

**An Analysis of Transfer Students' Course-Required Writing
Prepared at the Request of the UCSC Academic Senate Committee on
Preparatory Education**

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The over-arching purpose of this research study is to analyze the initial preparedness and overall ability of community college transfer students to achieve academic success in UCSC upper division courses that rely heavily on papers written both outside of class and during exam sessions to evaluate students' academic performance. This study, then, focuses on transfer students pursuing majors in the social sciences and humanities wherein students are required to demonstrate extensive proficiency as critical readers and persuasive writers, relying heavily on analysis, synthesis, and evaluation as they use the ideas of others in support of theses of their own. As many educators would argue that successful writers exude both competence and confidence, this study includes quantitative data focused on describing students' academic achievement trends and qualitative data analyzing students' responses to survey questions.

Method

In order to collect quantitative data regarding transfer students' academic performance in writing-based courses, Learning Support Services (LSS) selected nine majors and collected data regarding transfer students' grades in the required Disciplinary Communication courses. We selected majors that currently include a sufficient number of transfer students. These majors are: Anthropology, Environmental Studies, Film and Digital Media, History, Latin America and Latino Studies, Literature, Politics, Psychology and Sociology. We selected the Disciplinary Communication courses, as their purpose is to ensure that students master the specific critical thinking and writing skills appropriate for success as writers within the academic conventions of the field. Yet, students entering these courses are assumed to have basic, college-level essay writing competence. In each of these majors we compare the student achievement of transfer and "native" students using course grades.

As an additional quantitative measure, we compared the number of "A", "B", "C", passing, and non-passing grades received by transfer and native students in all upper division courses in three majors, Environmental Studies, Politics and Psychology.

In order to access the personal experiences of transfer students, we chose to develop and implement a survey. LSS developed a survey to assess transfer students' attitudes regarding their preparation for upper division writing assignments at UCSC based on their community college composition instruction; their experience as writers as they made the transition from community college into their first few quarters at UCSC; and their sense of their competence as compared with "native" UCSC students who began their UCSC education as frosh. This survey was sent to all currently enrolled community college transfer students whose declared major is one of the nine listed above.

The remainder of this report presents a discussion of this quantitative and qualitative data.

Discussion of Qualitative Data

All transfer students currently enrolled with declared majors in the academic disciplines selected for inclusion in this study were sent a survey via email and encouraged to respond. Of the 1315 surveys that were distributed, we received 135 responses (9.35)%. See Appendix 1 for a copy of the survey questions and a tabulation of student responses. The questions asked community college transfer students to focus on three areas: their assessment of the effectiveness of their community college composition courses to prepare them for UCSC writing expectations, their experiences as writers during their first few quarters at UCSC as they transitioned from their community college to the university, and their sense of themselves as writers as compared with the “native” students in reading-writing based courses. As the discussion of the data will indicate, overall, transfer students feel that their community college writing courses offered them relevant and effective composition instruction, that they were able to successfully complete course-specific writing assignments as they entered UCSC, and that they do not feel either advantaged or disadvantaged by having had their lower division composition courses at a community college rather than at UCSC.

The students who completed the survey have attended UCSC for an average of four quarters. Eighty-six percent of the students claimed to have received an “A” or a “B” in English 1A, 72.1% claimed to have received an “A” or “B” in English 1B, and 43.4% claimed to have received an “A” or a “B” in English 1C. English 1A generally offers a curriculum similar to Writing 2 at UCSC, readings, writing a number of essays, and completing a longer, research-based essay with focus on analysis and persuasive writing. English 1B is generally focused on writing analytic essays related to literature, and English 1C is an essay writing course focused on critical thinking. Transfer students feel that their community college composition classes prepared them well for the writing demands of UCSC. In answer to the question, “How would you rate the overall effectiveness of your community college writing courses in helping you to be a successful writer here at UCSC?” 63.1% replied “helpful” to “very helpful” (4 or 5) using a scale of 1 to 5 where 5 is “very helpful”, and 1 is “not at all helpful”. Additionally, 64.6% of the survey respondents feel that the community college courses have taught them to write effective essays (4 or 5 designation on the rating scale).

A high percentage of students, 64.8%, indicate that their community college courses succeeded in teaching them to “support your ideas with evidence from other sources and use appropriate documentation”: a very important factor determining one’s success in upper division, major-specific writing assignments at UCSC and all universities.

Students were asked to respond to a number of statements that may have expressed their experiences as writers during their first few quarters at UCSC. Their responses used a scale of 1-5 where 1 signifies “strongly disagree” and 5 indicates “strongly agree”. Fifty percent of the students responded with a 4 or a 5, indicating agreement/strong agreement with the assumption that they felt overwhelmed by the increased amount of reading in

UCSC courses. In contrast, only 43.9% felt strongly that the writing topics in their UCSC classes were more difficult than those they experienced at their community colleges. Even though students found UCSC writing topics more difficult, 60.8% indicated strong agreement (4 or 5) with the claim that they could write effective essays in response to UCSC assignments based on their community college composition training. A large percentage, 67.5%, assessed themselves as having no problem with grammar or sentence-level skills, yet 42.7%, almost half, indicated that they needed more assistance editing their papers. Interestingly, 48.3% of the transfer students feel that they have more writing skills and confidence than their “native” peers. Overall, the students indicated a sense of confidence and competence as they made the transition from lower division community college writing experiences to the writing demands they experienced in their first few quarters at UCSC.

In the third section of the survey, students were asked to respond to questions regarding their general sense of their UCSC writing experiences thus far. They again responded to statements using a scale of 1-5 where 1 designates “strongly disagree” and 5 designates “strongly agree”. Sixty-nine percent of the students agreed and strongly agreed that they were prepared for the writing assignments in their first upper division course in their majors. A majority of the students, 86%, indicated that they “understood the importance of using the evidence from the writing of others and documentation requirements.” Almost all, 84.5%, of the students indicated that they understood the difference in writing a summary and writing an analysis. Again, a majority of students, 77%, clearly understood the relationship of UCSC course-assigned reading and course-assigned writing. Sixty eight percent of the transfer students did not feel at a clear disadvantage for having taken their lower division composition courses at a community college, 16% seemed neutral, and 15.9% felt disadvantaged.

In the comments section of the survey, a few themes began to emerge. Transfer students discussed using and appreciating support programs including the writing tutoring available at Learning Support Services and STARS. They recommended that transfer students have more initial access to workshops or 2-unit classes focused on academic reading, university-level research, and critical thinking and writing skills specific to their major discipline. They also discussed the need for professors to make their expectations clear as transfer students often have minimal familiarity with academic journals, varied documentation systems such as APA, scientific notation and documentation, etc. Another concern is the fast pace of the quarter system and the need for more immediate access to qualified Teaching Assistants. These suggestions were made in a positive tone by students who stated their overall sense of belonging and success at UCSC.

Analysis of Students’ Academic Success in Major-Specific Disciplinary Communication Courses

In order to collect information through which to discern whether transfer students demonstrate effective writing skills as compared with their “native” UCSC peers, we collected grade data from the required Disciplinary Communication courses in each of the nine majors of focus in this study. Data is from the fall quarter of 2010 through the

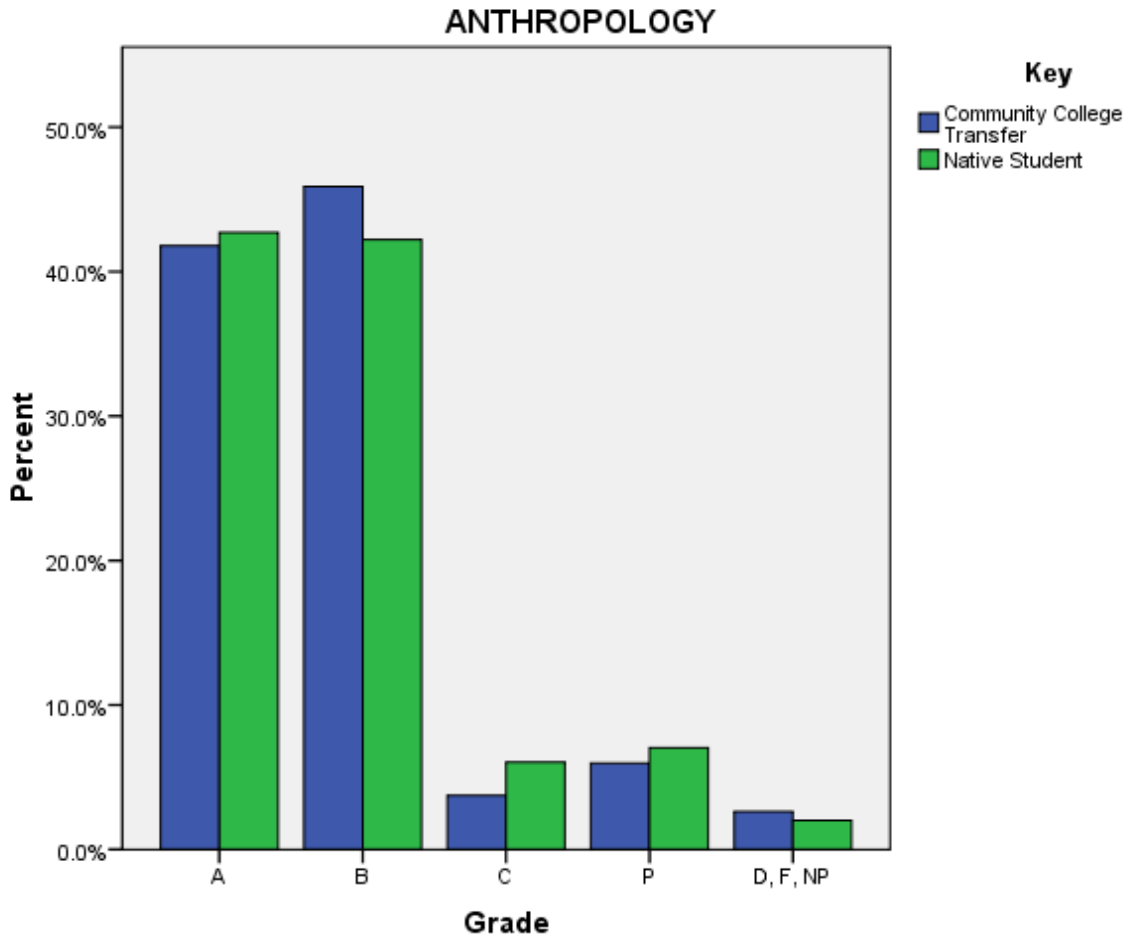
winter quarter of 2012 and includes all students clearly designated as having entered UCSC as frosh or as community college transfer students.

