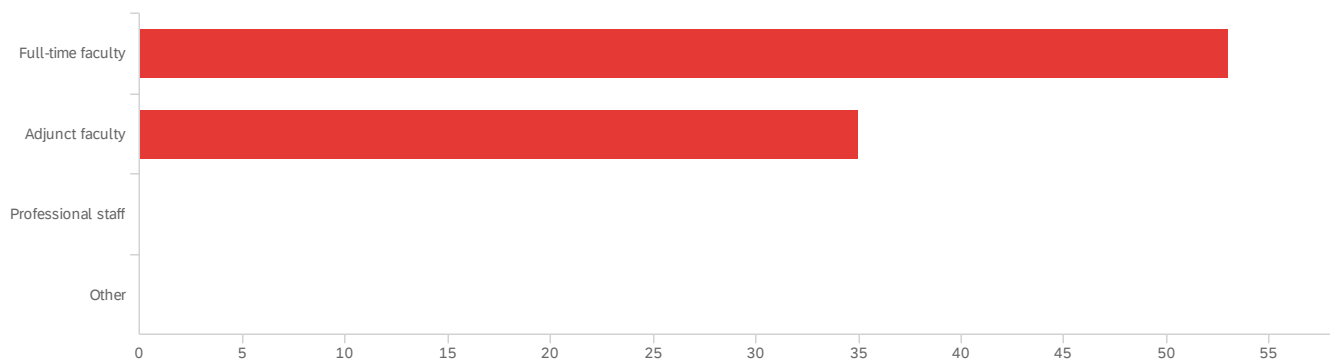


Default Report

WAC SURVEY ON WRITING IN THE DISCIPLINES

November 5, 2023 8:58 PM EST

Q12 - Please indicate your status.



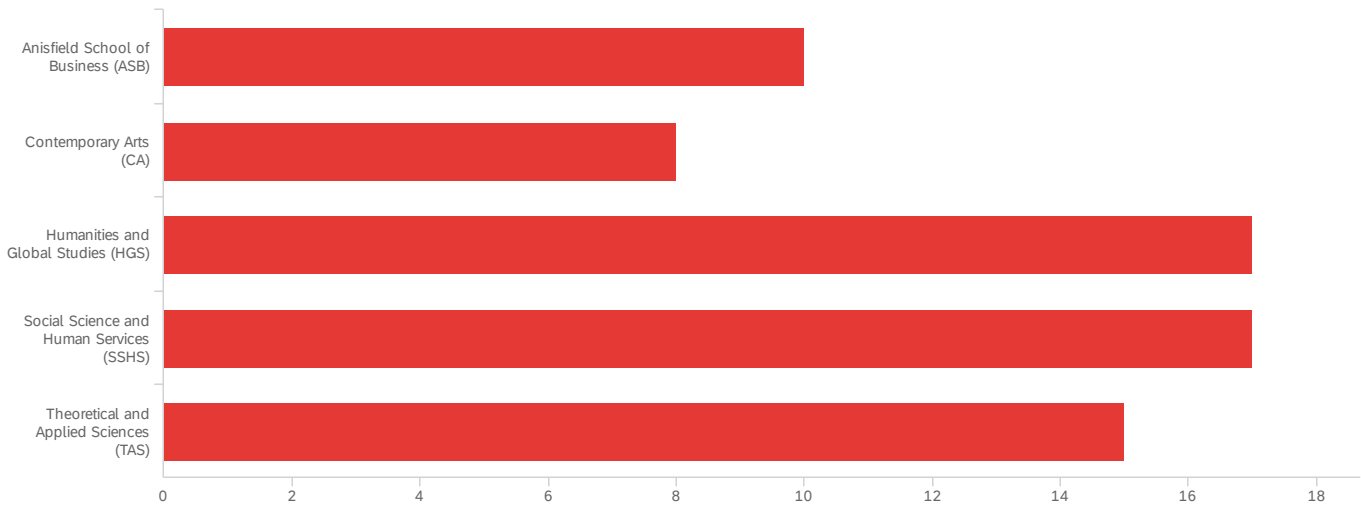
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate your status.	1.00	2.00	1.40	0.49	0.24	88

#	Field	Choice Count
1	Full-time faculty	60.23% 53
2	Adjunct faculty	39.77% 35
3	Professional staff	0.00% 0
4	Other	0.00% 0

88

Showing rows 1 - 5 of 5

Q2 - Please indicate your school.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate your school.	1.00	5.00	3.28	1.34	1.79	67

#	Field	Choice Count
1	Anisfield School of Business (ASB)	14.93% 10
2	Contemporary Arts (CA)	11.94% 8
3	Humanities and Global Studies (HGS)	25.37% 17
4	Social Science and Human Services (SSHS)	25.37% 17
5	Theoretical and Applied Sciences (TAS)	22.39% 15
		67

Showing rows 1 - 6 of 6

Q11 - Please provide your major convening group(s) or programs. Please list all that apply.

