Executive Summary

In Spring 2010, the Faculty Senate reconvened the University Writing Committee (UWC) after several years of inactivity, and charged it with assessing writing instruction across campus and providing feedback regarding the future role of the committee.

Vision and Goals
Members of UNI's Writing Committee came to consensus regarding goals and a vision for a "culture of writing" at UNI. Our campus climate supports central premises that "teaching writing and learning to write are central to education and to the development of a literate citizenry" and that "writing development takes place over time as students encounter different contexts, tasks, audiences, and purposes."

Committee Actions
I. The committee sponsored a webinar series on writing instruction, which was attended by faculty from across campus.

II. The committee gathered data regarding faculty perceptions of writing instruction. This was to augment data collected from students via NSSE Writing Consortium and MAPP surveys. Main points revealed by the survey were 1) an intense interest in further development and support of teaching writing across all areas of UNI, 2) a high degree of reliance on assignments that display knowledge rather than those designed for writing instruction purposes, 3) teaching of writing that does not match LAC 1A outcomes, and 4) a decisive majority of faculty who perceive students deficient in most aspects of college writing, but a near-even split among faculty who perceive students proficient/not proficient in writing to meet the expectations of employers in their career fields.

Ongoing Committee Role
The committee sees value in its role as a cross-disciplinary faculty group that is able to foster collaboration and sharing of expertise related to the development of undergraduate writing skill. Action on the issues that appear to inhibit current efforts would involve collaboration across programs, disciplines, and administrative levels. Improved programs and instructional practices to enhance undergraduate writing will require the commitment of at least some additional resources.

Report to the Faculty Senate

Charge
On 8 February 2010, the Faculty Senate voted to convene the University Writing Committee (UWC) after several years of inactivity. The UWC is charged with two matters: 1) assessing writing instruction across campus, and 2) providing a plan, or at least initial feedback to the Faculty Senate.

Committee Actions
1. Discussions of Goals and Vision
In regular discussions, the Committee has attempted to understand a dauntingly complex and dynamic situation: the teaching of writing in a 21st century institution of higher education. National institutions such as the National Council of Teachers of English (NCTE), the Council of Writing Program Administrators (WPA), and the National Writing Project (NWP), as well as tenured and adjunct instructors of writing at UNI, take as a "central premise that teaching writing and learning to write are central to education and to the development of a literate citizenry" as well as that "writing development takes place over time as students encounter different contexts, tasks, audiences, and purposes" (NCTE, *Framework*, 2).

Initial discussions in Spring and Fall 2010 were held to determine the overall goal and vision of the Committee. We agreed that we serve to

- foster a culture of writing at UNI
- support University learning objectives with respect to writing

    These are, in no particular order, the ability to constructively assess the writing of oneself and one's peers, the ability to use the writing process as a tool to construct ideas and knowledge, and the ability to use writing to communicate meaning to others.

- identify barriers to a culture of writing and propose ways to overcome them
- support faculty in their aims to foster a culture of writing

    Potential activities discussed included such actions as making writing an official requirement as part of the capstone; sponsoring faculty development opportunities in areas of highest interest (using writing to meet instructional goals, managing the workload, etc.); and systematically sharing results of survey and other data pertinent to student writing.

- play a role as a data-gathering and analyzing body

With the completion of initial data gathering, goal-setting discussions resumed in Fall 2011 as the committee turned to the analysis of data gathered and the exploration of resources available to university writing programs and writing instruction.

2. Sponsored "Speaking about Composition" Webinars
The committee sponsored the "Speaking About Composition" webinar series in Spring 2011. The program had been developed by Pearson Higher Education and made available through its professional development series. Sessions included eight presentations from a group of nationally-recognized scholar-teachers in rhetoric and composition held over two days at the Rod Library. Faculty from across the university attended and the materials are archived at
http://www.pearsonhighered.com/speakingabout/comp/pastsessions_20101020.html.

3. Designed an Instrument to Determine the Campus Writing Climate
In Fall 2010, the University Writing Committee began discussing the possibility of constructing a survey after reviewing 2010 NSSE and MAPP data for UNI students. The Office of Academic Assessment coordinated the distribution of the NSSE and MAPP instruments. Some of the relevant questions asked of students attempted to reveal their perceptions regarding:

>   How much writing are we asking students to do? What kind?
>   What assistance and resources do students use?
>   How do students perceive their skills in writing?

Assessments such as NSSE and MAPP are problematic for two reasons: 1) it is difficult to abstract and universalize writing across institutions and 2) student self-perceptions notoriously underestimate the amount and value of writing in academic contexts. We therefore sought to add necessary context with a survey of faculty perceptions of the writing happening in their classrooms. If there is a general sense of dissatisfaction with student writing, as every member of the committee has heard anecdotally, what conditions help produce that dissatisfaction?

In many respects, then, the survey was designed to provide further dimensions to the student perception data gathered from the NSSE instrument. We have not attempted to draw any comparison between the surveys or attribute any cause/effect relationships. However, we do hope to illuminate some ways the divergent pieces of a complex puzzle connect. We now have at least two snapshots of writing instruction at UNI. From those snapshots we are able to start filling in the bigger picture, which reinforces some of the perceptions gleaned from NSSE and challenges others.

Because writing instruction hinges upon the processes of writing - the intellectual activities of writers at choice points within the experience of composing, rather than the isolated units of written products - we desired to ascertain the faculty's perceptions of classroom writing at UNI as they correspond to the same measures asked of students.

A survey was piloted in the College of Business Administration and then distributed to all faculty via Google Docs during Spring 2011. This survey yielded data from many disciplines, programs, colleges, and individual faculty and represents the most comprehensive look at how UNI faculty teach writing undertaken so far. (Full survey description and results are attached in **Appendix A.**)

The committee felt that several points revealed by the survey were particularly worthy of further discussion:

1. There is an intense interest in further development and support of teaching writing across all areas of UNI.

2. There is a high degree of reliance on assignments that display knowledge rather than those designed for writing instruction purposes.

3. Respondents indicated their teaching of writing did not match LAC 1A outcomes when it came to teaching the writing process.

