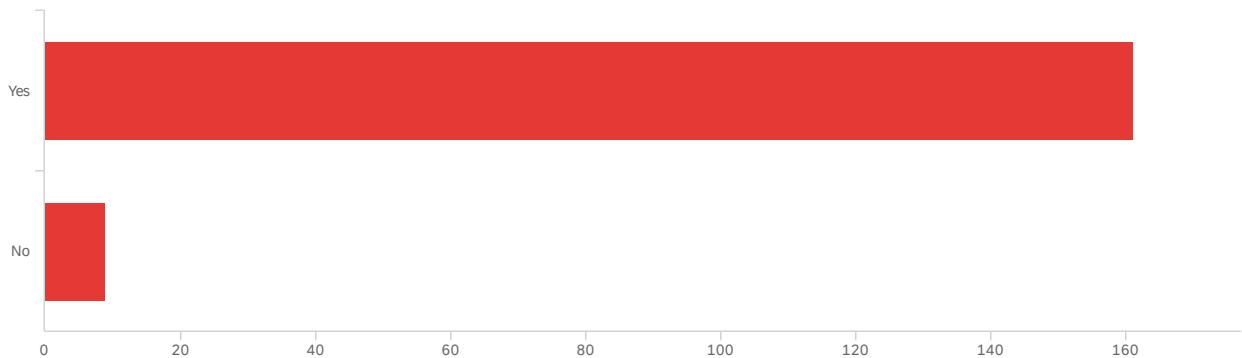


Default Report

Inter-Domain Writing Survey

January 7, 2021 11:34 AM EST

Q4 - In your classes that are not Inter-Domain courses, do you typically assign some writing, either as in-class or out-of-class activities/assignments?



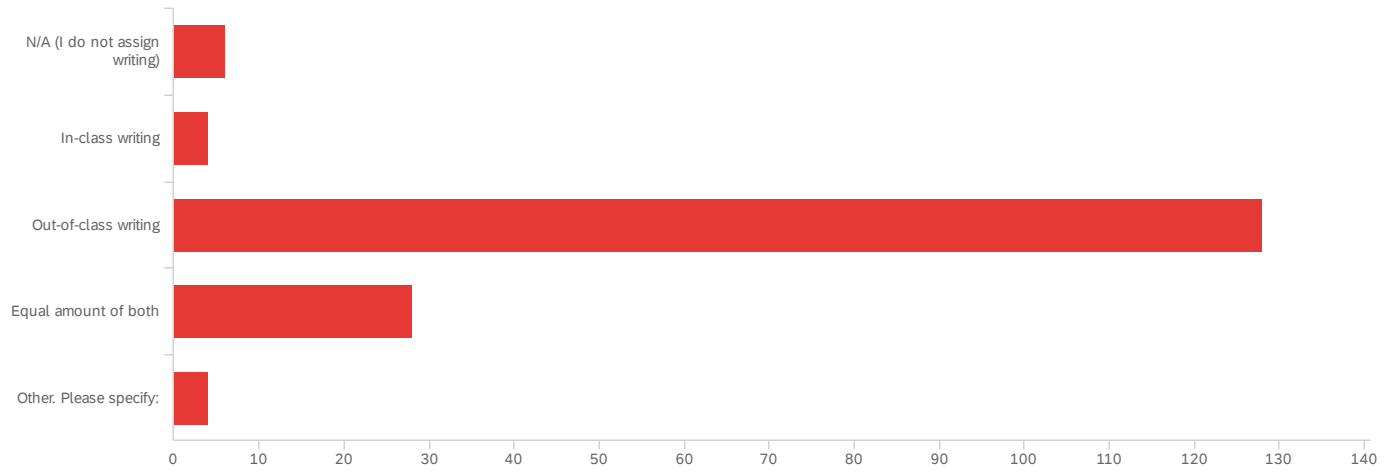
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In your classes that are not Inter-Domain courses, do you typically assign some writing, either as in-class or out-of-class activities/assignments?	1.00	2.00	1.05	0.22	0.05	170

#	Field	Choice Count
1	Yes	94.71% 161
2	No	5.29% 9

170

Showing rows 1 - 3 of 3

Q5 - In your non-Inter-Domain courses, do you typically assign more in-class or more out-of-class writing?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In your non-Inter-Domain courses, do you typically assign more in-class or more out-of-class writing? - Selected Choice	1.00	5.00	3.12	0.64	0.41	170

#	Field	Choice Count
1	N/A (I do not assign writing)	3.53% 6
2	In-class writing	2.35% 4
3	Out-of-class writing	75.29% 128
4	Equal amount of both	16.47% 28
5	Other. Please specify:	2.35% 4
		170

Showing rows 1 - 6 of 6

Q14_5_TEXT - Other. Please specify:

Other. Please specify:

The courses are through WC and therefore all online in asynchronous format.

I teach primarily online.

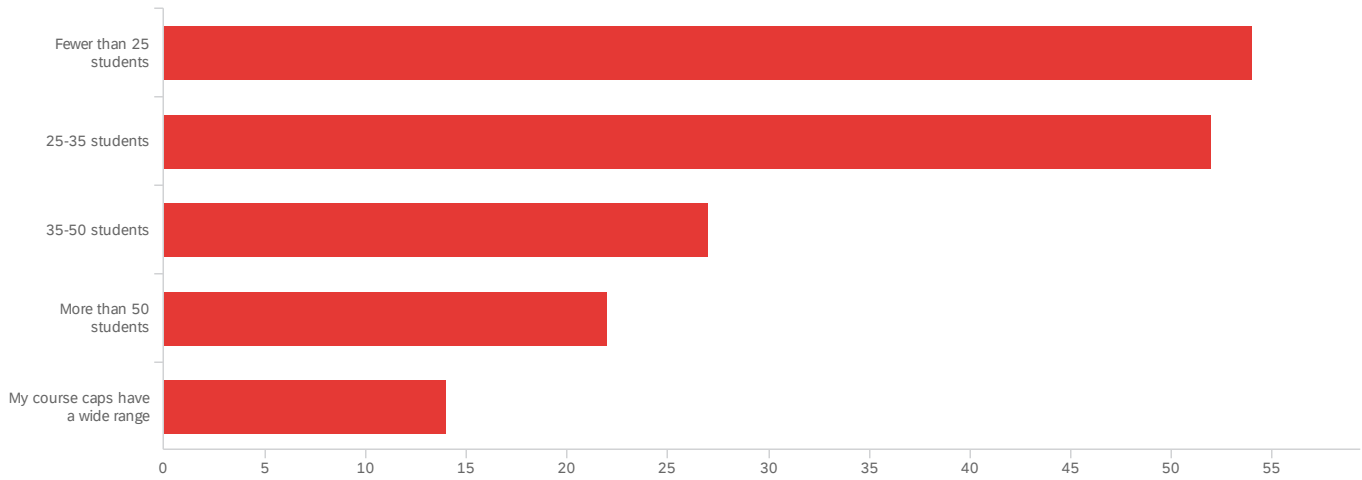
Other. Please specify:

I have only taught inter-domain courses.

Online asynchronous courses

Q6 - What is the typical course cap in your general education courses that are not Inter-

Domain?

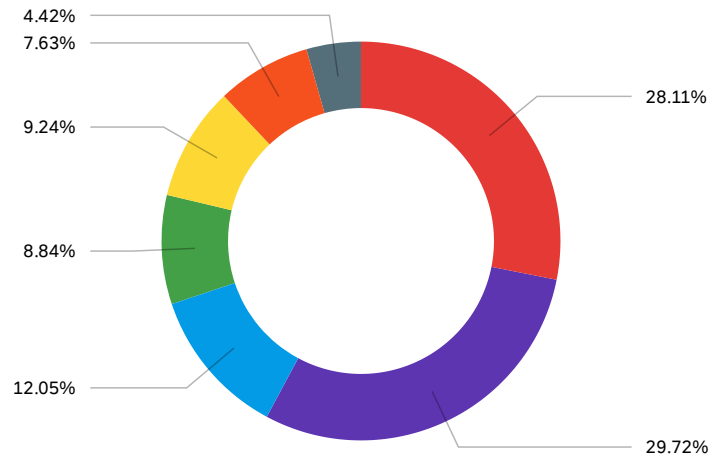


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is the typical course cap in your general education courses that are not Inter-Domain?	1.00	5.00	2.35	1.27	1.62	169

#	Field	Choice Count
1	Fewer than 25 students	31.95% 54
2	25-35 students	30.77% 52
3	35-50 students	15.98% 27
4	More than 50 students	13.02% 22
5	My course caps have a wide range	8.28% 14
		169

Showing rows 1 - 6 of 6

Q7 - Have you ever had any training for teaching writing? Check all that apply.



- No training
- Graduate program training
- Professional development opportunities on campus
- Professional development opportunities off campus
- Schreyer workshops
- Writing-Across-the Curriculum workshops administered by English or rhet/comp faculty
- Other. Please specify:

#	Field	Choice Count
1	No training	28.11% 70
2	Graduate program training	29.72% 74
3	Professional development opportunities on campus	12.05% 30
4	Professional development opportunities off campus	8.84% 22
5	Schreyer workshops	9.24% 23
6	Writing-Across-the Curriculum workshops administered by English or rhet/comp faculty	7.63% 19
7	Other. Please specify:	4.42% 11
		249

Showing rows 1 - 8 of 8

Q16_7_TEXT - Other. Please specify:

Other. Please specify:

40+ Years of Experience

Taught Report Writing to Engineers

Other. Please specify:

at another university

Participated in conducting WAC workshops

Teaching Composition at another university

this has been present throughout my career as a LA teacher

My spouse is a teacher who offers advice about how to teach writing

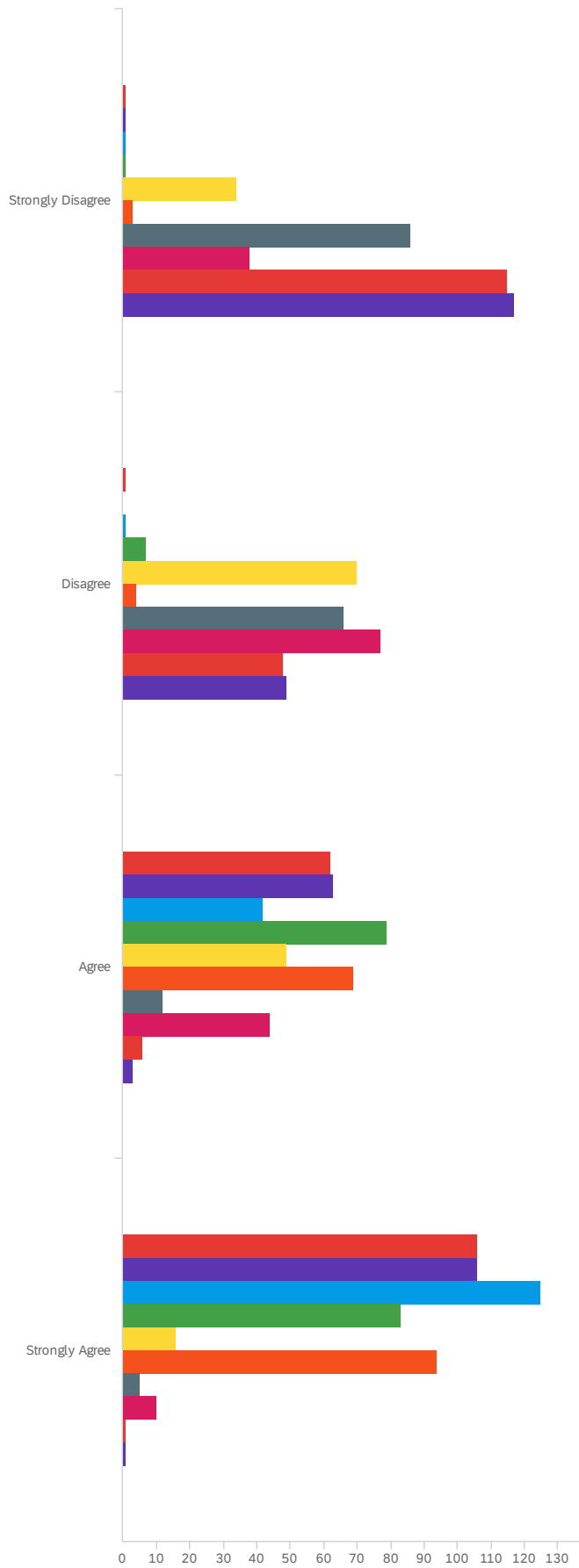
I am a National Writing Project Fellow--a national level "certification" for teachers of writing.

Not teaching, but I have participated writing groups and workshops.

I was an elementary education major prior to going to grade school.

Intensive writing trainings

Q8 - How would you respond to the following statements in general (does not specifically apply to Inter-Domain courses)?



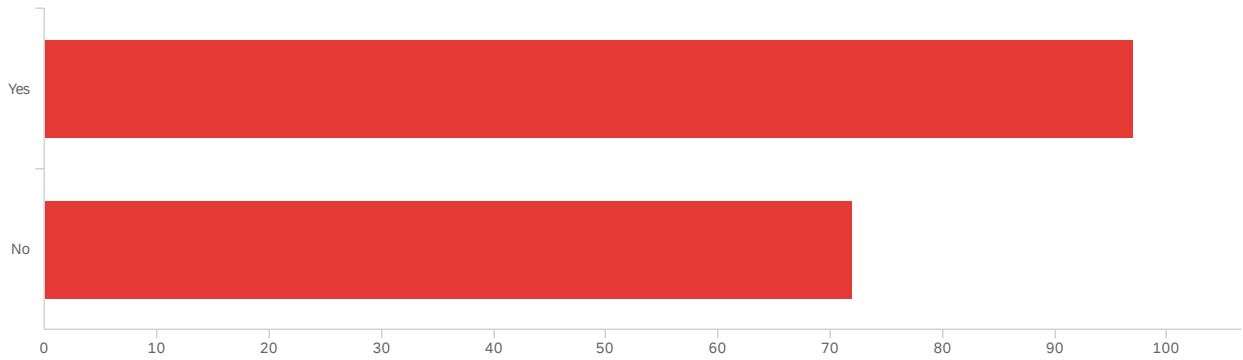
- Writing is an important way to assess student learning.
- Writing helps students learn course content.
- Writing helps students develop knowledge and skills they will need in more ...
- Student discussion is more productive when they have written down ideas bef...
- Teaching writing will take time away from content.
- Writing is time consuming to grade.
- I am not knowledgeable enough about writing to help students with their own...
- My typical class size is too large to assign writing.
- Writing assignments are unsuitable for my course content.
- Writing assignments are unsuitable for my teaching style.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Writing is an important way to assess student learning.	1.00	4.00	3.61	0.53	0.29	170
2	Writing helps students learn course content.	1.00	4.00	3.61	0.52	0.27	170
3	Writing helps students develop knowledge and skills they will need in more advanced courses.	1.00	4.00	3.72	0.50	0.25	169
4	Student discussion is more productive when they have written down ideas before responding to a verbal prompt.	1.00	4.00	3.44	0.60	0.36	170
5	Teaching writing will take time away from content.	1.00	4.00	2.28	0.89	0.79	169
6	Writing is time consuming to grade.	1.00	4.00	3.49	0.63	0.40	170
7	I am not knowledgeable enough about writing to help students with their own writing.	1.00	4.00	1.62	0.74	0.55	169
8	My typical class size is too large to assign writing.	1.00	4.00	2.15	0.84	0.70	169
9	Writing assignments are unsuitable for my course content.	1.00	4.00	1.37	0.58	0.34	170
10	Writing assignments are unsuitable for my teaching style.	1.00	4.00	1.34	0.54	0.30	170

#	Field	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
1	Writing is an important way to assess student learning.	0.59% 1	0.59% 1	36.47% 62	62.35% 106	170
2	Writing helps students learn course content.	0.59% 1	0.00% 0	37.06% 63	62.35% 106	170
3	Writing helps students develop knowledge and skills they will need in more advanced courses.	0.59% 1	0.59% 1	24.85% 42	73.96% 125	169
4	Student discussion is more productive when they have written down ideas before responding to a verbal prompt.	0.59% 1	4.12% 7	46.47% 79	48.82% 83	170
5	Teaching writing will take time away from content.	20.12% 34	41.42% 70	28.99% 49	9.47% 16	169
6	Writing is time consuming to grade.	1.76% 3	2.35% 4	40.59% 69	55.29% 94	170
7	I am not knowledgeable enough about writing to help students with their own writing.	50.89% 86	39.05% 66	7.10% 12	2.96% 5	169
8	My typical class size is too large to assign writing.	22.49% 38	45.56% 77	26.04% 44	5.92% 10	169
9	Writing assignments are unsuitable for my course content.	67.65% 115	28.24% 48	3.53% 6	0.59% 1	170
10	Writing assignments are unsuitable for my teaching style.	68.82% 117	28.82% 49	1.76% 3	0.59% 1	170

Showing rows 1 - 10 of 10

Q9 - Have you taught any courses that were designated as writing-intensive such as a course with a W-designation or first-year or advanced composition?