Please provide your major convening group(s) or programs. Please list all t...

Management

English and Literary Studies / Philosophy / Critical Reading and Writing / Studies in the Arts and Humanities

Visual arts

English and Literary Studies

Spanish Language Studies, Latinx and Latin American Studies Minor, GE Studies in Arts and Humanities

Sociology, Women, Gender & Sexuality Studies, Civic and Community Leadership

SOCIAL SCIENCE INQUIRY; HISTORY OF SOCIAL THOUGHT

Digital Filmmaking, Communications

Teacher education

ENLS

Teacher Educated

Education, MASE

FYS

Political Science, International Studies

Chemistry

American Studies

English and Literary Studies

Economics

CRWT 090

Business Administration

Please provide your major convening group(s) or programs. Please list all t...

Music

Law and Society

social work

ITM

Chemistry

ensc, inss

Chemistry, Biochemistry

Computer Science

Education of Social Work students

Biology, Ecology

Math and Data Science

Theater

ENLS/CRWT

Chemistry and Environmental Science

Accounting

Political Science

International Studies, Anthropology, Latino and Latin American Studies, Food Studies, Human Rights and Genocide Studies

Computer Science

Genetics Laboratory (writing intensive course)

SUST and ENST

Environmental Science

Social work

Literature, Writing

music

Please provide your major convening group(s) or programs. Please list all t...

