

**Improvement of Writing Across the Curriculum:
Full Report**

Administered Spring 2014



**INDIANA UNIVERSITY
SOUTHEAST**

OFFICE OF INSTITUTIONAL EFFECTIVENESS

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SURVEY BACKGROUND AND SUMMARY

The Office of Institutional Effectiveness (OIE) was asked by the Faculty Senate Improvement of Writing Committee to assist in the development, administration and analysis of survey data regarding writing across the curriculum at Indiana University Southeast. More information regarding the committee and survey administration can be found in that committee's end-of-year report to the Faculty Senate.

Data is tabled throughout the report, with more granular-level data provided in Appendix A. Note that all qualitative feedback from respondents is unedited, including errors in spelling and punctuation, except for length in certain sections. In those few cases, OIE has taken care to maintain the tone and content of the original. The survey instrument itself can be found in Appendix B.

This report will be sent to the Improvement of Writing Committee. This and any ad hoc reports (including separate reports for the Writing Center and the Library) will be posted on the OIE website to support the institution's mission of transparency and to encourage respondents to take future assessments. Current plans are for the Committee to present results of the survey at faculty sessions in Fall 2014 and the Faculty Colloquium on Excellence in Teaching (FACET) in Spring 2015. By-school reports can be obtained via request to Ron Severtis in OIRA at rseverti@ius.edu.

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RESPONDENT AND CLASS DEMOGRAPHICS

About one-third of survey respondents were affiliated with the School of Arts & Letter, while one-quarter identified as School of Social Sciences faculty.

Table 1: Primary School Affiliation

	<u>N</u>	<u>%</u>
Arts and Letters	40	34.2%
Social Sciences	30	25.6%
Natural Sciences	21	17.9%
Business	13	11.1%
Education	9	7.7%
Nursing	4	3.4%
Total	117	100.0%

About two-thirds of respondents typically teach upper-level courses within their program, with about half typically teaching General Education or lower-level program courses. Less than one in five typically teach at the Graduate level.

Table 2: Class Level Typically Taught

	<u>N</u>	<u>%</u>
General Education	65	55.6%
Lower-level in the major	61	52.1%
Upper-level in the major	78	66.7%
Graduate	21	17.9%

Note that respondents could choose more than one category

When asked the amount of assigned writing in the courses taught, about half of the respondents indicated their courses have moderate amounts of writing and slightly less indicated intensive writing components. About one-third answered that their courses have few writing components.

Table 3: Amount of writing

	<u>N</u>	<u>%</u>
Courses with few writing components	43	36.8%
Courses with moderate amounts of writing	63	53.8%
Courses with intensive writing components	53	45.3%

Note that respondents could choose more than one category

AREAS OF STUDENT WRITING CONCERN

Respondents were asked to rank their concern over five common areas in which students typically struggle in writing:

- Instructions: Difficulty following assignment instructions
- Understanding: Lack of understanding of content material
- Organization: Problems with organization and/or flow of ideas
- Grammar: Misunderstanding of grammar and punctuation rules
- Sources: Failure or incorrect documentation of sources and/or in-text citations

The area of highest concern is student problems with organization or flow of ideas, particularly in upper-level major courses and in classes with intensive amounts of writing. This area of concern is highest for School of Business and School of Arts & Letters respondents. Appendix A contains detailed by-school, by-class level and by-writing amount breakdowns of each area of concern.

Table 4: Areas of Concern

Scale	Instructions		Understanding		Organization		Grammar		Sources	
	N	%	N	%	N	%	N	%	N	%
1	17	15.3%	14	12.6%	49	44.1%	19	17.1%	12	10.8%
2	19	17.1%	18	16.2%	31	27.9%	22	19.8%	21	18.9%
3	24	21.6%	21	18.9%	13	11.7%	28	25.2%	25	22.5%
4	28	25.2%	28	25.2%	14	12.6%	23	20.7%	18	16.2%
5	23	20.7%	30	27.0%	4	3.6%	19	17.1%	35	31.5%
Total	111	100.0%	111	100.0%	111	100.0%	111	100.0%	111	100.0%
Avg. Scale	3.19		3.38		2.04		3.01		3.39	

Note: 1=highest area of concern and 5= lowest area of concern

Table 5: Areas of Concern, by School

	ARL	BUS	EDU	NAT	NUR	SOC	All
Instructions	3.03	3.77	3.33	3.28	4.00	2.97	3.19
Understanding	3.08	3.46	4.11	3.06	4.33	3.60	3.38
Organization	1.92	1.69	2.67	2.11	2.00	2.10	2.04
Grammar	3.29	2.15	2.44	2.83	2.67	3.33	3.01
Sources	3.68	3.92	2.44	3.72	2.00	3.00	3.39
N	38	13	9	18	3	30	111

Table 6: Areas of Concern, by Class Level

	General Education	Lower-Level Major	Upper-Level Major	Graduate
Instructions	2.90	3.17	3.17	3.38
Understanding	3.15	3.25	3.39	3.57
Organization	2.15	2.08	1.87	2.33
Grammar	3.41	3.10	3.16	2.67
Sources	3.39	3.39	3.42	3.05
N	61	59	77	21

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Table 7: Areas of Concern, by Amount of Writing

	<u>Few</u>	<u>Moderate</u>	<u>Intensive</u>
Instructions	2.85	3.11	3.31
Understanding	3.41	3.61	3.08
Organization	2.13	2.16	1.73
Grammar	3.15	3.02	3.37
Sources	3.46	3.10	3.52
N	39	62	52

TYPES OF WRITING ASSIGNMENTS

Respondents were asked what types of writing they assign at the course levels they indicate teaching:

- Critical thought
- Rapid response
- Lab reports
- Research projects
- Other (respondents were asked to specify)

About three out of every four respondents teaching at each class level assign critical thought writing assignments. About one-third of lower-level course instructors assign rapid response assignments, while lab reports are assigned in about one-fifth or one-quarter of lower-level and upper-level courses. Culminating research projects are assigned most heavily in upper-level major and graduate courses. Some highlights of each type of writing assignment are found below, while Appendix A contains detailed by-school and by-writing amount breakdowns of each type of writing assignment.

Table 8: Types of Writing Assignments, by Class Level

	<u>General Education</u>		<u>Lower-Level</u>		<u>Upper-Level</u>		<u>Graduate</u>	
	<u>N*</u>	<u>%*</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Critical thought	47	72.3%	45	73.8%	60	76.9%	16	76.2%
Rapid response	13	20.0%	20	32.8%	22	28.2%	3	14.3%
Lab reports	4	6.2%	13	21.3%	18	23.1%	1	4.8%
Projects	16	24.6%	19	31.1%	54	69.2%	13	61.9%
N	65		61		78		21	

**Note that respondents could choose more than one response and that percentages are calculated as the percent of all respondents teaching at specified class level, not of all respondents*

Writing assignments: Critical Thought

- Critical thought is assigned in over 70% of courses at all teaching levels
- General Education use of critical thought is concentrated in Arts & Letters (55.3%), and Social Science (31.9%) courses
- Arts & Letters and Social Science instructors also show the highest utilization of critical thought assignments in both upper- and lower-level major courses
- Education instructors use critical thought minimally at all levels except Graduate level, whereas Nursing utilized critical thought assignments minimally within the major
- Instructors who assign critical thought assignments indicate most of their classes include moderate to intensive amounts of writing

Writing assignments: Rapid Response

- Instructors utilize rapid response writing most often in lower-level major courses and least often at the Graduate level
- Rapid response is utilized almost exclusively by Arts & Letters in each teaching level except Graduate level and Business at the Graduate level
- Instructors who assign rapid response writing in undergraduate courses indicate most of their classes include moderate to intensive amounts of writing
- Graduate level instructors who assign rapid response writing indicate their classes use few to moderate amounts of writing

Writing assignments: Lab Reports

- Lab reports are primarily assigned in major-level classes less than one-quarter of the time
- Unsurprisingly, Natural Science courses account for the majority of lab reports assigned
- Instructors using lab reports indicate their use primarily in courses with few to moderate amounts of writing

Writing assignments: Projects

- Projects are primarily assigned by upper-level program instructors (69.2%) and Graduate instructors (61.9%)
- Graduate-level instructors in Business and upper-level program instructors in Social Sciences assign projects at the highest percentages
- Projects are overwhelmingly assigned in courses with moderate to intensive amounts of writing

Writing assignments: Other

- Other types of writing assignments listed by instructors (N):
 - Summaries/reviews (4)
 - Case studies (2)
 - Notes and journals (2)
 - Short answers (2)
 - Synthesis (1)

WRITING ASSIGNMENTS AS A PERCENTAGE OF FINAL GRADE

Respondents were asked what percentage of their final grade involves some element of writing. The results suggest that writing impacts average final grades more in Nursing, Arts & Letters and Education compared to other schools. Graduate and upper-level major course final grades rely more heavily on writing assignments compared to other class levels, and that writing impacts grades more in classes with intensive amounts of writing across class levels. Appendix A contains detailed by-class level amount breakdowns of each amount of writing.

