1. **Approximately how many upper division courses have you completed in your major?**
   (Please circle): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, More than 10 classes (Specify the exact number ________)

2. **In how many of the above MAJOR classes did you** write a paper where you were required to...
   (Note: A single paper may meet one or more of these categories, e.g., in one paper you may have developed your own research question, used SPSS, and used five or more scholarly sources – therefore, you can count that paper in each category)
   a. choose your own general research topic? _______
   b. develop your own research question and/or hypothesis? __________
   c. use computer software (such as SPSS, SAS, and others) to test a hypothesis? __________
   d. select at least five professional journal articles or books from the library? _____
   e. select at least 10 professional journal articles or books from the library? ______

3. **Select the two most frequent writing tasks you were required to perform in your major?**
   (Please only check the two most commonly required tasks from the options below)
   _________ Research paper under 5 pages (double –space)
   _________ Research paper between 5 to 10 pages (double –space)
   _________ Research paper between 10 and 15 pages (double –space)
   _________ Research paper over 15 pages (double –space)
   _________ Lab reports
   _________ One or two page reflection papers
   _________ Reflection paper that is 3-10 pages long
   _________ Short position/issue paper (about 1 to 2 pages long)
   _________ Longer position/issue paper (3 pages or longer)
   _________ Outline writing
   _________ Collaborative project
   _________ Impromptu in-class writing
   _________ Summaries and/or abstracts
   _________ Professional letters
   _________ Other (describe) _________________________________

4. **How effective do you think these assignments (as listed above) are at helping students become clear and effective writers?**
   4 = Very effective  3= Somewhat Effective  2= Not Effective  1= Don’t know

5. **Approximately how many writing intensive courses outside of your major have you completed at this university**
   (Please circle: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, more than 10 classes, 99=Don’t know)

6. **How effective do you think these courses (non-major writing intensive classes) are at helping students become clear and effective writers?**
   4 = Very effective  3= Somewhat Effective  2= Not Effective  1= Don’t know
7. How effective are the following strategies in helping you to become a clear and effective writer?

5=Very effective  4=Somewhat effective  3=Not effective  2=Never used  1=Don’t know

Use of handouts/checklists/examples of good writing 5 4 3 2 1
Revising drafts during writing assignments 5 4 3 2 1
Getting written feedback from instructor on the early drafts 5 4 3 2 1
Getting feedback from classmates on the early drafts 5 4 3 2 1
Discussing examples of models of good writing in class 5 4 3 2 1
Getting clear criteria (e.g., in a writing rubric) for grades on writing assignments 5 4 3 2 1
Using a writing rubric to evaluate your own writing 5 4 3 2 1
Asking students to use a writing rubric to evaluate other students’ writing 5 4 3 2 1
Using university support services (such as writing centers) 5 4 3 2 1
Getting written feedback from instructor on the final paper 5 4 3 2 1

8. How satisfied are you with your ability to:

6=Very satisfied  5 =Satisfied  4=Neutral  3= Dissatisfied  2=Very dissatisfied  1= Don’t know

Understand different audiences and purposes
Write for different audiences 6 5 4 3 2 1
Write for different purposes 6 5 4 3 2 1

Present an argument, an explanation, and/or other materials
Present an argument, an explanation, and/or other materials verbally 6 5 4 3 2 1
Present an argument, an explanation, and/or other materials graphically 6 5 4 3 2 1

Develop and organize an argument, an explanation, and/or materials
Develop an argument, an explanation, and/or other materials 6 5 4 3 2 1
Organize an argument, an explanation, and/or other materials 6 5 4 3 2 1
Use transitions 6 5 4 3 2 1
Use paragraphs 6 5 4 3 2 1

Use supporting evidence
Analyze sources and/or other evidences 6 5 4 3 2 1
Use credible sources and/or evidences to develop or support an argument* 6 5 4 3 2 1
Consider counter-arguments 6 5 4 3 2 1
Address weakness in your own argument 6 5 4 3 2 1

Control syntax and mechanics
Use correct grammar and syntax 6 5 4 3 2 1
Employ correct mechanics (spelling, punctuation, sentence structures) 6 5 4 3 2 1
Use a fluent writing style 6 5 4 3 2 1

Cite and use sources
Cite sources correctly 6 5 4 3 2 1
Use consistent format 6 5 4 3 2 1

Write clearly and effectively 6 5 4 3 2 1

9. How well prepared do you think you are for writing on the job?

4 = Well-prepared  3= Adequately prepared  2= Poorly prepared  1 = Don’t know
10. Compared with when you first entered this college, how would you now describe your…?

5=Much stronger  4=Stronger  3=No change  2=Weaker   1=Much weaker

Oral communication skills
Written communication skills