

Eleventh Findings

June 2013 – May 2015



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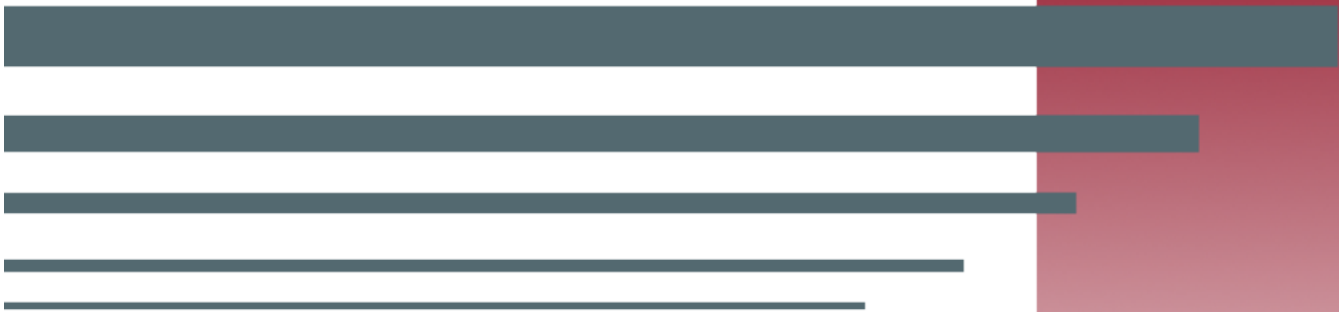
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**Washington State University Writing Portfolio
Internal Report #12**

**Eleventh Findings
June 2013 – May 2015**

**Office of Writing Assessment
Washington State University
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I. Purpose

To date, more than 80,000 students have completed the Washington State University Writing Portfolio since it was first administered during Spring Semester of 1993. The Eleventh Findings, June 2013-May 2015, succeeds previous findings in an ongoing assessment of the effectiveness of the Washington State University Writing Portfolio and examines progress made since 2007. This report describes and evaluates the Writing Portfolio and the Writing Assessment Program, and it highlights strengths and potential weaknesses, so as to suggest possible amendments to the assessment process in ways that would best serve the Washington State University community. This report presents data on the Writing Portfolio the writing abilities of WSU undergraduates, data that can be used in decision making by current and future administrators of the examination; current and future composition program administrators and participants; campus-wide faculty; and those with greater oversight responsibilities.

II. Rationale

The Writing Program at Washington State University entails an evolving series of processes based on theory, years of research, and recognized best practices. Studies have been conducted biennially since 1993. Accordingly, readers are encouraged to consult previous biennial Writing Portfolio Findings for additional historical context, especially as this report includes university activities and programs that did not exist or had just begun in the 2011-2013. Historical comparisons made herein are intended to provide readers with insights into the Writing Portfolio as it has evolved.

There have been some changes in how findings are reported. Many Descriptive Findings (Section IV.A) have been adjusted to report mean student performance rates rather than totals, insofar as this is a more informative measure for comparison between biennia. Similarly, sections in the Descriptive Findings and the Validation Findings (section IV.B) have been updated to compare performance within and across populations to better inform analyses.

III. Executive Summary

The eleventh findings of the Writing Program's biennial self-study mark several stabilized trends from earlier reports. As well, this biennium saw significant changes to the timed writing portion of the portfolio assessment (referred to in the report as Tier I), in that several new prompts were added—including one infographic analysis prompt—and the four rhetorical frames traditionally used in the timed writing prompts have all been revised or rewritten.

Presented below are some of the major findings in this biennium's data, particularly as these data relate to historical trends. Additionally, this report provides some notes on the implications of these data for future Writing Program activities. Finally, as writing program activities (both at WSU and writ large) have become a fruitful area of research for administrators, instructors, and graduate students, this report notes some areas in which qualitative analysis may yield useful insights into the WSU student population, suggesting ways in which the Writing Program can continue to serve this community.

III.A Major Findings

III.A.1 Plateau in Time to Completion

As reported in sections IV.A.1.a-b, students are completing their writing portfolio at or near the recommended 60 credit-hour mark at increasing rates. However, these rates are plateauing. Since 2007, the completion rate prior to 75 credit hours. The completion rate varied between 32% and 40% (see Glossary below for definitions of portfolio completion). While these are excellent numbers overall—over one third of students, regardless of transfer or language status are completing the portfolio on time—these numbers are no longer improving over time. Currently, the Writing Program issues several reminders to students in the form of (a) posters and pamphlets around campus describing the writing-portfolio process, (b) automatic billing for portfolio assessment, and (c) registration holds placed on a student's myWSU account until one or both tiers of the portfolio assessment has been submitted. The plateau in submission rates by credit hours suggests that, while these programs work, outreach efforts may have reached a saturation point among the student body. Students who submit their portfolios long after the 60 credit-hour mark may do so for reasons beyond the Writing Program's control.

III.A.2 Decline in Tier II Distinction Ratings; Shifts in Tier I Ratings

As the tables in section IV.A.3.a show, final ratings (Tier II) have seen a decline in Distinction performances, with those losses spread among Complete and Incomplete ratings (formerly Pass and Needs Work, respectively). This continues the trend reported in the 2011-2013 findings. There are few clues within Writing Program practices -to account for this decline.

However, although final ratings are declining, Tier I ratings have seen an increase in possible Distinction ratings, and portfolio packets have seen an increase in Outstanding ratings. Again, the conclusions in this report suggest there are few clues in the data to account for these increases or the corresponding decrease in final Distinction ratings, but these trends do suggest some areas for future research.

III.A.3 Decline in “OK” Rated Packet Submissions

As reported in section IV.A.3.a, paper submissions for the portfolio packet have seen a substantial decrease in OK-rated papers over time. An OK rating is reserved for papers that are deemed acceptable by Writing Program staff but do not have an instructor’s signature (due to the student using work from another school, the instructor –having left WSU, or other difficulties). Additionally, section IV.B.1.b notes that many papers submitted during this biennium received Acceptable or Outstanding ratings from their instructors, despite coming from other schools. The overall decline in OK ratings may be partly attributed to more students collecting their work early in their careers (gaining the necessary signatures along the way), which in itself might be partly attributed to the WSU writing portfolio’s reputation, insofar as transfer students are able to receive the same types of ratings as their non-transfer peers.

III.A.4 Difficulty New Topics and Rhetorical Frames

Further discussion on the timed-writing’s rhetorical frames and topics can be found in Sections IV.B.2 and IV.B.3. This biennium saw the original four rhetorical frames removed from circulation, replaced by four new rhetorical frames. Section IV.B.2 compares the old rhetorical frames to the new ones. Additionally, this biennium saw six new topics added to the possible list that students may encounter. Four are similar to topics used since the writing portfolio process was established in 1993 – roughly 200 words of a popular-academic piece, followed by the rhetorical frame for the prompt. Two are similar to what students are likely to encounter in other

coursework and web-based reading: one is an infographic describing the population of the world represented in 100 people; the other covers the same information in text, though not in paragraph format.

These new topics performed significantly above or below their predecessors. Students responding to more textual prompts using popular subjects generally performed better. The analysis contained in Section IV.B.3 suggests that the more recent topics may more closely mirror the types of arguments, rhetorical forms, or subjects college students encounter in their daily lives through popular media, potentially providing a richer pool of background knowledge and more available argumentative structures on which to draw in a timed writing. The infographic and statistical topics, on the other hand, were much different from the ordinary, popular modes of discourse, resulting in significantly worse performances by students. However, the infographic prompts were taken by very few students this biennium, making it is difficult to draw any solid conclusions.

III.B Implications for Writing Program Activities

In general, the findings contained in this report suggests that efforts to encourage timely submission of and participation in the Junior Writing Portfolio have been successful. Further, results of Tier I and Tier II ratings fails to suggest biases based on extra-linguistic social factors. However, insofar as the Junior Writing Portfolio must perforce rely significantly on instructor ratings on submitted papers, it behooves the Writing Program to provide more explicit guidelines for what constitutes a rating of Outstanding or Acceptable in student papers.

III.C Areas for Future Study

While the data contained in this report examines many different factors that may affect performance on the Junior Writing Portfolio – gender, race, first-generation status, language, major, transfer status and campus, among others – have been considered in compiling this report, the authors of the report did not examine the effects of overlapping traits, nor did we attempt to regress these traits so as to determine any causal relationships among such factors and performance on either tier of the portfolio. Additional research along these lines may well provide important insights into possible complications with areas like Tier I, where students frequently report difficulty due to background knowledge or experience with a topic.

Additionally, all of the data collected for this report are quantitative. Although many tables report raters' ultimate evaluations of student work, none include justifications for those evaluations or an examination of the traits of that work. While the portfolio evaluation process is grounded in the belief that individuals who assign and evaluate writing in upper-division courses can be trusted to evaluate student writing across disciplines, little work has been done to assess and catalog the specific qualities of work that students are submitting. Such research would yield insight not only into the work that students are producing but also into the traits that instructors (via the initial Acceptable/Outstanding rating) found most important and the traits that trained raters find most important.

Finally, additional research is needed regarding the different rates of completion and performance by college. In the past, it has been assumed that more heavily structured programs provided the impetus to completing the portfolio early, while programs that produced more writing benefitted students more at the Tier I level by providing academic writing practice, and at the Tier II level by providing a larger bank of works to choose from for the portfolio packet. These assumptions, however, have only been tested anecdotally and would thereby benefit from further analysis. Such research would benefit programs whose students struggle with the writing portfolio process, as it may provide a set of best practices for departments to adopt.

III.D Glossary

Many of these terms are common to earlier Writing Program reports, while others are new. All are defined in their respective portions of this report, but a brief explanation of each is provided here for ease of interpretation.

Tier I

Tier I refers to the timed writing portion of the Junior Writing Portfolio assessment. Students typically complete this requirement first. The timed writing is a brief examination of a student's ability to produce impromptu writing in response to a prompt. Prompts consist of two parts: the first is an analytic essay response to a short passage (typically about 200 words) using a particular rhetorical frame (e.g. "How do you approach this problem?"); the second is an essay response to a metacognitive question regarding the student's evaluation of his or her own writing or the sources of his or her knowledge. Students have two hours to complete Tier I.

Tier II

Tier II refers to the packet of writing students submit as part of their Junior Writing Portfolio. Students must submit three pieces of writing that they believe demonstrate their writing abilities. Each piece of writing is endorsed by the instructor or supervisor who originally evaluated it (typically, the course instructor). This endorsement includes a notation as to whether the writing is “Acceptable” or “Outstanding.” These categories are largely left to the endorser’s interpretation.

If a student does not receive a “Simple Pass” at Tier I (see below), then his or her packet is read by portfolio raters to determine the student’s final rating. Roughly half of all students completing the writing portfolio receive a “Simple Pass.”

Transfer

Historically, students have been counted as “transfer” if they entered WSU with post-secondary credits from any other source, including community colleges, other universities, Advanced Placement/International Baccalaureate programs, or dual-enrollment programs. That reporting tradition is continued here.

L2

In this report, L2 refers to any student whose admission records indicate that his or her first language is not English (accordingly, L1 indicates a student whose records indicate his or her first language is English). This frequently results in the student’s placement into composition courses designed explicitly for non-native speakers of English. During the writing portfolio assessment process, these students are not considered as different from their L1 peers. Many analyses contained in this report examine L1 and L2 students separately, however, in an effort to determine whether any writing portfolio practices unfairly disadvantage any groups.

Although – the L2 student population may be referred to as “English Language Learners,” “English as a Second Language,” “English as a Foreign Language,” “Limited English Proficiency,” “1.5 Generation,” “Multilinguals,” “Multicapable,” or “English-Secondary Learners,” we prefer the term “L2” to indicate that English is not the student’s first language, yet we recognize that many L2 students speak several languages, and many L1 students are themselves multilingual.

Complete

A Complete rating indicates that the student is finished with the Junior Writing Portfolio assessment. Formerly, this was called “Pass.”

Complete with Distinction

A Complete with Distinction rating indicates that the student is finished with the Junior Writing Portfolio assessment, and that she or he has performed exceptionally well on the timed writing and the packet of writing. Completing with Distinction requires three “Outstanding” rated papers to be submitted in the Tier II packet. Formerly, this was called “Pass with Distinction.”

Incomplete

An Incomplete rating indicates that the student has completed Tier I and Tier II of the Junior Writing Portfolio assessment, but his or her writing suggested that additional support would be necessary for the individual to succeed, in terms of writing, in an upper-division writing-intensive course. Students with an Incomplete rating must enroll in a one-credit writing tutorial (typically taken in the same semester as an M-credit bearing course) or a three-credit revision course (typically after the student has completed all other writing-intensive courses).

Simple Pass

At Tier II, a student may receive a Simple Pass (and, thus, a Complete rating) if his or her timed writing was deemed acceptable but not worthy of distinction, and if his or her writing packet includes no OK-rated work and at most two “Outstanding” works. A Simple Pass indicates that the student shows readiness for M-Course and upper-division writing instruction without additional writing support.

Pass

At Tier II, a student may receive a Complete rating by scoring an overall Pass. An acceptable timed writing may be paired with a writing packet including three “Outstanding” works or at least one OK-rated work. Alternatively, the timed writing may be judged as possibly worthy of distinction or, conversely, in need of additional work (see below). A student receiving a “Pass” at this stage gets a Complete rating overall, indicating that he or she shows no readiness for M-Course and upper-division writing instruction without additional writing support.

Possible Distinction

At Tier I, a timed writing may display many signs that the student may be eligible for a Complete with Distinction rating. These are termed “Exceptional” or “Possible Distinction” Tier I ratings in this report.

Needs Work

At Tier I, a timed writing may display signs that the student would need additional support in writing-intensive courses. These are termed “Needs Work” in this report.

IV. Descriptive Findings

The descriptive findings section of this report offers insights into the status of student-writing performance at Washington State University through the Writing Portfolio. The Writing Assessment Office draws the majority of its descriptive findings from an internal database. The internal database includes all recorded performances on writing program assessments during a student’s academic career – from writing placement prior to entering WSU through the Writing Portfolio. Additionally, this report is the first to offer associated briefs, analyzing some data in this report in more detail and attaching this information to other Writing Program database information, such as Writing Center utilization, and writing placement. Additional information regarding demographics, first-generation status, primary language, and major were all provided by the Office of Institutional Research. In the past, any comparisons or analyses involving student majors were based on information provided by students when they turned in their writing portfolio. However, inconsistent naming practices among students, students changing majors or not declaring them by 60 hours, and other confusion over majors, minors, and certifications led to inaccurate reporting. Utilizing official institutional data has increased the accuracy of several analyses in this report.

IV.A.1 Average Time to Exam

The optimal time to exam for the Writing Portfolio ranges from 61-90 credit hours, which aligns with students’ junior year; however, students are encouraged to complete the portfolio as early as possible within that range. The 2013-2015 reporting period mostly maintained the trends of previous biennia, including the amount of unreported credit hours by students. The 2011-2013

biennium report showed a 10% increase in unreported hours, and the current biennium report shows a 7% increase. Students may not be completing paperwork to provide the necessary data due to a variety of reasons. More investigation into possible causes is warranted.

In Fall 2000, the Writing Assessment Office initiated aggressive steps designed to remind students to complete the Writing Portfolio at 60 credits. Some of the steps, like automatic billing of Writing Portfolio charges onto students' accounts and a registration hold at 60 credits followed by another registration hold at 75 credit hours, have no doubt helped motivate students to complete the writing portfolio between 60 and 75 credit hours. Not only do these data suggest the effectiveness of such measures, current trends suggest additional outreach activities would be well worth the resources invested. Outreach activities are consistent across all students: transfer, non-transfer, L1, L2, etc...

IV.A.1.a Average Time to Completion—All Students

The four tables included in this section rely on the number of self-reported credit hours earned by students when they submitted their Writing Portfolio packet. Writing Portfolio completion may be described as “time to exam,” since the timed exam remains a required component of the Portfolio.

When compared to the last three biennia, 6.8% of students are submitting portfolios after 106 credit hours or more. This is a 1.3% increase from 2011-2013, a reporting period that saw a reduction in the rate of students submitting at this interval by almost the same rate. Considering the increase in total students submitting portfolios during the June 2014-May 2015 academic period, outreach and advising services may need additional resources to support the continued growth in student numbers. This is also reflected in the sharp increase of unreported hours. With only 5197 students during the June 2011-May 2012 academic period, 3.5% accounted for unreported hours. Each academic period since has experienced an increase in unreported hours, with the latest academic period showing 15.7% of 5589 students going unreported. These increases are also apparent when examining the entire biennium. Such a high rate will of course impact any analysis of the Portfolio's affect on students.