Table 9: Writing as a Percentage of Final Grade, Overall Averages, by School

	ARL	BUS	EDU	NAT	NUR	SOC	Total
Avg. % of Grade	63.8%	33.3%	55.4%	28.3%	65.0%	42.9%	48.2%
N	81	27	14	34	4	65	225
Standard Deviation	26.5	26.1	29.3	25.0	43.6	26.4	29.8

Table 10: Writing as a Percentage of Final Grade, Overall Averages, by Class Level

	General Education	Lower-Level	Upper-Level	Graduate	Total
Avg. % of Grade	41.6%	46.1%	51.2%	61.8%	48.2%
N	63	58	82	22	225
Standard Deviation	31.1	30.8	27.7	26.3	29.8

Table 11: Writing as a Percentage of Final Grade, Overall Averages, by Amount of Writing

	Few	Moderate	Intensive	Total
Avg. % of Grade	21.8%	45.7%	68.9%	48.2%
N	52	95	78	225
Standard Deviation	20.4	25.8	24.0	29.8

WRITING ASSIGNMENTS REQUIRING SUBMISSION OF A DRAFT

Respondents were asked what percentage of written assignments requires a draft to be written or submitted prior to the submission of a final product. Responses were again low in volume, but indicate that drafts are most often required in classes with intensive amounts of writing components. Generally, graduate level instructors require written draft in a lower percentage of assignments compared to other course level instructors, despite indicating (in Tables 9 through 11 above) that writing comprises a greater average percentage of their course grades. Appendix A contains detailed by-class level amount breakdowns of each amount of writing.

Table 12: Writing Requiring Submission of a Draft, Overall Averages, by School

	ARL	BUS	EDU	NAT	NUR	SOC	Total
Avg. % of Assignments	50.3%	10.0%	16.7%	14.6%	0.0%	18.6%	27.9%
N	82	27	15	36	4	64	228
Standard Deviation	40.4	15.7	28.4	26.8	0.0	30.7	36.4

Table 13: Writing Requiring Submission of a Draft, Overall Averages, by Class Level

	General Education	Lower-Level	Upper-Level	Graduate	Total
Avg. % of Assignments	27.9%	27.0%	30.2%	21.7%	27.9%
N	62	59	84	23	228
Standard Deviation	39.1	36.3	36.0	32.2	36.4

Table 14: Writing Requiring Submission of a Draft, Overall Averages, by Amount of Writing

	Few	Moderate	Intensive	Total
Avg. % of Assignments	7.7%	19.4%	50.0%	27.9%
N	49	97	82	228
Standard Deviation	16.9	29.4	41.1	36.4

ASSESSING STUDENT WRITING

Respondents were asked how they typically assess student writing at the course levels they indicate teaching:

- Rubrics
- Credit/No Credit
- Using a discrete set of criteria
- Holistic grading
- Other (respondents were asked to specify)

Rubrics are the most utilized form of writing assessment across class levels, with its highest use in upper-level courses. Credit/no credit and holistic grading techniques are less commonly used across all course levels. Appendix A contains detailed by-school, by-class level and by-writing amount breakdowns of each area of concern.

Table 15: Types of Writing Assessments, by Class Level

	<u>General Education</u>		<u>Lower-Level</u>		<u>Upper-Level</u>		<u>Graduate</u>	
	<u>N*</u>	<u>%*</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Rubrics	36	55.4%	38	62.3%	55	70.5%	13	61.9%
Credit/No Credit	16	24.6%	10	16.4%	14	17.9%	3	14.3%
Discrete Criteria	21	32.3%	25	41.0%	30	38.5%	7	33.3%
Holistic Grading	18	27.7%	13	21.3%	14	17.9%	2	9.5%
N	65		61		78		21	

**Note that respondents could choose more than one response and that percentages are calculated as the percent of all respondents teaching at specified class level, not of all respondents*

Assessment of Student Writing: Rubrics

- The use of rubrics to assess student writing ranges from 55.4% of instructors at the General Education instruction level to 70.5% in the upper-level major classes.
- Rubric use is highest in Arts & Letters (55.6%) followed by Social Sciences (30.6%).
- Major-level instructors use rubrics a bit more evenly by school with the highest usage again in Arts & Letters and Social Sciences.
- Graduate level use of rubrics is highest with Education (46.2%) and Business (38.5%).
- In General Education, lower-level major and upper-level major courses, instructors most often use rubrics in classes with moderate or intensive writing components.
- Graduate-level instructors report that most of their classes using rubrics include few or, especially, moderate amounts of writing.

Assessment of Student Writing: Credit/No Credit

- The use of credit/no credit to assess student writing is reported in about one of every four General Education courses with use at the Graduate level being the lowest (14.3%).
- Credit/no credit use at the General Education level and within the major is concentrated in Arts & Letters and Social Sciences.
- Only the School of Business report use of this assessment at the Graduate level.
- Instructors using the credit/no credit method of assessing student writing indicated most of their classes include few to moderate amounts of writing.

Assessment of Student Writing: Discrete Set of Criteria

- The use of discrete criteria to assess student writing ranges from 32.3% at the General Education level to 41.0% in lower-level major courses.
- General Education courses are assessed using this method solely in Arts & Letters (71.4%) and Social Sciences (28.6%).
- Major-level instructors' use of a discrete set of criteria is heaviest in Arts & letters followed by Social Sciences.
- Graduate-level use is highest with the School of Business (42.9%) and Arts & Letters (28.6%).
- Use of discrete criteria across class levels is found primarily in courses with moderate to intensive levels of writing.

Assessment of Student Writing: Holistic Grading

- The use of holistic grading to assess student writing is reported in about one of every four General Education courses with use at the Graduate level being the lowest (9.5%).
- Holistic grading use at the General Education level is concentrated in Arts & Letters and Social Sciences.
- Arts & Letters, Social Science and Natural Science instructors all report use of holistic grading within their major-level courses.
- Only the School of Business report use of this assessment at the Graduate level.
- Use of holistic grading across class levels is found primarily in courses with moderate to intensive levels of writing.

Assessment of Student Writing: Other

- Other types of writing listed by one instructor apiece:
 - Evaluative narrative that addresses the individual points on a rubric sheet and summarizes merits and shortcomings with suggestions for improvement
 - Holistic rubrics plus end comments
 - Low stakes with general feedback rubric
 - Rubrics without point values and holistic combination
 - Student is provided with writing resources and comments are made when grading

THE WRITING CENTER

Respondents were asked how often they recommend the IU Southeast Writing Center to their students. Specifically, instructors were asked how often they utilize the following aspects of the Writing Center to improve their students' writing and research skills:

- Consultation: Encourage students to visit for an individual consultation
- Class Visit: Bring my class to the Center for instruction or encourage students to attend workshops
- Web Resources: Introduce my students to the web resources and encourage their use for writing assignments

Table 16: Utilization of the Writing Center

	<u>Individual Consultation</u>		<u>Class Visit</u>		<u>Web Resources</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Always	43	41.7%	8	7.9%	24	23.8%
Often	32	31.1%	17	16.8%	24	23.8%
Rarely	20	19.4%	27	26.7%	24	23.8%
Never	8	7.8%	49	48.5%	29	28.7%
Total	103	100.0%	101	100.0%	101	100.0%

Appendix A provides more thorough breakdowns by school, class level and writing intensiveness, but some highlights are included here:

- About three-quarters of responding instructors always or often encourage their students to visit the Writing Center for individual consultations. Instructors from Arts & Letters (85.3%), Social Sciences (85.1%), Nursing (75.0%) and Business (72.8) most frequently encourage Writing Center use, while Graduate instructors and instructors in courses with few writing components encourage its use the least.
- About half of instructors never bring their class or encourage workshop attendance while just under one-quarter often or always do so, with about one-third of those being Arts & Letters and Social Science instructors. Instructors teaching General Education and lower-level major courses along with more intensive writing courses are more likely to take advantage of these services.
- Students are introduced to web resources by their instructors roughly half of the time, most notably within Nursing (75.0%), Social Sciences (59.2%) and Arts & Letters (54.5%). Instructors teaching within the major and, to a slightly lesser extent in General Education, encourage their students to use web resources most often, especially in writing intensive courses.

Further, respondents were asked, **‘To assist with my own writing or the writings of my students, I would utilize the Writing Center more often if...’** Responses were sorted into three categories:

- Time issues
- Knowledge and understanding of the Writing Center’s availability and function
- Constructive recommendations

Interestingly, no comments were recorded regarding an instructor’s own writing.

The Writing Center: Time Issues

A number of instructors stated they would use the Writing Center more if they had more time to do so, while a few added that they simply didn’t remember to recommend the Center when teaching. Other responses regarding time indicated a lack of understanding of the Center by the instructors and the impact the Center might have on instructors themselves.

The Writing Center: Knowledge and Understanding of Availability and Function

Many respondents indicated a lack of knowledge or understanding about the Center and its primary function, both on the part of students and instructors. Some indicated that the Center needs to better understand the students’ needs with regard to specific subject matter. One recurring sentiment that seems to cause problems is the use of the Center for subject tutoring instead of actual writing help.

The Writing Center: Recommendations

A number of recommendations to the Writing Center addressed the importance of attitude and perception, stressing that the Center staff be seen as allies, the importance of an initial positive impression, and removing the stigma of visitors being remedial. Many addressed the programs and availability of the Center including longer and later hours, bigger and multiple locations, plagiarism and formatting workshops held earlier and/or more often in the semester and workshops on basic proofreading, organization and reading.

