

Faculty Perception Survey Results, Fall 2005

Department:		Response Total	
Business		22	
Industrial		7	
Health Science		13	
Math/Science		14	
English, Reading, and Communications		20	
Early Childhood, Social Science, and Fine Arts		19	
Basic Skills		5	
Continuing Education		3	
Total Respondents		103	
Skipped this question		0	
1. During 2004-2006 I will have taught ____ unduplicated courses?			
Number of Courses	Response Total	Number of Courses	Response Total
1	9	7	3
2	11	8	8
3	12	9	6
4	13	10	8
5	8	11	4
6	13	12	7
Total Respondents		102	
Skipped this question		1	
Out of these courses I require writing assignments in ____ of these courses. If you do not use writing assignments please skip to number 5.			
Number of Courses	Response Total	Number of Courses	Response Total
0	6	7-9	13
1-3	31	10-12	10
4-6	35		
Total Respondents		95	
Skipped this question		8	
2. Choose all kinds of writing tasks you typically require. (Some may overlap.)			
Writing Task	Response Total	Writing Task	Response Total
Researched paper	57	Lab reports	18
Collaborative project	52	Impromptu in-class writing	33
Case studies and/or narratives	40	Position/issue paper	24
Critiques and/or reviews	49	Reaction paper	31
Summaries and/or abstracts	50	Essay questions/tests	55
Outline writing	31	Blackboard Discussion Board	31
Professional letters	18	Other (please specify)	18

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Journals and/or other reflection papers	39						
Total Respondents				90			
Skipped this question				13			
<p>3. Use the scale below to indicate your requirements for graded writing assignments.</p> <p style="text-align: center;">N=Never S=Sometimes A=Always</p>							
Grading Requirement	N	S	A	Grading Requirement	N	S	A
a. Understand/address different audiences	15	45	25	j. Accurately cite and document sources	10	37	37
b. Understand/address different purposes	6	37	43	k. Use appropriate vocabulary	0	12	75
c. Identify and develop a main idea (thesis)	6	25	53	l. Employ correct mechanics (spelling punctuation)	2	18	68
d. Organize a paper	5	23	58	m. Separate fact from interpretation and/or opinion	6	35	44
e. Use paragraphs appropriately	3	21	59	n. Paraphrase	9	55	19
f. Use evidence to support a point	2	22	64	o. Quote appropriately	8	35	42
g. Analyze data/ideas/arguments	4	41	40	p. Record data and/or use appropriate level of detail	6	40	40
h. Synthesize information from multiple sources	5	44	37	q. Other important writing skills (Be specific)			
i. Integrate ideas from multiple perspectives	8	52	24				
Total Respondents				89			
Skipped this question				14			

Responses to Item Q, Other important writing skills (Be specific):

- I use as a process. Writing helps students work through their own thoughts.
- Most of mine needs to be current data.
- Audience, purpose, tone, diction, research, documentation, the difference between expressive and utilitarian writing come to mind—
- Distinguish personal input and views from sources used.
- I try to get my students to pay attention to the basics of grammar, e. g., recognizing the differences between pronouns ("their") and adverbs ("there"); the difference between "it's" and its and other small but important rules. To do this I encourage them to write multiple drafts of their papers. . .
- Appropriate pt. documentation and written home instructions appropriate for educational or comprehension level of patient, family or care giver
- Use effective syntax. Use transitions appropriately.
- I am generally appalled at spelling errors and sentence structure. It seems that I constantly need to encourage the students to use a thesaurus for better word choices. At the beginning of the semester, I make a speech about how to write for the class; then usually I have to reinforce the same concepts later on in the semester.
- Using standard English, improving the voice and tone of writing, improving and varying sentence construction.
- Organize details in a logical order and hierarchy. Create logical, clearly structured sentences. Collaborate in editing mechanics errors. Follow a step-by-step process in planning and drafting papers. Learn to evaluate sources for use in research writing.
- Understanding and implementation of the writing process.
- Write with clarity and focus.
- Understanding of the writing process, the role of revision and the importance of multiple drafts.

4. Writing research identifies successful strategies for promoting student development in writing. To what extent do you think it is realistic to use these strategies in your individual courses?

