusions.
4. Students will exhibit the characteristics of self-directed learners.

ASSESSMENT OF STUDENT LEARNING OUTCOMES: March 25, 2012

1. Seventy percent of students who qualify to write the end-of-term essay will succeed on Benchmark 1 and Criterion 4 of the end-of-term rubric. (Outcome 1)
2. Seventy percent of students who qualify to sit for the Compass exit retest will achieve a passing score of 70 or higher. (Outcome 1)
3. Seventy percent of students who qualify to write the end-of-term essay will succeed on Criterion 3 of the end-of-term rubric. (Outcome 2)

4. Seventy percent of students who qualify to write the end-of-term essay will succeed on Criteria 1 and 2 of the end-of-term rubric. (Outcome 3)
5. Sixty percent of the students completing English 0098 will use the services of the Writing Lab five or more times during the semester to focus on specific problems. (Outcome 4)
6. Sixty percent of students completing English 0098 will complete a practice COMPASS test to strengthen proofreading skills. (Outcome 4)
7. Sixty percent of students completing English 0098 will be enrolled in and will meet Outcomes 1 and 2 of the First-year Experience Seminar. (Outcome 4)
8. Sixty percent of students completing English 0098 will become self-directed learners by achieving four or more of the following, as determined by the instructor. (Outcome 4)
 - a. Regular class attendance
 - b. Completion of all major assignments
 - c. Participation in class work and/or discussions
 - d. Completion of journal, blog, or wiki entries
 - e. Use of Writers Resource, My Writing Lab, or other software in the Writing Lab
 - f. Others determined by instructor in consultation with QEP Action TEAM and the QEP director.

CLASS ACTIVITIES:

The student will participate in such learning activities as the following:

1. Grammar instruction by a variety of methods;
2. Grammar exercises in the text, handouts, workbook, or online;
3. Grammar drill work provided by the instructor;
4. Grammar quizzes or tests;
5. Fundamental sentence structure and paragraph exercises;
6. Basic essay writing skill exercises, including reading and interpreting essay topics; construction of thesis sentences; outlining; introduction, body paragraph structure, and conclusion; and five-paragraph essay composition.
7. Use of Write Experience to compose essays AND/OR practice essay writing during the class period or for homework.
8. At least five targeted visits to the Writing Lab.

FYES 1000 AND ENGLISH 0098

All students enrolled in English 0098 must participate in the learning community with the First-year Experience course. The only exceptions are students who have already taken and passed FYES 1000 or those who utilize the drop-back policy after the drop-add period.

COMPASS REVIEW SESSIONS:

Each English 0098 teacher is responsible for conducting a COMPASS review session at the regular scheduled class time for the section(s) taught during that semester. This review session occurs after students have taken their first attempt at the COMPASS and enables students with a 70-79% average to have a second attempt. COMPASS review sessions are limited to fall and spring semesters.

EVALUATION:

Once a student is placed in the English LS program, the student must meet three criteria to exit.

First, the student must satisfy the instructor's stated course content requirements with a minimum competency of 70% as defined by the professor in the course syllabus. Sixty percent of a student's average comes from the five in-class essays; the final 40% will be specified by the instructor in the individual syllabus. Most teachers will use an average of graded materials from class activities.

Second, the student must receive Yes ratings (passing) from two of the three raters of the Departmental Exit Essay Exam given during the last week of the semester in order to pass the course and be eligible to attempt the COMPASS. If the student fails the essay, he/she may be permitted a retest if the student's average is 80 or above; notice that the score to permit a retest is higher than the score that allows the student to take the essay the first time. It is the individual instructor's responsibility to read all exam essays and explain to students why the essays passed or failed. The rubric that is used for evaluating the essays is attached to this syllabus. The attached rubric will be used to evaluate the exit essays and the instructor will use it to evaluate some or all class essays.

Third, the student must pass the Learning Support Exit Examination, which is administered by the Testing Center at the end of the semester. Students who fail the COMPASS on their first attempt will be allowed a retest if they have achieved a class average of 80 and if they attend all COMPASS review sessions. Notice that the score to permit a retest is higher than the score that allows the student to write the COMPASS the first time.

Teachers will write on the grade sheet next to the student's name the student's average; this average lets the Testing Center coordinator know about retests; a photocopy of the grade sheet must be sent to the Testing Center coordinator after the grade sheet is completed.

The student who fails to meet the course requirement (an average of 70 or above) will receive a grade of U for the semester and will continue in the LS program the next semester of enrollment. The student who has a class average of 70 or better but who fails either the Exit Essay Exam on COMPASS or both receives a grade of IP. He/she must continue in the LS program the next semester of enrollment. The student who has a 70 or better in class and passes both the Exit Essay and the COMPASS receives an S grade and is ready to take English 1101.

Faculty members should return all essays, tests, and assignments to their students with the exception of the end-of-term essay, which should be retained for one semester. The professor's grade book is kept indefinitely and is the property of the College. Part-time teachers who are not teaching the following semester should give the grade book to the chairperson at the end of the semester and the end-of-term essays to the Department's administrative assistant.

Summary of the evaluation process:

- S class grade of 70 or better, passed Exit Essay and COMPASS,
- IP class average of 70 or better, failed either Exit Essay or COMPASS or both
- U class grade below 70
- WF based on attendance, counts as an attempt in LS.
- W does not count as an attempt in LS.

A student must have a class average of 70 or better to attempt the exit essay.

A student must have a class average of 80 or better to qualify for a retest.

Appendix 13: End-of-Term Essay Rubric

ENGLISH 0098 EXIT ESSAY RUBRIC

Student Essay # _____

Set # _____

REQUIRED BENCHMARKS	
Two or fewer Type I errors	
Essay is sufficiently long (departmental minimum is 300 words).	
Essay addresses prompt.	

CRITERIA		
	Pass	Fail
Essay has a clear thesis and develops and supports it.		
Essay has an introduction and conclusion and is organized into clear paragraphs.		
Essay uses sufficient concrete examples to support the ideas.		
Essay has few Type II and Type III errors.		
Essay contains language that is clear and idiomatically used.		

Appendix 14: Type 1, 2, and 3 Errors at Dalton State College**ERROR TYPES AND GRADING STANDARDS**

Revised August 17, 2010

The Humanities Department of Dalton State College has developed a classification of grammatical and mechanical errors according to the seriousness of each error: Type I errors are the most serious, Type II are of second rank, and Type III errors are the least serious.

Type 1
Sentence fragments
Fused or run-on sentences
Subject-Verb disagreement
Comma Splices
Type 2
Pronoun case errors
Disagreement of pronoun and antecedent
Verb tense sequence errors
Shifts in mood, number, person, voice of verbs
Dangling or misplaced modifiers
Faulty parallelism
Ambiguous, broad, and/or vague reference of pronouns
Use of second person in formal essay
Type 3
Errors in mechanics
Capitalization
Italics
Abbreviations and numbers
Commas
Superfluous commas
Semicolon
Apostrophe
Quotation marks
Period, question mark, exclamation point, colon, dash, parentheses, brackets
Errors in spelling and hyphenation
Errors in usage
Diction
Exactness
Wordiness
Unity and logical thinking
Subordination

Separation of related sentence parts, split infinitive
Sentence variety
Paragraphing
Planning and drafting
Revising and editing