The following nine graphs illustrate the comparison of course grades of community college transfer students and “native” students who began UCSC as frosh in required, major-specific Disciplinary Communication courses.

Table 1

Anthropology: DC Grade Comparisons, Fall 2010 through Winter 2012.

			A	B	C	P	D, F, NP	Total
ANTH	Community College Transfer	Count	112	123	10	16	7	268
		%	41.8%	45.9%	3.7%	6.0%	2.6%	100.0%
	Native Student	Count	255	252	36	42	12	597
		%	42.7%	42.2%	6.0%	7.0%	2.0%	100.0%

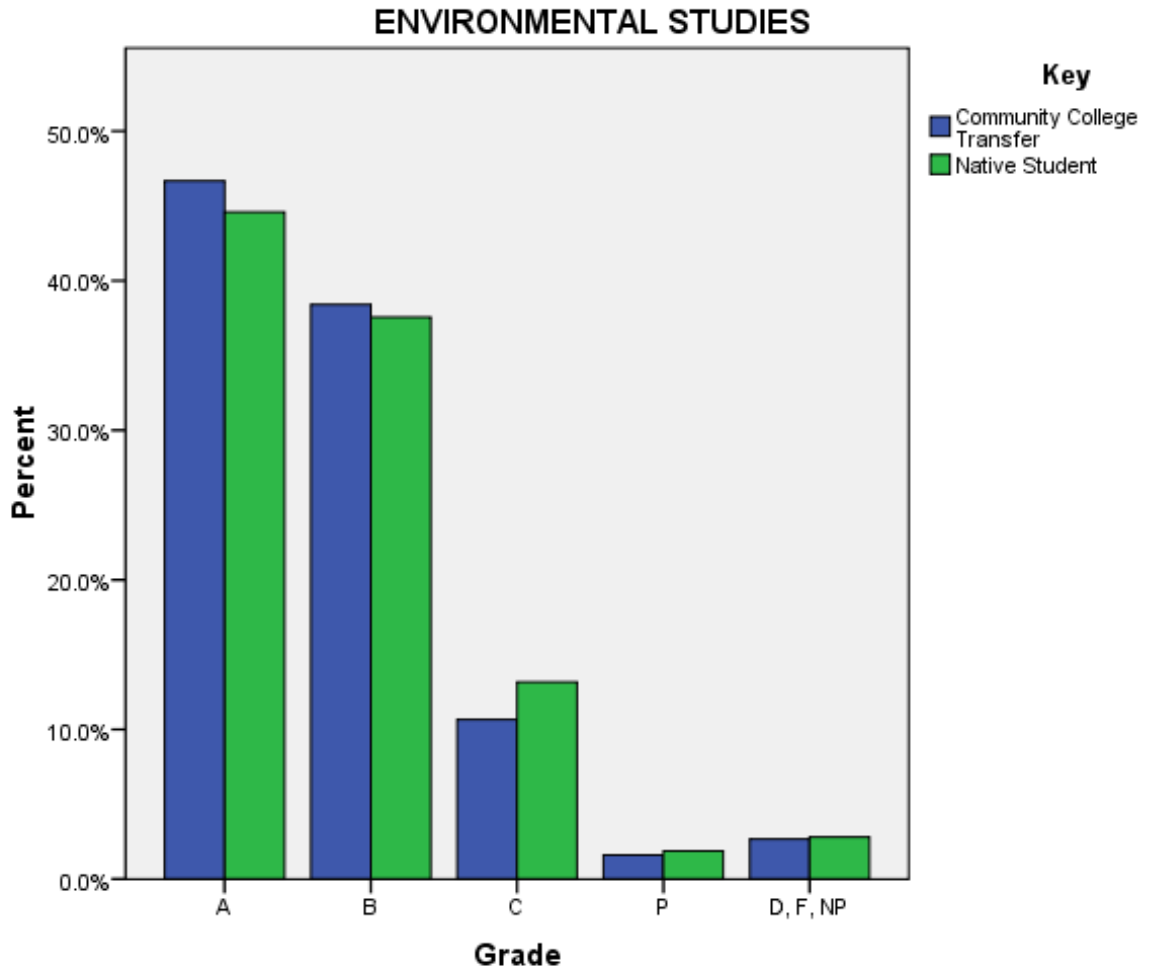


*Anthropology DC Requirement: Anthropology 100, 150, 152, or 170 and one of the following: Anthropology 194A, 194B, 194D, 194E, 194F, 194G, 194H, 194I, 194K, 194L, 194M, 194N, 194O, 194P, 194Q, 194R, 194S, 194T, 194U, 194V, 194W, 194X, 194Y, 194Z, 196A-B, or a senior thesis

Table 2

Environmental Studies: DC Grade Comparisons, Fall 2010 through Winter 2012.

			A	B	C	P	D, F, NP	Total
ENVS	Community College Transfer	Count	175	144	40	6	10	375
		%	46.7%	38.4%	10.7%	1.6%	2.7%	100.0%
	Native Student	Count	762	642	225	32	48	1709
		%	44.6%	37.6%	13.2%	1.9%	2.8%	100.0%

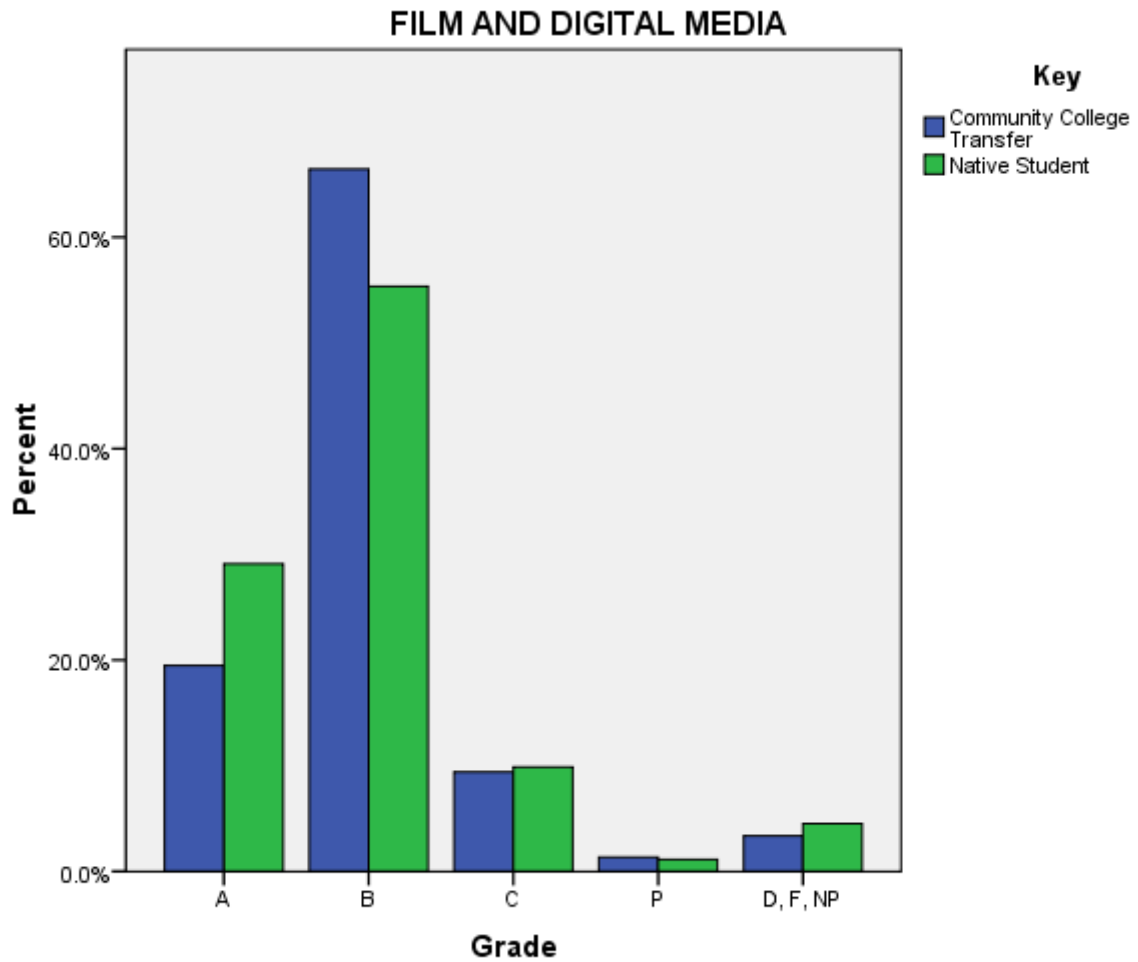


* Environmental Studies DC Requirement: Environmental Studies 100 and 100L and one of the following: Environmental Studies 183B, 190, 195A, 195B, or 196

Table 3

Film and Digital Media: DC Grade Comparisons, Fall 2010 through Winter 2012.

