

Writing Development Study Survey: Codebook

The following codebook lists the variables in the dataset by name and order. Variable names are all capitalized. The survey variables are separated by questions from the first survey round (using the prefix “pre”) and second survey round (using the prefix “post”). Some of the survey questions include separate sub-questions, which are marked in the dataset using an additional underscore and sub-question number (e.g., pre_A1_1, pre_A1_2, etc.).

Demographic Details

SEX: (F)emale / (M)ale

ETHNICITY

NCLUSTER: Educational Neighborhood Cluster based on student residence before college. For cluster description, see:

<http://media.collegeboard.com/digitalServices/pdf/miscellaneous/ClusterDescriptionGuide.pdf>

PARENT_ED: Parents’ highest education level

HS_TYPE: Public / private / international high-school

College Admission Scores

ACT_ENG, ACT_MATH, ACT_READ, ACT_SCIRE, ACT_COMP: ACT scores by component (English, math, reading, science, composite score)

SATI_VERB, SATI_MATH, SATI_WRITE, SATI_TOTAL: SAT I scores by component (verbal, math, writing, total score)

Undergraduate Profile

MAJOR_CAT: Undergraduate major by category

MINOR: Writing minor

ULWR: number of upper-level writing (ULWR) classes taken in college

GRADUATION: Semester of graduation

GPA: Undergraduate grade point average (GPA) at graduation

Survey Questions: First Round Questions (PRE)

PRE_A1: How often did you do the following writing tasks in high school?

	Very often (1)	Somewhat often (2)	Not very often (3)	Never (4)
Write a five-paragraph essay. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a sustained and detailed argument of more than 5 pages in length. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarize the main ideas from an assigned reading. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate and respond critically to an assigned reading. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make an argument and support it using evidence. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Express a personal opinion on an issue. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret a literary text. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write essays or papers in subjects other than English. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a personal narrative. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_A2: How often did you use the following writing processes during high school?

	Very often (1)	Somewhat often (2)	Not very often (3)	Never (4)
Revise an essay multiple times. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow citation guidelines. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide and receive feedback on peer writing. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct library research. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct research using online databases or other web-based sources. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify credible research sources. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compose or revise online. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a portfolio of your writing. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_A3: How much did you learn about the following in your First Year Writing Requirement course:

	Very much (1)	Some (2)	Not much (3)	Nothing (4)
Producing well-supported academic arguments (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading and using complex texts to create and support your argument (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing in a variety of different genres (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shaping writing for different audiences and purposes. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revising, editing, and proofreading writing over multiple drafts (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving and receiving feedback on writing-in-progress (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing how to approach new kinds of writing tasks (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_A4: How frequently do you use what you learned in your First-Year Writing Requirement course about the following when writing for other courses?

	Very often (1)	Sometimes (2)	Not very often (3)	Never (4)	I didn't learn about this in my First Year Writing Requirement course (5)
Producing well-supported academic arguments (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading and using complex texts to create and support your argument (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing in a variety of different genres (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shaping writing for different audiences and purposes. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revising, editing, and proofreading writing over multiple drafts (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving and receiving feedback on writing-in-progress (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing how to approach new kinds of writing tasks (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_A5: When you need to do a kind of writing task you've never done before, how prepared do you feel to decide:

	Very prepared (1)	Somewhat prepared (2)	Not very prepared (3)	Not at all prepared (4)
What the writing task is asking you to do (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What kind of examples or evidence you should use (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to structure or organize your writing (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What kind of vocabulary or terminology you should use (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What tone or level of formality you should use (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How and whether to incorporate visuals or other multimedia into your writing (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Where to go for help with this new writing task (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_A6: Do you write for any of the following extracurricular activities? Mark all that apply.

[0 = Not marked, 1 = marked]

- Paid employment (1)
- Internship (2)
- Political campaign work (3)
- Activist or advocacy work (4)
- Faith-based activities (5)
- Recreation or hobbies (6)
- Fan activities (e.g. fan fiction, sports blogs, etc) (7)
- Creative writing (8)
- Personal writing (e.g. journaling) (9)
- Other (please specify) (10) _____
- I don't do any extracurricular writing (11)

PRE_A7: If you marked any of the above, please describe the kinds of writing you do for these activities.

