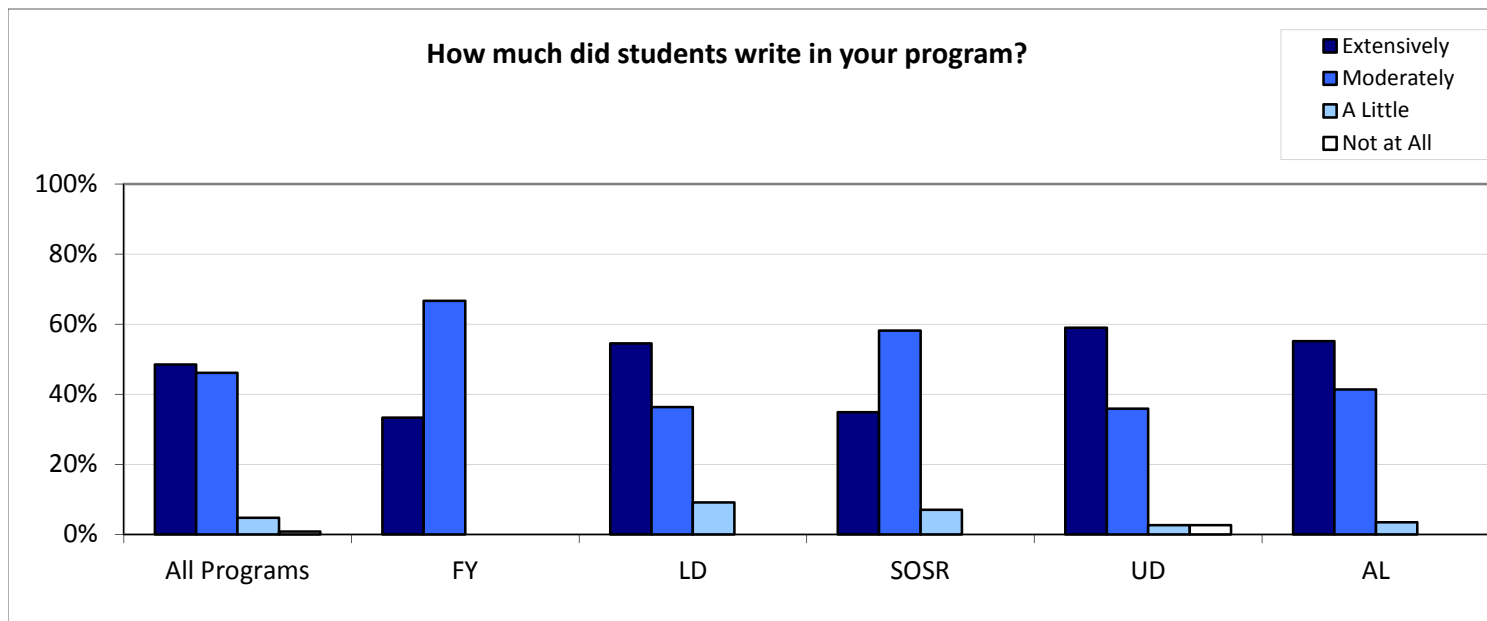


End-of-Program Review 2013-14
Writing in all Programs



	Extensively	Moderately	A Little	Not at All	Percent of Programs with any Writing	Programs with any Writing (N)	Programs responded (N)
All programs	48.4%	46.1%	4.7%	.8%	99.2%	127	128
First-year (FY only)	33.3%	66.7%	0.0%	0.0%	100.0%	5	5
Lower Division (LD) FY-SO	54.5%	36.4%	9.1%	0.0%	100.0%	11	11
All Level (AL) FR-SR	34.9%	58.1%	7.0%	0.0%	100.0%	43	43
Sophomore-Senior (SOSR)	59.0%	35.9%	2.6%	2.6%	97.4%	38	39
Upper Division (UD) JR-SR	55.2%	41.4%	3.4%	0.0%	100.0%	29	29

Note: Courses, contracts and internships were not asked to participate in the End-of-Program Review

Kinds of writing included in programs:

