

Default Question Block

Thank you for participating in the Writing-Enriched Curriculum project. Completing this online survey should require no more than 20 minutes, and the information you provide will be used by University of Minnesota faculty members as they endeavor to ensure that students are graduating from major programs able to demonstrate relevant writing abilities. The Office of Measurement Services (OMS) will remove any identifying information from all response data.

Important Survey Directions: Use the Back and Next buttons (not browser buttons) on the survey to navigate. A progress bar appears at the top of each page to indicate your progress in completing this survey.

If you wish to provide customized responses, click “Other” and add your text. You must click Submit on the last page to submit your completed survey. Surveys must be completed in one sitting; you will not have later access. If you experience any technical difficulties when taking this survey you may contact OMS at 612-626-1875.

Please provide your job title and a very brief description of your position (one phrase or sentence).

Please identify the academic unit or major at the University of Minnesota with which you are affiliated (select one).

- Chemistry
- Communication Studies
- Environmental Science, Policy, & Management
- Mortuary Science
- Organizational Leadership, Policy, & Development

What is your primary language?

- Mandarin
- Spanish
- English
- Hindi
- Arabic
- Portuguese
- Bengali
- Russian
- Japanese
- Other; please specify

Note that for the purposes of this survey, writing is broadly defined as communication in which visual marks convey meaning (including words, sentences, tables, figures, images, etc.).

How important is writing (as defined above) to your work?

- Extremely important
- Very important
- Somewhat important
- Not important
- Not at all important

Unsure

Comments:

What kinds of writing do you do in your job? (Select all that apply.) We realize that the forms writing takes in various fields may not fit into traditional categories. Survey takers are encouraged to select "Other" and describe what they write.

- Correspondence (letters, memos, email, etc.)
- Articles in special interest journals or popular press
- Proposals
- Presentations
- Publicity, marketing, advertising
- Reports, white papers, briefs
- Instructions, manuals, reference pieces
- Evaluations/reviews of publications, personnel, proposals
- Sketches, graphics, technical drawings
- Records, logs
- Other: (please specify)

Approximately how much of your job involves writing?

- 0%
- 1-20%
- 21-40%

- 41-60%
- 61-80%
- 81-100%

Comments:

Which of the following characteristics are particularly descriptive of writing in your field of work? (select all that apply)

- Expressive:** emphasizing personal feelings and impressions
- Interpretive and/or evaluative** of others' works and ideas
- Descriptive:** conveying processes, objects, data, environments, etc.
- Analytical:** emphasizing the logical examination of subject(s)
- Persuasive:** presenting and evidencing positions or claims
- Exploratory:** investigating and developing ideas using discovery-based writing
- Concise:** conveying essential information economically
- Visual:** emphasizing visual components such as graphic presentation, sketches, drawings, videos, etc.
- Explanatory:** translating complex content into generally comprehensible definitions and/or instructions
- Innovative:** approaching subject in fresh and inventive ways
- Collaboratively-authored**
- Unsure**
- Other** (please specify)

In the previous question, you indicated the following characteristics as particularly descriptive of writing in your major. **Which three characteristics seem most important** in describing writing in this major?

- » **Expressive:** emphasizing personal feelings and impressions
- » **Interpretive and/or evaluative** of others' works and ideas
- » **Descriptive:** conveying processes, objects, data, environments, etc.
- » **Analytical:** emphasizing the logical examination of subject(s)
- » **Persuasive:** presenting and evidencing positions or claims
- » **Exploratory:** investigating and developing ideas using discovery-based writing
- » **Concise:** conveying essential information economically
- » **Visual:** emphasizing visual components such as graphic presentation, sketches, drawings, videos, etc.
- » **Explanatory:** translating complex content into generally comprehensible definitions and/or instructions
- » **Innovative:** approaching subject in fresh and inventive ways
- » **Collaboratively-authored**
- » **Unsure**
- » **Other** (please specify)

Which of these writing abilities would you expect entry-level employees to demonstrate proficiently when they join your organization? (select all that apply)