Strategies	N	S	A	Strategies	N	S	A
a. Require multiple drafts on writing assignments	35	40	14	i. Provide opportunities for informal exploratory writing	26	50	11
b. Provide written feedback on early drafts	30	35	24	j. Discuss examples of models of good writing in class	14	43	30
c. Provide written feedback on graded assignments	5	24	60	k. Discuss writing with your class	11	39	39
d. Have student conferences on papers in progress	22	50	14	l. Provide handouts/checklists/examples	9	39	41
e. Have students read/respond to other	33	45	11	m. Provide students with	5	35	49

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students' writing				references/handbooks/websites			
f. Provide written descriptions for writing assignments	6	28	55	n. Have students reflect on and evaluate their own writing	21	44	24
g. Provide criteria for grades on writing assignments	2	25	62	o. Direct students to Academic Support Services for writing assistance (workshops and help with papers electronic websites research documentation etc.)	13	40	36
h. Evaluate writing assignments using rubrics	16	43	30				
Total Respondents					89		
Skipped this question					14		
5. How can the college best help you to employ writing assignments within your courses? Please rank from 1-5 with 1 being most important.							
Strategies/Activities	1	2	3	4	5		
a. Provide faculty with expertise who consult with other faculty on writing issues	23	19	26	15	14		
b. Provide writing tutors for students	52	18	10	9	12		
c. Provide support for faculty for using writing in the classroom (e.g. mini-grants workshops conferences speakers teaching awards consultants) (Specify below)	24	29	25	7	10		
d. Provide departmental supports (e.g. smaller classes release time for course development rubrics etc.) (Specify below)	35	26	18	10	11		
e. Provide model writing assignments	22	29	29	9	10		
f. Provide generic rubrics to evaluate writing assignments	35	26	17	11	8		
g. Develop an online writing center	22	26	18	10	23		
h. Other (Please describe below.)	7	0	0	1	9		
Responses to Item H, Other (Please describe below.):							
<ul style="list-style-type: none"> ▪ Develop an in-house writing center...online would be essentially useless for my purposes. ▪ Smaller classes or some other option would help alleviate the added workload of evaluating writing. ▪ Physical writing center is also needed in addition to an online writing center. ▪ Provide a staffed writing center. ▪ Teaching writing takes time. It is time intensive, so the best help for faculty would be smaller class sizes and /or course loads for those who incorporate substantial writing assignments. It would help a lot if we simply had more time to teach (which involves detailed grading of writing assignments) instead of spending so much time in various trainings and meetings. Other: Protect our actual teaching time. Every hour we are in a meeting means we have an hour less to plan, which directly affects what happens in the classroom. A few meetings are to be unexpected, but recently, it seems that we are doing more training than teaching. 							

- Have English teacher visit a classroom when writing assignments are reviewed.
- Faculty should become acquainted with already established online writing centers and train students to use one or tow of the best sites before we try to develop our own site.
- I have well over 100 students each semester. I don't have time to meet with them for conferences. The feedback they receive consists of my comments on a rubric. I would like to have more time to work with them one-on-one, but there isn't enough time both in and out of class.
- Collaboration of technical program faculty with English instructors to better understand the demands of writing in different technical programs at least once per year. The way we are now documenting patient care and patient outcomes is very different than what it was 5 years ago. It might be helpful to share ideas. Informal faculty forums might be helpful.
- I do not feel an online writing center would be very helpful. Most of the students who need the most help with writing need one-on-one help with a human being and preferably with one who knows how to write well himself or herself (i.e. A trained professional). I think an online writing center would only be minimally useful to a small number of students.
- Provide additional writing tutors in Academic Support
- Smaller classes
- An online writing center is a good idea, but it needs to be an extension of an actual physical writing center that is located on campus.
- Traditional writing center is more important than an online writing center. More students would use face-to-face tutoring.

Total Respondents	102
Sipped this question	1
Specify Total Respondents	14
Specify Skipped this question	89

NEEDS ASSESSMENT

6. Please check the response that *most nearly* represents your opinion or practice. If you believe that a statement doesn't apply to you at all please leave it blank.

	Poorly prepared	Adequately prepared	Well prepared	Don't know	Response Total
a. How well prepared do you think entering freshmen are for college writing?	80	8	0	11	99
b. How well prepared do you think our students who transfer to other colleges are for college writing?	9	47	21	19	96
c. How well prepared do you think your program's graduates are for writing on the job?	19	50	14	10	93

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Total Respondents	100
Skipped this question	3
7. In your opinion what percentage of your students demonstrates significant writing weaknesses?	
	Response Total
1-20%	10
21-40%	18
41-60%	32
61-80%	29
81-100%	11
Total Respondents	100
Skipped this question	3
8. Over the years you have taught at CCC&TI the quality of students' writing has:	
	Response Total
Improved	7
Stayed about the same	47
Gotten worse	34
Don't know	14
Total Respondents	102
Skipped this question	1
9. Have you changed or eliminated writing assignments or test questions because of poor student writing?	
	Response Total
Yes	29
No	62
Not applicable	12
Total Respondents	103
Skipped this question	0
10. Have you changed or eliminated writing assignments because of lack of time for grading?	
	Response Total
Yes	43
No	50
Not applicable	10
Total Respondents	103
(skipped this question)	0
11. Have you changed or eliminated writing assignments because you lack the skills necessary to evaluate writing assignments?	
	Response Total

