WID Working Group Survey (CAS)

1. I am:

	Response Percent	Response Count
A fulltime faculty member in CAS	**52.2%**	**35**
A fulltime instructional staff member in CAS	16.4%	11
An adjunct faculty member in CAS	31.3%	21
	answered question	67
	skipped question	0

2. I have taught at Trinity before this semester:

	Response Percent	Response Count
Yes	**82.1%**	**55**
No	17.9%	12
	answered question	67
	skipped question	0

3. My CAS discipline is

	Response Count
	67
answered question	67
skipped question	0

4. In general, you are concerned about these aspects of your students' writing to the following degree:

	not at all concerned	somewhat concerned	very concerned	Response Count
Lack of a central claim/thesis	6.3% (4)	41.3% (26)	**52.4% (33)**	63
Confused thinking	7.9% (5)	42.9% (27)	**49.2% (31)**	63
Insufficient evidence/analysis	4.8% (3)	30.2% (19)	**65.1% (41)**	63
Organizational problems	7.9% (5)	41.3% (26)	**50.8% (32)**	63
Mechanical errors	3.2% (2)	47.6% (30)	**49.2% (31)**	63

			Other? Please specify	10

			answered question	**63**
			skipped question	**4**

5. How often do you find that your students have acquired the required texts for your courses?

	Response Percent	Response Count
never	0.0%	0
rarely	1.6%	1
sometimes	28.6%	18
often	**60.3%**	**38**
always	9.5%	6
answered question		**63**
skipped question		**4**

6. As best you can infer, what portion of your students have read the assigned reading on a given day?

	Response Percent	Response Count
none	0.0%	0
few	19.0%	12
some	**60.3%**	**38**
most	20.6%	13
all	0.0%	0
	answered question	63
	skipped question	4

7. To what extent do you feel that Trinity students understand the importance of completing assigned reading?

	Response Percent	Response Count
not at all	0.0%	0
very little	16.1%	10
somewhat	**45.2%**	**28**
mostly	22.6%	14
very much	8.1%	5
I am unsure	8.1%	5
	answered question	62
	skipped question	5

8. To what extent do you feel that Trinity students understand the importance of comprehending key terms, concepts, or issues in assigned reading?

		Response Percent	Response Count
not at all		1.6%	1
very little		7.9%	5
somewhat		**39.7%**	**25**
mostly		**39.7%**	**25**
very much		6.3%	4
I am unsure		4.8%	3
		answered question	63
		skipped question	4

9. When students do not complete reading assignments, what reasons do they express? (Check all that apply.)

		Response Percent	Response Count
Didn't know about assignment		17.5%	11
Didn't have book or text		54.0%	34
Didn't understand reading		38.1%	24
Didn't have time		**73.0%**	**46**
Didn't value the reading or see the point		20.6%	13
Other		12.7%	8
	Other? Please specify:		12
		answered question	63
		skipped question	4

10. Which best describes how often you require students to write FORMALLY in these courses?

	Daily	Weekly	Every other week	Monthly	Once a semester	Never	N/A	Response Count
100-level	5.4% (3)	**28.6% (16)**	14.3% (8)	16.1% (9)	17.9% (10)	8.9% (5)	8.9% (5)	56
200-level	3.6% (2)	10.7% (6)	12.5% (7)	26.8% (15)	8.9% (5)	3.6% (2)	**33.9% (19)**	56
300-level	0.0% (0)	16.1% (9)	14.3% (8)	17.9% (10)	8.9% (5)	1.8% (1)	**41.1% (23)**	56
400-level	1.8% (1)	8.9% (5)	8.9% (5)	21.4% (12)	5.4% (3)	0.0% (0)	**53.6% (30)**	56
							answered question	56
							skipped question	11

11. Which best describes how often you require students to write INFORMALLY in these courses?

	Daily	Weekly	Every other week	Monthly	Once a semester	Never	N/A	Response Count
100-level	19.6% (11)	**32.1% (18)**	10.7% (6)	5.4% (3)	7.1% (4)	10.7% (6)	14.3% (8)	56
200-level	8.9% (5)	25.0% (14)	8.9% (5)	1.8% (1)	3.6% (2)	12.5% (7)	**39.3% (22)**	56
300-level	5.4% (3)	26.8% (15)	8.9% (5)	3.6% (2)	1.8% (1)	8.9% (5)	**44.6% (25)**	56
400-level	5.4% (3)	16.1% (9)	5.4% (3)	3.6% (2)	3.6% (2)	8.9% (5)	**57.1% (32)**	56
							answered question	56
							skipped question	11