			A	B	C	P	D, F, NP	Total
FILM	Community College Transfer	Count	29	99	14	2	5	149
		%	19.5%	66.4%	9.4%	1.3%	3.4%	100.0%
	Native Student	Count	103	196	35	4	16	354
		%	29.1%	55.4%	9.9%	1.1%	4.5%	100.0%

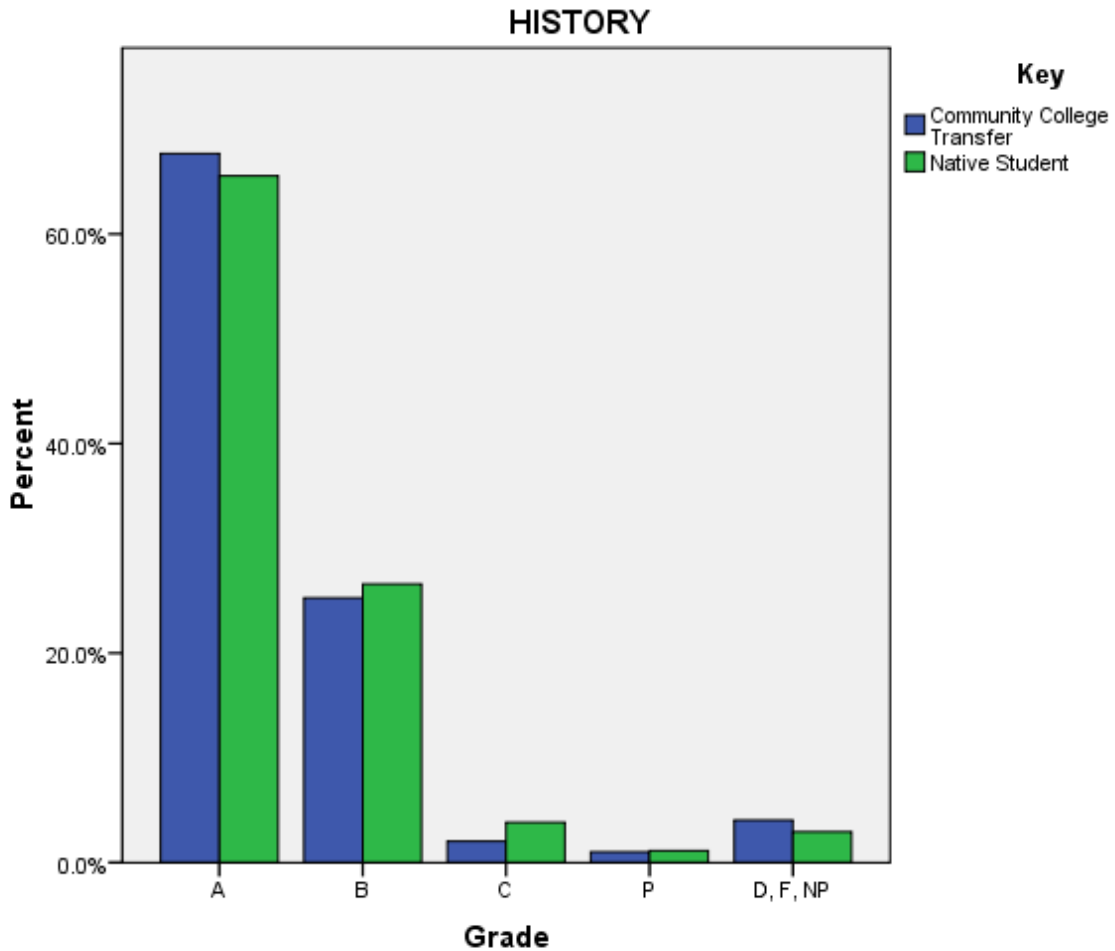


* Film and Digital Media DC Requirement: Film and Digital Media 120

Table 4

History: DC Grade Comparisons, Fall 2010 through Winter 2012.

			A	B	C	P	D, F, NP	Total
HIS	Community College Transfer	Count	67	25	2	1	4	99
		%	67.7%	25.3%	2.0%	1.0%	4.0%	100.0%
	Native Student	Count	291	118	17	5	13	444
		%	65.5%	26.6%	3.8%	1.1%	2.9%	100.0%

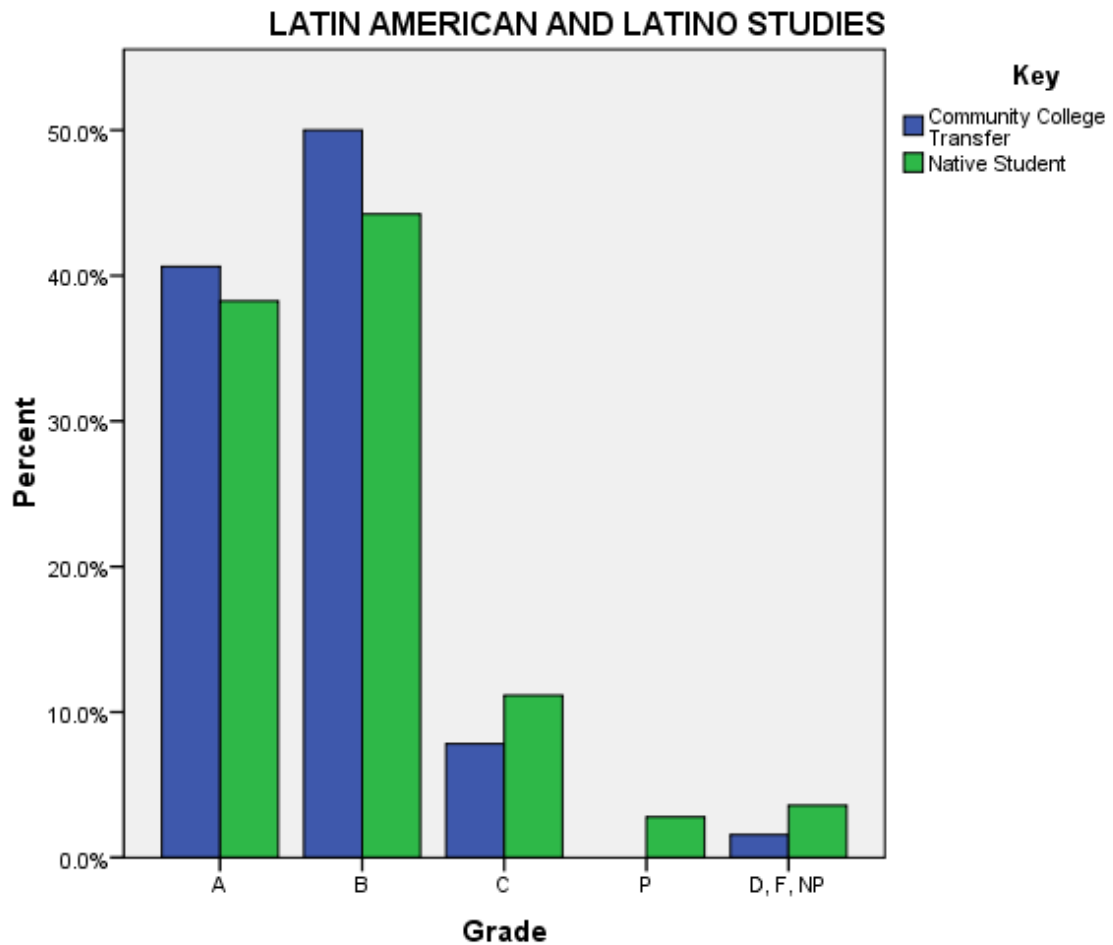


* History DC Requirement: History 190A, 190B, 190C, 190D, 190E, 190F, 190G, 190H, 190I, 190J, 190K, 190L, 190M, 190N, 190O, 190P, 190Q, 190R, 190S, 190T, 190U, 190V, 190X, 190Y, 190Z, 194A, 194B, 194D, 194E, 194G, 194H, 194M, 194N, 194R, 194S, 194U, 194X, 194Y, 195A-B, 196A, 196B, 196C, 196E, 196F, 196G, 196I, 196J, 196K, 196M, 196N, 196O, 196P, 196R, 196S, 196U, or 196Y

Table 5

Latin American and Latino Studies: DC Grade Comparisons, Fall 2010 through Winter 2012.

			A	B	C	P	D, F, NP	Total
LALS	Community College Transfer	Count	26	32	5	0	1	64
		%	40.6%	50.0%	7.8%	.0%	1.6%	100.0%
	Native Student	Count	96	111	28	7	9	251
		%	38.2%	44.2%	11.2%	2.8%	3.6%	100.0%

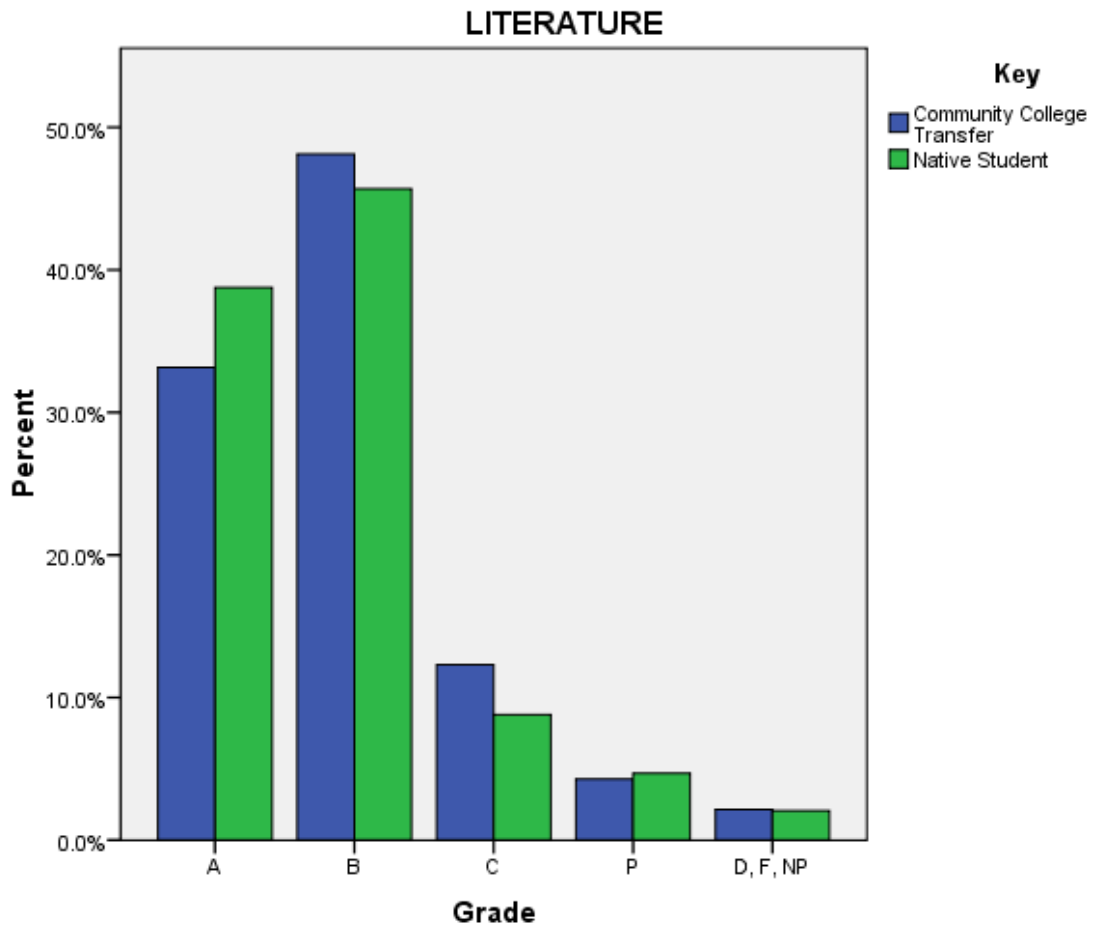


* Latin American and Latino Studies DC Requirement: Latin American and Latino Studies 100A and 100B

Table 6

Literature: DC Grade Comparisons, Fall 2010 through Winter 2012.