Yes	6				
No	84				
Not applicable	12				
Total Respondents	102				
(skipped this question)	1				
12. Have students acquired the writing background necessary to succeed in your classes?					
	Response Total				
Yes	50				
No	30				
Not applicable	20				
Total Respondents	100				
(skipped this question)	3				
13. Using the scale below indicate to what degree the following challenges affect your ability to incorporate writing assignments in your classes:					
	Always	Usually	Sometimes	Rarely	Never
a. Poor quality of student writing on research papers/essays.	6	23	32	12	23
b. Poor quality of student writing on exams	8	15	30	20	24
c. Poor quality of student writing on other forms of assignments.	6	19	35	15	21
d. Student resistance to formal writing assignments.	11	19	25	19	24
e. Plagiarism.	5	4	28	33	25
f. Inability of students to understand or follow assignments.	7	11	40	21	20
Total Respondents					100
Skipped this question					3
PURPOSE					
	Strongly disagree	Disagree	Agree	Strongly agree	
14. The purpose of the written work assigned in my classes is to help students learn and process the course content through written analysis.	4	4	49	41	
15. The purpose of the written work assigned in my classes is to help measure how much of the course content the students have learned.	6	14	49	28	
16. The purpose of written work in my class is to allow students to apply course concepts to real world situations.	5	5	41	46	
Total Respondents				99	
Skipped this question				4	

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GRADING						
	0-20%	21-40%	41-60%	61-80%	81-100%	Response Total
17. What percentage of a students' grade is based on writing assignments in essays and/or questions? If you have more than one class with writing required please give an average.	45	21	15	7	11	99
Total Respondents						99
Skipped this question						4
QEP WRITING PROGRAM						
	Yes	No	At some future time			
18. I would be willing to attend a discussion session or workshop on issues related to improving students' writing skills.	66	9	27			
19. I would be interested in sharing some approaches I use to help students with their writing assignments.	32	37	26			
Total Respondents						102
Skipped this question						1
	Yes	No				
20. I am familiar with the Academic Support Center and the writing instruction they provide.	75	24				
21. I currently refer students to the Academic Support Center for help with writing.	62	36				
22. I would consider requiring my students to use the Writing Center if established for help with writing assignments.	91	10				
23. I would consider inviting a writing consultant or staff member from the Writing Center if established into my classroom to help my students with writing assignments.	74	26				
24. I would encourage my students use to an online writing center for help with writing assignments if established.	94	6				
Total Respondents						101
Skipped this question						2

25. The needs of my students would best be served by	
	Response Total
a. An online writing center	22
b. A physical writing center located on both campuses	46
c. Either an online writing center or a physical writing center located on both campuses	48
d. None of the above	7
Other (please specify)	5
<p>Responses to Other (please specify):</p> <ul style="list-style-type: none"> ▪ The needs of my students would best be served by: ▪ An online center would be an excellent resource if done well. However, the one-on-one contact of a staffed writing center would best address the needs of my students. ▪ Academic Support as now functioning. ▪ Discipline-specific writing emphasis. The few English classes that students take cannot do it all. ▪ I do not know what it is at the present time. ▪ I think the best help would be if all programs and courses emphasized the importance of writing. That, to me, is more important than a writing center. Students feel they only have to write well for English class, and sometimes, the only papers they ever do are in English. As poorly prepared as students are when they enter my classes, I cannot make them 	
Total Respondents	99
Skipped this question	4
26. Other comments	
<ul style="list-style-type: none"> ▪ I think an online writing center would be worthless. ▪ I'm afraid that even with our current assistance, most students don't take advantage. I hope that if we build it, they will come. ▪ I am familiar with the Academic Support Center. I am not familiar with the writing instruction they provide. ▪ Our institution needs writing courses geared specifically towards technical programs. ▪ PLEASE provide us with a staffed writing center. ▪ Formal writing ability is so important in an age of email and text messages. ▪ There is a tremendous need for more intensive writing instruction at CCCTI. This is needed not only for our students, but, as evidenced by some of the awkwardly constructed sentences for this survey, also for faculty and staff. ▪ An online writing center seems of doubtful value. Students need to have a living human being physically present in order to profit 	

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from tutoring in writing.

- I answered number 13 but replacing the word “ability” with “willingness.” I hope this is what you were after.
- I am uncertain about my responses to #13...I recognize that these challenges exist, but it has not affected by incorporation of writing assignments in my classes...
- A writing center seems like a good idea, but only if it is well utilized. I fear that we will spend much money and effort on a writing center that does not get utilized. English teachers teach writing and work with their students' writing in classes and conferences. Many of us do not feel the need to send students to the writing center when we can just work with them ourselves. Therefore, the writing center really needs to focus on courses and programs other than English, and I just don't think that will happen, unfortunately.
- Establishing a writing center on both campuses should be the focus of the QEP. Administration should allocate the necessary resources to provide the support students need in this area. An online writing center should come second.

Total Respondents	12
Skipped this question	91