4. While faculty rated student proficiency across several dimensions of writing as "minimally proficient," this changed to 49% "proficient" when the question asked about student ability to write "in a manner consistent with the expectations of employers in your field."

A comparison of the faculty and student perceptions is provided as **Appendix B.**

4. Exploration of On-going Committee Role
Over the past two years and informed by each of the activities undertaken, the University Writing Committee has discussed which role(s) it could best fill within the university. With the preparation of this report, the committee has undertaken an effort to summarize the issues that we see as important for the development of UNI students' writing capabilities. We have not taken the step of preparing formal recommendations to the UNI Faculty Senate. While we would hope that the Senate finds our efforts thus far to be worthwhile, we recognize that action on any of the issues discussed here would require an allocation of University resources that lies beyond the scope of a single faculty committee.

We are thus requesting that the Faculty Senate undertake such discussion and decision-making. We hope to continue our role to foster collaboration and the sharing of expertise related to the development of undergraduate writing abilities and knowledge, and we look forward to supporting the Senate and the Provost in their ongoing efforts to enhance the writing abilities of UNI graduates.

There are several issues that we think the University Writing Committee can help address in its role, if the Faculty Senate would recommend we do so. They are numbered below, but in no particular order

Issue #1: Students' abilities to effectively communicate within specific disciplines through writing requires both College-level expertise and coordination with the writing activities included in the Liberal Arts Core (LAC).

Issue #2: The university lacks a consistent set of learning objectives with respect to writing, either across disciplines at the time of graduation, at the transition from LAC to the Colleges, or within the LAC itself.

Issue #3: Meaningful change in the present curriculum or current classroom practices with respect to writing will require a commitment of attention and resources at the University level.

The Committee has recognized that action on any of these three issues involves collaboration across programs, disciplines, and administrative levels. While we are not intending to imply that we are the only available option, a cross-disciplinary faculty committee does offer a structure that can foster collaborative initiatives. Nor are we suggesting we should remain the only option. Because writing is a ubiquitous activity and different knowledge areas have different genres, conventions, styles, and ways of valuing meaning, we feel more collaboration should be encouraged.

As the committee further investigated best practices and resources related to writing instruction, it became apparent that the successful development of student writing often includes faculty activities that are not supported by current University practices. A short sampling of possible activities discussed by the committee illustrates:

- The WPA Consultant-Evaluator Program, which was recommended by LAC 1A Report, involves a self-assessment of current writing programs, campus visit, and (presumably) the adoption of recommended changes. While the committee could see great value in the process, UNI does not presently have a designated writing program faculty or staff with the resources to complete even the required self-study.

- A pilot attempt to articulate student Learning Objectives (SLO) across departments within a single College would allow faculty to begin the process of creating consistent (although not necessarily common) learning objectives for UNI graduates. A representative from each College sits on the committee, but none have the expertise or resources to engage in such an activity.

- A comparison of traditional LAC 1A writing instruction and Cornerstone outcomes would appear to be a key step in the University's ongoing effort to enhance writing of its students. Such collaboration would require coordination of two programs that are not administratively linked.

- Based on the success of the Iowa Writing Project, a similar faculty development series could focus on such topics as the mentoring of student writing, the benefits of writing instruction, as well as specific topic related to writing. However, the University has no unit specifically charged with the faculty development in any area of teaching, and ad hoc support for such a project would virtually insure that it would not be sustainable.

- The publication of the results of the committee's faculty survey would provide insights to UNI faculty, but without an institutional context to foster action, there is no way for faculty to share those insights or collaborate on meaningful solutions.

- Many successful writing programs at other institutions are supported with outside funding (e.g., Ford Foundation), but internal resources would be required to locate, plan for, and secure long-term external resources.

The committee makes no recommendation with regard to the viability or appropriateness of any of these specific activities. Rather, the point being made is that resources would be required to implement virtually any of the practices being used with success at other institutions. Further, even the careful investigation of options or the identification of potential funding sources would require an expenditure of resources beyond those of a faculty committee.

References
National Council of Teachers of English. (2011). *Framework for success in postsecondary writing*. http://wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf.

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Appendix A

Faculty Perceptions of Writing at UNI

Context and Rationale for Survey
The University Writing Committee began discussing the possibility of constructing a survey after reviewing 2010 NSSE and MAPP data for UNI students. The Office of Academic Assessment coordinated the distribution of the NSSE and MAPP instruments. Some of the major questions included the following:

> How much writing are we asking students to do? What kind?
> What assistance and resources do students use?
> How do students perceive their skills in writing?

Assessments such as NSSE and MAPP are problematic for two reasons: 1) it is difficult to abstract and universalize writing across institutions and 2) student self-perceptions notoriously underestimate the amount and value of writing in academic contexts. We therefore sought to add necessary context with a survey of faculty perceptions of the writing happening in their classrooms. If there is a general sense of dissatisfaction with student writing, as every member of the committee has heard anecdotally, what conditions help produce that dissatisfaction?

In many respects, then, the survey was designed to provide further dimensions to the student perception data gathered from the NSSE instrument. We have not attempted to draw any comparison between the surveys or attribute any cause/effect relationships. However, we do hope to illuminate some ways the divergent pieces of a complex puzzle connect. We now have at least two snapshots of writing instruction at UNI. From those snapshots we are able to start filling in the bigger picture, which reinforces some of the perceptions gleaned from NSSE and challenges others.

Fall, 2010: Faculty Survey Designed
Because we sought to validate our assumption that students underestimate the amount and value of writing in academic contexts, we created a survey to parallel the content of the NSSE student self-perception instrument. NSSE data suggested that many faculty rely on the "academic research paper," so a second goal was to verify the extent to which the research paper is the dominant assignment form. One goal, then, was to ascertain the faculty's perception of classroom-based writing at UNI along the same measures asked of students. In addition, we wanted to determine the faculty participants' level of satisfaction with student writing and the conditions that help produce satisfaction or dissatisfaction.

Deanne Gute, Director of the Writing Center drafted a survey using the Google Docs survey tool, which was taken back to the committee for revision. The group's discussion formed a consensus about what questions should be asked and how they should best be phrased.

The discussions also led to the decision to distribute the survey to faculty through their department heads.

