



TYCA Research Initiative Survey

Questions marked with an asterisk (*) are mandatory.

I. DEMOGRAPHIC INFORMATION (REQUIRED)

1 *Please include your name and contact information below.

*Name:

College:

*Address :

Address Continue:

*City/Town:

*State/Province:

*Zip/Postal Code:

*Country:

*Email Address:

2 *Which of the following best describes your college?

- Public Two-Year College
- Two-Year College Branch of a Four-Year Institution
- Private/Proprietary
- Tribal
- Other, Please Specify

3 *Which of the following best describes the mission of your college?

- Vocational/Technical (vocational certificates/degrees)
- Vocational/Technical (degrees and transfer)
- Two-Year Branch - Transfer only
- Multi-mission

4 *Location of Institution (Select all that apply)

- Rural
- Urban
- Suburban
- Multiple Campus Sites

5 *Does your college have an open admissions policy?

If no, describe admissions requirements

6 *Is your school calendar divided into:

- Quarters
 - Semesters
-

- 7 *Consider the courses your college designates as composition or writing in your English development and transfer sequence. Which of the following additional courses are taught by English Language Arts faculty? (Select all that apply)

- Designated English as a Second Language courses
- Designated reading courses
- Technical Writing
- Journalism
- Communications
- Business Writing
- Creative Writing
- Literature
- Film
- Multimedia
- Comments

II. ASSESSMENT PRACTICES

A. Placement of Newly Admitted Students into the English Language Arts Curriculum

- 8 What measures does your college use to determine student placement in the developmental through transfer composition sequence? (Select all that apply)
- No placement procedure or program in place
 - Standardized tests without a writing sample
 - Standardized tests with a writing sample (e.g., ACT, SAT)
 - Writing sample only
 - In-house placement instruments
 - Portfolio
 - Multiple criteria (e.g., transcripts, placement in reading, math, etc.)

-
- 9 Please specify the measures your college uses to determine student placement in the developmental through transfer composition sequence.

-
- 10 How does your college apply placement data for composition students? (Select all that apply)

- No placement procedure or program in place
- For recommended student placement into classes
- For mandatory student placement into classes
- To determine eligibility for financial aid (ability to benefit)
- To adjust the number of sections of English courses
- To adjust the level of support services available for English students

-
- 11 Does your college offer alternative sections within its mainstream composition sequence? (Select all that apply)

- ESL sections of developmental/pre-transfer composition courses
 - ESL sections of transfer composition courses
 - Sections designed for students working toward a vocational certificate
 - Sections designed for students working on a vocational associates' degree
 - Sections designed for honors students
 - No, we do not offer alternative sections of courses within the composition sequence
-

- 12 If your college does offer alternative sections, how are students directed to those alternative sections? (Select all that apply)
- ESL—mandatory placement
 - ESL—recommended placement
 - Vocational—mandatory placement
 - Vocational—recommended placement
 - Honors—mandatory placement
 - Honors—recommended placement
 - No alternative sections of courses within the composition sequences
-

- 13 Specify if placement instruments for these sections differ from the instruments used to determine composition course level as identified above.
-

II. ASSESSMENT PRACTICES

B. Competency and Exit Assessment

- 14 Does your college administer “competency” or exit assessments within its developmental through transfer composition sequence? If so, what **instruments** are used? (Select all that apply)
- No exit or “competency” assessment required
 - Standardized tests without a writing sample
 - Standardized tests with a writing sample (e.g., ACT)
 - Writing sample (not timed)
 - Timed essay exam
 - Traditional Portfolio
 - Electronic Portfolio
 - Multiple criteria (transcripts, placement in other courses, etc.)

15 Please describe assessment procedure.

16 If your college does require “competency” or exit assessments in its composition sequence, at what **stages** are these assessments employed? (Select all that apply)

- No exit or “competency” assessment required
- For students transitioning from ESL to mainstream composition programs
- For students transitioning from developmental to transfer English
- For students completing transfer-level composition requirements
- Other

17 Please specify stages.

18 If your college requires either a writing sample or portfolio for competency measures, who conducts the evaluation?

- Read by faculty/staff in-house
 - Sent out for commercial evaluation
 - Other, Please Specify
-

19

Please indicate your satisfaction with your college's placement and outcomes assessment procedures.

Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
1	2	3	4

20

Please provide further comment on your satisfaction with your college's placement and outcomes assessment procedures.

21

Please identify a two-year college (your own or another) you believe follows "Best Practices" in Course Placement and Outcomes Assessment and, if possible, a contact name at that college.