			A	B	C	P	D, F, NP	Total
LIT	Community College Transfer	Count	62	90	23	8	4	187
		%	33.2%	48.1%	12.3%	4.3%	2.1%	100.0%
	Native Student	Count	207	244	47	25	11	534
		%	38.8%	45.7%	8.8%	4.7%	2.1%	100.0%

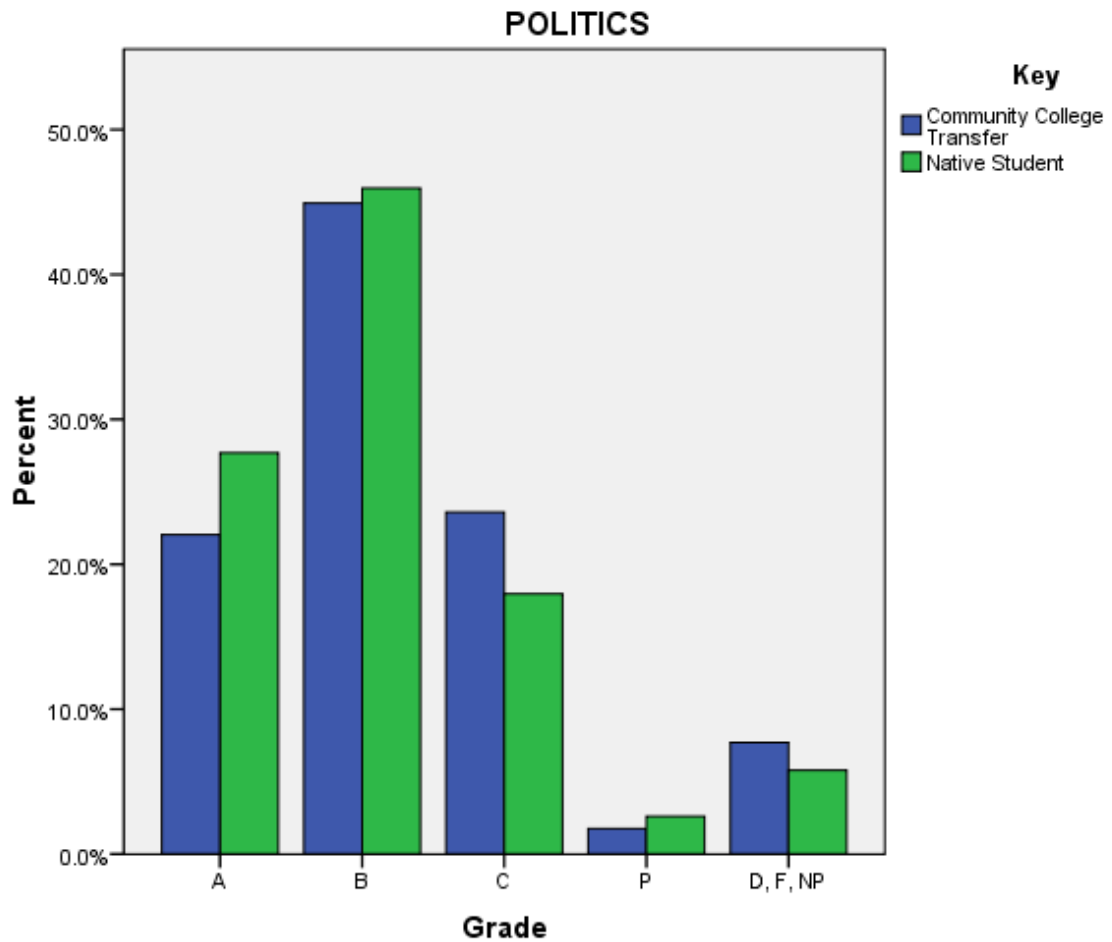


* Literature DC Requirement: Literature 101

Table 7

Politics: DC Grade Comparisons, Fall 2010 through Winter 2012.

			A	B	C	P	D, F, NP	Total
POLI	Community College Transfer	Count	126	257	135	10	44	572
		%	22.0%	44.9%	23.6%	1.7%	7.7%	100.0%
	Native Student	Count	555	921	360	52	116	2004
		%	27.7%	46.0%	18.0%	2.6%	5.8%	100.0%

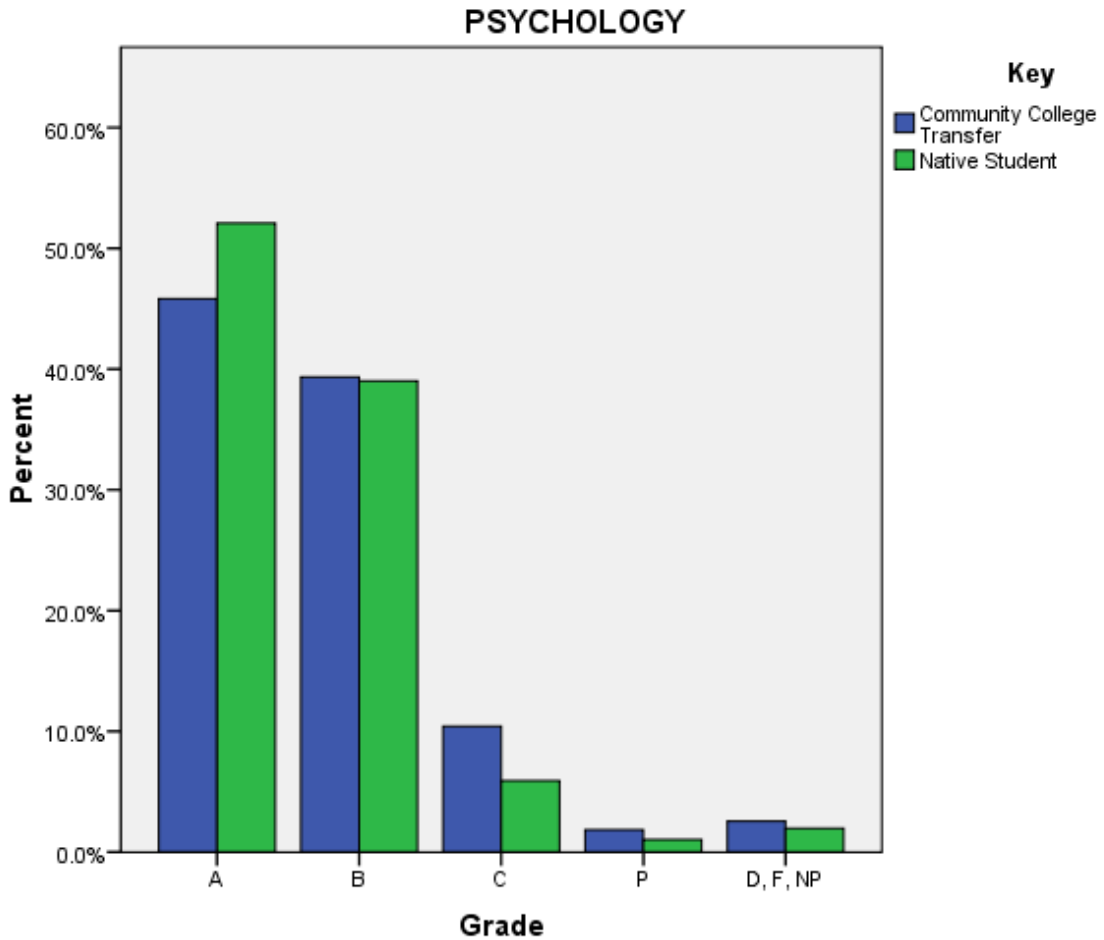


* Politics DC Requirement: Three of the following: Politics 105A, 105B, 105C, 105D, 120A, 120B, 120C, 140A, 140B, 140C, 140D, 160A, 160B, 160C, and 160D

Table 8

Psychology: DC Grade Comparisons, Fall 2010 through Winter 2012.

			A	B	C	P	D, F, NP	Total
PSYC	Community College Transfer	Count	198	170	45	8	11	432
		%	45.8%	39.4%	10.4%	1.9%	2.5%	100.0%
	Native Student	Count	1005	753	114	20	38	1930
		%	52.1%	39.0%	5.9%	1.0%	2.0%	100.0%