Teacher Education

History

Economics/Finance

Psychology

social work

Nursing

Management

Psychology

Law and Society

English and Literary Studies

CRWT 101 and 102

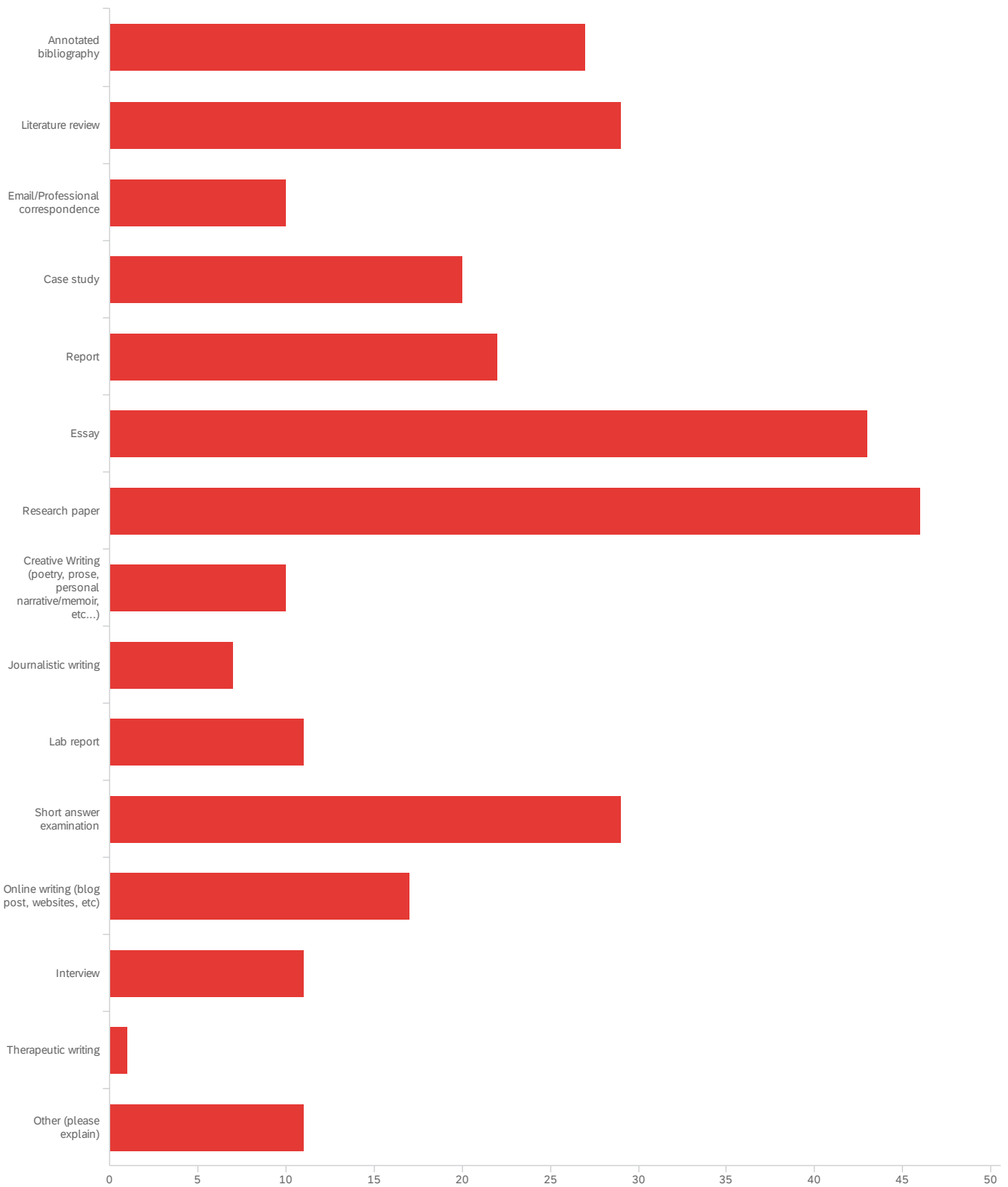
Teacher Ed

Music - Choral

Nursing

Spanish major LLAS minor, SIAH

Q3 - What specific assignments do you give? (Check all that apply)



Field

Choice Count

#	Field	Choice Count
1	Annotated bibliography	9.18% 27
2	Literature review	9.86% 29
3	Email/Professional correspondence	3.40% 10
4	Case study	6.80% 20
5	Report	7.48% 22
6	Essay	14.63% 43
7	Research paper	15.65% 46
8	Creative Writing (poetry, prose, personal narrative/memoir, etc...)	3.40% 10
9	Journalistic writing	2.38% 7
10	Lab report	3.74% 11
11	Short answer examination	9.86% 29
12	Online writing (blog post, websites, etc)	5.78% 17
13	Interview	3.74% 11
14	Therapeutic writing	0.34% 1
15	Other (please explain)	3.74% 11
		294

Showing rows 1 - 16 of 16

Q3_15_TEXT - Other (please explain)

Other (please explain)

Projects

Major research essay: data and

Authentic work products that are specific to teaching (I.e lesson plans)

Weekly informal reading response papers

Numerical Problems

Reflections

Short answer pre- and post-laboratory assignments

Other (please explain)

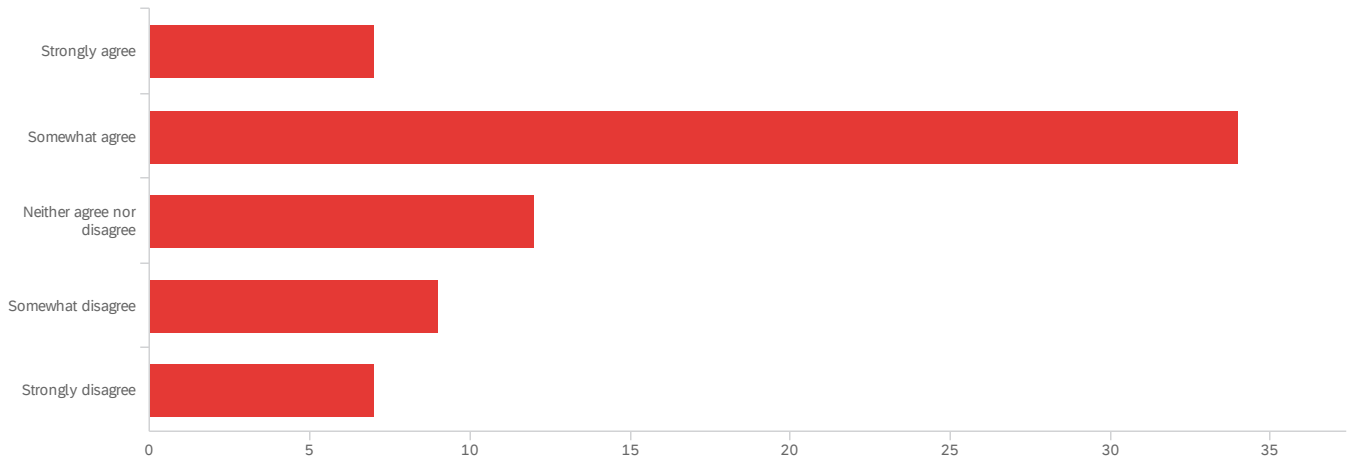
Presentations

Lesson Plans

Six part comprehensive financial plan. It is turned in six times during the semester.

