From Perception to Performance: A Study of Student Writing
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Abstract
We aimed to examine what knowledge students transferred from required composition courses to required writing intensive courses. The majority of students whom we interviewed believe they transfer reading and composing process knowledge from the lower to the upper division. In particular, students described, sometimes in rich detail, how they learned new reading strategies in their composition courses that they used to tackle difficult texts assigned in their writing intensive courses. However, we could not directly link students' perceptions to their written performances because our method did not capture this process knowledge.

Procedures of the Study
External reviewers of our work recommended we clarify our methods; to do so, we used the constant comparative method to code 1,615 comments from 20 of the discourse-based interviews in our pool of 80 (Saldaña 2013). We used process coding (the story of what each student did) and values coding (the story of what each believed). We adapted Melzer's (2014) system to code 602 pages of student writing, as well as prompts and syllabi; we have produced 60 analytical memos and continue to interview professors. These procedures will further clarify the subtle relationships between students' values and the teaching environments they encounter.

Recommendations for Future Studies
In contrast to students interviewed in previous research (e.g., Bergmann & Zepernick 2007; Wardle 2007), our study students consistently valued what they learned in composition courses. Future research might consider how diversity and writing development shape how students value what they learn in composition courses. For transfer students, cross-institutional research is necessary to account for their complex learning experiences. However, to link perception to written performance, researchers must develop methods to capture process knowledge that is absent from a final written product. As important, future research should consider the emotional, value-laden aspects of transfer that teaching environments may, or may not, encourage.

Budget usage:

Item	Initial Number	Cost	Initial Total Budgeted	Total Spent to Date	Total Spent by August, 2015
Student Stipends for Interviewees from the College of Business and the College of Science/Engineering	8	30.00	450.00	320.00	--
Transcription of approximately 9 interviews	9 interviews	100.00 each (5 hours at $20/hour)	900.00	950.00	850.00
Initial Coding Group Readings: Mary, Tara, and 3 graduate research assistants	5 sessions @ 4 hours each = 20 hours	$15/hour = 300.00 each for 3 research assistants	900.00	295.00	--
Summer Funding for Tara Lockhart to train, manage, and work with graduate research assistants on secondary coding	1	3000.00	3000.00	3000.00	--
Summer Funding for 3 graduate research assistants: secondary coding and analysis of student writing	80 hours each over summer	$15/hour = 1200.00 each for 3 research assistants	3600.00	1564.00	1181.00 (1 research assistant for Summer 2015, @78 hours)
Stipends for Select Student Follow-Up Interviews	10	25.00	250.00	--	250.00 (follow up interviews Spring 2015)
Stipends for WI Faculty Interviews	8	60.00	480.00	240.00	240.00 (scheduled to be completed by Summer 2015)
Methods books purchased specifically for this project				450.00	--
Coding supplies (paper, pencils, toner) used specifically for this project				75.00	--

Refreshments for interviews and coding sessions				60.00	--
Supplemental Travel Money to attend Research Institute (CWPA)				185.00	--
Supplemental Travel Money to Disseminate Results			420.00	340.00	--
Total Budget			**10,000.00**	**7479.00**	**2521.00**