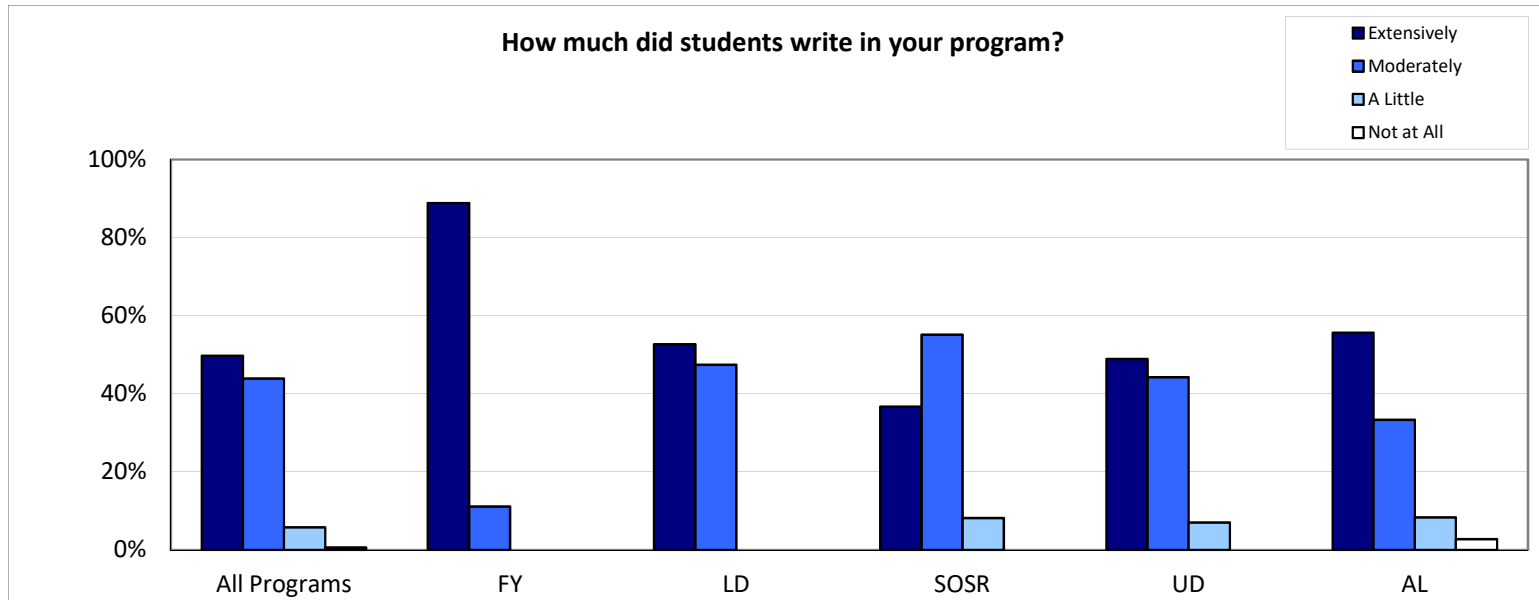


**End-of-Program Review 2016-17**  
**Writing in all Programs**



	Extensively	Moderately	A Little	Not at All	Percent of Programs with any Writing	Programs with any Writing (N)	Programs responded (N)
All programs	49.7%	43.9%	5.8%	0.6%	99.4%	155	156
First-year (FY only)	88.9%	11.1%	0.0%	0.0%	100.0%	9	9
Lower Division (LD) FY-SO	52.6%	47.4%	0.0%	0.0%	100.0%	19	19
All Level (AL) FR-SR	36.7%	55.1%	8.2%	0.0%	100.0%	49	49
Sophomore-Senior (SOSR)	48.8%	44.2%	7.0%	0.0%	100.0%	43	43
Upper Division (UD) JR-SR	55.6%	33.3%	8.3%	2.8%	97.2%	35	36