Spring, 2011: Pilot and Survey Conducted
In order to gauge the effectiveness of the survey instrument, the Committee's College of Business Administration representative agreed to pilot the survey with that faculty. The CBA's Learning Assessment Review Committee (LARC) had already designated student writing as a targeted learning objective, and the expectation was that faculty participation in a survey would be easily obtained.

The instrument draft was reviewed by Matt Bunker, Assistant Professor of Marketing, who offered suggestions regarding the survey methodology, including a way to replace a generic response scale with specific percentages to better quantify to what degree participants' courses focus on writing. This revision shifted the focus of that question, which led to several additional revisions to other survey questions before distribution to the College of Business.

The pilot survey eventually yielded 31 responses (39% of the full and part-time faculty), with 26 coming from tenure/tenure track faculty. There were 17 responses to the optional comment opportunities.   The survey results were shared with the College LARC, generating some discussion about how questions had been interpreted. These responses were shared with the University Writing Committee, which resulted in the clarification of several items as well as the creation of additional items to explore issues that had been raised by the CBA faculty group.

Following the pilot survey, the Committee continued to revise the survey for clarity and best fit with its original and evolving goals. A more comprehensive list of "types of writing assignments you require in your classes" was created along with "strategies you use when assigning writing." A question was added to determine how various writing-related skills were connected to assignment grading.

Fall 2011 - Spring 2012: Discussion of Results and Recommendations
A total of 196 faculty and teaching staff completed the Faculty Writing Survey in Spring, 2011, with the following representation from colleges: College of Business Administration 48 (24.5%), College of Education 37 (18.9%), College of Humanities & Fine Arts 45 (23%), College of Natural Sciences 25 (12.8%), and College of Social & Behavioral Sciences 40 (20.4%), with one person not reporting a college affiliation. Of the respondents, 145 (74%) indicated they were tenured faculty, 31 (15.8%) non-tenured faculty, 15 (7.7%) adjunct instructors, 3 (1.5%) P & S staff with teaching duties, and 2 (1%) individuals who did not answer this question.

The committee feels that results from the survey, as summarized below, strongly support an ongoing University-wide writing effort. There were indisputable faculty requests for guidance in writing instruction as well as acknowledgment of the benefit of a discernible presence for writing interests.

Characteristics of Writing Assigned by Faculty
Across three of the five colleges, according to the faculty survey, the most common number of pages assigned to freshman and sophomore classes was 5-19 pages. CBA and CNS faculty both indicated the most common writing page requirement for freshmen and sophomores was fewer than 5 pages. Respondents from all five colleges indicated that for juniors, seniors, and graduate students, they typically assigned 20 or more pages of writing in their classes. This is consistent with what students report via NSSE, with length of assignments increasing as students progress through their years in college.

The top four types of assignments reported by respondents were research paper (n = 128), book/article summaries or reviews (n = 105), essay tests (n = 103), and reflections (n = 97). The most common instructional strategies used by respondents when assigning writing are lecturing about or discussing the content of the assignment (n = 154), offering written feedback about writing quality or including an evaluation rubric for the paper (n = 144), and providing a handout summarizing writing guidelines (n = 106). These questions are not asked in NSSE and are not measured by MAPP. These questions, then, are the first snapshot we have of university-wide writing instruction. The top three types of written assignments appear to require students to display knowledge transmitted to them rather than ask them to participate in making the knowledge along with a more learned guide. The pedagogical strategies reflect an assumption that the goal of the writing task is to display knowledge in some set and correct way.

Satisfaction with Students' Preparation & Proficiency in Writing
The mean score for the question, "how would you rate the degree to which the LAC prepares students for writing in the majors," with a scale of 1 (inadequate preparation) to 4 (excellent preparation), was 1.76, with respondents from all five colleges indicating a score ranging between 1.6 and 2.1. Scores were a little higher when asked how they would rate "the degree to which your department provides opportunities for students to learn the principles of effective writing in your discipline," with an overall mean of 2.6, on a scale of 1 (inadequate preparation) to 4 (excellent preparation). Scores ranged from 2.1 to 3.0 across colleges.

Faculty and teaching staff also indicated an overall satisfaction level with UNI students' level of writing proficiency as closer to the "not at all satisfied" end of the scale (1) than the "very satisfied" end (4), with an overall mean of 2.1, with a range across colleges of 1.9 to 2.2. Respondents were also asked to rate their students' proficiency in several area. One of the most telling queries was, "For seniors in your program, overall ability to write in a manner consistent with the expectations of employers," where the mean score across colleges was 2.4, between minimally proficient (2) and proficient (3). Scores ranged from 2.3 to 2.6 across colleges. As seen in question #9, all the other criteria for proficiency in writing were ranked lower than this one. It is clear that faculty and teaching staff perceptions of student writing is that it needs to be improved. The question is are faculty and teaching staff prepared to help develop student writing or do they need additional resources to learn to do this more effectively.

Requests for Guidance
Question #15 explicitly asked "in what areas would you be interested in receiving information and support." The top three answers, in order of choice, were as follows.

- Utilizing various forms of feedback when students write - 81 responses
- Managing the workload of incorporating additional writing in my courses - 80 responses
- Developing writing assignments to achieve particular instructional goals - 62 responses

In addition to the survey's Question #15, other questions also resulted in similar expressions of such interest. In several cases, responses indicated a palpable sense of isolation, insecurity, and outright anxiety from those faculty who wished to strengthen their curricula's writing components and pedagogical approaches. Some representative responses:

- "I feel like a lone wolf when it comes to encouraging students to write and there is very little positive encouragement from the leadership of the department in this area. In fact if students complain about writing assignments, faculty who require such work are viewed negatively in terms of evaluation. So, why bother, is the implication of this type of negative feedback."
- "In some instances, including writing assignments can be deleterious to your ability to receive merit or promotion --- students don't like writing assignments, and feel that the grading is much too subjective."
- "Also, some faculty do not feel that they have the skills needed to help students improve their writing. They do not consider themselves to be 'writing instructors.'"
- "A culture of scholarly expectations and support is needed [to support writing instruction across campus]."
- "I myself am guilty of assigning lots of writing but not really providing students with much guidance or training in how to accomplish it successfully."
- "Frankly, I don't know what most of my departmental colleagues are assigning [in terms of writing assignments]."
- "I am one of a small number of professors in our department that comment on students' writing, and take it into account in the grading rubrics."