While the Writing Program does attempt to look up credit hour information for students missing it, during periods with many students submitting portfolios (see IV.A.2.c), this is not possible to do for everyone. As more administrative work is automated through online services

like myWSU, these data could be made more accurate (and outreach perhaps more visible) if aspects of the portfolio cover sheet were integrated within WSU's online tools.

Time to Exam for All Students, Academic Period June through May

Academic Period	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported hours	# of students
June 2011-May 2012	6.5%	31.3%	40.8%	12.7%	5.3%	3.5%	5197
June 2012-May 2013	7.9%	31.7%	32.0%	11.1%	5.7%	11.6%	5472
June 2013-May 2014	7.1%	27.4%	34.7%	10.6%	6.1%	13.6%	5113
June 2014-May 2015	6.5%	26.9%	32.1%	11.2%	7.4%	15.7%	5589
Change 12-13 to 14-15	-1.4%	-4.8%	+0.1%	-0.1%	+1.7%	+4.1%	+117

Time to Exam for All Students, Biennial Reporting Periods

Biennium	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported hours	# of students
2009-2011	7.6%	29.6%	40.7%	14.3%	6.5%	1.3%	10492
2011-2013	7.2%	31.5%	36.3%	11.9%	5.5%	7.6%	10669
2013-2015	7.0%	27.7%	32.7%	10.7%	6.8%	14.6%	10706
Change 11-13 to 13-15	-0.2%	-3.8%	-3.6%	-1.2%	+1.3%	+7.0%	+37

During the 2013-2015 period, the majority of students submitting the Writing Portfolio self-reported as Transfer and L1. Looking specifically at transfer and non-transfer students, transfer students significantly submitted portfolios beyond the 106 or more credit-hour mark. 8.6% of transfer students submitted their portfolio at 105 or more credits compared to 1.5% for non-transfer students. There are a number of potential reasons for this. For one, transfer students may enter Washington State University with 60 hours already completed; thus, they have not been made aware of the portfolio process as early as non-transfer students. Second, transfer students may not be aware of how many credits are actually transferring from their previous institution. Although there is a general concern with timely submission of the Writing Portfolio, transfer students fail to submit within accepted parameters (60-75 credit hours) at a slightly higher rate (14.9%) than non-transfer students (9.2%), a matter worthy of some attention. Students transferring into Washington State University may benefit from greater advising support in terms of Writing Portfolio submission.

A similar gap exists between L2 students and their L1 peers. 29.6% of L1 students submitted portfolios during the ideal 61-75 credit-hour timeframe compared to 25.9% for L2 students. This gap stays consistent through the 106 or more credit hour range where 5.9% of L1 students submit their portfolio and 11.1% of L2 students submit theirs.

The categories provided do not accurately represent the diversity of students at WSU. Students who may identify as transgender can only choose between Female and Male. Students who speak English but use another language at home may find difficulty in choosing L1 or L2.

However, in discussing student classifications here and in future sections, it is worth noting that these broad brushstrokes do not accurately represent the diversity of students at WSU. Gender is reported as Male or Female, eliding other gender identifications. Students who speak English at school and in the workplace but another language in the home do not easily fit into the L1/L2 classification. Students are given “Transfer” status if they enter WSU with any college credit from another institution, whether a single course in the summer before enrollment or several semesters of credits. While this is the first writing program report to take advantage of WSU’s recent move to support students identifying as more than one ethnicity (see section IV.A.3.e), other demographic traits can only be reported in the same detail as students themselves are able to claim. This report does take advantage of WSU’s recent move to support students as more than one ethnicity.

Time to Exam—Comparison Between Student Classifications, June 2013-May 2015

Classification	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more hours	Unreported hours	# of Students
Females	8.2%	29.1%	34.1%	11.0%	6.5%	10.8%	4706
Males	6.4%	29.1%	36.0%	10.7%	6.5%	10.9%	4206
L1	7.1%	29.6%	36.7%	11.0%	5.9%	9.4%	6415
L2	7.6%	25.9%	31.4%	13.7%	11.1%	10.0%	1637
Transfer	6.2%	24.9%	32.5%	12.6%	8.6%	14.9%	7237
Non-Transfer	8.3%	36.2%	37.4%	7.0%	1.5%	9.2%	2664
Overall	6.8%	27.1%	33.2%	10.9%	6.9%	14.7%	10706

The following table shows the change in time to exam by student classification. While these changes rely exclusively on self-reported data, the data can help with contextualizing the changes occurring between 2009-2011 and 2013-2015. Of concern is the increase in L2 and

transfer students submitting portfolios after 106 credit hours. These populations could benefit from outreach and advising services to help them move toward the optimal window of Timed Writing Exam submission. In comparison, non-transfer students, who already enjoy the benefits of such services, have increased their submission rate by 1.4% during the optimal time period.

Change in Time to Exam by Student Classifications, 2011-2013 to 2013-2015

Classification	0-60 hours	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported hours	# of Students
Females	+0.3	-1.4%	-2.2%	-0.7%	+0.5%	+3.0%	-478
Males	+0.2%	-2.2%	-1.9%	-1.7%	+1.5%	+3.7%	-704
L1	-0.1%	-1.5%	-0.6%	-0.8%	+0.2%	+2.4%	-1717
L2	+0.2%	-7.1%	-3.8%	+0.8%	+6.1%	+3.4%	+92
Transfer	+0.4%	-4.3%	-4.1%	-1.2%	+1.7%	+7.1%	-191
Non- Transfer	-2.6%	+1.4%	+0.4%	-0.2%	-0.4%	+4.1%	+68
Overall	-0.8%	-5.1%	-3.5%	-0.7%	+1.8%	+7.8%	+37

IV.A.1.b Average Time to Exam—Transfer and Language Status

The next two tables report the time to exam for transfer/non-transfer and L1/L2 students specifically. The tables also indicate changes over time between 2009-2011 and 2013-2015.

The first table reports student time to exam by transfer status and displays the amount of change in time to exam over the last three biennia. A greater proportion of transfer students continue to complete their writing portfolio later than their non-transfer peers, but it is unknown whether this is due to the students delaying the process or the number of credits they enroll with. In comparison to the 2011-2013 reporting period, transfer students have decreased the number of portfolio submissions during both the recommended 61-75 credit-hour window (by 4.3%) and the 76-90 credit-hour window (by 4.1%). However, the small increases in portfolio submissions prior to 60 hours (0.4%) and over 106 hours (1.7%) account for only a quarter of that decrease. More students are simply not reporting their credit hours at the time of portfolio completion.

Time to Exam—Transfer vs. Non-Transfer Students, Biennial Reporting Period

	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unrptd.	# of Students
2009-2011							
	6.7%	29.4%	40.2%	15.4%	7.6%	1.2%	9664
Non-Transfer	10.2%	34.8%	38.8%	10.4%	4.5%	1.3%	3782
2011-2013							
	6.0%	29.7%	36.2%	13.6%	6.8%	7.7%	7646
Non-Transfer	11.2%	38.4%	36.4%	7.0%	1.9%	5.0%	2650
2013-2015							
	6.4%	25.4%	32.1%	12.4%	8.5%	14.8%	7455
Non-Transfer	8.6%	37.0%	36.8%	6.8%	1.5%	9.1%	2718
Change 11-13 to 13-15							
Transfer	+0.4%	-4.3%	-4.1%	-1.2%	+1.7%	+7.1%	-191
Non-Transfer	-2.6%	-1.4%	+0.4%	-0.2%	-0.4%	+4.1%	+68

L2 students have seen a much larger increase in the number of writing portfolios completed at 106 or more hours (a 6% increase since the 2011-2013 reporting period). While L1 and L2 students both submit portfolios without reporting credit hours at similar rates, the gap at the 61-75 credit-hour window and the 76-90 credit-hour window is growing. However, of the 186 L2 students completing their portfolio after the 106 credit-hour mark, 161 (87%) were also transfer students. Whether it is significant that this increase in late submissions is attributable largely to the transfer student experience, the L2 student experience, both or neither needs further study.

Time to Exam—L1 vs. L2 Students, Biennial Reporting Period

	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported	# of Students
2009-2011							
L1	7.7%	29.5%	40.9%	14.1%	6.5%	1.4%	8803
L2	7.4%	30.8%	38.0%	16.1%	6.6%	1.1%	1445
2011-2013							
L1	7.4%	31.8%	36.7%	11.6%	5.5%	7.0%	8334
L2	7.9%	33.7%	34.7%	12.6%	4.8%	6.3%	1612
2013-2015							
L1	7.3%	30.3%	36.1%	10.8%	5.7%	9.4%	6617
L2	8.1%	26.6%	30.9%	13.4%	10.9%	9.7%	1704
Change 2011-2013 to 2013-2015							
L1	-0.1%	-1.5%	-0.6%	-0.8%	+0.2%	+2.4%	-1717
L2	+0.2%	-7.1%	-3.8%	-0.8%	+6.1%	+3.4%	+92

IV.A.1.c Average Time to Exam—Impact on Portfolio Rating

The four tables in this section represent data on the impact on rating of the Writing Portfolio in relation to the time to exam between 2009 and 2015. The first table displays combined data from the 2009-2011, 2011-2013, and 2013-2015 biennia. The next three tables present separate data for each of the three biennia. At Tier I, timed essays are rated Pass, Pass with Distinction, or Needs Work. Essays marked as Pass with Distinction or Needs Work progress to Tier II, shown as Final Results, where the entire Portfolio (the timed essay and paper submissions) is rated.

The majority of students received a Pass. This has been a consistent trend over the past three biennia. From 2009-2011 through 2013-2015, 1.4% fewer portfolios were completed during the optimal window during the Tier I stage earned Needs Work. Instead, portfolios submitted at this interval received greater instances of Pass or Pass with Distinction.

Change in Time to Exam, Impact on Rating, 2011-2013 to 2013-2015

	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported
Tier I Results						
Pass	-4.4%	+0.9%	+1.3%	-2%	-4.8%	-0.2%
Distinction	+2.9%	+0.5%	+2%	+0.9%	+3.1%	+3.6%
Needs Work	+1.6%	-1.4%	-3.3%	+1.2%	+1.7%	-3.4%
Tier II Results						
Pass	+1.7%	+2%	3.7%	+3.9%	+5.7%	+2.6%
Distinction	-1.4%	-1.7%	-1.7%	-2%	-3.8%	+0.3%
Needs Work	-0.2%	-0.3%	-2%	+1.3%	-2%	-2.1%

Time to Exam, Impact on Rating, 2013-2015

	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported
Tier I						
Pass	61.8%	62.2%	62.9%	60.9%	56.7%	60.2%
Distinction	9.0%	9.0%	10.4%	9.3%	11.5%	10.6%
Needs Work	29.3%	28.8%	26.7%	29.8%	31.8%	29.2%
Tier II						
Pass	86.2%	85.4%	86.8%	84.6%	86.4%	86.8%
Distinction	3.9%	3.8%	4.1%	4.1%	2.7%	5.2%
Needs Work	9.9%	10.8%	9.1%	11.3%	10.8%	8.8%

Time to Exam, Impact on Rating, 2011-2013

	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported
Tier I						
Pass	66.2%	61.3%	61.6%	62.9%	61.5%	60.4%
Distinction	6.1%	8.5%	8.4%	8.4%	8.4%	7.0%
Needs Work	27.7%	30.2%	30.0%	28.6%	30.1%	32.6%
Tier II						
Pass	84.5%	83.4%	83.1%	83.9%	80.7%	84.2%
Distinction	5.3%	5.5%	5.8%	6.1%	6.5%	4.9%
Needs Work	10.1%	11.1%	11.1%	10.0%	12.8%	10.9%

Time to Exam, Impact on Rating, 2009-2011

	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported
Tier I						
Pass	68.0%	65.3%	66.2%	65.4%	66.1%	68.1%
Distinction	6.7%	7.6%	8.7%	9.4%	9.5%	11.3%
Needs Work	25.3%	27.0%	25.1%	25.2%	23.1%	20.6%
Tier II						
Pass	66.2%	68.8%	67.6%	68.4%	70.8%	76.4%
Distinction	16.4%	11.3%	12.7%	12.6%	13.5%	10.9%
Needs Work	17.4%	19.8%	19.7%	18.9%	15.7%	12.7%

IV.A.1.d Average Time to Exam—Self-Reported Gender

The following table is designed to reflect changes in time to exam by self-reported gender since 2009. However, self-reported gender has its limitations, insofar as it continues to reflect a simple male-female binary. The following table shows similar trends experienced by both genders. The most significant variation is in the number of unreported hours. While the previous biennium saw a sharp increase in unreported hours, that increase, though still apparent, has been reduced.

Time to Exam by Gender, Biennial Reporting Period

	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more hours	Unreported hours	# of Students
2009-2011							
Females	8.7%	30.5%	39.6%	13.2%	6.6%	1.4%	5447
Males	6.4%	28.7%	41.7%	15.6%	6.4%	1.3%	4844
2011-2013							
Females	8.1%	31.0%	35.6%	11.4%	6.1%	7.8%	5304
Males	6.4%	32.1%	37.4%	12.3%	4.7%	7.1%	5058
2013-2015							
Females	8.4%	29.6%	33.4%	10.7%	6.6%	10.8%	4826
Males	6.6%	29.9%	35.5%	10.6%	6.2%	10.8%	4354
Change 11-13 to 13-15							
Females	+0.3%	-1.4%	-2.2%	-0.7%	+0.5%	+3%	-478
Males	+0.2%	-2.2%	-1.9%	-1.7%	+1.5%	+3.7%	-704

IV.A.1.e Departmental Difference in Mean Credit Hours at Exam

The table below examines the average credit hours of students completing their portfolios, sorted by major and its respective college. The 7461 transfer students during the respective period under consideration averaged just over 83 credit hours at time of portfolio submission, 8 hours behind their 2718 non-transfer peers. Due to reporting irregularities, the table below only represents 9925 of this biennium's 10706 students. Students note their current credit hours on their submission cover sheets, so while most are accurate, many fail to report or enter values such as "60+" or "100+." Those data are not included in this table.

Majors that contain highly-structured programs may have provided students greater guidance and support. As well, majors that attract a high number of transfer students may reflect higher average credit hours toward successful completion of the exam portion of the Writing Portfolio because transfer students may be transferring into WSU with more than 60 credit hours, though, as noted earlier, they do tend to finish within one semester of their non-transfer peers. The following table provides not only the average time (mean) but provides for the Standard Deviation (SD). At the all-university level, the SD is 24.7, suggesting the exam is taken within roughly two semesters of coursework beyond the mean, though individual colleges and programs, by and large, reflect SDs within the one semester of coursework. This suggests that

some students complete their portfolio well before the 60 credit hours the Writing Program recommends for beginning the portfolio process. Reasons for early submission vary (e.g., So—anticipating taking part in a study-abroad program during the 60-hour mark, anticipating transfer from WSU but wishing to do so with the portfolio, planning ahead, etc.), as do reasons for late submission. These data are provided to inform further analyses in this report and advising practices for undergraduates.