12. In these courses, I generally require assignments with the following primary concern (check all that apply)

	100-level	200-level	300-level	400-level	Response Count
Summary	**88.9% (40)**	57.8% (26)	46.7% (21)	31.1% (14)	45
Reflection/Reaction	**81.8% (36)**	52.3% (23)	50.0% (22)	29.5% (13)	44
Analysis	**70.6% (36)**	52.9% (27)	52.9% (27)	43.1% (22)	51
Argument	60.0% (24)	55.0% (22)	**65.0% (26)**	52.5% (21)	40
Research paper	25.7% (9)	31.4% (11)	**68.6% (24)**	60.0% (21)	35
Lab report	**54.5% (6)**	27.3% (3)	45.5% (5)	36.4% (4)	11
Exposition/Description	**72.0% (18)**	48.0% (12)	28.0% (7)	28.0% (7)	25
Narration or other personal writing	**76.0% (19)**	44.0% (11)	32.0% (8)	16.0% (4)	25
Literature Review	17.4% (4)	21.7% (5)	65.2% (15)	**69.6% (16)**	23
Creative writing	50.0% (4)	**75.0% (6)**	62.5% (5)	25.0% (2)	8
Review (film, book, art, etc.)	61.5% (16)	61.5% (16)	**65.4% (17)**	42.3% (11)	26
Case study	38.9% (7)	38.9% (7)	**72.2% (13)**	55.6% (10)	18
Primary source paper	56.3% (9)	43.8% (7)	56.3% (9)	**68.8% (11)**	16
Journal	**58.8% (10)**	52.9% (9)	41.2% (7)	41.2% (7)	17
In-class writing	**77.8% (21)**	44.4% (12)	40.7% (11)	29.6% (8)	27
Other (please specify)					4

answered question	**56**
skipped question	**11**

13. When you assign formal writing assignments, how often do you explicitly provide/state the following:

	never	rarely	sometimes	often	always	Response Count
Prompt/Assignment Sheet	0.0% (0)	0.0% (0)	1.8% (1)	14.3% (8)	**83.9% (47)**	56
Audience	17.9% (10)	25.0% (14)	14.3% (8)	8.9% (5)	**33.9% (19)**	56
Purpose	1.8% (1)	0.0% (0)	1.8% (1)	17.9% (10)	**78.6% (44)**	56
Genre/Format	5.4% (3)	3.6% (2)	3.6% (2)	16.1% (9)	**71.4% (40)**	56
Model(s) of a successful assignment	14.3% (8)	7.1% (4)	**33.9% (19)**	14.3% (8)	30.4% (17)	56
Grading rubric/criteria	0.0% (0)	1.8% (1)	3.6% (2)	21.4% (12)	**73.2% (41)**	56
					answered question	56
					skipped question	11

14. When you assign formal writing assignments, how often do you require students to self-reflect about the writing process?

		Response Percent	Response Count
never		19.6%	11
rarely		17.9%	10
sometimes		**28.6%**	**16**
often		21.4%	12
always		12.5%	7
		answered question	56
		skipped question	11

15. How often do your formal writing assignments cover a text (or texts) that you have already discussed in class?

		Response Percent	Response Count
never		3.6%	2
rarely		12.5%	7
sometimes		26.8%	15
often		**37.5%**	**21**
always		19.6%	11
		answered question	56
		skipped question	11

16. In general, do you cover the topic of plagiarism in your classes?

		Response Percent	Response Count
never		3.6%	2
rarely		1.8%	1
sometimes		7.1%	4
often		17.9%	10
always		**69.6%**	**39**
		answered question	56
		skipped question	11
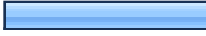
17. When you do cover plagiarism in your classes, to what extent do you review it?

		Response Percent	Response Count
Quick review		8.9%	5
General Overview		**46.4%**	**26**
Thorough coverage		41.1%	23
N/A		3.6%	2
		answered question	56
		skipped question	11

18. To what extent do you cover the citation style(s) required in your classes?

		Response Percent	Response Count
Not at all		7.1%	4
General Overview		**62.5%**	**35**
Thorough coverage		30.4%	17
		answered question	56
		skipped question	11

19. How often do you cover in your classes the topic of what constitutes credible sources in your discipline(s)?

		Response Percent	Response Count
never		5.4%	3
rarely		7.1%	4
sometimes		25.0%	14
often		30.4%	17
always		**32.1%**	**18**
		answered question	56
		skipped question	11

20. Do you give student feedback on writing assignments during the semester so that they may apply your recommendations to subsequent writing assignments that semester?