Need for Administrative Support
Survey responses indicate that faculty would regard support for cultivating and facilitating writing interests as efficacious. Some representative responses:

- "There needs to be greater allocation of resources to LAC writing courses, and at the same time, coordination of writing in the business school with faculty in the LAC. It would be refreshing if LAC faculty and business faculty could meet periodically to look at strategies for improving writing across the business curriculum. However, my thought is that there are not enough faculty resources in the LAC for this to happen.

Yet, most business employers are adamant that they want to see writing improve for the students they are seeking to hire."

- "If faculty who are laboring to give writing assignments continue to go unrewarded for their efforts, we are sending a message ---- writing is not very important."
- "I believe that there should be much more writing in LAC courses. However, this would require more faculty to do what I do: spend evenings and weekends grading written work and spend days in student writing conferences. Many faculty teaching in the LAC prefer to have computer-graded, multiple-choice tests because that reduces the grading time to nothing."
- "I would like to see the UNI administrators put both money and support behind developing a fully articulated Writing in the Disciplines program."

Conclusions
The survey of faculty clearly shows that there is an interest among the faculty to teach writing though many faculty feel frustrated in their attempts to do so. The survey data also corroborates some implications made in the comments; because good writing pedagogy requires time, many faculty are reluctant or feel hampered in their attempts to teach writing. We also have a snapshot of writing instruction that is consistent with the student snapshot gleaned from NSSE. However, the faculty perspectives reveal more about how the writing instruction happens. While we do not claim a cause and effect relationship at this aggregate level of data, we are concerned with the strong reliance on writing for evaluation and display of knowledge.

There are, of course, many questions that remain unanswered and areas that are yet to be explored. However, we feel the data here represents a valid starting point for a discussion about teaching writing at the University of Northern Iowa.

Fall 2011 - Spring 2012: Survey Results

1. In what college do you teach?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	College of Business Administration	48	24.5	24.6	24.6
	College of Education	37	18.9	19.0	43.6
	College of Natural Sciences	25	12.8	12.8	56.4
	College of Humanities & Fine Arts	45	23.0	23.1	79.5
	College of Social & Behavioral Sciences	40	20.4	20.5	100.0
	Total	195	99.5	100.0	
Missing	System	1	.5		
Total		196	100.0		

3. What is your position at UNI?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tenured faculty	145	74.0	74.7	74.7
	Non-tenured faculty	31	15.8	16.0	90.7
	Adjunct instructor	15	7.7	7.7	98.5
	P & S staff with teaching duties	3	1.5	1.5	100.0
	Total	194	99.0	100.0	
Missing	System	2	1.0		
Total		196	100.0		

1. In what college do you teach? * 4. Freshman classes pages of writing Crosstabulation

Count

		4. Freshman classes pages of writing			Total
		Fewer than 5 pages	5-19 pages	20 or more pages	
1. In what college do you teach?					
	College of Business Administration	5	1	0	6
	College of Education	1	4	4	9
	College of Natural Sciences	11	5	3	19
	College of Humanities & Fine Arts	5	18	8	31
	College of Social & Behavioral Sciences	8	15	5	28
Total		30	43	20	93

1. In what college do you teach? * 4. Sophomore classes pages of writing Crosstabulation

Count

		4. Sophomore classes pages of writing			Total
		Fewer than 5 pages	5-19 pages	20 or more pages	
1. In what college do you teach?					
	College of Business Administration	4	0	1	5
	College of Education	1	7	5	13
	College of Natural Sciences	8	1	7	16
	College of Humanities & Fine Arts	4	21	7	32
	College of Social & Behavioral Sciences	5	13	7	25
Total		22	42	27	91

1. In what college do you teach? * 4. Junior classes pages of writing Crosstabulation

Count

		4. Junior classes pages of writing			Total
		Fewer than 5 pages	5-19 pages	20 or more pages	
1. In what college do you teach?					
	College of Business Administration	1	5	7	13
	College of Education	0	11	12	23
	College of Natural Sciences	1	7	9	17
	College of Humanities & Fine Arts	0	17	26	43
	College of Social & Behavioral Sciences	2	12	20	34
Total		4	52	74	130

1. In what college do you teach? * 4. Senior classes pages of writing Crosstabulation

Count

		4. Senior classes pages of writing			Total
		Fewer than 5 pages	5-19 pages	20 or more pages	
1. In what college do you teach?					
	College of Business Administration	0	7	8	15
	College of Education	0	8	9	17
	College of Natural Sciences	1	6	12	19
	College of Humanities & Fine Arts	0	15	25	40
	College of Social & Behavioral Sciences	1	11	24	36
Total		2	47	78	127

1. In what college do you teach? * 4. Graduate classes pages of writing Crosstabulation

Count

		4. Graduate classes pages of writing			Total
		Fewer than 5 pages	5-19 pages	20 or more pages	
1. In what college do you teach?					
	College of Business Administration	0	2	4	6
	College of Education	0	4	18	22
	College of Natural Sciences	2	4	10	16
	College of Humanities & Fine Arts	0	4	22	26
	College of Social & Behavioral Sciences	0	5	22	22
Total		2	19	76	97

1. In what college do you teach? * 5. Graded writing assignments - LAC Crosstabulation

Count

		5. Graded writing assignments - LAC				Total
		Never	2.00	3.00	Weekly	
1. In what college do you teach?						
	College of Business Administration	2	0	0	0	2
	College of Education	0	4	1	2	7
	College of Natural Sciences	2	7	4	2	15
	College of Humanities & Fine Arts	0	16	12	5	33
	College of Social & Behavioral Sciences	4	13	6	4	27
Total		8	40	23	13	84