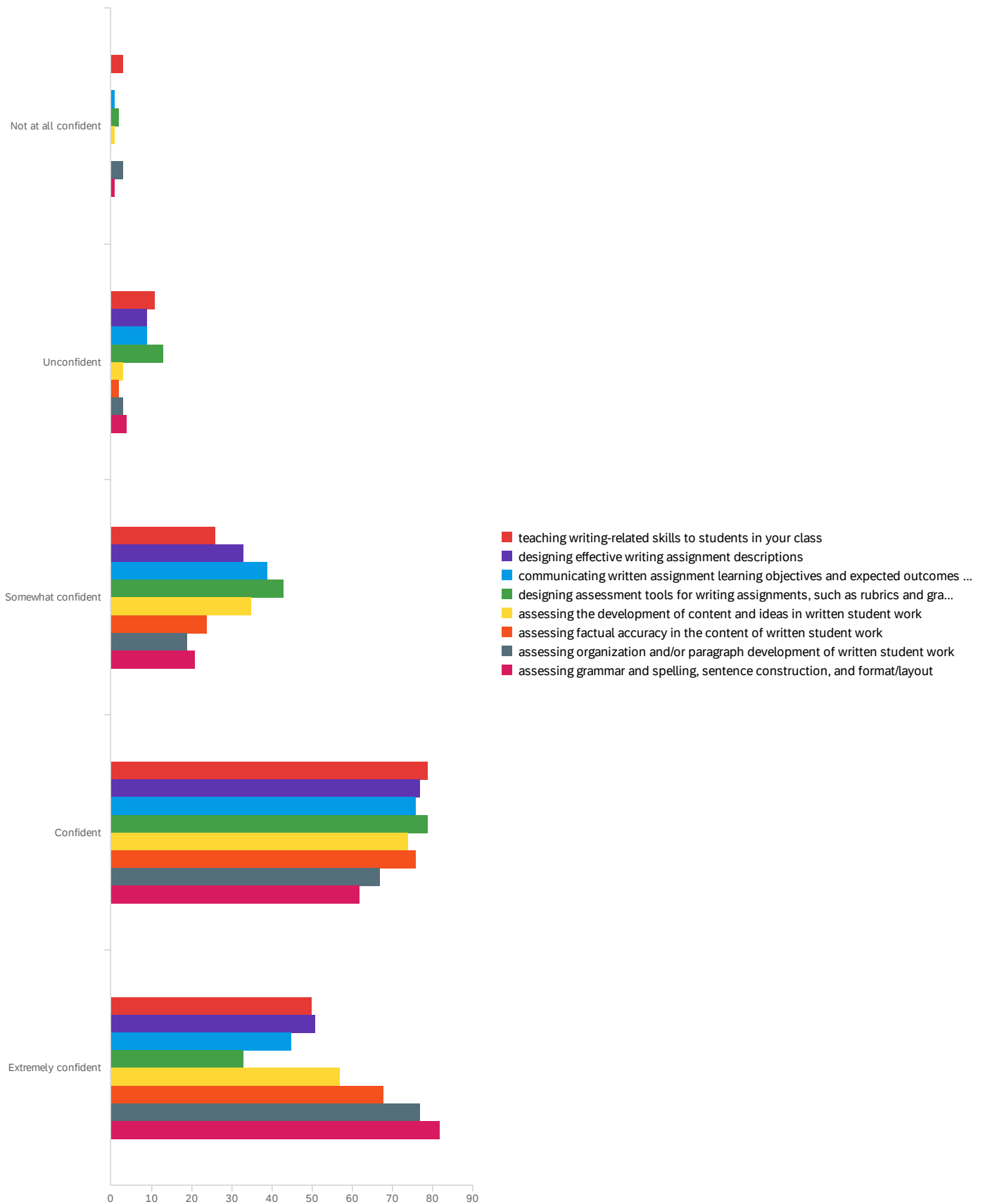
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you taught any courses that were designated as writing-intensive such as a course with a W-designation or first-year or advanced composition?	1.00	2.00	1.43	0.49	0.24	169

#	Field	Choice Count
1	Yes	57.40% 97
2	No	42.60% 72

169

Showing rows 1 - 3 of 3

Q10 - Self-evaluate your confidence level in:

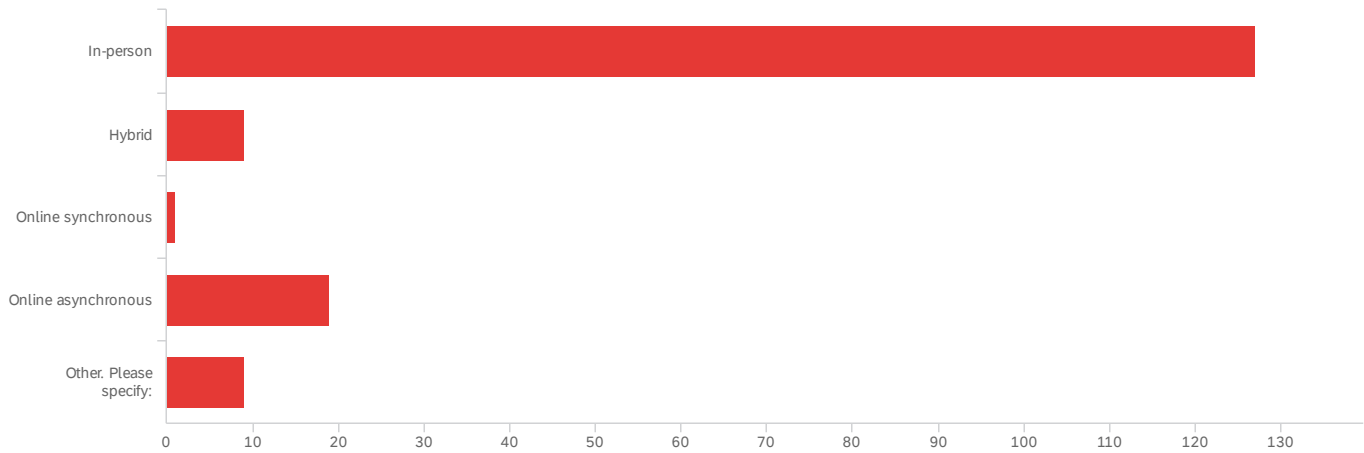


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	teaching writing-related skills to students in your class	1.00	5.00	3.96	0.93	0.87	169
2	designing effective writing assignment descriptions	2.00	5.00	4.00	0.84	0.71	170
3	communicating written assignment learning objectives and expected outcomes to students	1.00	5.00	3.91	0.87	0.75	170
4	designing assessment tools for writing assignments, such as rubrics and grading standards	1.00	5.00	3.75	0.89	0.80	170
5	assessing the development of content and ideas in written student work	1.00	5.00	4.08	0.81	0.66	170
6	assessing factual accuracy in the content of written student work	2.00	5.00	4.24	0.73	0.53	170
7	assessing organization and/or paragraph development of written student work	1.00	5.00	4.25	0.86	0.73	169
8	assessing grammar and spelling, sentence construction, and format/layout	1.00	5.00	4.29	0.82	0.67	170

#	Field	Not at all confident	Unconfident	Somewhat confident	Confident	Extremely confident	Total
1	teaching writing-related skills to students in your class	1.78% 3	6.51% 11	15.38% 26	46.75% 79	29.59% 50	169
2	designing effective writing assignment descriptions	0.00% 0	5.29% 9	19.41% 33	45.29% 77	30.00% 51	170
3	communicating written assignment learning objectives and expected outcomes to students	0.59% 1	5.29% 9	22.94% 39	44.71% 76	26.47% 45	170
4	designing assessment tools for writing assignments, such as rubrics and grading standards	1.18% 2	7.65% 13	25.29% 43	46.47% 79	19.41% 33	170
5	assessing the development of content and ideas in written student work	0.59% 1	1.76% 3	20.59% 35	43.53% 74	33.53% 57	170
6	assessing factual accuracy in the content of written student work	0.00% 0	1.18% 2	14.12% 24	44.71% 76	40.00% 68	170
7	assessing organization and/or paragraph development of written student work	1.78% 3	1.78% 3	11.24% 19	39.64% 67	45.56% 77	169
8	assessing grammar and spelling, sentence construction, and format/layout	0.59% 1	2.35% 4	12.35% 21	36.47% 62	48.24% 82	170

Showing rows 1 - 8 of 8

Q11 - What is the typical format of your Inter-Domain courses (pre-Covid-19)?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is the typical format of your Inter-Domain courses (pre-Covid-19)? - Selected Choice	1.00	5.00	1.63	1.26	1.59	165

#	Field	Choice Count
1	In-person	76.97% 127
2	Hybrid	5.45% 9
3	Online synchronous	0.61% 1
4	Online asynchronous	11.52% 19
5	Other. Please specify:	5.45% 9
		165

Showing rows 1 - 6 of 6

Q22_5_TEXT - Other. Please specify:

Other. Please specify:

totally online

some coures in person, some as hybrid

Split both in person and asynchronous

Other. Please specify:

In-person one semester, online asynchronous in another.

flipped

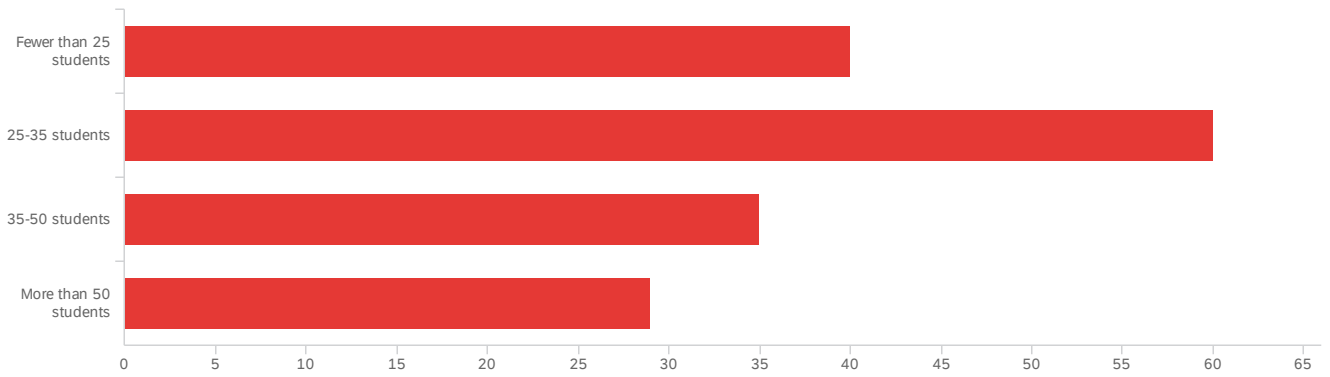
never taught inter domain course

All online, mostly asynchronous, but there are 5 synchronous Zoom meetings throughout the semester.

I teach 2 N classes, one online asynchronous, one in-person

We should be able to choose more than one. I teach an equal number of in-person and online asynchronous inter-domain courses.

Q12 - What is the typical course cap in your Inter-Domain courses?



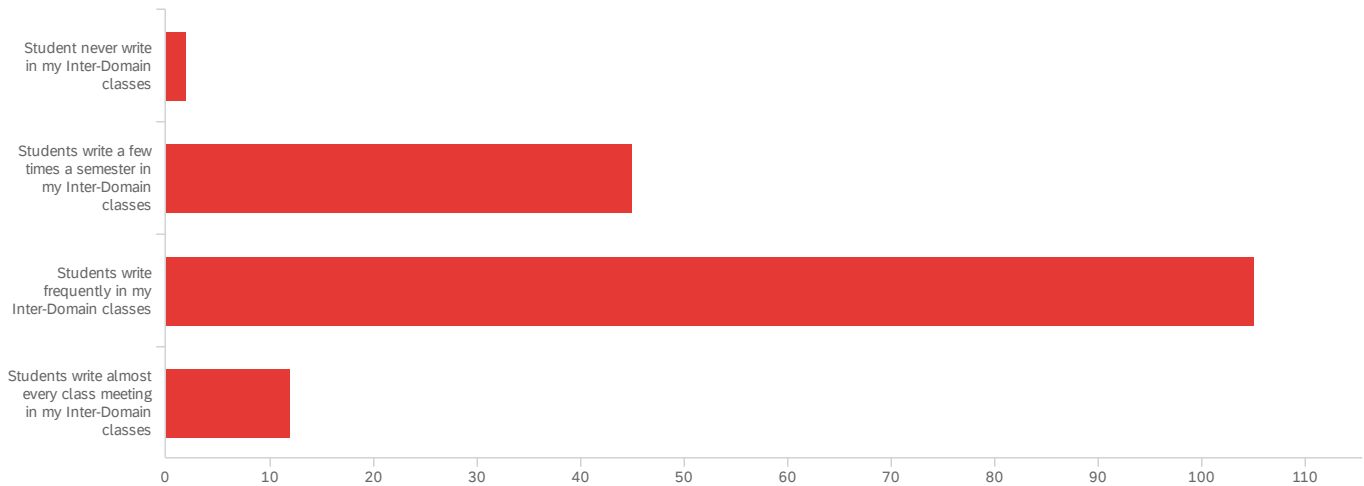
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is the typical course cap in your Inter-Domain courses?	1.00	4.00	2.32	1.03	1.06	164

#	Field	Choice Count
1	Fewer than 25 students	24.39% 40
2	25-35 students	36.59% 60
3	35-50 students	21.34% 35
4	More than 50 students	17.68% 29

164

Showing rows 1 - 5 of 5

Q13 - In your Inter-Domain courses, how often do students write in your classes, either as in-class or out-of-class activities/assignments? (For this question, consider anything from formal short or long papers to freewriting in class to discussion board posts to peer review assignments).