III. TECHNOLOGY AND PEDAGOGY

22

Which of the following courses does your college offer online? (Select all that apply)

- No online English as Second Language (ESL), or Reading or Composition Courses offered
- Transfer-level composition courses
- Developmental composition courses (one-level below transfer)
- Developmental composition courses (two or more levels below transfer)
- Developmental reading courses (pre-transfer level)
- English as a Second Language (ESL) courses in the mainstream composition sequence

- Other (e.g., literature, creative writing, vocational, business, topics writing)

23 Please comment on your college's online course offerings.

24 Does your college offer students enrolling into online courses:

- A technology literacy recommendation or advisory
- A technology literacy requirement
- No recommendations or requirement for online enrollment

25 Please comment on the requirements/recommendations your college offers students enrolling in online courses.

26 In general, in comparison to face-to-face classes of the same level, is the class size for online courses (Select all that apply):

- Smaller
- Same
- Larger
- Class size varies with course level

27 Please comment on the size of face-to-face classes in comparison to online courses of the same level.

Which of the following does your college provide to support computer-assisted pedagogy in your developmental through transfer composition sequence?

	1 Pre-Transfer	2 Transfer	3 Both	4 Not offered
Computer lab classroom for every class meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer lab classroom scheduled (weekly or bi-weekly) to supplement class meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer lab classroom as necessary (e.g., for special projects or assignments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open lab (not for in-class instruction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web access within a traditional classroom for instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web access within a traditional classroom for instructor and students with lap tops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29 Please comment on technical support and access for computer-assisted pedagogy at your college.

30 Do any of your composition faculty use electronic portfolios?

- Yes, program-wide
- Yes, some faculty do so in self-organized groups
- Yes, individual faculty choice
- No
- If yes, please estimate percentage.

31 Do any of your English Arts faculty teach students to produce multi-modal compositions, i.e., compositions that incorporate non-print texts such as images, animation, video, audio?

If yes, please estimate percentage

32 If faculty do not incorporate multi-modal compositions into their course assignments, have any expressed interest in doing so?

If yes, please estimate percentage.

33 Please identify a two-year college (your own or another) that incorporates multi-modal compositions into its curriculum and, if possible, list a contact at that college.

34 Does your college offer training to English Language Arts faculty in any of the following? (Select all that apply)

- Online course development
- Pedagogy for computer lab classrooms
- Pedagogy for use of computer technologies in a "traditional" classroom
- Pedagogy for designing writing assignments which encourage students to incorporate non-print media into their writing assignments (i.e., multi-modal compositions)?
- Other
- No training available
- Please comment

35 Does your college compensate faculty provided for time spent on training for computer-assisted pedagogy? If so, what types of compensations are offered? (Select all that apply)

- Stipends
- Course release
- Fulfillment of required professional development hours (e.g., "flex" credit)
- No compensation is provided
- Other, Please Specify

36 Please comment further on compensation for composition faculty receiving training in the use of current technologies.

37

Please indicate your satisfaction with your college's approach to integrating current technologies into the teaching of composition.

Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38

Please comment on your satisfaction with your college's approach to integrating current technologies into the teaching of composition.

39

Please identify a two-year college (your own or another) you believe follows "Best Practices" in integrating technology into the composition program and, if possible, a contact name at that college.

IV. WRITING ACROSS THE CURRICULUM (WAC) AND WRITING IN THE DISCIPLINES (WID)

40

Does your college have an institutionally designated Writing Across the Curriculum or Writing in the Disciplines program?

YES NO

41 If your answer is "Yes," which programs are directly served? (Select all that apply)

- Vocational
- Transfer
- Honors
- Other, Please Specify

42 If your answer is "Yes," how is the program structured? (Select all that apply)

- Writing intensive courses
- Link courses
- Learning communities/academies
- Cluster courses
- Other, Please Specify

43 If your college does not offer a designated WAC or WID program, does it offer any of the following? (Select all that apply):

- Writing intensive courses
 - Link courses
 - Learning communities/academies
 - Cluster courses
 - Assignments in core composition courses that simulate WAC/WAD experiences
 - Other
 - Please comment
-

44 Does your college have a Writing Center?

- Yes, directed by a member of the English Language Arts Faculty
- Yes, but director need not have specialized training in ESL, Composition, or English
- No, college has no Writing Center

45 If your answer is yes, does the college Writing Center:

- Serve only ESL students
- Serve only those students in a college designated composition/writing program
- Serve only English Language Arts students
- Serve students from all disciplines with writing assignments

46 Please provide additional comment about your college's writing center.

47

Please indicate your satisfaction with your college's approach to integrating writing across the curriculum or writing in the disciplines.

Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48 Please comment on your satisfaction with your college's approach to integrating writing across the curriculum or writing in the disciplines.

- 49 Please identify a two-year college (your own or another) you believe follows “Best Practices” in administering its Writing Across Curriculum Program or Writing in the Disciplines Program, and, if possible, a contact name at that college.

V. TEACHING CONDITIONS

A. Composition Load

-
- 50 Consider those courses your college designates as composition or writing courses in your English developmental through transfer sequence. What is the MAXIMUM number of composition students a faculty member MAY BE assigned per term to fulfill a full-time load? (Multiply maximum number of courses to fulfill full-time load by maximum class size)

Students per quarter:

Students per
semester:

College sets cap:

-
- 51 Please identify what option, if any, your college offers full-time faculty to reduce the total number of composition students per term (e.g., literature classes, reassigned time, etc.).

-
- 52 Consider those courses your college designates as composition or writing courses in your English developmental through transfer sequence. What is the TYPICAL number of composition students for full-time faculty per term?

Students per quarter:

Students per
semester:

53 Does your college offer faculty the option to teach literature courses? If so, what is the typical number of literature courses a full-time faculty member may teach per year?

- No, my college does not offer literature courses.
- None
- 1
- 2
- Please Comment

54 In the past five years, how have literature offerings changed at your college?

Eliminated	Decreased	Maintained	Increased
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

55 Please comment on your college's literature offerings.

V. TEACHING CONDITIONS

B. Tenure, Sabbaticals, Release Time, Travel and Conference

56 Does your college offer tenure?

YES NO

If yes, how long is your probationary period; if no, what are your contract conditions?

57 Does your college offer sabbaticals? (Select all that apply)

- No, the college does not offer sabbaticals
- Yes, year long
- Yes, semester long
- Yes, one quarter long
- Yes, two-quarters long

58 If your college offers sabbaticals, how many years of service are required for faculty to qualify?

- A year-long sabbatical
- A term-long sabbatical
- Two quarters (2/3) sabbatical

59 To what extent does your college fund sabbaticals?

- Fully funded
- Partially funded
- Specify percentage funded

60 In the past five years, how have sabbatical opportunities changed for English Language Arts faculty at your college:

Eliminated	Decreased	Maintained	Increased
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

61 Please comment on sabbatical opportunities for English Language Arts faculty at your college.

62 Does your college grant ongoing release time to full-time faculty for the following teaching-related duties? (Select all that apply)

- Administrative work (Chair of department, division or program duties, etc.)
- Union duties
- Writing Center Administration
- Faculty contributions, Writing Center Assignments (non-administrative, teaching related)
- No, the college does not offer course release for any of the above
- Other

63 Does your college grant limited release time to full-time faculty for the following professional duties? (Select all that apply)

- Curriculum development
 - Department projects, special assignments
 - Grant-funded projects
 - Professional organizations (for example, TYCA Regional, National offices, journal editors, etc.)
 - No, the college does not offer course release for any of the above
 - Other
-

64

In the past five years, how has your college changed course release opportunities for English Language Arts faculty?

Never offered	Eliminated	Decreased	Maintained	Increased
<input type="radio"/>				

65

Please comment on your college's course release opportunities for English Language Arts faculty.

66

In the past five years, how has your college changed travel and conference funding?

Never offered	Eliminated	Restricted	Reduced	Maintained	Increased
<input type="radio"/>					

67

Please comment on how your college changed travel and conference funding.

V. TEACHING CONDITIONS

C. Full-time/Part-time Ratio

68 What is your current full-time to part-time teaching ratio in your English Language Arts program(s)?

Number of full-time faculty
 Number of part-time faculty
 Percentage of part-time faculty

69 In the past five years, how has the full-time/part-time teaching RATIO changed at your college?

No part-time faculty	Reduced	Increased	Maintained
1	2	3	4

70 Please comment on how the full-time/part-time teaching RATIO has changed at your college.

71 Please indicate your satisfaction with your college's policies on teaching conditions in relation to the teaching of composition.

Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
1	2	3	4

- 72 Please comment on your satisfaction with your college's policies on teaching conditions in relation to the teaching of composition.

-
- 73 Please identify a two-year college (your own or another) you believe follows "Best Practices" in creating effective teaching conditions within its composition program and, if possible, a contact name at that college. (Note: you may focus on any of the working conditions you believe are connected to effective teaching practices, including but not limited to, part-time teaching conditions).

-
- 74 Please provide any additional comments or information you would like to share.