Average Hours at Portfolio Completion by Major, 2013-2015

	Average Credit Hours (SD)	Count of Students*
All University	80.2 (SD 16.5)	9839
Carson College of Business	82 (SD 16.9)	1958
Accounting	82.9 (SD 17.7)	463
Business Administration	79.2 (SD 19.8)	102
Entrepreneurship	78.4 (SD 10.9)	39
Finance	77 (SD 13.2)	314
Hospitality Business Management	92.1 (SD 18.2)	328
International Business	75.7 (SD 15)	115
Management And Operations	82.5 (SD 14.9)	206
Management Information Systems	80.7 (SD 15.8)	164
Marketing	77.4 (SD 13.6)	217
Wine Business Management	69.3 (SD 21.2)	10
College of Agricultural, Human and Natural Resource Sciences (CAHNRS)	77.4 (SD 14.3)	1088
Ag And Food Business Economics	75.9 (SD 9.7)	9
Ag Tech And Prod Management	77.2 (SD 12.8)	49
Agricultural Biotechnology	85.3 (SD 26.1)	10
Agricultural Education	79.7 (SD 12.3)	11
Agriculture And Food Security	87.7 (SD 30.9)	3
Animal Sciences	78.5 (SD 12.4)	120
Apparel Merchandising Textiles	75.3 (SD 13.7)	130
Economic Sciences	81 (SD 16)	123
Environmental & Ecosystem Sci	77 (SD 13.2)	65
Field Crop Management	82.6 (SD 13)	6
Food Science	76.4 (SD 13.7)	28
Fruit And Vegetable Management	81.3 (SD 12.4)	17
Human Development	75.4 (SD 13.7)	333
Interior Design	79.6 (SD 16.9)	43
Landscape Architecture	78.9 (SD 11.4)	13

Landscape, Nursery, Greenhouse	86.5 (SD 11.6)	9
Natural Resources	77.7 (SD 12.9)	21
Organic Agriculture Systems	74 (SD 12.6)	11
Turfgrass Management	89.3 (SD 36.4)	3
Viticulture And Enology	76.7 (SD 18.1)	30
Wildlife Ecology And Conservation	76.4 (SD 13)	54
College of Arts and Sciences	79.5 (SD 15)	3488
Anthropology	77 (SD 15.3)	81
Asian Studies	67.3 (SD 15.3)	6
Biology	79.9 (SD 17.2)	316
Chemistry	79.3 (SD 12)	32
Chinese Language And Culture	92.9 (SD 24.9)	9
Comparative Ethnic Studies	75 (SD 12.2)	22
Criminal Justice	81.7 (SD 12.7)	154
Criminal Justice & Criminology	78.3 (SD 12.9)	218
Digital Technology And Culture	76.1 (SD 16.4)	216
Earth Sciences	72.5 (SD 10.6)	8
English	78.1 (SD 14.4)	163
Environmental Science	82.5 (SD 14.4)	17
Fine Arts	81.1 (SD 12.6)	48
French	87.4 (SD 11.9)	9
French For The Professions	75 (SD 5.7)	2
General Biological Sciences	82.8 (SD 17.3)	57
General Humanities	99 (SD -)	1
General Physical Sciences	76.9 (SD 11.4)	10
General Studies - Linguistics	89 (SD -)	1
General Studies Basic Med Sci	75.6 (SD 12.6)	45
General Studies Humanities	103 (SD -)	1
General Studies Social Sciences	123 (SD -)	1
Geology	72.1 (SD 12.5)	12
German For The Professions	73.5 (SD 3.5)	3
History	78.9 (SD 12.7)	143
Humanities	80.4 (SD 15.3)	171
Linguistics	99 (SD -)	2
Mathematics	77.8 (SD 13.7)	79
Music Ba	87 (SD 3.5)	3
Music Education	83.3 (SD 11.2)	17
Music Performance	81.8 (SD 12)	14
Philosophy	79.8 (SD 18.5)	34
Physics	82.6 (SD 13.8)	23
Political Science	78.3 (SD 12.6)	133

Psychology	79.6 (SD 14.7)	529
Public Affairs	78.8 (SD 14.8)	33
Social Sciences	81.1 (SD 16.6)	652
Social Studies	78 (SD 14.7)	9
Sociology	79.6 (SD 13.1)	74
Spanish	82.8 (SD 11.7)	21
Spanish For The Professions	119 (SD -)	2
Women'S Studies	73.4 (SD 23.3)	11
Zoology	78.5 (SD 13.4)	98
General Social Sciences	72.4 (SD 9.8)	8
College of Education	77.9 (SD 13.1)	647
Athletic Training (Ath Tr Bs)	75.6 (SD 10.1)	43
Elementary Education	78.1 (SD 14.9)	259
Health And Fitness	80.2 (SD 13.7)	11
Movement Studies	79.5 (SD 12.8)	95
Sport Management	77.6 (SD 9.7)	131
Sport Science	76.7 (SD 13.7)	108
College of Medical Sciences	75.2 (SD 22.1)	49
Speech And Hearing Sciences	75.2 (SD 22.1)	49
College of Nursing	85.2 (SD 28)	417
Family Nurse Practitioner-Pb	124 (SD -)	1
Nursing	85.1 (SD 27.9)	416
College of Veterinary Medicine	81.1 (SD 19)	242
Biochemistry	81.1 (SD 15.6)	43
Genetics And Cell Biology	76.8 (SD 12.1)	29
Microbiology	77 (SD 14)	41
Neuroscience	78.6 (SD 19.1)	41
Nutrition Exercise Physiology	90.3 (SD 26.7)	44
Pharmacy	80 (SD 19.1)	26
Veterinary Medicine	83.1 (SD 19.1)	18
Edward R. Murrow College of Communication	78.2 (SD 13.2)	540
Communication And Society	81.4 (SD 17.2)	38
Journalism & Media Production	78.4 (SD 13.7)	142
Strategic Communication	77.8 (SD 12.5)	360
Voiland College of Engineering and Architecture	81.7 (SD 18.1)	1410
Architectural Studies	80.6 (SD 18.6)	69
Bioengineering	80.8 (SD 16.9)	40
Chemical Engineering	80.4 (SD 14.5)	110
Civil Engineering	76.9 (SD 16.1)	243
Computer Engineering	82.8 (SD 14.9)	42
Computer Science	80.7 (SD 13.6)	189

Construction Management	77.9 (SD 16.7)	79
Electrical Engineering	82 (SD 18)	191
Materials Science Engineering	83.2 (SD 15.7)	27
Mechanical Engineering	86.2 (SD 21.4)	420

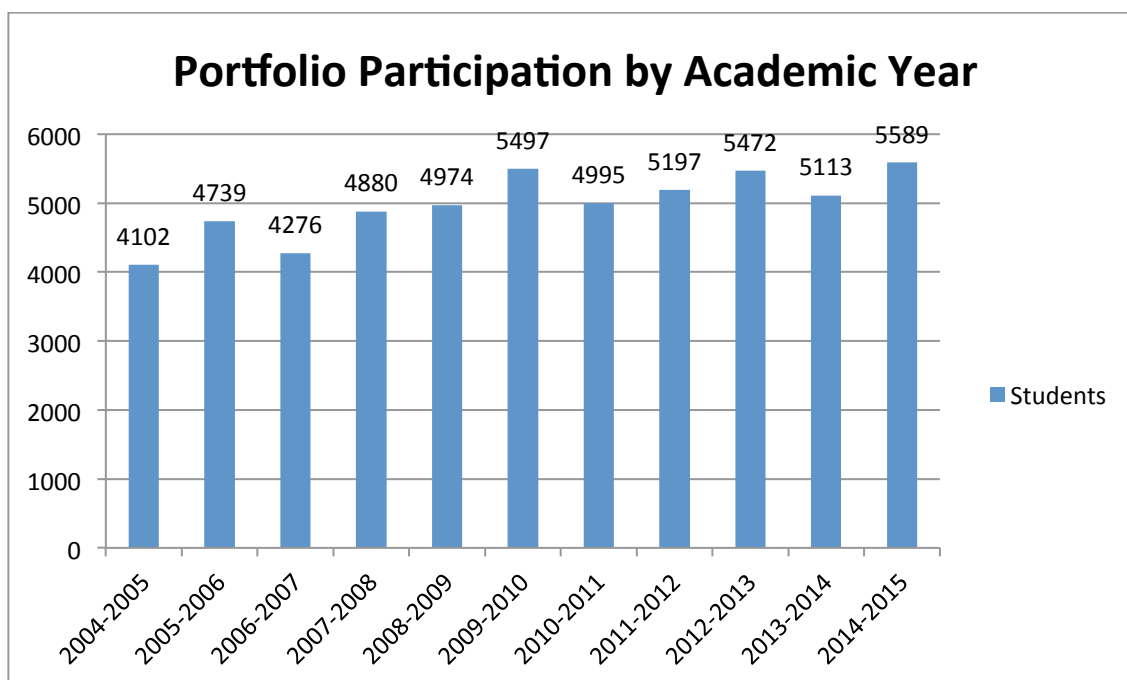
IV.A.2 Compliance with the Examination

The 2013-2015 reporting period showed a slight increase in student participation. Since the initial peak in AY 2009-2010, though, the numbers have remained flat, suggesting a sustainable process of Portfolio completion and enrollment. Thus, as enrollment continues to grow both on campus and in distance learning, student participation should also continue its sustained increases in coming years.

IV.A.2.a Annual Change in Participation for All Students

The number of portfolio submissions trended upward between 2005 and 2011, reaching its peak during AY 2009-2010. Although AY 2012-2013 shows a 25-student decrease from that peak, the four academic periods leading to this report indicate that participation continues the cycles of growth indicated below. This is evident in the slight increase in students participating during the 2013-2015 biennium.

Fluctuations between Writing Program participation and the population of students eligible to participate may reflect trends in student participation or in changes in overall enrollment at WSU. Lag between portfolio submission and exam completion may also play a part in fluctuations, as students can complete each section of the portfolio process during different academic years. Also, as time to exam decreases, the number of students completing portfolios in a given year should more closely parallel the number of students eligible to complete in that year. As compliance increases, the extent to which the exam must play “catch-up” decreases.



IV.A.2.b Annual Change in Portfolio Assessment Participation for L2 and Transfer Students

The following table shows the proportion of L2 and transfer students to overall portfolio participation between 2007 and 2015. The raw numbers and accompanying percentages reflect trends by academic year and show that the number of portfolios assessed from L2 students has risen steadily since 2007 until recently. The 2010-2011 academic year shows a slight decrease in the raw number of L2 students assessed, with 45 fewer than the previous year. However, the percentage based on total students retained the upward trend, increasing by 1.4%. The second decrease in L2 portfolio assessment occurs in the 2012-2013 academic year where we see a 0.7% decrease in the percentage but a 5 portfolio increase from the year before. Thereafter, L2 portfolios assessed continued to increase, reaching a peak in 2013-2014 with the raw number of portfolios increasing to 926 and the corresponding percentage increasing to 18.1%. There is a clear decline in 2014-2015 with 149, or 4.2%, fewer L2 portfolios during the 2014-2015 academic year.

The number of transfer students participating in the Writing Portfolio has also seen mostly increases in numbers. The raw number of transfer student portfolios followed a steady increase until AY 2010-2011, when they decreased slightly. The raw numbers continued to

increase for two academic years, until 2013-2014 when there was another dip in raw numbers but an increase in percentage of total students. Thus, although the 2012-2013 period has the highest raw number, at 3899, the 2013-2014 reporting period shows a higher percentage of transfer students participation, with transfer students accounting for 72.5% of all portfolios examined. The most recent reporting period, 2014-2015, has an increase in raw numbers but also shows the lowest trend in percentage of transfer students examined in an academic year.

L2 and Transfer Student Portfolio Completion Percentages, 2007-2015

Academic Year	L2 Students	Percentage of all Examined	Transfer Students	Percentage of all Examined
2007-2008	395	8.1%	3352	68.3%
2008-2009	542	10.8%	3465	69.2%
2009-2010	745	13.6%	3867	70.3%
2010-2011	700	15.0%	3495	69.9%
2011-2012	804	15.5%	3747	72.1%
2012-2013	809	14.8%	3899	71.3%
2013-2014	926	18.1%	3706	72.5%
2014-2015	777	13.9%	3747	67.0%

IV.A.2.c Completion of Portfolio by Month

The breakdown of portfolio completion by month shows the majority of portfolios are submitted during the months of April and November. April consistently remains the busiest month of the year with an average of 33.4% completion throughout the 2007-2015 reporting period. The second busiest month is November with a 20.7% average submission followed by December with 12% average submission. The high percentage of submissions in both April and November coincides with the spring and winter graduation period. High November submissions also coincide with registration for spring semester classes that require Writing Portfolio registration holds to be cleared and Writing Portfolio prerequisites to be met. Portfolio submissions in May showed an increase from a low of 2.2% in 2008 to an unusually high 21.2% in 2014. This high May 2014 submission also coincides with a lower number of submissions in April. Rather than the typical 30% average, April 2014 saw a decrease to 21.9% submissions.

It is important to note that the percentages for 2007 and 2015 are calculated based on a six-month period rather than the usual twelve-month period. This also accounts for the fewer number of total students reported. While 2008-2014 has more than 4,900 students for each yearly total, both 2007 and 2015 have a much lower total number of students: 2,373 and 3,161, respectively. As a result, the percentages for both 2007 and 2015 should not be compared to the corresponding months between 2008-2014. The final column shows the monthly mean rather than a percentage of total. This provides a better picture of typical trends.

Writing Portfolio Completion by Month, June 2007 – May 2015

	2007	2008	2009	2010	2011	2012	2013	2014	2015	Mean
Jan	-	6.1%	4.6%	6.5%	3.6%	5.4%	6.5%	4.9%	7.3%	5.6%
Feb	-	1.3%	2.5%	2.5%	2.6%	0.7%	0.9%	0.7%	4.5%	2.0%
Mar	-	10.3%	6.5%	7.3%	7.9%	8.4%	9.7%	7.8%	14.5%	9.1%
Apr	-	31.7%	28.2%	32.2%	30.4%	33.7%	37.5%	21.9%	51.6%	33.4%
May	-	2.2%	8.6%	6.0%	6.1%	6.7%	7.6%	21.1%	22.1%	10.1%
June	7.3%	5.3%	2.1%	1.4%	5.2%	0.5%	2.8%	1.1%	-	3.2%
July	0.4%	0.8%	2.4%	1.4%	0.2%	0.5%	0.4%	0.7%	-	0.9%
Aug	12.1%	6.7%	3.2%	3.1%	6.4%	6.9%	5.0%	5.6%	-	6.1%
Sept	1.8%	0.7%	2.5%	2.8%	0.4%	0.3%	0.3%	0.8%	-	1.2%
Oct	20.6%	8.8%	6.2%	7.3%	10.5%	4.9%	4.0%	4.2%	-	8.3%
Nov	40.1%	15.4%	21.5%	18.9%	19.9%	20.4%	16.6%	12.7%	-	20.7%
Dec	17.7%	10.9%	11.7%	10.6%	6.7%	11.6%	8.7%	18.3%	-	12.0%
Total	2373	4920	5180	5377	5035	4985	5189	5578	3161	41798

IV.A.3 Performance

The following section provides data on student performance on the Writing Portfolio.

IV.A.3.a Overall Portfolio Performance

The following three tables provide data on performance by students on the Writing Portfolio between 2007-2015. The Portfolio evaluation uses a “Two-Tiered Expert Rater” methodology. Tier I is comprised of trained rater evaluation of the timed writing, and Tier II is comprised of individual instructor evaluations of course papers. If the portfolio is not rated as a “Simple Pass” (see IV.B.5), the course papers are then evaluated by paid faculty readers. After Tier II, students receive a “Final Rating:” Complete, Complete with Distinction, or Incomplete.

Course submissions. Instructor evaluation of course writings submitted for the Writing Portfolio results in two possible ratings: Outstanding and Acceptable. This process, the collection of individual essays from previous coursework, comprises Tier I. Students are strongly encouraged to obtain instructor signatures and ratings. However, when an instructor is not available to rate a paper, the Writing Assessment Office can assign a third category of “Okay” to a paper if it meets the following criteria: (1) the paper was written at a community college or other institution, so that the teacher cannot be easily reached; (2) an increase in the number of transfer students places a burden on a particular instructor at the original institution; (3) the WSU faculty member has since left WSU; (4) the teacher was a graduate student who is no longer at WSU.

The following table “Evaluations of Writing Portfolio Paper Submissions” shows the yearly breakdown of ratings for portfolio submissions by year. The mean row, showing the average of each rating over the last four reporting periods, shows that the majority of papers are rated “acceptable” (49.1%), followed by “outstanding” (42.9%). The number of papers without signatures is only 7.9% on average. The raw number of submissions has been consistently rising over the years. The 2014-2015 academic year, for example, has the highest number of paper submissions, with 16,684 total papers.

Evaluations of Writing Portfolio Paper Submissions, 2007-2015

Academic Year	Outstanding	Acceptable	Okay	Total Submissions
2007-2008	38.8%	49.1%	12.0%	14,730
2008-2009	41.4%	49.1%	9.4%	13,528
2009-2010	43.6%	47.5%	8.9%	16,477
2010-2011	42.8%	48.7%	8.5%	14,794
2011-2012	44.0%	48.6%	7.4%	15,393
2012-2013	44.2%	49.6%	6.2%	16,315
2013-2014	44.3%	49.9%	5.9%	15,302
2014-2015	44.3%	50.8%	4.9%	16,684
Mean	42.9%	49.2%	7.9%	123,223

The next two tables provide data on ratings for Tier I (the timed writing) and Tier II (complete portfolio evaluation) over the last nine years. Both Tier I and Tier II rating data generally show a leveling in all paper rating categories, although each category reflects particular overall trends.