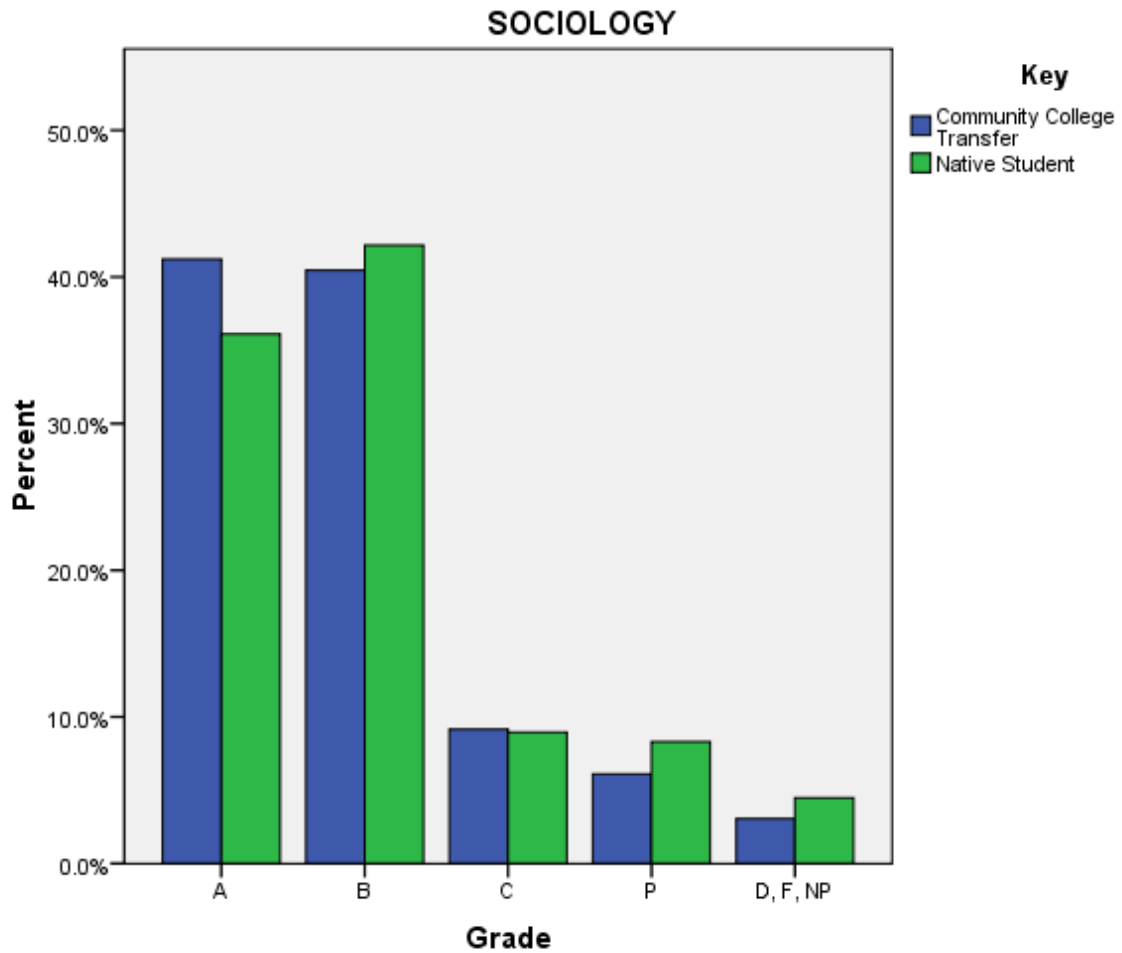


* Psychology DC Requirement: Psychology 100 and one of the following: Psychology 119A, 119B, 119D, 119E, 119F, 119H, 119I, 119M, 119P, 139D, 139F, 139G, 139H, or 159D, 159E, 159H, 179A, 179B, 179D

Table 9

Sociology: DC Grade Comparisons, Fall 2010 through Winter 2012.

			A	B	C	P	D, F, NP	Total
SOCY	Community College Transfer	Count	54	53	12	8	4	131
		%	41.2%	40.5%	9.2%	6.1%	3.1%	100.0%
	Native Student	Count	113	132	28	26	14	313
		%	36.1%	42.2%	8.9%	8.3%	4.5%	100.0%



* Sociology DC Requirement: Sociology 103B

In four of the nine majors, transfer students earned more “A” grades than “native” students. When combining the percentage of “A” and “B” grades, however, the percentage of the differences between transfer and “native” students is small, with transfer students having the majority in six disciplines and “native” students having the majority in three disciplines.

The academic performance trends in a few disciplines raise issues that may warrant further study. For example, 22% of the transfer students received “A” grades and 23.6% received “C” grades in Politics DC classes, as compared with the 27.7% of “native” students who received “A” grades and the 18% of “native” students who received “C” grades. Although these percentage differences are only five to six percent, they reflect a disadvantage to transfer students. This trend might be explained by the difference in expectations of community college and university lower division Politics classes. Most, if not all, community colleges do not have composition prerequisites for entry into their transfer-articulated, lower division Politics classes. Therefore, students with low levels of reading and writing skills enroll and are accommodated in these classes. Consequently, the community college curricular expectations may be less than those of the lower division politics classes at UCSC. This is a more likely explanation than differences in the composition instruction across the two systems.

Another major difference between “native” and transfer students grade attainment is evident in the Film and Digital Media DC requirement. Ten percent fewer transfer student received “A’s” than their native peers. The difference in academic success in the Film Disciplinary Communication class between transfer and “native” students is more difficult to explain. As few, if any, community colleges offer film classes equivalent to our prerequisites for our film Disciplinary Communication class, and students must take the prerequisites at UCSC, it is unclear as to why the transfer students are performing differently than their “native” peers.

One other of the nine majors that raises concern is Psychology. Of first concern, is the 4.5% difference between transfer and native students receiving “Cs”. As these are upper-division courses in a very competitive major, transfer students seem to be at a disadvantage. Further evidence of this is the 6.3% difference in “A” grades, where transfer students again earn fewer “A” grades. One explanation for this may be that one of these DC courses is PSYC 100, which would be a first-quarter course for incoming transfer students wishing to declare the Psychology major. This pattern is also evident in Literature, where LIT 101 is often the first upper division course that transfer students take in their Literature major, and native students, again, earn more “As” and fewer “Cs”. More study is needed to determine what is contributing to these differences. Do transfer students need more transitional assistance with critical reading and writing skills within their disciplines? Again, as with Politics, it is very likely that many community college courses, Psychology and Literature, for example, do not expect the same level and amount of academic reading and critical thinking as UCSC lower division courses.

In general, “native” students seem to demonstrate a slightly higher likelihood of earning an “A” in the Disciplinary Communication classes in these nine majors. What might be

the cause of this difference? One conjecture is that, on average, students who enter a UC campus directly after high school are more intellectually acclimated to classroom instruction and the demands of school. Although taking transfer level courses, community college students may easily rise to the top of their classes as many of the other students in the classes are likely to be less academically skilled and not UC transfer-bound. It seems reasonable to hypothesize that the expectations and stimulation of attending a prestigious, research university for one's first two years of higher education would increase one's awareness of the demands of academia.

Although community college transfer students do not appear to be as likely to earn "A" grades in the writing-based, upper division courses in their UCSC majors as exemplified by their performance in the Disciplinary Communication courses, for the most part, they are doing well. The lower division writing skills that they acquired in their community colleges seem to be preparing them similarly to the lower division writing skills that UCSC lower division students acquire.

Analysis of Students' Academic Success Using Grade Data in All Major-Specific Upper Division Courses

In order to confirm the validity of using students' academic success in major-specific disciplinary communication courses as a measure of their writing competence, we chose the three of the nine majors with the greatest number of transfer students: Environmental Studies, Politics, and Psychology. We then ran data looking at the course grades of native and transfer students in all upper division courses in these three majors from fall 2008 through winter 2012. Tables 10, 11 and 12 present this data.

Table 10

Student Grade Data in All Upper Division Environmental Studies Courses, Fall 2008 through Winter 2012.

			A	B	C	P	D, F, NP	Total
ENVS	Community College Transfer	Count	711	579	166	251	42	1749
		%	40.7%	33.1%	9.5%	14.4%	2.4%	100.0%
	Native Student	Count	3381	2861	855	1390	254	8741
		%	38.7%	32.7%	9.8%	15.9%	2.9%	100.0%

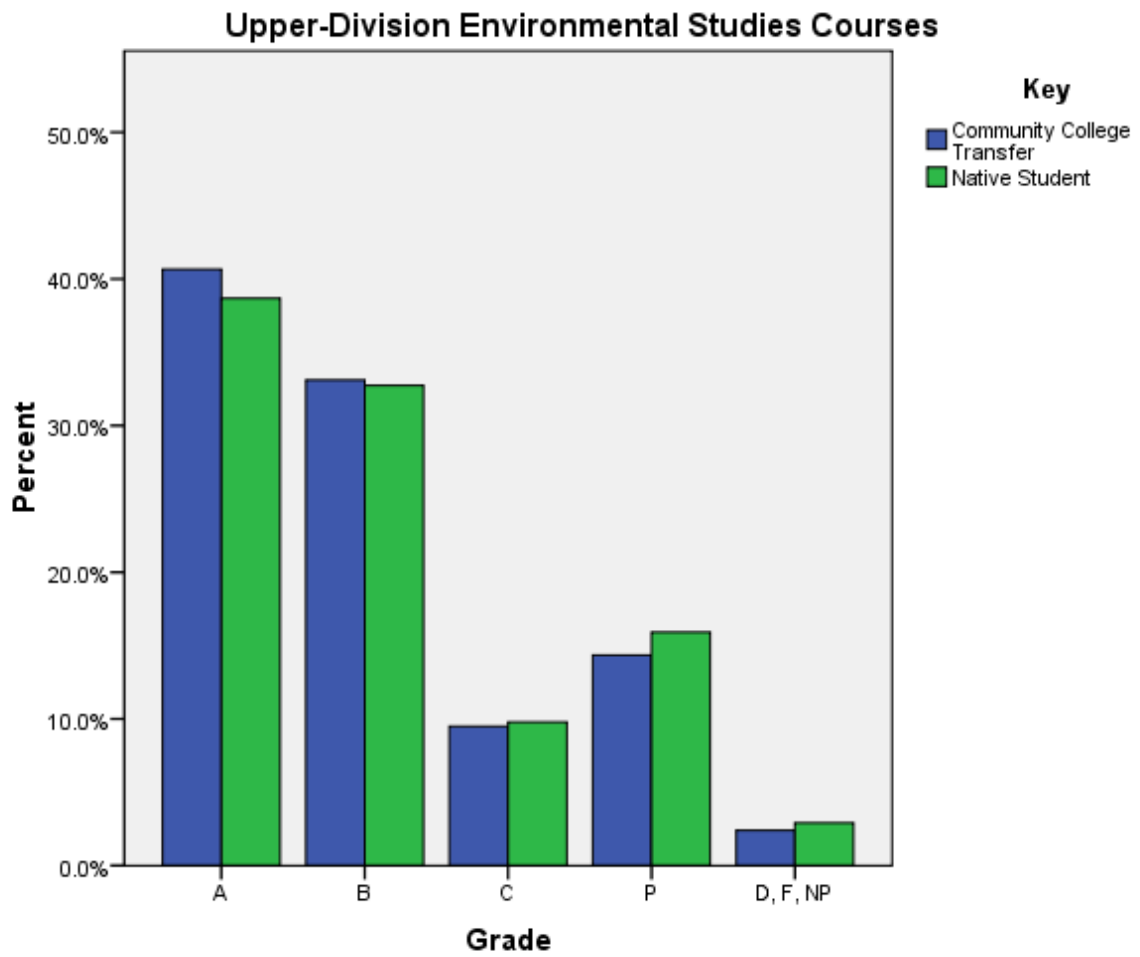


Table 11

Student Grade Data in All Upper Division Politics Courses, Fall 2008 through Winter 2012.