1. In what college do you teach? * 5. Graded writing assignments - Undergrad major classes Crosstabulation

Count

		5. Graded writing assignments - Undergrad major classes				Total
		Never	2.00	3.00	Weekly	
1. In what college do you teach?						
	College of Business Administration	5	19	17	2	43
	College of Education	1	7	16	6	30
	College of Natural Sciences	3	3	10	7	23
	College of Humanities & Fine Arts	1	8	18	12	39
	College of Social & Behavioral Sciences	0	8	24	5	37
Total		10	45	85	32	172

1. In what college do you teach? * 5. Graded writing assignments - Graduate courses Crosstabulation

Count

		5. Graded writing assignments - Graduate courses				Total
		Never	2.00	3.00	Weekly	
1. In what college do you teach?						
	College of Business Administration	2	9	6	3	20
	College of Education	0	3	16	6	25
	College of Natural Sciences	0	7	4	2	13
	College of Humanities & Fine Arts	1	3	10	9	23
	College of Social & Behavioral Sciences	0	4	16	5	25
Total		3	26	52	25	106

1. In what college do you teach? * 6. Ungraded writing - LAC Crosstabulation

Count

		6. Ungraded writing - LAC				Total
		Never	2.00	3.00	Weekly	
1. In what college do you teach?						
	College of Business Administration	1	0	0	1	2
	College of Education	1	3	0	3	7
	College of Natural Sciences	10	3	1	2	16
	College of Humanities & Fine Arts	5	10	8	10	33
	College of Social & Behavioral Sciences	11	6	5	4	26
Total		28	22	14	20	84

1. In what college do you teach? * 6. Ungraded writing - Undergrad major classes Crosstabulation

Count

		6. Ungraded writing - Undergrad major classes				Total
		Never	2.00	3.00	Weekly	
1. In what college do you teach?						
	College of Business Administration	19	17	1	2	39
	College of Education	4	11	6	10	31
	College of Natural Sciences	12	6	1	4	23
	College of Humanities & Fine Arts	6	15	8	10	39
	College of Social & Behavioral Sciences	13	14	5	4	36
Total		54	63	21	30	168

1. In what college do you teach? * 6. Ungraded writing - Graduate courses Crosstabulation

Count

		6. Ungraded writing - Graduate courses				Total
		Never	2.00	3.00	Weekly	
1. In what college do you teach?						
	College of Business Administration	11	3	1	2	17
	College of Education	2	10	4	10	26
	College of Natural Sciences	7	3	0	3	13
	College of Humanities & Fine Arts	3	6	7	7	23
	College of Social & Behavioral Sciences	9	8	7	2	26
Total		32	30	19	24	105

Report

1. In what college do you teach?		5. Graded writing assignments - LAC	5. Graded writing assignments - Undergrad major classes	5. Graded writing assignments - Graduate courses	6. Ungraded writing - LAC	6. Ungraded writing - Undergrad major classes	6. Ungraded writing - Graduate courses
College of Business Administration	Mean	1.0000	2.3721	2.5000	2.5000	1.6410	1.6471
	N	2	43	20	2	39	17
	Std. Deviation	.00000	.75666	.88852	2.12132	.77755	1.05719
College of Education	Mean	2.7143	2.9000	3.1200	2.7143	2.7097	2.8462
	N	7	30	25	7	31	26
	Std. Deviation	.95119	.75886	.60000	1.25357	1.07062	1.04661

College of Natural Sciences	Mean	2.4000	2.9130	2.6154	1.6875	1.8696	1.9231
	N	15	23	13	16	23	13
	Std. Deviation	.91026	.99604	.76795	1.07819	1.14035	1.25576
College of Humanities & Fine Arts	Mean	2.6667	3.0513	3.1739	2.6970	2.5641	2.7826
	N	33	39	23	33	39	23
	Std. Deviation	.73598	.79302	.83406	1.07485	1.04617	1.04257
College of Social & Behavioral Sciences	Mean	2.3704	2.9189	3.0400	2.0769	2.0000	2.0769
	N	27	37	25	26	36	26
	Std. Deviation	.92604	.59528	.61101	1.12865	.98561	.97665
Total	Mean	2.4881	2.8081	2.9340	2.3095	2.1607	2.3333
	N	84	172	106	84	168	105
	Std. Deviation	.87114	.80448	.77175	1.17172	1.06849	1.14074

1. In what college do you teach? * 7. Types of writing - Research papers Crosstabulation

Count

		7. Types of writing - Research papers	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	29	29
	College of Education	19	19
	College of Natural Sciences	19	19
	College of Humanities & Fine Arts	31	31
	College of Social & Behavioral Sciences	30	30
Total		128	128

1. In what college do you teach? * 7. Types of writing - Book/article summaries or reviews Crosstabulation

Count

		7. Types of writing - Book/article summaries or reviews	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	18	18
	College of Education	21	21
	College of Natural Sciences	10	10
	College of Humanities & Fine Arts	30	30
	College of Social & Behavioral Sciences	26	26
Total		105	105

1. In what college do you teach? * 7. Types of writing - Problem analyses Crosstabulation

Count

		7. Types of writing - Problem analyses	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	17	17
	College of Education	10	10
	College of Natural Sciences	9	9
	College of Humanities & Fine Arts	12	12
	College of Social & Behavioral Sciences	15	15
Total		63	63

1. In what college do you teach? * 7. Types of writing - Case studies Crosstabulation

Count

		7. Types of writing - Case studies	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	19	19
	College of Education	20	20
	College of Natural Sciences	4	4
	College of Humanities & Fine Arts	10	10
	College of Social & Behavioral Sciences	9	9
Total		62	62

1. In what college do you teach? * 7. Types of writing - Reflections Crosstabulation

Count

		7. Types of writing - Reflections	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	9	9
	College of Education	22	22
	College of Natural Sciences	11	11
	College of Humanities & Fine Arts	32	32
	College of Social & Behavioral Sciences	23	23
Total		97	97

1. In what college do you teach? * 7. Types of writing - Argument essays Crosstabulation

Count

		7. Types of writing - Argument essays	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	11	11
	College of Education	7	7
	College of Natural Sciences	4	4
	College of Humanities & Fine Arts	16	16
	College of Social & Behavioral Sciences	21	21
Total		59	59