PRE_A8: How important do you believe writing will be for the following:

	Very important (1)	Somewhat important (2)	Not very important (3)	Not at all important (4)	Not applicable (5)
Your undergraduate academic success at the University of Michigan (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your admission into the graduate or professional program of your choice (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to achieve your long-term academic goals (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to enter your chosen career field (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You ability to achieve your long-term career goals (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to change careers or pursue new opportunities (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_A9: Do you experience difficulties with any of the following in your academic writing?

Please check all that apply.

[0 = Not marked, 1 = marked]

- Adapting how you write for different academic disciplines (1)
- Adapting your writing to different genres (2)
- Appropriately placing thesis statements (3)
- Argumentative structure (4)
- Avoiding abstract, indirect language (5)
- Coming up with a topic or idea to write about (6)
- Constructing an argument using appropriate evidence (7)
- General English syntax (8)
- Having a vocabulary for talking about writing (9)
- Integrating and citing sources effectively (10)
- Knowing where to get feedback on drafts (11)
- Narrowing or focusing the paper topic (12)
- Presenting quantitative data in a piece of writing (13)
- Providing enough development or depth of argument (14)
- Punctuation (15)
- Register (e.g. appropriate degrees of formality, slang, etc.) (16)
- Revising a paper through multiple drafts (17)
- Stating a clear, confident position (18)
- Subject-verb agreement (19)
- Use of articles (20)
- Use of pronouns (21)
- Using transitions effectively (22)
- Using visual effectively in writing (23)
- Verb tenses (24)
- Word choice or vocabulary (25)
- Writing clear, cohesive paragraphs (26)
- Writing effective thesis statements (27)
- Writing in a variety of different media (28)
- No significant issues (29)
- Other (please specify) (30) _____

The following questions come from the National Survey of Student Engagement (NSSE).

PRE_B1: In your experience at your institution during the current school year, about how often have you done each of the following?

	Very often (1)	Often (2)	Sometimes (3)	Never (4)
Asked questions in class or contributed to class discussions (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project that required integrating ideas or information from various sources (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects during class (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Worked with classmates outside of class to prepare class assignments (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Put together ideas or concepts from different courses when completing assignments or during class discussions (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored or taught other students (paid or voluntary) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a community-based project (e.g., service learning) as part of a regular course (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used e-mail to communicate with an instructor (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed grades or assignments with an instructor (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked about career plans with a faculty member or advisor (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>Discussed ideas from your readings or classes with faculty members outside of class (16)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Received prompt written or oral feedback from faculty on your academic performance (17)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Worked harder than you thought you could to meet an instructor's standards or expectations (18)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) (19)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (20)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Had serious conversations with students of a different race or ethnicity than your own (21)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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PRE_B2: During the current school year, how much has your coursework emphasized the following mental activities?

	Very much (1)	Quite a bit (2)	Some (3)	Very little (4)
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Applying theories or concepts to practical problems or in new situations (5)	○	○	○	○
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PRE_B3: During the current school year, about how much reading and writing have you done?

	None (1)	1-4 (2)	5-10 (3)	11-20 (4)	More than 20 (5)
Number of assigned textbooks, books, or book-length packs of course readings (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of written papers or reports of 20 pages or more (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of written papers or reports between 5 and 19 pages (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of written papers or reports of fewer than 5 pages (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_B4: In a typical week, how many homework problem sets do you complete?

	None (1)	1-2 (2)	3-4 (3)	5-6 (4)	More than 6 (5)
Number of problem sets that take you more than an hour to complete (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of problem sets that take you less than an hour to complete (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_B5: Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.

- 1 (Very little) (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (Very much) (7)

PRE_B6: During the current school year, about how often have you done each of the following?

	Very often (1)	Often (2)	Sometimes (3)	Never (4)
Attended an art exhibit, play, dance, music, theater, or other performance (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercised or participated in physical fitness activities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined the strengths and weaknesses of your own views on a topic or issue (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned something that changed the way you understand an issue or concept (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_B7: Which of the following have you done or do you plan to do before you graduate from your institution?