Course reflection

Q4 - To what degree do you agree with this statement: Students are meeting writing goals in major courses?

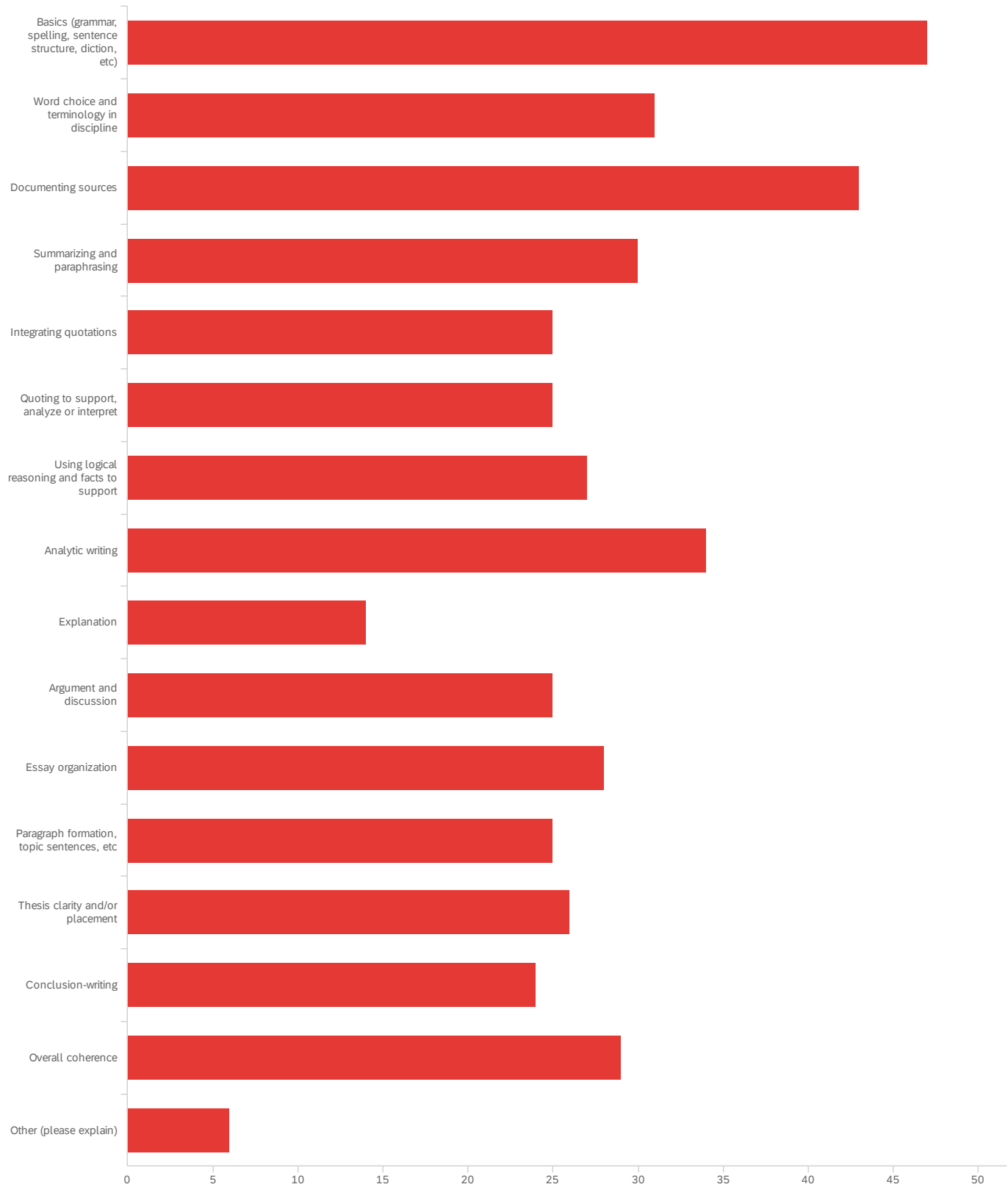


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what degree do you agree with this statement: Students are meeting writing goals in major courses?	1.00	5.00	2.64	1.14	1.30	69

