

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
Engs 001	3.2%	1.6%	8.1%	45.2%	41.9%
Honors Col	0.0%	6.0%	38.8%	37.3%	17.9%
TAP	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
Engs 001	1.6%	3.2%	25.8%	45.2%	24.2%
Honors Col	0.0%	9.0%	38.8%	35.8%	16.4%
TAP	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
Engs 001	0.0%	6.5%	29.0%	48.4%	16.1%
Honors Col	0.0%	3.0%	20.9%	53.7%	22.4%
TAP	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
Engs 001	1.6%	41.0%	57.4%
Honors Col	22.4%	56.7%	20.9%
TAP	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
Engs 001	3.2%	43.5%	53.2%
Honors Col	10.4%	40.3%	49.3%
TAP	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
Engs 001	14.5%	35.5%	50.0%
Honors Col	46.3%	41.8%	11.9%
TAP	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
Engs 001	21.0%	59.7%	19.4%
Honors Col	11.9%	52.2%	35.8%
TAP	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
Engs 001	25.8%	54.8%	19.4%

Honors Col	3.0%	55.2%	41.8%
TAP	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
Engs 001	1.6%	6.5%	45.2%	46.8%
Honors Col	14.9%	59.7%	20.9%	4.5%
TAP	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
Engs 001	9.8%	49.2%	41.0%
Honors Col	44.8%	49.3%	6.0%
TAP	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

ENGS 001	98.4%
Honors Col	47.8%
TAP	98.4%

Used an online library database to locate books or other materials

ENGS 001	59.7%
Honors Col	20.9%
TAP	56.3%

Used a peer-reviewed source in a paper

ENGS 001	43.5%
Honors Col	32.8%
TAP	67.2%

Evaluated a source for reliability and accuracy

ENGS 001	77.4%
Honors Col	68.7%
TAP	82.8%

Included a bibliography of sources cited with a paper

ENGS 001	88.7%
Honors Col	73.1%
TAP	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.