	Done (1)	Plan to do (2)	Do not plan to do (3)	Have not decided (4)
Practicum, internship, field experience, co-op experience, or clinical assignment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service or volunteer work (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a learning community or some other formal program where groups of students take two or more classes together (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a research project with a faculty member outside of course or program requirements (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language coursework (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study abroad (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent study or self-designed major (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_B12: To what extent does your institution emphasize each of the following?

	Very much (1)	Quite a bit (2)	Some (3)	Very little (4)
Spending significant amounts of time studying and on academic work (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing the support you need to help you succeed academically (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping you cope with your non-academic responsibilities (work, family, etc.) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing the support you need to thrive socially (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computers in academic work (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_B13: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

	Very much (1)	Quite a bit (2)	Some (3)	Very little (4)
Acquiring a broad general education (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring job or work-related knowledge and skills (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing clearly and effectively (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking clearly and effectively (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking critically and analytically (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing quantitative problems (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computing and information technology (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working effectively with others (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voting in local, state, or national elections (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning effectively on your own (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding yourself (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding people of other racial and ethnic backgrounds (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving complex real-world problems (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Developing a personal code of values and ethics (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to the welfare of your community (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a deepened sense of spirituality (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_B15: How would you evaluate your entire educational experience at this institution?

- Excellent (1)
- Good (2)
- Fair (3)
- Poor (4)

PRE_B16: Overall, how would you evaluate the quality of academic advising you have received at your institution?

- Excellent (1)
- Good (2)
- Fair (3)
- Poor (4)

PRE_B17: If you could start over again, would you go to the same institution you are now attending?

- Definitely yes (1)
- Probably yes (2)
- Probably no (3)
- Definitely no (4)

The following questions were developed by the Council of Writing Program Administrators (WPA).

PRE_C1: During the current school year, for how many of your writing assignments have you done each of the following?

	No assignments (1)	Few assignments (2)	Some assignments (3)	Most assignments (4)	All assignments (5)
Brainstormed (listed ideas, mapped concepts, prepared an outline, etc.) to develop your ideas before you started drafting your assignment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with your instructor to develop your ideas before you started drafting your assignment (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with a classmate, friend, or family member to develop your ideas before you started drafting your assignment (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received feedback from your instructor about a draft before turning in your final assignment (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received feedback from a classmate, friend, or family member about a draft before turning in your	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

final assignment (5)					
Visited a campus- based writing or tutoring center to get help with your writing assignment before turning it in (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used an online tutoring service to get help with your writing assignment before turning it in (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proofread your final draft for errors before turning it in (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_C2: During the current school year, in how many of your writing assignments did you:
 During the current school year, in how many of your writing assignments did you:

	No assignments (1)	Few assignments (2)	Some assignments (3)	Most assignments (4)	All assignments (5)
Narrate or describe one of your own experiences (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarize something you read, such as articles, books, or online publications (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze or evaluate something you read, researched, or observed (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe your methods or findings related to data you collected in lab or field work, a survey project, etc. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Argue a position using evidence and reasoning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain in writing the meaning of numerical or statistical data (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>Write in the style and format of a specific field (engineering, history, psychology, etc.) (7)</p> <p>Include drawings, tables, photos, screen shots, or other visual content into your written assignment (8)</p> <p>Create the project with multimedia (web page, poster, slide presentation such as PowerPoint, etc.) (9)</p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>
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PRE_C3: During the current school year, for how many of your writing assignments has your instructor done each of the following?

	No assignments (1)	Few assignments (2)	Some assignments (3)	Most assignments (4)	All assignments (5)
Provided clear instructions describing what he or she wanted you to do (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained in advance what he or she wanted you to learn (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained in advance the criteria he or she would use to grade your assignment (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided a sample of a completed assignment written by the instructor or a student (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked you to do short pieces of writing that he or she did not grade (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked you to give feedback to a classmate about a draft or outline the classmate had written (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>Asked you to write with classmates to complete a group project (7)</p> <p>Asked you to address a real or imagined audience such as your classmates, a politician, non- experts, etc. (8)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_C4: Which of the following have you done or do you plan to do before you graduate from your institution?