THE LIBRARY

Respondents were asked how often they recommend the IU Southeast Library to their students. Specifically, instructors were asked how often they utilize the following aspects of the Library to improve their students' writing and research skills:

- Consultation: Encourage individual research consultations with reference librarians at the references desk
- Class Visit: Bring my class to the Library for research instruction from the librarians
- Research Resources: Introduce my students to the online library research resources and encourage their use for research

Table 17: Utilization of the Library

	<u>Individual Consultation</u>		<u>Class Visit</u>		<u>Research Resources</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Always	37	36.3%	7	6.9%	34	33.7%
Often	31	30.4%	23	22.8%	33	32.7%
Rarely	21	20.6%	30	29.7%	21	20.8%
Never	13	12.7%	41	40.6%	13	12.9%
Total	102	100.0%	101	100.0%	101	100.0%

Appendix A provides more thorough breakdowns by school, class level and writing intensiveness, but some highlights are included here:

- About two-thirds of instructors always or often encourage students to pursue an individual library research consultation. Social Science (81.4%) and Arts & Letters (73.5%) instructors encourage most frequently, as do all class levels (between 70% and 80%) but Graduate. More frequent individual research consultations are found in courses with intensive or moderate writing components.
- Over 70% of instructors do not bring their class to the Library for research instruction. The lone exception is Social Sciences, where over half of their instructors indicate that they always or often bring their courses for visits. General Education (36.3%) and upper-level (31.4%) instructors utilize class visits the most, with three-quarters of lower-level and Graduate instructors indicating few or no visits. Nearly half of courses with writing intensive components always or often visit the library.
- About two-thirds of instructors always or often introduce students to library research resources.

Additionally, respondents were asked, **‘To assist with my own writing or the writings of my students, I would utilize the Library resources more often if...’** A number of instructors indicated they would use the Library more if they had more time to do so. The majority of responses were recommendations regarding availability and resources including suggestions that the library be open longer or more frequently, easier to get to especially online, larger and more comprehensive, and have more equipment and tools. Two additional recommendations were that the web resources be more limited and that librarians be friendlier.

IMPROVING THE WRITING OF STUDENTS

Respondents were asked an open-ended question, **“How can the campus community improve the writing of students?”** Four main themes emerged, so the responses have been sorted into the following five categories:

- Increased writing
- Higher standards
- Proper assessments and training
- Classes, workshops and support
- Other

Improving the Writing of Students: Increased Writing

A large number of instructors believed that student writing quality can be improved by assigning more of it throughout the curriculum:

- Require more writing in ALL classes and give nuanced feedback, and have individual conferences with students
- More professors need to require writing regularly and students MUST be graded on grammar, style, organization and typos.
- All (or nearly all) classes need to emphasize using writing to help students learn material and to help them join in the conversations in their fields.
- By making them write more
- Include more writing in lower/undergrad level courses or requirements.
- Demand more writing in upper level courses. / Require at least 1 writing assignment in each lower level course.
- Every class should support good writing but making it part of the grade to the extent that writing is involved in tests or papers.
- More writing across the curriculum.
- More writing required in all majors, all gen ed courses
- Require more writing and be more specific in feedback.
- By having students write more
- Writing should be required of ALL courses on campus.
- Everyone on campus needs to be invested in student writing; I think we need to give students opportunity to write all different kinds of papers or assignments, and students need to be given specific feedback related to their writing skills. And maybe students need to be given opportunity to re-write some assignments, to increase their learning and skills for writing
- Encourage more writing in classes and reduce class size to facilitate this
- Make them write. And then make them write some more.

Improving the Writing of Students: Higher Standards

A number of instructors believed the campus should set higher standards for writing by raising the requirements for admission, encouraging no or low tolerance grading, offering more intensive writing requirements, continually and thoughtfully assessing students' work, demanding more of students, having higher expectations and generally caring about their writing:

- Raise the requirements for admission to the campus.
- Have a writing pre-req for more courses. Have higher admission standards relative to writing.
- Admit better prepared students
- I have taught freshmen who are, frankly, illiterate. How do they gain admittance to this university? Start there.
- The campus community should encourage no/low tolerance grading for grammar/spelling.
- Please offer great writing classes. If writing classes are required (and they are), do not just pass students through.
- Hold students to a higher standard. Be sure that in gen ed courses quality is emphasized as well as content.
- Higher standards in writing classes
- Consistently demand more of students and their submissions.
- Be very rigorous in the 131s - pass no one who cannot write a clear sentence or paragraph
- Continually to thoughtfully assess and emphasize writing across the curriculum
- Make them work harder/have higher standards/make them read
- Be sure W131 is not a Pass/Fail course and has clear performance standards. Motivation, dedication, and persistence are no substitute for adequate writing skills.
- More Intensive Writing requirements could help; more emphasis on formatting and style, so students get that under their belt and then focus more on content and organization at the upper levels.
- Higher expectations
- Avoid motivational passing of students.
- Having faculty consistently hold students accountable for diction, grammar, and decent organization of their ideas.
- I wonder how much writing is encouraged by full-time vs. adjunct faculty. If there is a big difference, this might inform our hiring/staffing decisions.
- I think we need to demand quality from our students but we also have to help them develop these skills. We need to accept the fact that not all students will come to campus with the ability to write. But, if we are truly committed to educating students and preparing them for their futures, we need to commit to helping them develop stronger writing skills
- Have an Improvement of Writing Committee that functions on a regular, focused basis with strong leadership

Improving the Writing of Students: Proper Assessments and Training

Many instructors voiced the need for proper assessment of students' writing ability and the importance of training early in their college education and recommending early testing, higher standards and ongoing assessment:

- Again, catch the problematic students EARLY!!! Fix the basic problems BEFORE they get to the harder classes, were they are now challenged twice as much as others.
- I believe it should be required for ALL students to attend a plagiarism workshop and Library research instruction
- Students really need to learn to write well BEFORE they reach the Jr & Sr level courses.
- Do more for the ESLstudents we are taking in. About half of mine are wonderful students but awful at basic sentence-writing.
- All students take two courses or pass a test in writing before upper level courses in citation, organization, and flow of writing.
- Make sure students know common grammar before entering college or else be required to take a basic English course their first semester.
- Include more writing in lower/undergrad level courses or requirements.
- Verify that students are getting necessary basic skills in the introductory writing courses.
- Be sure W131 is not a Pass/Fail course and has clear performance standards. Motivation, dedication, and persistence are no substitute for adequate writing skills.
- Have a writing pre-req for more courses. Have higher admission standards relative to writing.
- Require students with poor writing skills to take 130 rather than offering it as a choice.
- Perhaps a writing analysis for incoming students and require a 1 hour course on writing and research resources for those that the evaluation indicate a need.
- More basic writing; grammar/precision language classes
- We should eliminate the second level of writing except for discipline based courses. We need students to focus on basics in W131 - grammar, organization, and referencing.
- Perhaps assess writing through each year so that strengths/weaknesses show up.
- The students who come to my class have to be at least sophomores. Many of them are still struggling with simple writing skills when they take my class.
- Would like to learn more about developing and using rubrics for assessing writing assignments.
- Students who struggle with basic writing skills often enter the Elementary Education Program with an "A" or "B" in their writing courses.

Improving the Writing of Students: Classes, Workshops and Support

Some instructors recommend formal and informal methods for improving student writing:

- Professional development workshops.
- Working more with student writing outside of ENG classes.
- Add an additional writing course.
- Introduce a technical writing course specific to science students.
- More basic writing; grammar/precision language classes;
- Most of the students at IUS seem to have grasp of writing - they just need support and direction.
- Ten percent of my 200-level students need a course on how to read in order to write.
- I think that all writing course instructors should be able to request and receive a computer classroom assignment for their students, for the whole semester. I see much better improvement when students receive my immediate feedback as they are engaged in writing on the computer during class than I do when they bring their writing to class on paper for revision sessions.

