Survey of College Writing Programs

Description: The study presents data and commentary from 22 college writing programs including but not restricted to Purdue, the University of Nevada, Reno, Michigan State University, Lane Community College and many others.

The study imparts detailed data on program budgets, technology use, means of testing and performance evaluation, training programs for writing instructors, writing programs for faculty, rates of class attendance, use of portfolios, use of writing tutors, the role of ACT and the SAT and much more.

The report also gives detailed data on the composition of college writing faculty which is broken out by full time tenure track faculty, full time non-tenure track, graduate students and adjuncts. It also gives data on the student body in writing programs including the percentage of students who are immigrants, international students, or from economically disadvantaged backgrounds.

The study also looks at the level of satisfaction of college writing programs with various kinds of library services for writing programs, including special classrooms for writing programs, information literacy services, provision of course content reference materials and more.

Some of the report's many findings were that:

- In the private colleges sampled, 51.7% of writing classes were taught by full time tenure track faculty; in public colleges, 28.3%.

- 9.5% of the research university students in the writing programs sampled were seeing a tutor for writing; 17.2% for community college students.

- When asked about their library's performance in providing specially equipped library technology classrooms or other venues helpful in teaching writing, survey participants assigned the following grades: 13.64% A, 18.18% B, 31.82% C, 13.64% D, and 4.55% F.

- Two writing programs were cited multiple times for excellence by survey participants; they were: Duke University and the Community College of Baltimore County. Many others were mentioned once, including but not restricted to: Bard, Boston University, Salt Lake Community College, Appalachia State, California Polytechnic State University, Syracuse University, Grand Valley University, the University of Arizona, and the University of Denver.

Data in the report is broken out by size and type of college, by level of tuition and for public and private colleges.

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What resources -- conferences, websites, listservs, ezines, magazines, blogs, books, webinars, podcasts -- and other information resources have you found most helpful in your program? Please be specific; do not say just “webinars” or “books” but list specific organizations or titles.

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Beyond the issues listed above what are some of the other most commonly found writing problems in your student population?
What advice can you offer to your peers about the most effective ways to operate a writing program?

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