Figure 1: FALL 2007 WI EVALUATION REPORT - WI COMMITTEE CHAIR'S COPY - ALL CLASSES COMBINED

WRITING INTENSIVE
HCC WI- Focus Class Evaluation

This Writing Intensive Course:

- 0.0%; 0 AMST 201 TR 11:30 AM- Ziegler
- 0.0%; 0 ART 101 TR 11:30 AM- Nikou
- 0.0%; 0 ART 101 MW 11:30 AM- Nikou
- 3.1%; 4 ART 101 W 5:00 PM- Milnes
- 0.0%; 0 ENG 201 MW 1:00 PM- McKinney
- 3.1%; 4 ENG 209 TR 1:00 PM- D. Donovan
- 2.3%; 3 ENG 209 Cable- Saviano

Replies 130; Forms 130

How many WI courses have you taken (including this one)?

<table>
<thead>
<tr>
<th>Number of Courses</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>41.1%</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>31.8%</td>
<td>41</td>
</tr>
<tr>
<td>3</td>
<td>15.5%</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>11.6%</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>6+</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Replies 129; Forms 130

How many transfer level credits (at HCC and other colleges) will you have completed by the end of this semester?

<table>
<thead>
<tr>
<th>Number of Credits</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 10</td>
<td>8.6%</td>
<td>11</td>
</tr>
<tr>
<td>11 - 25</td>
<td>16.4%</td>
<td>21</td>
</tr>
<tr>
<td>26 - 41</td>
<td>29.7%</td>
<td>38</td>
</tr>
<tr>
<td>42 or more</td>
<td>45.3%</td>
<td>58</td>
</tr>
</tbody>
</table>

Replies 128; Forms 130

What is your HCC Program/Major?

- 67.7%; 88 Liberal Arts (A.A.)
- 15.5%; 2 Admin of Justice
- 4.6%; 6 Early Childhood
- 0.8%; 1 Fire
- 12.3%; 16 CENT
- 1.5%; 2 EE

Replies 130; Forms 130

- I'm graduating from MCC, not HCC.
- Physical Therapist Assistant
- Cent
- cent
- cent
- Business
- taking classes to transfer to UH Manoa BA
- transfer student
- AMT
- cent
- Nursing
- Meteorology
- Business and Information Systems
- Transfer
- Pre-Nursing

What is your ULTIMATE ACADEMIC GOAL?

- 0.0%; 0 No degree - just taking courses
- 3.1%; 4 Associate of Arts
- 3.1%; 4 Associate of Science
- 1.6%; 2 Associate of Applied Science
- 51.2%; 66 Bachelor's
- 27.9%; 36 Master's
- 13.2%; 17 Doctorate or Professional

Replies 129; Forms 130

For each of the following statements, please provide your candid evaluation of the degree to which you agree/disagree that the course fulfilled the expectations associated with the statement.

(Strongly Disagree to Strongly Agree)

Writing assignments helped me learn more about the content of this course.

<table>
<thead>
<tr>
<th>Evaluation Level</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>3.1%</td>
<td>4</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.8%</td>
<td>1</td>
</tr>
<tr>
<td>Neutral</td>
<td>5.4%</td>
<td>7</td>
</tr>
<tr>
<td>Agree</td>
<td>34.1%</td>
<td>44</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>56.6%</td>
<td>73</td>
</tr>
</tbody>
</table>

Replies 129; Forms 130; Mean 4.40

I received helpful feedback on my writing from my instructor.

<table>
<thead>
<tr>
<th>Evaluation Level</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>2.3%</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2.3%</td>
<td>3</td>
</tr>
<tr>
<td>Neutral</td>
<td>9.3%</td>
<td>12</td>
</tr>
<tr>
<td>Agree</td>
<td>29.5%</td>
<td>38</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>56.6%</td>
<td>73</td>
</tr>
</tbody>
</table>

Replies 129; Forms 130; Mean 4.40
Replies 129; Forms 130; Mean 4.36

- I learned to proofread, edit, and revise my writing.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1%</td>
<td>4</td>
<td>13.1%</td>
<td>40.0%</td>
<td>54</td>
</tr>
</tbody>
</table>

Replies 130; Forms 130; Mean 4.15

- I received helpful feedback on my writing from other students in my class.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
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<tbody>
<tr>
<td>8.5%</td>
<td>11</td>
<td>15.4%</td>
<td>30.0%</td>
<td>20</td>
</tr>
</tbody>
</table>