Improving the Writing of Students: Other

Uncategorized responses include:

- Writing scholarships
- Focus on grammar, sentence diagramming, sentence structure, outlining, and organization of information.
- I would suggest creating posters and affixing them to the front walls of classrooms in which the writing process is taught and takes place
- Encourage more writing in classes and reduce class size to facilitate this
- Smaller classes with lots of in-class writing that are not just essay-focused, but are more about putting words and sentences together (the joy of narrative). Reading material that engages. Introducing the lovely pursuit of reading for pleasure.
- Study writing pedagogy and employ incorporating draft, peer review, and revision. Understand your own writing assumptions and making it clear to students. Create a true Writing Across the Disciplines program.
- Stress reading-to-write in all courses.
- Have a matrix of when writing assignments are required across all majors. / / Do they visit the writing center? Do they visit the Library? / Support non-writing faculty with tools for evaluating writing assignments. /
- I have also provided websites that will assist them in writing in the resources tab
- How about a link that could be sent with a failing paper via Oncourse? Perhaps we could start requiring students to go to the Center if a paper was below a certain standard.
- Have a website location where instructors could access actual writing assignments from other instructors, so that I have a solid idea of the kinds of writing assignments required of my particular students.
- Make sample writings easily accessible. / Introduce faculty and students to Turnitin
- Perhaps solicit sample writing from, visit or offer workshops at area high schools.
- Let the students mature a little bit before taking upper level writing classes;

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- We also need to break down the myth that English teachers are the only ones who should grade on quality of writing or that English majors and professors are the only people in the world who need to know how to write well.
- Think of writing beyond the traditional paper. Multi-modal writing is important, and students need to be able to be proficient in writing beyond the traditional term paper. Encourage writing as a means to communicate with others, not just the instructor. For example, have students write blogs or even tweets to respond to course material. Teaching students writing in various contexts helps them connect writing lessons across the curriculum.
- Physically move the Writing Center to a more central location on campus, like University Center, where the vast majority of OTHER student services are.
- I wonder how much writing is encouraged by full-time vs. adjunct faculty. If there is a big difference, this might inform our hiring/staffing decisions.
- If we could get more faculty involved in teaching the writing process and carefully assessing essays, writing would become more central to students' lives; they would begin to see that it is highly valued and desired by everyone.
- I give my students take-home essay tests as part of their test grades, and I tell them I want them to present their very best work. I know how often many of them freeze in class when faced with putting thoughts into written form. I like to set them up for success and the opportunity to make progress. Do we have that kind of mindset across campus? Not sure.
- Demonstrate the importance of writing skills after graduation (i.e., it'll help them find jobs, nice complement to other skills, etc.)
- Talk with employers about how they expect their employees to be able to communicate in writing. Incorporate their answers across the curriculum, and tell students why they are learning how to write, and what will be expected of them upon graduation.
- Although I do not require students to provide me with a draft of their written papers, I always strongly encourage all my students to email their papers to me before the assignment due date, in order to provide them with detailed comments for improvement.
- The improvement of student writing lies with the composition classes and writing resources available on campus.
- If all faculty across campus gave a damn. However, some of them write more poorly than some of my students, so they end up excusing poor writing.

OWNERSHIP FOR IMPROVING STUDENT WRITING

Respondents were asked, “**How much ownership do you feel for improving the writing of students at IU Southeast?**” on a scale from 0 (no ownership in the process) to 100 (full ownership in the process):

- The average ownership in the process for improving student writing was 56.0
- About one-fourth of respondents rated themselves with high to full ownership in the process for improving student writing (81 or higher), including 14.7% who indicated full ownership (100)
- Arts & Letters instructors felt the most average ownership (62.4), followed by Social Sciences (58.1), Education (53.3) and Nursing (53.0)
- 35.3% of Natural Science instructors rated ownership between 0 and 20, but also 23.5% of its respondents rate ownership 81 or higher.
- Lower-level course instructors rated highest on average ownership (62.0) while Graduate instructors rated lowest (50.5)
- Instructors in courses with intensive writing components rated highest on average ownership (70.5), compared to moderate (53.6) and few (45.7)

Table 18: Ownership for Improving Student Writing, by School

	ARL	BUS	EDU	NAT	NUR	SOC	ALL
0-20	17.1%	18.2%	12.5%	35.3%	--	18.5%	19.6%
21-40	14.3%	36.4%	12.5%	11.8%	25.0%	14.8%	16.7%
41-60	17.1%	18.2%	50.0%	11.8%	25.0%	25.9%	21.6%
61-80	14.3%	27.3%	12.5%	17.6%	50.0%	11.1%	16.7%
81-100	37.1%	0.0%	12.5%	23.5%	--	29.6%	25.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Avg. Ownership	62.4	45.7	53.3	48.5	53.0	58.1	56.0
N	35	11	8	17	4	27	102
Standard Deviation	31.6	26.0	25.2	34.2	17.6	29.6	30.1

Table 19: Ownership for Improving Student Writing, by Class Level

	General Education		Lower-Level		Upper-Level		Graduate		All	
	N	%	N	%	N	%	N	%	N	%
0-20	13	23.2%	8	14.8%	11	15.7%	3	17.6%	20	19.6%
21-40	8	14.3%	7	13.0%	12	17.1%	3	17.6%	17	16.7%
41-60	12	21.4%	10	18.5%	18	25.7%	6	35.3%	22	21.6%
61-80	8	14.3%	13	24.1%	14	20.0%	4	23.5%	17	16.7%
81-100	15	26.8%	16	29.6%	15	21.4%	1	5.9%	26	25.5%
Total	56	100.0%	54	100.0%	70	100.0%	17	100.0%	102	100.0%
Avg. Ownership	55.9		62.0		56.7		50.5		56.0	
Standard Deviation	31.4		28.3		28.4		25.0		30.1	

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Table 20: Ownership for Improving Student Writing, by Amount of Writing

	Few		Moderate		Intensive		All	
	N	%	N	%	N	%	N	%
0-20	12	34.3%	9	16.7%	2	4.3%	20	19.6%
21-40	4	11.4%	9	16.7%	8	17.0%	17	16.7%
41-60	9	25.7%	15	27.8%	8	17.0%	22	21.6%
61-80	6	17.1%	13	24.1%	10	21.3%	17	16.7%
81-100	4	11.4%	8	14.8%	19	40.4%	26	25.5%
Total	35	100.0%	54	100.0%	47	100.0%	102	100.0%
Avg. Ownership	45.7		53.6		70.5		56.0	
Standard Deviation	28.9		25.6		26.9		30.1	

FINAL COMMENTS

Lastly, respondents were asked to add any other additional comments about writing at IU Southeast. These remained uncategorized and are included in full:

- A comment about my "ownership"--the courses I teach are graduate and most are post-masters. I do not believe that I should be in the business to teach writing. (I sometimes think, "how did you get a BS degree and write the way you do?" I have complex content and its application on which to focus in the courses I teach.
- A simple way to check a paper for plagiarism would be nice. I know there are resources out there, but I do not find them to be convenient.
- Again, catch the problematic students EARLY!!! Fix the basic problems BEFORE they get to the harder classes, were they are now challenged twice as much as others.
- Although I do not require students to provide me with a draft of their written papers, I always strongly encourage all my students to email their papers to me before the assignment due date, in order to provide them with detailed comments for improvement.
- As an adjunct with a full time profession outside the university I have a limited amount of interaction with my students compared to faculty that are full time. I do however impress on the students the need for sound writing skills once they venture into the job market and explain my requirements as a manager of a business. I hope the "real world" requirements of sound writing skills has some impression on their view of the importance of developing their skills.
- I am actually impressed by how much writing is assigned in classes at IUS. If we could get more faculty involved in teaching the writing process and carefully assessing essays, writing would become more central to students' lives; they would begin to see that it is highly valued and desired by everyone.
- I am not a writing instructor but feel writing is useful for my discipline. I cannot teach content and correct bad writing at the same time; I need to focus on whether students get the substantive issues of my field. With that said, poorly written papers-- because students do not understand the very basic rules of essay and research writing or grammar/mechanics/spelling/punctuation-- are a time

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consuming way to assess if students understand those substantive issues BECAUSE the mistakes make the papers difficult to read and understand. While I'm invested in working within the confines of my class, the improvement of student writing lies with the composition classes and writing resources available on campus.

- I give my students take-home essay tests as part of their test grades, and I tell them I want them to present their very best work. I know how often many of them freeze in class when faced with putting thoughts into written form. I like to set them up for success and the opportunity to make progress. Do we have that kind of mindset across campus? Not sure.
- I have taught freshmen who are, frankly, illiterate. How do they gain admittance to this university? Start there.
- I see quality writing in general, not just in my area of expertise, as a HUGE challenge at IU Southeast. I have been an adjunct for more than 15 years, and I am seeing a gradual eroding of quality writing. This should be a very large area of concern for our entire campus community.
- I think that all writing course instructors should be able to request and receive a computer classroom assignment for their students, for the whole semester. I see much better improvement when students receive my immediate feedback as they are engaged in writing on the computer during class than I do when they bring their writing to class on paper for revision sessions.
- I think we need to demand quality from our students but we also have to help them develop these skills. We need to accept the fact that not all students will come to campus with the ability to write. But, if we are truly committed to educating students and preparing them for their futures, we need to commit to helping them develop stronger writing skills
- I wonder how much writing is encouraged by full-time vs. adjunct faculty. If there is a big difference, this might inform our hiring/staffing decisions.
- Instructors in disciplines other than writing do not have time to teach writing. We have very little time to focus on our discipline and required course content. We simply cannot take extra time to teach writing too, without diluting the value of the class and the degree. Thank you for this survey and thank you for working to improve the writing classes.
- It's an excellent program run by dedicated and talented teachers. I'm proud to be associated with them.
- Most of the students at IUS seem to have grasp of writing - they just need support and direction. I have them in my classes many times before they have taken "writing composition" in college
- On the one hand, I find that students have become more sophisticated in their writing. On the other, I notice a loss of language management and understanding. They use words inappropriately or in the wrong context; they don't understand the meaning of punctuation, sentence construction, grammar. Thus the writing has become more 'worldly'--but only on the surface. What is lacking is an understanding of differentiation and depth. Very few students write in an informed and meaningful way. Sometimes the text may sound good, but it does not say anything. Thought is missing.
- Students who complain about my demands for writing say I am harder than their "English teachers"--as a University, we are responsible for helping students

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understand that English professors are PhD's in literature but ALL of us write and many jobs require writing--most require intelligent e-mail communication. Writing well is about learning and about being an educated person, not about "English." By the time I see them as juniors and seniors they should understand this.