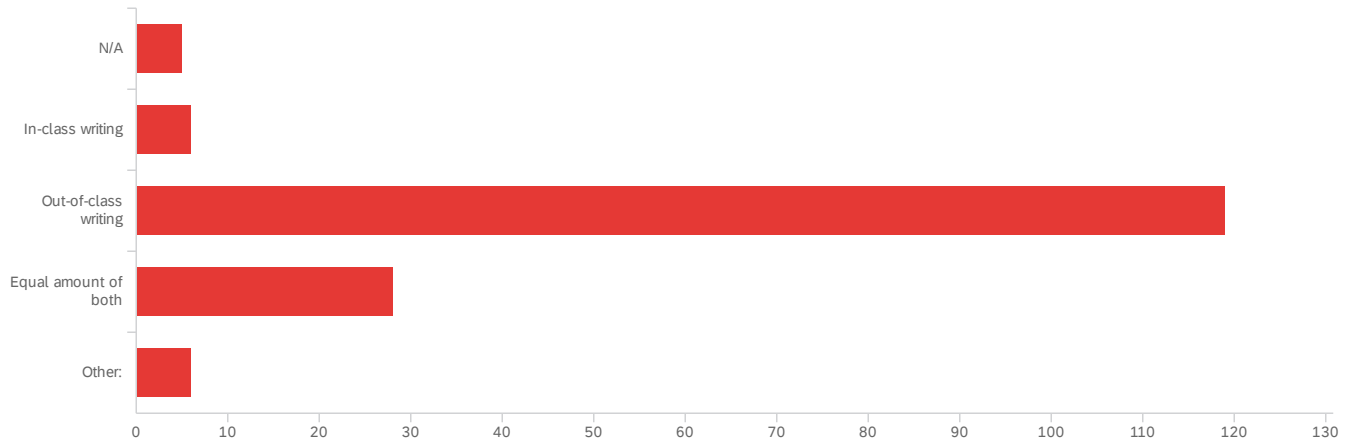
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In your Inter-Domain courses, how often do students write in your classes, either as in-class or out-of-class activities/assignments? (For this question, consider anything from formal short or long papers to freewriting in class to discussion board posts to peer review assignments).	1.00	4.00	2.77	0.59	0.35	164

#	Field	Choice Count
1	Student never write in my Inter-Domain classes	1.22% 2
2	Students write a few times a semester in my Inter-Domain classes	27.44% 45
3	Students write frequently in my Inter-Domain classes	64.02% 105
4	Students write almost every class meeting in my Inter-Domain classes	7.32% 12

164

Showing rows 1 - 5 of 5

Q14 - If you do assign writing in your Inter-Domain classes, do you typically assign more in-class or more out-of-class writing?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you do assign writing in your Inter-Domain classes, do you typically assign more in-class or more out-of-class writing? - Selected Choice	1.00	5.00	3.15	0.67	0.45	164

#	Field	Choice Count
1	N/A	3.05% 5
2	In-class writing	3.66% 6
3	Out-of-class writing	72.56% 119
4	Equal amount of both	17.07% 28
5	Other:	3.66% 6
		164

Showing rows 1 - 6 of 6

Q25_5_TEXT - Other:

Other:

n/a re: WC classes

online asynchronous, so I'm not sure if that counts as "in-class" or "out of class" lol

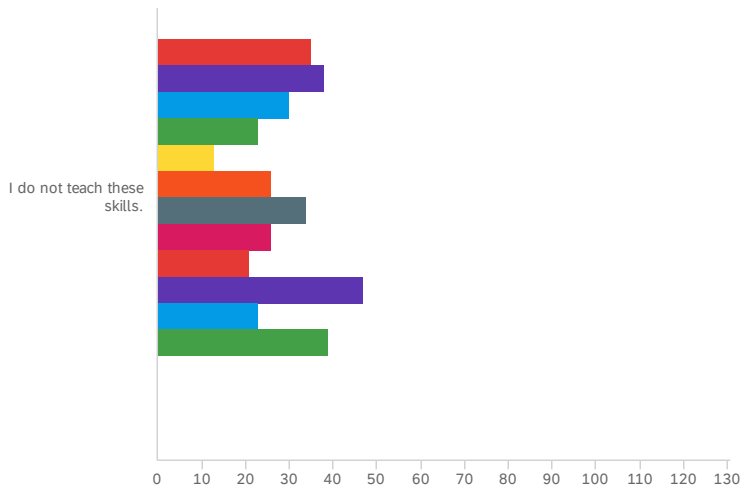
Other:

In 1 course it's more in-class; in the other more out-of-class

I teach online courses.

very short in-class exercises maybe once per week, with 8 reading responses and 2-3 longer assignments outside class

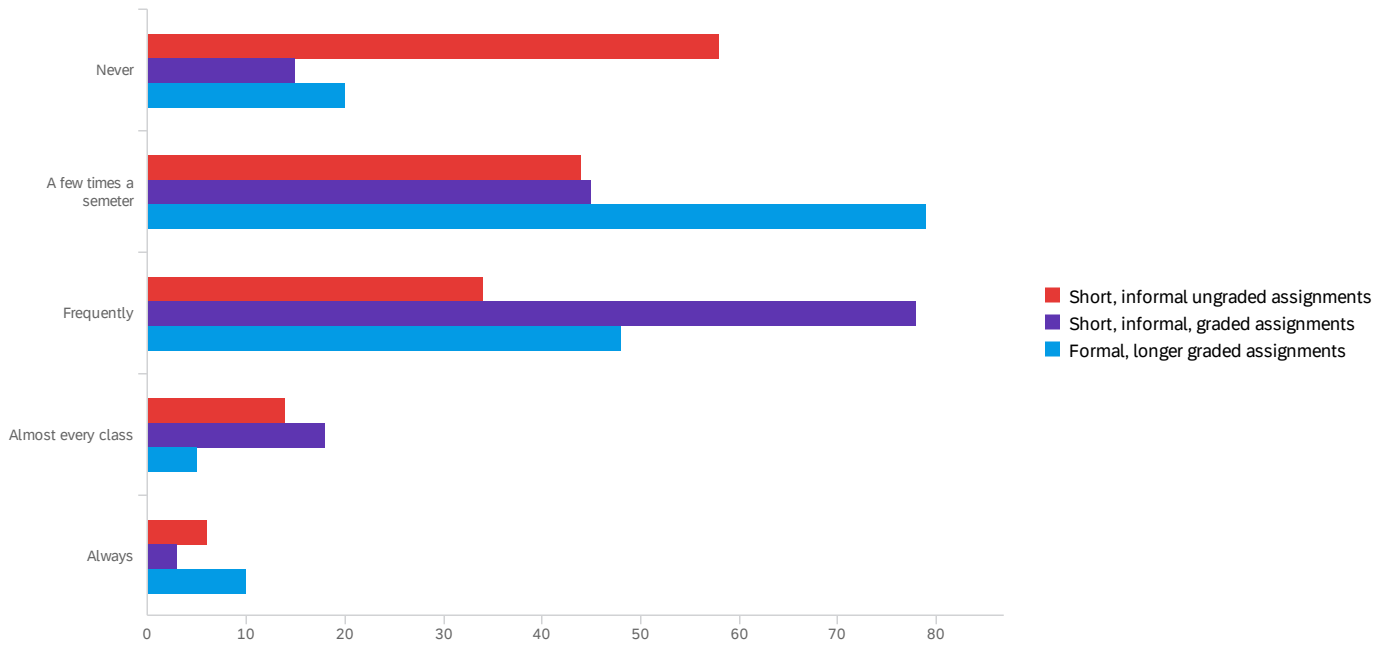
asynchronous online - no "in class"



#	Field	Students should already know these skills before taking my class.	I teach these skills as part of my course.	Students do not need these skills to successfully complete writing assignments in my course	I do not teach these skills.	Total
1	Pre-writing (e.g. brainstorming a topic, researching ideas, creating an outline)	44.67% 88	29.95% 59	7.61% 15	17.77% 35	197
2	Writing for the appropriate audience	25.40% 48	43.92% 83	10.58% 20	20.11% 38	189
3	Developing a main claim/thesis/hypothesis	32.99% 65	44.67% 88	7.11% 14	15.23% 30	197
4	Developing an effective argument	30.96% 61	48.73% 96	8.63% 17	11.68% 23	197
5	Using evidence to support a main idea	30.85% 62	59.20% 119	3.48% 7	6.47% 13	201
6	Synthesizing information across disciplines	16.30% 30	63.59% 117	5.98% 11	14.13% 26	184
7	Summarizing/ paraphrasing source materials	39.18% 76	37.63% 73	5.67% 11	17.53% 34	194
8	Organizing ideas	42.13% 83	42.13% 83	2.54% 5	13.20% 26	197
9	Integrating source material	33.33% 65	51.79% 101	4.10% 8	10.77% 21	195
10	Revising	35.32% 71	32.84% 66	8.46% 17	23.38% 47	201
11	Citing sources	37.31% 75	47.26% 95	3.98% 8	11.44% 23	201
12	Formatting/designing documents	37.88% 75	32.32% 64	10.10% 20	19.70% 39	198

Showing rows 1 - 12 of 12

Q16 - How often do you use various kinds of writing in your Inter-Domain courses?



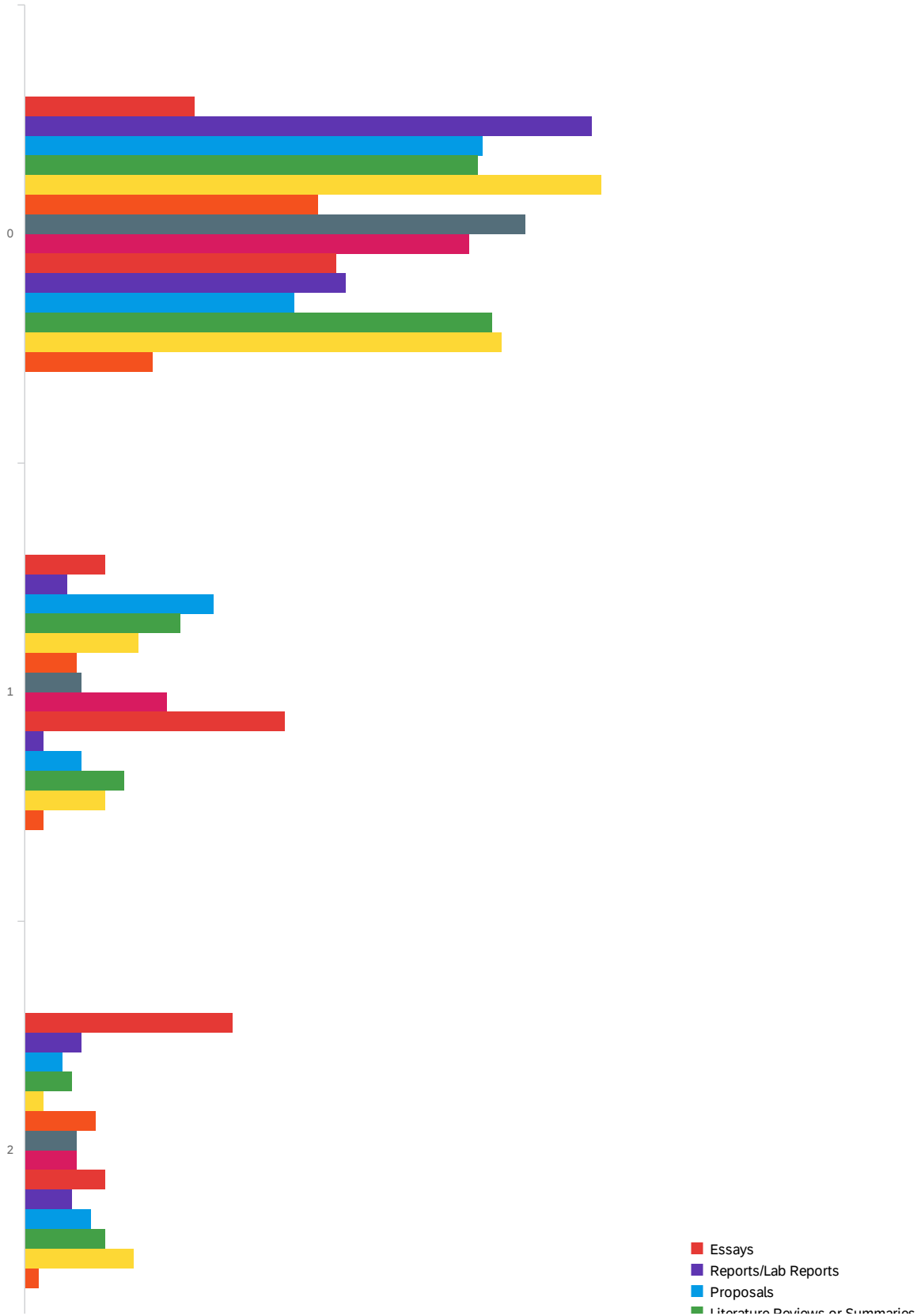
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Short, informal ungraded assignments	1.00	5.00	2.14	1.13	1.27	156
2	Short, informal, graded assignments	1.00	5.00	2.68	0.86	0.75	159
3	Formal, longer graded assignments	1.00	5.00	2.42	0.96	0.92	162

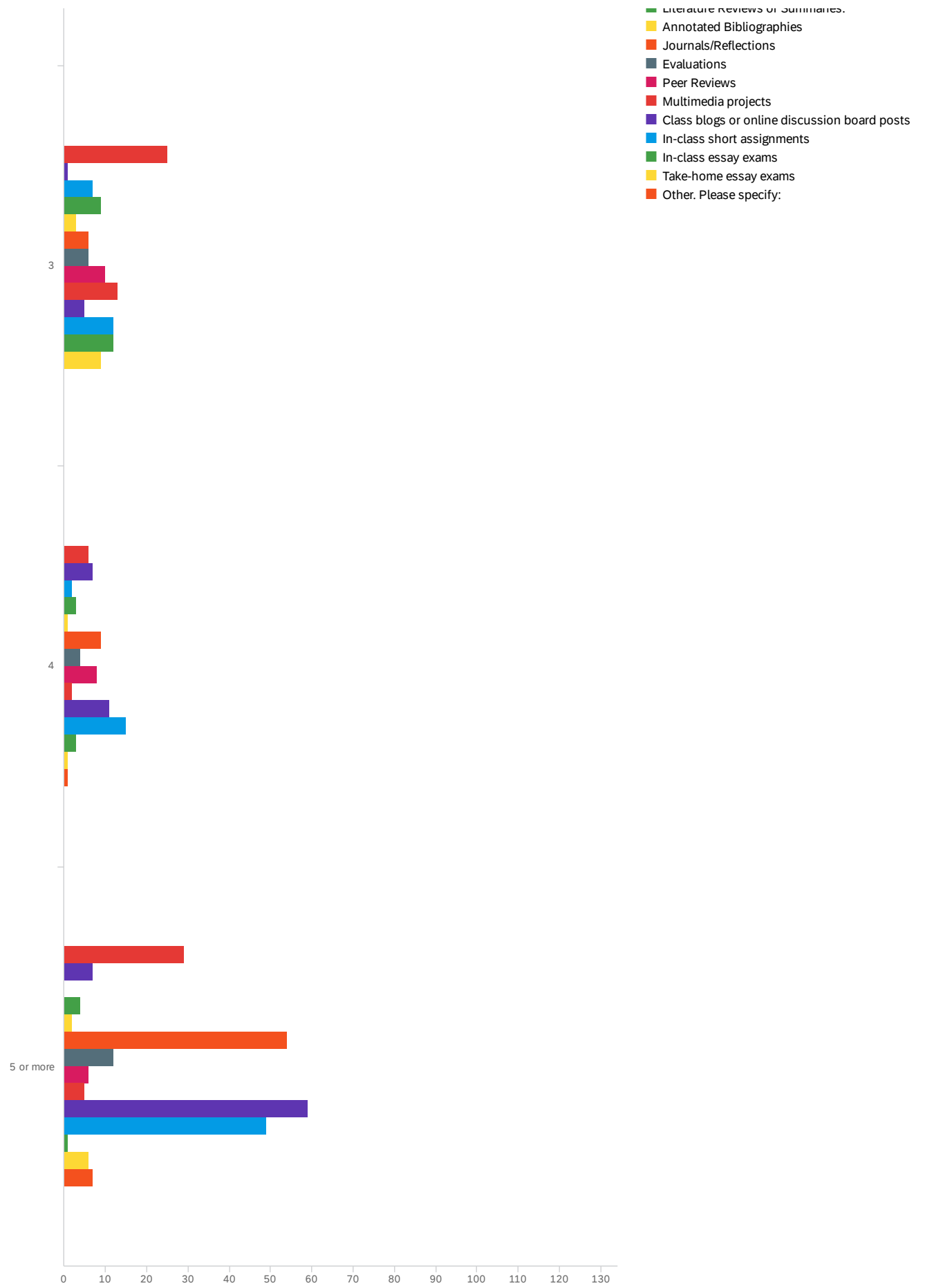
#	Field	Never	A few times a semester	Frequently	Almost every class	Always	Total
1	Short, informal ungraded assignments	37.18% 58	28.21% 44	21.79% 34	8.97% 14	3.85% 6	156
2	Short, informal, graded assignments	9.43% 15	28.30% 45	49.06% 78	11.32% 18	1.89% 3	159
3	Formal, longer graded assignments	12.35% 20	48.77% 79	29.63% 48	3.09% 5	6.17% 10	162

Showing rows 1 - 3 of 3

Q17 - In your Inter-Domain classes, about how many of the following do you typically

assign in a semester:





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Essays	1.00	6.00	3.22	1.72	2.95	157
2	Reports/Lab Reports	1.00	6.00	1.63	1.36	1.86	156
3	Proposals	1.00	5.00	1.55	0.88	0.78	154
4	Literature Reviews or Summaries.	1.00	6.00	1.72	1.19	1.43	155
5	Annotated Bibliographies	1.00	6.00	1.35	0.85	0.73	156
6	Journals/Reflections	1.00	6.00	3.32	2.22	4.91	157
7	Evaluations	1.00	6.00	1.85	1.56	2.42	151
8	Peer Reviews	1.00	6.00	1.91	1.40	1.96	159
9	Multimedia projects	1.00	6.00	2.02	1.21	1.47	158
10	Class blogs or online discussion board posts	1.00	6.00	3.41	2.30	5.29	157
11	In-class short assignments	1.00	6.00	3.40	2.14	4.58	159
12	In-class essay exams	1.00	6.00	1.71	1.13	1.27	153
13	Take-home essay exams	1.00	6.00	1.79	1.28	1.64	157
14	Other. Please specify:	1.00	6.00	2.17	1.89	3.57	42