Replies 130; Forms 130; Mean 3.39

- I improved my computer skills in composing and revising my writing.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>5.4%</td>
<td>7</td>
<td>4.6%</td>
<td>6</td>
<td>32</td>
</tr>
</tbody>
</table>

Replies 130; Forms 130; Mean 3.88

- I revised my writing based on feedback from my instructor and/or my fellow students.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3%</td>
<td>3</td>
<td>2.3%</td>
<td>8.5%</td>
<td>11</td>
</tr>
</tbody>
</table>

Replies 130; Forms 130; Mean 4.30

- Writing assignment counted for a significant portion of my grade (at least 60%) in this class.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1%</td>
<td>4</td>
<td>0.0%</td>
<td>7.7%</td>
<td>10</td>
</tr>
</tbody>
</table>

Replies 130; Forms 130; Mean 4.42

- I completed at least sixteen pages of writing that went through a process of drafts and revisions.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1%</td>
<td>4</td>
<td>2.3%</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Replies 129; Forms 130; Mean 4.40

- I learned how to apply the vocabulary relevant to this course through the writing process.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3%</td>
<td>3</td>
<td>0.8%</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

Replies 129; Forms 130; Mean 4.32

- I learned how to make my thinking clearer through the writing process.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3%</td>
<td>3</td>
<td>1.6%</td>
<td>11.6%</td>
<td>15</td>
</tr>
</tbody>
</table>

Replies 129; Forms 130; Mean 4.26

If research was required, I learned techniques of good research and appropriate use of sources to support my ideas and writing.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1%</td>
<td>4</td>
<td>1.6%</td>
<td>2</td>
<td>26</td>
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</tbody>
</table>

Replies 128; Forms 130; Mean 4.10

- I learned how to create different kinds of writing in relation to my purpose, subject, and audience.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9%</td>
<td>5</td>
<td>1.6%</td>
<td>16.4%</td>
<td>21</td>
</tr>
</tbody>
</table>

Replies 128; Forms 130; Mean 4.15

Overall, I think that my writing has improved as a result of this course.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1%</td>
<td>4</td>
<td>1.6%</td>
<td>10.9%</td>
<td>14</td>
</tr>
</tbody>
</table>

Replies 129; Forms 130; Mean 4.26

What kinds of writing assignments did you complete for this course?

- Many short essays involving ethical deliberation. Providing proof of understanding of important concepts. Posts of opinions and thoughts on the material. Major essay that brings many of the subjects together into one writing. Interestingly, this course required much more reading than any other course I’ve ever had. To say that the workload was massive would be an understatement. This was easily the work of two full courses. But the material is important. It should be a 4 credit course, without question.
- We did research papers and an opinionated paper.
- Writing papers
- A regular writing assignment, a comparison assignment, and a reflection assignment.
- 3 papers: First was to analyze Paul and his theory, second was to compare Luther and Augustine, and the last is a Reaction paper about what we learned and if any
changes in our theories.
• I have not completed the assignments because it is still under going process. But it is actually helping me more with writing papers. We got to compare two different religions that we went over in class. We covered backgrounds on the biblical things. We also got to do a paper on how much this class and outside teachings are so different.
• research about Christianity, about the comparison of Paul and Luther and reaction paper
  I wrote research papers.
• Journal entries.
• 16 pages of journal
• Journal reflections of lecture subjects
• 16 page journal
• We responded to class lectures through journal entries and response. At least a page per entry.
• We completed weekly papers.
• We were asked to do a 16 page journal for this religion course.
• Journal entries. Total of 16 must be completed at the end of the course.
• We were required to complete sixteen pages of journals on topics that related to the course. We could write on any topic covered and state our opinions and feelings on that topic. We could either agree or disagree with the instructor.
• We had journals that required feedbacks or discussion about the lesson the teacher gave us
  I was assignment to complete journals inwhich I used the class content to formula my own idea and opinions of a given topic.
• I completed journals that reflected our thoughts on the subject matter.
• We were to write weekly papers of what we went over from lectures, articles, books, opinions, experiences, and more. the course requirement was to write journals on topics discussed in class. The topics were our opinion on subjects discussed.
• We had open-ended journal assignments in which we could respond to a number of questions posed by Mr... Panisnick. There were no hard deadlines, just the requirement to have at least 16 pages completed by the end of the semester. This required discipline and responsibility on our part to keep on track on our own. I thought the journal was a great approach because we could respond to what WE found interesting or thought provoking. Often in other classes when assignments are given, there isn't much choice in the matter and we aren't interested in the subject matter. This course was very thought-provoking so having the freedom to choose what we wanted to respond to allowed us to really make the subject matter our own and relevant.
• short essays, a major paper
• Papers on books we read for class
• We completed mostly compare and contrast types of papers.
• Business Letters
  Memorandums
  • I wrote many different types of letters and emails during this course. I also had to write a research paper for this course.
  • Business Letters, Memo’s, Emails, & A Research project.
  • various kinds of letters, emails, memos, and research.
  • Business Letters, Resume and Letters of Application, Memos, Emails, Research Papers and Forms.
  • Letters, memos, and emails for scenarios such as delivering good or bad news, and informing or persuading readers. We are also doing cover letters and resumes, too.
  • For this course, our assignments were writing memo’s, e-mail letters, and business letters. We also have a research paper. Our topic should be related to the field we are entering nut we could choose other topics if we wanted to.
  • In this course, we had completed many of the business letters. We have learned to write business memo and e-mail.
  • This English class was a WI in business writing. We learned to write letters, memos, emails, etc... we learned different forms for business writing.
  • Resume,letters,memos,emails,and letter of transmittal
  • We did a lot of business letters, a few e-mails, and at least one resume.
  • letter and memo
  • I completed a lot of business letters, with a header and without, research paper and memos. we also learned how to send an e-mail to an instructor. also we learned how to write a resume.
• The writing assignments I completed for this course were, business letters, drafts, a resume and research paper.
• I. Role of Women in the early Christian Communities

