

Ryerson Faculty Survey on Student Writing

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Date Created: 4/14/2015 2:49:34 PM

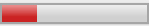
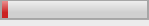
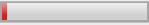
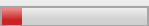

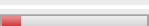
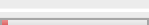
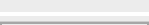

Date Range: 4/20/2015 12:00:00 AM - 10/31/2015 11:59:00 PM

Total Respondents: 122

Q1. Thank you for taking a few minutes to complete this survey from Student Learning Support. We're interested in knowing what your primary concerns are with student writing and how we can better work together to support student development in this area.

Count	Percent
0	Respondents

Q2. What kinds of writing are students in your classes expected to do? (Check all that apply)

Count	Respondent %	Response %	
72	59.02%	24.41%	 Traditional research essay
13	10.66%	4.41%	 Lab report
10	8.20%	3.39%	 Creative writing
42	34.43%	14.24%	 Personal Reflection
56	45.90%	18.98%	 Report
39	31.97%	13.22%	 Case study
12	9.84%	4.07%	 Blog
1	0.82%	0.34%	 Students are not expected to do any writing in my class
50	40.98%	16.95%	 Other (please specify)
122	Respondents		
295	Responses		

Q3. You provide opportunities for students to produce written work for the class that is not graded.



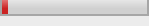
Count	Percent	
51	41.80%	 Yes
71	58.20%	 No
122	Respondents	

Q4. How do you teach writing in your class? (Check all that apply)				
Count	Respondent %	Response %		
70	57.38%	18.77%		Class discussion/lecture
72	59.02%	19.30%		Handouts/links to other resources
24	19.67%	6.43%		In labs or tutorials
94	77.05%	25.20%		With feedback on papers
57	46.72%	15.28%		In office hours
21	17.21%	5.63%		Peer review
20	16.39%	5.36%		Other (please specify)
15	12.30%	4.02%		I do not spend any time on the teaching of writing
122	Respondents			
373	Responses			


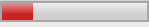
Q5. What are your primary concerns with student writing? (Check all that apply)				
Count	Respondent %	Response %		
103	84.43%	16.48%		Grammar/mechanics
85	69.67%	13.60%		Organization
97	79.51%	15.52%		Clarity/Coherence
79	64.75%	12.64%		Failure to follow assignment instructions
83	68.03%	13.28%		Lack of thoughtful analysis
76	62.30%	12.16%		Superficial use of source material
72	59.02%	11.52%		Incorrect citation/format style
30	24.59%	4.80%		Other (please specify)
122	Respondents			
625	Responses			

Q6. How important do you consider student writing development relative to other educational outcomes?			
Count	Percent		
0	0.00%		Not very important
12	9.84%		Somewhat important
110	90.16%		Very important
122	Respondents		

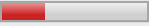
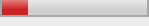
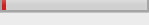
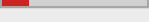
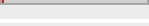

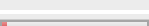
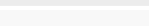
Q7. What best describes the way you (or your Teaching Assistants) provide feedback on student writing?

Count	Percent		
45	39.13%		I give regular feedback to students both during and at the completion of their writing projects
65	56.52%		I give summary feedback to students' work after it has been submitted for grading
5	4.35%		I only provide a grade on written work and offer little or no feedback about the writing
115	Respondents		

Q8. The quality of student writing is an item of discussion or concern in your department.

Count	Percent		
90	78.26%		Yes
25	21.74%		No
115	Respondents		

Q9. What challenges do you face in incorporating writing assignments in your classes? (Check all that apply)

Count	Respondent %	Response %		
76	66.09%	29.69%		Poor quality of student writing
46	40.00%	17.97%		Large enrollments
8	6.96%	3.13%		Unfamiliarity with how to design writing assignments or assess student writing
48	41.74%	18.75%		Large number of students whose first language is not English
4	3.48%	1.56%		Course material does not lend itself to writing assignments
42	36.52%	16.41%		Academic integrity concerns (plagiarism etc.)
23	20.00%	8.98%		Other (please specific)
9	7.83%	3.52%		I do not face any challenges with this.
115	Respondents			
256	Responses			

Q10. You refer students to Ryerson's Writing Support (formerly the Writing Centre) in the following ways: (Check all that apply)

Count	Respondent %	Response %		
66	57.39%	26.61%		You insert information about Student Learning Supports in the syllabus
57	49.57%	22.98%		You talk in class about the importance of attending Writing Support programs
33	28.70%	13.31%		You refer to Writing Support on assignment instructions
59	51.30%	23.79%		You refer to Writing Support in your feedback on student papers
2	1.74%	0.81%		You schedule in-class visits from Writing Support staff
2	1.74%	0.81%		You do not see the value of Writing Support so do not mention it
13	11.30%	5.24%		You had no idea Writing Support existed on campus
16	13.91%	6.45%		Other (please specify)
115	Respondents			
248	Responses			

Q11. Did you know that Student Learning Support staff can do a 10-15 minute orientation for you giving an overview to our programs?

Count	Percent		
34	29.57%		Yes
81	70.43%		No
115	Respondents		

Q12. Check the box if you would be interested in a consultation/training session on the following: (Check all that apply)

Count	Respondent %	Response %		
27	23.48%	15.34%		Effective design of writing assignments
28	24.35%	15.91%		How to provide effective feedback on student writing
25	21.74%	14.20%		How to incorporate a peer-review process in your class
38	33.04%	21.59%		An overview session of Student Learning Support programs
28	24.35%	15.91%		Other (please specify)
30	26.09%	17.05%		I am not interested.
115	Respondents			
176	Responses			

Q13. Would you be interested in booking an hour-long in-class presentation on the fundamentals of post-secondary writing for your students?

Count	Percent		
50	43.48%		Yes
65	56.52%		No
115	Respondents		

Q14. Would you be interested in getting help from Writing Support, for a fee, in the development of a more substantial, course-specific writing support program in your course?

Count	Percent		
9	7.83%		Yes
106	92.17%		No
115	Respondents		

Q15. If you have any other thoughts related to the development of Ryerson student writers, please add it here:

Count	Percent	
52	100.00%	
52	Respondents	