Tier I (Timed Writing) Ratings, 2007-2015

Academic Year	Outstanding	Acceptable	Needs Work	Total Submissions
2007-2008	8.7%	64.2%	27.0%	4,876
2008-2009	8.7%	64.2%	27.0%	4,965
2009-2010	8.4%	66.9%	24.7%	5,495
2010-2011	8.4%	65.1%	26.5%	4,995
2011-2012	7.9%	63.2%	28.9%	4,907
2012-2013	8.4%	59.9%	31.6%	3,807
2013-2014	10.1%	58.2%	31.7%	5,112
2014-2015	9.7%	64.6%	25.7%	5,586
Mean	8.8%	63.3%	27.9%	39,743

Tier II (Final Portfolio Review) Ratings, 2007-2015

Academic Year	Outstanding	Acceptable	Needs Work	Total Submissions
2007-2008	6.6%	83.4%	9.8%	4,878
2008-2009	7.5%	83.2%	9.2%	4,970
2009-2010	7.6%	83.8%	8.6%	5,497
2010-2011	7.6%	83.4%	9.0%	4,995
2011-2012	5.5%	84.4%	10.1%	5,197
2012-2013	5.8%	82.2%	11.8%	5,472
2013-2014	4.1%	84.2%	11.7%	5,148
2014-2015	5.2%	83.7%	11.2%	4,174
Mean	6.2%	83.5%	10.2%	40,331

Final Portfolio evaluations receiving “Acceptable” ratings have tended to increase since 2003. The Tier II table shows a drop of 2.2% during AY 2012-2013. Final Portfolio Evaluations have shown a decrease in “Outstanding” ratings over time. The percentage of Tier II evaluations receiving “Outstanding” ratings decreased by 2.2% between AY 2010-2011 and AY 2011-2012. As “Outstanding” ratings have decreased, “Needs Work” ratings have increased. Although the number of portfolios rated as “Needs Work” decreased between 2007-2010, they have consistently increased beginning with AY 2010-2011. In the period under consideration, the movement in these categories has occurred in smaller increments than in previous years. However, the overall percentage score in each of these ratings is within 3.5 percentage points of the numbers for any previous year. This suggests a high degree of consistency among raters across the years surveyed in these tables.

A comparison between Tier I (Timed Writing) and Tier II (Final Portfolio Evaluation) shows a significant decrease in “Needs Work” ratings between the Timed Writing portion (mean of 27.9%) and the Final Portfolio Evaluation (mean of 10.2%). This decrease in “Needs Work” ratings is accompanied by an increase in “Acceptable” ratings. While the Timed Writing has a mean of 63.3% “Acceptable” ratings, the Final Portfolio Review has a mean of 83.5%. However, the number of “Outstanding” ratings decreases as we move from the Instructor Evaluations of Paper Submissions (mean of 42.9%), to Timed Writing (mean of 8.8%), to the

Final Portfolio Review (mean of 6.2%). This suggests that the holistic rating of the final portfolio reflects a more complete and accurate picture of a student's writing abilities.

Tier I and Tier II ratings of Outstanding have remained within 3 percentage points since 2005-2006, though the number has steadily declined. In 2005-2006, 9.5% of portfolios earned the Outstanding rating at Tier I and 7.5% earned the score at Tier II. In 2011-2012 and 2012-2013, 8.4% of portfolios earned an Outstanding at Tier I and 5.8% earned the rating at Tier II in each year. While the overall flattening trend is suggestive of effective norming and reliable rating, the gradual decrease could be indicative of a decline in the overall quality of student writing or of a shift in how raters understand the rating scale or some combination of the two. It is also possible that these trends parallel gradual increases in class size, decreases in timed writing instruction in classroom pedagogy, or other systemic factors. This trend should be monitored both in future reports and during the academic year.

IV.A.3.b Performance According to Transfer and L2 Status

In order to facilitate an analysis of portfolio rating data as it corresponds to student demographics, the following tables juxtapose students' self-reported language and transfer status with Tier I and Tier II rating data. Please note the definition of transfer student in Section III.D Glossary. Data for the previous three reporting periods have been included along with the most recent data to support analysis of change over time.

Performance by Transfer and Language Status: 2013-2015

Campus	Tier I			Tier II			Total Students
	Acceptable	Distinction	Needs Work	Complete	Complete w/ Distinction	Needs Work	
Non-Transfer							
L1	67.0%	8.7%	24.3%	80.7%	5.4%	13.9%	1821
L2	47.7%	6.6%	45.7%	69.4%	3.4%	27.2%	440
Transfer							
L1	63.7%	11.2%	25.1%	86.9%	5.3%	7.8%	4601
L2	45.1%	7.5%	47.3%	73.0%	3.0%	24.0%	1186

Performance by Transfer and Language Status 2011-213

Campus	Tier I			Tier II			Total Students
	Acceptable	Distinction	Needs Work	Complete	Complete w/ Distinction	Needs Work	
Non-Transfer							
L1	67.9%	8.2%	23.9%	88.4%	4.3%	7.3%	2176
L2	43.0%	4.5%	52.5%	70.4%	1.9%	27.7%	358
Transfer							
L1	66.7%	9.2%	25.8%	85.2%	6.9%	7.8%	5907
L2	42.1%	3.9%	53.9%	69.5%	3.2%	27.3%	1204

Performance by Transfer and Language Status: 2009-2011

Campus	Tier I			Tier II			Total Students
	Acceptable	Distinction	Needs Work	Complete	Complete w/ Distinction	Needs Work	
Non-Transfer							
L1	71.0%	7.7%	21.3%	87.2%	6.5%	6.3%	2586
L2	55.9%	5.3%	38.8%	74.7%	5.7%	19.6%	281
Transfer							
L1	68.3%	9.5%	22.2%	85.2%	8.7%	6.1%	6059
L2	46.6%	4.4%	49.0%	69.2%	4.7%	25.4%	1145

Performance by Transfer and Language Status: 2007-2009

Campus	Tier I			Tier II			Total Students
	Acceptable	Distinction	Needs Work	Complete	Complete w/ Distinction	Needs Work	
Non-Transfer							
L1	68.2%	8.5%	23.2%	87.5%	5.7%	6.8%	2564
L2	41.2%	4.0%	54.7%	67.7%	3.9%	28.3%	723
Transfer							
L1	65.7%	9.4%	24.8%	84.0%	8.0%	7.9%	5471
L2	55.1%	3.8%	41.0%	75.1%	2.2%	22.7%	185

IV.A.3.c Performance of WSU Urban Campuses and WSU Extension (2007-2013)

The following tables provide assessment data for WSU's urban campuses. Each campus has a distinctly different student population with differing needs and differing uses of writing. As a result, assessment data can be misleading and should not be used without considering the particular context for writing on each campus.

Performance of Urban Campus and WSU Extension Students, 2013-2015

Campus	Tier I			Tier II			Total Students
	Acceptable	Distinction	Needs Work	Complete	Complete w/ Distinction	Needs Work	
All Campus	61.5%	9.9%	28.5%	84.6%	4.4%	11.1%	10,706
DDP	59.7%	12.2%	28.1%	84.9%	6.4%	8.6%	773
Spokane	56.1%	7.2%	36.7%	86.1%	3.8%	10.1%	221
Tri-Cities	59.0%	7.5%	33.5%	85.5%	3.7%	10.8%	518
Vancouver	62.4%	12.0%	25.6%	87.2%	4.8%	8.0%	1670
ICN-Yakima	71.4%	0.0%	23.8%	100.0%	0.0%	0.0%	21
Everett Community College	50.0%	10.0%	40.0%	57.1%	7.1%	42.9%	21
Cesar Ritz Switzerland	48.1%	11.9%	40.0%	68.1%	0.8%	31.1%	135

Performance of Urban Campus Students, 2007-2015

Campus	Tier I			Tier II			Total Students
	Acceptable	Distinction	Needs Work	Complete	Complete w/ Distinction	Needs Work	
All Campus	64.5%	9.1%	26.4%	86.8%	4.5%	8.7%	42,074
DDP	63.7%	10.6%	25.7%	88.4%	5.9%	5.7%	3,143
Spokane	61.3%	6.8%	31.9%	87.0%	5.0%	8.0%	661
Tri-Cities	63.7%	8.7%	27.6%	88.8%	4.3%	6.9%	2407
Vancouver	64.4%	9.8%	25.8%	87.6%	5.7%	6.7%	6272
ICN-Yakima	63.2%	5.4%	31.4%	91.5%	1.8%	6.6%	239
Everett Community College	47.6%	7.1%	45.2%	75.6%	4.9%	19.5%	42
Cesar Ritz Switzerland	48.1%	11.9%	40.0%	68.1%	0.8%	31.1%	135

Urban Campus Paper Submissions, 2007-2013

Campus	2007-2013			2013-2015		
	Acceptable	Outstanding	Okay	Acceptable	Outstanding	Okay
All Campus	48.9%	42.8%	8.8%	50.4%	44.3%	5.4%
DDP	47.9%	43.6%	8.5%	49.5%	46.8%	3.7%
Spokane	47.8%	45.0%	7.2%	53.1%	45.8%	1.1%
Tri-Cities	45.5%	46.8%	7.8%	52.0%	45.9%	2.1%
Vancouver	43.0%	50.0%	7.0%	44.1%	52.7%	3.2%
ICN-Yakima	50.4%	36.2%	13.4%	49.2%	50.8%	0.0%
Everett Community College	52.4%	44.4%	3.2%	36.0%	64.0%	6.0%
Cesar Ritz Switzerland	--	--	--	64.1%	35.9%	0.0%

IV.A.3.d Performance According to Gender

The following tables examine performance on the Junior Writing Portfolio according to gender in both the previous biennium and the previous four biennia. To provide a more accurate account of the performance of female and male students, both tables provide statistics for the full WSU population in their respective time period. All percentages are referenced by gender categories.

Writing Portfolio Results by Gender, 2013-2015

<i>Tier I</i>	Acceptable					Distinction			Needs Work			Total Students
<i>Tier II</i>		Simple Pass	Complete	Distinction	Incomplete		Revert to Complete	Distinction		Revert to Complete	Incomplete	
<i>Female</i>	64.22% (3598)	50.65% (2838)	11.28% (632)	2% (124)	0.11% (6)	10.55% (591)	5.51% (309)	4.94% (277)	25.2% (1412)	17.06% (956)	7.82% (438)	4826
<i>Male</i>	58.57% (2988)	48.84% (2492)	8.17% (417)	1% (63)	0.31% (16)	9.19% (469)	5.41% (276)	3.7% (189)	32.2% (1643)	20.29% (1035)	11.74% (599)	4354
Total Pop.	61.53% (6587)	49.79% (5331)	9.8% (1049)	2% (187)	0.21% (22)	9.9% (1060)	5.46% (585)	4.35% (466)	28.54% (3055)	18.6% (1991)	9.69% (1037)	10706

Writing Portfolio Results by Gender, 2007-2015

<i>Tier I</i>	Acceptable					Distinction			Needs Work			Total Students
<i>Tier II</i>		Simple Pass	Complete	Distinction	Incomplete		Revert to Complete	Distinction		Revert to Complete	Incomplete	
<i>Female</i>	65.71% (13638)	31.9% (6621)	28.5% (5915)	3% (628)	2.29% (476)	9.29% (1928)	5.68% (1179)	3.3% (684)	25% (5188)	18.51% (3842)	5.45% (1131)	20698
<i>Male</i>	63.14% (11981)	30.35% (5759)	27.29% (5178)	2% (375)	3.53% (669)	8.72% (1654)	5.89% (1118)	2.37% (450)	28.13% (5337)	19.47% (3695)	7.88% (1495)	19001
Total Pop.	64.54% (27154)	31.4% (13213)	27.48% (11560)	3% (1068)	3.13% (1315)	9.06% (3811)	5.93% (2495)	2.73% (1147)	26.39% (11105)	19.02% (8001)	6.43% (2707)	42074

While male performance on the Junior Writing Portfolio has traditionally been slightly behind female performance, the most recent biennium saw a widening of the gap. Female students saw a slight increase in the number of Complete with Distinction ratings overall (up to 6.94% of all portfolios, compared to an eight-year average of 6.3%). The largest portion of this increase was in the confirmation of Distinction ratings. Both genders saw increases in this area – females at nearly 1.7% overall and males at nearly 1.4% overall.

Additionally, both genders saw an increase in the confirmation of the Incomplete rating (formerly “Needs Work”) and substantial gains in the “Simple Pass” Tier II rating, the latter at

the expense of a Complete rating following an Acceptable Tier I performance. On the surface, this suggests that students are both more accurately rated at the Tier I level than in previous biennia and more accurately rated on the pieces they submit for their Tier II packet. More research is needed in this area, however, as this report does not examine the effect of gender when overlapping with race identification, first-generation status, or major traits.

IV.A.3.e Performance According to Race or Ethnicity Description

Since the production of the 2007-2009 Biennial Report, the Writing Program Biennial Report has investigated correlations between portfolio performance and race or ethnicity identification. The findings contained herein continue this practice, using demographic data supplied by the WSU Registrar's office. These data are generated from student-generated self-reports, used here to assess possibilities of bias. However, due to changes in self-reporting options since 2012, these data are not compared to their historical counterparts. Since 2012, students have more options in reporting race or ethnicity, including the possibility of identifying with two or more races or ethnicities.

Tier I and II Results, 2013-2015

<i>Tier I</i>	Acceptable					Distinction			Needs Work			Total Students
<i>Tier II</i>		Simple Pass	Complete	Distinction	Incomplete		Revert to Complete	Distinction		Revert to Complete	Incomplete	
<i>American Indian/Alaska Native</i>	64.15% (34)	47.17% (25)	13.21% (7)	3.77% (2)	0% (0)	5.66% (3)	1.89% (1)	3.77% (2)	30.19% (16)	13.21% (7)	15.09% (8)	53
<i>Asian</i>	52.63% (290)	44.1% (243)	6.35% (35)	2% (11)	0.18% (1)	6.9% (38)	3.99% (22)	2.9% (16)	40.47% (223)	26.32% (145)	14.16% (78)	551
<i>Black/African American</i>	55.18% (165)	47.49% (142)	6.69% (20)	0.33% (1)	0.67% (2)	2.01% (6)	1.34% (4)	0.67% (2)	42.81% (128)	26.42% (79)	16.05% (48)	299
<i>Hispanic/Latino</i>	59.57% (638)	48.74% (522)	9.43% (101)	1.12% (12)	0.28% (3)	8.31% (89)	4.39% (47)	3.64% (39)	32.12% (344)	19.79% (212)	12.04% (129)	1071
<i>International</i>	31.85% (172)	28.52% (154)	2.41% (13)	0.37% (2)	0.56% (3)	3.52% (19)	2.96% (16)	0.56% (3)	64.63% (349)	21.85% (118)	42.78% (231)	540
<i>Native Hawaiian/Pacific Islander</i>	65.79% (25)	47.37% (18)	18.42% (7)	0% (0)	0% (0)	7.89% (3)	5.26% (2)	2.63% (1)	26.32% (10)	21.05% (8)	5.26% (2)	38
<i>Not Reported</i>	53.11% (222)	47.61% (176)	8.61% (36)	1.67% (7)	0.72% (3)	10.77% (45)	5.26% (22)	5.26% (22)	36.12% (151)	18.18% (76)	17.94% (75)	418
<i>Two or More Races</i>	64.03% (477)	51.01% (380)	10.87% (81)	2.01% (15)	0.13% (1)	11.14% (83)	6.04% (45)	5.1% (38)	24.7% (184)	18.12% (135)	6.58% (49)	745
<i>White</i>	65.28% (4564)	52.51% (3671)	10.71% (749)	1.96% (137)	0.13% (9)	11.07% (774)	6.09% (426)	4.91% (343)	23.6% (1650)	17.32% (1211)	5.96% (417)	6991
University Avg.	61.53% (6587)	49.79% (5331)	9.8% (1049)	1.75% (187)	0.21% (22)	9.9% (1060)	5.46% (585)	4.35% (466)	28.54% (3055)	18.6% (1991)	9.69% (1037)	10706

Possible performance rate exaggerations due to differences in population size should be checked using the total number of students in a particular category. For instance, although students identifying as American Indian/Alaska Native score a possible distinction rating at Tier I at half the rate of the university average, the total number of students in this category totals less than half a percent of the university population.