- Summarize ideas, texts, or events concisely
- Synthesize disparate ideas, and/or perspectives
- Describe processes, objects, findings, environments, etc. precisely
- Use writing to develop and deepen thinking
- Use field-specific terminology, formats, and conventions
- Reflect upon experience and/or assumptions
- Create and incorporate visuals or presentation formats (figures, drawings, tables, photos, posters, PowerPoint)
- Express feelings or impressions

- Co-author texts with one or more writer(s)
- Propose solutions to problems
- Analyze, interrogate, and/or evaluate ideas, texts, or events
- Use correct grammar, spelling, and mechanics (punctuation, etc.)
- Report and explain complex data or findings
- Argue a position using a central thesis or hypothesis and evidence
- Integrate and correctly cite information from well-chosen sources
- Other: (please specify)

In the previous question, you indicated the following writing abilities as particularly descriptive abilities expected of entry-level employees. Of these writing abilities, which three (listed below) would you find most important?

- » Use field-specific terminology, formats, and conventions
- » Argue a position using a central thesis or hypothesis and evidence
- » Create and incorporate visuals or presentation formats (figures, drawings, tables, photos, posters, PowerPoint)
- » Describe processes, objects, findings, environments, etc. precisely
- » Summarize ideas, texts, or events concisely
- » Analyze, interrogate, and/or evaluate ideas, texts, or events
- » Use correct grammar, spelling, and mechanics (punctuation, etc.)
- » Co-author texts with one or more writer(s)
- » Report and explain complex data or findings
- » Use writing to develop and deepen thinking
- » Synthesize disparate ideas, and/or perspectives
- » Express feelings or impressions
- » Reflect upon experience and/or assumptions
- » Propose solutions to problems

» Integrate and correctly cite information from well-chosen sources

» Other: (please specify)

In your professional writing, how important are the following?

	Extremely important	Important	Somewhat important	Unimportant	Don't know
Use field-specific terminology, formats, and conventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Argue a position using a central thesis or hypothesis and evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create precise descriptions of processes, objects, findings, environments, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create concise summaries of ideas, texts, or events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze, interrogate, and/or evaluate ideas, texts, or events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-author texts with one or more writer(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely important	Important	Somewhat important	Unimportant	Don't know
Report complex data or findings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use writing to develop and deepen thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain processes or data to target audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesize disparate ideas, and/or perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Express feelings or impressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect upon experience and/or assumptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely important	Important	Somewhat important	Unimportant	Don't know
Propose critical and/or	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

creative solutions to problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate and correctly cite information from well-chosen sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use correct grammar, spelling, and mechanics (punctuation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and incorporate visuals or presentation formats (drawings, tables, photos, posters, PowerPoint)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the past year, how frequently did you do the following?

	Always	Often	Sometimes	Rarely	Never	Don't know
Brainstorm (listing or mapping ideas, writing informally) before you started drafting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk ideas over with colleagues while you were developing them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive feedback (written or oral) on a project proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive feedback (written or oral) on a full draft before the project was due	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Always	Often	Sometimes	Rarely	Never	Don't know
Provide colleagues with feedback (written or oral) before a written project was due	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in online discussions or collaborative writing (discussion boards, blogs or wikis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive on-the-job instruction on writing issues specific to the assignment or to writing in your field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent are you satisfied with the overall quality of writing done by those employees in your organization who have recently completed their undergraduate or graduate degrees?

- Extremely satisfied
- Satisfied
- Dissatisfied
- Extremely dissatisfied
- Unable to generalize
- Not applicable

Comments:

Block 1

To what extent are you satisfied with the overall quality of writing done by those employees in your organization who have recently completed their undergraduate or graduate degrees at the University of Minnesota?

- Extremely satisfied
- Satisfied
- Dissatisfied
- Extremely dissatisfied
- Unable to generalize

Not applicable

What other comments would you like to make about the role or importance of writing in your professional field?

Would you be willing to discuss writing in your field with students and faculty? If so, please provide your name and preferred contact information.

Survey administered by:

Powered by Qualtrics