- Talk with employers about how they expect their employees to be able to communicate in writing. Incorporate their answers across the curriculum, and tell students why they are learning how to write, and what will be expected of them upon graduation.
- Ten percent of my 200-level students need a course on how to read in order to write.
- Thank you for providing this survey; it is long overdue
- Thanks for the survey.
- The best writers are usually immigrants for whom English is not their first language. They, in general, work much harder at writing. Many S. IN natives are, bluntly, lazy when it comes to writing.
- The students who come to my class have to be at least sophomores. Many of them are still struggling with simple writing skills when they take my class.
- To a degree, I think every faculty member has 100% ownership of improved writing for students. There is nothing more important, in my estimation, than good writing and speaking skills for our students - regardless of the academic discipline. I answered as I did above only because so little of my coursework is other than music.
- We should eliminate the second level of writing except for discipline based courses. We need students to focus on basics in W131 - grammar, organization, and referencing.
- Would like to learn more about developing and using rubrics for assessing writing assignments.
- Writing courses do not appear to be very effective

APPENDIX A

Further detailed breakdowns of some questions follow.

Areas of Student Writing Concern, By School

Table A1: Areas of Concern: Instructions, by School

	ARL	BUS	EDU	NAT	NUR	SOC	Total
1	18.4%	--	11.1%	11.1%	--	23.3%	15.3%
2	18.4%	--	33.3%	27.8%	--	13.3%	17.1%
3	21.1%	46.2%	--	11.1%	33.3%	23.3%	21.6%
4	26.3%	30.8%	22.2%	22.2%	33.3%	23.3%	25.2%
5	15.8%	23.1%	33.3%	27.8%	33.3%	16.7%	20.7%
N	38	13	9	18	3	30	111

Table A2: Areas of Concern: Understanding, by School

	ARL	BUS	EDU	NAT	NUR	SOC	Total
1	7.9%	23.1%	--	16.7%	--	16.7%	12.6%
2	31.6%	--	--	16.7%	--	10.0%	16.2%
3	23.7%	7.7%	33.33%	27.8%	33.3%	6.7%	18.9%
4	18.4%	46.2%	22.2%	22.2%	--	30.0%	25.2%
5	18.4%	23.1%	44.4%	16.7%	66.7%	36.7%	27.0%
N	38	13	9	18	3	30	111

Table A3: Areas of Concern: Organization, by School

	ARL	BUS	EDU	NAT	NUR	SOC	Total
1	50.0%	46.2%	11.1%	44.4%	66.7%	43.3%	44.1%
2	26.3%	38.5%	33.3%	27.8%	--	26.7%	27.9%
3	7.9%	15.4%	33.3%	5.6%	--	13.3%	11.7%
4	13.2%	--	22.2%	16.7%	33.3%	10.0%	12.6%
5	2.6%	--	--	5.6%	--	6.7%	3.6%
N	38	13	9	18	3	30	111

Table A4: Areas of Concern: Grammar, by School

	ARL	BUS	EDU	NAT	NUR	SOC	Total
1	18.4%	30.8%	44.4%	22.2%	--	--	17.1%
2	7.9%	46.2%	11.1%	16.7%	66.7%	23.3%	19.8%
3	21.1%	--	22.2%	33.3%	--	40.0%	25.2%
4	31.6%	23.1%	--	11.1%	33.3%	16.7%	20.7%
5	21.1%	--	22.2%	16.7%	--	20.0%	17.1%
N	38	13	9	18	3	30	111

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Table A5: Areas of Concern: Sources by School

	ARL	BUS	EDU	NAT	NUR	SOC	Total
1	5.3%	--	33.3%	5.6%	33.3%	16.7%	10.8%
2	15.8%	15.4%	22.2%	11.1%	33.3%	26.7%	18.9%
3	26.3%	30.8%	11.1%	22.2%	33.3%	16.7%	22.5%
4	10.5%	--	33.3%	27.8%	--	20.0%	16.2%
5	42.1%	53.8%	--	33.3%	--	20.0%	31.5%
N	38	13	9	18	3	30	111

Areas of Student Writing Concern, By Class Level

Table A6: Areas of Concern: Instructions, by Class Level

	General Education		Lower-Level		Upper-Level		Graduate	
	N	%	N	%	N	%	N	%
1	15	24.6%	10	16.9%	13	16.9%	2	9.5%
2	11	18.0%	8	13.6%	11	14.3%	3	14.3%
3	12	19.7%	14	23.7%	17	22.1%	5	23.8%
4	11	18.0%	16	27.1%	22	28.6%	7	33.3%
5	12	19.7%	11	18.6%	14	18.2%	4	19.0%
Total	61	100.0%	59	100.0%	77	100.0%	21	100.0%

Table A7: Areas of Concern: Understanding, by Class Level

	General Education		Lower-Level		Upper-Level		Graduate	
	N	%	N	%	N	%	N	%
1	9	14.8%	8	13.6%	10	13.0%	2	9.5%
2	13	21.3%	12	20.3%	12	15.6%	3	14.3%
3	12	19.7%	12	20.3%	14	18.2%	4	19.0%
4	14	23.0%	11	18.6%	20	26.0%	5	23.8%
5	13	21.3%	16	27.1%	21	27.3%	7	33.3%
Total	61	100.0%	59	100.0%	77	100.0%	21	100.0%

Table A8: Areas of Concern: Organization, by Class Level

	General Education		Lower-Level		Upper-Level		Graduate	
	N	%	N	%	N	%	N	%
1	25	41.0%	27	45.8%	38	49.4%	6	28.6%
2	17	27.9%	16	27.1%	23	29.9%	7	33.3%
3	7	11.5%	3	5.1%	6	7.8%	4	19.0%
4	9	14.8%	10	16.9%	8	10.4%	3	14.3%
5	3	4.9%	3	5.1%	2	2.6%	1	4.8%
Total	61	100.0%	59	100.0%	77	100.0%	21	100.0%

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Table A9: Areas of Concern: Grammar by Class Level

	General Education		Lower-Level		Upper-Level		Graduate	
	N	%	N	%	N	%	N	%
1	7	11.5%	8	13.6%	9	11.7%	6	28.6%
2	7	11.5%	11	18.6%	16	20.8%	5	23.8%
3	16	26.2%	17	28.8%	20	26.0%	3	14.3%
4	16	26.2%	13	22.0%	18	23.4%	4	19.0%
5	15	24.6%	10	16.9%	14	18.2%	3	14.3%
Total	61	100.0%	59	100.0%	77	100.0%	21	100.0%

Table A10: Areas of Concern: Sources, by Class Level

	General Education		Lower-Level		Upper-Level		Graduate	
	N	%	N	%	N	%	N	%
1	5	8.2%	6	10.2%	7	9.1%	5	23.8%
2	13	21.3%	12	20.3%	15	19.5%	3	14.3%
3	14	23.0%	13	22.0%	20	26.0%	5	23.8%
4	11	18.0%	9	15.3%	9	11.7%	2	9.5%
5	18	29.5%	19	32.2%	26	33.8%	6	28.6%
Total	61	100.0%	59	100.0%	77	100.0%	21	100.0%

Areas of Student Writing Concern, By Amount of Writing

Table A11: Areas of Concern: Instructions, by Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
1	7	17.9%	11	17.7%	8	15.4%
2	11	28.2%	10	16.1%	8	15.4%
3	8	20.5%	16	25.8%	8	15.4%
4	7	17.9%	11	17.7%	16	30.8%
5	6	15.4%	14	22.6%	12	23.1%
Total	39	100.0%	62	100.0%	52	100.0%

Table A12: Areas of Concern: Understanding, by Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
1	5	12.8%	5	8.1%	8	15.4%
2	5	12.8%	8	12.9%	14	26.9%
3	9	23.1%	12	19.4%	7	13.5%
4	9	23.1%	18	29.0%	12	23.1%
5	11	28.2%	19	30.6%	11	21.2%
Total	39	100.0%	62	100.0%	52	100.0%

Improvement of Writing Across the Curriculum: Full Report

Table A13: Areas of Concern: Organization, by Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
1	19	48.7%	26	41.9%	28	53.8%
2	9	23.1%	16	25.8%	14	26.9%
3	2	5.1%	7	11.3%	7	13.5%
4	5	12.8%	10	16.1%	2	3.8%
5	4	10.3%	3	4.8%	1	1.9%
Total	39	100.0%	62	100.0%	52	100.0%

Table A14: Areas of Concern: Grammar, by Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
1	4	10.3%	11	17.7%	4	7.7%
2	9	23.1%	12	19.4%	9	17.3%
3	10	25.6%	14	22.6%	15	28.8%
4	9	23.1%	15	24.2%	12	23.1%
5	7	17.9%	10	16.1%	12	23.1%
Total	39	100.0%	62	100.0%	52	100.0%

Table A15: Areas of Concern: Sources, by Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
1	4	10.3%	9	14.5%	4	7.7%
2	5	12.8%	16	25.8%	7	13.5%
3	10	25.6%	13	21.0%	15	28.8%
4	9	23.1%	8	12.9%	10	19.2%
5	11	28.2%	16	25.8%	16	30.8%
Total	39	100.0%	62	100.0%	52	100.0%