II. Comparison Essay: Augustine and Luther

III. Reaction Paper

Total of 16 pages
• Women’s Roles in Paul’s Christianity, a comparison of Martin Luther and St... Augustine, and a reaction paper in comparison of Christianity we’ve learned in class and our personal opinion of Christianity.
• We did weekly discussion post based on our reading, and also a book review.
• Every week students were required to read a chapter and write a comprehensive essay based on essay topics given by the Professor.

A course related book needed to be read and summarized utilizing the writing skills required during the semester.
• Weekly writing assignments on course subject matter.
  Essay style, encouraging original impressions and ideas.
  • 10 short response papers
    2 position papers
    one 8-10 pages research paper
  • I completed 10 pages of short response papers, 2 2-3 page papers and one 8-10 page papers, a total of 24 pages of writing for this class.
  • ten pages of short response papers.
    ten pages of research paper.
    2 (3 pages) position papers.
    a total of 26 pages. =(
  • Short response papers and research papers
    one 8-10 page research paper
    two 3-4 page position papers
    ten 1 page short response papers
  • positions papers-2
    research paper
  • 10 short response papers
    2 position papers and revisions
    1 8-page research paper and revisions
  • weekly one page write up, three research papers, one final paper
  • ten, one page short response papers, two short position papers, and one, ten page research paper.
  • The writing assignments I wrote in this class was about a subject of different issues of women in society.
  • I had two position papers and one research paper. Also, we had 10 short responses that we needed to write about.
  • 10 short response papers, research papers, 2 position papers and more.
  • I wrote 10 short response papers. 2 short papers. And one long paper
  • We were required to do ten short response papers with a minimum of 250 words based on articles and reading assignments. We were also required to write two short position papers based on articles or reading assignments with a minimum of eight hundred words. Finally we were required to write a research paper with no less than eight pages and a final paper for an exam.
  • Short response papers, summaries, research papers
  • We had to complete a page and a half essay every week (total of 12) about a particular ethical issue. A five-page final paper was also a requirement.
  • Discussions related to questions about the text, as well as my personal views.
  • I had to write analytical essays about certain chapters in the book based on questions that the professor had posted. I also had to do a book review.
In what ways did you receive feedback about your writing from your instructor and fellow students?

