Background
This survey is part of a multi-year project exploring the integration of curricular and co-curricular activities. A cohort of undergraduate students is participating in the project throughout the 2005-2006 school year.

The purpose of this study was to benchmark Texas A&M students’ experience with writing.

545 out of 741 participants completed the web-based survey for a response rate of 74%.

Results
In a typical week, how many hours do you spend reading for pleasure outside of classroom books and assignments?
- 87% read for pleasure at least one hour a week

In a typical week, how many hours do you spend reading for classes?
- 24% read for classes for eleven or more hours a week

My writing ability is:
- 22% said “excellent”
- 58% said “good”

Please indicate the level of importance you place on each of the following factors when you are evaluating your own writing.
- 72% thought feedback from instructors was very important
- 62% thought grades I receive in class was very important

How do you rate your ability to do the following:
[Skilled, Somewhat Skilled, Somewhat Unskilled, Unskilled]
- 77% said they were skilled in writing in complete sentence structure
- 59% said they were skilled in writing text with a clear main idea supported by details
- 26% said they were skilled in evaluating their own writing effectiveness

How many papers of 4 or less pages did you write in the fall 2005 semester?
- 46% said four or more papers

How many papers of 5 or more pages did you write in the fall 2005 semester?
- 39% said zero papers

How often do you revise a paper before turning it in for a grade?
- 41% said always

How many course exams did you take in the fall 2005 semester that asked you to write responses in complete sentences?
- 37% said three or more exams

Do you write for other reasons beside class papers and exams?
- 43% said yes
- Examples provided—journals, blogs, songs, poetry, applications (scholarships, organizations, academic programs)

Since you have been in college, how much feedback or assistance with your writing have you received from:
- 81% received assistance from friends
- 77% received assistance from faculty

What do faculty/teaching assistants need to provide for you to improve your writing skills?
- Responses included—Clear expectations, specific suggestions for improvement, and being accessible to students

How important will the ability to write well be for your success in your chosen career field?
- 46% said very important

Prepared on: May 10, 2006
For a complete report, please visit the Student Life Studies web page.