1. In what college do you teach? * 7. Types of writing - Personal essays Crosstabulation

Count

		7. Types of writing - Personal essays	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	1	1
	College of Education	11	11
	College of Natural Sciences	1	1
	College of Humanities & Fine Arts	18	18
	College of Social & Behavioral Sciences	3	3
Total		34	34

1. In what college do you teach? * 7. Types of writing - Journals or blogs Crosstabulation

Count

		7. Types of writing - Journals or blogs	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	1	1
	College of Education	16	16
	College of Natural Sciences	5	5
	College of Humanities & Fine Arts	16	16
	College of Social & Behavioral Sciences	10	10
Total		48	48

1. In what college do you teach? * 7. Types of writing - Proposals Crosstabulation

Count

		7. Types of writing - Proposals	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	7	7
	College of Education	9	9
	College of Natural Sciences	7	7
	College of Humanities & Fine Arts	6	6
	College of Social & Behavioral Sciences	13	13
Total		42	42

1. In what college do you teach? * 7. Types of writing - Essay tests Crosstabulation

Count

		7. Types of writing - Essay tests	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	23	23
	College of Education	13	13
	College of Natural Sciences	9	9
	College of Humanities & Fine Arts	28	28
	College of Social & Behavioral Sciences	30	30
Total		103	103

1. In what college do you teach? * 7. Types of writing - Lab reports Crosstabulation

Count

		7. Types of writing - Lab reports	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	1	1
	College of Education	3	3
	College of Natural Sciences	18	18
	College of Humanities & Fine Arts	2	2
	College of Social & Behavioral Sciences	1	1
Total		25	25

1. In what college do you teach? * 7. Types of writing - Personal statements/resumes Crosstabulation

Count

		7. Types of writing - Personal statements/resumes	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	5	5
	College of Education	4	4
	College of Natural Sciences	2	2
	College of Humanities & Fine Arts	3	3
	College of Social & Behavioral Sciences	5	5
Total		19	19

1. In what college do you teach? * 7. Types of writing - Annotated bibliographies Crosstabulation

Count

		7. Types of writing - Annotated bibliographies	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	3	3
	College of Education	9	9
	College of Natural Sciences	2	2
	College of Humanities & Fine Arts	20	20
	College of Social & Behavioral Sciences	10	10
Total		44	44

1. In what college do you teach? * 7. Types of writing - Presentation handouts Crosstabulation

Count

		7. Types of writing - Presentation handouts	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	12	12
	College of Education	18	18
	College of Natural Sciences	2	2
	College of Humanities & Fine Arts	14	14
	College of Social & Behavioral Sciences	9	9
Total		55	55

1. In what college do you teach? * 7. Types of writing - Teacher work samples Crosstabulation

Count

		7. Types of writing - Teacher work samples	Total
		checked	
1. In what college do you teach?			
	College of Education	9	9
	College of Natural Sciences	2	2
	College of Humanities & Fine Arts	4	4
Total		15	15

1. In what college do you teach? * 8. Writing strategies - Explanation through lectures Crosstabulation
[NOTE: This was one of the answer possibilities on the pilot test of the survey, but NOT on the actual survey used for the whole campus.]

Count

		8. Writing strategies - Explanation through lectures	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	21	21
Total		21	21

1. In what college do you teach? * 8. Writing strategies - Lecture about or discuss the writing process Crosstabulation

Count

		8. Writing strategies - Lecture about or discuss the writing process	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	8	8
	College of Education	13	13
	College of Natural Sciences	9	9
	College of Humanities & Fine Arts	31	31
	College of Social & Behavioral Sciences	19	19
Total		80	80

1. In what college do you teach? * 8. Writing strategies - Lecture about or discuss qualities of good writing Crosstabulation

Count

		8. Writing strategies - Lecture about or discuss qualities of good writing	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	7	7
	College of Education	16	16
	College of Natural Sciences	15	15
	College of Humanities & Fine Arts	30	30
	College of Social & Behavioral Sciences	19	19
Total		87	87

1. In what college do you teach? * 8. Writing strategies - Provide a handout summarizing writing guidelines Crosstabulation

Count

		8. Writing strategies - Provide a handout summarizing writing guidelines	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	13	13
	College of Education	21	21
	College of Natural Sciences	13	13
	College of Humanities & Fine Arts	33	33
	College of Social & Behavioral Sciences	26	26
Total		106	106

1. In what college do you teach? * 8. Writing strategies - Lecture about or discuss the content of the assignment Crosstabulation

Count

		8. Writing strategies - Lecture about or discuss the content of the assignment	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	38	38
	College of Education	24	24
	College of Natural Sciences	22	22
	College of Humanities & Fine Arts	37	37
	College of Social & Behavioral Sciences	33	33
Total		154	154

1. In what college do you teach? * 8. Writing strategies - Show examples of successful or unsuccessful papers Crosstabulation

Count

		8. Writing strategies - Show examples of successful or unsuccessful papers	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	24	24
	College of Education	16	16
	College of Natural Sciences	11	11
	College of Humanities & Fine Arts	26	26
	College of Social & Behavioral Sciences	17	17
Total		94	94

1. In what college do you teach? * 8. Writing strategies - Use class time for peer critique of rough drafts Crosstabulation

Count

		8. Writing strategies - Use class time for peer critique of rough drafts	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	7	7
	College of Education	9	9
	College of Natural Sciences	2	2
	College of Humanities & Fine Arts	20	20
	College of Social & Behavioral Sciences	8	8
Total		46	46

1. In what college do you teach? * 8. Writing strategies - Lecture about or discuss the document genre/format Crosstabulation

Count

		8. Writing strategies - Lecture about or discuss the document genre/format	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	9	9
	College of Education	14	14
	College of Natural Sciences	11	11
	College of Humanities & Fine Arts	28	28
	College of Social & Behavioral Sciences	17	17
Total		79	79

1. In what college do you teach? * 8. Writing strategies - Allow revisions based on peer or instructor feedback before the paper is graded Crosstabulation

Count

		8. Writing strategies - Allow revisions based on peer or instructor feedback before the paper is graded	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	21	21
	College of Education	19	19
	College of Natural Sciences	8	8
	College of Humanities & Fine Arts	27	27
	College of Social & Behavioral Sciences	20	20
Total		95	95