Given this caveat, it is worth noting the similarity of performance rates among each group. With a few exceptions, Distinction ratings are confirmed at Tier II in roughly half of each group's Tier I—Distinction portfolios. The exceptions to this trend occur in the American Indian/Alaskan Native, Black/African American, Native Hawaiian/Pacific Islander and International Student populations, but the data may be skewed by these groups' small population sizes. Likewise, roughly half of students in nearly all categories receive a "Simple Pass" rating.

However, there are some notable differences among categories. Students identifying as white or as comprising two or more races or ethnicities perform better than the university average (and, in most cases, better than all other groups) at Tier I. At Tier II, these students perform at rates similar to the total population.

While students identifying as Asian, Black/African American, or Hispanic/Latino, along with International students and those not reporting an ethnic identification, tended to perform below the university average at Tier I, these differences were less pronounced (though still significant) when examining only the final performance of students:

Tier II Performance by Race, 2013-2015

Race Identification	Complete	Complete with Distinction	Incomplete
Native Hawaiian/Other Pacific Islander	92.11%	2.63%	5.26%
White	86.64%	7.18%	6.18%
Two or More Races	86.17%	7.11%	6.71%
Grand Total	83.66%	6.35%	9.99%
Hispanic/Latino	82.35%	5.04%	12.61%
Black/African American	81.94%	1.34%	16.72%
Asian	80.76%	4.90%	14.34%
American Indian/Alaska Native	75.47%	9.43%	15.09%
Not Reported	75.13%	8.29%	16.58%
International	55.74%	0.93%	43.33%

As the table above shows, many groups perform in Tier II at rates approaching that of the university average. The three outlier groups – international students, those not reporting a race/ethnicity and American Indian/Alaskan Native are below the total population and Native Hawaiian/Other Pacific Islander above the total population – each have possible factors leading to their wide variance from the university average. Native Hawaiian/Other Pacific Islander students and American Indian/Alaskan Native students together comprise less than 1% of the students in this biennium, so that the difference between their highest and lowest performing categories are a matter of 15 and 22 students, respectively.

IV.A.3.f Performance According to First-Generation College Status

Early reports of the 2015-2016 academic year indicate that over 40% of incoming first-year students identify as first-generation,¹ a number similar to rates reported below for junior writing portfolio completion.

The table below presents the performance of first-generation students during the 2013-2015 biennium. For easier comparison between a specific group's performance and the university average, Tier I ratings (with a crimson border) and Tier II ratings (with a grey background) are each reported as a percentage of the total population in each category..

Tier I and II Results, 2013-2015

	Acceptable					Distinction			Needs Work			Total Students
		Simple Pass	Acceptable	Distinction	Needs Work		Revert to Pass	Distinction	Revert to Pass	Needs Work		
Tier I												
Tier II												
First Generation	61.36% (2536)	49.82% (2059)	9.63% (398)	1.62% (67)	0.29% (12)	8.81% (364)	5.01% (207)	3.7% (153)	29.76% (1230)	19.26% (796)	10.23% (423)	4133
All Students	61.53% (6587)	49.79% (5331)	9.8% (1049)	0.63% (184)	0.21% (23)	9.9% (1060)	5.46% (585)	4.35% (466)	28.54% (3055)	18.6% (1991)	9.69% (1037)	10706

¹ WSU News Announcement, Sept. 17, 2015: "Sept. 23: Helping first-generation students is focus of talk" (Makhtani).

The data indicate little change since the 2011-2013 biennium for both First Generation and All Students, despite the percentage of first-generation students nearly doubling during that period. During the last several biennia, first-generation students have performed at similar rates to the general population. This biennium maintains that trend.

IV.A.4 Performance by Academic Area

The following analysis of academic areas—colleges and majors—is based on data from 2007-2015. Students are asked to report their current choice of major at the time of Writing Portfolio submission. As noted in other areas, self-reporting can result in data that are difficult to categorize, leading to discrepancies in reported populations. For instance, students reporting a major in “Agriculture” are within the College of Agricultural, Human, and Natural Resource Sciences, but cannot be classified further within a particular major.

The Portfolio reflects the diverse uses of writing that takes place under each academic general area. Accordingly, looking at results by major may offer insight into the different disciplines and the opportunities to write within a department. Nevertheless, comparisons across departments or colleges should be made with caution, as each department’s advising structure is unique.

IV.A.4.a Summary of Overall Performance by College

The table below shows the 2013-2015 performance within individual colleges as compared to the 2007-2013 average. Each cell reports the number of students in that category, the percentage of students in that category between 2007 and 2015, and the degree of change that this current biennium represents. Some majors moved to new colleges as a result of the 2012 reorganization and one new college (Medical Sciences) was founded.

Overall Writing Portfolio Performance by College 2007-2015

<i>College</i>	<i>Language Status</i>	<i>Complete</i>	<i>Complete with Distinction</i>	<i>Incomplete</i>	<i>Total N</i>
<i>Carson College of Business</i>	1	728 (69.87%, +14.12%)	51 (4.89%, +0.11%)	56 (5.37%, +1.14%)	1042
	2	256 (48.76%, +9.96%)	13 (2.48%, -0.19%)	126 (24%, +6.24%)	525

	Unreported	184 (46.35%, +13.26%)	13 (3.27%, +0.28%)	22 (5.54%, +2.54%)	397
	Total	1168 (59.47%, +16.72%)	77 (3.92%, +0.35%)	204 (10.39%, +1.49%)	1964
<i>College of Agricultural, Human and Natural Resource Sciences (CAHNRS)</i>	1	473 (66.62%, +15.37%)	27 (3.8%, +1.25%)	45 (6.34%, +1.18%)	710
	2	81 (58.7%, +7.21%)	3 (2.17%, +0.78%)	23 (16.67%, +7.42%)	138
	Unreported	103 (42.74%, +14.67%)	4 (1.66%, +1.78%)	5 (2.07%, +2.96%)	241
	Total	657 (60.33%, +17.4%)	34 (3.12%, +1.53%)	73 (6.7%, +2.47%)	1089
<i>College of Arts and Sciences</i>	1	1537 (67.68%, +12.75%)	156 (6.87%, +1.62%)	135 (5.94%, +1.28%)	2271
	2	265 (59.82%, +8.46%)	21 (4.74%, +0.59%)	69 (15.58%, +5.55%)	443
	Unreported	417 (52.85%, +11.47%)	42 (5.32%, +1.57%)	40 (5.07%, +2.69%)	789
	Total	2219 (63.35%, +14.16%)	219 (6.25%, +1.73%)	244 (6.97%, +1.9%)	3503
<i>College of Education</i>	1	311 (64.66%, +17.39%)	19 (3.95%, +1.84%)	24 (4.99%, +1.04%)	481
	2	34 (69.39%, +9.65%)	0 (0%, 0%)	10 (20.41%, - 3.64%)	49
	Unreported	44 (36.07%, +18.66%)	4 (3.28%, +2.19%)	5 (4.1%, +1.37%)	122
	Total	389 (59.66%, +19.94%)	23 (3.53%, +1.92%)	39 (5.98%, +0.74%)	652
<i>College of Medical Sciences</i>	1	19 (67.86%, +17.7%)	2 (7.14%, -2.14%)	1 (3.57%, +2.54%)	28
	2	6 (85.71%, - 4.46%)	0 (0%, +3.13%)	0 (0%, +12.5%)	7
	Unreported	6 (42.86%, +17.85%)	0 (0%, +7.14%)	0 (0%, +3.57%)	14
	Total	31 (63.27%, +18.81%)	2 (4.08%, +0.92%)	1 (2.04%, +4.63%)	49
<i>College of Nursing</i>	1	187 (74.21%, +11.03%)	17 (6.75%, +1.83%)	12 (4.76%, - 1.47%)	252

	2	62 (75.61%, +3.87%)	3 (3.66%, -0.3%)	11 (13.41%, +1.52%)	82
	Unreported	71 (65.14%, +5.23%)	7 (6.42%, +2.84%)	4 (3.67%, +0.03%)	109
	Total	320 (72.23%, +10.66%)	27 (6.09%, +1.72%)	27 (6.09%, - 0.90%)	443
<i>College of Veterinary Medicine</i>	1	124 (73.37%, +5.42%)	19 (11.24%, +4.57%)	5 (2.96%, - 0.26%)	169
	2	19 (57.58%, +18.52%)	2 (6.06%, +0.23%)	3 (9.09%, +2.86%)	33
	Unreported	21 (48.84%, +17.39%)	1 (2.33%, +2.86%)	0 (0%, +1.3%)	43
	Total	164 (66.94%, +10.48%)	22 (8.98%, +4.53%)	8 (3.27%, +0.77%)	245
<i>Edward R. Murrow College of Communication</i>	1	259 (67.45%, +15.65%)	15 (3.91%, +1.4%)	22 (5.73%, +1.37%)	384
	2	25 (58.14%, +14.02%)	1 (2.33%, +1.08%)	8 (18.6%, +0.72%)	43
	Unreported	38 (33.04%, +17.23%)	3 (2.61%, +1.13%)	5 (4.35%, +4.74%)	115
	Total	322 (59.41%, +20.22%)	19 (3.51%, +1.53%)	35 (6.46%, +1.72%)	542
<i>Voiland College of Engineering and Architecture</i>	1	603 (69.79%, +12.28%)	47 (5.44%, +0.47%)	59 (6.83%, +0.75%)	864
	2	151 (59.22%, +5.42%)	6 (2.35%, +0.31%)	52 (20.39%, +6.48%)	255
	Unreported	153 (47.96%, +10.97%)	14 (4.39%, +0.13%)	24 (7.52%, +2.75%)	319
	Total	907 (63.07%, +13.74%)	67 (4.66%, +0.57%)	135 (9.39%, +1.66%)	1438
<i>All University</i>	1	4464 (67.46%, - 14.34%)	364 (5.5%, -1.38%)	389 (5.88%, - 1.11%)	6617
	2	949 (55.69%, - 9.740000000000 001%)	52 (3.05%, -0.48%)	325 (19.07%, - 5.38%)	1704
	Unreported	1129 (47.34%, - 13.78%)	91 (3.82%, -1.49%)	113 (4.74%, - 2.61%)	2385
	Total	6542 (61.11%, +16.49%)	507 (4.74%, +1.53%)	827 (7.72%, +1.68%)	10706

Overall Portfolio Performance by Major, 2013-2015

	Tier II Rating	Complete	Complete with Distinction	Incomplete	Total
	All University	83.66% (8957)	6.35% (680)	9.99% (1069)	10706

The tables below show the Tier II performance rates for all university programs. The table above is provided as a quick reference to the performance rates of all students. It is important to note that this biennium reports a new college – the College of Medical Sciences – and several majors that are new or were moved following the 2012 reorganization of academic units.

Overall Portfolio Performance: Carson College of Business, 2013-2015

		Complete	Complete with Distinction	Incomplete	Total
	Carson College of Business	81.76% (1605)	4.84% (95)	13.4% (263)	1963
	Accounting	86.45% (402)	6.02% (28)	7.53% (35)	465
	Business Administration	93.07% (94)	3.96% (4)	2.97% (3)	101
	Entrepreneurship	89.74% (35)	2.56% (1)	7.69% (3)	39
	Finance	82.86% (261)	3.49% (11)	13.65% (43)	315
	Hospitality Business Management	75.3% (247)	4.57% (15)	20.12% (66)	328
	International Business	60.87% (70)	4.35% (5)	34.78% (40)	115
	Management and Operations	81.25% (169)	6.25% (13)	12.5% (26)	208
	Management Information Systems	82.32% (135)	6.1% (10)	11.59% (19)	164
	Marketing	83.94% (183)	3.67% (8)	12.39% (27)	218
	Wine Business Management	90% (9)	0% (0)	10% (1)	10

On average, students in the College of Business perform less well than their peers. The largest program in the college, Accounting, does perform slightly better in general Completion rates, and nearly at the university average for Distinction ratings. As reported in Section IV.A.1.e, Carson College of Business students are within the recommended range of the 60-72

credit hours in completing their Junior Writing Portfolio process. Accounting, Hospitality Business Management, Management and Operations, and Management Information Systems are programs where some students may potentially be completing their portfolio process later in their academics, while Wine Business Management shows that some students may be completing their portfolio process sooner than recommended. Further information is needed to understand why some students may be completing their portfolios later than desired.

**Overall Portfolio Performance: College of Agricultural, Human and Natural
Resource Sciences, 2013-2015**

		Complete	Complete with Distinction	Incomplete	Total
College of Agricultural, Human and Natural Resource Sciences (CAHNRS)		86.13% (938)	4.41% (48)	9.46% (103)	1089
	Agriculture and Food Business Economics	77.78% (7)	11.11% (1)	11.11% (1)	9
	Agricultural Technology and Production Management	91.84% (45)	0% (0)	8.16% (4)	49
	Agricultural Biotechnology	80% (8)	0% (0)	20% (2)	10
	Agricultural Education	81.82% (9)	9.09% (1)	9.09% (1)	11
	Agriculture and Food Security	100% (3)	0% (0)	0% (0)	3
	Animal Sciences	88.33% (106)	5% (6)	6.67% (8)	120
	Apparel Merchandising Textiles	81.54% (106)	8.46% (11)	10% (13)	130
	Economic Sciences	82.93% (102)	2.44% (3)	14.63% (18)	123
	Environmental & Ecosystem Sciences	87.69% (57)	7.69% (5)	4.62% (3)	65
	Field Crop Management	100% (6)	0% (0)	0% (0)	6
	Food Science	82.14% (23)	3.57% (1)	14.29% (4)	28
	Fruit and Vegetable Management	88.24% (15)	11.76% (2)	0% (0)	17
	Human Development	88.32% (295)	1.5% (5)	10.18% (34)	334
	Interior Design	79.07% (34)	4.65% (2)	16.28% (7)	43
	Landscape Architecture	84.62% (11)	7.69% (1)	7.69% (1)	13
	Landscape, Nursery, Greenhouse	88.89% (8)	0% (0)	11.11% (1)	9
	Natural Resources	71.43% (15)	19.05% (4)	9.52% (2)	21
	Organic Agriculture Systems	90.91% (10)	9.09% (1)	0% (0)	11

	Turfgrass Management	66.67% (2)	0% (0)	33.33% (1)	3
	Viticulture and Enology	96.67% (29)	0% (0)	3.33% (1)	30
	Wildlife Ecology & Conservation	87.04% (47)	9.26% (5)	3.7% (2)	54

Students in the College of Agricultural, Human and Natural Resource Sciences (CAHNRS) performed at similar rates to their peers across the university. Although they received nearly the average rate of Incomplete ratings, students were two percent more likely to receive a simple Complete rating rather than a Complete with Distinction. Individual majors likewise performed at rates similar to the university average. Although majors like Turfgrass Management and Organic Agriculture Systems appear to have performed substantially differently than the average, their small numbers exaggerate the effects of small groups of students. However, it is worth noting that as reported in section IV.A.1.e, some students in the following programs may potentially be completing their portfolio process beyond the recommended 60-72 credit hour range: Agricultural Biotechnology, Agriculture and Food Security, Economic Sciences, Field Crop Management, Fruit and Vegetable Management, Landscape, Nursery, Greenhouse, and Turfgrass Management. Further information is needed to understand why some students may be completing their portfolios later than desired.