#	Field	Choice Count
1	Strongly agree	10.14% 7
2	Somewhat agree	49.28% 34
3	Neither agree nor disagree	17.39% 12
4	Somewhat disagree	13.04% 9
5	Strongly disagree	10.14% 7
		69

Showing rows 1 - 6 of 6

Q5 - What are the most common weaknesses you observe in student writing? (Check all that apply)



#	Field	Choice Count
1	Basics (grammar, spelling, sentence structure, diction, etc)	10.71% 47
2	Word choice and terminology in discipline	7.06% 31
3	Documenting sources	9.79% 43
4	Summarizing and paraphrasing	6.83% 30
5	Integrating quotations	5.69% 25
6	Quoting to support, analyze or interpret	5.69% 25
7	Using logical reasoning and facts to support	6.15% 27
8	Analytic writing	7.74% 34
9	Explanation	3.19% 14
10	Argument and discussion	5.69% 25
11	Essay organization	6.38% 28
12	Paragraph formation, topic sentences, etc	5.69% 25
13	Thesis clarity and/or placement	5.92% 26
14	Conclusion-writing	5.47% 24
15	Overall coherence	6.61% 29
16	Other (please explain)	1.37% 6

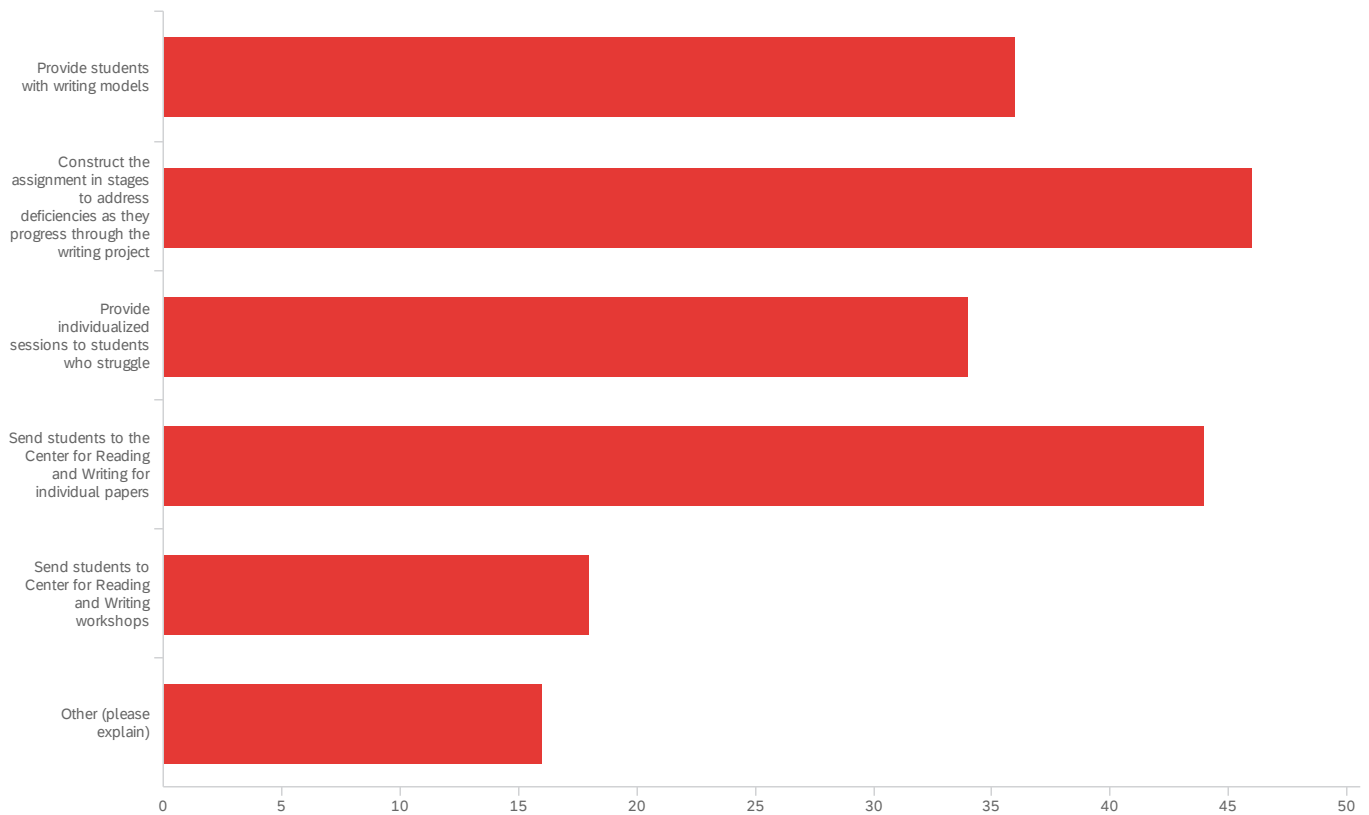
439


Showing rows 1 - 17 of 17

Q7_25_TEXT - Other (please explain)

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Q6 - How do you address writing deficits with your students? (Check all that apply)




 Data source misconfigured for this visualization.

#	Field	Choice Count
1	Provide students with writing models	18.56% 36
2	Construct the assignment in stages to address deficiencies as they progress through the writing project	23.71% 46
3	Provide individualized sessions to students who struggle	17.53% 34
4	Send students to the Center for Reading and Writing for individual papers	22.68% 44
