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Community College, AL

Title III Application 2013: Improving Student Retention and
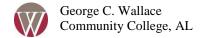Success through the Center for Writing and Writing Instruction

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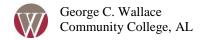- Department of Education Supplemental Information for SF 424

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(a) Quality of Comprehensive Development Plan (CDP)

1. Analysis of Strengths, Weaknesses / Significant Problems

Academic Programs, Strength 1: Programs address needs of a diverse student population: Wallace Community College strives to expand learning opportunities for a diverse population through two campuses fifty miles apart that serve areas with vastly different needs. WCC's main campus is located in the Dothan Metropolitan Area, a thriving region with a population of 146,171 and a civilian labor force of 65,141(Bureau of Labor Statistics, Annual 2011, Current Employment Statistics). In March 2013, the unemployment rate for this area was 7%, slightly below the state average of 7.2% (AL Dept. of Labor, Labor Market Division). Located in southeast Alabama, Dothan is a hub of the healthcare profession, the largest employer of WCC graduates in the region. In stark contrast, WCC's Sparks Campus is located in Eufaula, a picturesque town of antebellum mansions and economic stagnation. With a population of 12,954 (U.S. Census Bureau, 2011), Eufaula ranks 44 of 50 cities in a report recently issued by the Alabama Policy Institute, "Building Business in Alabama: How Business-Friendly Are Alabama's 50 Largest Cities?" The report rated Eufaula last for "economic vitality—the heaviest weighted category in the report" based on its poor median per capita income and weak residential population growth from 2000-10. With a weak transportation infrastructure, residents of Eufaula and Barbour County remain geographically isolated, and the unemployment rate for the county stands at a staggering 12.1%, according to the Alabama Department of Labor (Feb. 2013). Barbour County also has the 11th highest unemployment rate among the state's 67 counties.
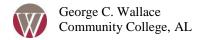
The College bridges the divide between the economic contrasts in its service areas by focusing on the differences that unite its student population: WCC students are traditional and

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nontraditional, single parents and family providers, full-time and part-time employees. To provide training to geographically isolated students, for instance, the College offers technical theory instruction online and English and math courses in an online/hybrid format. To assist those in high growth areas where emerging and existing industry is being transformed by technology and innovation, the College adopts best practices in instruction (flipped classes, simulations, alternative delivery methods) and updates equipment to match business and industry standards.

Wallace Community College also has a reputation of reaching out to underserved demographic groups in its service areas. For example, the College is responding to the needs of older, displaced, and/or undertrained workers who need to update skills or retrain to compete in today's highly competitive marketplace. In April 2013, Wallace Community College joined a three-year initiative led by the American Association of Community Colleges called the Plus Fifty Encore Completion Program, an effort involving 100 colleges reaching 10,000 Plus 50 students. WCC is one of two colleges in Alabama receiving the grant designed to train 10,000 baby boomers over the next three years for new jobs in healthcare, education, and social service while helping them complete certificates or degrees.

Academic Programs, Strength 2: Innovative Career / Technical Education (CTE) programs offer cutting-edge training. WCC offers degree and certificate programs built in response to local industry and job training demands. In September 2012, the U.S. Department of Labor awarded WCC and its college partners a $10 million grant to provide welding instruction through mobile labs in rural areas of Alabama and Florida. As a result, both WCC campuses train welding students with state-of-the-art virtual reality welding simulators.

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Additional cutting-edge equipment enables students to be trained to industry standards. The Drafting and Design Technology program on the Dothan Campus recently acquired a 3-D Rapid Prototyping Printer, a unit that produces a three-dimensional object in plastic from a student-prepared drawing. Also, over one million dollars in state-of-the-art trainers has been added to the Dothan Campus Industrial Systems / Nuclear Engineering program, making it one of the best-equipped labs in the region.

More than 42% of WCC students are enrolled in a health-related program. The Health Sciences Simulation Center on the Dothan Campus provides high-performance simulators that serve the Nursing and Respiratory Therapy programs and address the need for highly-trained professionals through partnerships with regional healthcare providers. According to Dr. Asha Voss, M.D., at Obstetrics and Gynecology of Dothan, " The simulation experiences your institution provides to nursing, emergency medical and respiratory students impact both their learning as students and their skills as practitioners following graduation." Significantly, WCC Nursing students test above state and national averages on the NCLEX-PN and the NCLEX-RN. The pass rate for Radiology students on the American Registry of Radiologic Technologists (ARRT) National Certification Examination is 100%. By surpassing state and national standards, WCC Health Sciences students are uniquely positioned to matriculate to local four-year institutions such as nearby Troy University and the new Alabama College of Osteopathic Medicine (ACOM) in Dothan.
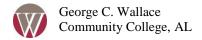
Institutional Management, Strength 3: At-risk students receive advising and support to improve success: College leadership is committed to strengthening advising, support services, and instructional delivery to improve the success of underprepared students. Two new Career Coach positions have recently been added to provide mentoring and counseling for at-risk

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students on both campuses. One coach works with the Transitional Studies Division to provide advising for students in developmental courses with the goal of improving course completion rates. The second coach works part-time through the Student Services Division to provide career development guidance in career / technical programs. In addition, instructors have prepared video lectures covering course content and objectives for all internet and hybrid courses. These videos support student learning and success by offering students 24-hour access to lectures. In 2007, as an outgrowth of its Southern Association of Colleges and Schools (SACS) self-study, WCC began its Quality Enhancement Plan (QEP), which ultimately led to a project to improve student performance in developmental math. Built in 2012, the Center for Academic Success (CAS) on the Dothan Campus houses the new Transitional Studies Division. The Director of Transitional Studies oversees self-paced math tutorials and trains peer tutors in providing individualized support to students enrolled in developmental math.

Institutional Management, Strength 4: Instructional practices are strengthened through data analysis and focus on faculty development. Five General Education Outcomes (GEOs) are linked to student performance in English, math, science, and social sciences.   To assess and strengthen instructional delivery, the College has recently begun collecting GEO data and measures one GEO competency per semester. Instructors use rubrics to measure each competency for each student, and each indicator is scored from 1 to 4, with 4 indicating mastery. Data collected for GEO 1(Critical Thinking) and GEO 2 (Effective Communication) provide direct means of assessing students' success in writing in the general education curriculum.

To assist faculty with professional development in areas related to technology and instructional best practices, the Center for Instructional Excellence and Faculty Development was created as a result of the College's 2005 Title III grant. The director maintains a Faculty

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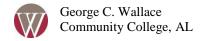Success through the Center for Writing and Writing Instruction

Development page on the College website with links to current professional development articles and best practices. College leadership has also implemented a major initiative called Improvement – Constant and Never-ending (I-CAN), focusing on increasing professional development opportunities in pedagogy. The outcomes of the I-CAN initiative are measured by increased student success, positive comments about faculty on surveys, and an overall increase in the number of online evaluation responses. Since the I-CAN initiative was implemented, the Top Ten enrollment courses have experienced a 23.7% increase in success rates and a 128% increase in the number of on-line evaluation responses.

Fiscal Stability, Strength 5: Effective oversight ensures fiscal stability. A practice of fiscal responsibility has seen WCC through a series of proration budget cuts and "no audit findings" in ten years; a designated staff person is assigned to provide fiscal management for grants; and the on-going support of the WCC Foundations provides student scholarships and instructional development. The Foundations demonstrate their commitment through increased awards: in 2010-11, 96 scholarships were awarded; in 2011-12, 134 were awarded; and the anticipated total for 2012-13 is 148.

Weaknesses / Significant Problems

Academic Programs, Problem 1: Too many incoming students have writing deficiencies. During the Quality Enhancement Plan (QEP) process (2011), faculty and staff surveys indicated a need for improving writing skills. A majority of the faculty (65.9%) perceived the greatest need to be in writing; a majority of students (57.18%) perceived the greatest need to be in math. Industry partners surveyed perceived an equal degree of weakness in both areas. While developing both writing and math skills was considered important, the College

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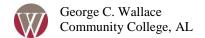Success through the Center for Writing and Writing Instruction

decided to address improvement of students' math skills for the QEP project because that area was rated slightly higher by health care partners and technical advisory committee members.

In 2012 the English faculty at Wallace Community College reaffirmed the need to provide additional support for the disproportionate number of entering students whose scores on the ACT-COMPASS English Writing Skills Placement Test fall below the cut-off score of 62 required at WCC for English 101 placement. In FA 2012, 456 of 951 entering students tested were placed into developmental English. As indicated in Table l, the percentage of students testing into developmental English has continued to rise, increasing from 38% in 2007 to 48% in 2012.

Table 1: ACT-COMPASS: English Writing Skills Placement Test For All Students Tested, Including Those Taking Test Multiple Times or Coming from Another Institution			
Year	Total tested	# Testing into Dev. Eng.	% testing into Dev. Eng.
2007	1054	404	38%
2008	1301	554	43%
2009	1602	684	43%
2010	1419	653	46%
2011	1354	629	46.5%
2012	951	456	48%

Source: Office of Institutional Effectiveness and Research, WCC

Too many of WCC's students are underprepared for success with college-level writing. Too many traditional students (18-24-year-olds) are coming to WCC from "failing" area high schools where they did not master basic grammar and writing skills. Seven high schools and five middle schools in the WCC service area meet Alabama House Bill 84's definition of a "failing school." Further, for over a decade students in Alabama have been held to minimal standards on the Alabama High School Graduation Exam (AHSGE) —which does not include a writing component—so their preparation to be successful in college-level writing has, in many cases, been compromised.

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Nontraditional students face other barriers to successful completion of courses requiring college-level writing skills. Adult students returning to school to earn degrees after lengthy absences from the classroom may not have written in years, so they struggle to retool their skills. When informally surveyed, English faculty cite specific writing-related barriers for students in ENG 101-102: too many matriculate into ENG 101 needing additional support (i.e., scaffolding strategies, writing conference support, multiple drafts) so the instructor is unable to provide adequate coverage of course content or sufficient one-to-one assistance; too many students need additional support with research skills to be successful in freshman English courses; and too many students need additional support to be successful with analytical and interpretative essays based on literary selections.

Academic Programs, Problem 2: Too many first-time college students are not persisting in developmental and freshman English courses. The mean score in English for first-time college students assessed at WCC using ACT's COMPASS test falls below ACT's College Readiness Benchmarks that correspond to success in credit-bearing community college courses. These benchmarks "represent a criterion for success for a typical student at a typical college." ACT-COMPASS sets the criterion for college readiness in English Composition at 77. Students scoring 77 have "approximately a 50% chance of earning a B or higher and a 75% chance of earning a C or higher in the corresponding college course(s)" (ACT Research and Policy Information Brief, Feb. 2013). However, 66.45% of WCC students taking the COMPASS test in FA 2012 tested below 77, and from FA 2012 to SP 2013, the mean score for students entering WCC for the first time was 59.69 on the COMPASS Writing Skills Test. This mean falls 17.36 points below the COMPASS benchmark of 77 for College Readiness. Further, while ACT-COMPASS sets the benchmark for English Composition at 77, WCC established its

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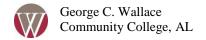Success through the Center for Writing and Writing Instruction

benchmark for ENG 101 (English Composition) based on State Board Policy 802.01: Student Assessment, which sets the minimum placement score at 62, rather than adopting ACT's College Readiness Benchmark for Composition. The effect of this policy is to create a cohort of at-risk students entering ENG 101. In FA 2012, 18.5% of students fell into this at-risk cohort, and 35% of this cohort enrolled in ENG 101 from FA 2012 to SP 2013 did not pass the course on their first attempt.

Additionally, to be successful in ENG 101, students must earn a grade of C or better by demonstrating strong writing skills based on the following criteria: content, organization, style, and mechanics (grammar, punctuation, and spelling). Further, to complete the course, ENG 101 students are required to pass the Exit Exam consisting of a five-paragraph, in-class essay, 2-4 pages long, on a topic presented at the time of the exam. The essay is weighted 10% of the final grade in the course. In 2011, of the at-risk cohort who enrolled in ENG 101, 56.97% were successful (earning a C or better) on the first try, and 64.53% were successful on the last try. Of the cohort that successfully completed ENG 101, only 34.23%, matriculated into ENG 102, and only 18% of this at-risk cohort successfully completed ENG 102.

Completion of ENG 101-102, unfortunately, is not the only problem facing this cohort. Fall-to-fall retention rates have dropped significantly in the past few years. In 2010-11, the fall-to-fall retention rate was 28.35%. In 2011-12, the fall-to-fall retention rate was an abysmal 14.78% for students scoring 62-77 on the COMPASS Writing Skills Test.

Consistent with other community colleges across the country, approximately 40 percent of first-year students make little progress in their educational programs and fail to return the following year. Too many students scoring 62-77 on the COMPASS Writing Skills Test at WCC do not persist in ENG 101-102, and fall-to-fall retention rate for this cohort is low. Students in

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this cohort often "slip through the cracks" and do not always receive targeted advising and support services to aid their persistence, retention, and completion.

