

**APPENDIX C**  
**First-Year Writing Pilot**  
**Student Survey Summary**

**Rhetorical Discernment, Revision, and Critical Reading**

**How confident are you that your writing has improved over the course of this semester?**

	Very Unconfident	Not Confident	Somewhat Confident	Confident	Very Confident
<b>Engs 001</b>	3.2%	1.6%	8.1%	45.2%	41.9%
<b>Honors Col</b>	0.0%	6.0%	38.8%	37.3%	17.9%
<b>TAP</b>	4.7%	0.0%	21.9%	53.1%	20.3%

**How confident are you that your ability to locate, evaluate, and attribute sources has improved ...?**

	Very Unconfident	Not Confident	Somewhat Confident	Confident	Very Confident
<b>Engs 001</b>	1.6%	3.2%	25.8%	45.2%	24.2%
<b>Honors Col</b>	0.0%	9.0%	38.8%	35.8%	16.4%
<b>TAP</b>	0.0%	0.0%	21.9%	60.9%	17.2%

**How confident are you that your ability to read challenging texts has improved ...?**

	Very Unconfident	Not Confident	Somewhat Confident	Confident	Very Confident
<b>Engs 001</b>	0.0%	6.5%	29.0%	48.4%	16.1%
<b>Honors Col</b>	0.0%	3.0%	20.9%	53.7%	22.4%
<b>TAP</b>	3.1%	0.0%	29.7%	45.3%	21.9%

**Impact of this course on your practice of brainstorming and exploring ideas before a draft is due**

	No change	Somewhat increased	Substantially increased
<b>Engs 001</b>	1.6%	41.0%	57.4%
<b>Honors Col</b>	22.4%	56.7%	20.9%
<b>TAP</b>	10.9%	53.1%	35.9%

**Impact on this course with your experience with revising a paper based on feedback from instructor/peers**

	No change	Somewhat increased	Substantially increased
<b>Engs 001</b>	3.2%	43.5%	53.2%
<b>Honors Col</b>	10.4%	40.3%	49.3%
<b>TAP</b>	4.7%	46.9%	48.4%

**Impact of this course on your experience with varying your writing style for a specific audience/occasion**

	No change	Somewhat increased	Substantially increased
<b>Engs 001</b>	14.5%	35.5%	50.0%
<b>Honors Col</b>	46.3%	41.8%	11.9%
<b>TAP</b>	7.8%	53.1%	39.1%

**Impact of this course on your experience with summarizing and paraphrasing key ideas and arguments**

	No change	Somewhat increased	Substantially increased
<b>Engs 001</b>	21.0%	59.7%	19.4%
<b>Honors Col</b>	11.9%	52.2%	35.8%
<b>TAP</b>	9.4%	50.0%	40.6%

**Impact of this course on your experience with analyzing and applying ideas from reading**

	No change	Somewhat increased	Substantially increased
<b>Engs 001</b>	25.8%	54.8%	19.4%

<b>Honors Col</b>	3.0%	55.2%	41.8%
<b>TAP</b>	3.1%	51.6%	45.3%

### Information Literacy

#### Impact of this course on your experience with using academic databases

	Not applicable	No change	Somewhat increased	Substantially increased
<b>Engs 001</b>	1.6%	6.5%	45.2%	46.8%
<b>Honors Col</b>	14.9%	59.7%	20.9%	4.5%
<b>TAP</b>	0.0%	3.1%	43.8%	53.1%

#### Impact of this course on your experience with discerning relevant sources

	No change	Somewhat increased	Substantially increased
<b>Engs 001</b>	9.8%	49.2%	41.0%
<b>Honors Col</b>	44.8%	49.3%	6.0%
<b>TAP</b>	7.9%	53.1%	39.1%

#### Which of the following did you do this semester for one or more of your assignments in this course

##### *Used an online library database to locate articles*

<b>ENGS 001</b>	98.4%
<b>Honors Col</b>	47.8%
<b>TAP</b>	98.4%

##### *Used an online library database to locate books or other materials*

<b>ENGS 001</b>	59.7%
<b>Honors Col</b>	20.9%
<b>TAP</b>	56.3%

##### *Used a peer-reviewed source in a paper*

<b>ENGS 001</b>	43.5%
<b>Honors Col</b>	32.8%
<b>TAP</b>	67.2%

##### *Evaluated a source for reliability and accuracy*

<b>ENGS 001</b>	77.4%
<b>Honors Col</b>	68.7%
<b>TAP</b>	82.8%

##### *Included a bibliography of sources cited with a paper*

<b>ENGS 001</b>	88.7%
<b>Honors Col</b>	73.1%
<b>TAP</b>	95.3%

## First-Year Writing Project Student Survey Semester Start/End Comparison

### ENGS 001

#### *Perception of writing improvement*

- Overall, at semester's end 87% of ENGS 001 students report being *confident* or *very confident* that their writing had improved over the semester.
- Of the 23% of all ENGS 001 students who reported being *unconfident* about their writing at the semester's start, 20% report being *somewhat confident* and 80% report being *confident* or *very confident* that their writing had improved at semester's end.
- Of the 54% of all ENGS 001 students who reported being *somewhat confident* about their writing at the semester's start, 88% report being *confident* or *very confident* that their writing had improved at semester's end.

