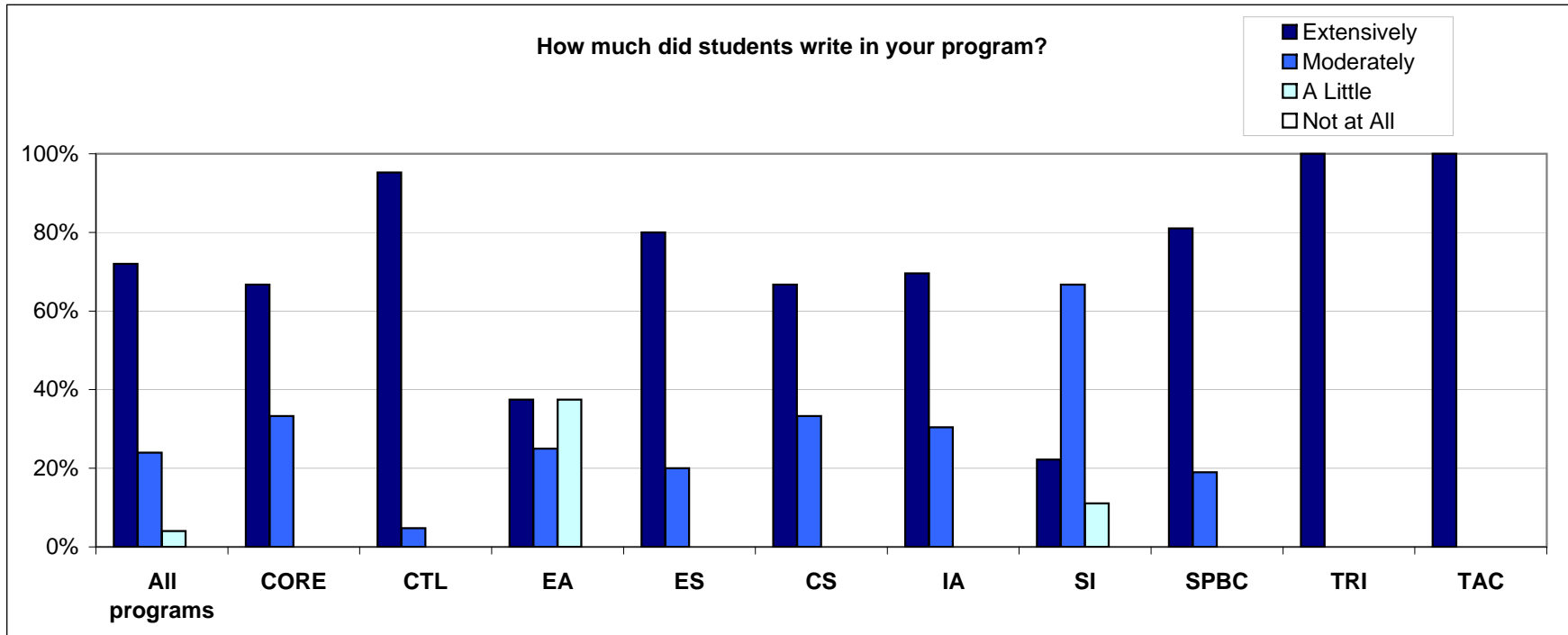


End-of-Program Review 2010-11

Writing in programs



	Extensively	Moderately	A Little	Not at All	Percent of Programs with any Writing	Programs with any Writing (N)	Programs responded (N)
All programs	72.0%	24.0%	4.0%	0.0%	100.0%	100	100
Core Programs (CORE)	66.7%	33.3%	0.0%	0.0%	100.0%	3	3
Culture, Text & Language (CTL)	95.2%	4.8%	0.0%	0.0%	100.0%	21	21
Expressive Arts (EA)	37.5%	25.0%	37.5%	0.0%	100.0%	8	8
Environmental Studies (ES)	80.0%	20.0%	0.0%	0.0%	100.0%	10	10
Consciousness Studies (CS)	66.7%	33.3%	0.0%	0.0%	100.0%	3	3
Inter-Area (IA)	69.6%	30.4%	0.0%	0.0%	100.0%	23	23
Scientific Inquiry (SI)	22.2%	66.7%	11.1%	0.0%	100.0%	9	9
Society, Politics, Behavior & Change (SPBC)	81.0%	19.0%	0.0%	0.0%	100.0%	21	21
Tribal: Reservation-based (TRI)	100.0%	0.0%	0.0%	0.0%	100.0%	1	1
Tacoma Program (TAC)	100.0%	0.0%	0.0%	0.0%	100.0%	1	1

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

Kinds of writing included in programs

Response writing (e.g. Response to text or film, preparation for seminar, reviews)	80.0%
Essays (e.g.expository, integrative)	74.0%
Research papers (e.g. case study,ethnography, final project paper)	64.0%
Research process assignments (e.g. proposal, abstract, literature review, annotated bibliography)	52.0%
Journals (e.g. field, lab, academic, reflective, blog)	46.0%
Technical/Formal/Scientific writing (lab reports, legal briefs)	22.0%
Creative writing (e.g. fiction, nonfiction, poetry)	24.0%
Other	17.0%

Explanation of other

Program	Explanation
Invasive Species: Plants and Patterns	Worksheets, Labs
The Voice of Reason: Persuasion as Performance	Speech Outlines, Questionnaires/Audience Analysis
The Spanish-Speaking World: Cultural Crossings	Spanish Compositions
Survey of Sociology	Seminar Reading Outlines
Multicultural Counseling	Process Papers
Turning Eastward: Explorations in East-West Psychology	Pre-seminar Papers
China Then and Now	Outline of Seminar Readings
Language Matters	Linguistic Analysis
Arts in New York	Individual Projects
Animal Behavior and Zoology	Field Notebooks
Death Considered	Essay Examinations
Law and Literature: Equality, Citizenship and Democracy	Discussion Forums, Self-reflection on Learning, Personal
Language and Power	Discourse Analysis Reports
SOS: Community Development	Comprehensive Synthesis Essay
With Liberty and Justice for Whom?	Art Therapy and Written Expression, White Papers, Position Papers, Art of Accurate Editing, Stand-alone advanced Expository Writing class
Leading in Turbulent Times	Analytical Memos
Reading as a Writer: Creative Nonfiction	Analysis of Writers' Craft

How much writing instruction was in the program? (N=100)

Extensive	31.0%
Moderate	37.0%
A Little	21.0%
Not at All	11.0%

Modes of instruction in programs with some writing instruction (N=100)

Written guidelines	89.0%
Pre-writing activities (e.g. brainstorming)	52.0%
Workshops on aspects of the writing process	46.0%
Share samples or models of assignments	52.0%
Drafts with Revision(s)	65.0%
Detailed faculty feedback	83.0%
Peer Review	62.0%
Tutors	12.0%
Other	5.0%

Program	Explanation
With Liberty and Justice for Whom?	Stand-alone advanced Expository Writing Class
Law and Literature: Equality, Citizenship and Arts in New York	Seminars on Student Papers
Russia and Eurasia: Empires and Enduring	Response to Works
Reading as a Writer: Creative Nonfiction	Peer review and tutors were optional but also used.
	Analysis of Writers' Craft