Too many students also fall below the cut-off of 62; in 2012, 48% of students testing were placed into developmental English. Students scoring between 0 and 57 are placed into ENG 092, a course reviewing basic grammar and writing skills. Those scoring 57 and below must complete the ENG 092-093 sequence before advancing to ENG 101. Pre-requisites for ENG 093 are either a grade of S (Satisfactory) in ENG 092 or a score of 58-61 on the COMPASS Writing Skills Placement Test. Unfortunately, many of these students do not (1) successfully complete the developmental sequence, (2) complete ENG 101 and 102, or (3) complete their programs.

First, completing the developmental sequence is a problem. Retention Rate fall-to-fall 2010-2011 was 21.29% but fell in 2011-2012 to 14.17% for the "developmental" cohort scoring below 62 on the COMPASS Writing Skills Test. In 2011, less than half the students taking ENG 092 also took ENG 093, and only 37.88% successfully completed that course. Students who do not complete the developmental sequence of ENG 092-093 are unable to matriculate into credit-bearing English courses 101 and 102.

Second, when students taking developmental English matriculate to ENG 101-102, they struggle to persist. In 2011, the success rate in ENG 101 for this cohort was 61.86% compared to the success rate of 72.39% in 2007-2010. Enrollment declined in 2011 for this cohort in ENG 101 and ENG 102, with only 97 students taking ENG 101 and eight enrolling in ENG 102. The steep decline in the number of students who enrolled in ENG 101-102 in 2011 significantly impacts the number who will be able to complete degrees within the next six terms.

Third, members of the cohort taking developmental English have difficulty completing their programs. Table 2 shows the low number of credentials awarded in comparison to

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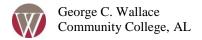Success through the Center for Writing and Writing Instruction

enrollment. Overall, the credentialing rate based on 10 semesters (FA 2009-FA 2012) was

14.8%. Only 9.1% taking developmental courses in basic skill subjects earned a credential

(degree or certificate), and only 6.6% of students required to take developmental English earned

a credential within 10 semesters.

Table 2: Credential Rates for 2009 Entering Cohort within 10 semesters (short-term certificates excluded)			
2009 Entering Cohort	Number	Number Receiving Credential	Credential Rate
Total Entered	973	144	14.8%
Baccalaureate Transfer	587	56	6.9%
Career / Technical	386	88	22.8%
Pell Grant Recipients	615	87	14.1%
Developmental Students	653	60	9.1%
Developmental Eng Students	288	19	6.6%

Source: Office of Institutional Effectiveness and Research, WCC

Completion rates are also jeopardized when students are enrolled in more than one

developmental course and when financial aid programs are reduced. In 2012, 34.65% of first-

time college students were placed into developmental English and at least one other

developmental course. From 2006-2012, 477 students enrolled 2-4 times before either

successfully completing the English course or withdrawing. The completion rate for multiple

attempts in ENG 092-093 is 53.45%. For students having to retake more than one non-credit

developmental course, new Pell Grant eligibility restriction could be a significant barrier to

retention and completion by reducing the number of terms full-time students can receive grants.

Approximately 57% of WCC students receive Pell Grants. Alabama is one of the three southern

states in which five thousand students have lost Pell Grant eligibility (Community College

Times, Apr/May 2013).

Institutional Management, Problem 3: WCC's capacity to meet the tutorial needs

of all students is insufficient. With 48% of first-time students placing into developmental

English courses, more guided practice with developing effective writing techniques is needed.

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Tutorial services outside of class are limited, and the College's website does not provide writing resources. Students must purchase writing software called *mywritinglab* to supplement their English coursework, but currently there are no free online tutorials, writing "hotlines," or instructional videos about writing linked to the WCC website. The availability of one-to-one, face-to-face tutorials is also limited. For example, Student Support Services (TRIO) offers tutorial services only to students who meet certain criteria (low income, first generation, and /or physically disabled), and this service is funded to serve only 365 students per year on both campuses.

Institutional Management, Problem 4: The integration of writing into the general education curriculum is inconsistent. Strategies to improve student writing skills in general education courses have been unevenly applied. Writing assignments are infrequently aligned to students' career goals in the top-enrollment-bearing freshman courses, called the Top Ten courses: Art 100, Biology 103, English 101, Computer Information Sciences146, History 101, History102, Math100, Music101, Psychology 200, and Speech 207. Data from FA 2012 shows 28.69% of WCC students are enrolled in university-parallel programs in which they must hone their college-ready writing skills; others advance through Career / Technical programs (Nursing, Medical Assisting, Office Administration, etc.) where strong writing skills are vital to advancement and success. A survey of course syllabi of the Top Ten courses shows the number of graded writing assignments varies widely. The weight given to writing assignments in students' final grades also varies from discipline to discipline. In SP 2012, the Instructional Affairs Division initiated a plan to require all students in general education courses to complete a minimum of three writing activities per course to be graded by the instructor. Most faculty are underprepared with strategies to assist developmental writers and lack the training and resources

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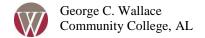Success through the Center for Writing and Writing Instruction

(due to state funding reductions) to implement fully a writing-across-the-curriculum initiative. Both full-time and adjunct faculty need updated training in best practices not just to incorporate more writing activities into the classroom, but to feel more comfortable with crafting writing assignments to measure General Educational Outcomes (GEOs), assessing student writing, expanding delivery methods, and using technology to supplement traditional writing instruction.

Fiscal Stability, Problem 5: State funding reductions restrict current initiatives/activities and program expansion. State funding losses in the last five years, with a loss of close to $20 million for K-12 and post-secondary education in Alabama, make many initiatives impossible to sustain. The state's 2013-14 budget increase to two-year colleges of less than 1% limits the College's ability to keep pace with quickly changing workforce development needs and ever-expanding technological updates and innovations.

Summary of Weaknesses and Significant Problems

Identification and analysis of weaknesses related to academic programs, institutional management, and fiscal stability led the College to identify a critical area it proposes to address with this request for Title III funding. The most critical need is to strengthen and expand the teaching, learning, assessment, and application of writing, particularly of high-needs students, based on the following problems: (1) The unacceptably low retention and the unacceptably low program completion rate of students taking developmental English courses; (2) COMPASS data showing the average English score for entering students falls 17.36 points below the ACT benchmark for College Readiness; (3) Severe limitations on tutorial assistance available through Student Support Services due to enrollment constraints; and (4) Restricted funds for program expansion due to significant postsecondary budget cuts at the state level. WCC believes that implementing a Center for Writing and Writing Instruction on both the Dothan and Eufaula

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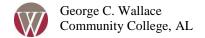Success through the Center for Writing and Writing Instruction

Campuses will improve student success in writing not only in English courses, but also in

general education courses, contributing to overall success, retention, and program completion.

The details and rationale for this solution are discussed later in the Implementation section of the

proposal.

Description of Analysis Process Involving Major Constituencies

Strategic Planning: The Wallace Community College planning process is conducted on

a three-year cycle and projects strategic direction for the institution. Led by the President, the

2013-16 strategic planning process at WCC involved stakeholders within the institution and

external to the College. Preliminary planning initially involved the College's Administrative

Council in a two-day review and planning session. Council members reviewed "Reclaiming the

American Dream: Community Colleges and the Nation's Future," a 2012 report from the

American Association of Community Colleges. This report highlighted problems facing

community colleges across the country, including the number of students unprepared for college-

level study, the low rates of student success, and proposed actions to address these challenges.

The Council reviewed information related to the internal environment of the College such as

enrollment, retention, and graduation data as well as some survey information. Information

related to emerging trends in the external environment was also examined, particularly that

related to population trends, educational levels, and future employment opportunities in the

region. Subsequently, a Strategic Planning (SP) Committee composed of faculty and staff within

the College was appointed and charged with analyzing the strengths, weaknesses, opportunities,

and threats regarding WCC and the community it serves. Overall, both the Administrative

Council and the SP Committee observed that WCC faces many of the same challenges within the

College as other community colleges in the country—namely, low retention rates for a sizeable

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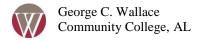Success through the Center for Writing and Writing Instruction

portion of each entering class, many of whom require developmental/transitional studies in preparation for collegiate-level study.

A second phase in the strategic planning process involved meetings with key constituency groups, including faculty, professional staff, students, and members of external advisory committees to assess WCC and the community it serves. WCC's 2013-16 SP, approved and adopted in April 2013, was formed as a result of Administrative Council planning sessions and provided the basis for the proposed Title III project. Specifically, SP goals focused on increasing student success, providing faculty development, and improving infrastructure.

Quality Enhancement Plan (QEP): In 2012, WCC was reaffirmed for accreditation by the Southern Association of Colleges and Schools for the next 10 years. The QEP study involved an on-going and broad-based conversation with College stakeholders, including faculty and staff, administrators, students, and community. During the process, two areas of need were identified: mathematics and writing skills of at-risk students. Since WCC is already addressing needs in mathematics, the major problem that remains to be addressed is writing.

Title III Steering Committee: In spring 2013, the Title III Steering Committee, comprising twelve members representing a diverse group of academic and administrative functions, was appointed by the president. The committee met and received an overview of processes for developing a Title III proposal. Subcommittees were formed to conduct a comprehensive data review to examine student retention and completion rates; to identify problems and recommend strategies based on data/best practices; to identify applicable research and model programs; to examine course design, writing assessments, and on-line writing support; to recommend the best use of facilities; and to identify technological needs.

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2. Realistic goals based on comprehensive analysis and 3. Measurable objectives

WCC has identified three overall goals with six measurable objectives. These goals and objectives will improve the College's ability to fulfill its mission of providing accessible quality educational opportunities for its students.

Table 3: Key Goals and Measurable Objectives
GOAL 1: Enhance student success and engagement through increased excellence in educational programs.
Measurable Objectives by September 30, 2018: (1) Increase to 24% the fall-to-fall retention of first-time students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 14.33% (2) Increase completion rates in ENG 101 to 73% for students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 63.56% (3) Increase the percentage of first-time students who graduate within three years to 20%. Baseline: 14.8%

Specific Tasks and Methods Involved	Tangible Results
(1) Increase student access to tutorial support for writing. (2) Implement a Center for Writing & Writing Instruction (CWWI) with intervention strategies in response to students' writing deficiencies. (3) Hire a full-time director for the CWWI to lead & direct operations of student support & faculty development in writing instruction. (4) Hire full-time coordinators for Dothan & Sparks Campuses to conduct training of tutors, assist with scheduling & data collection, & provide tutorial assistance & technological support. (5) Hire professional & peer tutors to collaborate with student writers to increase writing proficiency. (6) Require developmental English students to complete one hour of weekly writing center lab time with instructor coupled with standard classroom instruction. (7) Require weekly writing center support for students scoring 62-77 on COMPASS Writing Skills Test.	(1) Writing support services & writing-rich pedagogy consolidated into the Center for Writing & Writing Instruction (CWWI) will significantly improve students' writing proficiency through one-to-one tutorials, tracking & advising systems, & technological support. (2) Persistence in & completion of ENG 101, one of the Top Ten freshman courses, will be significantly improved as a result of writing support services and writing-rich pedagogy. (3) Progress will be made toward persistence, retention, & completion by improving students' skills in writing.

GOAL 2: Provide proven academic strategies & on-going professional development opportunities responsive to the needs of the faculty.
Measurable Objectives by September 30, 2018: (1) Increase the percentage of general academic faculty teaching Top Ten freshman courses trained in the instruction & assessment of writing through the CWWI to 90% Baseline = 0% (2) Increase the number of Top Ten freshman courses integrating writing-rich pedagogical practices & evaluation techniques established by the CWWI into the curriculum by 100%. Baseline = 0.

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Specific Tasks and Methods Involved	Tangible Results
(1) Train faculty teaching Top Ten general education courses in designing writing assignments linked to GEO outcomes, evaluating student writing, & tracking students' growth in writing within their content areas.	(1) Student writing skills will develop more quickly as assignments are more closely aligned in general educational courses to program & career goals. (2) Faculty growth & innovation in the teaching & evaluating of student writing will lead to increased student persistence, retention, and completion. (3) Directed focus on writing in general education courses will lead to improvement in General Educational Outcomes (GEOs) related to critical thinking & effective communication.

GOAL 3: Improve the infrastructure essential to support & achieve the purposes of the Center for Writing & Writing Instruction.	
Measurable Objectives by September 30, 2018: (1) Increase square footage available for CWWI by 4,900 square feet.	
Specific Tasks and Methods Involved	**Tangible Results**
(1) Reassign existing spaces on Dothan Campus to achieve the purposes of the Center for Writing &Writing Instruction initiative. (2) Relocate the CNA lab on the Sparks Campus & renovate the space to achieve the purposes of the Center for Writing & Writing Instruction initiative. (3) Upgrade technology to improve instructional delivery.	(1) Conversion of existing classrooms & labs will lead to technology-rich collaborative workspaces for tutorials, teaching, & learning. (2) Center for Instructional Excellence (CIE) and Management Information Systems (MIS) will provide reliable technological support for faculty development & curricular innovation using technology to teach writing.