	Have not decided (1)	Do not plan to do (2)	Plan to do (3)	Done (4)
<p>Prepare a portfolio that collects written work from more than one class (1)</p> <p>Submit work you wrote or co- wrote to a student or professional publication (magazine, journal, newspaper, collection of student work, etc.) (2)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions come from the Daly-Miller Writing Questionnaire.

PRE_D1: Please indicate your level of agreement with the following statements:

	Strongly agree (1)	Agree (2)	Uncertain (3)	Disagree (4)	Strongly disagree (5)
I avoid writing. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have no fear of my writing's being evaluated. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to writing down my ideas. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am afraid of writing essays when I know they will be evaluated. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking a composition course is a very frightening experience. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handing in a composition makes me feel good. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mind seems to go blank when I start to work on my composition. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_D2: Please indicate your level of agreement with the following statements:

	Strongly agree (1)	Agree (2)	Uncertain (3)	Disagree (4)	Strongly disagree (5)
Expressing ideas through writing seems to be a waste of time. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would enjoy submitting my writing to magazines for evaluation and publication. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to write down my ideas. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my ability to express my ideas clearly in writing. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to have my friends read what I have written. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm nervous about writing. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_D3: Please indicate your level of agreement with the following statements:

	Strongly agree (1)	Agree (2)	Uncertain (3)	Disagree (4)	Strongly disagree (5)
People seem to enjoy what I write. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy writing. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I never seem to be able to write down my ideas clearly. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing is a lot of fun. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect to do poorly in composition classes even before I enter them. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like seeing my thoughts on paper. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRE_D4: Please indicate your level of agreement with the following statements:

	Strongly agree (1)	Agree (2)	Uncertain (3)	Disagree (4)	Strongly disagree (5)
Discussing my writing with others is enjoyable. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a terrible time organizing my ideas in a composition course. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I hand in a composition, I know I'm going to do poorly. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's easy for me to write good compositions. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't think I write as well as most other people. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't like my compositions to be evaluated. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm not good at writing. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for participating in this survey. Before you submit your responses, we have just a few more brief questions.

PRE_E1: How would you describe yourself as a writer?

PRE_E2: Do you speak or write in languages other than English?

- No (0)
- Yes (1)

Please indicate which languages you speak and/or write with proficiency:

	Language (PRE_E3)	Speaking Proficiency (PRE_E4)			Writing Proficiency (PRE_E5)		
		Proficient (1)	Somewhat proficient (2)	Not proficient (3)	Proficient (1)	Somewhat proficient (2)	Not proficient (3)
First language (1)	<i>[open question]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second Language (2)	<i>[open question]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third Language (3)	<i>[open question]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fourth Language (4)	<i>[open question]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If Do you speak or writing in languages other than English?

PRE_E6: What language(s) do you speak at home with your family?

- Only English (1)
- Only a language (or languages) other than English (2)
- Both English and another language (or languages) (3)

Answer If Do you speak or writing in languages other than English?

PRE_E27 When you were growing up, did at least one parent or guardian speak English as a first language?

- Yes (1)
- No (2)

Answer If Do you speak or writing in languages other than English?

PRE_E8: Where did you attend school for the following years?

	in the United States (1)	in a different country (2)	in both the U.S. and a different country or countries (3)	in multiple countries other than the U.S. (4)
Kindergarten or Preschool / Ages 3-5 (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary school (Grades 1-4) / Ages 6-10 (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intermediate school (Grades 5-6) / Ages 11-12 (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle school or junior high school (Grades 7-8) / Ages 13-14 (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school or high school (Grades 9-12) / Ages 15-18 (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey Questions: Second Round Questions (POST)

POST_A1: How frequently did you do the following over the course of your college career:

	Very often (1)	Sometimes (2)	Not very often (3)	Never (4)
Write a five-paragraph essay (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a sustained and detailed argument of more than 5 pages in length (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarize the main ideas from an assigned reading. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate and respond critically to an assigned reading (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make an argument and support it using evidence (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Express a personal opinion on an issue (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret a literary text (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write essays or papers in subjects other than English (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a personal narrative (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write in a range of media (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write for a specific audience outside of the University (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST_A3: How much did you learn about the following in your courses at the University:

