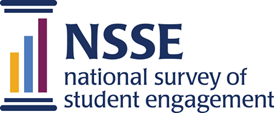
**NSSE 2025 Data Codebooks**

**Experiences With Writing Topical Module**

This module, updated in 2025, is the result of an ongoing collaboration between NSSE and the Council of Writing Program Administrators. The questions touch on various aspects of good writing assignments—interactivity, meaning-making, and clarity. Revisions also include questions about the use of generative AI, the use of writing portfolios, and courses on writing. The questions on this module complement questions on the core survey about how much writing students do, the nature of their course assignments, and perceived gains in written expression. (Similar FSSE set available.)

Survey questions are listed in the order that students received them. Response options appear in italics beneath. Variable names appear in brackets (e.g., [WRIprepideas]) after each item. Items that are recoded (e.g., reversed response values) or derived (new computed values such as age category or total number of written pages) from original question(s) are shaded and prefaced by a bracket and the word "RECODED" or "DERIVED."   
  
NSSE codebooks correspond to the final data we deliver in the summer and contain information on variables (EIs, recodes, derived variables, etc.) not included in the raw data files available for download in the spring. Like NSSE data, codebooks are subject to revision until the Institutional Report is delivered in August.

Experiences With Writing Topical Module

**For these questions, a *writing assignment* is broadly defined to include not only written papers but also lab reports, multimedia projects, blogs, online discussions, posters, PowerPoint presentations, and so on.**

# While preparing your *writing assignments* during the current school year, about how often have you done the following?

Response options: Very often=4, Often=3, Sometimes=2, Never=1

a. Discussed your ideas with a classmate, friend, or family member before starting your assignment [WRIprepideas]

b. Received feedback from a classmate, friend, or family member on your plans, organization, or content [WRIprepfdbck]

c. Received feedback from a writing center or tutoring service on your plans, organization, or content [WRIprepcenter]

d. Provided feedback to a classmate about their plans, organization, or content in their written assignment [WRIprepgive]

e. Received feedback from your instructor about your plans, organization, or content before turning in your assignment [WRIprepinst]

f. Revised your plans, organization, or content based on feedback from others [WRIprepothrev]

g. Revised your plans, organization, or content based on your own review [WRIprepownrev]

# In your *writing assignments* during the current school year, about how often have you been asked to do the following?

Response options: Very often=4, Often=3, Sometimes=2, Never=1

a. Analyze or evaluate something you read, researched, or observed [WRIoftanalyze]

b. Argue a position using evidence and reasoning [WRIoftargue]

c. Write in the style and format specific to a field (psychology, history, biology, nursing, etc.) [WRIoftfield]

d. Address a real or imagined reader other than your instructor (politician, employer, customer, etc.) [WRIoftaudience]

e. Describe methods or findings related to data you collected from interviews, focus groups, surveys, lab work, field work, etc. [WRIoftmethods]

f. Explain in writing the meaning of numerical or statistical data [WRIoftdata]

# For your *writing assignments* during the current school year, about how often have *your instructors* done the following?

Response options: Very often=4, Often=3, Sometimes=2, Never=1

a. Provided clear instructions describing the expectations for the assignment [WRIinstclear]

b. Explained in advance what they wanted you to learn from the assignment [WRIinstlearn]

c. Explained in advance the criteria they would use to grade your assignment [WRIinstcrit]

d. Supplied an example of a completed assignment, either from the instructor or a previous student [WRIinstex]

# 4. During your time at this institution, have you taken or are you enrolled in a course that introduces college-level writing? [WRIcourseintro]

Response options: Yes=1, No=0, Unsure=8, Not applicable (tested out, took it as an AP course, etc.)=9

[RECODED] Dichotomous flag for Yes to taken or enrolled in a course that introduces college-level writing [WRIcourseintroR]

Values: Yes=1, No, unsure, or not applicable=0

# 5. During your time at this institution, have you taken or are you currently enrolled in a course focused on writing *in the style and format of your major or intended major?* [WRIcoursemaj]

Response options: Yes=1, No=0, Unsure=8, Not applicable (course not offered, etc.)=9

[RECODED] Dichotomous flag for Yes to taken or enrolled in a course focused on writing in style and format of major [WRIcoursemajR]

Values: Yes=1, No, unsure, or not applicable=0

# A writing portfolio is an organized collection of your work, including a written reflection on your growth as a writer. While attending this institution, have you created a writing portfolio, or do you plan to create one before you graduate? [WRIportfolio]

Response options: Done or in progress=4, Plan to do=3, Do not plan to do=2, Have not decided=1

[RECODED] Dichotomous flag for Done or in progress for writing portfolio [WRIportfolioR]

Values: Done or in progress=1, Not done=0

# Some artificial intelligence (AI) tools such as ChatGPT, Google Bard, and Microsoft Copilot can generate brand-new text, lists, images, and other content based on your requests. While preparing your writing assignments during the current school year, about how often have you used a generative AI tool? [WRIaiuse]

Response options: Very often=4, Often=3, Sometimes=2, Never=1

# During the current school year, to what extent have your instructors clearly explained how generative AI tools could assist you in achieving the learning goals of your writing assignments? [WRIaiassist]

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1, Not at all=0

# During the current school year, to what extent have your instructors clearly explained what would be considered *unacceptable* uses of generative AI tools for your writing assignments? [WRIaiunaccept]

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1, Not at all=0