4. Methods and resources used to institutionalize practices and improvements

This Title III project has been approved by WCC President Linda C. Young and her Administrative Council, members of which have been involved in project design. The *Implementation Plan* is structured to involve WCC decision-making bodies (i.e., Curriculum Committee) and intra-institutional authorizations at key points throughout the five-year project. Coordination across divisional lines will ensure a smooth and timely transition from federal to institutional support.

Although cost sharing is not required for Title III, the College will assume a substantial financial commitment. Pre-award commitments and continuing institutional support are reflected in this application. Most notably, WCC will begin institutionalizing the costs for key personnel in Year 3 and will begin assuming other costs (technology maintenance, professional development, and travel) in Year 4. The Dean of Business Affairs conservatively estimates

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WCC's assumed costs will be $282,128 for the five-year grant period. The grant initiatives will be well established by the end of the grant cycle, and WCC leadership has committed to institutionalize all practices and improvements by the end of the grant period.

Salaries and Fringe Benefits: The College begins assuming an increasing percentage of the salaries and fringe benefits for the three full-time positions (CWWI director and coordinators for Dothan and Sparks Campuses) and two part-time professional tutor positions beginning in Year 3, Year 4, and Year 5 (20%, 30%, and 40%, respectively). Title III funds will be used to hire peer tutors as instructional assistants in the CWWI. WCC will retain the peer tutoring program after the Title III grant has expired using general operating funds set aside for the peer tutoring program. At the end of the grant cycle, the College will assume 100% of the salaries/fringe benefits for all full- and part-time positions (see Table 4 below) totaling $324,841.

Technology Plan: Beginning with Year 1 of the grant period, WCC will incorporate all equipment and technology purchased with Title III funds into its equipment and maintenance and software upgrade schedule. Post-grant needs will be incorporated into the annual maintenance and upgrade process.

New Tuition Revenue: As the College achieves its Title III fall-to-fall retention rates of 24% and degree completion goal of 20%, WCC is confident that resulting revenue streams will be sufficient to maintain this commitment. Using current enrollment as a baseline, estimating based on today's tuition and instructional costs, and applying a cohort attrition model, reaching these two objectives will net $353,080 of additional revenue by 2019.

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Table 4: Title III Post-Grant Cost and Revenue Projection			
Cost Estimates		Anticipated Revenue	
Salaries	$255,911	Tuition Revenue	$305,162
Fringe Benefits	$68,930	Technology Fee	$22,698
Travel	$7,200	Facility Fee	$22,698
Supplies	$14,029	Bond Fee	$2,522
Other	$4,000		
TOTAL	350,070	TOTAL	$353,080

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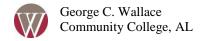
(b)   Quality of activity objectives

1.   Realistic objectives for each activity defined in terms of measurable results

Table 5: Annual Objectives and Performance Indicators	
Annual Measurable Objectives	**Performance Indicators**
Year 1: 2013-14	
Objective 1: By Sept. 30, 2014, increase to 16% the fall-to-fall retention of first-time students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 14.33%	At least 16 % of first-time students scoring 1-77 on the COMPASS Writing Skills Test who received writing center support & enrolled FA 2013 will return in FA 2014.
Objective 2: By Sept. 30, 2014, increase completion rates in ENG 101 to 65% for students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 63.56%	By Sept. 30, 2014, at least 65% of students scoring 1-77 in FA 2013 on the COMPASS Writing Skills Test who received writing center support will successfully complete ENG 101.
Objective 3: Increase the number of first-time students who graduate within three years to 17% in 2017 and to 20% in 2018. Baseline: 14.8%	This objective will be measured beginning in year 4.
Objective 4: By Sept. 30, 2014, increase the number of general academic faculty teaching Top Ten freshman courses trained in the instruction and assessment of writing though the CWWI to 20%. Baseline: 0%	By Sept. 30, 2014, at least 20% of general academic faculty teaching Top Ten freshman courses will be trained in the instruction & assessment of writing through the CWWI.
Objective 5: By Sept. 30, 2014, increase number of Top Ten freshman courses integrating writing-rich pedagogy developed through the CWWI into the curriculum to 20%. Baseline: 0	By Sept. 30, 2015, at least 20% of Top Ten freshman courses will integrate writing-rich pedagogy developed through the CWWI into the curriculum.
Objective 6: By Sept. 30, 2014, increase sq. ft. available for CWWI by 4,900 square feet.	By Sept. 30, 2014, lab spaces completely reconfigured into CWWI workspaces.
Year 2: 2014-15	
Objective 1: By Sept. 30, 2015, increase to 18% fall-to-fall retention of first-time students scoring 1-77 on the COMPASS Writing Skills Test who receive writing center support. Baseline: 14.33%	At least 18% of first-time students scoring 1-77 on the COMPASS Writing Skills Test who received writing center support & enrolled FA 2014 will return in FA 2015.
Objective 2: By Sept. 30, 2015, increase completion rates in ENG 101 to 67% for students scoring 1-77 on the COMPASS Writing Skills Test who receive writing center support. Baseline: 63.56%	By Sept. 30, 2015, at least 67% of students scoring 1-77 in FA 2014 on the COMPASS Writing Skills Test who received writing center support will successfully complete ENG 101.
Objective 3: Increase the number of first-time students who graduate within three years to 17% in 2017 and to 20% in 2018. Baseline: 14.8%	This objective will be measured beginning in year 4.
Objective 4: By Sept. 30, 2015, increase the number of general academic faculty teaching Top Ten freshman courses trained in the instruction & assessment of writing through the CWWI to 35%. Baseline: 0%	By Sept. 30, 2015, at least 35% of general academic faculty teaching Top Ten freshman courses will be trained in the instruction & assessment of writing through the CWWI.

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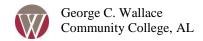|	
Objective 5: By Sept. 30, 2015, increase number of Top Ten freshman courses integrating writing-rich pedagogy developed through the CWWI into the curriculum to 40%. Baseline: 0	By Sept. 30, 2015, at least 40% of Top Ten freshman courses will integrate writing-rich pedagogy developed through the CWWI into the curriculum.
Year 3: 2015-16	
Objective 1: By Sept. 30, 2016, increase to 20% the fall-to-fall retention of first-time students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 14.33%	At least 20% of first-time students scoring 1-77 on the COMPASS Writing Skills Test who received writing center support & enrolled FA 2015 will return in FA 2016.
Objective 2: By Sept. 30, 2016, increase completion rates in ENG 101 to 69% for students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 63.56%	By Sept. 30, 2014, least 69% of students scoring 1-77 in FA 2015 on the COMPASS Writing Skills Test and received writing center support will successfully complete ENG 101.
Objective 3: Increase the number of first-time students who graduate within three years to 17% in 2017 and to 20% in 2018. Baseline: 14.8%	This objective will be measured beginning in year 4.
Objective 4: By Sept. 30, 2016, increase the number of general academic faculty teaching Top Ten freshman courses trained in the instruction and assessment of writing through the CWWI to 55%. Baseline: 0%.	By Sept. 30, 2016, at least 55% of general academic faculty teaching Top Ten freshman courses will be trained in the instruction & assessment of writing through the CWWI.
Objective 5: By Sept. 30, 2016, increase number of Top Ten freshman courses that integrate writing-rich pedagogy developed through CWWI into the curriculum to 60%. Baseline: 0	By Sept. 30, 2016, at least 60% of Top Ten freshman courses will integrate writing-rich pedagogy developed through CWWI into the curriculum.
Year 4: 2016-17	
Objective 1: By Sept. 30, 2017, increase to 22% the fall-to-fall retention of first-time students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 14.33%	At least 22% of first-time students scoring 1-77 on the COMPASS Writing Skills Test who received writing center support & enrolled FA 2016 will return in FA 2017.
Objective 2: By Sept. 30, 2017, increase completion rates in ENG 101to 71% for students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 63.56%	By Sept. 30, 2017, at least 71% of students scoring 1-77 in FA 2016 on the COMPASS Writing Skills Test who received writing center support will successfully complete ENG 101.
Objective 3: By Sept. 30, 2017, increase the number of first-time students who graduate within three years to 17%. Baseline: 14.8%	At least 17% of first-time entering students who attended WCC in 2015 will graduate with a credential by Sept. 30, 2017.
Objective 4: By Sept. 30, 2017, increase the number of general academic faculty teaching Top Ten freshman courses trained in the instruction & assessment of writing through the CWWI to 75%. Baseline: 0%	By Sept. 20, 2017, at least 75% of general academic faculty teaching Top Ten freshman course will be trained in the instruction & assessment of writing through the CWWI.
Objective 5: By Sept. 30, 2017, increase number of Top Ten freshman courses integrating writing-rich pedagogy developed through the CWWI into the curriculum to 80%. Baseline: 0	By Sept. 30, 2017, at least 80% Top Ten freshman courses will integrate writing-rich pedagogy developed through CWWI into the curriculum.

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Year 5: 2017-18	
Objective 1: By Sept. 30, 2018, increase to 24% the fall-to-fall retention of first-time students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 14.33%	At least 24% of first-time entering students scoring 1-77 on the COMPASS Writing Skills Test who received writing center support & enrolled FA 2017 will return in FA 2018.
Objective 2: By Sept. 30, 2018, increase completion rates in ENG 101 to 73% for students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 63.56%	By Sept. 30, 2018, at least 73% of students scoring 1-77 in FA 2017 on the COMPASS Writing Skills Test and received writing center support will successfully complete ENG 101.
Objective 3: By Sept. 30, 2018, increase the number of first-time students who graduate within three years to 20%. Baseline: 14.8%	At least 20% of first-time students who attended WCC in 2016 will graduate with a credential by Sept. 30, 2018.
Objective 4: By Sept. 30, 2018, increase the number of general academic faculty teaching Top Ten freshman courses trained in the instruction & assessment of writing through the CWWI to 90%. Baseline: 0%	By Sept. 30, 2018, at least 90% of general academic faculty teaching Top Ten freshman courses will be trained in the instruction and assessment of writing through the CWWI.
Objective 5: By Sept. 30, 2018, increase number of Top Ten freshman courses integrating writing-rich pedagogy developed through the CWWI into the curriculum to 100%. Baseline: 0	By Sept, 30, 2018, 100% of the Top Ten freshman courses will integrate writing-rich pedagogy developed through the CWWI into the curriculum.

2.   Relationship of Activity Objectives to Goals and Problems to be Solved in the CDP

Objectives for each activity are directly related to the problems to be solved and to the goals of the comprehensive development plan. Title III project strategies will target the problems identified in the comprehensive development plan. The project will afford WCC the means to increase substantially the academic support it offers to students who are underprepared to meet the demands of college-level writing. The Center for Writing and Writing Instruction (CWWI) will become a distinct entity of the College with the essential staff, resources, and autonomy to implement research-based best practices in the teaching of writing. With the implementation of the CWWI, retention and graduation rates will increase; intervention strategies will complement classroom instruction (i.e., targeted writing center support for developmental students, the pairing of students with peer and professional tutors, and offering open access to all students, including those in general education and Career / Technical programs). Instruction will improve with increased faculty development in the teaching and evaluation of writing. The addition of a full-time CWWI director and

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coordinators to manage the daily operations on the Dothan and Sparks Campuses, as well as the addition of professional and peer

tutors on both Campuses, will further augment instructional strategies and techniques. Technological support specific to students'

writing needs (CWWI webpages with writing-based resources, videos with writing-based tutorials, etc.) will be integrated into the

CWWI implementation plan.

Table 6: Relationship of Activity Objective to Problems and Goals		
CDP Problem	**CDP Goal**	**Relationship to Objectives**
Academic Programs Unacceptably high percentage of first-time students succeeding at rates below ACT-COMPASS benchmark for college readiness Unacceptably high percentage of first-time students placed into developmental English courses Low persistence in ENG101-102 Unacceptably low fall-to-fall retention and 3-year graduation rates	**Goal 1:** Enhance student success and engagement through increased excellence in educational programs.	By Sept. 30, 2018, increase to 24% the rate of first-time students scoring 1-77 on the COMPASS Writing Skills Test who persist fall to fall. Baseline= 14.33% By Sept. 30, 2018, increase completion rate in ENG101to 73% for students scoring 1-77 on COMPASS Writing Skills Test. Baseline=63.56% By Sept. 30, 2018, increase to 20% the number of first-time students who graduate within 3 years. Baseline=14.8%
Institutional Management Insufficient writing tutorial assistance for underprepared students Inconsistent integration of writing into the general education curriculum Underprepared faculty and inadequate infrastructure to support writing center	**Goal 2:** Provide proven academic strategies and on-going professional development opportunities responsive to the needs of the faculty. **Goal 3:** Improve the infrastructure essential to support and achieve the purposes of the Center for Writing and Writing Instruction.	Increase the percentage of General Academic faculty teaching Top Ten freshman courses trained in the instruction and assessment of writing within their content areas by 90%. Baseline: 20% Increase the number of Top Ten freshman courses integrating writing-rich pedagogical practices established by the CWWI into the curriculum by 100%. Baseline = 0. Increase square footage available for CWWI to 4,900 square feet.