	Very much (1)	Some (2)	Not much (3)	Nothing (4)
Producing well-supported academic arguments (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading and using complex texts to create and support your argument (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing in a variety of different genres (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shaping writing for different audiences and purposes. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revising, editing, and proofreading writing over multiple drafts (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving and receiving feedback on writing-in-progress (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing how to approach new kinds of writing tasks (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST_A5: When you need to do a kind of writing task you've never done before, how prepared do you feel to decide:

	Very prepared (1)	Somewhat prepared (2)	Not very prepared (3)	Not at all prepared (4)
What the writing task is asking you to do (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What kind of examples or evidence you should use (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to structure or organize your writing (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What kind of vocabulary or terminology you should use (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What tone or level of formality you should use (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How and whether to incorporate visuals or other multimedia into your writing (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Where to go for help with this new writing task (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST_A6: Do you write for any of the following extracurricular activities? Mark all that apply.

- Paid employment (1)
- Internship (2)
- Political campaign work (3)
- Activist or advocacy work (4)
- Faith-based activities (5)
- Recreation or hobbies (6)
- Fan activities (e.g. fan fiction, sports blogs, etc) (7)
- Creative writing (8)
- Personal writing (e.g. journaling) (9)
- Other (please specify) (10) _____
- I don't do any extracurricular writing (11)

POST_A7: If you marked any of the above, please describe the kinds of writing you do for these activities.

POST_A9: Do you experience difficulties with any of the following in your academic writing?
Please check all that apply.

- Adapting how you write for different academic disciplines (1)
- Adapting your writing to different genres (2)
- Appropriately placing thesis statements (3)
- Argumentative structure (4)
- Avoiding abstract, indirect language (5)
- Coming up with a topic or idea to write about (6)
- Constructing an argument using appropriate evidence (7)
- General English syntax (8)
- Having a vocabulary for talking about writing (9)
- Integrating and citing sources effectively (10)
- Knowing where to get feedback on drafts (11)
- Narrowing or focusing the paper topic (12)
- Presenting quantitative data in a piece of writing (13)
- Providing enough development or depth of argument (14)
- Punctuation (15)
- Register (e.g. appropriate degrees of formality, slang, etc.) (16)
- Revising a paper through multiple drafts (17)
- Stating a clear, confident position (18)
- Subject-verb agreement (19)
- Use of articles (20)
- Use of pronouns (21)
- Using transitions effectively (22)
- Using visual effectively in writing (23)
- Verb tenses (24)
- Word choice or vocabulary (25)
- Writing clear, cohesive paragraphs (26)
- Writing effective thesis statements (27)
- Writing in a variety of different media (28)
- No significant issues (29)
- Other (please specify) (30) _____

POST_A10 How frequently did you do the following over the course of your college career?

	Very often (1)	Sometimes (2)	Not very often (3)	Never (4)
Create and use video digital media (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and use audio digital media (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create web pages (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and work with podcasts or enhanced podcasts (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and work with blogs and/or microblogs (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create electronic presentations using Powerpoint, Prezi, or other presentation software (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate websites for credibility, scholarly sources, etc. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create online games (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create re-mixes or mash-ups (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online publishing/writing (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and use electronic portfolios (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create animation (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create apps (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use digital editing tools like Photoshop and other editing software (14)	○	○	○	○
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POST_A8: How important do you believe writing has been for the following:

	Very important (1)	Somewhat important (2)	Not very important (3)	Not at all important (4)	Not applicable (5)
Your undergraduate academic success at the University of Michigan (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your admission into the graduate or professional program of your choice (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to achieve your long-term academic goals (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to enter your chosen career field (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You ability to achieve your long-term career goals (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to change careers or pursue new opportunities (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST_A11: In the last four years, what kind of writing has been most important to you, and why?

The following questions come from the National Survey of Student Engagement (NSSE).

POST_B1: In your experience at your institution during the current school year, about how often have you done each of the following?