Type of Writing Assignment, By Class Level and School

Table A16: Type of Writing Assignment: Critical Thought, by Class Level and School

	ARL	BUS	EDU	NAT	NUR	SOC	Total	N
General Education	55.3%	2.1%	2.1%	8.5%	--	31.9%	100.0%	47
Lower-level in the major	42.2%	8.9%	2.2%	17.8%	2.2%	26.7%	100.0%	45
Upper-level in the major	31.7%	16.7%	3.3%	16.7%	1.7%	30.0%	100.0%	60
Graduate	18.8%	43.8%	31.3%	--	--	6.3%	100.0%	16

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Table A17: Type of Writing Assignment: Rapid Response, by Class Level and School

	ARL	BUS	EDU	NAT	NUR	SOC	Total	N
General Education	76.9%	7.7%	--	--	--	15.4%	100.0%	13
Lower-level in the major	55.0%	15.0%	--	10.0%	5.0%	15.0%	100.0%	20
Upper-level in the major	36.4%	22.7%	4.5%	13.6%	4.5%	18.2%	100.0%	22
Graduate	--	100.0%	--	--	--	--	100.0%	3

Table A18: Type of Writing Assignment: Lab Reports, by Class Level and School

	ARL	BUS	EDU	NAT	NUR	SOC	Total	N
General Education	25.0%	--	--	25.0%	--	50.0%	100.0%	4
Lower-level in the major	15.4%	7.7%	--	46.2%	7.7%	23.1%	100.0%	13
Upper-level in the major	5.6%	5.6%	--	50.0%	5.6%	33.3%	100.0%	18
Graduate	--	--	100.0%	--	--	--	100.0%	1

Table A19: Type of Writing Assignment: Projects, by Class Level and School

	ARL	BUS	EDU	NAT	NUR	SOC	Total	N
General Education	68.8%	--	6.3%	6.3%	--	18.8%	100.0%	16
Lower-level in the major	52.6%	10.5%	--	10.5%	--	26.3%	100.0%	19
Upper-level in the major	27.8%	11.1%	1.9%	20.4%	3.7%	35.2%	100.0%	54
Graduate	23.1%	46.2%	23.1%	--	--	7.7%	100.0%	13

Type of Writing Assignment, By Class Level and Amount of Writing

Table A20: Type of Writing Assignment: Critical Thought, by Class Level and Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
General Education	13	27.7%	27	57.4%	26	55.3%
Lower-level in the major	12	26.7%	28	62.2%	23	51.1%
Upper-level in the major	19	31.7%	33	55.0%	30	50.0%
Graduate	7	43.8%	10	62.5%	7	43.8%

Table A21: Type of Writing Assignment: Rapid Response, by Class Level and Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
General Education	4	30.8%	8	61.5%	9	69.2%
Lower-level in the major	5	25.0%	12	60.0%	10	50.0%
Upper-level in the major	7	31.8%	12	54.5%	10	45.5%
Graduate	2	66.7%	2	66.7%	--	--

Improvement of Writing Across the Curriculum: Full Report

Table A22: Type of Writing Assignment: Lab Reports, by Class Level and Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
General Education	2	50.0%	1	25.0%	2	50.0%
Lower-level in the major	7	53.8%	8	61.5%	3	23.1%
Upper-level in the major	9	50.0%	11	61.1%	7	38.9%
Graduate	1	100.0%	1	100.0%	1	100.0%

Table A23: Type of Writing Assignment: Projects, by Class Level and Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
General Education	--	--	7	43.8%	11	68.8%
Lower-level in the major	2	10.5%	9	47.4%	14	73.7%
Upper-level in the major	16	29.6%	30	55.6%	31	57.4%
Graduate	4	30.8%	9	69.2%	6	46.2%

Writing Assignments by Percentage of Final Grade, By Class Level and Amount of Writing

Table A24: Writing as a Percentage of Final Grade, Courses with Few Writing Components

% of Grade	General Education	Lower-Level	Upper-Level	Graduate
0 - 20%	70.6%	72.7%	72.2%	33.3%
21 - 40%	11.8%	18.2%	16.7%	16.7%
41 - 60%	11.8%	--	5.6%	50.0%
61 - 80%	5.9%	9.1%	5.6%	--
81 - 100%	--	--	--	--
Avg. % of Grade	19.1%	20.0%	20.8%	35.8%
N	17	11	18	6
Standard Deviation	20.7	23.0	18.4	19.9

Table A25: Writing as a Percentage of Final Grade, Courses with Moderate Writing Components

% of Grade	General Education	Lower-Level	Upper-Level	Graduate
0 - 20%	37.0%	25.0%	9.7%	--
21 - 40%	22.2%	28.6%	35.5%	22.2%
41 - 60%	25.9%	28.6%	29.0%	22.2%
61 - 80%	11.1%	10.7%	16.1%	22.2%
81 - 100%	3.7%	7.1%	9.7%	33.3%
Avg. % of Grade	36.5%	42.0%	50.6%	67.8%
N	27	28	31	9
Standard Deviation	23.2	25.1	24.4	26.9

Improvement of Writing Across the Curriculum: Full Report

Table A26: Writing as a Percentage of Final Grade, Courses with Intensive Writing Components

<u>% of Grade</u>	<u>General Education</u>	<u>Lower-Level</u>	<u>Upper-Level</u>	<u>Graduate</u>
0 - 20%	10.5%	15.8%	--	--
21 - 40%	10.5%	10.5%	12.1%	--
41 - 60%	5.3%	10.5%	27.3%	14.3%
61 - 80%	31.6%	31.6%	36.4%	71.4%
81 - 100%	42.1%	31.6%	24.2%	14.3%
Avg. % of Grade	69.0%	67.2%	68.4%	76.4%
N	19	19	33	7
Standard Deviation	29.4	29.3	19.4	12.5

Writing Assignments Requiring a Submission of a Draft, By Class Level and Amount of Writing

Table A27: Writing Requiring Submission of a Draft, Courses with Few Writing Components

<u>% of Assignments</u>	<u>General Education</u>	<u>Lower-Level</u>	<u>Upper-Level</u>	<u>Graduate</u>
0-20	86.7%	90.0%	77.8%	100.0%
21-40	--	--	5.6%	--
41-60	13.3%	10.0%	16.7%	--
61-80	--	--	--	--
81-100	--	--	--	--
Avg. % of Assignments	7%	7%	10%	3%
N	15	10	18	6

Table A28: Writing Requiring Submission of a Draft, Courses with Moderate Writing

<u>% of Assignments</u>	<u>General Education</u>	<u>Lower-Level</u>	<u>Upper-Level</u>	<u>Graduate</u>
0-20	72.0%	72.4%	60.6%	70.0%
21-40	4.0%	3.4%	9.1%	10.0%
41-60	8.0%	20.7%	21.2%	10.0%
61-80	8.0%	--	6.1%	--
81-100	8.0%	3.4%	3.0%	10.0%
Avg. % of Assignments	19%	15%	23%	21%
N	25	29	33	10

Table A29: Writing Requiring Submission of a Draft, Courses with Intensive Writing

<u>% of Assignments</u>	<u>General Education</u>	<u>Lower-Level</u>	<u>Upper-Level</u>	<u>Graduate</u>
0-20	36.4%	35.0%	42.4%	42.9%
21-40	--	5.0%	9.1%	14.3%
41-60	18.2%	10.0%	3.0%	14.3%
61-80	9.1%	20.0%	15.2%	14.3%
81-100	36.4%	30.0%	30.3%	14.3%
Avg. % of Assignments	53%	54%	48%	39%
N	22	20	33	7

Improvement of Writing Across the Curriculum: Full Report

Assessing Student Writing, By Class Level and School

Table A30: Type of Writing Assessment: Rubrics, by Class Level and School

	ARL	BUS	EDU	NAT	NUR	SOC	Total	N
General Education	55.6%	2.8%	2.8%	8.3%	--	30.6%	100.0%	36
Lower-level in the major	34.2%	13.2%	5.3%	13.2%	2.6%	31.6%	100.0%	38
Upper-level in the major	25.5%	14.5%	3.6%	16.4%	5.5%	34.5%	100.0%	55
Graduate	15.4%	38.5%	46.2%	--	--	--	100.0%	13

Table A31: Type of Writing Assessment: Credit/No Credit, by Class Level and School

	ARL	BUS	EDU	NAT	NUR	SOC	Total	N
General Education	50.0%	--	--	18.8%	--	31.3%	100.0%	16
Lower-level in the major	30.0%	10.0%	--	30.0%	10.0%	20.0%	100.0%	10
Upper-level in the major	28.6%	28.6%	--	--	7.1%	35.7%	100.0%	14
Graduate	--	100.0%	--	--	--	--	100.0%	3

Table A32: Type of Writing Assessment: Discrete Criteria, by Class Level and School

	ARL	BUS	EDU	NAT	NUR	SOC	Total	N
General Education	71.4%	--	--	--	--	28.6%	100.0%	21
Lower-level in the major	44.0%	8.0%	4.0%	12.0%	8.0%	24.0%	100.0%	25
Upper-level in the major	40.0%	10.0%	3.3%	13.3%	3.3%	30.0%	100.0%	30
Graduate	28.6%	42.9%	14.3%	--	--	14.3%	100.0%	7