Overall Portfolio Performance: College of Arts and Sciences, 2013-2015

		Complete	Complete with Distinction	Incomplete	Total
	College of Arts and Sciences	83.06% (2903)	8.41% (294)	8.53% (298)	3495
	Anthropology	81.48% (66)	13.58% (11)	4.94% (4)	81
	Asian Studies	83.33% (5)	0% (0)	16.67% (1)	6
	Biology	85.31% (273)	8.13% (26)	6.56% (21)	320
	Chemistry	84.38% (27)	6.25% (2)	9.38% (3)	32
	Chinese Language And Culture	77.78% (7)	11.11% (1)	11.11% (1)	9
	Comparative Ethnic Studies	81.82% (18)	9.09% (2)	9.09% (2)	22
	Criminal Justice	80.52% (124)	6.49% (10)	12.99% (20)	154
	Criminal Justice & Criminology	84.55% (186)	8.18% (18)	7.27% (16)	220
	Digital Technology And Culture	87.04% (188)	5.56% (12)	7.41% (16)	216

	Earth Sciences	87.5% (7)	0% (0)	12.5% (1)	8
	English	76.36% (126)	19.39% (32)	4.24% (7)	165
	Environmental Science	88.24% (15)	5.88% (1)	5.88% (1)	17
	Fine Arts	79.17% (38)	6.25% (3)	14.58% (7)	48
	French	88.89% (8)	11.11% (1)	0% (0)	9
	French For The Professions	100% (2)	0% (0)	0% (0)	2
	General Biological Sciences	91.23% (52)	1.75% (1)	7.02% (4)	57
	General Humanities	100% (1)	0% (0)	0% (0)	1
	General Physical Sciences	80% (8)	0% (0)	20% (2)	10
	General Studies - Linguistics	100% (1)	0% (0)	0% (0)	1
	General Studies Basic Medical Sciences	91.11% (41)	6.67% (3)	2.22% (1)	45
	General Studies Humanities	100% (1)	0% (0)	0% (0)	1
	General Studies Social Sciences	100% (1)	0% (0)	0% (0)	1
	Geology	91.67% (11)	8.33% (1)	0% (0)	12
	German For The Professions	66.67% (2)	33.33% (1)	0% (0)	3
	History	79.02% (113)	14.69% (21)	6.29% (9)	143
	Humanities	79.53% (136)	10.53% (18)	9.94% (17)	171
	Linguistics	100% (2)	0% (0)	0% (0)	2
	Mathematics	74.68% (59)	8.86% (7)	16.46% (13)	79
	Music	100% (3)	0% (0)	0% (0)	3
	Music Education	70.59% (12)	11.76% (2)	17.65% (3)	17
	Music Performance	78.57% (11)	14.29% (2)	7.14% (1)	14
	Philosophy	85.71% (30)	14.29% (5)	0% (0)	35
	Physics	82.61% (19)	13.04% (3)	4.35% (1)	23
	Political Science	82.71% (110)	8.27% (11)	9.02% (12)	133
	Psychology	87.38% (464)	7.91% (42)	4.71% (25)	531
	Public Affairs	87.88% (29)	9.09% (3)	3.03% (1)	33
	Social Sciences	79.88% (524)	5.18% (34)	14.94% (98)	656
	Social Studies	100% (9)	0% (0)	0% (0)	9
	Sociology	85.14% (63)	9.46% (7)	5.41% (4)	74
	Spanish	90.48%	9.52% (2)	0% (0)	21

		(19)			
	Spanish For The Professions	100% (2)	0% (0)	0% (0)	2
	Women's Studies	72.73% (8)	18.18% (2)	9.09% (1)	11
	Zoology	83.67% (82)	10.2% (10)	6.12% (6)	98

Students in the College of Arts and Sciences performed relative to their peers in the Completed category, with higher than average Completed with Distinction and lower than average Incomplete ratings on their Junior Writing Portfolios. The programs significantly above average ratings (evaluated by a combination of number of students in the major and percentage of students receiving the rating) at the Completed with Distinction level include: Anthropology, Biology, English, History, Humanities, Music Performance, Philosophy, Physics, Sociology, Women's Studies and Zoology. Programs with ratings significantly below average Distinction ratings were Digital Technology and Culture, Environmental Science, and General Biological Science; however, students in these programs received Completed ratings well above average and Incomplete ratings well below the all university average. Some programs saw a significantly higher than average percentage of students receiving Incomplete ratings with lower than average percentage of students receiving both Completed and Distinction ratings: Criminal Justice, Fine Arts, Mathematics, and Social Sciences. As reported in section IV.A.1.e, overall most programs are within the normal range of students completing the portfolio process, some students might be completing the process too early, as in the case of Asian Studies. With nine total students in Asian Studies, this is not a significant problem. However, some students majoring in one of the following four programs may be completing their portfolio process well beyond the recommended 60-72 credit hours: Biology, Criminal Justice and Criminology, English, and General Biological Sciences. Further information is needed to understand why some students may be completing their portfolios later than desired.

	Complete	Complete with Distinction	Incomplete	Total
College of Education	87.58% (571)	5.21% (34)	7.21% (47)	652
Athletic Training (ATH TR BS)	88.64% (39)	4.55% (2)	6.82% (3)	44
Elementary Education	85% (221)	6.92% (18)	8.08% (21)	260
Health and Fitness	72.73% (8)	9.09% (1)	18.18% (2)	11
Movement Studies	88.66% (86)	7.22% (7)	4.12% (4)	97
Sport Management	87.79%	2.29% (3)	9.92% (13)	131

		(115)			
	Sport Science	93.58% (102)	2.75% (3)	3.67% (4)	109

Students in the College of Education, overall, are faring above average compared to their all university peers with Complete ratings at 4 percentage points above the average and Incomplete ratings 2.5 percentage points below. The Distinction rating is about 1 percentage point below the average. While every major, except for Health and Fitness, closely mirrors the above average ratings, further observation and inquiry may be warranted to investigate the below average Distinction ratings. Health and Fitness, representing 11 out of the 652 total students completing their portfolios in this biennium, has Complete ratings over 10 percentage points below the average for both the College and the University. Since the numbers are so low in this major, it is worth noting and revisiting in future biennial reporting. The four largest majors in the College (Elementary Education, Movement Studies, Sport Management, and Sport Science) all have above average Complete ratings. Movement Studies' above average Distinction ratings are approximately 1 percentage point above the all university average and 2 percentage points above the College's, while Elementary Education's Distinction ratings are also almost 2 percentage points above the College's and slightly over half a percentage point above the all university average. All four majors also have below average Incomplete ratings. While Elementary Education's and Sport Management's Incomplete ratings were almost .5 and 2.5 percentage points higher than the College's average, Sport Management's are only slightly lower than the all university and Elementary Education is almost 2 percentage points lower. The other two majors have averages ranging from 2 to almost 6.5 percentage points below the all university averages and approximately 3 percentage points below the College average for Incomplete ratings. As reported in section IV.A.1.e,

	Complete	Complete with Distinction	Incomplete	Total
College of Medical Sciences	89.8% (44)	6.12% (3)	4.08% (2)	49
Speech and Hearing Sciences	89.8% (44)	6.12% (3)	4.08% (2)	49

The College of Medical Sciences is poised to make significant changes in the next biennium as they work toward accreditation and begin admitting students for Fall 2017. For the 2013-2015 biennium, the one undergraduate program in the College of Medical Sciences was six percentage points above the all university average for portfolios rated as Complete, on par with the -university average for Distinction ratings, and five percentage points below average for

Incomplete ratings. As reported in section IV.A.1.e, students in the Speech and Hearing Sciences program are completing their portfolio process between 53 and 97 credit hours, which is with the reasonable range based on the Writing Program recommended 60-72 credit hours.

	Complete	Complete with Distinction	Incomplete	Total
College of Nursing	85.33% (378)	8.13% (36)	6.55% (29)	443
Family Nurse Practitioner	0% (0)	0% (0)	100% (1)	1
Nursing	85.52% (378)	8.14% (36)	6.33% (28)	442

Students completing their Junior Writing Portfolio in the Nursing major are above the all university average at two percentage points above the average for Complete and Distinction ratings and 3.5 percentage points below the average for Incomplete ratings. While it appears that Nursing students are potentially completing their portfolios at the higher end of the credit timeline, these numbers are a little misleading. For example, students coming from the Pullman campus to Spokane are encouraged by the Nursing program to complete their Junior Writing Portfolios prior moving to the Spokane campus, these students turn in their portfolios at the lower end of the credit range. Other students may transfer in with over 90 credit hours because they are transferring in, and some are seeking dual Bachelor's degrees. Therefore, the particular standard deviation in section IV.A.1.e is a fairly accurate representation and is not outside of the norm for this particular program.

	Complete	Complete with Distinction	Incomplete	Total
College of Veterinary Medicine	82.86% (203)	13.06% (32)	4.08% (10)	245
Biochemistry	86.05% (37)	9.3% (4)	4.65% (2)	43
Genetics and Cell Biology	86.21% (25)	6.9% (2)	6.9% (2)	29
Microbiology	75.61% (31)	19.51% (8)	4.88% (2)	41
Neuroscience	85.37% (35)	14.63% (6)	0% (0)	41
Nutrition Exercise Physiology	82.98% (39)	10.64% (5)	6.38% (3)	47
Pharmacy	88.46% (23)	11.54% (3)	0% (0)	26
Veterinary Medicine	72.22% (13)	22.22% (4)	5.56% (1)	18

While the average college-wide for the College of Veterinary Medicine is slightly lower than the all university average for Complete ratings on the Junior Writing Portfolio, these ratings, coupled with the nearly six percentage point lower Incomplete ratings are made up for with a seven percentage point above average Distinction average rating. These numbers play out across each major in slightly different ways. In Genetics and Cell Biology the Complete ratings are higher than average at both the college and university level, with the Distinction ratings on par with the all university data and about seven percentage points lower than the college average, and a three percentage point decrease from the all university data and three percentage point increase over the college average for Incomplete ratings. Overall, students are faring very well in the College of Veterinary Medicine on the Junior Writing Portfolio. As reported in section IV.A.1.e, students in almost all of the majors are completing their portfolios within the appropriate credit window, only Nutrition Exercise Physiology is a little bit outside of this group. Given the average credit hours of 95 for students completing their portfolio process and a standard deviation of 31, students on the higher end of the credit spectrum are completing well outside of the optimum spectrum. This suggests further information is needed to explain the credit range in which students complete their Junior Writing Portfolio.

		Complete	Complete with Distinction	Incomplete	Total
Edward R. Murrow College of Communication		86.53% (469)	4.8% (26)	8.67% (47)	542
	Communication	100% (5)	0% (0)	0% (0)	5
	Communication and Society	84.85% (28)	6.06% (2)	9.09% (3)	33
	Journalism & Media Production	83.22% (119)	6.99% (10)	9.79% (14)	143
	Strategic Communication	87.81% (317)	3.88% (14)	8.31% (30)	361

Students in the Edward R. Murrow College of Communication are receiving Complete ratings on their Junior Writing Portfolio at a three percentage point higher than the all university average, Distinction ratings at a 1.5 percentage point lower, and Incomplete ratings at a little bit more than a single percentage point lower. Strategic Planning is the largest program in the college and skews the averages; however, students in each major are performing relative to their peers across the institution. As reported in section IV.A.1.e, students in each major who complete their portfolio at the lower end of the average credit hour continuum are within the Writing Program recommended 60-72 credit hour range; while students at the higher end are

slightly outside of the recommended range. Further information is needed to understand why some students may be completing their portfolios later than desired.

		Complete	Complete with Distinction	Incomplete	Total
Voiland College of Engineering and Architecture		82.41% (1185)	5.7% (82)	11.89% (171)	1438
	Architectural Studies	78.26% (54)	2.9% (2)	18.84% (13)	69
	Bioengineering	90% (36)	7.5% (3)	2.5% (1)	40
	Chemical Engineering	83.78% (93)	4.5% (5)	11.71% (13)	111
	Civil Engineering	81.89% (199)	3.7% (9)	14.4% (35)	243
	Computer Engineering	81.4% (35)	4.65% (2)	13.95% (6)	43
	Computer Science	82.98% (39)	8.51% (4)	8.51% (4)	47
	Computer Science BA	62.5% (5)	12.5% (1)	25% (2)	8
	Computer Science BS	79.71% (110)	7.25% (10)	13.04% (18)	138
	Construction Management	88.61% (70)	2.53% (2)	8.86% (7)	79
	ELECTRICAL ENGINEERING	83.08% (162)	5.64% (11)	11.28% (22)	195
	Materials Science Engineering	88.89% (24)	0% (0)	11.11% (3)	27
	Mechanical Engineering	81.27% (282)	8.36% (29)	10.37% (36)	347
	Mechanical Engineering EME	83.33% (35)	2.38% (1)	14.29% (6)	42
	Mechanical Engineering OCME	83.67% (41)	6.12% (3)	10.2% (5)	49

Junior Writing Portfolio ratings for students in the Voiland College of Engineering and Architecture compare - closely with all university averages. Both the Completed and Distinction ratings are a single percentage point lower than the all university average, making the Incomplete rating two percentage points higher than the all university average. At the Completed rating, both Architectural Studies and Computer Science BS are three and four percentage points below the all university average, with nine and three-percentage point increases in the Incomplete rating area, respectively. Computer Science BA students have a six point average higher Distinction rating than their all university peers. Overall, the Incomplete ratings across most of the majors in the college are higher than the Writing Program would like to see. Further information is needed to determine the reasons . A few majors have higher than average Distinction ratings:

Bioengineering, Computer Science, Computer Science BA, and Mechanical Engineering, with Mechanical Engineering accounting for the largest number of students (347) in the college and the Computer Science BA the lowest (8). Computer Engineering, Electrical Engineering, and Mechanical Engineering students who are at the higher range of the credit-hour spectrum are completing their portfolios after they have acquired 100 credit hours. Further information is needed to understand why some students may be completing their portfolios later than desired.

IV.B Validation Findings

The following section provides information that validates the Writing Portfolio as an assessment of undergraduate writing ability. The Writing Portfolio was designed to provide diagnostic feedback regarding the preparedness of undergraduate students to write in their upper-division Writing in the Major courses. These areas of study were established in previous reports.

IV.B.1 Performance by Academic Level of Papers Submitted

The Writing Portfolio requires students to submit three papers initially evaluated by course instructors for one of two categories: Outstanding or Acceptable. Faculty may decline to sign off on a paper. When the original course instructor is unavailable to rate the paper, the Writing Assessment Office assigns a third category of “Okay,” indicating that the paper appears to be the student’s own work because it contains features to authenticate it. An Okay rating does not evaluate the quality of the writing.

IV.B.1.a Submitted Papers by Academic Level

The total number of papers submitted by course level was tabulated for the 2013-2015 biennium. The numbers below represent coursework submitted by all WSU students completing their junior writing portfolio. However, because students may submit work from outside WSU, non-transfer papers have been tabulated separately; the numbers in parentheses represent the total amount of papers submitted, while the other number represents work from WSU.

Papers by Academic Level, 2013-2015

Course Level	Papers Submitted ¹	Percent of Total	Change from Last Biennium ²
100-level	6707 (12643)	36.9% (39.4%)	-3% (-0.5%)
200-level	2853 (5917)	15.7% (18.4%)	-3.7% (-1%)
300-level	5832 (9112)	32.1% (28.4%)	4.9% (1.2%)
400-level	2569 (3908)	14.1% (12.2%)	0.70% (-1.2%)
500-level	27 (70)	0.1% (0.2%)	0.06% (0.16%)
Total		18182 (32118)	+2.02%

¹ The first number indicates the number of submissions that originate from WSU. The second number indicates the total number of submissions.

² These percentages indicate the overall change from the number of submissions in the last biennium. They are meant to be compared most directly to the percentage in parentheses in the “Percent of Total” column. Because previous reports have not differentiated between WSU and non-WSU work, we determined it unnecessary to indicate change from WSU-originating work and other work. Future reports should examine these numbers.

Although the proportion of papers by academic level has not changed appreciably, it is worth noting that between one-third and one-half of papers submitted by course level are from other institutions. While the “Okay” rating exists for students unable to contact a previous instructor, just over 4000 submitted papers were both reported by students as coming from outside WSU and marked as Acceptable or Outstanding.

IV.B.1.b Submitted Papers, Academic Level and Instructor Ratings

Percentages given are of the total submitted for that academic level and are taken from the total amount submitted per course level in Table IV.B.1.a. As in that table, numbers prior to the parentheses represent the work originating at WSU, while numbers inside the parentheses represent all submitted work.