5	Send students to Center for Reading and Writing workshops	9.28% 18
6	Other (please explain)	8.25% 16

194

Showing rows 1 - 7 of 7

Q6_6_TEXT - Other (please explain)

Other (please explain)

Allow and encourage revision

workshop format, peer review and collaboration, multiple drafts, explicit instruction of modes and language.

teacher comments and edit options

Extensive written feedback on completed essays

correct papers

Detailed corrections of essays and discuss common writing problems during class. lems in cl

Not applicable - I teach a statistics course

Focus my remarks about writing on common weak areas. Send individualized feedback and request revisions that respond to feedback.

I provide a checklist for the essential points in each section of the lab report.

Provide extensive feedback and ask them to rewrite it.

extensive feedback and required revisions

Specific feedback to individual students, and overall discussion in class

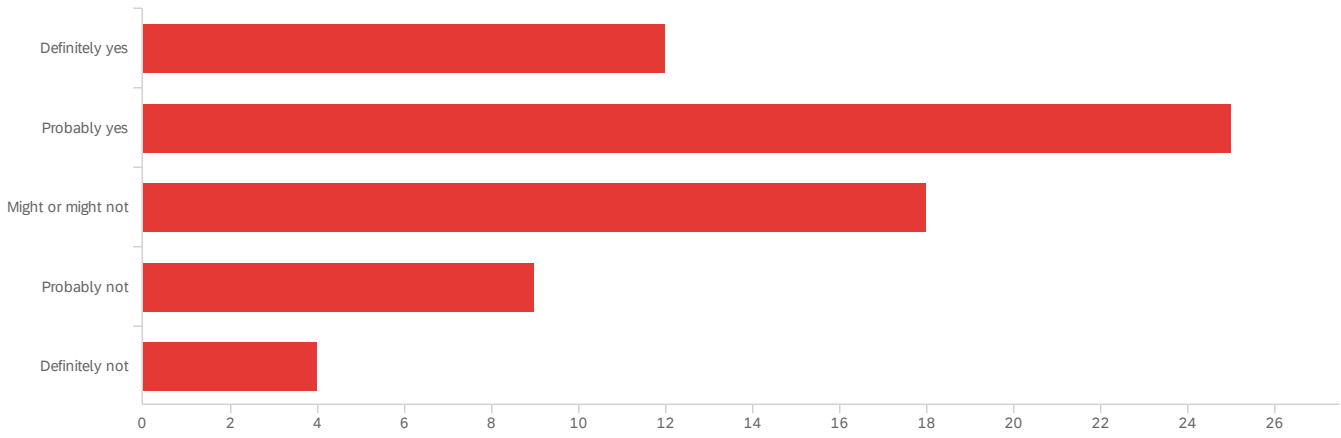
I provide detailed feedback on written assignments

podcasts on writing

Provide detailed instructions, outlines, rubrics, and websites for APA style, lecture about research writing, links to websites about specific grammar issues, extensive feedback on smaller (practice) assignments early in the semester (3 page), fill-in worksheet for extracting info out of research article and writing research article summaries

Individual edits and comments

Q7 - Do you feel there is sufficient support for writing in your discipline on campus? If not, please indicate needs in the following (and final) question.