	Very often (1)	Often (2)	Sometimes (3)	Never (4)
Asked questions in class or contributed to class discussions (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project that required integrating ideas or information from various sources (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects during class (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Worked with classmates outside of class to prepare class assignments (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Put together ideas or concepts from different courses when completing assignments or during class discussions (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored or taught other students (paid or voluntary) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a community-based project (e.g., service learning) as part of a regular course (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used e-mail to communicate with an instructor (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed grades or assignments with an instructor (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked about career plans with a faculty member or advisor (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>Discussed ideas from your readings or classes with faculty members outside of class (16)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Received prompt written or oral feedback from faculty on your academic performance (17)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Worked harder than you thought you could to meet an instructor's standards or expectations (18)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) (19)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (20)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Had serious conversations with students of a different race or ethnicity than your own (21)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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POST_B2: During the current school year, how much has your coursework emphasized the following mental activities?

	Very much (1)	Quite a bit (2)	Some (3)	Very little (4)
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Applying theories or concepts to practical problems or in new situations (5)	○	○	○	○
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POST_B3: During the current school year, about how much reading and writing have you done?

	None (1)	1-4 (2)	5-10 (3)	11-20 (4)	More than 20 (5)
Number of assigned textbooks, books, or book-length packs of course readings (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of written papers or reports of 20 pages or more (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of written papers or reports between 5 and 19 pages (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of written papers or reports of fewer than 5 pages (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST_B4: In a typical week, how many homework problem sets do you complete?

	None (1)	1-2 (2)	3-4 (3)	5-6 (4)	More than 6 (5)
Number of problem sets that take you more than an hour to complete (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of problem sets that take you less than an hour to complete (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST_B5: Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.

- 1 (Very little) (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (Very much) (7)

POST_B6: During the current school year, about how often have you done each of the following?

	Very often (1)	Often (2)	Sometimes (3)	Never (4)
Attended an art exhibit, play, dance, music, theater, or other performance (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercised or participated in physical fitness activities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined the strengths and weaknesses of your own views on a topic or issue (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned something that changed the way you understand an issue or concept (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST_B7: Which of the following have you done or do you plan to do before you graduate from your institution?

	Done (1)	Plan to do (2)	Do not plan to do (3)	Have not decided (4)
Practicum, internship, field experience, co-op experience, or clinical assignment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service or volunteer work (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a learning community or some other formal program where groups of students take two or more classes together (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a research project with a faculty member outside of course or program requirements (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language coursework (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study abroad (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent study or self-designed major (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST_B12: To what extent does your institution emphasize each of the following?

	Very much (1)	Quite a bit (2)	Some (3)	Very little (4)
Spending significant amounts of time studying and on academic work (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing the support you need to help you succeed academically (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping you cope with your non-academic responsibilities (work, family, etc.) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing the support you need to thrive socially (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computers in academic work (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST_B13: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

	Very much (1)	Quite a bit (2)	Some (3)	Very little (4)
Acquiring a broad general education (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring job or work-related knowledge and skills (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing clearly and effectively (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking clearly and effectively (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking critically and analytically (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing quantitative problems (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computing and information technology (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working effectively with others (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voting in local, state, or national elections (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning effectively on your own (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding yourself (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding people of other racial and ethnic backgrounds (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving complex real-world problems (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Developing a personal code of values and ethics (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to the welfare of your community (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a deepened sense of spirituality (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST_B15: How would you evaluate your entire educational experience at this institution?

- Excellent (1)
- Good (2)
- Fair (3)
- Poor (4)

POST_B16: Overall, how would you evaluate the quality of academic advising you have received at your institution?

- Excellent (1)
- Good (2)
- Fair (3)
- Poor (4)

POST_B17: If you could start over again, would you go to the same institution you are now attending?

- Definitely yes (1)
- Probably yes (2)
- Probably no (3)
- Definitely no (4)

The following questions were developed by the Council of Writing Program Administrators (WPA).

POST_C1: During the current school year, for how many of your writing assignments have you done each of the following?