Course Paper Ratings by Academic Level, 2007-2015

Academic Year Rating	Academic Level of Course				
	100	200	300	400	500
2007-2009					
Acceptable	42.0%	46.6%	52.0%	53.7%	48.4%
Outstanding	40.9%	40.6%	38.8%	37.5%	39.3%
OK	17.0%	12.7%	9.1%	8.7%	12.1%
2009-2011					
Acceptable	42.9%	44.1%	54.0%	55.4%	46.4%
Outstanding	46.1%	48.2%	39.8%	37.0%	42.9%

OK	11.0%	7.7%	6.2%	7.6%	10.7%
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2011-2013					
Acceptable	46.9%	44.0%	53.1%	55.2%	57.1%
Outstanding	44.1%	49.5%	42.9%	39.6%	35.7%
OK	8.9%	6.4%	4.0%	5.2%	7.1%

2013-2015

Acceptable	52.9% (49%)	51.4% (47%)	51.9% (51.8%)	55.8% (55.3%)	48.7% (40%)
Outstanding	40.2% (43.2%)	44.5% (48.3%)	44.5% (44.5%)	40.7% (40.9%)	46.2% (48.6%)
OK	6.7% (7.5%)	4% (4.5%)	3.5% (3.5%)	3.3% (3.4%)	5.1% (11.4%)
Total Submitted	9949 (12643)	4367 (5917)	8877 (9112)	3824 (3908)	39 (70)

Reported as they have been in the past, the numbers above indicate that, in general, fewer instructors are giving Outstanding ratings to the work students choose to submit for their portfolios. There were also fewer OK-rated papers (those given by Writing Program staff when an instructor). Because Section IV.B.1.b indicates no major surge in the number of papers submitted overall, more research is needed on the quality of papers being submitted by students. From aggregate data, it is not possible to determine whether the quality of student work is diminishing or if instructor standards are increasing.

The table below shows the same data for the last biennium as a percentage of all work submitted from June 2013 through May 2015. Again, the first number represents work from WSU courses, while the number in parentheses represents all work for that level.

Rating	100	200	300	400	500
<i>Acceptable</i>	16.39% (19.3%)	6.99% (8.66%)	14.34% (14.69%)	6.64% (6.73%)	0.06% (0.09%)
<i>Outstanding</i>	12.44% (16.99%)	6.05% (8.9%)	12.31% (12.63%)	4.85% (4.98%)	0.06% (0.11%)
<i>OK</i>	2.09% (2.97%)	0.54% (0.83%)	0.96% (0.99%)	0.39% (0.41%)	0.01% (0.02%)
<i>Total Submitted</i>	9949 (12643)	4367 (5917)	8877 (9112)	3824 (3908)	39 (70)

Two trends in this table are worth noting: first, students submit 100- and 300-level writing most often. Writing from 200-level courses ranks a distant third-place. This is noteworthy, as 300-level courses ought to be on a par with M-courses (and, in some cases, students are submitting work from M-courses), suggesting that students are completing and submitting M-course equivalent work prior to the university assessment of their readiness for such a course. Second,

although a larger percentage of Outstanding papers come from 100- and 300-level courses, 200-level courses show a lesser gap between Acceptable and Outstanding ratings and almost no OK ratings, suggesting that greater proportions of students are producing work that instructors consider at or above junior level proficiency.

IV.B.2 Equivalency of the Rhetorical Tasks in the Timed Writing

Equivalency of the rhetorical tasks for gender and language at the Tier I and II levels is provided below. The tasks described are rotated among the timed writing topics and between timed writing examinations. Examinees are asked to respond to one rhetorical task in each timed writing session. Previously, the rhetorical task “Analyzing issues more accurately or honestly” had been discontinued as student responses were far outside average performance across other rhetorical tasks. After further self-study indicating that the problems or issues presented in the excerpts – were too large and complex for a timed writing – the determination was made to adjust. Both older and more current rhetorical tasks are reflected in what follows.

Rhetorical Tasks, as Reported Between 1993-1995 and 2011-2013 Biennia

#1 Resolving differences of view: “Read the following passage carefully. It expresses a point-of-view with which many people may well disagree: [Paragraph inserted here] Clearly, on this complex issue there are other reasonable viewpoints. How do you, personally, resolve the differences among these views?”

#2 Solving complex problems: “Read the following passage carefully. It introduces a complex problem that may have many solutions: [Paragraph inserted here]. Clearly, this complex issue involves a number of problems. Center on one of the problems. How would you suggest solving it, in a workable way?”

#3 Analyzing issues more accurately or honestly: “Read the passage by [author], printed below, very carefully. It may well give a misleading picture. Clearly, the issue is complex and easy to oversimplify. The topic of your essay: How would you analyze the issue more fully or accurately or honestly?”

#4 Choosing the best approach to an issue: “Read the following passage carefully. It deals with an issue that may have more sides to it than just the one presented: [Paragraph inserted here] Clearly, there are other ways to approach this complex issue. Which angle would you argue is the most useful to take?”

As the Tier I writing topics have become more varied and sophisticated, new frames became necessary to match each topic’s demands. While these tasks share many common features with the previous rhetorical tasks, they are not fully equivalent. Part of the reasoning

behind this shift is pedagogical. The Writing Program staff recognizes the limits of a timed-writing situation and the complexity of the issues within the excerpts given to students to write on. Further, because these topics are fairly complex, the goal has been to provide multiple points of entry for students to engage with the excerpt in constructing their essay while concomitantly adding to students' education. -

Rhetorical Tasks, 2013-2015 Biennium

Take a Stance: "Clearly, this passage is conveying a complex issue. WHERE DO YOU STAND IN RELATION TO THE EXCERPT?" [Compare with previous Rhetorical Task 1: Resolving Differences of View]

Significance of the Passage: "Clearly, this passage is conveying a complex idea. WHAT IS THE SIGNIFICANCE OF THE PASSAGE AND THE MESSAGE CONVEYED? HOW DO YOU UNDERSTAND THAT SIGNIFICANCE?" [Compare with previous Rhetorical Task 2: Solving Complex Problems]

Choose and Resolve: "Clearly, this image is conveying many complex issues. Choose one or more of the image sections (data points) to further explore, compare and contrast, or analyze as you develop your essay. HOW DO YOU INTERPRET THIS IMAGE AND THE SECTION(S)/DATA POINTS YOU CHOSE?" [Compare with previous Rhetorical Task 3: Analyzing Issues More Accurately or Honestly]

Approaching the Problem: "You might notice a number of problems and solutions related to the issue described above. Center on one of the problems. HOW DO YOU SUGGEST APPROACHING THIS PROBLEM?" [Compare with previous Rhetorical Task 4: Choosing the Best Approach to an Issue]

The "Take a Stance" rhetorical task shares many traits with the former "Resolving Differences of View." "Take a Stance" simplifies the task by asking students to relate only their own viewpoint.

The "Significance of the Passage" asks the writer to provide a meaningful explanation of a complex set of ideas. However, whereas the old prompt was worded to value a writer's conclusion (the solution), the new prompt emphasizes the writer's understanding of what was read.

The "Choose and Resolve" rhetorical task shares traits with the former "Analyzing Issues more Accurately or Honestly." In this biennium, a task was paired with either an infographic or a set of statistics, thereby starting a kind of dialogue."

Finally, the “Approaching the Problem” task overlaps with the former “Choosing the Best Approach to an Issue.” Like the new “Take a Stance” task, “Approaching the Problem” does not explicitly ask for many different views or possibilities before the writer engages with the task at hand; rather, the focus is on the writer being inserted into the conversation by providing a personal approach, rather than “the most useful.”

IV.B.2.a Tests of Equivalency of the Rhetorical Tasks for All Students

In an effort to ensure the assessment process does not unfairly advantage or disadvantage any student populations, the sections below examine each of the rhetorical tasks among different populations.

IV.B.2.a.1 Tier I and Tier II Ratings—Equivalency of the Rhetorical Tasks

The table below shows the all-university performance at Tier I.

Tier I Ratings by Rhetorical Task, 2005-2013, All Students

<i>Tier I</i>	<i>Pass</i>	<i>Distinction</i>	<i>Needs Work</i>
<i>#1 Resolving</i>	63.5%	7.7%	28.8%
<i>#2 Solving</i>	64.3%	8.3%	27.4%
<i>#3 Analyzing</i>	62.0%	11.9%	36.1%
<i>#4 Choosing</i>	63.1%	8.5%	28.4%

As noted, the “Analyzing Issues” prompt had been discontinued by the 2011-2013 biennium. Its discontinuance was based heavily on the results above – the Resolving, Solving and Choosing tasks generally resulted in a 63% pass rate, an 8% possible-distinction rate, and a 28% needs work rate. While these numbers are not the intended result of a timed writing prompt, the fact that the Analyzing task produced such different results (a nearly 50% increase in possible-distinction ratings and a nearly 25% increase in needs work ratings) indicated that it was not performing the same function as the other prompts. In the following tables prompt A represents students being asked to take a stance, B represents students being asked to identify the significance of the passage, C they are being asked to choose and resolve an issue, and D students are asked to articulate their approach to the problem.

Tier I Ratings by Rhetorical Task, 2013-2015, All Students

Tier I	Acceptable					Possible Distinction			Needs Work			Total
		Simple Pass	Complete	Distinction	Incomplete		Complete	Distinction		Complete	Incomplete	
Tier II												
(A)	3085 (61.45%)	2465 (49.1%)	2976 (59.28%)	98 (1.95%)	11 (0.22%)	480 (9.56%)	262 (5.22%)	216 (4.3%)	1455 (28.98%)	968 (19.28%)	470 (9.36%)	5020
(B)	3047 (61.77%)	2499 (50.66%)	2963 (60.06%)	74 (1.5%)	10 (0.2%)	498 (10.1%)	276 (5.59%)	217 (4.4%)	1387 (28.12%)	900 (18.24%)	478 (9.69%)	4933
(C)	238 (60.41%)	192 (48.73%)	229 (58.12%)	8 (2.03%)	1 (0.25%)	42 (10.66%)	25 (6.35%)	16 (4.06%)	114 (28.93%)	71 (18.02%)	43 (10.91%)	394
(D)	146 (64.89%)	115 (51.11%)	142 (63.11%)	4 (1.78%)	0 (0%)	22 (9.78%)	11 (4.89%)	11 (4.89%)	57 (25.33%)	32 (14.22%)	24 (10.67%)	225
Avg.	6516 (61.63%)	5271 (49.86%)	6310 (59.69%)	184 (1.74%)	22 (0.21%)	1042 (9.86%)	574 (5.43%)	460 (4.35%)	3014 (28.51%)	1971 (18.64%)	1016 (9.61%)	10572

The results above indicate that the new prompts provide no advantage or disadvantage based on the rhetorical tasks themselves. While prompt D, “Approaching the Problem,” tends to produce slightly fewer Needs Work ratings at Tier I and slightly more Pass ratings at Tier I, it has also been administered to the fewest students so far.

Tier I Ratings by Rhetorical Task, 2013-2015, Male Students

Tier I	Acceptable					Possible Distinction			Needs Work			Total
		Simple Pass	Complete	Distinction	Incomplete		Complete	Distinction		Complete	Incomplete	
Tier II												
(A)	1331 57.27%	1110 47.76%	1295 55.72%	30 1.29%	6 0.26%	214 9.21%	123 5.29%	90 3.87%	779 33.52%	490 21.08%	286 12.31%	2324
(B)	1448 59.83%	1214 50.17%	1411 58.31%	28 1.16%	9 0.37%	224 9.26%	131 5.41%	92 3.8%	747 30.87%	481 19.88%	260 10.74%	2420
(C)	115 57.79%	89 44.72%	111 55.78%	3 1.51%	0 0.5%	14 7.04%	11 5.53%	2 1.01%	70 35.18%	42 21.11%	28 14.07%	199
(D)	77 66.96%	63 54.78%	75 65.22%	2 1.74%	0 0%	29 9.783%	4 5.435%	4 3.48%	29 25.22%	15 13.04%	14 12.17%	115
Avg.	2971 58.74%	2476 48.95%	2892 57.18%	63 1.25%	16 0.32%	461 9.11%	270 5.34%	188 3.72%	1626 32.15%	1028 20.32%	589 11.64%	5058

Tier I Ratings by Rhetorical Task, 2013-2015, Female Students

Tier I	Acceptable					Possible Distinction			Needs Work			Total
		Simple Pass	Complete	Distinction	Incomplete		Complete	Distinction		Complete	Incomplete	
	1754	1355	1681	68	5	266	139	126	676	478	184	
(A)	65.06%	50.26%	62.35%	2.52%	0.19%	9.87%	5.16%	4.67%	25.07%	17.73%	6.82%	2696
	1599	1285	1552	46	1	274	145	125	640	419	218	
(B)	63.63%	51.13%	61.76%	1.83%	0.04%	10.9%	5.77%	4.97%	25.47%	16.67%	8.67%	2513
	123	103	118	5	0	28	14	14	44	29	15	
(C)	63.08%	52.82%	60.51%	2.56%	0%	14.36%	7.18%	7.18%	22.56%	14.87%	7.69%	195
	69	52	67	2	0	13			28	17	10	
(D)	62.73%	47.27%	60.91%	1.82%	0%	11.82%	6.545%	7.636%	25.45%	15.45%	9.09%	110
	3545	2795	3418	121	6	581	304	272	1388	943	427	
Avg.	64.29%	50.69%	61.99%	2.19%	0.11%	10.54%	5.51%	4.93%	25.17%	17.1%	7.74%	5514

In examining the Tier I ratings by gender, it is worth noting that the “Approaching the Problem” trend above continues for male students (that is, it received more Pass ratings and fewer Needs Work), but it is reversed for female students. However, female students in general performed better at Tier I on all rhetorical tasks. In particular, it is noteworthy that female students gained possible distinction ratings 50% more often than the norm for Task C, “Choose and Resolve.” Because this is the first biennium that these prompts have been in use, and because Tasks C and D have both been used the least among the new prompts, future reports should see if this trend continues. Additionally, further research is necessary to examine whether the differences in performance by rhetorical task are correlated generally with gender, or if these performances are correlated more heavily with specific majors or programs on campus.

IV.B.2.b Equivalency of Rhetorical Tasks for L2 Writers

Examining the Tier I performance on the new rhetorical tasks among students whose primary language is not English yields similar results to the above tables. Although L2 students tend to earn Needs Work ratings at significantly higher percentages than their L1 peers, a primary function of the Tier I timed writing is to identify students who may need additional support in their writing courses during and after the junior year. As these students are not writing in their first language, it may be reasonable to expect that, as a group, they will not perform as well on timed writing tasks as their L1 peers and that readers are not as effectively trained to evaluate L2 writing.

Tier I Ratings by Rhetorical Task, 2013-2015, L2 Students

Tier I	Acceptable					Possible Distinction			Needs Work			Total
		Simple Pass	Complete	Distinction	Incomplete		Complete	Distinction		Complete	Incomplete	
Tier II												
(A)	339	268		15	5	50	24	26	336	175	159	725
	46.76%	36.97%	319 44%	2.07%	0.69%	6.9%	3.31%	3.59%	46.34%	24.14%	21.93%	
(B)	367	317	358	7	2	59	40	18	387	191	196	813
	45.14%	38.99%	44.03%	0.86%	0.25%	7.26%	4.92%	2.21%	47.6%	23.49%	24.11%	
(C)	34	23	32	1	1	6	5	0	38	19	19	78
	43.59%	29.49%	41.03%	1.28%	1.28%	7.69%	6.41%	0%	48.72%	24.36%	24.36%	
(D)	14	12	14	0	0	5	2	3	20	10	10	39
	35.9%	30.77%	35.9%	0%	0%	12.82%	5.13%	7.69%	51.28%	25.64%	25.64%	
	754	620	723	23	8	120	71	47	781	395	384	
Avg.	45.56%	37.46%	43.69%	1.39%	0.48%	7.25%	4.29%	2.84%	47.19%	23.87%	23.2%	1655

L2 students receiving a Needs Work at Tier I are only confirmed as Incomplete ratings roughly 50% of the time – a rate similar to that of the all-university average.

IV.B.2.c Stability of the Rhetorical Tasks Over Time

Insofar as this is the first biennium that the current tasks have been in use, reported years 2007-2013 are provided only as a reference point. Future reports would omit those references to biennial reports prior to 2013-2015. Further, it is necessary to note that tasks C and D (“Choose and Resolve” and “Approaching the Problem”) were only introduced in the second half of this biennium.

Number of Rhetorical Tasks used by Academic Year: 2013/14 – 2014/15

Academic Year	Task			
	A) Take a Stance	B) Significance of the Passage	C) Choose and Resolve	D) Approaching the Problem
2013-2014	2578	2497	0	0
2014-2015	2441	2435	394	225

Number of Rhetorical Tasks Used by Academic Year: 2007/8 – 2012/13

Academic Year	Task			
	#1 Resolving	#2 Solving	#3 Analyzing	#4 Choosing
2007-2008	1573	1760	5	1334
2008-2009	1824	1526	42	1334
2009-2010	1932	1761	109	1678
2010-2011	1502	1816	10	1644

2011-2012	1733	1960	1	1476
2012-2013	1787	2042	2	1585

IV.B.3 Equivalency of Topics

At Tier I, each student is presented with a rhetorical task (described above) and a topic. Topics typically take the form of a paragraph or two excerpted from a larger text. Although each discusses a topic appropriate for a narrow range of academic specializations (e.g. global pollution, privacy, population trends), each is chosen to allow the greatest number of writers' intellectual access without being so broad as to be non-academic. The table below examines the pass, possible distinction, and needs work rates for the timed writing topics at Tier I. Because there are many topics, the populations represented by each are smaller than in other analyses. The tables in the following sections continue the analyses through Tier II to better understand whether differences in performance by topic, gender, or L1 might be significant factors.