		Response Percent	Response Count
no, never		0.0%	0
yes, but rarely		3.6%	2
yes, sometimes		5.4%	3
yes, often		23.2%	13
yes, always		**67.9%**	**38**
		answered question	56
		skipped question	11

21. How frequently do you allow students to do revisions on writing assignments?

		Response Percent	Response Count
never		12.5%	7
rarely		21.4%	12
sometimes		**30.4%**	**17**
often		25.0%	14
always		10.7%	6
		answered question	56
		skipped question	11

22. How frequently do you require students to do revisions on writing assignments?

		Response Percent	Response Count
never		**30.4%**	**17**
rarely		25.0%	14
sometimes		23.2%	13
often		14.3%	8
always		7.1%	4
		answered question	56
		skipped question	11

23. How often do you require your students to read original source materials from your specific discipline (beyond the textbook) for your class?

		Response Percent	Response Count
never		10.7%	6
rarely		8.9%	5
sometimes		**37.5%**	**21**
often		23.2%	13
always		19.6%	11
	answered question		56
	skipped question		11

24. How often are your reading assignments designed to illustrate the characteristics/conventions of writing in your field(s)?

		Response Percent	Response Count
never		10.7%	6
rarely		10.7%	6
sometimes		28.6%	16
often		19.6%	11
always		**30.4%**	**17**
	answered question		56
	skipped question		11

25. How often are your writing assignments designed to have students practice the characteristics/conventions of writing in your field(s)?

		Response Percent	Response Count
never		8.9%	5
rarely		8.9%	5
sometimes		**28.6%**	**16**
often		**28.6%**	**16**
always		25.0%	14
		answered question	56
		skipped question	11

26. When you mark FORMAL written assignments for grammar/mechanics, do you generally:

		Response Percent	Response Count
Mark every mechanical error		**50.0%**	**28**
Mark the most egregious mechanical errors		28.6%	16
Mark the most frequent mechanical errors		12.5%	7
I do not mark any mechanical errors		3.6%	2
Something else		5.4%	3
Something else? Please specify or comment:			13
		answered question	56
		skipped question	11

27. When you mark INFORMAL written assignments for grammar/mechanics, do you generally:

		Response Percent	Response Count
Mark every mechanical error		8.9%	5
Mark the most egregious mechanical errors		**44.6%**	**25**
Mark the most frequent mechanical errors		17.9%	10
I do not mark any mechanical errors		23.2%	13
Something else		5.4%	3
	Something else? Please specify or comment:		8
		answered question	**56**
		skipped question	**11**

28. To what extent do you grade your students' writing solely for content or include correctness/clarity as part of the grade?

		Response Percent	Response Count
content only		1.8%	1
mostly content, some correctness/clarity		35.7%	20
even mixture of content and correctness/clarity		**55.4%**	**31**
some content, mostly correctness/clarity		1.8%	1
correctness/clarity only		5.4%	3
		answered question	**56**
		skipped question	**11**

29. What tools or strategies do you use to assess whether your students have read and understood the assigned reading? (Check all that apply.)

		Response Percent	Response Count
Quizzes		69.6%	39
Tests and exams		76.8%	43
Journals/Reading responses		46.4%	26
Discussions		**91.1%**	**51**
Summary writing		39.3%	22
Not applicable		0.0%	0
Other		1.8%	1
	Other? Please specify:		9
		answered question	**56**
		skipped question	**11**

30. Would you find it helpful and/or welcome to receive support/guidance on how to create and assess reading assignments in your courses?

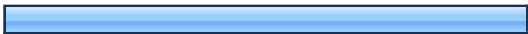|		Response Percent	Response Count
Yes		**67.9%**	**38**
No		32.1%	18
		answered question	**56**
		skipped question	**11**

31. Would you find it helpful and/or welcome to receive support/guidance on how to create and assess writing assignments in your courses?