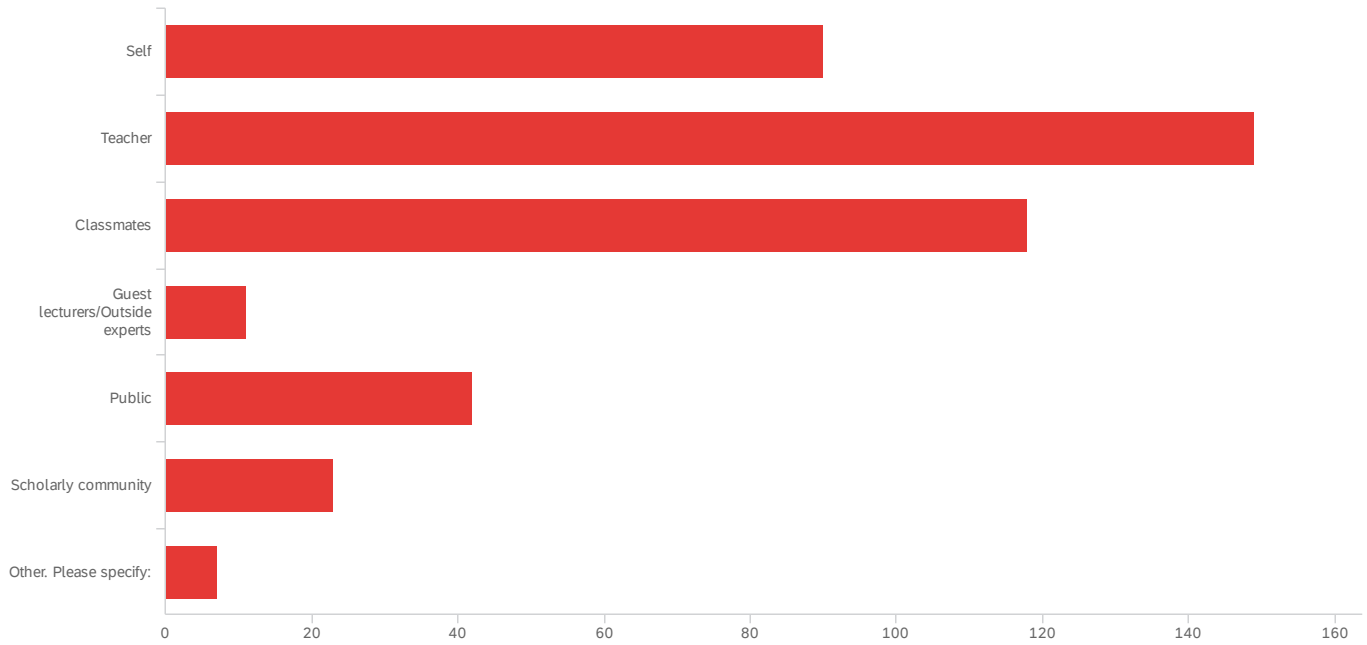
#	Field	0	1	2	3	4	5 or more	Total
1	Essays	22.93% 36	10.83% 17	28.03% 44	15.92% 25	3.82% 6	18.47% 29	157
2	Reports/Lab Reports	76.92% 120	5.77% 9	7.69% 12	0.64% 1	4.49% 7	4.49% 7	156
3	Proposals	62.99% 97	25.97% 40	5.19% 8	4.55% 7	1.30% 2	0.00% 0	154
4	Literature Reviews or Summaries.	61.94% 96	21.29% 33	6.45% 10	5.81% 9	1.94% 3	2.58% 4	155
5	Annotated Bibliographies	78.21% 122	15.38% 24	2.56% 4	1.92% 3	0.64% 1	1.28% 2	156
6	Journals/Reflections	39.49% 62	7.01% 11	9.55% 15	3.82% 6	5.73% 9	34.39% 54	157
7	Evaluations	70.20% 106	7.95% 12	7.28% 11	3.97% 6	2.65% 4	7.95% 12	151
8	Peer Reviews	59.12% 94	18.87% 30	6.92% 11	6.29% 10	5.03% 8	3.77% 6	159
9	Multimedia projects	41.77% 66	34.81% 55	10.76% 17	8.23% 13	1.27% 2	3.16% 5	158

#	Field	0	1	2	3	4	5 or more	Total
10	Class blogs or online discussion board posts	43.31% 68	2.55% 4	6.37% 10	3.18% 5	7.01% 11	37.58% 59	157
11	In-class short assignments	35.85% 57	7.55% 12	8.81% 14	7.55% 12	9.43% 15	30.82% 49	159
12	In-class essay exams	64.71% 99	13.73% 21	11.11% 17	7.84% 12	1.96% 3	0.65% 1	153
13	Take-home essay exams	64.33% 101	10.83% 17	14.65% 23	5.73% 9	0.64% 1	3.82% 6	157
14	Other. Please specify:	64.29% 27	9.52% 4	7.14% 3	0.00% 0	2.38% 1	16.67% 7	42

Showing rows 1 - 14 of 14

Q18 - Which of these audiences do students write for in your Inter-Domain classes?

Check all that apply.



#	Field	Choice Count
1	Self	20.45% 90
2	Teacher	33.86% 149
3	Classmates	26.82% 118
4	Guest lecturers/Outside experts	2.50% 11
5	Public	9.55% 42
6	Scholarly community	5.23% 23
7	Other. Please specify:	1.59% 7
		440

Showing rows 1 - 8 of 8

Q31_7_TEXT - Other. Please specify:

Other. Please specify:

Imagined public

Policymakers

Other. Please specify:

grant evaluators

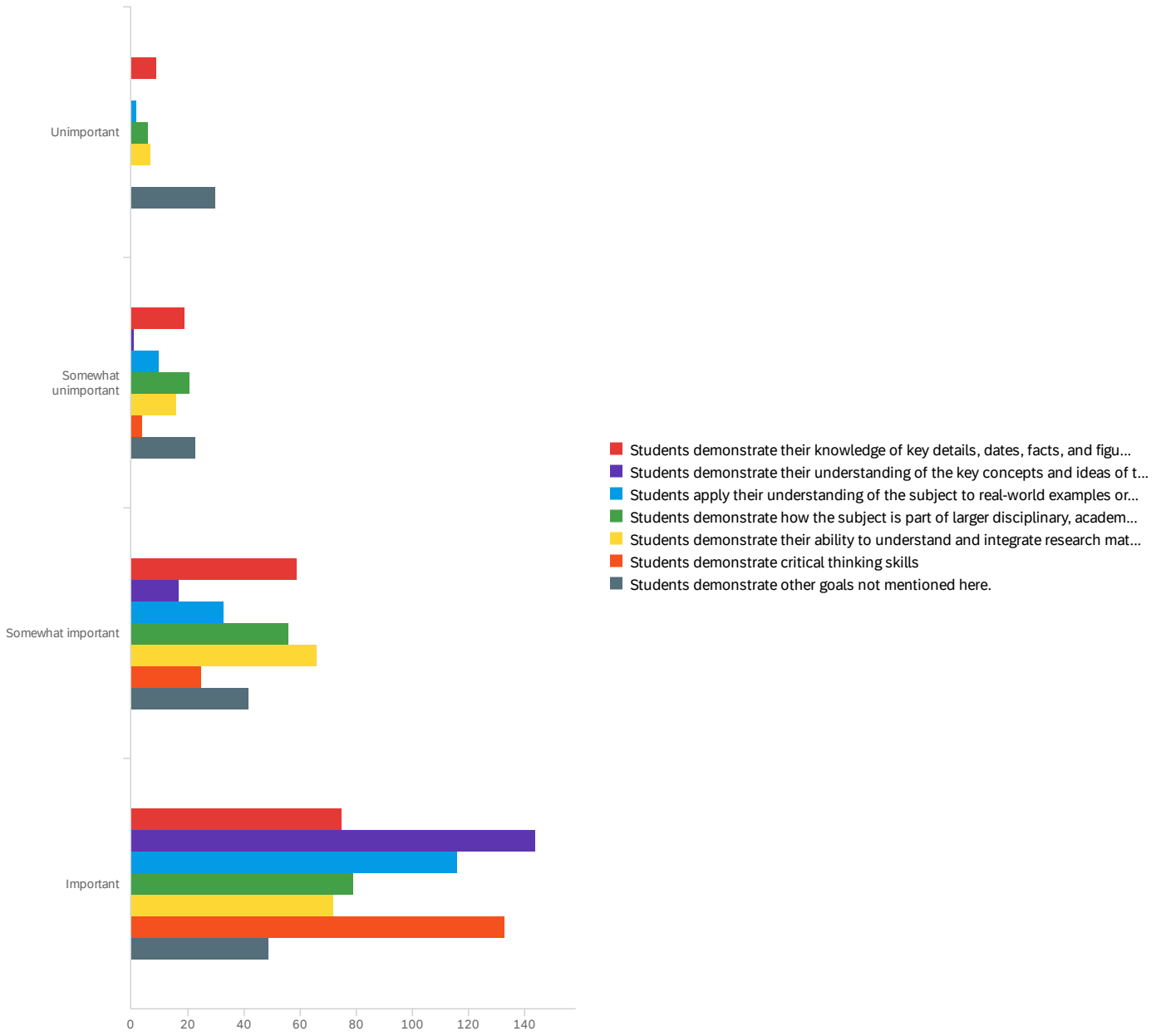
friend or family member as assumed audience--to enliven voice

Children (children's book class)

"The typical reader/person"

Venture Capitalists/Publishers

Q19 - In your Inter-Domain classes, how important are the following aspects of student writing?



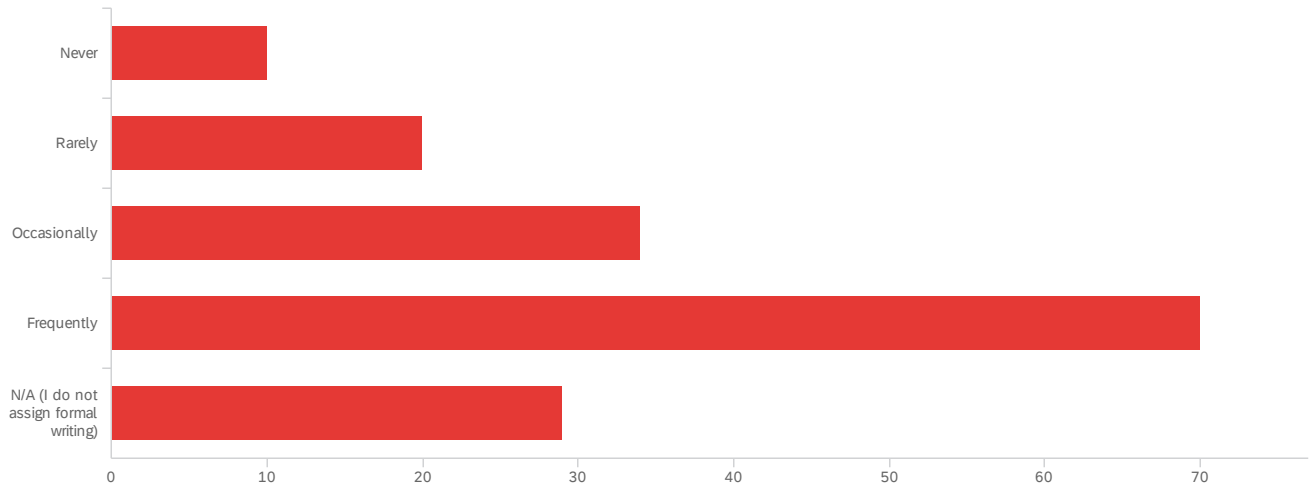
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Students demonstrate their knowledge of key details, dates, facts, and figures of the subject	1.00	4.00	3.23	0.86	0.75	162
2	Students demonstrate their understanding of the key concepts and ideas of the subject	2.00	4.00	3.88	0.34	0.12	162

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3	Students apply their understanding of the subject to real-world examples or situations	1.00	4.00	3.63	0.66	0.43	161
4	Students demonstrate how the subject is part of larger disciplinary, academic, or cultural conversations	1.00	4.00	3.28	0.83	0.68	162
5	Students demonstrate their ability to understand and integrate research material	1.00	4.00	3.26	0.81	0.65	161
6	Students demonstrate critical thinking skills	2.00	4.00	3.80	0.46	0.21	162
7	Students demonstrate other goals not mentioned here.	1.00	4.00	2.76	1.13	1.28	144

#	Field	Unimportant	Somewhat unimportant	Somewhat important	Important	Total
1	Students demonstrate their knowledge of key details, dates, facts, and figures of the subject	5.56% 9	11.73% 19	36.42% 59	46.30% 75	162
2	Students demonstrate their understanding of the key concepts and ideas of the subject	0.00% 0	0.62% 1	10.49% 17	88.89% 144	162
3	Students apply their understanding of the subject to real-world examples or situations	1.24% 2	6.21% 10	20.50% 33	72.05% 116	161
4	Students demonstrate how the subject is part of larger disciplinary, academic, or cultural conversations	3.70% 6	12.96% 21	34.57% 56	48.77% 79	162
5	Students demonstrate their ability to understand and integrate research material	4.35% 7	9.94% 16	40.99% 66	44.72% 72	161
6	Students demonstrate critical thinking skills	0.00% 0	2.47% 4	15.43% 25	82.10% 133	162
7	Students demonstrate other goals not mentioned here.	20.83% 30	15.97% 23	29.17% 42	34.03% 49	144

Showing rows 1 - 7 of 7

Q20 - If you assign longer, more formal writing projects in your Inter-Domain, do you integrate process-based stages such as outlines, drafts, or revisions?

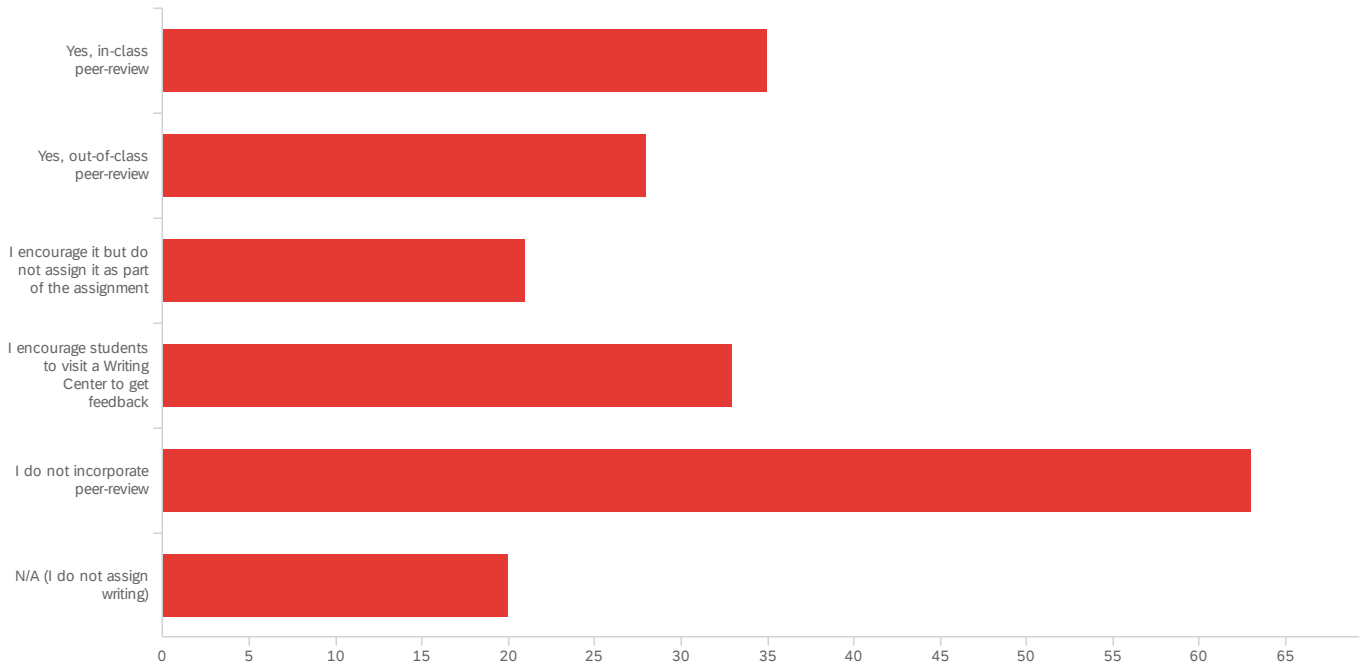



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you assign longer, more formal writing projects in your Inter-Domain, do you integrate process-based stages such as outlines, drafts, or revisions?	1.00	5.00	3.54	1.10	1.22	163