	All prgm	FY	LD	AL	SOSR	UD
Response writing (e.g. Response to text or film, preparation for seminar, reviews)	79.5%	66.7%	90.9%	86.0%	71.8%	75.9%
Essays (e.g. expository, integrative)	71.7%	83.3%	100.0%	60.5%	76.9%	65.5%
Research papers (e.g. case study, ethnography, final project paper)	63.8%	50.0%	72.7%	51.2%	66.7%	75.9%
Research process assignments (e.g. proposal, abstract, literature review, annotated bibliography)	50.4%	16.7%	63.6%	37.2%	48.7%	72.4%
Journals (e.g. field, lab, academic, reflective, blog)	52.0%	50.0%	63.6%	53.5%	53.8%	41.4%
Technical/Formal/Scientific writing (lab reports, legal briefs)	23.6%	50.0%	9.1%	18.6%	25.6%	27.6%
Creative writing (e.g. fiction, nonfiction, poetry)	26.8%	16.7%	54.5%	18.6%	33.3%	20.7%
Other	13.4%	16.7%	0.0%	9.3%	12.8%	24.1%

Explanation of other:

Program	Program Type	Explanation
Northwest Developments: Land Use, Economics and the Politics of Growth	AL	Policy briefing papers
Radio Practice and Politics	AL	Oral presentation outlines and scripts
Business Foundations	AL	Business plans
Caribbean Cultural Crossings	AL	Academic Statement
Cities, Sustainability and Foreign Policy	FY	Manifesto
A Sense of Wonder	SOSR	Journalistic writing
Sacred Intersections: The Arts of Medieval Christianity and Middle Islam	SOSR	Formal analysis of art and artist statements
Interrogating Emotions	SOSR	Blog posts online
Political Economy of Public Education: Contemporary Historical Realities	SOSR	Analytic writing
Clinical Psychology: The Scientist-Practitioner Model	SOSR	Academic Statement
The Authentic Self: Becoming an Instrument of	UD	Script writing for performance
Student-Originated Studies: Advanced Research in	UD	Prospectus
Undergraduate Research in the Humanities with G.	UD	Extensive research notes
Writing is a Social Act	UD	Creative nonfiction
Narrative Strategies	UD	Collaborative writing
Student-Originated Studies: Theory and Practice in	UD	Artist's statements, grant writing, resume
Asian/American: Pop Culture Crosscurrents	UD	All writing was posted to blogs

How much writing instruction was in the program?

Extensive	30.5%
Moderate	34.4%
A Little	33.6%
Not at All	1.6%

Modes of instruction in programs with some writing (N=127)

	All prgm	FY	LD	AL	SOSR	UD
Written guidelines	86.6%	100.0%	100.0%	83.7%	78.9%	93.1%
Pre-writing activities (e.g. brainstorming)	55.9%	33.3%	63.6%	53.5%	65.8%	48.3%
Workshops on aspects of the writing process	49.6%	16.7%	81.8%	41.9%	55.3%	48.3%
Share samples or models of assignments	58.3%	50.0%	72.7%	55.8%	60.5%	55.2%
Drafts with Revision(s)	72.4%	83.3%	81.8%	55.8%	84.2%	75.9%
Detailed faculty feedback	81.1%	83.3%	90.9%	65.1%	94.7%	82.8%
Peer Review	72.4%	83.3%	63.6%	67.4%	81.6%	69.0%
Tutors	11.8%	0.0%	45.5%	9.3%	7.9%	10.3%
Other	5.5%	0.0%	9.1%	2.3%	7.9%	6.9%

Explanation of other:

Program	Program Type	Explanation
Orissi Dance and Music of India	AL	Seminar discussions and round robins
Moving Towards Health	LD	How I write? Assume.
Political Economy of Public Education:	SOSR	Writing center
Entrepreneurship and Economic Development	SOSR	Seminars
Autobiography	SOSR	Intensive and extensive in-class writing
Healthy Inequity: Telling the Story and Changing it	UD	Some students did few prep for academic statement
Narrative Strategies	UD	In depth exercises, prompts