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(c) Quality of Implementation Strategy

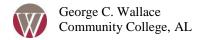#### 1. Implementation Strategy and 2. Rationale for Implementation

WCC's activity, "Improving Student Retention and Success through the Center for Writing and Writing Instruction," proposes four comprehensive strategies to achieve three goals and six measurable objectives. When taken together, they are designed to advance WCC's academic quality, improve institutional management, and promote self-sufficiency.

Strategy 1: Establish a Center for Writing and Writing Instruction (CWWI) to achieve increased excellence in student success in educational programs. Strong writing skills assist students in their academic careers and prepare them for professional success beyond the classroom;[1] however, many WCC students are arriving underprepared for college level writing and all too often struggle to complete their degrees and go on to successful careers. In fact, for this past academic year, the mean score for entering students taking the college's placement test for English was 17.36 points below the benchmark established to indicate college readiness. Further, of the students who entered WCC in 2009 and placed into developmental English courses, only 6.6% of them earned a certificate or degree within 10 semesters[2].

Understanding this connection between effective writing skills and academic and professional success and considering the low placement scores of entering students and their poor graduation rates, WCC sees the need to improve our students' writing skills, not only in

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[1]Peter D. Hart, Research Associates, Inc., Washington, DC. 2008, "How Should Colleges Assess and Improve Student Learning? Employers' Views on the Accountability Challenge," *Association Of American Colleges And Universities,* ERIC, EBSCOhost (accessed April 20, 2013); College Board, "Writing: A Ticket to Work . . . .Or a Ticket Out: A Survey of Business Leaders," *The National Commission on Writing*, September 2004, accessed April 21, 2013, http://www.writingcommission.org/report.html; David Hennessy and Ruby Evans, "Reforming Writing Among Students in Community Colleges," *Community College Journal Of Research & Practice* 29.4 (April 2005): 261-275, Academic Search Premier, EBSCOhost, accessed April 21, 2013.

[2] WCC Office of Institutional Effectiveness and Research

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English composition courses but also in all degree areas in order to prepare our students for academic and workplace success. As a result, we propose the creation of the Center for Writing and Writing Instruction (CWWI), designed to support students and faculty. The design of this center is taken from models at Randolph Community College, Asheboro, NC; Troy University, Troy, AL; The University of Alabama, Tuscaloosa, AL; Furman University, Greenville, SC; Caldwell Community College and Technical Institute, Hudson, NC; Itawamba Community College, Tupelo, MS; and The University of Louisville, Louisville, KY. While these different writing centers models worked well on each of these respective campuses, no one model was completely suited for WCC, so we have chosen the elements from each that will best support our students. Additionally, we have been guided by the International Writing Centers Association Position Statement on Two-Year College Writing Centers, approved in 2007, as well as the International Writing Centers Association website.

The CWWI will have physical locations on both the Dothan and Sparks campuses and will be available to students Monday through Thursday from 8:30 a.m. until 6:30 p.m. and Fridays 8:30 a.m.-2:00 p.m. (evening hours adjusted based on demand). The CWWI will serve walk-ins but will encourage students to schedule appointments through *TutorTrac,* a scheduling and tracking software that will also be used to measure student progress. Ultimately, the CWWI will provide collaborative, one-to-one consultation for students to support their writing efforts. This collaborative model is supported by Vygotsky's social theory of learning and many writing center scholars, who emphasize the success of this collaboration between student and tutor in

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writing center interactions and insist this aspect of individualized, personalized collaboration is one of the reasons writing centers are so effective in improving students' writing skills[3].

The CWWI will be staffed by a full-time Director who will be responsible for both the Dothan and Sparks campuses. The Director will hold a minimum of a MA in English, preferably in composition and rhetoric studies, and should have a strong knowledge of writing center theory and pedagogy. The Director will have general oversight of the CWWI as well as responsibility for developing an initiative that will emphasize and encourage writing in all disciplines, implementing on-line writing center support, and providing faculty development training in the teaching of writing. The Director will be responsible for data collection/reporting and staff oversight and will report directly to the Dean of Instructional Affairs. Two coordinators with MA's in English will manage the day-to-day operations of the centers on the Dothan and Sparks Campuses, including tutoring, scheduling appointments, training professional and peer tutors, developing instructional writing videos, and conducting in-class and outside of class student workshops. Following best practices advocated by the International Writing Center Association as well as the institutions mentioned earlier in this section, the CWWI will employ, in addition to its Director and coordinators, peer-tutors to serve as writing center consultants.

Based on the growing demand for on-line courses, the CWWI will offer on-line consulting for on-line students. Following the model at Troy University, WCC will build a CWWI page in its current Blackboard platform; this page will provide links to important resources, including videos, handouts, and tutorials to help support on-line students with the

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[3] Kenneth Bruffee, "Peer Tutoring and the 'Conversation of Mankind,'" in *Writing Centers: Theory and Administration*, ed. Gary Olson (Urbana: National Council of Teachers of English, 1984); Andrea Lunsford, "Collaboration, Control, and the Idea of a Writing Center," *The Writing Center Journal* 12.1 (1991): 3-10; Christina Murphy, "The Writing Center and Social Constructionist Theory," in *Intersections: Theory Practice in the Writing Center,* ed. Joan Mullin and Ray Wallace (Urbana: NCTE, 1994).

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writing process. Additionally, current research for on-line writing center students indicates that

on-line students should be offered asynchronous and synchronous tutoring options.[4] Thus, the

CWWI will provide asynchronous consulting as students will receive feedback from tutors for

any work submitted to the CWWI through Blackboard within a 24-hour time period. For those

students desiring synchronous options, chat will be available through Blackboard; the CWWI

will also use AIM conferencing software as well as Google docs to provide on-line students with

real-time consulting.

WCC will support faculty as well as students in the CWWI. Randolph Community

College's QEP, "Write Now! Improving Student Written Communication Skills for Academic

and Career Endeavors," presents research from a variety of sources that emphasizes the

importance of writing across the curriculum (WAC) at two-year colleges.[5] The scope of our

project does include a WAC component that integrates writing into all academic disciplines.

Consequently, the CWWI will support faculty in developing skills, assignments, and rubrics

necessary to encourage writing, first in our developmental and "Top Ten Freshman Courses" and

then, ultimately, throughout our institution.

Strategy 2: Increase student retention and success through course redesign and

mandatory use of CWWI. Writing centers have been shown to provide increased student

retention and success.   In one study, Diana Calhoun Bell and Alana Frost tracked the retention

data of developmental students who attended mandatory weekly thirty-minute writing center

tutorials more than 80% of the time. Of these students, 85% were retained as students from fall-

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[4] Stephen Neaderhiser and Joanna Wolfe, "Between Technological Endorsement and Resistance: The State of Online Writing Centers," The Writing Center Journal 29.1 (2009): 52-56.

[5] "What's in It for Me?," The WAC Clearinghouse, accessed April 21, 2013, http://www.wac.colostate.edu/intro/pop3b.crm; Kathleen B. Yancey and Brian Huot, eds., *Assessing Writing Across the Curriculum: Diverse Approaches and Practices* (Greenwich: Ablex, 1997); Hennessy and Evans, 262.

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to-fall, which was 12 points higher than the institution's rate of retention. Additionally, Casey Jones synthesizes other studies that show the impact of writing centers on student retention and success. He cites Sutton and Arnold's study which found that "basic" English composition students receiving standard classroom instruction coupled with writing center visits had significantly higher grade point averages than those who received only standard classroom instruction. He also cites Helen Naugle's study that showe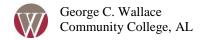d the establishment of a writing center at the Georgia Institute of Technology, led to a "marked reduction in the failure rate for students" on the state-mandated proficiency exam in composition.[6] Based on these findings, WCC proposes a redesign of three courses to include mandatory use of the CWWI.

1). The ENG 092 and ENG 093 course redesign would take each course from a three credit hour to a four credit hour course that would include concentrated remediation in the CWWI. During this time instructors will meet with their students in the CWWI to engage in either group or one-to-one collaboration with tutors, providing guidance and immediate feedback related to the students' writing. With this course redesign, we would expect to see a 2% yearly increase in retention rates.

2). Currently, entering ENG 101 students must score at least a 62 on the writing portion of WCC's entrance exam called COMPASS. The new course would retain all of the elements of our current ENG 101 course; however, students scoring between 62-77 (the lower end of the COMPASS test entrance spectrum) would be enrolled in an "enhanced" ENG 101 course, which would include workshops and assistance from CWWI staff under the supervision of the course

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[6] Diana Calhoun Bell and Alanna Frost, "Critical Inquiry And Writing Centers: A Methodology Of Assessment," Learning Assistance Review 17.1 (2012): 15-26, ERIC, accessed April 27, 2013; Casey Jones, "The Relationship Between Writing Centers and Improvement in Writing Ability: An Assessment of the Literature," Education 122.1 (2001): 3, MasterFILE Premier, accessed April 27, 2013.

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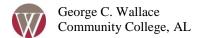Success through the Center for Writing and Writing Instruction

instructor. We would expect to see at least a 2% yearly increase in ENG 101 retention because underprepared students will be given more one-to-one writing support.

Strategy 3: Strengthen the teaching of writing in Top Ten freshman general education courses by training faculty using proven academic strategies to improve the assigning, assessing, and tracking of student growth in writing. The CWWI staff will also serve as writing consultants to the faculty at large, assisting and enabling non-English faculty and students to engage in writing endeavors beyond the composition classroom. During the past academic year, WCC's Dean of Instruction encouraged all faculty to include writing assignments in all courses. Informal surveys of WCC faculty indicate that while the instructors see the value of including writing in their courses, non-English faculty members do not feel confident in their ability to assess the students' writing. Similarly, David Hennessy and Ruby Evans point out that most general education faculty . . . feel underprepared to grade writing assignments.[7] In order to address this concern and following the method suggested by Holly Ryan of the Pennsylvania State University-Berks, each semester the CWWI staff will partner with faculty teaching general education Top Ten courses to provide in-class composition workshops designed to help students with their writing assignments. Additionally, following the model set forth by Randolph Community College, staff of the CWWI will assist faculty in developing and facilitating writing in their courses. These professional development activities will be presented in various formats, including on-line training, traditional workshops, and video-taped sessions. The Director of CWWI will work with each department to develop workshop modules that are discipline specific and that will include a grammar refresher as well as assignment and rubric development.[8]

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[7] Hennessy and Evans, 261-75.
[8] Ryan, Holly. "Changing Attitudes: Writing Center Workshops in the Classroom," *Praxis: A Writing Center Journal* 9.1 (2012): 1-6; WRITE Now!: Improving Student Written Communication Skills for Academic and Career
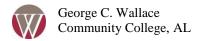
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Strategy 4: Improve the infrastructure essential to support the operations of the

Center for Writing and Writing Instruction. To establish the CWWI, the WCC plans to use

space on the Dothan Campus adjacent to the Developmental Math Lab in the Center for

Academic Success; on the Sparks Campus, the CWWI will be housed in the same building as the

developmental math program. The CWWI will contain a computer lab that will be used for the e-

component of the redesigned ENG 092/093 courses and will also be available for all WCC

students needing assistance on any writing project. The Dothan campus currently has an existing

bank of 100 computers that will support these CWWI activities; however, the Sparks campus

does not currently have computer lab facilities, so it will also house an expanded space with a

bank of twenty-five computers and five additional computers for staff and tutors.   The CWWI

will contain tutoring space, equipped with computers[9], round tables, rolling chairs, and privacy

cubicles.[10] The CWWI will also house office space for the Director and Coordinators and

include a reception area with a computer equipped with *TutorTrac,* reservation and tracking

software.

Endeavors," Randolph Community College, September 2009, accessed April 20, 2013,
http://www.randolph.edu/file_uploads/swgreene/QEP%20FINAL.pdf.

[9] Ten computers are needed for the Dothan campus and 5 for the Sparks campus.

[10] The rationale for this structure comes from Professor Lucas Niiler, writing center director at the University of
Alabama, who states that round tables minimize barriers between clients and consultants and rolling chairs allow
consultants to move easily around the table to view writing but then to move away and allow the client time to re-
engage in writing exercises. Moreover, Niiler states that privacy cubicles minimize distractions and allow clients to
feel more comfortable in engaging in tutoring strategies such as reading their writing aloud, Personal Interview,
March 1, 2013.