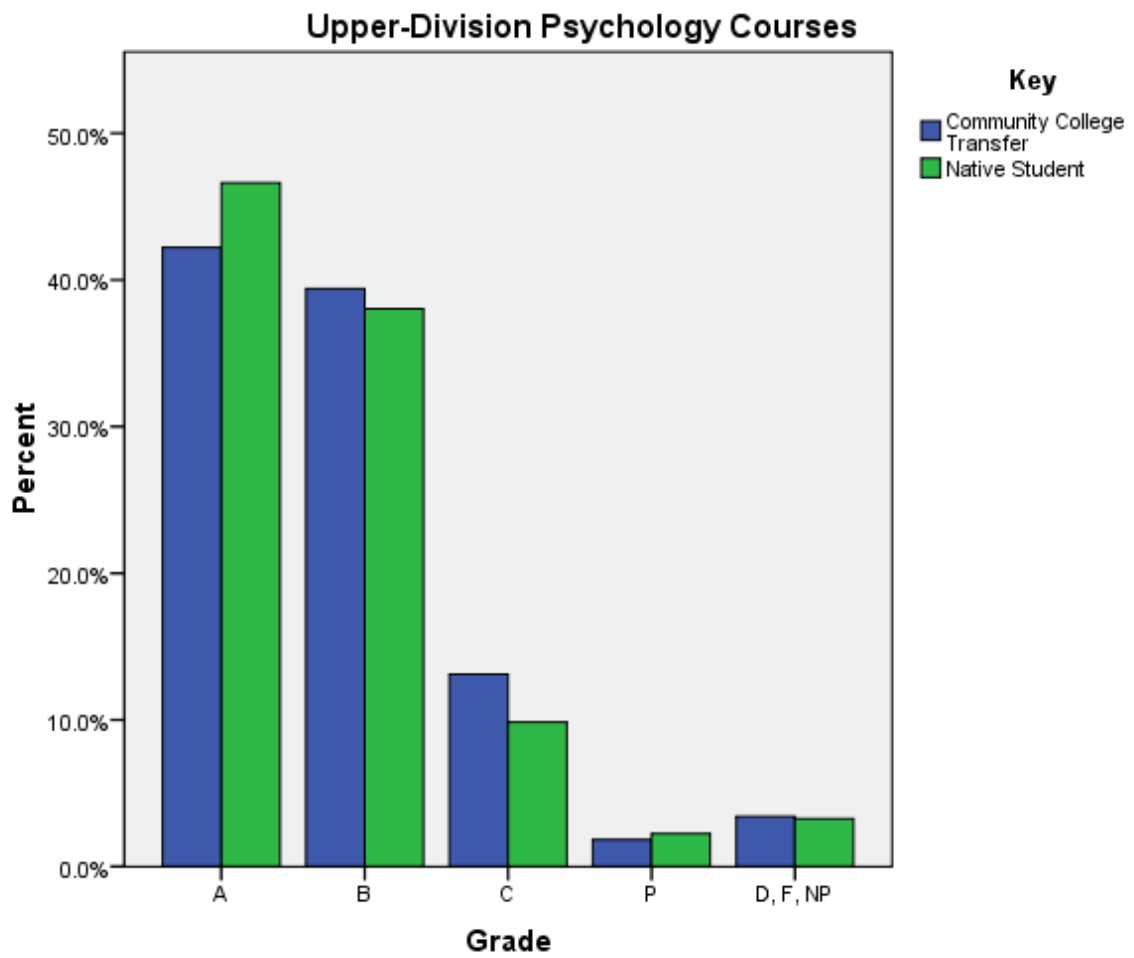
			A	B	C	P	D, F, NP	Total
POLI	Community College Transfer	Count	358	604	256	88	22	1328
		%	27.0%	45.5%	19.3%	6.6%	1.7%	100.0%
	Native Student	Count	1704	2360	804	292	157	5317
		%	32.0%	44.4%	15.1%	5.5%	3.0%	100.0%



Table 12

Student Grade Data in All Upper Division Psychology Courses, Fall 2008 through Winter 2012.

			A	B	C	P	D, F, NP	Total
PSYC	Community College Transfer	Count	1333	1244	414	58	108	3157
		%	42.2%	39.4%	13.1%	1.8%	3.4%	100.0%
	Native Student	Count	5158	4208	1089	248	360	11063
		%	46.6%	38.0%	9.8%	2.2%	3.3%	100.0%



In the Environmental Studies major, Community College transfer students earned the highest number of “A” grades and “B” grades in the DC courses, as well as doing so in all upper division courses, as shown in Tables 2 and 10. For Politics majors, as shown in Tables 7 and 11, transfer students at UCSC are somewhat less likely to earn “A” and “B” grades, and more likely to earn “C” grades in DC and all other upper division Politics courses. Interestingly, although the transfer students had a 1.9% higher D/F/NP rate in their DC Politics courses than their “native” counterparts, the “native” students had a 1.3% higher D/F/NP rate in all of their upper division classes than their transfer student counterparts. Lastly, the Psychology DC comparison data and all upper division course comparison data present almost equal patterns, with transfer students earning fewer “As”, almost the same number of “Bs” and more “Cs” (see Tables 8 and 12). Assuming that the data from these three majors is representative, it appears that the DC course data is predictive of students’ academic achievement. This is important because the emphasis of this research is on whether transfer students are appropriately prepared to succeed as writers at UCSC. Therefore, the DC courses present an important, and apparently valid, lens through which to explore this issue.

Reflections and Questions

Based on the data included in this study, a few tentative conjectures seem plausible. The survey data indicates that the transfer student respondents feel confident as writers and reasonably well-prepared by their community colleges to address UCSC writing assignments. Yet, several suggest that they would benefit from workshops and 2-unit courses that focus on critical thinking, analytic reading, and university level research and writing as they begin their course work at UCSC. Students did, however, indicate that these workshops and/or courses should be specific to the majors that they are pursuing.

The quantitative data comparing transfer and “native” students’ grades in upper division courses and their grades in major-specific Disciplinary Communication courses seem to confirm the validity of using students’ DC grades as a measure of their demonstrated competence as writers within a specific discipline. That being said, the data regarding students’ writing performance in nine reading/writing based majors illustrates a trend wherein transfer students have less access to “A” grades but equal or greater access to “B” and above grades. It does not appear that transfer student writers, as a group, are seriously disadvantaged as writers at UCSC.

The information described in this paper does leave many questions. Perhaps the question of most importance has to do with the causes of transfer students’ lesser achievement of excellence (“A” grades) in Disciplinary Communication classes and major-specific, upper division classes in general. Is this difference in excellent evaluations based on transfer students’ general writing skills such as those acquired in lower division composition classes; is it based on the difference in academic expectations in major-specific lower division introductory classes; or is it based on the general differences in academic backgrounds and K-12 school achievement and, perhaps, even socio-economic backgrounds of traditional UCSC frosh and community college transfer students? Very probably, all of these factors could influence the academic achievement of transfer

students. It appears that this study indicates that transfer students' entry level writing skills do not create a serious impediment to their academic success. Yet, the data does seem to support the importance of discipline-specific transitional assistance in critical thinking, academic reading, research and writing for incoming transfer students. The data in this study suggests that three initial departments to approach might be Literature, Politics and Psychology. These departments attract large numbers of transfer student majors and their DC students would benefit from the potential grade equity that such extra support might facilitate.

Appendix A

1.) What is your gender?

Female = 86 (63.2%)

Male = 44 (32.4%)

Prefer not to disclose = 5 (3.7%)

2.) Including this one, how many quarters have you attended UCSC?

Average quarters attended = 4.84

3 quarters or less = 63 (46.6%)

4 to 6 quarters = 48 (35.5%)

More than 6 quarters = 24 (17.7%)

3.) What grade did you receive in English 1A (or equivalent)?

A = 79 (60.7%)

B = 38 (29.2%)

C = 6 (4.6%)

D = 1 (0.7%)

Credit = 1 (0.7%)

No Credit = 1 (0.7%)

4.) What grade did you receive in English 1B (or equivalent)?

A = 68 (65.3%)

B = 30 (28.8%)

C = 2 (1.9%)

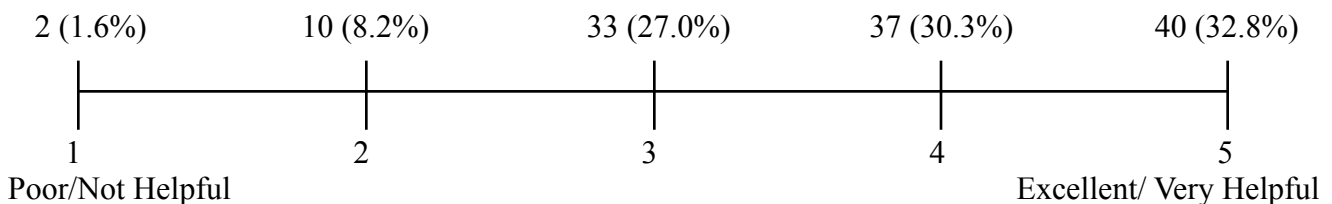
5.) What grade did you receive in English 1C (or equivalent)?

A = 45 (66.1%)

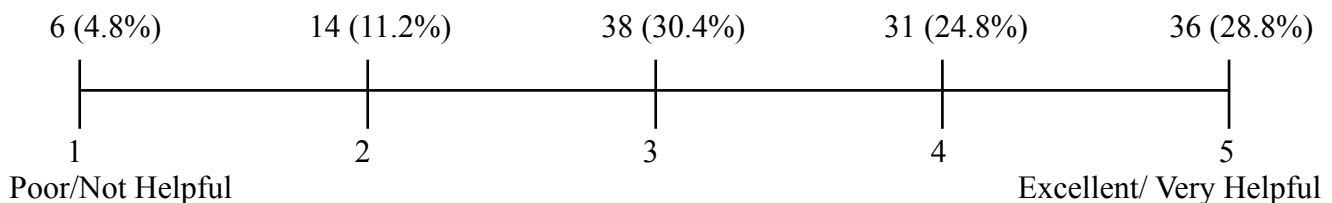
B = 14 (20.6%)

C = 5 (7.3%)

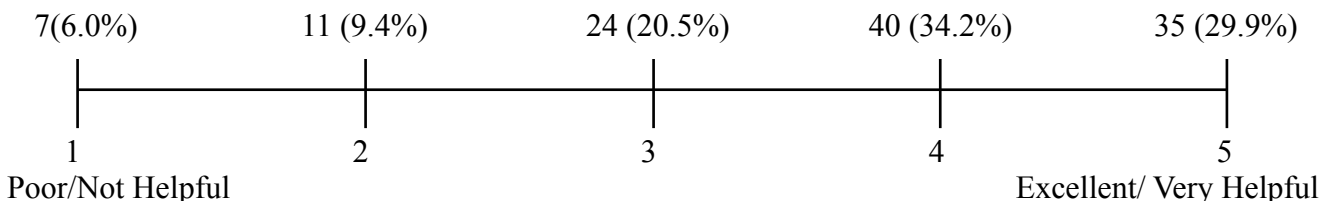
6.) How would you rate the overall effectiveness of your Community College writing courses in helping you to be a successful writer here at UCSC?