- I never really received feedback from other students, however, Dr... Pine was a very engaging, available, and competent professor. He provided insightful comments, fair criticism, and ample encouragement.
- I received grammar corrections.
- I got my paper back with where to make corrections
- grammar and content
- Just turning in rough drafts to the instructor then he will input some questions or any misunderstanding he had, spelling and grammar too.
- The teacher gets down to the point! The teacher shows us ways to hit the direct point. He also emphasizes on ow to be creative so that we have a clear understanding about our writings.
- after he checks my papers, he would write feedbacks at the last page of my paper and he also gave me some idea to improve my writing and the content of my papers.
- I had other people access my work and I had instructor feedback. The instructor wrote helpful comments on my paper. It helped me improve my writing skills.
- Corrections on my journals
- corrections
- written correction on grammar and spelling
- Every time we completed an entry we were allowed to hand in the assignment for corrections before we turn it in at the end of the semester for our final grade.
- The instructor returned my journal to me with corrections.
- I received feedback by proofreading my work.
- After submitting the journals to the instructor, he would give it back to us with corrections on it. I would also ask my fellow students to help me if I was unclear about the topic covered in class.
- we discuss things in class. Teacher asked us questions. The teacher wrote comments on our journal on how to improve our paper
I received feedback on my grammar skills as well as responses to my ideas and opinions from the instructor which he shared with the class.
I received feedback from my instructor by personal discussions or in class discussions on what I thought about the subject.
Our papers would be read and corrected.
We were allowed to submit journals to the instructor for any feedbacks and grammatical changes that needed to be made.
We didn't receive feedback from fellow students on our writing, but Mr. Panisnick did provide feedback. He was very quick in his response so there wasn't much lag time. He would correct for grammar and spelling, but not so much content. Because the journal assignments were open-ended and were graded on our ability to analyze and explain our thinking, I think it would have been difficult to provide feedback to revise that content.
looking over grammatical errors, and misunderstanding of subjects
We got oral feedback and our papers were corrected and discussed in class.
We have feedback during class time with the students and feedbacks from the instructor inside of our paper.
Because there were so little students in the class, we were able to get more one-on-one time with the teacher. She was able to sit down with us and go over every mistake and improvement point in our papers. We also had time to go over our outlines before we wrote our papers. That really helped me get organized. I had trouble organizing my paper until we went over my outline. I was able to see what I was doing wrong. Yay

Rough Drafts

We had peer editing, and we received written feedback on our work from fellow students as well as from our teacher.
In comments and editions onto drafts of writing.
from my teacher and other people in my class.
Group Discussions and Corrections on Paper.
We read each other's writing assignments and provided feedback for improvement.
I received feedback by revisions from classmates as well as the teacher giving suggestions to our paper as she walked around and read over our shoulders. She also marked our papers and explained why she did it. She also answered any questions we had.

When we have an assignment due the next class, we usually have groups of students getting together to revise papers. We looked over each other's papers and gave feedback. When we get our paper back with the grade, the instructor always give us some feedback of our papers.
For every writing assignment there was a rough draft to be made which was edited by classmates and the instructor. This was a very useful tool instead of rewriting my assignments myself. I received useful insights.
Mostly by the teacher she would read it over and over until it was correct and I would correct the minor errors of the assignment.
Our instructor would proofread our drafts for us and tell us what we should change to help improve our paper. Our fellow students did the same.

exchange letters and memos.
We sat in groups of three and we my fellow class mates corrected my errors and also Mrs. Donovan wrote some feedback on the e-mail assignment and papers. We also helped each other with questions we had on the assignments.
The feedback they gave me were on the errors that I made.
I received feedback when the professor read the draft and made grammatical corrections.
Several drafts were done, conversing between classmates subject matter.
Feedback was given in the grammatical sense, as well as, on the content and context of our papers.
Weekly essay assignment were given web feedback by the professor. Tips and revisions were given based on flow, content, sentence structure, and thought organization.

It was nice to see the other student's papers because it allows you to gauge where your skill level is and make improvements when necessary. It gave me the opportunity to rank myself against my peers.
Students were silent, however professor offered public tips on what was important. He provided both positive and critical feedback in an even and helpful manner.