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(1) Timetable for each activity is realistic and likely to be attained.

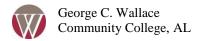| Table 7: Implementation Timetable				
Specific Task	**Primary Participants**	**Methods Involved**	**Tangible Results**	**Timeframe From - To**
Year 1: October 1, 2013 – September 30, 2014				
Identify, interview, & hire T3/CWWI Dir position	Human Resources, Search Com	Recruit, screen, & hire director as per HR policies	Hire T3/CWWI Dir	10/1/13-11/15/13
Contract with external evaluator	Dean/Instructional Affairs	Follow WCC's policies & procedures for contracted services	Ext eval visits & estab data collection procedures	10/1/13 - 9/30/14
Develop data collection process	Dir/Inst Effectiveness, Ext Eval	Collect & organize data & surveys as necessary	Baseline data & process for evaluation established	10/15/13-9/30/14
Prepare Title III policy manual	Dean/Instr Affairs, T3/CWWI Dir	Follow established procedures & applicable federal law & rules	Manual to guide Title III operations established	10/1/13 - 9/30/14
Establish the Center for Writing & Writing Instruction	Dean/Instr Aff & Curriculum Com	Consolidate writing support services & writing-rich pedagogy into CWWI	Writing support services & writing-rich pedagogy assist retention/completion	10/1/13 - 9/30/14
Identify & hire project coordinators for Dothan & Sparks Campuses	Human Resources, WCC Search Com	Recruit, screen, & hire coordinators as per HR policies	Coordinators hired	10/1/13 - 11/15/13
Hire & train two part-time professional tutors, one per campus	HR, WCC Search Com	Recruit, screen, & hire as per HR policies; train tutors	Prof tutors hired & trained	11/30/13-12/15/13
Reassign & reconfigure spaces on Dothan & Sparks Campuses	Facilities/Grounds Com.	Follow CWWI reconfiguration & technology plan	New workspace for CWWI opens SP 2014	10/1/13-11/15/13
Set up writing centers on Dothan & Sparks Campuses	T3/CWWI Dir, Facilities/Grounds Com	Purchase/install equipment/ *TutorTrac*; journal subscriptions	CWWI ready for students beginning SP 2014	10/1/13-12/15/13
Promote CWWI to students /faculty	T3/CWWI Dir & Coordinators	Introduce students & faculty to CWWI	Student & faculty use of CWWI tracked	10/1/13-9/30/14
Develop schedule for required tutoring for ENG 092-093, ENG 101	T3/CWWI Dir; ENG Division Chair	ENG faculty implement instructional strategies for ENG courses paired with CWWI	ENG 092-093 & ENG 101 paired with CWWI for tutorials in place	11/4/13-2/5/14
Redesign & strengthen ENG 092-093 & ENG 101to include CWWI support	T3/CWWI Dir. & Staff, ENG faculty	ENG/SPH faculty & CWWI staff evaluate course alignment to GEO writing /communication outcomes	Alignment to GEO outcomes strengthened	1/1/14-5/15/14
Implement PD plan for full-time & adjunct faculty	Dean/Instr Affairs, T3/CWWI Dir	Enhance curriculum & standardize instructional methods to strengthen writing in ENG 092-093 & ENG 101	Increased faculty awareness of best practices in teaching writing	1/1/14-9/30/14

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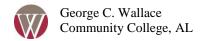
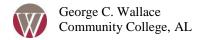| Specific Task	Primary Participants	Methods Involved	Tangible Results	Timeframe From - To
Develop writing resources for Top Ten courses (ENG & SPH)	T3/CWWI Dir & Staff	Departmentalize e-folios to track growth in writing; develop writing resources for webpage, writing skills videos, bank of writing assignments	Increased writing support & resources increase student engagement with writing	1/1/14-9/30/14
Develop CWWI webpages with writing resources	T3/CWWI Dir; CIS	Design webpages with writing resources & link to WCC website	Webpages designed & linked to WCC website	11/4/13-9/30/14
Develop referral system & policies & procedures for CWWI	T3/CWWI Dir, Coordinators	CWWI policies & procedures collected into downloadable manual	Policies & procedures posted to CWWI webpage	11/4/13-1/13/14
Develop PD plan for full-time & adjunct faculty	Dean/Instr Affairs, T3/CWWI Dir, Curriculum Com	Standardize practices across full-time & adjunct faculty to implement writing in Top Ten courses	Faculty training initiated	1/14/14-9/30/14
Develop training course for professional & peer tutors	T3/CWWI Dir, Coordinators	Prepare training for tutors & est criteria for selecting peer tutors	Tutor training tutors prepared/tutors selected	1/14/14-9/30/14
Attend writing center conference & T3 Project Directors' Conference in Washington, D.C.	T3/CWWI Dir (T3 Conf & WC) Coord (WC)	Apply conference strategies to assist in managing CWWI & increase student success	Strategies implemented & student success measured	11/4/13-9/30/14
Prepare Title III Year End Report	T3/CWWI Dir	Collect & analyze data; begin T3 report preparation.	T3 report completed for timely submission per USDOE deadlines	9/1/14-9/30/14
Year 2: October 1, 2014 – September 30, 2015				
Review Year 1 & contract with external evaluator	T3/CWWI Coord., Dir/Dean of Instr Aff	Analysis & review of Year 1	Strategies modified & implemented as necessary	10/1/14-9/30/15
Hire & train one part-time peer tutor for every 1000 students enrolled	T3/CWWI Dir, Coord.	Recruit, screen, & hire as per HR policies & policies; train tutors	Peer tutors hired and trained	10/1/14-9/30/15
Strengthen HIS 101 & PSY 200 to include CWWI support	T3/CWWI Dir. & Staff, HIS & PSY faculty	HIS & PSY faculty / CWWI staff evaluate course alignment to GEO writing /communication outcomes	Alignment to GEO outcomes strengthened	10/1/14-9/30/15
Implement PD plan for full-time & adjunct faculty	Dean/Instr Affairs, T3/CWWI Dir, Curriculum Com	Enhance curriculum & standardize instructional methods to strengthen writing in HIS 101 & PSY 200	Increased faculty awareness of best practices in teaching writing	10/1/14-9/30/15
Continue referral system & new student orientation to CWWI	T3/CWWI Dir & Staff; Faculty	Referral system & orientation program in place	Improve student writing & increased retention	10/1/14-9/30/15
Develop writing resources for Top Ten courses (HIS 101 & PSY 200)	T3/CWWI Dir. & Staff	Develop course-specific writing skills videos & bank of writing assignments	Increased writing support & resources increase student writing success	10/1/14-9/30/15
Promote CWWI to students / faculty	T3/CWWI Dir & Staff	Orient new students/ faculty; update	Increased student/ faculty	10/1/14-

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Specific Task	Primary Participants	Methods Involved	Tangible Results	Timeframe From - To
		about upcoming workshops/events	use of CWWI tracked	9/30/15
Attend writing across the curriculum (WAC) conference; writing center (WC) conferences	T3/CWWI Dir (WAC) Coordinators (WC)	Apply conference strategies to assist in managing the CWWI & increase student success	Strategies implemented & student success measured	1/15/15-9/30/15
Attend T3 Project Director's conference in Washington, D.C.	T3/CWWI Dir	Apply conference guidelines to assist in managing the CWWI	Guidelines implemented	1/15/15-9/30/15
Update writing skills videos to upload to CWWI webpage	T3/CWWI Dir & Staff; Faculty	Add to bank of writing skills videos linked to CWWI webpage	Increased student use of writing skills videos	10/1/14-9/30/15
Collect data & analyze for evaluation	T3/CWWI Dir; Dir/ Inst Effectiveness	Collect & organize data & surveys as necessary	Analyze data; identify areas for improvement	10/1/14-9/30/15
Prepare Title III Year End Report	T3/CWWI Dir	Collect & analyze data; begin T3 report preparation	Title III report completed & submitted	9/1/15-9/30/15
Year 3: October 1, 2015 – September 30, 2016				
Review Year 2 & contract with external evaluator	T3/CWWI Coord., Dir/Dean of Instr Aff	Analysis & review of Year 2	Strategies modified& implemented as necessary	10/1/15-9/30/16
Hire & train one part-time peer tutor for every 1000 students enrolled	T3/CWWI Dir, Coord.	Recruit, screen, & hire as per HR policies & policies; train tutors	Peer tutors hired & trained	10/1/15-9/30/16
Strengthen MUS 101 & ART 100 to include CWWI support	T3/CWWI Dir. & Staff, MUS & ART faculty	MUS & ART faculty / CWWI staff evaluate course alignment to GEO writing /communication outcomes	Alignment to GEO outcomes strengthened	10/1/15-9/30/16
Implement PD plan for full-time & adjunct faculty	Dean/Instr Affairs, T3/CWWI Dir, Curriculum Com	Enhance curriculum & standardize instructional methods to strengthen writing in MUS 101 & ART 100	Increased faculty awareness of best practices in teaching writing	10/1/15-9/30/16
Continue referral system & new student orientation to CWWI	T3/CWWI Dir & Staff; Faculty	Referral system & orientation program in place	Improve student writing & increased retention	10/1/15-9/30/16
Develop writing resources for Top Ten courses (MUS 101 ART 100)	T3/CWWI Dir. & Staff	Develop course-specific writing skills videos & bank of writing assgn	Writing support/ resources increase student success	10/1/15-9/30/16
Promote CWWI to students / faculty	T3/CWWI Dir & Staff	Orient new students/ faculty; update about upcoming workshops/events	Increased student/ faculty use of CWWI tracked	10/1/15-9/30/16
Attend WC conferences & WAC conference	T3/CWWI Dir (WC) Coordinators (WAC)	Apply conf strategies to managing the CWWI & increase student success	Strategies implemented & student success measured	1/15/16-5/30/16
Attend T3 Project Director's conference in Washington, D.C.	T3/CWWI Dir	Apply conference guidelines to assist in managing the CWWI	Guidelines implemented	1/15/16-5/30/16
Update writing skills videos to upload to CWWI webpage	T3/CWWI Dir & Staff; Faculty	Add to bank of writing skills videos linked to CWWI webpage	Increased student use of writing skills videos	10/1/15-9/30/16

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Specific Task	Primary Participants	Methods Involved	Tangible Results	Timeframe From - To
Collect data & analyze	T3/CWWI Dir; Dir/Inst Effectiveness	Collect/organize data / surveys	Areas identified for improvement	10/1/15-9/30/16
Specific Task	**Primary Participants**	**Methods Involved**	**Tangible Results**	**Timeframe From - To**
Prepare Title III Year End Report	T3/CWWI Dir	Collect & analyze data; T3 report preparation	Title III report completed & submitted	9/1/16-9/30/16
Year 4: October 1, 2016 – September 30, 2017				
Review Year 3 & contract with external evaluator	T3/CWWI Coord., Dir/Dean of Instr Aff	Analysis & review of Year 3	Strategies modified & implemented as necessary	10/1/16-9/30/17
Hire & train one part-time peer tutor for every 1000 students enrolled	T3/CWWI Dir, Coord.	Recruit, screen, & hire as per HR policies & policies; train tutors	Peer tutors hired & trained	10/1/16-9/30/17
Strengthen MTH 100, CIS 146, & BIO 103 to include CWWI support	T3/CWWI Dir. & Staff, MTH, CIS, & BIO faculty	MTH, CIS, BIO faculty / CWWI staff evaluate course alignment to GEO writing /communication outcomes	Alignment to GEO outcomes strengthened	10/1/16-9/30/17
Implement PD plan for full-time & adjunct faculty	Dean/Instr Affairs, T3/CWWI Dir, Curriculum Com	Enhance curriculum & standardize instructional methods to strengthen writing in MTH100, CIS146, BIO103	Increased faculty awareness of best practices in teaching writing	10/1/16-9/30/17
Continue referral system & new student orientation to CWWI	T3/CWWI Dir & Staff; Faculty	Referral system & orientation program in place	Improve student writing & increased retention	10/1/16-9/30/17
Update writing resources for Top Ten courses (MTH100,CIS146, BIO103)	T3/CWWI Dir. & Staff	Add to course-specific writing videos & bank of writing assignments	Writing support /resources increase student success	10/1/16-9/30/17
Promote CWWI to students / faculty	T3/CWWI Dir & Staff	Orient new students/ faculty; update about upcoming workshops/events	Increased student/ faculty use of CWWI tracked	10/1/16-9/30/17
Attend WC conferences & WAC conference	T3/CWWI Dir (WAC) Coordinators (WC)	Apply conf strategies to manage the CWWI & increase student success	Strategies implemented & student success measured	10/1/16-9/30/17
Attend T3 Project Director's conference in Washington, D.C.	T3/CWWI Dir	Apply conference guidelines to assist in managing the CWWI	Guidelines implemented	10/1/16-9/30/17
Update writing skills videos to upload to CWWI webpage	T3/CWWI Dir & Staff; Faculty	Add to bank of writing skills videos linked to CWWI webpage	Increased student use of writing skills videos	10/1/16-9/30/17
Collect data & analyze	T3/CWWI Dir; Dir/ Inst Effectiveness	Collect/organize data /surveys as necessary	Areas identified for improvement	10/1/16-9/30/17
Prepare Title III Year End Report	T3/CWWI Dir	Collect & analyze data; begin T3 report preparation	Title III report completed & submitted	9/1/17-9/30/17