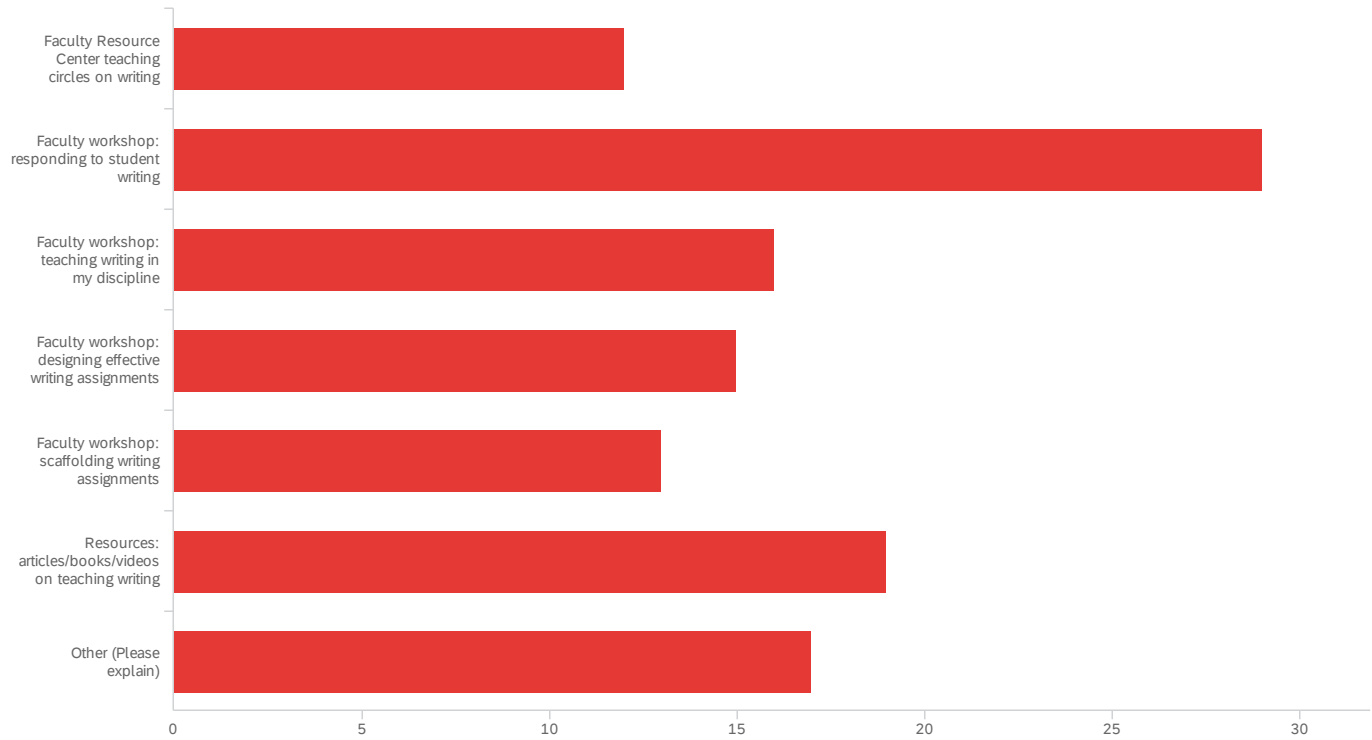



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you feel there is sufficient support for writing in your discipline on campus? If not, please indicate needs in the following (and final) question.	1.00	5.00	2.53	1.10	1.22	68

#	Field	Choice Count
1	Definitely yes	17.65% 12
2	Probably yes	36.76% 25
3	Might or might not	26.47% 18
4	Probably not	13.24% 9
5	Definitely not	5.88% 4
		68

Showing rows 1 - 6 of 6

Q8 - What sorts of resources would support you in addressing writing deficits? (Check all that apply)




 Data source misconfigured for this visualization.

#	Field	Choice Count
1	Faculty Resource Center teaching circles on writing	9.92% 12
2	Faculty workshop: responding to student writing	23.97% 29
3	Faculty workshop: teaching writing in my discipline	13.22% 16
4	Faculty workshop: designing effective writing assignments	12.40% 15
5	Faculty workshop: scaffolding writing assignments	10.74% 13
6	Resources: articles/books/videos on teaching writing	15.70% 19
7	Other (Please explain)	14.05% 17

Field

Choice Count

121

Showing rows 1 - 8 of 8

Q13 - We welcome anything else you would like us to know or consider regarding writing across the curriculum.