#	Field	Choice Count
1	Never	6.13% 10
2	Rarely	12.27% 20
3	Occasionally	20.86% 34
4	Frequently	42.94% 70
5	N/A (I do not assign formal writing)	17.79% 29
		163

Showing rows 1 - 6 of 6

Q21 - Do you incorporate peer-review in formal writing assignments in your Inter-Domain class? (check all that apply)



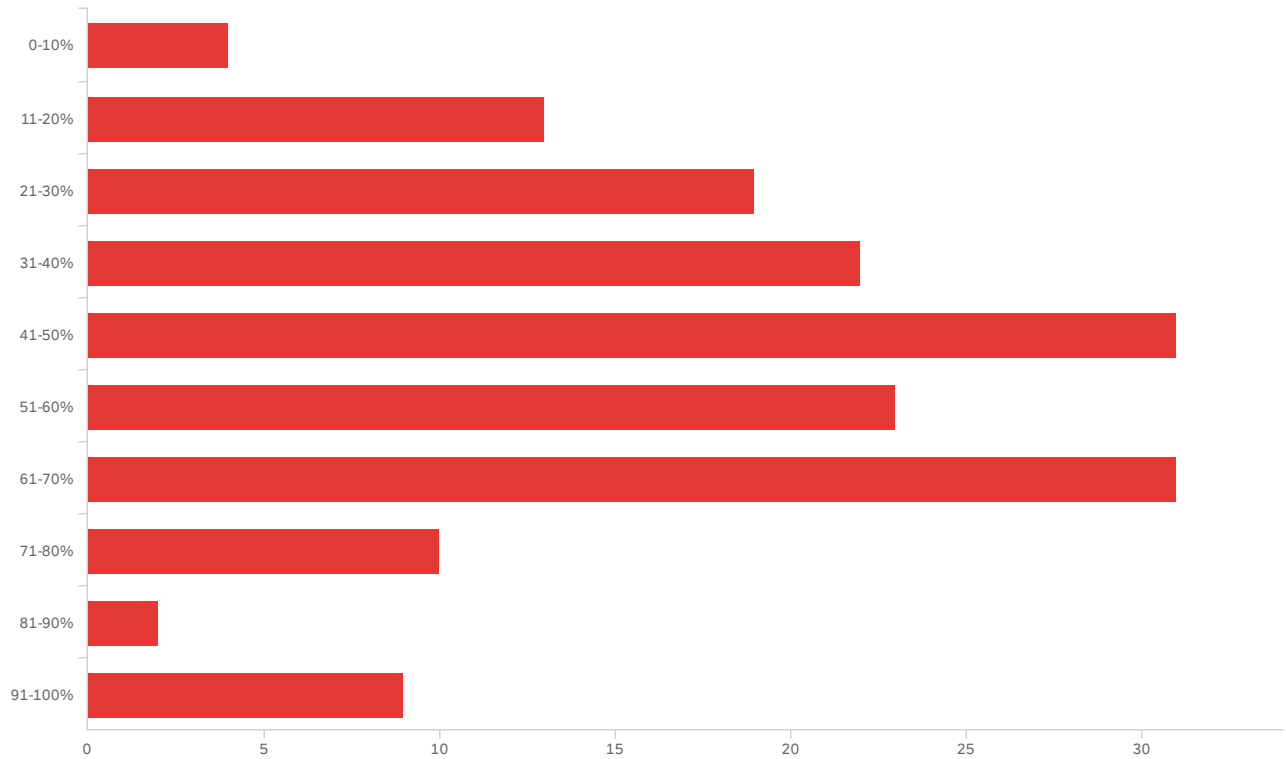

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#	Field	Choice Count
1	Yes, in-class peer-review	17.50% 35
2	Yes, out-of-class peer-review	14.00% 28
3	I encourage it but do not assign it as part of the assignment	10.50% 21
4	I encourage students to visit a Writing Center to get feedback	16.50% 33
5	I do not incorporate peer-review	31.50% 63
6	N/A (I do not assign writing)	10.00% 20

200

Showing rows 1 - 7 of 7

Q22 - On average, what percentage of the overall Inter-Domain course grade is based on writing assignments (formal and informal)?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	On average, what percentage of the overall Inter-Domain course grade is based on writing assignments (formal and informal)?	1.00	10.00	5.32	2.15	4.61	164

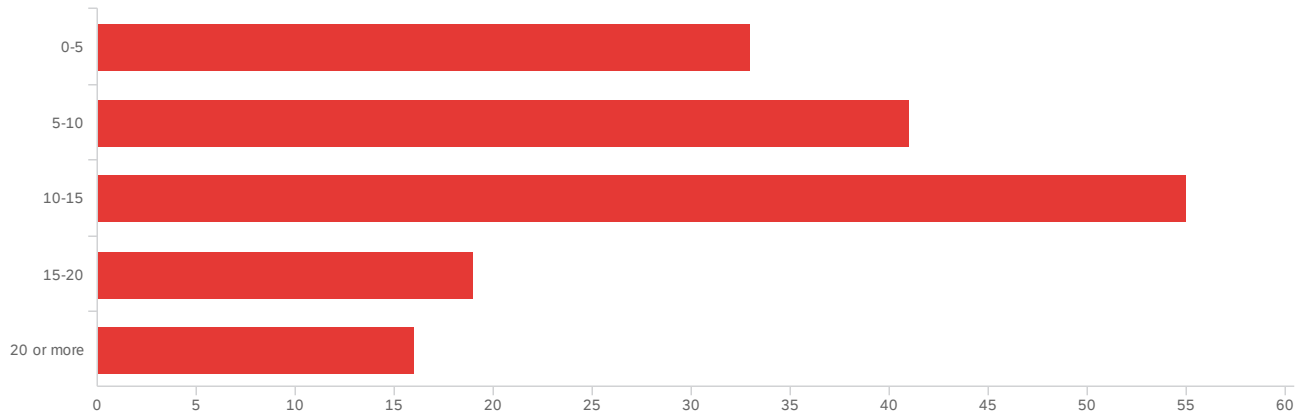
#	Field	Choice Count
1	0-10%	2.44% 4
2	11-20%	7.93% 13
3	21-30%	11.59% 19
4	31-40%	13.41% 22
5	41-50%	18.90% 31
6	51-60%	14.02% 23
7	61-70%	18.90% 31

#	Field	Choice Count
8	71-80%	6.10% 10
9	81-90%	1.22% 2
10	91-100%	5.49% 9

164

Showing rows 1 - 11 of 11

Q23 - On average, how many pages of formal, graded writing do you assign in a typical Inter-Domain course?

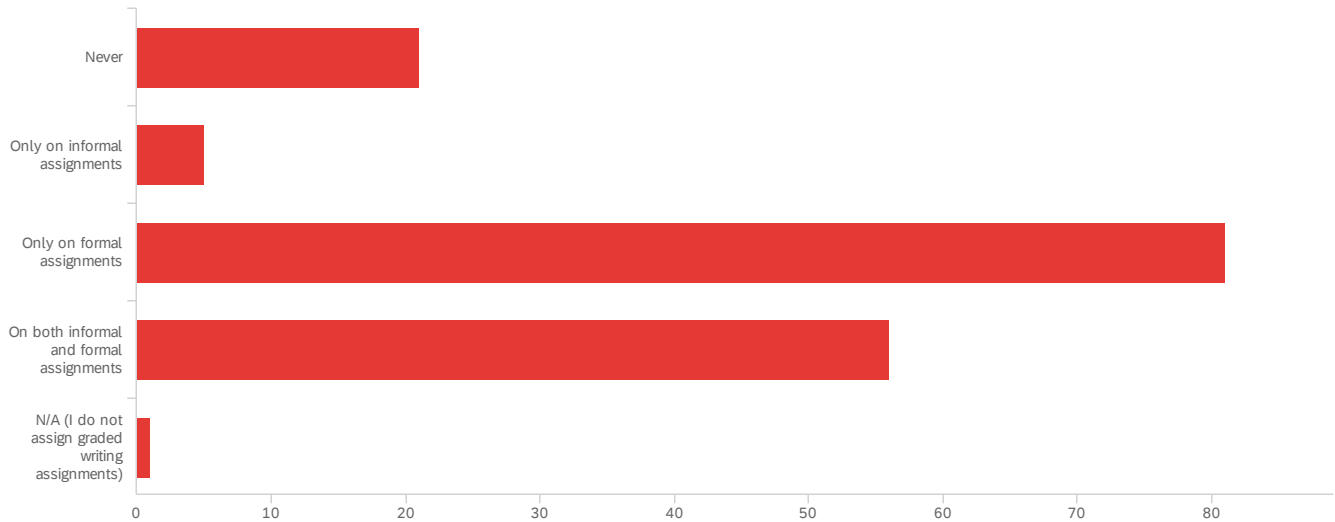


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	On average, how many pages of formal, graded writing do you assign in a typical Inter-Domain course?	1.00	5.00	2.66	1.20	1.44	164

#	Field	Choice Count
1	0-5	20.12% 33
2	5-10	25.00% 41
3	10-15	33.54% 55
4	15-20	11.59% 19
5	20 or more	9.76% 16
		164

Showing rows 1 - 6 of 6

Q24 - Do you use a rubric to grade student writing assignments in your Inter-Domain course?



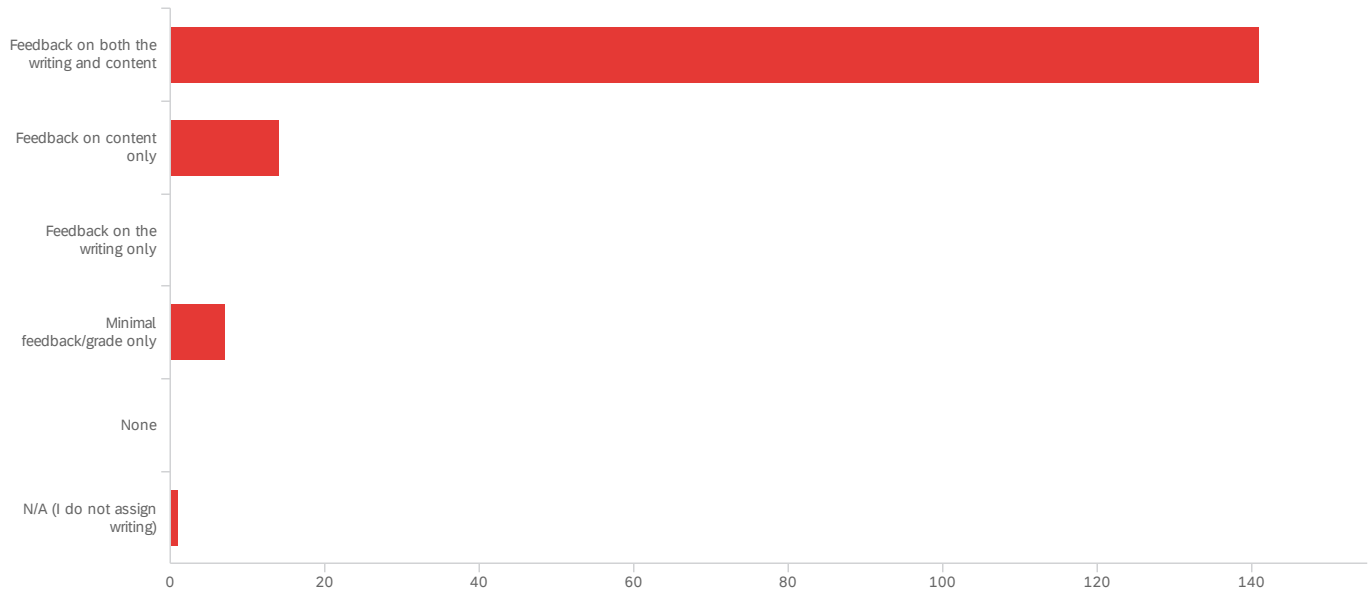
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you use a rubric to grade student writing assignments in your Inter-Domain course?	1.00	5.00	3.07	0.95	0.90	164

#	Field	Choice Count
1	Never	12.80% 21
2	Only on informal assignments	3.05% 5
3	Only on formal assignments	49.39% 81
4	On both informal and formal assignments	34.15% 56
5	N/A (I do not assign graded writing assignments)	0.61% 1
		164

Showing rows 1 - 6 of 6

Q25 - What type of feedback do you provide on student writing assignments in your Inter-

Domain course?



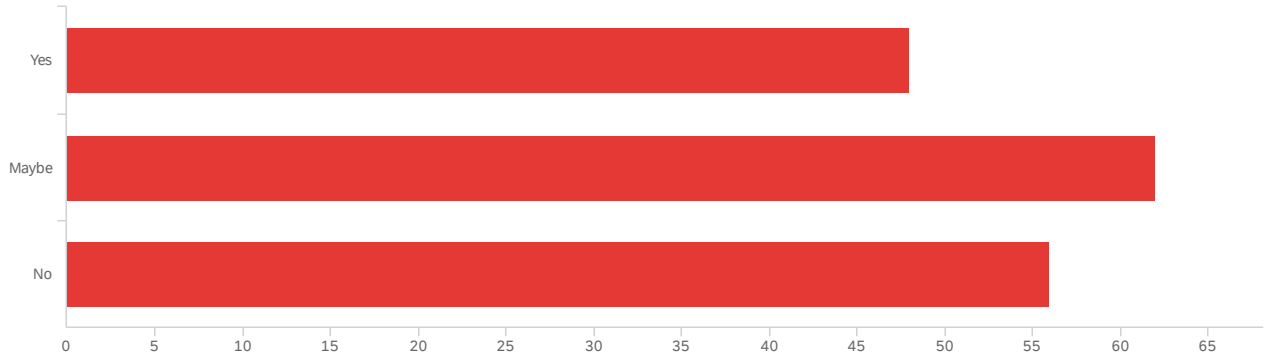
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What type of feedback do you provide on student writing assignments in your Inter-Domain course?	1.00	6.00	1.25	0.75	0.57	163

#	Field	Choice Count
1	Feedback on both the writing and content	86.50% 141
2	Feedback on content only	8.59% 14
3	Feedback on the writing only	0.00% 0
4	Minimal feedback/grade only	4.29% 7
5	None	0.00% 0
6	N/A (I do not assign writing)	0.61% 1

163

Showing rows 1 - 7 of 7

Q26 - Are you interested in participating in writing instruction workshops on your campus?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you interested in participating in writing instruction workshops on your campus?	1.00	3.00	2.05	0.79	0.62	166

#	Field	Choice Count
1	Yes	28.92% 48
2	Maybe	37.35% 62
3	No	33.73% 56
		166

Showing rows 1 - 4 of 4

Q27 - If so, what aspects or subjects related to writing instruction would you be most interested in addressing in a workshop?

If so, what aspects or subjects related to writing instruction would you be...

Writing Styles students learn in high school

grading rubrics, assignment prompts

How to maximize student effort and minimize the massive amount of grading time

How to make the topics enjoyable to students who are not genuinely interested in that topic?

Improving Research and Writing Skills

Managing big groups

Developing writing ideas/getting started and integrating paragraphs

variety of assignments

making rubrics

How design assignment that are quick to grade

Teaching writing online

Rubrics, in-class writing

Strengthening arguments

teaching development of argument.

structuring paragraphs, outlining

encouraging formal scholarly writing

Evaluating written assignments

Writing across curriculum

How to motivate students to write.

Helping students understand the community they write towards

How to assess grading, develop writing rubrics

If so, what aspects or subjects related to writing instruction would you be...

How to encourage writing in large courses (N>100) in a sustainable way.

Helping students understand writing differences between disciplines (e.g., humanities vs. sciences). Also helping students find quality primary sources and incorporate them. Also, helping students write more formally and to proofread their work.

grading grammar

Best practices for teaching writing and developing useful rubrics

how to create assignments to increase critical thinking (e.g. effective assignment types, questions); grading writing for student improvement; scaffolding necessary for writing assignments

development of grading rubrics

Using rubrics

amount and type of feedback most helpful to students

I have an interest in the enterprise and assisting it. I have no interest in presenting. I have been involved in many writing across the curriculum projects over the arc of my career.

peer review

grading rubrics and writing assignments

Organization and Argument Development

how to incorporate meaningful peer-review

grading & rubrics

How to develop assessments for different types of writing

Creating effective writing assignments that enable learning

prompts, rubrics, best practice

Teaching writing to students coming from different disciplines

Any, but if I were teaching it, is time-consuming, and I would want to be paid.