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Year 5: October 1, 2017 – September 30, 2018				
Review Year 4 & contract with external evaluator	T3/CWWI Coord., Dir/Dean of Instr Aff	Analysis & review of Year 4	Strategies modified & implemented as necessary	10/1/17-9/30/18
Hire & train one part-time peer tutor for every 1000 students enrolled	T3/CWWI Dir, Coord.	Recruit, screen, & hire as per HR policies & policies; train tutors	Peer tutors hired & trained	10/1/17-9/30/18
Specific Task	**Primary Participants**	**Methods Involved**	**Tangible Results**	**Timeframe From - To**
Continue on-going PD for faculty teaching Top Ten courses	Dean/Instr Affairs, T3/CWWI Dir, Curriculum Com	Enhance curriculum & standardize instructional methods to strengthen writing in Top Ten courses	Increased faculty awareness of best practices in teaching writing	10/1/17-9/30/18
Update writing resources for designated Top Ten courses	T3/CWWI Dir. & Staff	Add to course-specific writing skills videos & bank of writing assignments	Increased writing support & resources increase student writing success	10/1/17-9/30/18
Implement referral system & new student orientation to CWWI	T3/CWWI Dir & Staff; Faculty	Referral system & orientation program in place	Improve student writing & increased retention	10/1/17-9/30/18
Promote CWWI to students / faculty	T3/CWWI Dir & Staff	Orient new students/ faculty; update about upcoming workshops/events	Increased student/ faculty use of CWWI tracked	10/1/17-9/30/18
Attend WC conferences & WAC conference	T3/CWWI Dir (WAC) Coordinators (WC)	Apply conference strategies to assist in managing the CWWI & increase student success	Strategies implemented & student success measured	1/15/18-5/30/18
Attend T3 Project Director's conference in Washington, D.C.	T3/CWWI Dir	Apply conference guidelines to assist in managing the CWWI	Guidelines implemented	1/15/18-5/30/18
Update writing skills videos to upload to CWWI webpage	T3/CWWI Dir & Staff; Faculty	Add to bank of writing skills videos linked to CWWI webpage	Increased student use of writing skills videos	10/1/17-9/30/18
Collect data & analyze for evaluation	T3/CWWI Dir; Dir/ Inst Effectiveness	Collect & organize data & surveys as necessary	Areas identified for improvement	10/1/17-9/30/18
Prepare Title III Year End Report	T3/CWWI Dir	Collect & analyze data; begin T3 report preparation	Title III report completed & submitted	9/1/18-9/30/18
Submit final comprehensive Five-Year Report		Review results with External Evaluator & campus community	Final report reviewed, completed, & submitted	No later than 12/31/2018

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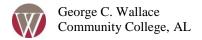Success through the Center for Writing and Writing Instruction

(d) Key Personnel

1. Experience and Training of Key Personnel and 2. Time Commitment

WCC's review of similar programs and an assessment of the ideal qualifications, abilities, and responsibilities of the Title III Project Coordinator position and the Director of the Center for Writing and Writing Instruction (CWWI) position revealed that they are complementary and strategically aligned with the project's implementation activities. Based on this assessment, WCC will hire a full-time Title III Project Coordinator/CWWI Director who will be responsible for oversight and management of the Title III project and the project implementation activities. He/she will be assisted by the Dothan Campus and Sparks Campus CWWI Coordinators who will provide day-to-day management of the CWWI at their respective locations. Other key personnel for the project include two part-time professional tutors and four peer tutors for one-to-one assistance in the CWWI. Below are descriptions of the desired experience, training, skills, and duties of these key positions, as well as the Title III time commitment for each. All requested personnel are considered essential for successful implementation of WCC's project.

Table 8: Title III Project Coordinator/CWWI Director

Position: Title Project Coordinator/CWWI Director	
Title III Time Commitment	100% Title III (1.0 FTE) (25% Project Coordinator; 75% CWWI Director)
Supervisor	Dean of Instruction for CWWI with direct access to the President for project oversight
Education	▪ Advanced degree with an emphasis in Composition or related discipline; Ph.D., Ed.D., MFA preferred
Experience	▪ Experience with project management ▪ Demonstrated experience in designing and teaching composition courses (min. 2 years) ▪ Experience coordinating a writing center, including training and supervising of tutors (min. 2 years) ▪ Experience in writing center evaluation and assessment ▪ Familiarity with use of technology in writing intensive classes ▪ Professional activities relevant to writing center leadership and administration ▪ Excellent organizational skills and ability to plan and prioritize tasks/projects
Duties & Responsibilities	▪ Monitor and assist with all implementation strategies ▪ Monitor project budget and ensure appropriate use of funds ▪ Prepare project reports for submission the U.S. Department of Education and other interested stakeholders

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	▪ Ensure compliance with applicable policies, grant terms, and conditions ▪ Oversee project evaluation activities ▪ Provide oversight for setting up writing center spaces on both campuses ▪ Interview, hire, train CWWI staff ▪ Develop CWWI policies ▪ Conduct outreach to faculty and campuses ▪ Meet regularly with administrators and faculty to discuss issues pertinent to the writing requirements ▪ Ability to work effectively and professional with faculty, staff, and students

Table 9: CWWI Coordinator (2)

Position: CWWI Coordinator (1 Dothan Campus and 1 Sparks Campus)	
Title III Time Commitment	100% Title III (1.0 FTE)
Supervisor	Project Coordinator/CWWI Director
Education	▪ Bachelor's degree in English or related field ▪ Prefer Master's degree in English or related field
Experience	▪ Experience in a learning center, writing center or related area (min. 2 years) ▪ Prefer teaching experience in higher education ▪ Prefer writing center coordinator experience
Duties & Responsibilities	▪ Coordinate all writing center activities ▪ Recruit, supervise and train writing center tutors ▪ Conduct training sessions and workshops ▪ Network with appropriate college groups and departments ▪ Assist the Project Coordinator/CWWI Director with data and report preparation

Table 10: CWWI Professional Tutors (2)

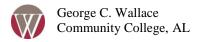| Position: CWWI Professional Tutor (1 Dothan Campus and 1 Sparks Campus)	
Title III Time Commitment	100% Title III Part-time
Supervisor	CWWI Coordinator
Education	▪ Bachelor's degree in English, Education, or Reading
Experience	▪ Teaching, graduate internship or relevant experience in a writing support center is also required (min. 1 year) ▪ Prefer advanced professional training that gives them the ability to tutor in basic and difficult subject areas.
Duties & Responsibilities	▪ Tutor and encourage students on their writing on an appointment or drop-in basis ▪ Supervise and serve as a resource for peer tutors ▪ Address tutoring or general questions from students and other members of the college community or refer those questions they cannot answer to the CWWI Coordinator ▪ Present classroom workshops ▪ Complete a survey after every tutoring session ▪ Relate to and work with students individually and/or in small groups ▪ Exercise good judgment and communicate effectively both orally and in writing ▪ Exercise strong organizational skills ▪ Promote positive student, faculty, and staff relations ▪ Use basic computer software programs

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Table 11: CWWI Peer Tutors

Position: CWWI Peer Tutors (4) (Dothan Campus and Sparks Campus)	
Title III Time Commitment	100% Title III Part-time
Supervisor	CWWI Coordinator
Education	▪ Completion of English101(required) and English 102 (preferred)
Experience	▪ Recommendation of composition instructors ▪ Good writing and communication skills ▪ Computer literacy
Duties & Responsibilities	▪ Be familiar with all resources, e.g., handouts, reference books, computer software and manuals, located in the CWWI ▪ Answer grammar questions ▪ Attend tutor training meetings ▪ Write articles for the newsletter/website ▪ Be aware of and able to use a variety of strategies to work with a diverse clientele whose writing skills cover a wide range of ability

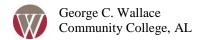## (e) Project Management Plan

1. Procedures for Managing Project are Efficient and Effective

Management of the Title III project takes into account the following administrative

processes: (a) granting administrative authority and autonomy of the Title III Project

Coordinator; (b) monitoring progress of the activity; (c) establishing lines of authority; and

(d) providing information to key administrators. The management processes will meet five

management objectives.

Table 12: Title III Project Management Objectives

The WCC Title III Project will be managed to:
▪ **Ensure** the achievement of all project objectives through appropriate management techniques;
▪ **Establish data collection** methodologies and maintain accurate data to monitor and measure the effective attainment of college-wide annual goals and measurable objectives;
▪ **Generate and maintain** active engagement, support, and open communication;
▪ **Maintain compliance** with federal, state, and institutional regulations, procedures, and policies affecting the administration and management of the project, and
▪ **Integrate and institutionalize** all components into institutional operations during and upon conclusion of the project.

Administration of the Title III project will be integrated into the management structure of

the College, ensuring that key decision-makers are directly involved in and responsible for the

progress, impact, and institutionalization of the activity. President Linda C. Young has the

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ultimate authority and responsibility for all aspects of College operations in accordance with policies of the Alabama College System. The President has been involved in the development of the Title III plan and will continue to provide support throughout the implementation process. As described in the Key Personnel section, WCC will identify and hire a Title III Project Coordinator/CWWI Director who will have a dual reporting line; he/she will report directly to the President on all oversight matters related to the project management and will report to the Dean for Instructional Affairs on matters related specifically to the operation of the CWWI. This position will have the support of the President, senior administrators, and faculty leadership to ensure that the activity goals and objectives are met in an effective and efficient manner. He/she will have access to the President for all Title III related-matters with authorization to schedule a meeting at any time a need arises. The Project Coordinator will meet with the President monthly to update her on the Title III progress and will provide a written quarterly report on project achievements to the President's Administrative Council. The Project Coordinator will perform the day-to-day management tasks of the project and will be directly responsible for oversight of its implementation and evaluation. Weekly meetings will be held with project staff to ensure that Title III objectives and implementation strategies are effectively and efficiently carried out and that modifications are addressed in a timely manner. The Title III Project Coordinator will devote 25 percent of time and effort to project management and will be assisted by the two CWWI Coordinators who have the day-to-day responsibilities for the CWWI. The CWWI Coordinators will devote 30 percent (15% each) to project management activities.
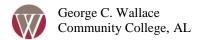
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Table 13: Procedures to Monitor and Manage the Project's Progress

Task	Purpose	Outcome
Coordinator develops Title III Policy and Procedures Manual	Establish clear roles and responsibilities, reporting lines, data collection procedures, forms, and report requirements for Title III and College staff	Manual developed and used to ensure all have a clear understanding of the procedures and necessary data needs
Weekly meetings of Title III Coordinator with staff	Monitor project's progress with staff and summarize for monthly time and effort reports	Efficiently managed project including discussion about progress success, problems, solutions and budget status
Coordinator provides management Team with monthly status reports, meets quarterly	Inform College leadership about Title III activity progress, problems, remedies and budget status	President and senior staff provide support and/or intervention necessary to carry out Title III initiatives and meet objectives
Information provided to College staff of Title III initiatives and progress through presentations, meetings, publications, and website	Give access to up-to-date information to keep College community informed, disseminate and institutionalize successful practices	College-wide staff are informed and engaged in the success of the Title III project
Monthly budget monitoring between Business Office staff and Coordinator	Budget status report established and reviewed for compliance	Budget oversight established and any budget issues addressed in a timely manner
Coordinator provides written monthly updates to Management Team and meets quarterly	Monitor and evaluate project implementation status to identify unexpected outcomes and/or missed schedules	Management Team involved in intervention strategies to achieve the project objectives
Mid-year evaluation review conducted by Title III staff and management	Formative evaluation to review progress, problems, remedies, and budget status by staff and Management Team using data	Data collected and analyzed, progress documented, interventions made for efficient and effective project outcomes
End of year review conducted by Coordinator and external evaluator	Conduct annual evaluation summarizing progress in meeting objectives to remedy problems or adjust implementation tasks	President, senior staff, college community and federal authorities are made aware of project accomplishments to date

Fiscal Accountability

WCC has experience in federal grant administration and will maintain Title III funds and

fiscal records in a separate and restricted account utilizing the College's current approved

operating procedures. Inherent in these policies and procedures are internal monitoring and

reporting systems which ensure the achievement of objectives and avoid any unapproved use of

federal funds. The Project Coordinator is responsible for approving and monitoring all Title III

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expenditures. Purchasing will follow guidelines set forth by the business office and ACS. All

financial records will be maintained through the Project Coordinator's Office and a fiscal report,

along with necessary supporting information, will be produced quarterly. Fiscal auditing will be

conducted annually using independent auditors assigned by the State of Alabama in accordance

with audit regulations for public educational institutions.