Table A33: Type of Writing Assessment: Holistic Grading, by Class Level and School

	ARL	BUS	EDU	NAT	NUR	SOC	Total	N
General Education	55.6%	--	--	5.6%	--	38.9%	100.0%	18
Lower-level in the major	46.2%	--	--	15.4%	--	38.5%	100.0%	13
Upper-level in the major	42.9%	7.1%	--	28.6%	--	21.4%	100.0%	14
Graduate	--	100.0%	--	--	--	--	100.0%	2

Improvement of Writing Across the Curriculum: Full Report

Assessing Student Writing, By Class Level and Amount of Writing

Table A34: Type of Writing Assessment: Rubrics, by Class Level and Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
General Education	9	25.0%	20	55.6%	21	58.3%
Lower-level in the major	11	28.9%	27	71.1%	18	47.4%
Upper-level in the major	18	32.7%	31	56.4%	29	52.7%
Graduate	6	46.2%	9	69.2%	5	38.5%

Table A35: Type of Writing Assessment: Credit/No Credit, by Class Level and Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
General Education	7	43.8%	9	56.3%	6	37.5%
Lower-level in the major	4	40.0%	5	50.0%	2	20.0%
Upper-level in the major	8	57.1%	5	35.7%	6	42.9%
Graduate	2	66.7%	2	66.7%	1	33.3%

Table A36: Type of Writing Assessment: Discrete Criteria, by Class Level and Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
General Education	2	9.5%	12	57.1%	14	66.7%
Lower-level in the major	6	24.0%	14	56.0%	11	44.0%
Upper-level in the major	9	30.0%	14	46.7%	15	50.0%
Graduate	3	42.9%	5	71.4%	4	57.1%

Table A37: Type of Writing Assessment: Holistic Grading, by Class Level and Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
General Education	4	22.2%	11	61.1%	8	44.4%
Lower-level in the major	2	15.4%	9	69.2%	5	38.5%
Upper-level in the major	2	14.3%	8	57.1%	5	35.7%
Graduate	1	50.0%	1	50.0%	--	--

Improvement of Writing Across the Curriculum: Full Report

Utilization of the Writing Center: Individual Consultation

Table A38: Utilization of the Writing Center: Individual Consultation, by School

	ARL	BUS	EDU	NAT	NUR	SOC	Total	N
Always	52.9%	36.4%	22.2%	27.8%	25.0%	48.1%	41.7%	43
Often	32.4%	36.4%	22.2%	16.7%	50.0%	37.0%	31.1%	32
Rarely	14.7%	18.2%	44.4%	22.2%	25.0%	14.8%	19.4%	20
Never	--	9.1%	11.1%	33.3%	--	--	7.8%	8
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	103

Table A39: Utilization of the Writing Center: Individual Consultation, by Class Level

	General Education		Lower-Level		Upper-Level		Graduate	
	N	%	N	%	N	%	N	%
Always	28	50.0%	31	58.5%	28	40.6%	6	35.3%
Often	16	28.6%	15	28.3%	26	37.7%	4	23.5%
Rarely	8	14.3%	6	11.3%	12	17.4%	5	29.4%
Never	4	7.1%	1	1.9%	3	4.3%	2	11.8%
Total	56	100.0%	53	100.0%	69	100.0%	17	100.0%

Table A40: Utilization of the Writing Center: Individual Consultation, by Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
Always	8	22.9%	26	48.1%	21	45.7%
Often	12	34.3%	17	31.5%	15	32.6%
Rarely	9	25.7%	9	16.7%	9	19.6%
Never	6	17.1%	2	3.7%	1	2.2%
Total	35	100.0%	54	100.0%	46	100.0%

Improvement of Writing Across the Curriculum: Full Report

Utilization of the Writing Center: Class Visit

Table A41: Utilization of the Writing Center: Class Visit, by School

	ARL	BUS	EDU	NAT	NUR	SOC	Total	N
Always	9.1%	10.0%	--	5.6%	--	11.1%	7.9%	8
Often	24.2%	--	11.1%	5.6%	25.0%	22.2%	16.8%	17
Rarely	36.4%	10.0%	--	22.2%	25.0%	33.3%	26.7%	27
Never	30.3%	80.0%	88.9%	66.7%	50.0%	33.3%	48.5%	49
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	101

Table A42: Utilization of the Writing Center: Class Visit, by Class Level

	General Education		Lower-Level		Upper-Level		Graduate	
	N	%	N	%	N	%	N	%
Always	5	9.1%	5	9.8%	4	6.0%	2	12.5%
Often	13	23.6%	13	25.5%	12	17.9%	2	12.5%
Rarely	19	34.5%	19	37.3%	19	28.4%	1	6.3%
Never	18	32.7%	14	27.5%	32	47.8%	11	68.8%
Total	55	100.0%	51	100.0%	67	100.0%	16	100.0%

Table A43: Utilization of the Writing Center: Class Visit, by Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
Always	1	2.9%	4	7.5%	4	8.9%
Often	2	5.9%	11	20.8%	13	28.9%
Rarely	8	23.5%	17	32.1%	11	24.4%
Never	23	67.6%	21	39.6%	17	37.8%
Total	34	100.0%	53	100.0%	45	100.0%

Improvement of Writing Across the Curriculum: Full Report

Utilization of the Writing Center: Web Resources

Table A44: Utilization of the Writing Center: Web Resources, by School

	ARL	BUS	EDU	NAT	NUR	SOC	Total	N
Always	24.2%	20.0%	22.2%	16.7%	--	33.3%	23.8%	24
Often	30.3%	--	22.2%	11.1%	75.0%	25.9%	23.8%	24
Rarely	24.2%	30.0%	22.2%	22.2%	25.0%	22.2%	23.8%	24
Never	21.2%	50.0%	33.3%	50.0%	--	18.5%	28.7%	29
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	101

Table A45: Utilization of the Writing Center: Web Resources, by Class Level

	General Education		Lower-Level		Upper-Level		Graduate	
	N	%	N	%	N	%	N	%
Always	13	23.6%	15	29.4%	15	22.4%	4	25.0%
Often	14	25.5%	14	27.5%	19	28.4%	2	12.5%
Rarely	14	25.5%	13	25.5%	15	22.4%	4	25.0%
Never	14	25.5%	9	17.6%	18	26.9%	6	37.5%
Total	55	100.0%	51	100.0%	67	100.0%	16	100.0%

Table A46: Utilization of the Writing Center: Web Resources, by Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
Always	4	11.8%	10	18.9%	15	33.3%
Often	7	20.6%	15	28.3%	10	22.2%
Rarely	9	26.5%	15	28.3%	10	22.2%
Never	14	41.2%	13	24.5%	10	22.2%
Total	34	100.0%	53	100.0%	45	100.0%

Improvement of Writing Across the Curriculum: Full Report

Utilization of the Library: Individual Consultation

Table A47: Utilization of the Library: Individual Consultation, by School

	ARL	BUS	EDU	NAT	NUR	SOC	Total	N
Always	50.0%	30.0%	--	22.2%	--	48.1%	36.3%	37
Often	23.5%	20.0%	55.6%	33.3%	25.0%	33.3%	30.4%	31
Rarely	17.6%	40.0%	11.1%	22.2%	50.0%	14.8%	20.6%	21
Never	8.8%	10.0%	33.3%	22.2%	25.0%	3.7%	12.7%	13
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	102

Table A48: Utilization of the Library: Individual Consultation, by Class Level

	General Education		Lower-Level		Upper-Level		Graduate	
	N	%	N	%	N	%	N	%
Always	27	48.2%	25	47.2%	25	36.8%	4	25.0%
Often	13	23.2%	17	32.1%	23	33.8%	5	31.2%
Rarely	9	16.1%	9	17.0%	17	25.0%	3	18.8%
Never	7	12.5%	2	3.8%	3	4.4%	4	25.0%
Total	56	100.0%	53	100.0%	68	100.0%	16	100.0%

Table A49: Utilization of the Library: Individual Consultation, by Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
Always	7	20.6%	22	40.7%	21	45.7%
Often	10	29.4%	17	31.5%	16	34.8%
Rarely	9	26.5%	9	16.7%	7	15.2%
Never	8	23.5%	6	11.1%	2	4.3%
Total	34	100.0%	54	100.0%	46	100.0%

Improvement of Writing Across the Curriculum: Full Report

Utilization of the Library: Class Visit

Table A50: Utilization of the Library: Class Visit, by School

	ARL	BUS	EDU	NAT	NUR	SOC	Total	N
Always	12.1%	--	--	5.6%	--	7.4%	6.9%	7
Often	24.2%	10.0%	11.1%	5.6%	--	44.4%	22.8%	23
Rarely	36.4%	10.0%	22.2%	22.2%	50.0%	33.3%	29.7%	30
Never	27.3%	80.0%	66.7%	66.7%	50.0%	14.8%	40.6%	41
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	101

Table A51: Utilization of the Library: Class Visit, by Class Level

	General Education		Lower-Level		Upper-Level		Graduate	
	N	%	N	%	N	%	N	%
Always	7	12.7%	3	5.8%	4	6.0%	1	6.3%
Often	13	23.6%	10	19.2%	17	25.4%	3	18.8%
Rarely	18	32.7%	21	40.4%	22	32.8%	4	25.0%
Never	17	30.9%	18	34.6%	24	35.8%	8	50.0%
Total	55	100.0%	52	100.0%	67	100.0%	16	100.0%