	No assignments (1)	Few assignments (2)	Some assignments (3)	Most assignments (4)	All assignments (5)
Brainstormed (listed ideas, mapped concepts, prepared an outline, etc.) to develop your ideas before you started drafting your assignment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with your instructor to develop your ideas before you started drafting your assignment (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with a classmate, friend, or family member to develop your ideas before you started drafting your assignment (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received feedback from your instructor about a draft before turning in your final assignment (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visited a campus- based writing or tutoring center to get help with your writing assignment before turning it in (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used an online tutoring service to get help with your writing assignment before turning it in (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proofread your final draft for errors before turning it in (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST_C2: During the current school year, in how many of your writing assignments did you:
 During the current school year, in how many of your writing assignments did you:

	No assignments (1)	Few assignments (2)	Some assignments (3)	Most assignments (4)	All assignments (5)
Narrate or describe one of your own experiences (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarize something you read, such as articles, books, or online publications (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze or evaluate something you read, researched, or observed (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe your methods or findings related to data you collected in lab or field work, a survey project, etc. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Argue a position using evidence and reasoning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain in writing the meaning of numerical or statistical data (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>Write in the style and format of a specific field (engineering, history, psychology, etc.) (7)</p> <p>Include drawings, tables, photos, screen shots, or other visual content into your written assignment (8)</p> <p>Create the project with multimedia (web page, poster, slide presentation such as PowerPoint, etc.) (9)</p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>
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POST_C3: During the current school year, for how many of your writing assignments has your instructor done each of the following?

	No assignments (1)	Few assignments (2)	Some assignments (3)	Most assignments (4)	All assignments (5)
Provided clear instructions describing what he or she wanted you to do (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained in advance what he or she wanted you to learn (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained in advance the criteria he or she would use to grade your assignment (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided a sample of a completed assignment written by the instructor or a student (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked you to do short pieces of writing that he or she did not grade (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked you to give feedback to a classmate about a draft or outline the classmate had written (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>Asked you to write with classmates to complete a group project (7)</p> <p>Asked you to address a real or imagined audience such as your classmates, a politician, non- experts, etc. (8)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST_C4: Which of the following have you done or do you plan to do before you graduate from your institution?

	Have not decided (1)	Do not plan to do (2)	Plan to do (3)	Done (4)
<p>Prepare a portfolio that collects written work from more than one class (1)</p> <p>Submit work you wrote or co- wrote to a student or professional publication (magazine, journal, newspaper, collection of student work, etc.) (2)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions come from the Daly-Miller Writing Questionnaire.

POST_D:1 Please indicate your level of agreement with the following statements:

	Strongly agree (1)	Agree (2)	Uncertain (3)	Disagree (4)	Strongly disagree (5)
I avoid writing. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have no fear of my writing's being evaluated. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to writing down my ideas. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am afraid of writing essays when I know they will be evaluated. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking a composition course is a very frightening experience. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handing in a composition makes me feel good. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mind seems to go blank when I start to work on my composition. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST_D2: Please indicate your level of agreement with the following statements:

	Strongly agree (1)	Agree (2)	Uncertain (3)	Disagree (4)	Strongly disagree (5)
Expressing ideas through writing seems to be a waste of time. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would enjoy submitting my writing to magazines for evaluation and publication. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to write down my ideas. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my ability to express my ideas clearly in writing. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to have my friends read what I have written. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm nervous about writing. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST_D4: Please indicate your level of agreement with the following statements:

	Strongly agree (1)	Agree (2)	Uncertain (3)	Disagree (4)	Strongly disagree (5)
People seem to enjoy what I write. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy writing. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I never seem to be able to write down my ideas clearly. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing is a lot of fun. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect to do poorly in composition classes even before I enter them. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like seeing my thoughts on paper. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

POST_D4: Please indicate your level of agreement with the following statements:

	Strongly agree (1)	Agree (2)	Uncertain (3)	Disagree (4)	Strongly disagree (5)
Discussing my writing with others is enjoyable. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a terrible time organizing my ideas in a composition course. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I hand in a composition, I know I'm going to do poorly. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's easy for me to write good compositions. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't think I write as well as most other people. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't like my compositions to be evaluated. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm not good at writing. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for participating in this survey. Before you submit your responses, we have just a few more brief questions.

POST_E1: How would you describe yourself as a writer?