On occasion, professor sent private messages to me to encourage good work.
written feedback and responses. I received feedback from my fellow students through small group discussions, and lectures discussions.
The instructor provided us with feedback on our rough drafts. our fellow students did not read our papers.
graham, spelling, ways to develop my paper
comments written on paper
comments on my first drafts, small editing marks
she would put "some" editing marks on our rough drafts. none for fellow students.
the instructor helped me to focus my ideas and to make a correlation between my topic and the course
she corrected our mistakes and let us know ways of writing better.
On first drafts of papers.
The feedback I got from my teacher was how to write a better paper by always proof reading.
Comments on my paper and grammar corrections.
she always gave positive feedback and did not cut us down. She had a way of explaining something that make you realize your mistakes without feeling dumb.
Instructor provided a red which had the errors in red, and allowed us to revise them, also replied to my emails regarding questions that I've had about paper.
Most of the feedback received was from the instructor who gave us handouts and other resources on how to write papers. She also made herself available so that we were able to ask questions or get additional help as far as writing papers. She also left constructive notes on our drafts.
Prove reading of paper and offering one on one help
I received feedback from my classmates and instructor through e-mail and the discussion board. I found it a very helpful and effective way of communication and interaction.
Professor Patterson was very helpful in giving feedback and suggestions for my writings.
I received feedback from the professor through postings as well as emails. There were no feedbacks from my fellow students about my writing.
The professor always made a comment about the discussion postings.
Corrected grammar and challenges to line of reasoning. Both great for developing effective writings. By the way, having a written evaluation would be an effective judge of one's writing skills.
Professor wrote comments on papers returned to me.
through drafts with clear feedback comments.
No feedback from students, but feedback from the instructor. Did two drafts of papers before final was due and received feedback each time, as well as a grade on the second draft, so we had an idea about how much improvement was needed.
good people into the class conversation
On the drafts themselves.
positive
Instructor helped with writing notes on my papers that I gave.
he gave a lot of comments
Editing.
He corrected our journals. We all spoke our mind in class.
corrections on paper upon grammar and wording.
only corrections made by the instructor.
We would discuss the topics in class out loud, and also received rough drafts back with corrections.
When we turned in our drafts, he did a grammar check on our journals and gave feedback back as whether or not we understood what we were writing.
good information to discuss from instructor and helpful ideas from other students
The instructor gave me feedback on my journals through grammar.
he hands back the draft and we can correct it and turn it in at the end of semester.
The instructor provided feedback by allowing students to turn in portions of the journal in advance for corrections.
The writing assignments were graded for typographical and grammatical errors and returned to the student to make corrections.
After we turned in the weekly discussion, the professor gave us feedback about our writing online. I also went to his office to discuss the material and how to improve my writing.

I was somewhat nervous to show my writing to my fellow students, but Mr. Pine was very helpful in making me understand where I could improve my writing.
mostly from instructor
everything you turn in or write about he would give his feedback and tell you where to improve your skills on
Peer reviews from students and conferences with the instructor.
We did peer evaluations, which helped somewhat. Overall feedback was given when we received our final essay grades. We did peer editing, which became very helpful when writing papers.

Our teacher wrote comments on our papers as well as being available for out of class sessions. Feedback is provided on each returned writing assignment. Ms. Kwon was also available for conferences outside of class which gave excellent creative direction.

Through peer editing guides, that were based on scale gradings peer editing came very helpful when writing papers. We did peer editing which became very helpful when writing papers.

Feedback is provided on each returned writing assignment. Ms. Kwon was also available for conferences outside of class which gave excellent creative direction.

By going in during office hours for counseling and going through peer editing with students. Instructor comments and course work belonging to other students helps to correct any mistakes made or ideas left out. Received hints on writing content and style. Critique on how to better organize, process, and write my papers. Overall a very helpful course to help my writing.

I didn't get any feedback specifically on certain pieces, but I would if I asked for it. My instructor told me on one of my posts that I needed to add more detail to my statement, and that I should cite the page of the text or website that I got my information from.

Writing was thoroughly checked for spelling and grammar, as well as content. I felt very encouraged to put a lot of thought into what I wrote for class. Feedback is provided on each returned writing assignment. Ms. Kwon was also available for conferences outside of class which gave excellent creative direction.

We did peer editing which became very helpful when writing papers. Feedback is provided on each returned writing assignment. Ms. Kwon was also available for conferences outside of class which gave excellent creative direction.

We had meeting with her over every paper that we did, and she gave us some suggestions in organizing and grammar. We had meeting with her over every paper that we did, and she gave us some suggestions in organizing and grammar.

Notes on my assignments, through a conference with the instructor. He provided very good feedback, and with quick turn around. Instructor had written feedback on papers and spoke personally with me as well to help me with revisions and edits. Fellow students weren't involved in my feedback.

The instructor returned our assignments with grammatical corrections as well as ideas to improve overall subject of paper.