1. In what college do you teach? * 8. Writing strategies - Allow revisions based on instructor feedback after the paper is graded Crosstabulation

Count

		8. Writing strategies - Allow revisions based on instructor feedback after the paper is graded	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	16	16
	College of Education	16	16
	College of Natural Sciences	7	7
	College of Humanities & Fine Arts	23	23
	College of Social & Behavioral Sciences	11	11
Total		73	73

1. In what college do you teach? * 8. Writing strategies - Hold writing conferences with students outside of class Crosstabulation

Count

		8. Writing strategies - Hold writing conferences with students outside of class	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	9	9
	College of Education	14	14
	College of Natural Sciences	3	3
	College of Humanities & Fine Arts	19	19
	College of Social & Behavioral Sciences	12	12
Total		57	57

1. In what college do you teach? * 8. Writing strategies - Offer written feedback about writing quality or include an evaluation rubric with the paper Crosstabulation

Count

		8. Writing strategies - Offer written feedback about writing quality or include an evaluation rubric with the paper	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	30	30
	College of Education	28	28
	College of Natural Sciences	17	17
	College of Humanities & Fine Arts	35	35
	College of Social & Behavioral Sciences	34	34
Total		144	144

1. In what college do you teach? * 8. Writing strategies - Refer students to the writing center Crosstabulation

Count

		8. Writing strategies - Refer students to the writing center	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	14	14
	College of Education	30	30
	College of Natural Sciences	12	12
	College of Humanities & Fine Arts	31	31
	College of Social & Behavioral Sciences	25	25
Total		112	112

Report

1. In what college do you teach?		9. Ability to focus content and make a consistent point	9. Ability to explore content in sufficient depth	9. Ability to use organization and connections to help readers process information	9. Ability to use an appropriate level of formality and an audience-appropriate voice	9. Ability to choose words to maintain precision and interest
College of Business Administration	Mean	2.5000	2.1739	2.3043	2.3478	2.1739
	N	46	46	46	46	46
	Std. Deviation	.62361	.64306	.59140	.67387	.52933
College of Education	Mean	2.5000	2.2647	2.2727	2.3824	2.2647
	N	34	34	33	34	34
	Std. Deviation	.50752	.56723	.57406	.55129	.66555
College of Natural Sciences	Mean	2.3750	2.2083	2.0417	2.2500	2.0400
	N	24	24	24	24	25
	Std. Deviation	.57578	.72106	.62409	.67566	.53852
College of Humanities & Fine Arts	Mean	2.4651	2.3095	2.3333	2.4286	2.1429
	N	43	42	42	42	42
	Std. Deviation	.59156	.68032	.72134	.83060	.64662
College of Social & Behavioral Sciences	Mean	2.1579	2.0526	2.0789	2.0789	2.0000
	N	38	38	38	38	38
	Std. Deviation	.71759	.76925	.71212	.85049	.69749
Total	Mean	2.4054	2.2011	2.2240	2.3043	2.1297

N	185	184	183	184	185
Std. Deviation	.61941	.67573	.65387	.73535	.62069

Report

1. In what college do you teach?		9. Ability to use sources ethically and document according to required style guidelines	9. Ability to integrate source material smoothly and with purpose	9. Ability to control sentence structure, grammar, and punctuation	9. For seniors in your program, overall ability to write in a manner consistent with the expectations of employers in your field
College of Business Administration	Mean	2.3778	2.3043	2.2391	2.3556
	N	45	46	46	45
	Std. Deviation	.80591	.66230	.70505	.67942
College of Education	Mean	2.3235	2.2121	2.4118	2.5000
	N	34	33	34	26
	Std. Deviation	.68404	.64988	.74336	.64807
College of Natural Sciences	Mean	2.2273	2.0870	2.2083	2.4348
	N	22	23	24	23
	Std. Deviation	.92231	.79275	.58823	.78775
College of Humanities & Fine Arts	Mean	2.2143	2.1905	2.3023	2.5854
	N	42	42	43	41
	Std. Deviation	.81258	.70670	.67383	.74080
College of Social & Behavioral	Mean	2.2368	2.0000	2.0000	2.2895

Sciences					
	N	38	37	37	38
	Std. Deviation	.75101	.74536	.81650	.65380
Total	Mean	2.2818	2.1713	2.2337	2.4277
	N	181	181	184	173
	Std. Deviation	.78397	.70589	.72032	.70028

Report

10. How would you rate the degree to which the Liberal Arts Core prepares students for writing in the majors?

1. In what college do you teach?	Mean	N	Std. Deviation
College of Business Administration	1.5814	43	.62612
College of Education	2.1379	29	.69303
College of Natural Sciences	1.7826	23	.67126
College of Humanities & Fine Arts	1.8140	43	.73211
College of Social & Behavioral Sciences	1.6111	36	.68776
Total	1.7644	174	.70235

Report

1. In what college do you teach?		11. Emphasis should receive in LAC: Mastering standard, edited English	11. Emphasis should receive in LAC: Expressing ideas in a focused, coherent way	11. Emphasis should receive in LAC: Exploring ideas in depth	11. Emphasis should receive in LAC: Using source material without plagiarizing	11. Emphasis should receive in LAC: Learning the conventions of scholarly writing	11. Emphasis should receive in LAC: Applying course content in creative ways	11. Emphasis should receive in LAC: Improving fluency and confidence when writing
College of Business Administration	Mean	3.7021	3.8511	3.3404	3.8298	2.7660	2.8085	3.4043
	N	47	47	47	47	47	47	47
	Std. Deviation	.54831	.35987	.75977	.48090	.83958	.77005	.61360
College of Education	Mean	3.3429	3.7143	3.5429	3.6765	3.2571	2.9714	3.5429
	N	35	35	35	34	35	35	35
	Std. Deviation	.76477	.62174	.70054	.63821	.85209	.74698	.78000
College of Natural Sciences	Mean	3.5600	3.8800	3.2800	3.5200	2.9200	2.5600	3.0800
	N	25	25	25	25	25	25	25
	Std. Deviation	.71181	.33166	.73711	.71414	.70238	.96090	.81240
College of Humanities & Fine Arts	Mean	3.2955	3.7955	3.6047	3.6818	3.2045	3.1364	3.5227
	N	44	44	43	44	44	44	44
	Std. Deviation	.85125	.46152	.58308	.56126	.76492	.79507	.59018
College of Social & Behavioral	Mean	3.4211	3.6579	3.5000	3.6579	2.9474	3.0000	3.4444

Sciences								
	N	38	38	38	38	38	36	36
	Std. Deviation	.79293	.66886	.64724	.62715	.95712	.82808	.77254
Total	Mean	3.4656	3.7778	3.4628	3.6915	3.0159	2.9198	3.4225
	N	189	189	188	188	189	187	187
	Std. Deviation	.74743	.50879	.68887	.59457	.84725	.82239	.70948

Report

12. How would you rate the degree to which your department provides opportunities for students to learn the principles of effective writing in your discipline?