Writing assignment prompts; assessment of writing; designing writing assignments to integrate knowledge

Building blocks for freshman to graduation.

Writing for audiences other than me

How to develop thesis, designing peer-reviews

If so, what aspects or subjects related to writing instruction would you be...

grading and helping students to convert research material into their own work

How to convey ideas on writing in a way that don't seem like they are 'just my opinion'

Everything: the overall low quality is always shocking, and I have never had formal training in teaching writing.

ESL-support

techniques for instructors in evaluating and grading written assignments quickly

Women's self-confidence

Writing for the public (not for the instructor), but I think this can only be addressed at the level of the course as a whole (as opposed to simply tweaking an assignment sheet)

Effective sequencing of tasks to support developing writers

Formulating an argument

APA format

supporting the development of students as writers

research skills

Basic writing skills

Students need all aspects of Writing skills as many high schools don't provide much.

How to easily incorporate writing instruction without altering the content of the course

rubrics and more constructive feedback

Techniques, pedagogy, best practices

Writing style guides and a reality check as to what students are learning in high school

integrating sources, adapting writing to specific audience, science communication to the public

making writing fun, helping students to delve deeper in their thinking when researching a topic

A general workshop that included the topics included in your survey.

Getting good discussion posts

rubrics

I would like to know how to best help my students while not infringing on the content I hope for them to learn.

If so, what aspects or subjects related to writing instruction would you be...

Would love to if I was still active

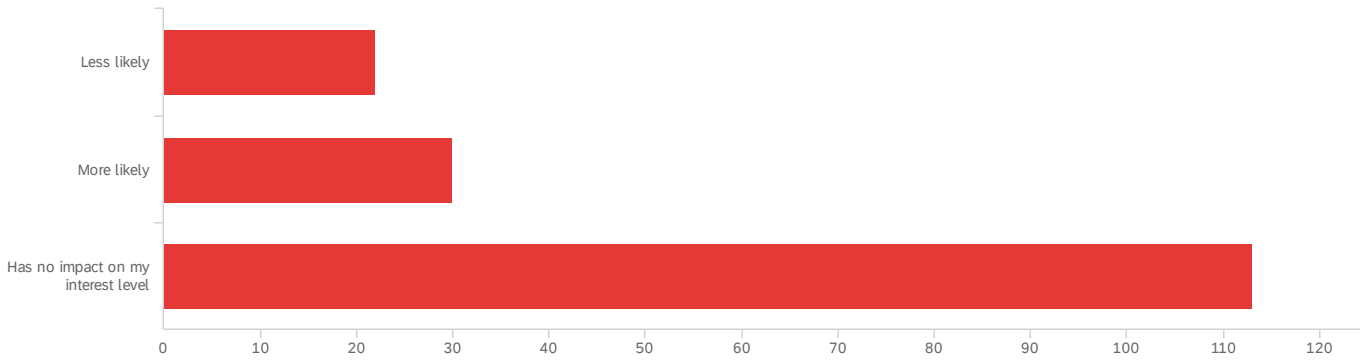
Hmm.. not sure...

measuring success of reaching objectives

writing reports and assessing those

assignment prompts

Q28 - Does the shift to online instruction (due to COVID-19) make you more or less interested in learning about writing instruction?

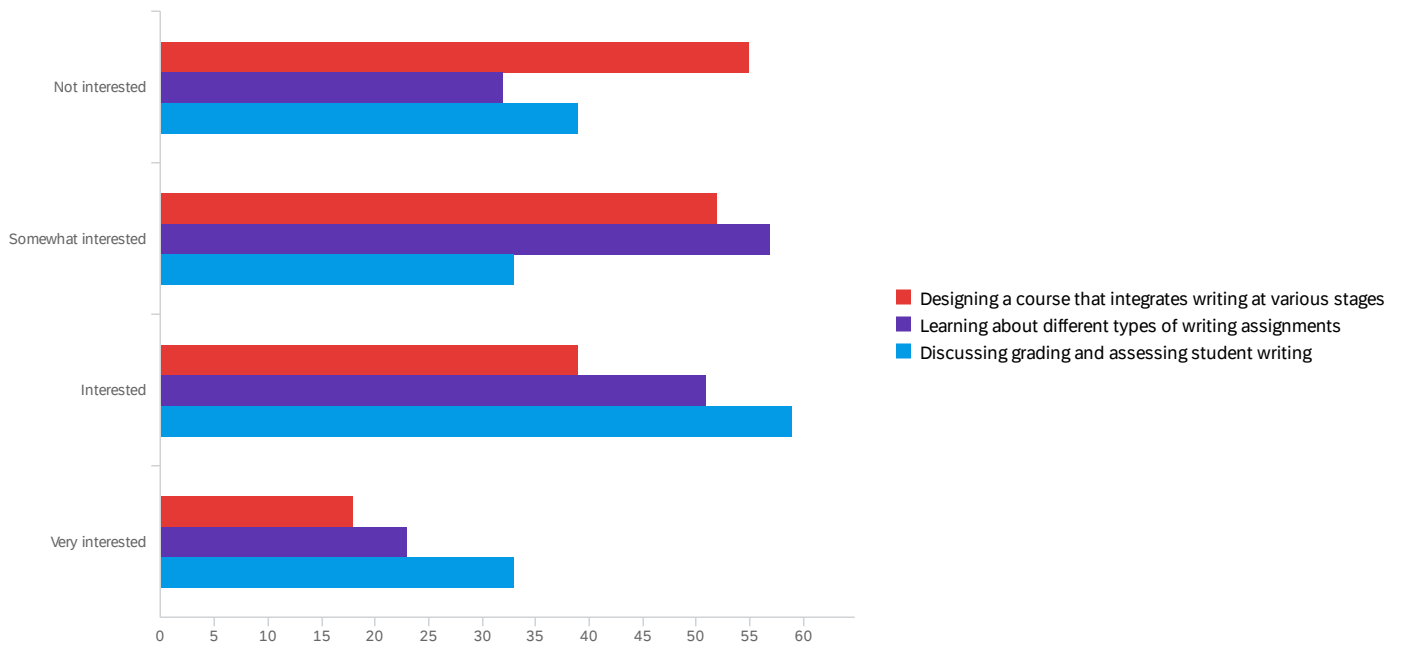


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does the shift to online instruction (due to COVID-19) make you more or less interested in learning about writing instruction?	1.00	3.00	2.55	0.72	0.51	165

#	Field	Choice Count
1	Less likely	13.33% 22
2	More likely	18.18% 30
3	Has no impact on my interest level	68.48% 113
		165

Showing rows 1 - 4 of 4

Q29 - What is your level of interest in the following categories of writing instruction?



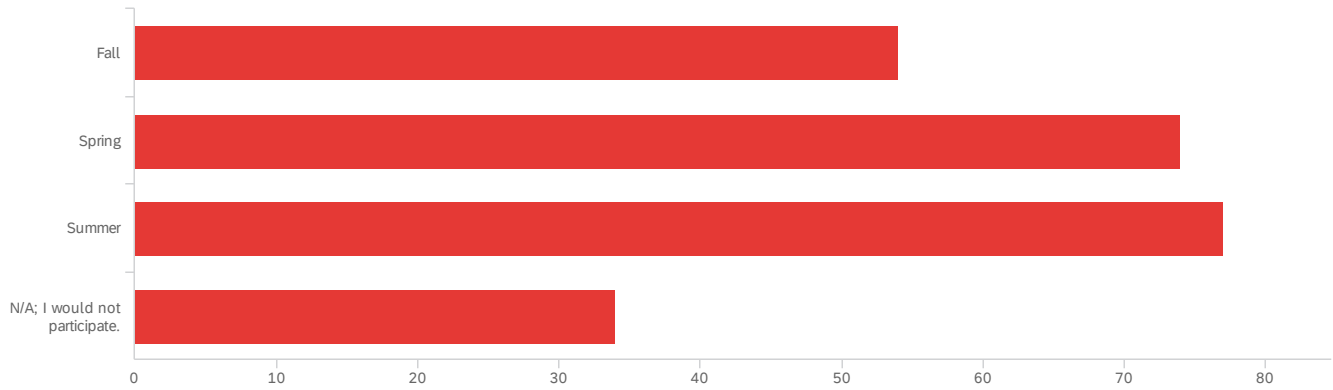
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Designing a course that integrates writing at various stages	1.00	4.00	2.12	1.00	1.00	164
2	Learning about different types of writing assignments	1.00	4.00	2.40	0.96	0.91	163
3	Discussing grading and assessing student writing	1.00	4.00	2.52	1.06	1.13	164

#	Field	Not interested		Somewhat interested		Interested		Very interested		Total
1	Designing a course that integrates writing at various stages	33.54%	55	31.71%	52	23.78%	39	10.98%	18	164
2	Learning about different types of writing assignments	19.63%	32	34.97%	57	31.29%	51	14.11%	23	163
3	Discussing grading and assessing student writing	23.78%	39	20.12%	33	35.98%	59	20.12%	33	164

Showing rows 1 - 3 of 3

Q30 - In which semester would you most likely participate in training for writing

instruction? Select all that apply.

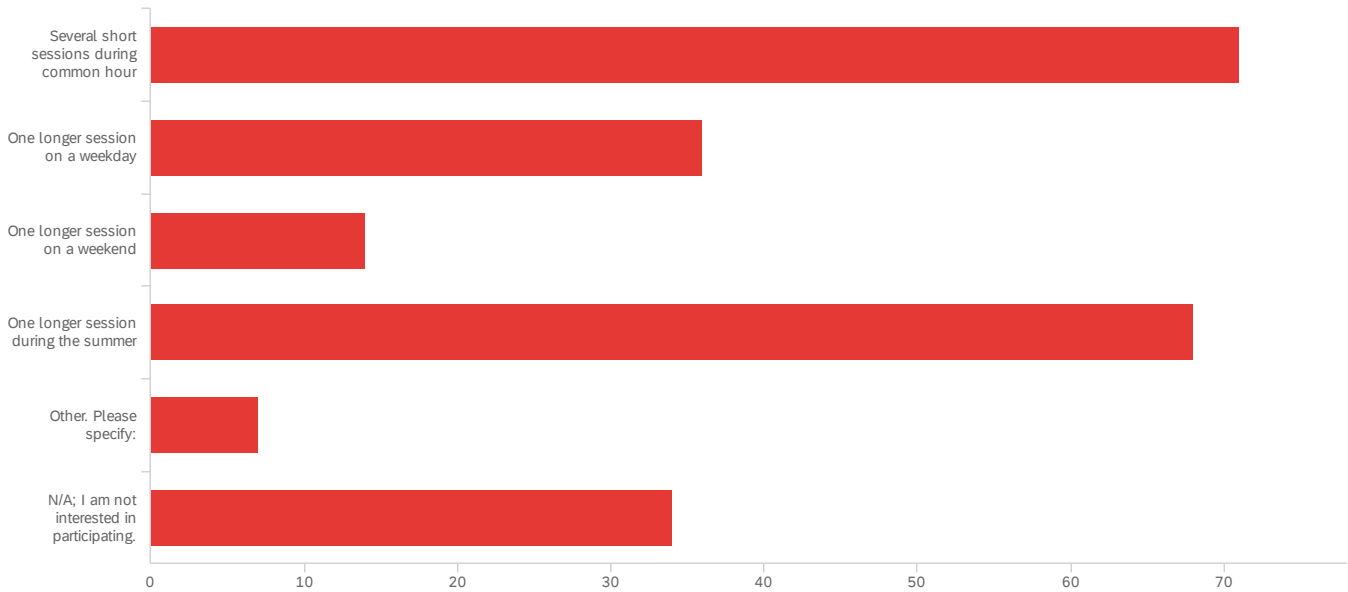



#	Field	Choice Count
1	Fall	22.59% 54
2	Spring	30.96% 74
3	Summer	32.22% 77
4	N/A; I would not participate.	14.23% 34

239

Showing rows 1 - 5 of 5

Q31 - What timeframe would you prefer for attending these trainings? (Check all that apply)




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#	Field	Choice Count
1	Several short sessions during common hour	30.87% 71
2	One longer session on a weekday	15.65% 36
3	One longer session on a weekend	6.09% 14
4	One longer session during the summer	29.57% 68
5	Other. Please specify:	3.04% 7
6	N/A; I am not interested in participating.	14.78% 34

230

Showing rows 1 - 7 of 7

Q45_5_TEXT - Other. Please specify:

Other. Please specify:

Virtual, self-paced

one, one hour session

Please keep in mind not all campuses have common hour! Ours doesn't.

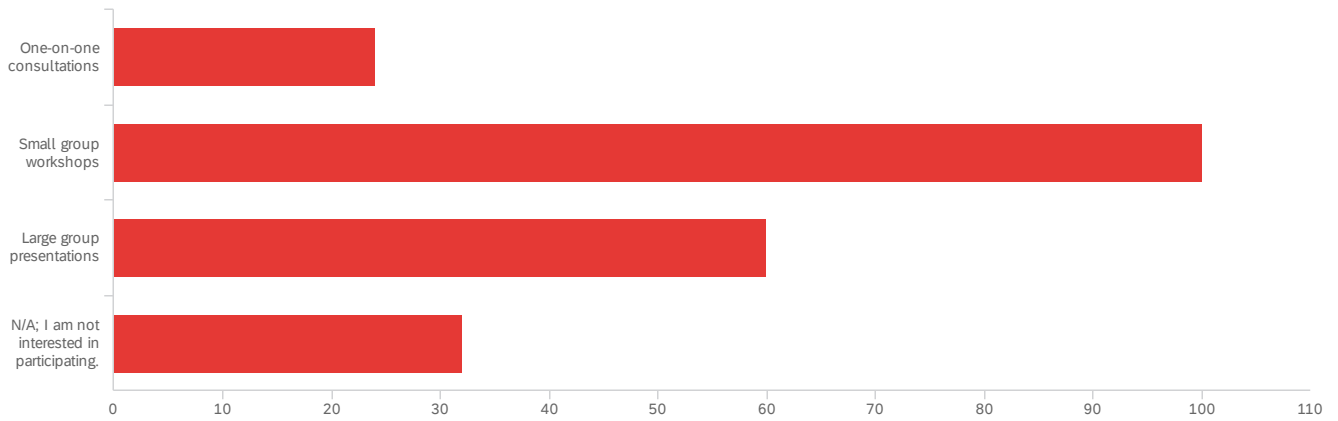
Short Canvas course- asynchronous


I would not want/need training; I would be a trainer/peer assistant

No preference for time: just prefer one longer session to several small ones

Online self-study

Q32 - What format of writing training would you most prefer? (Check all that apply)



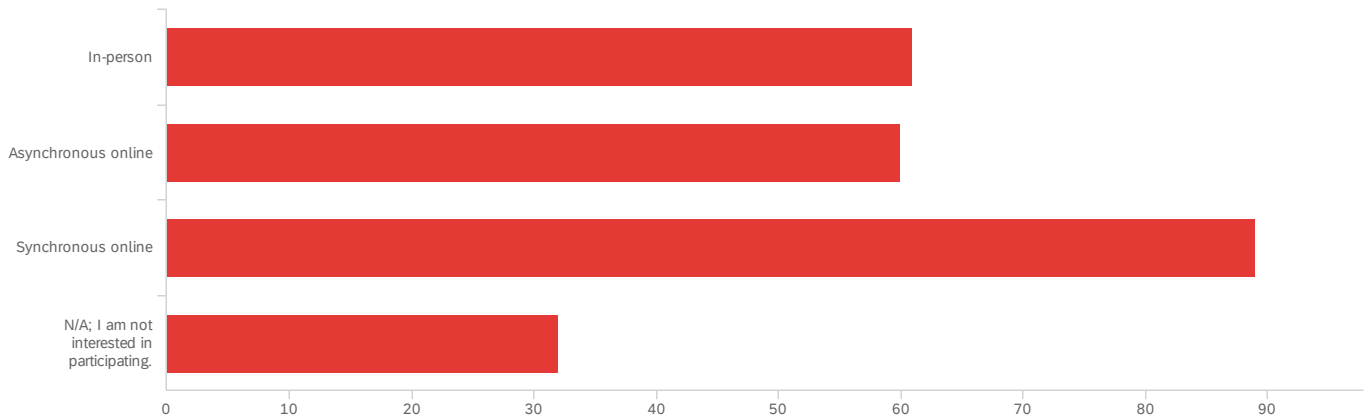

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#	Field	Choice Count
1	One-on-one consultations	11.11% 24
2	Small group workshops	46.30% 100
3	Large group presentations	27.78% 60
4	N/A; I am not interested in participating.	14.81% 32