#### *Perception of improvement in information literacy*

- Overall, at semester's end 69% of ENGS 001 students report being *confident* or *very confident* that their ability to locate, evaluate, and attribute writing sources had improved.
- Of the 18% of all ENGS 001 students who reported being *unconfident* in their ability to locate, evaluate, and attribute writing sources at the semester's start, 67% report being *confident* or *very confident* that their abilities had improved at semester's end.
- Of the 49% of all ENGS 001 students who reported being *somewhat confident* in their ability to locate, evaluate, and attribute writing sources at the semester's start, 72% report being *confident* or *very confident* that their abilities had improved at semester's end.

#### *Perception of improvement in critical reading*

- Overall, at semester's end 65% of ENGS 001 students report being *confident* or *very confident* that their ability to read challenging texts had improved.
- Of the 30% of all ENGS 001 students who reported being *unconfident* in their ability to comprehend challenging texts at the semester's start, 23% report being *somewhat confident* and 62% report being *confident* or *very confident* that their abilities had improved at semester's end.
- Of 41% of all ENGS 001 students who reported being *somewhat confident* in their ability to comprehend challenging texts at the semester's start, 65% report being *confident* or *very confident* that their abilities had improved at semester's end.

## First-Year Writing Project Student Survey Semester Start/End Comparison

### HCOL

#### *Perception of writing improvement*

- Overall, at semester's end 55% of HCOL students report being *confident* or *very confident* that their writing had improved over the semester.
- Of the 10% of all HCOL students who reported being *unconfident* about their writing at the semester's start, 100% report being *confident* or *very confident* that their writing had improved at semester's end.
- Of the 42% of all HCOL students who reported being *confident* about their writing at the semester's start, 55% report being *confident* or *very confident* that their writing had improved at semester's end.

#### *\*Perception of improvement in information literacy*

- Overall, at semester's end 52% of HCOL students report being *confident* or *very confident* that their ability to locate, evaluate, and attribute writing sources had improved.
- Of the 8% of all HCOL students who reported being *unconfident* in their ability to locate, evaluate, and attribute writing sources at the semester's start, 50% report being *confident* or *very confident* that their abilities had improved at semester's end.
- Of the 49% of all HCOL students who reported being *confident* or *very confident* in their ability to locate, evaluate, and attribute writing sources at the semester's start, 46% report being *confident* or *very confident* that their abilities had improved at semester's end.

\*HCOL 85 does not emphasize research and writing beyond instructor-provided sources; information literacy is instead a focus of the spring-semester HCOL 86.

#### *Perception of improvement in critical reading*

- Overall, at semester's end 76% of HCOL students report being *confident* or *very confident* that their ability to read challenging texts had improved.
- Of the 13% of all HCOL students who reported being *unconfident* in their ability to comprehend challenging texts at the semester's start, 20% report being *unconfident*, 60% report being *somewhat confident*, and 20% report being *confident* that their abilities had improved at semester's end.
- Of 36% of all HCOL students who reported being *confident* in their ability to comprehend challenging texts at the semester's start, 20% report being *somewhat confident*, 60% report being *confident*, and 20% report being *very confident* that their abilities had improved at semester's end.

## First-Year Writing Project Student Survey Semester Start/End Comparison

### TAP

#### *Perception of writing improvement*

- Overall, at semester's end 73% of TAP students report being *confident* or *very confident* that their writing had improved over the semester.
- Of the 43% of all TAP students who reported being *somewhat confident* about their writing at the semester's start, 86% report being *confident* or *very confident* that their writing had improved at semester's end.
- Of the 43% of all TAP students who reported being *confident* about their writing at the semester's start, 81% report being *confident* or *very confident* that their writing had improved at semester's end.

#### *Perception of improvement in information literacy*

- Overall, at semester's end 78% of TAP students report being *confident* or *very confident* that their ability to locate, evaluate, and attribute writing sources had improved.
- Of the 46% of all TAP students who reported being *somewhat confident* in their ability to locate, evaluate, and attribute writing sources at the semester's start, 100% report being *confident* or *very confident* that their abilities had improved at semester's end.
- Of the 42% of all TAP students who reported being *confident* or *very confident* in their ability to locate, evaluate, and attribute writing sources at the semester's start, 75% report being *confident* or *very confident* that their abilities had improved at semester's end.

#### *Perception of improvement in critical reading*

- Overall, at semester's end 67% of TAP students report being *confident* or *very confident* that their ability to read challenging texts had improved.
- Of the 11% of all TAP students who reported being *unconfident* in their ability to comprehend challenging texts at the semester's start, 20% report being *somewhat confident*, 20% report being *confident*, and 20% report being *very confident* that their abilities had improved at semester's end.
- Of 33% of all TAP students who reported being *confident* in their ability to comprehend challenging texts at the semester's start, 75% report being *confident* or *very confident* that their abilities had improved at semester's end.