We welcome anything else you would like us to know or consider regarding wr...

As we embark on further integration of AI in Education, if you could conduct workshops and provide basic criteria teachers look for in each discipline that will indicate good writing, it will be helpful to design assignments that truly evaluate and enhance student writing skills.

Students should be able to critically write prior to upper level courses-

I notice more deficits in writing in the GE Studies in the Arts and Humanities course than in my major. There is a fair amount of cheating and intentional and unintentional plagiarism in that class in spite of the fact that we work on this explicitly. I regularly send students to the CRW where I know they will get excellent reviews and advice. The CRW and library staff provide tremendous support in workshops, tutoring, information literacy session and more. I believe the quality of writing is better when I have sessions in class. I try to create assignments that have connections to public life, some are published online so students will thoughtfully consider audience. I think one of the things I have the most difficulty with are students (many times transfer students in GE class) who are not prepared for college level writing and/or reading and need more support that I can give in one semester. In the major, when we identify a student with deficits, we can address them over time. Spanish classes generally have students in a variety of career fields with different needs that we cannot always address. The health and human services courses employ modes from those disciplines, which helps. I would benefit from all of the kinds of support mentioned previously because I want to be aware of the more current techniques and modes of writing. Enriching my knowledge and sharing experiences and strategies with my colleagues would be very helpful. I am very interested in digital literacy and writing instruction.

A basic rubric for grading student writing across disciplines would be a helpful baseline. Individual faculty members can/will have their own additions for their own courses, but I've seen students looking for consistency and baseline standards would help with this.

Provide additional peer facilitators and/or student writing tutors available to assist students in FYS classes in addition to Center for Reading and Writing.

I taught Management Statistics - assessments were numerical problems

Take a leadership role in helping faculty (including adjuncts) respond to the new AI reality.

The students need better preparation before getting to my courses. There is a general lack of the basics and foundational matters.

n/a

It's time every program take greater responsibility for writing instruction or partner with CRWT and CRW and WAC to address instructional deficiencies.

There is a lack of support for science writing (lab reports and lit reviews in science). If there is support for this in the writing center, it is not well know by the faculty

Increased reliance on online material is contributing to declines in literacy. Students who do Canvas on their phone are not comprehending well

In my mind, the issue is one of breaking the high school culture of essay writing (think of an idea and then find evidence to support it), and begin the development of a culture of constructive thought. I am sure that our two biggest constraints--a failure in our ability to imagine what we've never thought about, and an inability to view the world outside of what we already know (confirmation bias). I try to show my students how to do this work.

We welcome anything else you would like us to know or consider regarding wr...

I've taught several "writing intensive" courses at RCNJ. I'm now wondering why the College offers these classes. Who are these classes for because the vast majority of students in the classes that I've taught are very poor writers and show little interest in improving. Grading work in these "WI" courses is very depressing. Based on the recent WAC report during the FA meeting, it appears as if the College is only interested in sayin, "look! our students are writing these long papers and we're doing better then similar institutions." So what? There seems to be a misguided focus on the quantity of pages students write, especillay in the "WI" courses, over the quality of writing.

This semester, out of 101 students, I caught 33 using ChatGPT for assignments. An additional two told me that their mothers had written their assignments.

It's important for students to write during their entire college career.

As a College, we need to take a hard look at which writing products/assignments can (and will) be done better by AI. We need to teach students how to be better consumers, and critics of AI.

Asking faculty to become English teachers is a burden. There is only so much that extra resources can do. We need to have greater scrutiny regarding writing skills as part of the acceptance process. Also please don't segregate writing from reading comprehension. Many students either don't read or don't understand what they read. How can we then expect writing to be coherent?

thank you!

Many students don't understand the importance and don't seek help, or wrote optional drafts, or incorporate feedback- about half my students seem to lack the motivation to spend the time needed to develop their ideas and don't value the assignments as learning opportunities although I speak about writing in these terms. I teach upset level course and I am not sure they are writing enough in lower level courses. I teach all of the WI courses in my major and I'm unsure where else they might practice- but I sense the problem is not the scaffolding but their interest and the perception that they need not expend too much effort - because of all that's available online. Again this is an issue for about a half or two thirds of each class

We could use some help with strategies to deal with ChatGPT

End of Report