216

Showing rows 1 - 5 of 5

Q33 - What mode of delivery would you prefer for training? (Check all that apply)



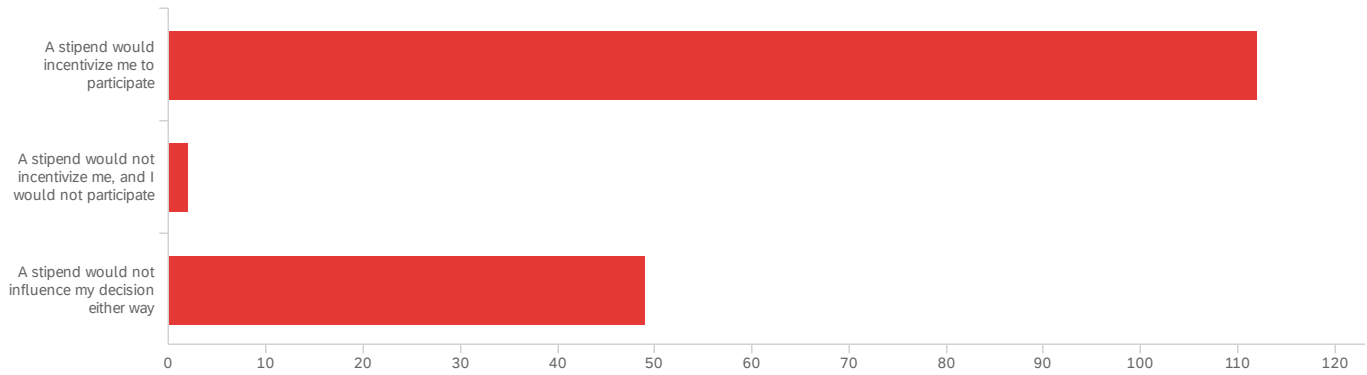

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#	Field	Choice Count
1	In-person	25.21% 61
2	Asynchronous online	24.79% 60
3	Synchronous online	36.78% 89
4	N/A; I am not interested in participating.	13.22% 32

242

Showing rows 1 - 5 of 5

Q34 - Trainings often include a stipend for participants because of the time commitment and the likelihood of course restructuring and syllabus revision. Would a stipend encourage you to participate in training?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Trainings often include a stipend for participants because of the time commitment and the likelihood of course restructuring and syllabus revision. Would a stipend encourage you to participate in training?	1.00	3.00	1.61	0.92	0.84	163

#	Field	Choice Count
1	A stipend would incentivize me to participate	68.71% 112
2	A stipend would not incentivize me, and I would not participate	1.23% 2
3	A stipend would not influence my decision either way	30.06% 49
		163

Showing rows 1 - 4 of 4

Q35 - Is there anything else you'd like to tell us about writing in your Inter-Domain classes?

Is there anything else you'd like to tell us about writing in your Inter-Do...

We regularly utilize best writing practices and provide writing tips and guidelines for class members.

I am a writing teacher and this affects my answers. I have no idea how first-language English speakers got to university without writing grammatically, as I would never have made it (Canadian)

n/a

With COVID-19 I have increased the writing in my course. I think it is helping the students understand the concepts, but the grading is killing me!

no

They are still works in progress

Writing is difficult in large classes. Ideas about how to do writing without reading/grading it would be useful.

they are very fun to teach.

I do have a TA who does the grading for my class. Most of our writing assignments are informal writing reflections with some formal assignments.

The difference between a basic gen ed N course and a 300N is massive as far as student ability. I would like more training on the basic gen ed writing "how to get students on relatively the same page" because again, the differences are massive.

Broaden to communication in general as many are using videos with Powerpoint slides or posters with writing on them as a way to share information.

You can't have meaningful writing in a class of 40 people. All I would do is grade and that's only part of my job. The college should have 24 people max in N classes and offer two sections rather than having one section of 40. Final writing projects and weekly writing assignments went out the window when we were told our class had to be 40 students.

I removed the ENG prereq and regretted it. skill levels are too broad. I want to be able to assign challenging writing assignments

The class size is too large to teach writing effectively.

Keep in mind that I'm an English professor, already trained in writing, which explains why I would not see the need for further training

I have benefited so much from the writing across the curriculum course! It has radically changed how much writing I incorporate into my courses, and I believe 100% that it helps students become more engaged with, and really learn, the course material. I could still use some help/review in developing better rubrics for grading, both in terms of providing student feedback and making efficient use of the instructor's time. Thank-you so much for conducting this survey!.

I don't view teaching students to write as a major goal of the course. That said, I do try to get students expressing themselves in writing through brief assignments and a group project. Given a class of 40+ I can't incorporate longer writing assignments in this class. But when they write I stress that they need to proof work for grammar and clarity and make comments on both. In my experience students in these class show writing skills ranging from excellent to extremely poor.

Is there anything else you'd like to tell us about writing in your Inter-Do...

I have always believed that more is necessarily better when it comes to teaching writing in relation to thinking. However, the questions on the survey (one of them at least) imply that formal writing assignments are longer than informal writing assignments. However, I have always believed that it is important for a student to, first, master effectively an essay on a subject through the execution of a short, highly structured assignment before they attempt a longer project (the longer project being a function of shorter, well-executed, segments). After all, some very significant historical work, e.g. Einstein's work, was conducted through the drafting of relatively short papers. Of course, I teach philosophy, where you can say a hell of a lot with few words, if they are carefully chosen. My two cents.

I would also like to learn effice techniques for grading written assignments that are no so much time consuming.

Given the large volume of content in my ID course, it seems difficult to integrate writing instruction. Yet if assignments intended to improve writing also allowed students to practice critical thinking, they would be valuable.

Many working professionals note the inadequacy of recent college graduates' writing. That observation plays a large role as to why I teach writing in my courses.

I am still learning and evolving my teaching in this area.

I would be willing to participate in small group training sessions; as a trainer, and for a stipend--a large one if during the summer.

I teach writing in all my classes and take it very seriously. I have interpreted the questions above as asking about my interest in taking workshops on writing. I don't think I need that. I'd be happy to consult for, advise, or co-teach workshops on writing, especially on how to use short assignments to get students to read, look (at examples) and prepare for class.

I use writing that is more like ENGL 202's than 15

I think that the survey is not geared toward faculty like me--I teach online, I am a trained writing instructor who has taught developmental, freshmen and advanced composition courses (although my inter-domain course is not in English), and I have taught writing workshops for faculty. My responses will definitely skew the data, I believe.

I really see the value in incorporating writing assignments. It is just very time consuming.

Keeping up with the grading is destroying my body.

many students in the sciences do not have much writing experience other than lab reports. i feel like I juggle between students in social sciences and humanities who do have a lot of experience. It makes it challenging teaching this aspect of the course.

Thanks for carrying out these efforts!

Just some clarification: I am a co-developer and co-instructor of our course -- not running it all alone. Writing is a comparatively minor component in our course, and most of the writing accompanies either multimedia projects or guided lab-type assignments; it is a place for the students to explain their processes in creating the works, what sources they referenced, provide a little reflection/critique, and so on.

My priority is teaching content. Students are required to take a freshan writing course taught by faculty who are trained to teach writing. The college needs to do a better job of emphasizing the value of developed writing skills and the writing faculty to get better results from their classes so that the rest of us can focus on having students apply their writing skills rather than having to keep teaching the basics. Students need to be incentivized to approach their writing assignments seriously.

I don't spend a lot of time talking about the longer, informal papers directly, but I do try to model my expectations for these larger papers by discussing specific examples from the short journal responses in class.

I have answered the questions for an interdomain course I have been teaching online that includes many discussions and a group project. I am teaching a second interdomain course for the first time this semester with 1-2 open-ended questions as assessments after every class and a project (with staged development) at the end of the class.

Is there anything else you'd like to tell us about writing in your Inter-Do...

It is critical, and I would love to learn more about how others are doing it.

Essential

Writing in my inter-domain course is primarily reflection journals and summaries of projects to gauge their process through the semester. These are graded assessments but are not strictly evaluated as formal writing, although I do use a rubric for grading and provide written feedback.

writing skills tend to be highly variable among students. They're doing a group project in this class, so that tends to even things out a little. And I know that the check-in points really help as well.

I am a graduate student who has taught on-line courses

i do not think I will be teaching it again

Different tools and approaches for different courses. I teach two N courses.

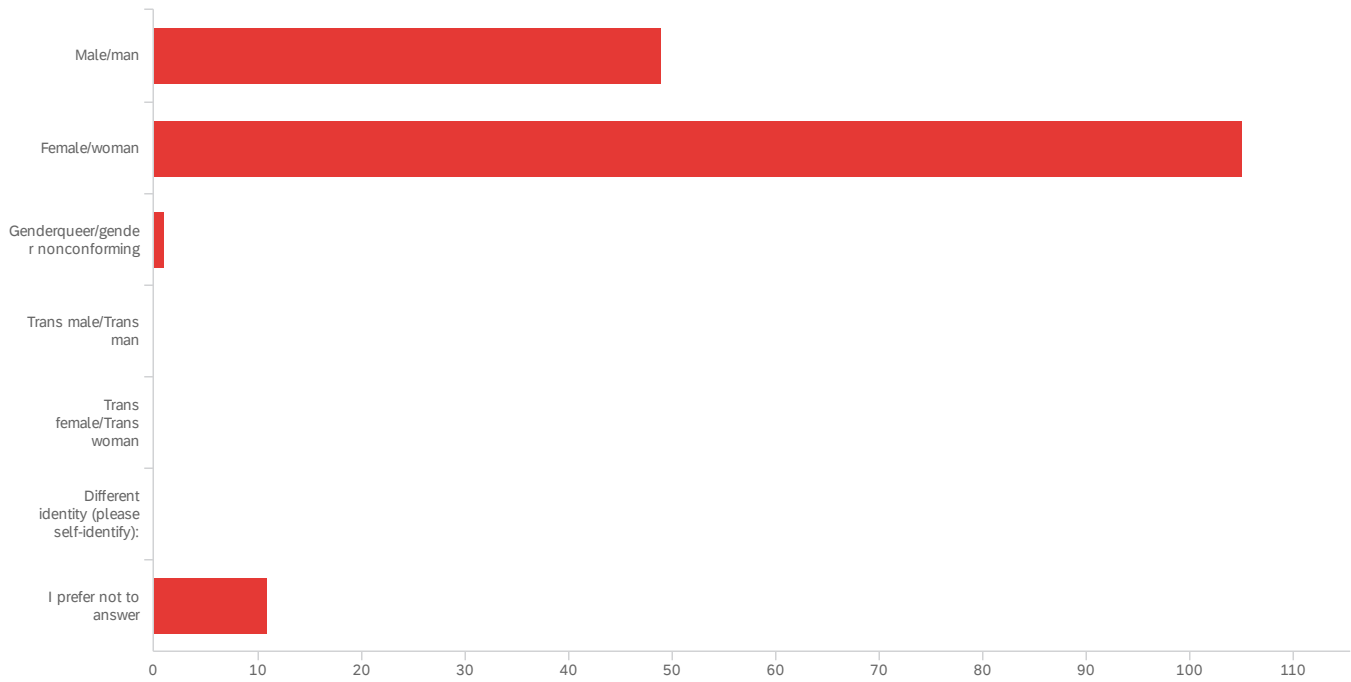
I am concerned with the lack of writing skills students do have

My class was too large (and had no TA) to do written assignments

My Inter-Domain course consisted mostly of freshman and sophomores so I felt it necessary to assume much of the writing instruction. Therefore I believe training for the faculty is very important.

I enjoy it. It is my favorite class to teach right now.

Q36 - What is your gender?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your gender? - Selected Choice	1.00	7.00	2.04	1.40	1.96	166

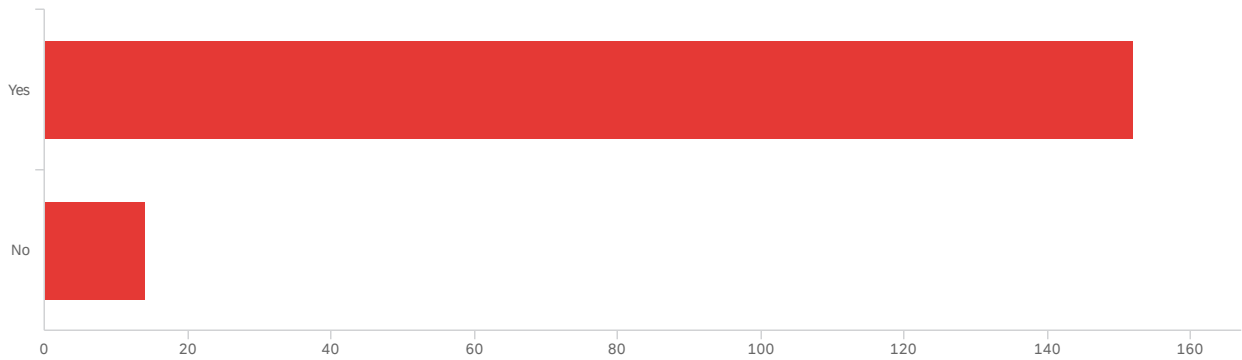
#	Field	Choice Count
1	Male/man	29.52% 49
2	Female/woman	63.25% 105
3	Genderqueer/gender nonconforming	0.60% 1
4	Trans male/Trans man	0.00% 0
5	Trans female/Trans woman	0.00% 0
6	Different identity (please self-identify):	0.00% 0
7	I prefer not to answer	6.63% 11
		166

Showing rows 1 - 8 of 8

Q5_6_TEXT - Different identity (please self-identify):

Different identity (please self-identify):

Q37 - Do you identify as a native English speaker?



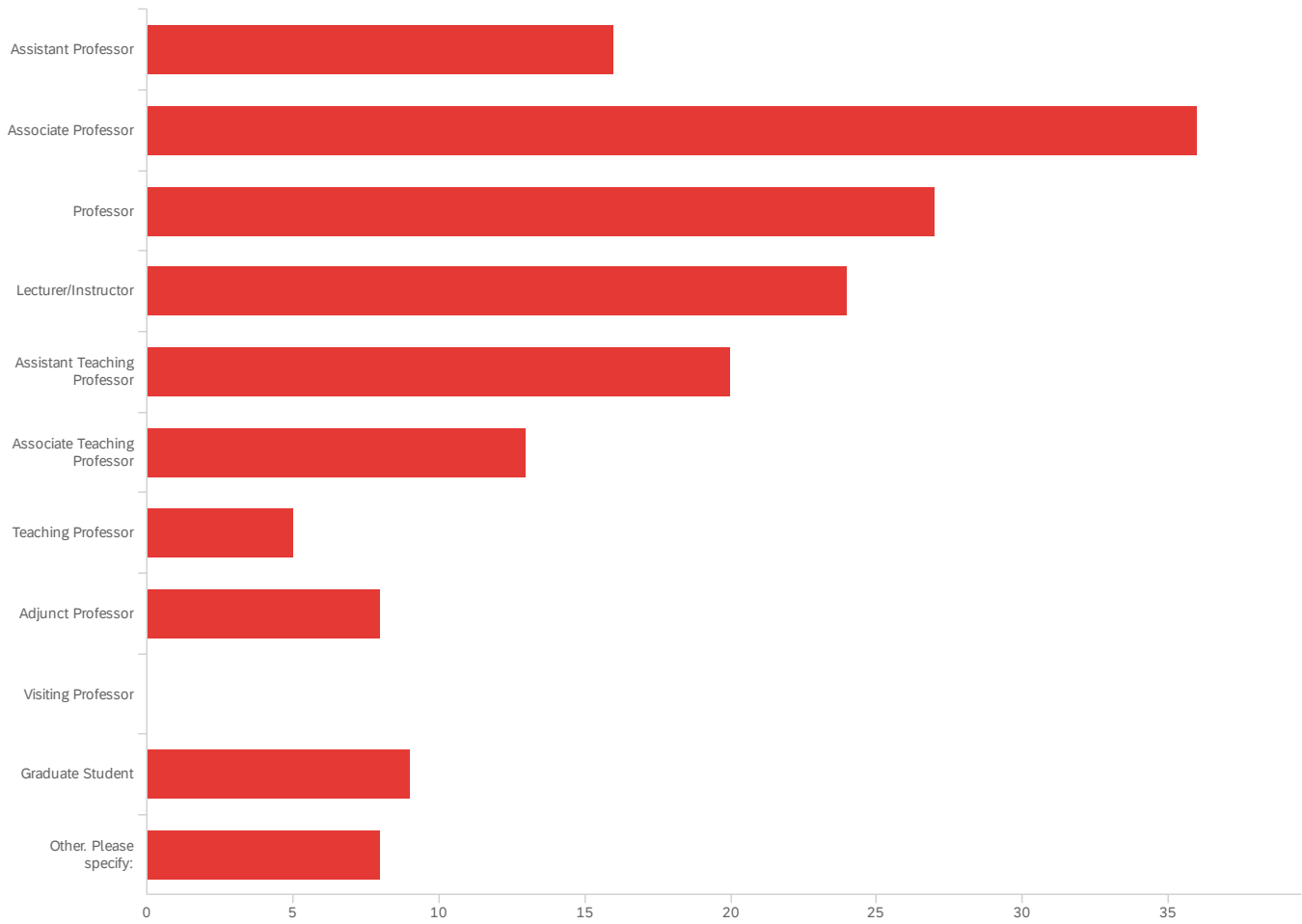
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you identify as a native English speaker?	1.00	2.00	1.08	0.28	0.08	166