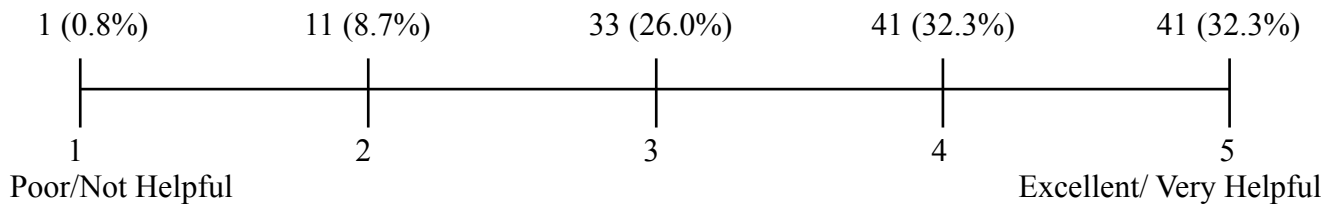
7.) How would you rate your English 1A level Reading and Composition course in helping you to develop University-level writing skills?



8.) How would you rate your English 1B and/or 1C level Reading and Composition course in helping you to develop University-level writing skills?



9.) How well did these courses succeed in teaching you how to write effective essays?



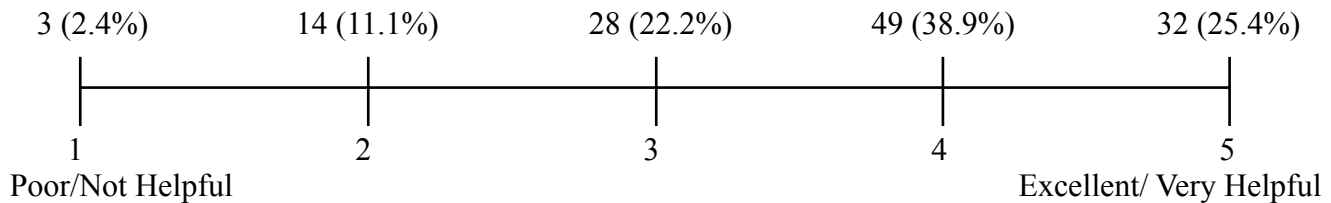
10.) How well did these courses succeed in improving your academic reading skills?



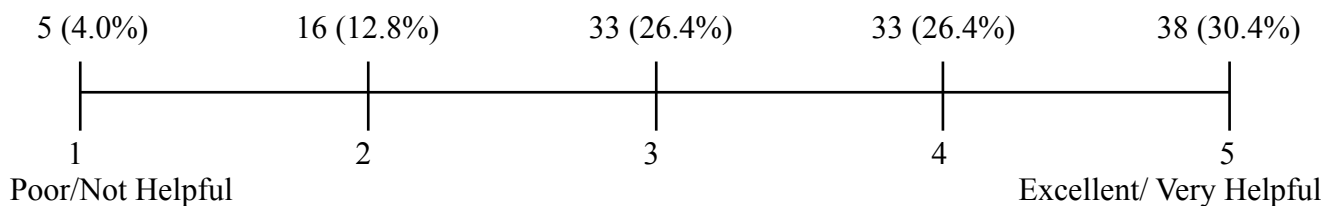
11.) How well did these courses teach you how to support your ideas with evidence from other sources and use appropriate documentation?



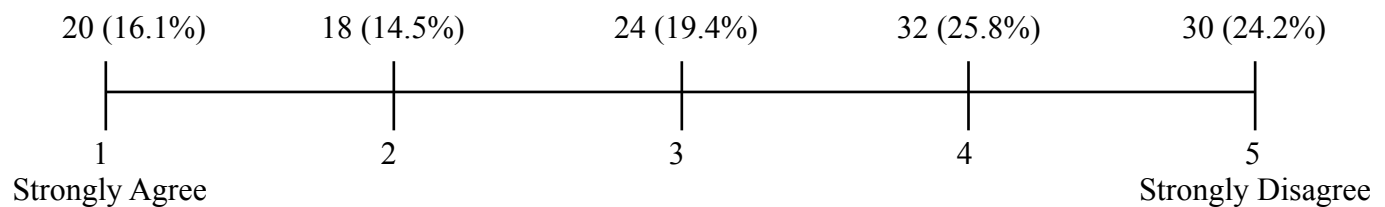
12.) How well did these courses assist you to develop critical thinking skills?



13.) How well do you feel that these writing courses prepared you for the writing tasks assigned in UCSC courses?



14.) I felt overwhelmed with the increased amount of reading that I was asked to do in my courses.

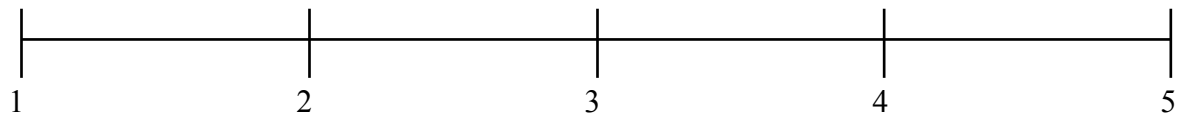


15.) I felt that the writing topics were more difficult than those I had experienced in my community college.



16.) I found that I could write effective essays based on my community college composition training.

4 (3.3%) 10 (8.3%) 33 (27.5%) 40 (33.3%) 33 (27.5%)

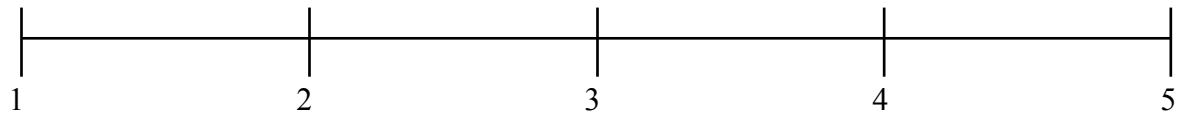


Strongly Disagree

Strongly Agree

17.) I felt that I had good grammar and sentence-level skills.

2 (1.6%) 9 (7.3%) 29 (23.6%) 36 (29.3%) 47 (38.2%)

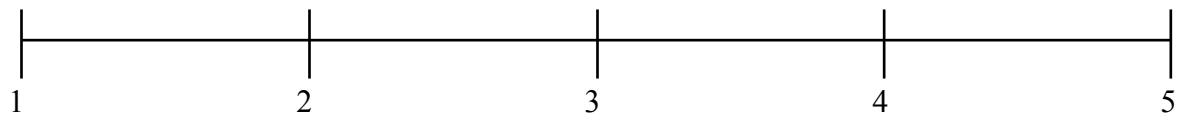


Strongly Disagree

Strongly Agree

18.) I felt that I needed more grammar instruction.

30 (24.8%) 31 (25.6%) 24 (19.8%) 22 (18.2%) 14 (11.6%)

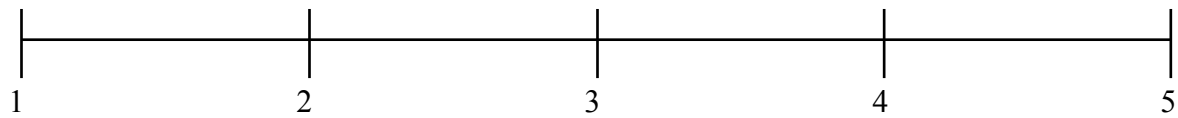


Strongly Disagree

Strongly Agree

19.) I felt that I needed more practice editing my papers.

17 (13.7%) 17 (13.7%) 37 (29.8%) 31 (25%) 22 (17.7%)

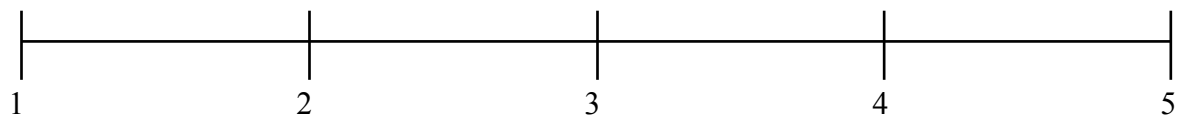


Strongly Disagree

Strongly Agree

20.) I found that I could transfer the composition skills that I learned in community college to the course-specific writing assignments in my major discipline.

4 (3.3%) 11 (9.1%) 36 (29.8%) 34 (28.1%) 36 (29.8%)

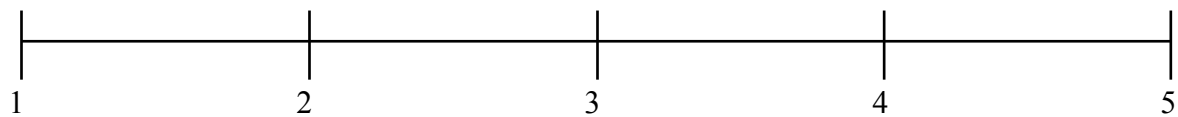


Strongly Disagree

Strongly Agree

21.) I found that I had more writing skill and confidence than many of my peers who began their education at UCSC.

9 (7.6%) 17 (14.4%) 35 (29.7%) 29 (24.6%) 28 (23.7%)

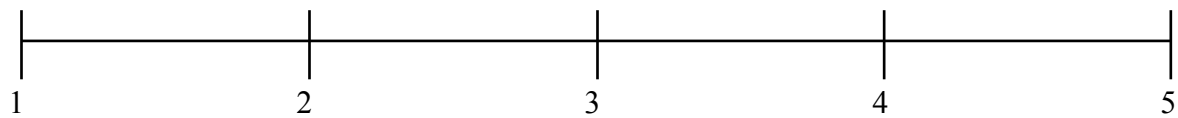


Strongly Disagree

Strongly Agree

22.) I needed more explicit directions about how to complete writing assignments when they were given out during class.