Mrs. Milnes wrote comments on our paper on how we can improve our writing. She is a wonderful teacher and I hope I can take more classes from her again.

The instructor returned our assignments with grammatical corrections as well as ideas to improve overall subject of paper.

The instructor returned our assignments with grammatical corrections as well as ideas to improve overall subject of paper.

Figure 2: DID WRITING ASSIGNMENTS ACCOUNT FOR AT LEAST 60% OF YOUR GRADE?

<table>
<thead>
<tr>
<th>Writing assignment counted for (at least 60%) of grade</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>3.1%</td>
<td>0.0%</td>
<td>7.7%</td>
<td>30.8%</td>
<td>58.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>10.0%</td>
<td>0.0%</td>
<td>40.0%</td>
<td>40.0%</td>
<td>100.0%</td>
<td>130</td>
</tr>
</tbody>
</table>

Figure 3: BAR GRAPH - FALL 2007 WI EVALUATION SCALED ITEMS - ORIGINAL ORDER OF ITEMS - BY MEAN VALUES

(1.0 = STRONGLY DISAGREE .... 5.0 = STRONGLY AGREE)

"WI" FOCUS HALLMARK ITEMS

Writing helped me learn more about course content
Received helpful feedback on writing from instructor
Learned to proofread, edit, and revise writing
Received helpful feedback on writing from students
Improved computer skills composing and revising writing
Revised writing based on feedback from instructor/students
Writing assignment counted for (at least 60%) of grade
Completed at least sixteen pages of writing process drafts/revisions
Learned to apply vocabulary relevant to course through writing process
Learned to make thinking clearer through writing process
If research required, learned good techniques, and use sources support ideas and writing
Learned to create different writing, relation to purpose, subject, and audience
Overall, writing has improved as result of course

Mean values:
- 3.39
- 4.40
- 4.42
- 4.40
- 4.32
- 4.20
- 4.10
- 4.15
- 4.26
Figure 4: **BAR GRAPH - FALL 2007 WI EVALUATION SCALED ITEMS - RANK ORDERED BY MEAN VALUES**  
(1.0 = STRONGLY DISAGREE .... 5.0 = STRONGLY AGREE)

**"WI" FOCUS HALLMARK ITEMS**
- Writing assignment counted for (at least 60%) of grade
- Writing helped me learn more about course content
- Completed at least sixteen pages of writing process drafts/revisions
- Received helpful feedback on writing from instructor
- Learned to apply vocabulary relevant to course through writing process
- Revised writing based on feedback from instructor/students
- Learned to make thinking clearer through writing process
- Overall, writing has improved as result of course
- Learned to create different writing, relation to purpose, subject, and audience
- Learned to proofread, edit, and revise writing
- Improved computer skills composing and revising writing
- Received helpful feedback on writing from students

Figure 5: **BAR GRAPH - WI EVALUATION ORIGINIAL ITEM ORDER - PERCENTAGE OF AGREE OR STRONGLY AGREE RESPONSES**

**"WI" FOCUS HALLMARK ITEMS**
- Writing helped me learn more about course content
- Received helpful feedback on writing from instructor
- Learned to proofread, edit, and revise writing
- Received helpful feedback on writing from students
- Improved computer skills composing and revising writing
- Revised writing based on feedback from instructor/students
- Writing assignment counted for (at least 60%) of grade
- Completed at least sixteen pages of writing process drafts/revisions
- Learned to apply vocabulary relevant to course through writing process
- Learned to make thinking clearer through writing process
- If research required, learned good techniques, and use sources support ideas and writing
- Learned to create different writing, relation to purpose, subject, and audience
- Overall, writing has improved as result of course

Figure 6: **BAR GRAPH - WI EVALUATION RANK ORDERED BY PERCENTAGE OF AGREE OR STRONGLY AGREE RESPONSES**

**"WI" FOCUS HALLMARK ITEMS**
- Writing helped me learn more about course content
- Completed at least sixteen pages of writing process drafts/revisions
- Writing assignment counted for (at least 60%) of grade
- Received helpful feedback on writing from instructor
- Learned to apply vocabulary relevant to course through writing process
- Received helpful feedback on writing from students
- Learned to make thinking clearer through writing process
- Learned to proofread, edit, and revise writing
- Learned to create different writing, relation to purpose, subject, and audience
- If research required, learned good techniques, and use sources support ideas and writing
- Improved computer skills composing and revising writing