#	Field	Choice Count
1	Yes	91.57% 152
2	No	8.43% 14

166

Showing rows 1 - 3 of 3

Q38 - What is your academic rank?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your academic rank? - Selected Choice	1.00	11.00	4.34	2.75	7.57	166

#	Field	Choice Count
1	Assistant Professor	9.64% 16
2	Associate Professor	21.69% 36
3	Professor	16.27% 27
4	Lecturer/Instructor	14.46% 24
5	Assistant Teaching Professor	12.05% 20
6	Associate Teaching Professor	7.83% 13

#	Field	Choice Count
7	Teaching Professor	3.01% 5
8	Adjunct Professor	4.82% 8
9	Visiting Professor	0.00% 0
10	Graduate Student	5.42% 9
11	Other. Please specify:	4.82% 8
		166

Showing rows 1 - 12 of 12

Q7_11_TEXT - Other. Please specify:

Other. Please specify:

Professor of Practice

I am an academic counselor teaching for the Morgan Academic Center. Maybe instructor is what I should be putting, but it isn't an official role.

post-doctoral fellow

Assistant Research Professor

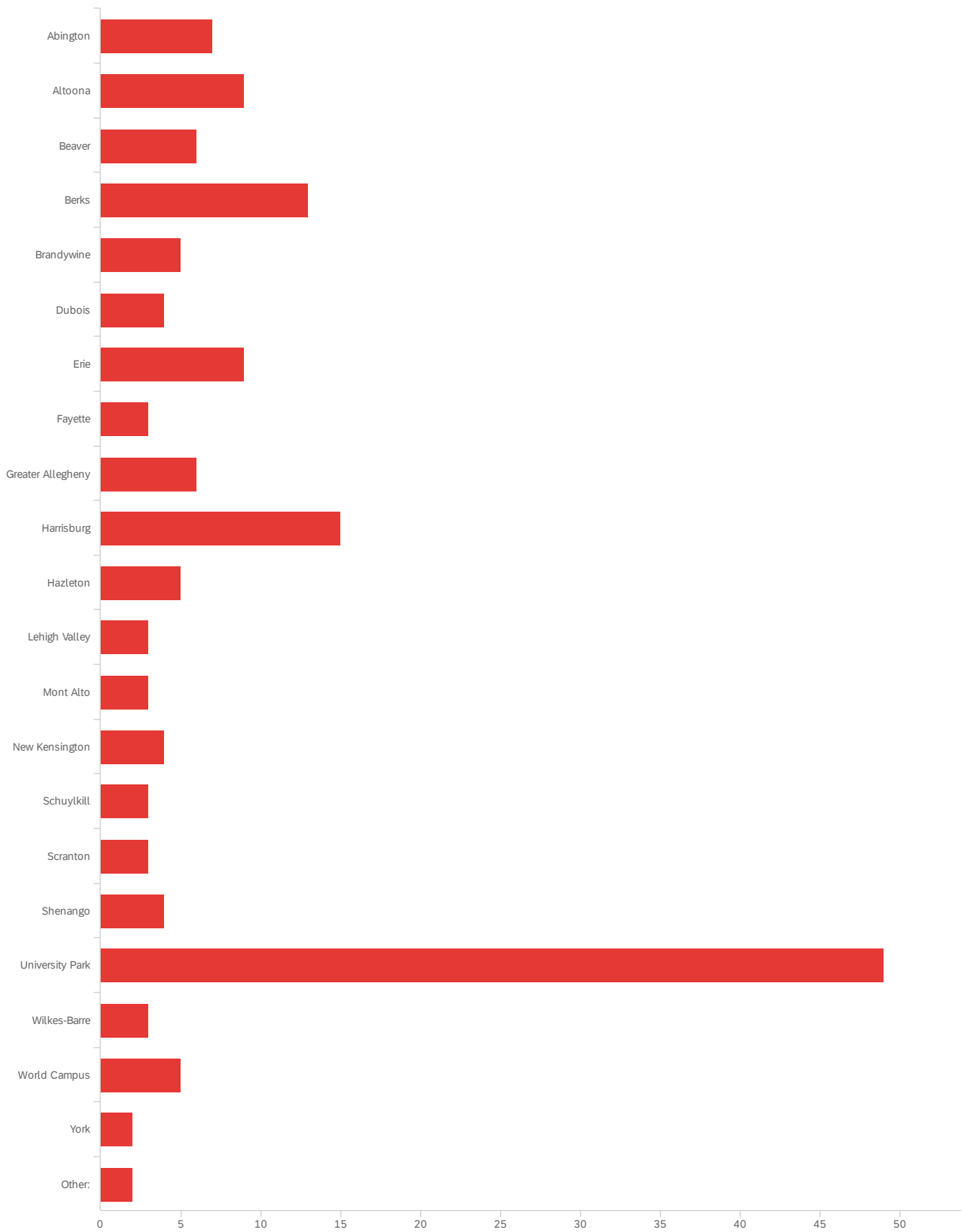
Postdoctoral Teaching Fellow

multimedia specialist (staff), working with other professor(s)

"Postdoctoral Teaching Fellow"

Adjunct lecturer

Q39 - At which campus you primarily teach?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	At which campus you primarily teach? - Selected Choice	1.00	22.00	11.70	6.37	40.60	163

#	Field	Choice Count
1	Abington	4.29% 7
2	Altoona	5.52% 9
3	Beaver	3.68% 6
4	Berks	7.98% 13
5	Brandywine	3.07% 5
6	Dubois	2.45% 4
7	Erie	5.52% 9
8	Fayette	1.84% 3
9	Greater Allegheny	3.68% 6
10	Harrisburg	9.20% 15
11	Hazleton	3.07% 5
12	Lehigh Valley	1.84% 3
13	Mont Alto	1.84% 3
14	New Kensington	2.45% 4
15	Schuylkill	1.84% 3
16	Scranton	1.84% 3
17	Shenango	2.45% 4
18	University Park	30.06% 49
19	Wilkes-Barre	1.84% 3
20	World Campus	3.07% 5
21	York	1.23% 2
22	Other:	1.23% 2

163

Showing rows 1 - 23 of 23

Q8_22_TEXT - Other:

Other:

World Campus

On-line courses available to multiple campuses, including World Campus

Q40 - In which departments, divisions, and/or programs you teach?

In which departments, divisions, and/or programs you teach?

Astronomy and Astrophysics

BSED; Anthropology

PLSC, GLIS

Philosophy, Classics and Ancient Mediterranean Studies

HASS

Department of Plant Science

Energy and Sustainability Policy

Fine Arts

HDFS

HDFS

Agricultural Education

Bioethics; CMLIT; ENGL

Psychology

LER

Humanities

Entomology

Music

arts and humanities

Communications

HASS

Geography

Philosophy

In which departments, divisions, and/or programs you teach?

Biology, Chemistry, Earth Science

American Studies, English, ESL

Humanities

Communication

Digit and Psychology

Sciences

CAS

Comp Lit Asian Studies

CAS

American Studies/Humanities

HDFS

HHD-BBH

English, Women's Studies

HDFS

English

Biology

Geography

WGSS, English

Arts and Humanities

Anthropology

PLSC, SODA, Law

Science- Biology

HDFS

English

In which departments, divisions, and/or programs you teach?

Biology

Theatre

WMNST and WC

CAS

biology

Psych, HD FS

GLIS

Arts and Humanities

CLA

Geography, biology

CAS, CC

Philosophy, Political Science

HDFS

Biology

English, Environmental Studies

Psych, Gen Ed, HASS

English, CAS, A&H

Psychology

Geography

Science

English, Comparative Literature

Biology, BMB, SC/CMLIT

Philosophy

Arts and Humanities

In which departments, divisions, and/or programs you teach?

Humanities

English

History

Criminal Justice, Biobehavioral Health

English, Women's Studies

Science

Human Development and Family Studies

English

EECE/English

School of Public Affairs (PLSC, PUBPL, & PADM)

CAS

CAMS, History

Sustainability

College of Liberal Arts, Comparative Literature

ENGL, CMLIT, HUM, INART

English

English, Humanities

HDFS

English, Education

Kinesiology

English

English

Biology

anthropology

In which departments, divisions, and/or programs you teach?

Chemistry, Science

English, Philosophy, Art History

Biochemistry and Molecular Biology, Eberly College of Science

cas

astronomy & astrophysics

H&SS

Communications

ENglish and Women's Studies

Geography

Geography

English

Biology / science

Geography

Criminal Justice

HDFS, PSYCH, SOC

English / Humanities

Communication, Humanities

English Rhetoric

Anthropology

SIA and como lit

Art History, World Campus

Biology and Environmental Studies

Education, Civic & Community Engagement

Geography

In which departments, divisions, and/or programs you teach?

Liberal Arts

mns

Department of Biology

English

Humanities

CAS

Communications

BSED

Biology

English

Energy and Mineral Engineering

Human Development and Family Studies

Geography

Humanities/Anthro

HDFS

Psychology; Women's, gender, and sexuality studies

Geosciences EMS

HDFS

Math, Sustainability

English

Psychology

Communication

Soc/Crim

This would identify me. Sorry.

In which departments, divisions, and/or programs you teach?

Business

Biology and BMB

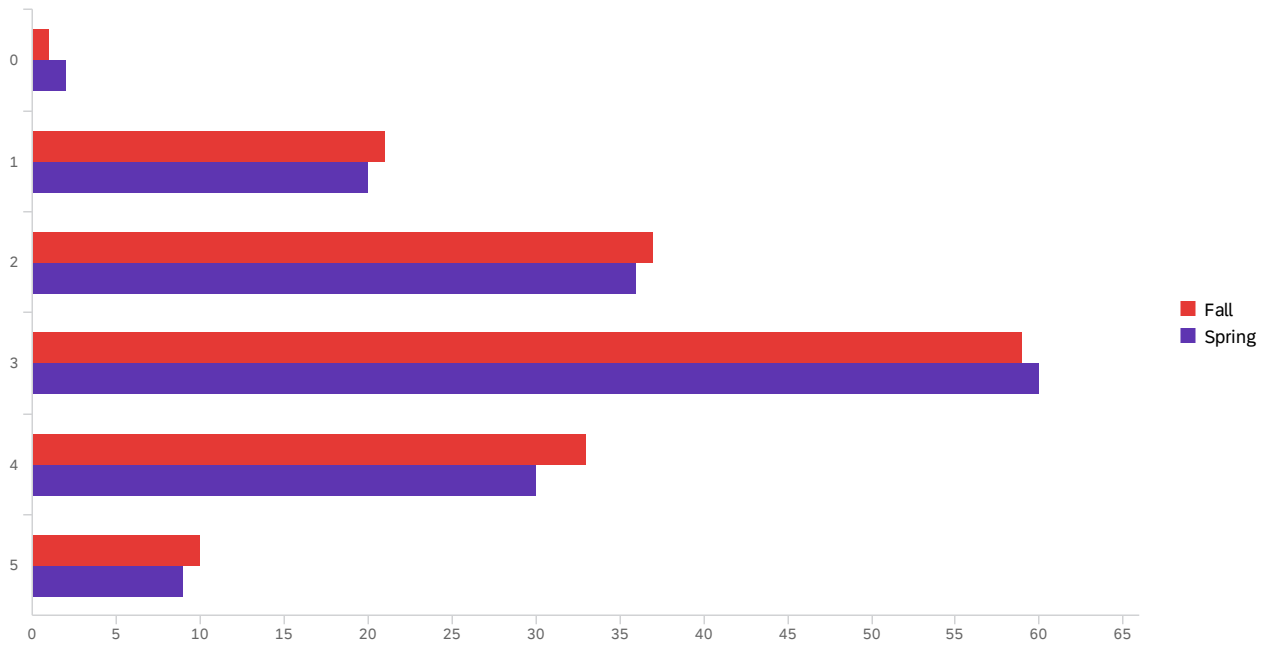
HASS / Communication Arts & Sciences

English, Comparative Lit.

Engineering

Science

Q41 - What is your typical course load per semester?

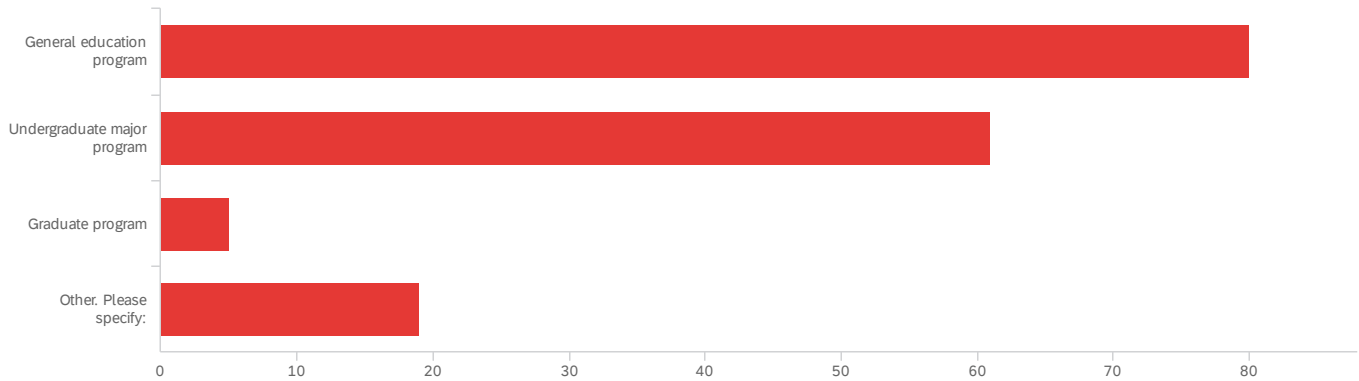


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Fall	1.00	6.00	3.82	1.11	1.23	161
2	Spring	1.00	6.00	3.78	1.11	1.23	157

#	Field	0	1	2	3	4	5	Total
1	Fall	0.62% 1	13.04% 21	22.98% 37	36.65% 59	20.50% 33	6.21% 10	161
2	Spring	1.27% 2	12.74% 20	22.93% 36	38.22% 60	19.11% 30	5.73% 9	157

Showing rows 1 - 2 of 2

Q42 - In which program do you teach the majority of your classes? If there is an equal number, check "other" and note the programs.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In which program do you teach the majority of your classes? If there is an equal number, check "other" and note the programs. - Selected Choice	1.00	4.00	1.78	0.96	0.93	165

#	Field	Choice Count
1	General education program	48.48% 80
2	Undergraduate major program	36.97% 61
3	Graduate program	3.03% 5
4	Other. Please specify:	11.52% 19

165

Showing rows 1 - 5 of 5

Q11_4_TEXT - Other. Please specify:

Other. Please specify:

Both Gen Ed and UG

equal undergrad and general education

Usually a mix of gen ed and undergrad major courses

Both gen ed and major

Other. Please specify:

Half gen-ed and half major

Gen Ed courses that are also required major courses

GenEd and UG major

HDFS Grad and Undergrad

Gen Ed & Major

I teach 1 gen-ed and 1 for majors lab-base courses each semester

gen ed / undergrad major

General education and undergraduate major

General Education and Undergraduate Major

i teach at all levels each year

Biol majors. Biol required for allied health (gen ed), science-appreciation (interdomain gen ed)

Corporate Communication major, honors program, and gen-ed

Gen Ed and undergrad major

Varies

End of Report