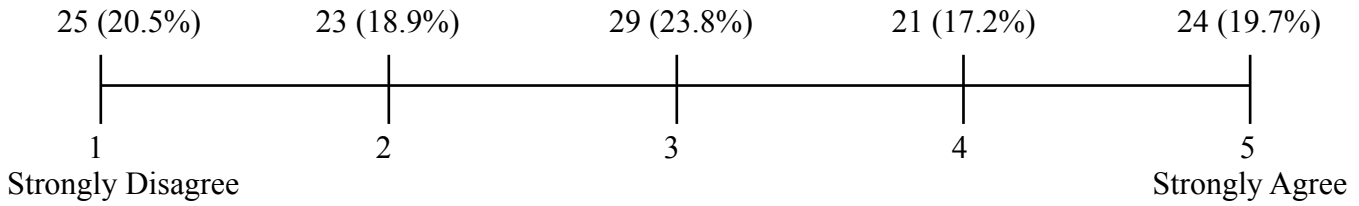
39 (31.7%) 29 (23.6%) 25 (20.3%) 19 (15.4%) 11 (8.9%)



Strongly Disagree

Strongly Agree

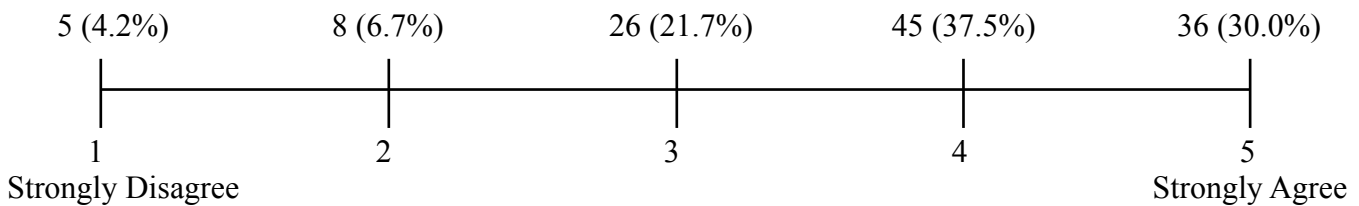
23.) When completing writing assignments, I felt that my UCSC professors and TAs were less approachable than my community college instructors.



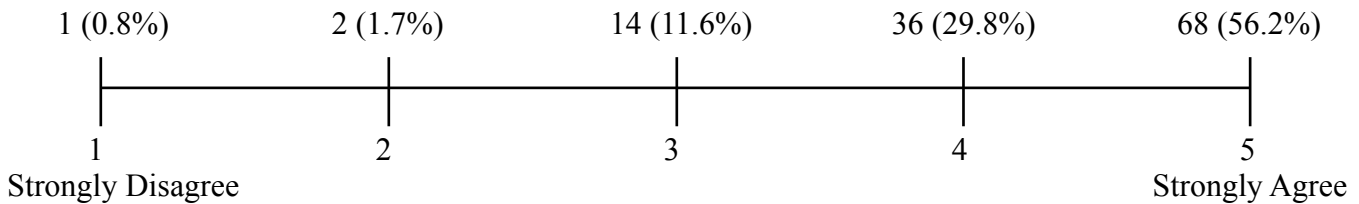
24.) I was prepared for the writing assignments that I was given in my first UCSC upper division courses in my major.



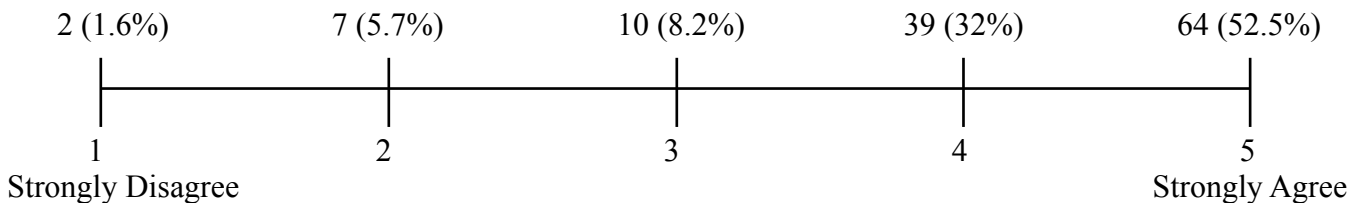
25.) I could adapt my community college writing skills to the course-specific writing prompts that I received in my major courses at UCSC.



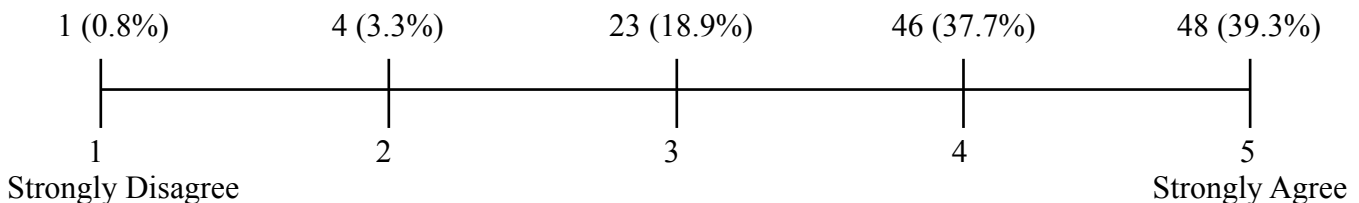
26.) I understood the importance of using evidence from the writing of others and documentation requirements.



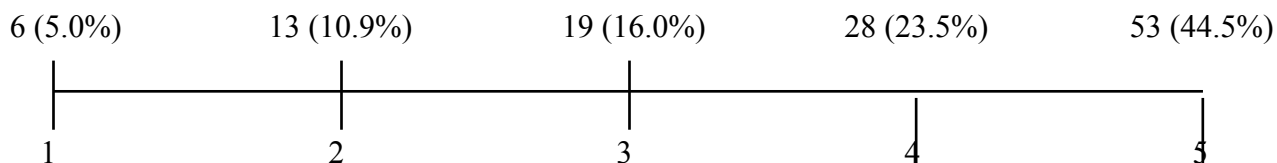
27.) I understood the difference between writing a summary and writing an analysis.



28.) I found the relationship between the course reading and the course writing assignments to be clear.

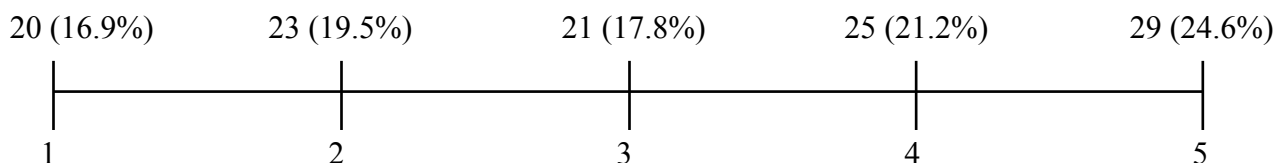


29.) I did not feel that I was at a disadvantage even though I had taken my required writing courses at a community college.



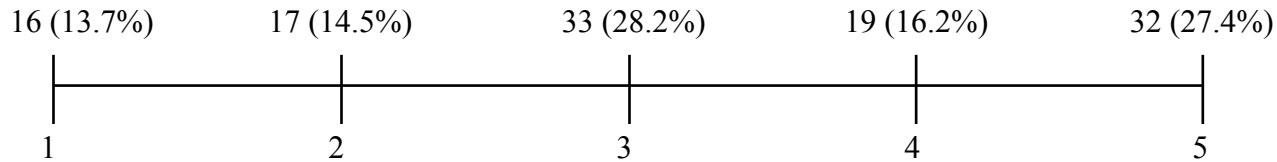
Strongly Disagree Strongly Agree

30.) I used the writing assistance available to me: TA office hours, WRITE mentors, LSS writing tutors, friends, family, etc.



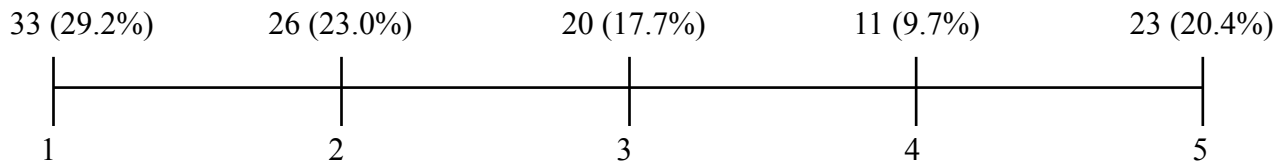
Strongly Disagree Strongly Agree

31.) Besides my writing composition courses, I received valuable help as a writer from community college instructors teaching the lower-division courses in my major.



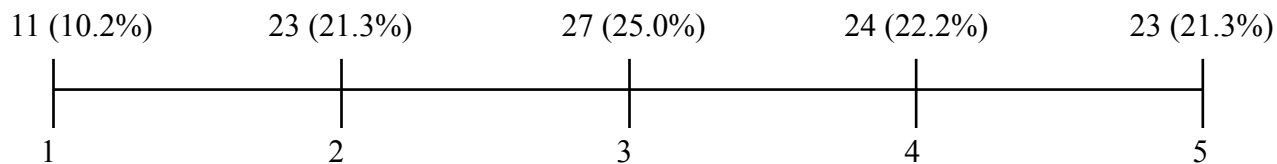
Strongly Disagree Strongly Agree

32.) I feel that students who take their writing composition courses at UCSC are at an advantage over community college transfer students.



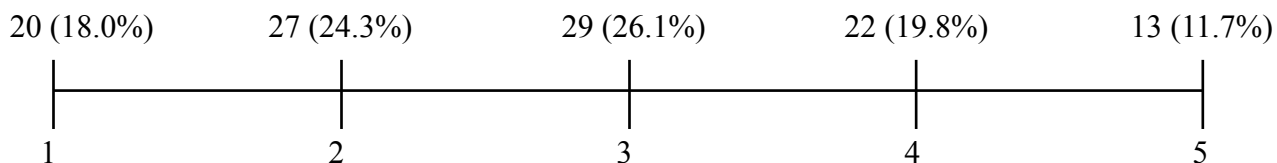
Strongly Disagree Strongly Agree

33.) I see no evidence of any differences in students who took their lower division writing composition courses at UCSC or a community college.



Strongly Disagree Strongly Agree

34.) I feel that I had an advantage over students who took their composition courses at UCSC because I was better equipped as a writer by my community college.



Strongly Disagree Strongly Agree