

CSUDH WI Policy Faculty Survey Fall 2018



Survey Results

- 156 respondents
- 150 completed surveys
- Hundreds of additional detailed comments
- The vast majority of respondents favor maintaining a WI graduation requirement

Comment Themes

- **Virtually all respondents indicated the importance of writing and sustained writing instruction across *all* of the years of a student's academic career**
- **Many faculty members expressed concern about the quality of student writing and the need for a WI requirement that can help address students' needs systematically**
- **Numerous comments indicated that a preferable model would require students to take a WI course in GE and a second upper division WI course in the major**
- **A number of respondents also expressed the need for more writing and writing instruction in nearly *all* courses—not just WI courses—in order to provide students with the skills and experience they need to become competent, successful disciplinary writers**

WI Course Requirement

- 57% favor 2-course WI requirement
- 31% favor more than 2 course WI requirement

Prerequisites to WI Courses

- Virtually all respondents (more than 90%) believe satisfaction of the lower division GE written communication requirement (ENG 110, ENG 112, or ENG 108-109) should be a prerequisite to WI courses

Lower Division WI Courses

- The majority of respondents (more than 70%) favor allowing lower division WI courses in the major with lesser requirements for the number of pages produced (65%)

WI Course Caps

- The vast majority of faculty (more than 97%) believe that WI courses with one instructor of record should be capped at no more than 25 students
- Even if WI instructors and students are supported by a GTA or embedded tutor, the majority of respondents (65%) still believe WI courses should be capped at no more than 25 students

Types & Number of Assignments

- Respondents indicated that many different assignments, genres, and modes of writing should “count” toward the total number of pages required in a WI course, with genres/types/modes of accepted writing tied to disciplinary conventions and expectations
- More than 93% of respondents agree that WI policy should allow multiple short writing assignments to be combined into a longer paper or project in WI designated courses

Feedback & Assessment

- More than 87% of respondents believe that instructor feedback and revision should be required on at least 50% of the total required pages produced in a WI course with at least one required rough draft per assignment
- The majority of respondents (81%) agreed that WI courses should require the use of a rubric to assess student writing

Portfolio Methodology

- More than 80% of respondents indicated they would be likely to use portfolio methodology in a WI course *if they received training in portfolio teaching*
- Conversely, more than 62% of respondents indicated they would be *unlikely* to use portfolio methodology in the absence of such training

Alternative Models

- Writing-Enriched Curriculum (WEC): Infuses significant, discipline-specific writing experiences in both lower- and upper division courses throughout the curriculum
- WI Requirement & Writing *Pedagogy*: Include more specific requirements or stipulations regarding the discipline-based *teaching* (versus assigning) of writing