2. Project Director has Sufficient Authority to Conduct the Project

President Young has given the authority of her office to the Project Coordinator to

operate the Title III Project in accordance with federal and institutional policies with direct

access to the President as needed on all Title III-related matters and has the administrative

authority over the CWWI Coordinators. A Title III Management Team will assist with the

implementation, evaluation, and institutionalization of the project. The chair of the Management

Team will be Dean for Instructional Affairs and others appointed by the President, including the

Project Coordinator and the CWWI Coordinators.

President

External Evaluator

Director's Access to President

Dean of Instruction

Director, Center for Writing & Writing Instruction (CWWI)

Coordinator, CWWI, Dothan Campus

Coordinator, CWWI, Sparks Campus

Part-Time Professional Tutor

Part-Time Peer Tutors

Part-Time Professional Tutor

Part-Time Peer Tutors

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(f) Evaluation Plan

1. Data Elements and Data Collection Procedures

WCC is committed to conducting a thorough evaluation. The College's evaluation plan includes formative and summative types of evaluation to ensure a valid assessment of implementation strategies, to capture the impact of the project relative to objectives, and to provide quantifiable evidence for each project year. Overall responsibility for evaluation activities is assigned to the Project Coordinator and the Office of Institutional Research. An external evaluator has been identified to provide an impartial evaluation of project implementation and achievement of objectives. The overall plan addresses the following elements: (1) assesses the extent to which achievement of objectives and implementation strategies have been met; (2) assesses the degree of effectiveness of the objectives and implementation strategies; (3) determines how achievement of objectives helps to solve major problems identified in the CDP; and (4) evaluates project impact on promoting growth and self-sufficiency for WCC. A detailed evaluation plan is shown in Table 14 (p. 44).

Formative Evaluation

Formative evaluations are ongoing throughout each project year to identify obstacles and to help guide the decision-making process. Quarterly reports will measure progress on objectives and implementation strategies to ensure that targets are met and budgets are properly expended. The reports will also include information on how well the strategies and related tasks are being implemented. If any tasks cannot be completed, a detailed response will be prepared which includes reasons for failure to meet a target, a strategy, a new timeline for accomplishing the specific task, and the potential impact on the related objective. Formative evaluation reports will be provided to the external evaluator.

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Summative Evaluation

Summative evaluations will be conducted at the conclusion of each project year and will focus on specific objectives and effectiveness of project strategies and include a discussion of unintended outcomes. This evaluation moves beyond the formative to determine the degree to which WCC's growth and self-sufficiency have been impacted by the project. The final report will cover the following: (1) projected budget compared to actual; (2) how results to measure success have been met; (3) how objectives were accomplished; (4) how goals and problems in the CDP were impacted; (5) any unintended project outcomes, e.g., trends, unexpected challenges, etc.; (6) how the practices and improvements were institutionalized; and (7) how completion of the project has impacted WCC's growth and self-sufficiency.

Data Collection Procedures

Both quantitative and qualitative data will be collected and analyzed. The data includes the following: (1) reports extracted from WCC's databases for retention and grades; (2) registration lists and documentation from training sessions; (3) results of faculty, professional staff, and student surveys; and (4) COMPASS scores.

External Evaluation

WCC has identified an experienced educational consulting firm, JCCI Resource Development Services (JCCI), to evaluate the overall effectiveness of the Title III project. JCCI has extensive experience in providing external evaluation services for institutions under Title III, having conducted evaluations for as many as 75 programs across the nation. WCC chose to engage the services of an external evaluator for two primary reasons: (1) WCC does not have an existing staff member who has the capacity to conduct an evaluation with the intensity and range necessary for a project of this magnitude; and (2) WCC believes an external evaluator who can

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conduct an evaluation with impartiality is crucial to the success of the project. The evaluator

will dedicate six days each year to provide consultation, data collection analysis, and report

preparation. Each year, two-day site visits will be scheduled following completion of WCC's

formative evaluation. The external evaluator will hold discussions with the Project

Coordinator/CWWI Director, project staff and with faculty and staff who implement the various

project activities and tasks. Interviews will also be held with administrators and students

affected by the project. The external evaluator will review the internal quarterly reports and

prepare a report indicating his or her findings and recommendations. In each instance, the

external evaluator will be asked to comment on obstacles, failings, or weaknesses and to suggest

solutions or strategies for success. The external evaluation will be an objective assessment of

progress being made toward meeting objectives and institutionalizing project strategies, as well

as assessing the degree to which the project's progress is contributing to solving institutional

problems. The report will be shared with WCC's key stakeholders through the project website

and at campus-wide meetings as appropriate.

2. Data Analysis Procedures

WCC's detailed plan for providing a valid assessment of implementation strategies,

which will result in annual, quantifiable evidence of the extent to which goals and objectives

have been attained, is shown in Table 14. This plan includes the "who, what, when and how" of

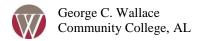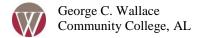the plan and defines WCC's indicators of progress.

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Table 14: Plan for Evaluation of Measurable Objectives

Objectives	What information Collected?	Who Collects Data?	How Data is Collected?	How Data is Analyzed?	When Collected?
Objective 1: By Sept. 30, 2018, increase to 24% the fall-to-fall retention of first-time entering students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 14.33%	# of first-time, full-time students enrolled each fall; # who score between 1-77 on COMPASS Writing Skills Test; #who used CWWI support	Institutional Research Office; CWWI Director & Coordinators	Reports from WCC databases retrieved & analyzed	Calculate retention rates & compare to previous year	Fall of each year beginning 2014
Objective 2: By Sept. 30, 2018, increase completion rates in ENG 101 to 73% for students scoring 1-77 on the COMPASS Writing Skills Test when they begin receiving writing center support. Baseline: 63.56%	ENG 101 Course grades; COMPASS Writing Skills Test; # who used CWWI support; student survey responses	Institutional Research Office; English Faculty; CWWI Director & Coordinators	Reports from WCC databases retrieved & analyzed; survey results	Compare completion rates of students scoring 1-77 on COMPASS and who received support from CWWI to students with similar scores but who did not use CWWI services	Fall of each year beginning 2014
Objective 3: By Sept. 30, 2018, increase the number of first-time entering students who graduate within three years to 20%. Baseline: 14.8%	3-year graduation rate data for first-time students	Institutional Research Office	Reports from WCC databases retrieved & analyzed	Calculate data of students who graduate; compare to previous years	Begin with 2013 cohort, measured beginning in 2016-17 (yr 4)
Objective 4: By Sept. 30, 2018, increase the number of general academic faculty teaching Top Ten freshman courses trained in the instruction & assessment of writing through the CWWI to 90%. Baseline:0%	# of general academic faculty teaching top ten freshmen courses; CWWI Training session participation records; faculty survey responses	CWWI Director & Coordinators	Reports from CWWI; survey results	Compare the #/% of general academic faculty who participated in training and compare to previous year's data	Following each semester and end of year beginning in 2013-14
Objective 5: By Sept. 30, 2018, increase number of Top Ten freshman courses integrating writing-rich pedagogy developed through the CWWI into the curriculum to100%. Baseline: 0	Course syllabi	Dean Instructional Affairs; CWWI Director & Coordinators	Reports from CWWI; WCC databases	Assess course syllabi for integration of writing-rich pedagogy and compare to offerings by the CWWI	Each semester beginning in 2013-14
Objective 6: By Sept. 30, 2014, increase sq. ft. available for CWWI by 4,900 square feet.	Square feet of renovated space for Dothan and Sparks Campuses	Facilities & Ground Com.; Dean Instructional Affairs; CWWI Director	WCC records	Compare sq. ft. before 10/13 to sq. ft. of space renovated for CWWI	Spring 2014

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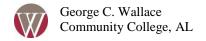Success through the Center for Writing and Writing Instruction

G. Budget

Necessary and reasonable costs in relation to the project's objectives and scope

Table 15 presents the proposed budget for the Center for Writing and Writing Instruction (CWWI) based on research models in comparable institutions. All costs are for the Center's services and programs and are not operational. The requests for personnel include staff persons with expertise in teaching composition and serving first-year at-risk students. Personnel salaries and fringe benefits are based on similar positions at the College. In addition, the Personnel category contains funds to use part-time Professional and Student/Peer Tutors for one-to-one assistance in the CWWI. Budget amounts for Travel will support Title III staff annually attending the International Association for Writing Centers Conference, the Southeastern Writing Centers Conference, Writing across the Curriculum (WAC) Conference, and the Title III Directors' Conference in Washington, D.C. The College will furnish a vehicle for travel when available for the director and coordinators and will assume the costs of the conferences and in years 4 and 5. WCC will begin institutionalizing the costs for key personnel in Year 3 and will begin assuming other costs (technology maintenance, professional development, and travel) in Year 4.

The CWWI on the Sparks Campus will purchase 30 computers to meet the needs of redesigned ENG 092-093 courses and needs of drop-in students and staff; an additional 10 computers will be purchased for drop-ins and staff on the Dothan Campus. The College will supply 100 computers to equip the CWWI on the Dothan Campus, and budgeted amounts in years 3-4 will support replacement costs. Items listed in Supplies are necessary to provide technology and materials for the CWWI on two campuses. *TutorTrac* is a scheduling software program that will be used to make appointment and track student participation at the CWWI.

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The line item for Tutor Training/Tutoring Resources includes costs for binding tutor training manuals and center policies; stocking a library of grammar and composition references; photocopying and printing handouts, including writing tips sheets, MLA/APA documentation style sheets, etc., as needed for each student visiting the center. Round tutoring stations will minimize barriers between students and tutors, and privacy cubicles will enable students to work privately and individually on writing projects either before or after tutoring sessions. While designated computer workstations are already available on the Dothan Campus, the Sparks Campus must add 25 workstations in order to meet the requirements of the e-component of the redesigned ENG 092-093 courses and needs of drop-in students.
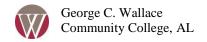
Table 15: Title III Detailed Budget						
Title of Project	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
a. Personnel						
T3/CWWI Director	63,820	63,820	51,056	44,674	38,292	**261,662**
Coordinator, Dothan	52,987	63,820	51,056	44,674	38,292	**250,829**
Coordinator, Sparks	52,987	63,820	51,056	44,674	38,292	**250,829**
Professional Tutors (2)	31,920	31,920	25,536	22,344	19,152	**130,872**
Peer Tutors (4)	22,040	22,040	22,040	22,040	22,040	**110,200**
Total Personnel	**223,754**	**245,420**	**200,744**	**178,406**	**156,068**	**1,004,392**
Salaries for the Director and Coordinators are based on the Alabama Community and Technical Colleges' mid-range D-1 schedule for full-time instructors, counselors and librarians. Professional Tutors salaries are based on $20 per hour, 19 hours per week for 42 weeks. The rate is consistent with other professional tutors paid by the institution. 100 % of the aforementioned salaries are charged to Title III for the first two years. The institution will pick up 20% of the salaries beginning in Year 3, 30% in Year 4, and 40% in Year 5. Peer Tutors salaries are based on $7.25 per hour, 19 hours per week for 40 weeks. This rate is also consistent with the peer tutor rate paid by the institution. Peer Tutors are charged 100% to Title III for all five years.						
b. Fringe Benefits	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
T3/CWWI Director	20,924	20,924	16,740	14,647	12,555	**85,790**
Coordinator (2)	37,654	41,848	33,480	29,294	25,110	**167,386**
Professional Tutors (2)	2,442	2,442	1,954	1,710	1,466	**10,014**
Peer Tutors (4)	1,688	1,688	1,688	1,688	1,688	**8,440**
Total Fringe	**62,708**	**66,902**	**53,862**	**47,339**	**40,819**	**271,630**
Full time positions of Director and Coordinator fringe benefits include FICA, 7.65%, Retirement, 11.71% and Health Insurance, $714 per month. These percentages are based on the anticipated percentages for October 1, 2013, and could increase or decrease throughout the five-year period. Professional and Peer Tutors benefits include FICA only.						
c. Travel	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
External Evaluator	800	800	800	800	800	**4,000**
Title III Conference, Washington, D.C.	1,800	1,800	1,800			**5,400**
Southern Writing Center Assoc.	1,800	1,800	1,800			**5,400**

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	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Association of International Writing Centers	1,800	1,800	1,800			**5,400**
International Writing Across the Curriculum Conference	1,800	1,800	1,800			**5,400**
Total Travel	**8,000**	**8,000**	**8,000**	**800**	**800**	**25,600**