		Response Percent	Response Count
Yes		78.6%	44
No		21.4%	12
	answered question		56
	skipped question		11

32. Should there be at least one required 200- or 300-level Writing Intensive course?

		Response Percent	Response Count
There should be a required course or set of courses		66.7%	36
This should be left up to the individual disciplines		33.3%	18
There should not be a required course		0.0%	0
	answered question		54
	skipped question		13

33. If Trinity were to require 200- or 300-level Writing Intensive classes, these should be taught:

		Response Percent	Response Count
by area (humanities, social sciences, natural sciences)		35.2%	19
by discipline (economics, political science, sociology, biology, etc...)		35.2%	19
as a single course across CAS		27.8%	15
as something else		1.9%	1
Something else? Please specify or comment:			4
	answered question		54
	skipped question		13

34. If Trinity were to require 200- or 300-level Writing Intensive classes, these should generally be taught:

		Response Percent	Response Count
by fulltime faculty across the disciplines		59.3%	32
by writing professors		33.3%	18
by adjuncts		1.9%	1
by some other group		5.6%	3
Other group? Please specify:			5
	answered question		54
	skipped question		13
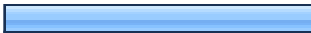
35. Would you be willing to teach a 200- or 300-level Writing Intensive course?

		Response Percent	Response Count
Yes		**51.9%**	**28**
No		33.3%	18
Yes, but...		14.8%	8
	...please specify:		12
	answered question		54
	skipped question		13

36. What resources/support would you need to teach one of these 200- or 300-level Writing Intensive courses? (Check all that apply.)

		Response Percent	Response Count
In-service/Summer seminar		46.3%	25
4th Monday sessions/workshops		37.0%	20
Professional development stipend		**64.8%**	**35**
Other		11.1%	6
	Other? Please specify:		6
	answered question		54
	skipped question		13

37. Should there be a required 300-level Writing in the Disciplines course?

		Response Percent	Response Count
There should be a required course or set of courses		34.6%	18
This should be left up to the individual disciplines		**50.0%**	**26**
There should not be a required course		15.4%	8
		answered question	52
		skipped question	15

38. If Trinity were to require 300-level Writing in the Disciplines classes, these should be taught:

		Response Percent	Response Count
by area (humanities, social sciences, natural sciences)		34.6%	18
by discipline (economics, political science, sociology, biology, etc...)		**51.9%**	**27**
as a single course across CAS		9.6%	5
as something else		3.8%	2
Something else? Please specify or comment:			2
		answered question	52
		skipped question	15

39. If Trinity were to require 300-level Writing in the Disciplines classes, these should generally be taught:

		Response Percent	Response Count
by fulltime faculty across the disciplines		**73.1%**	**38**
by writing professors		15.4%	8
by adjuncts		5.8%	3
by some other group		5.8%	3
	Other group? Please specify:		5
	answered question		52
	skipped question		15

40. Would you be willing to teach a 300-level Writing in the Disciplines course?
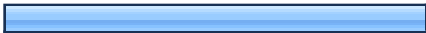
		Response Percent	Response Count
Yes		**55.8%**	**29**
No		32.7%	17
Yes, but...		11.5%	6
	...please specify:		7
	answered question		52
	skipped question		15

41. What resources/support would you need to teach one of these 300-level Writing in the Disciplines courses? (Check all that apply.)

		Response Percent	Response Count
In-service/Summer seminar		48.1%	25
4th Monday sessions/workshops		40.4%	21
Professional development stipend		**63.5%**	**33**
Other		13.5%	7
	Other? Please specify:		7
		answered question	52
		skipped question	15

42. Are you clear on the distinctions between these two proposals? (That a WID course is writing focused while a WI course is discipline focused with a strong writing component?)

		Response Percent	Response Count
Yes		**84.6%**	**44**
No		15.4%	8
Yes, but...		0.0%	0
	...please specify:		4
		answered question	52
		skipped question	15

43. In the world in which Trinity adopts one of these types of courses and you are asked to teach it, which would you prefer Trinity adopts?

		Response Percent	Response Count
300-level Writing in the Disciplines courses		32.7%	17
200- or 300-level Writing Intensive courses		**67.3%**	**35**
	answered question		52
	skipped question		15

44. In the world in which Trinity adopts one of these types of courses but you are not teaching it, which would you prefer Trinity adopts?

		Response Percent	Response Count
300-level Writing in the Disciplines courses		34.6%	18
200- or 300-level Writing Intensive courses		**65.4%**	**34**
	answered question		52
	skipped question		15

45. Do you have specific concerns about either of these two options that you would like to share? (Either the 300-level Writing in the Disciplines courses or the 200- or 300-level Writing Intensive courses?)

	Response Count
	21
answered question	21
skipped question	46

46. Do you have any other proposals or options that you think the WID Working Group should consider?

	Response Count
	15
answered question	15
skipped question	52

47. Is there anything else that you think the WID Working Group should consider, think about, or know as it continues developing some curricular proposals?

	Response Count
	16
answered question	16
skipped question	51