1. In what college do you teach?	Mean	N	Std. Deviation
College of Business Administration	2.5652	46	.95806
College of Education	2.0909	33	.80482
College of Natural Sciences	2.5000	24	1.06322
College of Humanities & Fine Arts	3.0222	45	.89160
College of Social & Behavioral Sciences	2.6486	37	.63317
Total	2.6000	185	.91604

Report

1. In what college do you teach?		13. Emphasis in own	13. Supporting a central	13. Supporting ideas	13. Using source materi	13. Demonstrating mastery	13. Following the writing	13. Using cohesive	13. Demonstrating original

		classes: Mastering standard, edited English	thesis in a consistent way	in sufficient depth	al without plagiarism	of course concepts	conventions of your discipline	devices such as topic sentences and transitions	thought and insight
College of Business Administration	Mean	3.4681	3.6809	3.5957	3.6596	3.4255	3.1087	3.0213	3.1522
	N	47	47	47	47	47	46	47	46
	Std. Deviation	.68687	.47119	.57708	.66844	.77304	.79522	.82064	.72930
College of Education	Mean	3.2424	3.4167	3.5000	3.2500	3.5000	3.0588	2.8611	3.0556
	N	33	36	36	36	36	34	36	36
	Std. Deviation	.86712	.60356	.56061	.90633	.60945	.77621	.79831	.89265
College of Natural Sciences	Mean	2.9583	3.2917	3.2500	3.2083	3.5417	2.8750	2.6667	2.8261
	N	24	24	24	24	24	24	24	23
	Std. Deviation	1.12208	.85867	.89685	1.02062	.65801	.79741	1.09014	.83406
College of Humanities & Fine Arts	Mean	3.0455	3.6222	3.5333	3.4091	3.4000	2.9111	3.1333	3.1136
	N	44	45	45	44	45	45	45	44
	Std. Deviation	1.03327	.61381	.66058	.81606	.68755	.90006	.86865	.75378
College of Social & Behavioral al	Mean	3.2368	3.5000	3.3750	3.5750	3.6500	2.8000	3.0000	3.3500

Sciences									
	N	38	40	40	40	40	40	39	40
	Std. Deviation	.91339	.71611	.70484	.71208	.53349	1.06699	1.00000	.80224
Total	Mean	3.2151	3.5313	3.4740	3.4503	3.4948	2.9577	2.9686	3.1270
	N	186	192	192	191	192	189	191	189
	Std. Deviation	.92239	.64643	.67051	.81846	.66315	.88022	.90557	.80210

Report

14. Overall, how satisfied are you with UNI students' level of writing proficiency?

1. In what college do you teach?	Mean	N	Std. Deviation
College of Business Administration	2.1304	46	.71829
College of Education	2.1944	36	.78629
College of Natural Sciences	2.0000	25	.76376
College of Humanities & Fine Arts	2.1136	44	.81315
College of Social & Behavioral Sciences	1.9250	40	.82858
Total	2.0785	191	.78076

1. In what college do you teach? * 15. Developing writing assignments to achieve particular instructional goals Crosstabulation

Count

		15. Developing writing assignments to achieve particular instructional goals	Total
		checked	

1. In what college do you teach?			
	College of Business Administration	16	16
	College of Education	10	10
	College of Natural Sciences	7	7
	College of Humanities & Fine Arts	14	14
	College of Social & Behavioral Sciences	15	15
Total		62	62

1. In what college do you teach? * 15. Managing the workload of incorporating additional writing in my courses Crosstabulation

Count

		15. Managing the workload of incorporating additional writing in my courses	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	19	19
	College of Education	17	17
	College of Natural Sciences	9	9
	College of Humanities & Fine Arts	15	15
	College of Social & Behavioral Sciences	20	20
Total		80	80

1. In what college do you teach? * 15. Utilizing various forms of feedback when students write Crosstabulation

Count

		15. Utilizing various forms of feedback when students write	Total

		checked	
1. In what college do you teach?			
	College of Business Administration	17	17
	College of Education	22	22
	College of Natural Sciences	10	10
	College of Humanities & Fine Arts	15	15
	College of Social & Behavioral Sciences	17	17
Total		81	81

1. In what college do you teach? * 15. Keeping abreast of research related to writing as a tool in improving student learning Crosstabulation

Count

		15. Keeping abreast of research related to writing as a tool in improving student learning	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	10	10
	College of Education	11	11
	College of Natural Sciences	2	2
	College of Humanities & Fine Arts	18	18
	College of Social & Behavioral Sciences	13	13
Total		54	54

1. In what college do you teach? * 15. Advocating for more student writing within my department Crosstabulation

Count

		15. Advocating for more student writing within my department	Total

		checked	
1. In what college do you teach?			
	College of Business Administration	6	6
	College of Education	12	12
	College of Natural Sciences	6	6
	College of Humanities & Fine Arts	12	12
	College of Social & Behavioral Sciences	10	10
Total		46	46

1. In what college do you teach? * 15. I'm not interested in any of these topics at this time. Crosstabulation

Count

		15. I'm not interested in any of these topics at this time.	Total
		checked	
1. In what college do you teach?			
	College of Business Administration	9	9
	College of Education	4	4
	College of Natural Sciences	9	9
	College of Humanities & Fine Arts	7	7
	College of Social & Behavioral Sciences	5	5
		34	34