*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)	82.7%	100.0%	94.7%	91.8%	72.1%	72.2%
Essays (e.g. expository, integrative)	63.5%	100.0%	84.2%	59.2%	55.8%	58.3%
Research papers (e.g. case study, ethnography, final project paper)	59.6%	44.4%	47.4%	55.1%	62.8%	72.2%
Research process assignments (e.g. proposal, abstract, literature review, annotated bibliography)	51.9%	44.4%	36.8%	36.7%	62.8%	69.4%
Journals (e.g. field, lab, academic, reflective, blog)	51.9%	66.7%	47.4%	42.9%	58.1%	55.6%
Technical/Formal/Scientific writing (lab reports, legal briefs)	28.2%	11.1%	15.8%	28.6%	25.6%	41.7%
Creative writing (e.g. fiction, nonfiction, poetry)	34.6%	77.8%	36.8%	24.5%	32.6%	38.9%
Other	6.4%	0.0%	0.0%	6.1%	4.7%	13.9%

**Explanation of other kinds of writing:**

Program	Program Type	Explanation
Bridging Cultures	AL	Auto-ethnography
European Ethnobotany and Art	AL	Intellectual journals
Student-Originated Studies: Fantastic Resistances	AL	Depended entirely on individual student project.
Natural History and Storytelling: Observations and Representations	SOSR	Poetry
Transnational Feminisms	SOSR	Media Analysis Project
Art of Mexico	UD	Analysis of art
Community Connections - What Makes Communities Work (at Grays Harbor)	UD	Oral history writing. Location specific field observations. Also: research journals, documenting use of internet sources including use of digital archives.
Media Internship	UD	Academic statement
Plant Chemical Ecology: The Secret Life of Plants	UD	Popular science writing (blog posts)
The Fungal Kingdom	UD	[Faculty did not elaborate.]

**How much writing instruction was in the program?**

	<b>Extensively</b>	<b>Moderately</b>	<b>A Little</b>	<b>Not at All</b>	<b>Percent of Programs with any Writing</b>	<b>Programs with any Writing (N)</b>	<b>Programs responded (N)</b>
All programs	34.8%	28.4%	36.8%	0.0%	100.0%	155	155
First-year (FY only)	66.7%	22.2%	11.1%	0.0%	100.0%	9	9
Lower Division (LD) FY-SO	42.1%	26.3%	31.6%	0.0%	100.0%	19	19
All Level (AL) FR-SR	28.6%	30.6%	40.8%	0.0%	100.0%	49	49
Sophomore-Senior (SOSR)	27.9%	30.2%	41.9%	0.0%	100.0%	43	43
Upper Division (UD) JR-SR	40.0%	25.7%	34.3%	0.0%	100.0%	35	35

**Modes of instruction in programs with some writing (N=156)**

	<b>All prgm</b>	<b>FY</b>	<b>LD</b>	<b>AL</b>	<b>SOSR</b>	<b>UD</b>
Written guidelines	87.2%	100.0%	100.0%	87.8%	81.4%	83.3%
Pre-writing activities (e.g. brainstorming)	59.0%	77.8%	57.9%	57.1%	58.1%	58.3%
Workshops on aspects of the writing process	54.5%	88.9%	52.6%	55.1%	46.5%	55.6%
Share samples or models of assignments	56.4%	88.9%	52.6%	46.9%	60.5%	58.3%
Drafts with Revision(s)	67.3%	77.8%	63.2%	59.2%	69.8%	75.0%
Detailed faculty feedback	84.0%	100.0%	73.7%	83.7%	86.0%	83.3%
Peer Review	69.2%	88.9%	73.7%	67.3%	65.1%	69.4%
Tutors	9.6%	33.3%	10.5%	6.1%	4.7%	13.9%
Other	7.1%	11.1%	10.5%	6.1%	4.7%	8.3%

**Explanation of other modes of instruction:**

<b>Program</b>	<b>Program Type</b>	<b>Explanation</b>
Sustainability: Reimagining the Built Environment and the Written Word	AL	"Fish bowl" workshops to model
Words/Woods	AL	250-500 word peer review responses
China and Japan: Traditional and Contemporary "Silk Road"	AL	[Faculty did not elaborate.]
Words/Woods	FY	250-500 word peer review responses
Words/Woods	LD	250-500 word peer review responses
Illustrations of Character: A Literary and Philosophical Inquiry	LD	3-day writing retreat
Self and Story: Studies in Psychology, Literature, and Writing	SOSR	Intensive group writing session
Catastrophe: Community Resilience in the Face of Disaster	SOSR	[Faculty did not elaborate.]
Community Connections - What Makes Communities Work (at Grays Harbor)	UD	In-class worksheets
Create. Destroy. Repeat.	UD	Peer-to-peer instruction
What is She Saying?	UD	Peer-to-peer instruction