External Evaluator travel: airfare $500 (or mileage) and 2 nights hotel $250 + food $50 = $700 for one site visit. Conferences: Airfare $500 to D.C., mileage rate of $.565 per mile, $11.25 meal allowance, and $75 per day per diem for in-state travel. Actual expenses are reimbursed for travel out of state plus conference fees. State car will be provided by the college depending upon availability.

d. Equipment	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	0	0	0	0	0	0
Total Equipment	**0**	**0**	**0**	**0**	**0**	**0**

e. Supplies	Year 1	Year 2	Year 3	Year 4	Year 5	Total
40 computers/50 computers year 3 & 4	33,720		45,000	45,000		**123,720**
4 wireless network connections	2,996					**2,996**
4 printers	3,996					**3,996**
Tutor training/tutor training resources and supplies	6,000	6,000	6,000	6,000	6,000	**30,000**
2 copiers	1,100					**1,100**
TutorTrac License	2,995					**2,995**
TutorTrac Support Agreement	799	799	799	799	799	**3,995**
One-time server fee	2,500					**2,500**
Monthly hosting fee	1,200	1,200	1,200	1,200	1,200	**6,000**
Tutoring stations	8,700					**8,700**
Privacy cubicles	2,100					**2,100**
25 computer workstations	12,500					**12,500**
Subscriptions	230	230	230	230	230	**1,150**
Memberships	200	200	200	200	200	**1,000**
Total Supplies	**79,036**	**8,429**	**53,429**	**53,429**	**8,429**	**202,752**

Computers are All in One PCs with an Intel i5 processor running at 2.8ghz with 4 gb of RAM and a 500 gb hard drive. Wireless network connection is Access Points (Aruba AP125). Tutoring training/tutor resources & supplies include supplies for 2 campuses (toner replacements, cost of printing & binding CWWI training & policy manuals, handouts for students & faculty, writing reference resources, etc.).
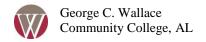Purchase (2) Sharp MX-B201D Copiers: Includes duplexing; optional 50 page reverse document feeder; one additional paper tray for legal paper feeding; 250-sheet paper capacity; 50-sheet bypass tray; standard printing and color scanning; 20 ppm. Purchase (4) HP LaserJet Printers (2 per campus) 1200 dpi, 42 PPM, 600 sheet capacity, automatic duplex print. *TutorTrac* is online management software for learning, writing, tutoring departments. Purchase 3 privacy cubicles and 3 tutoring stations for each campus, and 25 workstations to meet the needs of the redesigned ENG 092/093 courses on the Sparks Campus.

f. Contractual	Year 1	Year 2	Year 3	Year 4	Year 5	Total
External Evaluator	10,000	10,000	10,000	10,000	10,000	**50,000**
Total Contractual	**10,000**	**10,000**	**10,000**	**10,000**	**10,000**	**50,000**

2 days for site visit, 2 days for review of WCC's data, reports, documents, surveys, etc., and 2 days for report writing and follow-up questions for a total of 6 days (avg. $1667 per day)

g. Construction	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Renovation of space on Sparks Campus	48,000	0	0	0	0	**48,000**
Total Construction	**48,000**	**0**	**0**	**0**	**0**	**48,000**

Convert nursing lab into automated writing lab by installing carpet, arranging tutoring space, repainting walls, and installing electrical circuitry for computers and automation equipment. Install vision panels in solid walls to allow monitoring of instructional and tutoring areas. Repair and modify air conditioning to adequately deal with heat loads generated by computers and people. Install instructional style lighting and fixtures.

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h. Other	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Professional Development						
Professional development workshops for faculty (speaker & travel; stipends for adjunct/faculty training & travel)	4,000	4,000	4,000			**12,000**
Total Professional Development	**4,000**	**4,000**	**4,000**			**12,000**
The institution will assume professional development costs beginning in Year 4.						
Total Direct Charges						
	435,498	**342,751**	**330,035**	**289,974**	**216,116**	**1,614,374**

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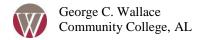
Competitive Preference Priorities Narrative

Competitive Preference Priority 1: Increasing Postsecondary Success and Completion

As discussed in the weaknesses/problems section, WCC has identified the following

problems adversely affecting student success and completion: (1) too many incoming students

have writing deficiencies and are underprepared for success with college-level writing; (2) too

many first-time college students are not persisting in developmental and freshman English

courses—the mean score in English for first-time college students assessed at WCC using ACT's

COMPASS test falls below ACT's College Readiness Benchmarks that correspond to success in

credit-bearing community college courses; and (3) WCC's capacity to meet the tutorial needs of

all students is insufficient.

WCC intends to improve student success and completion through four interrelated

strategies—Strategy 1: Establish a Center for Writing and Writing Instruction (CWWI) to

achieve increased excellence in student success in educational programs; Strategy 2: Increase

student retention and success through course redesign and mandatory use of CWWI; Strategy 3:

Strengthen the teaching of writing in Top Ten freshman general education courses by training

faculty using proven academic strategies to improve the assigning, assessing, and tracking of

student growth in writing; and Strategy 4: Improve the infrastructure essential to support the

operations of the CWWI.

WCC will implement a Center for Writing and Writing Instruction (CWWI) to improve

student success in writing not only in English courses, but also in general education courses,

contributing to overall success, retention, and program completion. Strong writing skills assist

students in their academic careers and prepare them for professional success beyond the
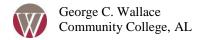
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classroom;[11] however, many WCC students are arriving underprepared for college level writing

and all too often struggle to complete their degrees and go on to successful careers.

Understanding this connection between effective writing skills and academic and professional

success and considering the low placement scores of entering students and their poor graduation

rates, WCC sees the need to improve students' writing skills, not only in English composition

courses but also in all degree areas in order to prepare them for academic and workplace success.

The CWWI will provide collaborative, one-to-one consultation for students to support their

writing efforts. This collaborative model is supported by Vygotsky's social theory of learning

and many writing center scholars, who emphasize the success of this collaboration between

student and tutor in writing center interactions and insist this aspect of individualized,

personalized collaboration is one of the reasons writing centers are so effective in improving

students' writing skills[12]. (Strategy 1)

Writing centers have been shown to provide increased student retention and success.   In

one study, Diana Calhoun Bell and Alana Frost tracked the retention data of developmental

students who attended mandatory weekly thirty-minute writing center tutorials more than 80% of

the time. Of these students, 85% were retained as students from fall-to-fall, which was 12 points

higher than the institution's rate of retention. Additionally, Casey Jones synthesizes other

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[11]Peter D. Hart, Research Associates, Inc., Washington, DC. 2008, "How Should Colleges Assess and Improve
Student Learning? Employers' Views on the Accountability Challenge," *Association Of American Colleges And
Universities,*ERIC, EBSCOhost (accessed April 20, 2013); College Board, "Writing: A Ticket to Work . . . .Or a
Ticket Out: A Survey of Business Leaders," *The National Commission on Writing,* September 2004, accessed April
21, 2013, http://www.writingcommission.org/report.html; David Hennessy and Ruby Evans, "Reforming Writing
Among Students in Community Colleges," *Community College Journal Of Research & Practice* 29.4 (April 2005):
261-275, Academic Search Premier, EBSCOhost, accessed April 21, 2013.
[12]Kenneth Bruffee, "Peer Tutoring and the 'Conversation of Mankind,'" in *Writing Centers: Theory and
Administration*, ed. Gary Olson (Urbana: National Council of Teachers of English, 1984); Andrea Lunsford,
"Collaboration, Control, and the Idea of a Writing Center," *The Writing Center Journal* 12.1 (1991): 3-10; Christina
Murphy, "The Writing Center and Social Constructionist Theory," in *Intersections: Theory Practice in the Writing
Center,* ed. Joan Mullin and Ray Wallace (Urbana: NCTE, 1994).

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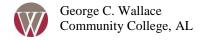Success through the Center for Writing and Writing Instruction

studies that show the impact of writing centers on student retention and success. He cites Sutton

and Arnold's study that found that "basic" English composition students receiving standard

classroom instruction coupled with writing center visits had significantly higher grade point

averages than those who only received standard classroom instruction. He also cites Helen

Naugle's study that showed the establishment of a writing center at the Georgia Institute of

Technology, led to a "marked reduction in the failure rate for students" on the state-mandated

proficiency exam in composition.[13] Based on these findings, WCC proposes a redesign of three

courses to include mandatory use of the CWWI: ENG 092, ENG 093 and EN 101. (Strategy 2)

The CWWI staff will also serve as writing consultants to the faculty at large, assisting

and enabling non-English faculty and students to engage in writing endeavors beyond the

composition classroom. David Hennessy and Ruby Evans point out that most general education

faculty…feel underprepared to grade writing assignments.[14] In order to address this concern and

following the method suggested by Holly Ryan of the Pennsylvania State University-Berks, each

semester the CWWI staff will partner with faculty teaching general education "Top Ten" courses

to provide in-class composition workshops designed to help students with their writing

assignments. Additionally, following the model set forth by Randolph Community College,

staff of the CWWI will assist faculty in developing and facilitating writing in their courses.

(Strategy 3)

It is anticipated that by implementing these proven strategies over the project period, the

following increases related to student success and completion will be realized: (1) increase fall-

to-fall retention of first-time entering students who receive CWWI support from 14.33% to 24%;

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[13] Diana Calhoun Bell and Alanna Frost, "Critical Inquiry And Writing Centers: A Methodology Of Assessment,"
Learning Assistance Review 17.1 (2012): 15-26, ERIC, accessed April 27, 2013; Casey Jones, "The Relationship
Between Writing Centers and Improvement in Writing Ability: An Assessment of the Literature," Education 122.1
(2001): 3, MasterFILE Premier, accessed April 27, 2013.
[14] Hennessy and Evans, 261-75.

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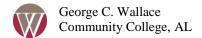Success through the Center for Writing and Writing Instruction

(2) increase completion rates in ENG 101 for student who receive CWWI support from 63.56%

to 73%; and (3) increase three-year graduation rate of first-time entering students from 14.8% to

20%.

Competitive Preference Priority 2: Improving Productivity

WCC's strategy to establish a Center for Writing and Writing Instruction (CWWI) is

designed to improve efficiencies and effectiveness in several ways. The CWWI will lead not

only to student success in writing and, ultimately, to increased student persistence, retention, and

completion, but also to faculty development and curricular innovation in the teaching and

assessment of writing. The efficiency of the writing center will be significantly increased by

utilizing writing center staff in a two-pronged approach to serving both students and faculty.

Measurements will demonstrate improved productivity in student performance and faculty

development compared with pre-grant measures. To demonstrate efficiency in the use of staff,

data collections will show the percentage of both students and faculty served by the CWWI; the

percentage increase in student success in "Top Ten" courses; and percentage increase in the

number of faculty trained in the teaching and assessment of writing.

To further increase efficiency in the use of staffing and of time, modifications will be

made to ENG 092-093 to incorporate writing center attendance as part of the course

requirements. ENG 092 and ENG 093 course redesign will take each course from a three credit

hour to a four credit hour course that includes concentrated remediation in the CWWI. During

this time instructors will meet with their students in the CWWI to engage in either group or one-

to-one collaboration with tutors, providing guidance and immediate feedback related to the

students' writing. With this course redesign, we expect to see a 2% yearly increase in retention

rates. Pairing writing center attendance with classroom instruction creates a more efficient use

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of class time and of staffing. One-to-one tutorial assistance offered while students are also

receiving faculty instruction significantly increases opportunities for improving student learning.

Measures include collecting data showing increased student proficiency in writing, leading to

increased course persistence, retention, and completion; and overall increased productivity in

General Educational Outcomes(GEOs) related to Communication and Critical Thinking

compared with outcomes from WCC's pre-grant status.

This project also proposes to increase the efficiency and productivity of technological

resources and measure the number of sustainable technological improvements made during the

grant cycle. The CWWI will consolidate writing resources under a CWWI webpage in its current

Blackboard platform; this page will provide links to important resources, including videos,

handouts, and tutorials to help support on-line students with the writing process. Additionally,

current research for on-line writing center students indicates that students be offered

asynchronous and synchronous tutoring options.[15] Thus, the CWWI will provide asynchronous

consulting as students will receive feedback from tutors for any work submitted to the CWWI

through Blackboard within a 24-hour time period. For those students desiring synchronous

options, chat will be available through Blackboard; the CWWI will also use AIM conferencing

software as well as Google docs to provide on-line students with real-time consulting. Through

its webpage, the CWWI will also support faculty in developing skills, assignments, and rubrics

necessary to encourage writing, first in developmental and "Top Ten Freshman Courses" and

then, ultimately, throughout the institution.

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[15] Stephen Neaderhiser and Joanna Wolfe, "Between Technological Endorsement and Resistance: The State of Online Writing Centers," The Writing Center Journal 29.1 (2009): 52-56.