Table A52: Utilization of the Library: Class Visit, by Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
Always	1	2.9%	3	5.6%	5	11.1%
Often	4	11.8%	12	22.2%	17	37.8%
Rarely	10	29.4%	20	37.0%	12	26.7%
Never	19	55.9%	19	35.2%	11	24.4%
Total	34	100.0%	54	100.0%	45	100.0%

Improvement of Writing Across the Curriculum: Full Report

Utilization of the Library: Research Resources

Table A53: Utilization of the Library: Research Resources, by School

	ARL	BUS	EDU	NAT	NUR	SOC	Total	N
Always	47.1%	18.2%	11.1%	29.4%	25.0%	34.6%	33.7%	34
Often	32.4%	45.5%	44.4%	17.6%	50.0%	30.8%	32.7%	33
Rarely	8.8%	18.2%	44.4%	29.4%	25.0%	23.1%	20.8%	21
Never	11.8%	18.2%	0.0%	23.5%	0.0%	11.5%	12.9%	13
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	101

Table A54: Utilization of the Library: Research Resources, by Class Level

	General Education		Lower-Level		Upper-Level		Graduate	
	N	%	N	%	N	%	N	%
Always	20	37.0%	21	39.6%	23	33.3%	6	35.3%
Often	14	25.9%	16	30.2%	27	39.1%	5	29.4%
Rarely	11	20.4%	11	20.8%	13	18.8%	4	23.5%
Never	9	16.7%	5	9.4%	6	8.7%	2	11.8%
Total	54	100.0%	53	100.0%	69	100.0%	17	100.0%

Table A55: Utilization of the Library: Research Resources, by Amount of Writing

	Few		Moderate		Intensive	
	N	%	N	%	N	%
Always	9	27.3%	17	32.1%	22	47.8%
Often	6	18.2%	18	34.0%	15	32.6%
Rarely	10	30.3%	13	24.5%	8	17.4%
Never	8	24.2%	5	9.4%	1	2.2%
Total	33	100.0%	53	100.0%	46	100.0%

APPENDIX B

The electronic survey instrument follows. Note that some of the questions contain “carry forward” choices, in which respondent answer choices from one question are carried forward into a future question. Not all routing is apparent in the printed version of the electronic instrument.

Improvement of Writing

Thank you for sharing your honest thoughts on how we can improve student writing on our IU Southeast campus. The Improvement of Writing Committee is seeking your feedback to help our instructors HELP students become better writers.

Be assured that your responses will be **confidential** and **will not** be linked to your identity.

For concerns about how this data will be used, please contact Ron Severtis (rseverti@ius.edu or 812-941-2148) or Tanlee Wasson (tawasson@ius.edu or 812-941-2293) in the Office of Institutional Research and Assessment for assurances of integrity for responsible usage of data.

QUESTION 1 of 15... *For classification purposes only*, please identify your **primary school affiliation**. Note that this is the only "identifying" information being asked in this survey and is used to simply classify responses.

- | | |
|--|---|
| <input type="radio"/> Arts and Letters | <input type="radio"/> Natural Sciences |
| <input type="radio"/> Business | <input type="radio"/> Nursing |
| <input type="radio"/> Education | <input type="radio"/> Social Sciences |
| <input type="radio"/> General Studies | <input type="radio"/> Other (must specify): |
| <input type="radio"/> Library | |

QUESTION 2 of 15 ... Please indicate the **class 'level'** you typically teach (*check all that apply*)

- General Education
- Lower-level in the major
- Upper-level in the major
- Graduate

QUESTION 3 of 15 ... Please indicate the **'amount'** of writing in the courses you teach (*check all that apply*)

- Courses with few writing components
- Courses with moderate amounts of writing
- Courses with intensive writing components

QUESTION 4 of 15 ... Below are common areas in which students struggle in writing. Please rank the areas of concern for your students' writing, **with 1 being of highest concern to you**.

Notice that by clicking on a certain item, you can drag it up (closer to 1, highest concern) or down (closer to 5, lowest concern) so that when you are finished, you will see your rank order from highest concern to lowest concern.

If you have additional concerns that are not listed, please include those in the comment box at the end of this survey.

- **Difficulty following assignment instructions:** Fails to follow assignment instructions.
- **Lack of understanding of content material:** Lack of basic understanding of the content associated with the assignment.
- **Problems with organization and/or flow of ideas:** Poorly organized and/or confusing ideas.
- **Misunderstanding of grammar and punctuation rules:** Poor use of basic grammar and punctuation rules.
- **Failure or incorrect documentation of sources and/or in-text citations:** Lacks understanding of the proper use of citations.

QUESTION 5 of 15... What type(s) of writing are assigned at the following course levels? *(check all that apply)*

Critical thought – Analyzing, assessing and reconstructing thinking to address a question or problem.

Rapid Response – Critically evaluating a topic within a specified or rapid time frame.

Lab Reports – Indicating knowledge about the science of the subject / experiment / assignment.

Research Projects - Culminating projects designed to assimilate and integrate materials / ideas / knowledge learned over time (over the course, or part, of the semester).

	» General Education	» Lower-level in the major	» Upper-level in the major	» Graduate
Critical thought	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rapid response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culminating research projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (must specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (must specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (must specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QUESTION 6 of 15... In the following types of courses, what **percentage of your final grade involves some element of writing?** *Please enter a whole number between 0 and 100%.*

	» General Education	» Lower-level in the major	» Upper-level in the major	» Graduate
» Courses with few writing components				
» Courses with moderate amounts of writing				
» Courses with intensive writing components				

QUESTION 7 of 15... In the following types of courses, what **percentage of written assignments require a draft (to be written and/or submitted) prior to the submission of the final product?** *Please enter a whole number between 0 and 100%.*

	» General Education	» Lower-level in the major	» Upper-level in the major	» Graduate
» Courses with few writing components				
» Courses with moderate amounts of writing				
» Courses with intensive writing components				

QUESTION 8 of 15... How do you typically assess student writing in the course types listed below...(check all that apply)

Rubrics – Grading categories (ex: Proficient, Basic, Unsatisfactory) with descriptors and point values assigned to each category.

Credit/ No Credit – Student completes the assignment or not.

Using a discrete set of criteria – Overall point total based on a set of criteria; no categories with descriptors or point values.

Holistic Grading - Whole assignment graded, usually on overall impression of whole assignment, often done quickly & without comments.

	» General Education	» Lower-level in the major	» Upper-level in the major	» Graduate
Rubrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit/ No credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a discrete set of criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holistic Grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (must specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (must specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (must specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QUESTION 9 of 15... The following questions pertain to **The Writing Center...**

Please indicate how often you recommend **The Writing Center** to your students.

To improve my students' writing and research skills, I

	Always	Often	Rarely	Never
Encourage students to visit for an individual consultation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bring my class to the Center for instruction or encourage students to attend workshops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduce my students to the web resources and encourage their use for writing assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

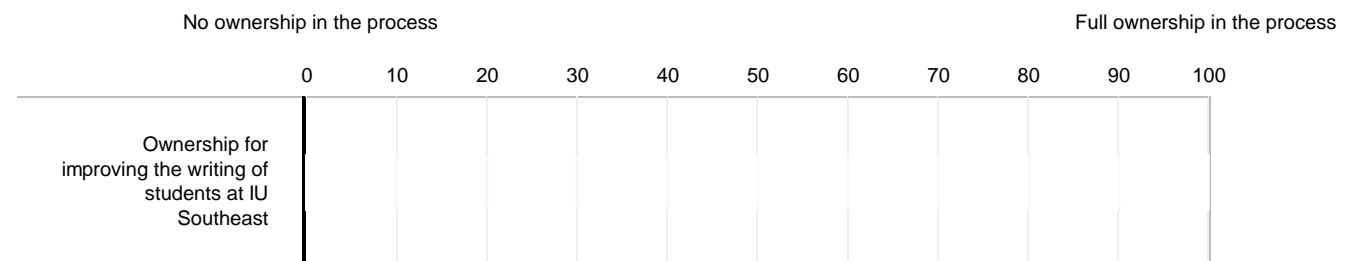
QUESTION 10 of 15... To assist with my own writing or the writings of my students, I would utilize **The Writing Center more often if...**

QUESTION 11 of 15... The following questions pertain to **The Library...**

Please indicate how often you recommend the **Library** to your students.

To improve my students' writing and research skills, I

	Always	Often	Rarely	Never
Encourage individual research consultations with reference librarians at the reference desk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bring my class to the Library for research instruction from the librarians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduce my students to the online library research resources and encourage their use for research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTION 12 of 15... To assist with my own writing or the writings of my students, **I would utilize the Library resources more often if...****QUESTION 13 of 15...** How can the campus community improve the writing of students?**QUESTION 14 of 15...** Using the slider below, **how much ownership do you feel for improving the writing of students at IU Southeast?****QUESTION 15 of 15...** Please add **any other additional comments about writing at IU Southeast** here.

Please click the NEXT >> button below to finish the survey and submit your answers.