For readability purposes, a brief description of each topic is provided below, followed by discussions of student performances on each.

Brief Descriptions of Tier I Topics

<i>Topic Number</i>	<i>Brief Description</i>
2	The results of schools failing children
3	Zoos are not necessarily good for animals.
4	Reading and television are different ways to consume information.
6	High school wrestling is gender exclusive
7	Taking photos of private citizens without their consent is unethical.
8	"Schools for Scandal"
9	If the American lifestyle was adopted across the globe, it would cause many environmental problems.
10	The American idea of success is the acquisition of goods.
12	American employees are overworked and underpaid.
14	Malls lead to consumerism.
19	Higher education in the U.S. shows a strong class bias.
30	The internet makes the research process appear easy.
33	Video games can be used as a learning tool.
34	Personal values vary by region.
35	The U.S. requires a living wage.
36	Higher education has been "McDonaldized" for efficiency.
37	The U.S. is a nation of immigrants.
38	Words and experiences are not equally weighted when discussing climate change.
39	Multitasking is inefficient.
40	Search engines and databases reduce the need for humans to remember facts.

41	Reading hypertext can result in a shorter attention span.
42	Small actions can help reduce the effects of climate change.
43	Wide-scale geoengineering may be necessary to reduce the effects of climate change.
44	Natural evolution of intelligence vs. augmenting intelligence
45	Reading hypertext is different from reading traditional texts.
46	Government surveillance is widespread, but its ethics are undetermined.
47	Family socioeconomic standing is a better predictor of success than test scores.
48	Cigarette advertising can be unethical.
49	Shopping malls encourage consumerist culture.
50	Cell phones have changed the relationships of parents and their children.
51	If the world's population demographics were represented by 100 people... (Statistics as infographic)
52	If the world's population demographics were represented by 100 people... (Statistics as text)
53	The results of high stakes testing are not representative of student ability.
54	The U.S. drug war has resulted in a high incarceration rate, which is disproportionate among racial groups.
55	The global food system must change to accommodate continued population growth.
56	Income inequality in the U.S. is growing rapidly.

Tier I Ratings

by Timed Writing Topic, 2013-2015, All Students

Tier I	Acceptable					Possible Distinction			Needs Work			Total
		Simple Pass	Complete	Distinction	Incomplete		Complete	Distinction		Complete	Incomplete	
Tier II Topic												
2	60.87% (14)	34.78% (8)	56.52% (13)	0% (0)	4.35% (1)	4.35% (1)	4.35% (1)	0% (0)	34.78% (8)	26.09% (6)	8.7% (2)	23
3	64.06% (164)	49.61% (127)	60.94% (156)	3.13% (8)	0% (0)	9.38% (24)	4.69% (12)	4.69% (12)	26.56% (68)	19.53% (50)	7.03% (18)	256
4	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	33.33% (1)	33.33% (1)	0% (0)	66.67% (2)	66.67% (2)	0% (0)	3
6	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	100% (1)	1
7	100% (1)	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
8	100% (2)	100% (2)	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	2
9	56.22% (357)	45.04% (286)	54.17% (344)	1.73% (11)	0.31% (2)	11.02% (70)	7.4% (47)	3.62% (23)	32.76% (208)	21.89% (139)	10.39% (66)	635
10	100% (1)	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
12	62.09% (244)	53.18% (209)	60.31% (237)	1.02% (4)	0.76% (3)	8.65% (34)	5.85% (23)	2.54% (10)	29.26% (115)	19.34% (76)	9.16% (36)	393
14	33.33% (4)	33.33% (4)	33.33% (4)	0% (0)	0% (0)	8.33% (1)	0% (0)	8.33% (1)	58.33% (7)	33.33% (4)	25% (3)	12

19	100% (1)	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
23	100% (1)	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
25	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	1
30	50% (3)	33.33% (2)	50% (3)	0% (0)	0% (0)	16.67% (1)	0% (0)	16.67% (1)	33.33% (2)	16.67% (1)	16.67% (1)	6
33	61.9% (346)	47.41% (265)	59.39% (332)	1.97% (11)	0.54% (3)	9.48% (53)	6.08% (34)	3.4% (19)	28.62% (160)	19.14% (107)	9.3% (52)	559
34	55.17% (16)	34.48% (10)	55.17% (16)	0% (0)	0% (0)	17.24% (5)	17.24% (5)	0% (0)	27.59% (8)	20.69% (6)	6.9% (2)	29
35	40% (2)	40% (2)	40% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	60% (3)	40% (2)	20% (1)	5
36	100% (1)	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
37	100% (3)	100% (3)	100% (3)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	3
38	58.46% (387)	49.4% (327)	58.01% (384)	0.45% (3)	0% (0)	10.12% (67)	5.44% (36)	4.53% (30)	31.42% (208)	21% (139)	10.27% (68)	662
39	64.03% (600)	51.55% (483)	61.58% (577)	2.13% (20)	0.32% (3)	9.28% (87)	4.91% (46)	4.38% (41)	26.68% (250)	18.04% (169)	8.32% (78)	937
40	57.3% (267)	46.35% (216)	54.72% (255)	2.58% (12)	0% (0)	11.59% (54)	5.58% (26)	6.01% (28)	31.12% (145)	21.24% (99)	9.44% (44)	466
41	56.3% (268)	44.96% (214)	54.62% (260)	1.68% (8)	0% (0)	10.08% (48)	5.88% (28)	3.99% (19)	33.61% (160)	21.01% (100)	12.61% (60)	476
42	66.1% (195)	51.53% (152)	62.71% (185)	3.05% (9)	0.34% (1)	10.51% (31)	5.42% (16)	5.08% (15)	23.39% (69)	14.24% (42)	8.81% (26)	295
43	65.04% (612)	51.75% (487)	62.91% (592)	2.13% (20)	0% (0)	9.56% (90)	5.31% (50)	4.25% (40)	25.4% (239)	16.68% (157)	8.29% (78)	941
44	69.5% (237)	58.65% (200)	67.16% (229)	2.35% (8)	0% (0)	9.38% (32)	4.69% (16)	4.11% (14)	20.82% (71)	12.61% (43)	8.21% (28)	341
45	62.54% (566)	51.16% (463)	61.1% (553)	1.33% (12)	0.11% (1)	10.94% (99)	5.08% (46)	5.75% (52)	26.52% (240)	17.79% (161)	8.62% (78)	905
46	59.29% (268)	50.22% (227)	58.85% (266)	0.44% (2)	0% (0)	8.63% (39)	4.2% (19)	4.42% (20)	32.08% (145)	21.24% (96)	10.84% (49)	452
47	64.18% (670)	50.86% (531)	61.97% (647)	2.11% (22)	0.1% (1)	8.14% (85)	4.41% (46)	3.64% (38)	27.68% (289)	18.3% (191)	9.1% (95)	1044
48	60.38% (256)	47.64% (202)	58.49% (248)	1.65% (7)	0.24% (1)	9.2% (39)	5.19% (22)	4.01% (17)	30.42% (129)	18.4% (78)	12.03% (51)	424
49	58.41% (316)	48.98% (265)	56.93% (308)	1.29% (7)	0.18% (1)	9.61% (52)	5.55% (30)	4.07% (22)	31.98% (173)	19.96% (108)	11.65% (63)	541
50	62.8% (439)	51.93% (363)	60.8% (425)	1.43% (10)	0.57% (4)	10.3% (72)	5.15% (36)	5.15% (36)	26.9% (188)	17.6% (123)	9.01% (63)	699
51	42.11% (8)	31.58% (6)	42.11% (8)	0% (0)	0% (0)	5.26% (1)	5.26% (1)	0% (0)	52.63% (10)	10.53% (2)	42.11% (8)	19
52	45.1% (23)	37.25% (19)	45.1% (23)	0% (0)	0% (0)	5.88% (3)	5.88% (3)	0% (0)	49.02% (25)	33.33% (17)	15.69% (8)	51

Each biennium sees a handful of students completing their junior writing portfolio several years after starting. Although several of the topics in the list above are no longer used, some

students finishing in the 2013-2015 reporting period had already taken timed writings responding to those prompts.

However, omitting those students, it is clear that the prompts introduced in the last biennium (51-56) are producing different results from their predecessors. Although they represent a lesser portion of the timed-writing exams reported here, prompts like 51 and 52 (both of which present statistical data and ask students to draw conclusions) bear extra scrutiny as they are nearly evenly split between Pass and Needs Work ratings, whereas the overall average breakdown produces a little more than 60% Pass ratings and a little less than 30% Needs Work ratings. Possible distinction ratings for topics 51 and 52 also suffered, although the few students earning that rating were universally confirmed as Complete with Distinction at Tier II. While these prompts represent a small portion of the students completing their junior writing portfolio this biennium, they also are the first topics in junior writing portfolio history to be focused almost entirely on statistical data rather than an argument (though each includes a paragraph introducing the statistics, largely as something to consider).

Beyond these prompts, prompt 55 (regarding the necessity for humans to change their eating habits to support an expanding population) also performed anomalously, producing nearly double the rate of possible distinctions as other prompts, primarily at the expense of Pass ratings. That Needs Work ratings remained largely unchanged for this prompt suggests that students who already felt comfortable in timed writing situations were able to seize the opportunity and perform exceptionally well. Prompt 56 (regarding the rapid growth of income inequality in the United States) saw a similar boost in possible distinction ratings, this time at the expense of Need Work ratings. That such a large number of students were able to perform better on this prompt than others suggests many possibilities in need of further research: (a) the timeliness of this topic in 2013, 2014 and 2015 gave students ample background knowledge to draw upon, allowing them more time to focus on surface and mechanical features of their writing; (b) writers and raters shared substantial amounts of prior knowledge and opinions on the subject, allowing readers to understand writer arguments more easily; or (c), the prevalence of media coverage on this topic gave students a collection of commonplace arguments from which to draw.

Finally, while topics 53 (high stakes tests are not accurate measures of ability) and 54 (the drug war has impacted different races unequally) share few surface similarities, both emphasize inequities of large, formalized systems. Whether that similarity can be found in writer

responses bears further examination, but both topics garnered a greater rate of Pass ratings at the expense of both possible Distinction and Needs Work ratings.

Tier I Ratings, Ranked by Needs Work, Males Only: 2013-2015

Tier I	Acceptable					Possible Distinction			Needs Work			Total
Tier II Topic		Simple Pass	Complete	Distinction	Incomplete		Complete	Distinction		Complete	Incomplete	
2	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	2
3	53.97% (68)	43.65% (55)	52.38% (66)	1.59% (2)	0% (0)	11.11% (14)	7.14% (9)	3.97% (5)	34.92% (44)	23.02% (29)	11.9% (15)	126
4	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	50% (1)	50% (1)	0% (0)	2
6	*	*	*	*	*	*	*	*	*	*	*	0
7	100% (1)	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
8	*	*	*	*	*	*	*	*	*	*	*	0
9	54.9% (157)	44.41% (127)	52.45% (150)	2.1% (6)	0.35% (1)	11.19% (32)	7.69% (22)	3.5% (10)	33.92% (97)	24.13% (69)	9.44% (27)	286
10	*	*	*	*	*	*	*	*	*	*	*	0
12	55% (121)	47.73% (105)	53.18% (117)	0.45% (1)	1.36% (3)	8.18% (18)	6.82% (15)	1.36% (3)	36.82% (81)	23.18% (51)	12.27% (27)	220
14	20% (1)	20% (1)	20% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	80% (4)	40% (2)	40% (2)	5
19	100% (1)	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
23	*	*	*	*	*	*	*	*	*	*	*	0
25	*	*	*	*	*	*	*	*	*	*	*	0
30	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	2
33	57.38% (171)	45.97% (137)	55.03% (164)	2.01% (6)	0.34% (1)	10.4% (31)	5.7% (17)	4.7% (14)	32.21% (96)	21.14% (63)	11.07% (33)	298
34	73.33% (11)	33.33% (5)	73.33% (11)	0% (0)	0% (0)	13.33% (2)	13.33% (2)	0% (0)	13.33% (2)	6.67% (1)	6.67% (1)	15
35	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (2)	50% (1)	50% (1)	2
36	*	*	*	*	*	*	*	*	*	*	*	0
37	*	*	*	*	*	*	*	*	*	*	*	0
38	58.05% (191)	49.54% (163)	57.45% (189)	0.61% (2)	0% (0)	8.51% (28)	4.56% (15)	3.65% (12)	33.43% (110)	20.97% (69)	12.46% (41)	329
39	61.27% (242)	49.62% (196)	58.99% (233)	1.52% (6)	0.76% (3)	8.35% (33)	4.3% (17)	4.05% (16)	30.38% (120)	21.52% (85)	8.61% (34)	395
40	55.1% (108)	47.45% (93)	54.08% (106)	1.02% (2)	0% (0)	9.69% (19)	5.1% (10)	4.59% (9)	35.2% (69)	23.47% (46)	11.73% (23)	196
41	49.79% (116)	43.35% (101)	48.93% (114)	0.86% (2)	0% (0)	9.01% (21)	6.01% (14)	3% (7)	41.2% (96)	26.18% (61)	15.02% (35)	233
42	62.69% (84)	52.99% (71)	61.19% (82)	1.49% (2)	0% (0)	8.96% (12)	5.22% (7)	3.73% (5)	28.36% (38)	14.93% (20)	13.43% (18)	134

43	63.07% (304)	53.32% (257)	61.83% (298)	1.24% (6)	0% (0)	9.13% (44)	5.39% (26)	3.73% (18)	27.8% (134)	17.01% (82)	10.58% (51)	482
44	69.74% (106)	61.84% (94)	67.76% (103)	1.97% (3)	0% (0)	7.89% (12)	3.95% (6)	3.29% (5)	21.71% (33)	13.16% (20)	8.55% (13)	152
45	58.22% (262)	48.89% (220)	57.11% (257)	0.89% (4)	0.22% (1)	11.11% (50)	4.89% (22)	6.22% (28)	30.67% (138)	18.22% (82)	12.22% (55)	450
46	56.61% (107)	48.68% (92)	56.08% (106)	0.53% (1)	0% (0)	7.94% (15)	5.29% (10)	2.65% (5)	35.45% (67)	23.28% (44)	12.17% (23)	189
47	59.62% (282)	47.78% (226)	57.72% (273)	1.69% (8)	0.21% (1)	8.25% (39)	5.07% (24)	3.17% (15)	32.14% (152)	20.72% (98)	11.42% (54)	473
48	61.79% (131)	52.83% (112)	60.85% (129)	0.94% (2)	0% (0)	8.02% (17)	3.77% (8)	4.25% (9)	30.19% (64)	17.45% (37)	12.74% (27)	212
49	55.52% (166)	47.83% (143)	53.85% (161)	1.34% (4)	0.33% (1)	9.7% (29)	6.02% (18)	3.68% (11)	34.78% (104)	20.74% (62)	13.71% (41)	299
50	61.38% (205)	51.8% (173)	59.28% (198)	0.9% (3)	1.2% (4)	7.19% (24)	3.89% (13)	3.29% (11)	31.44% (105)	20.36% (68)	10.78% (36)	334
51	50% (5)	40% (4)	50% (5)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (5)	20% (2)	30% (3)	10
52	47.37% (9)	36.84% (7)	47.37% (9)	0% (0)	0% (0)	5.26% (1)	5.26% (1)	0% (0)	47.37% (9)	21.05% (4)	26.32% (5)	19

Although male students performed below the average on the Tier I timed writing, many of the trends observed in general could be found within this group. Prompts 51 and 52 remain evenly split between Pass and Needs Work ratings, while prompts 53 and 54 saw increased Pass ratings primarily through reduced Needs Work ratings.

However, while female students (table below) performed slightly better at Tier I in general, prompts 51 and 52 produced significantly fewer Pass ratings among that population. Female students did receive more possible Distinction ratings and a similar rate of Needs Work ratings, suggesting that students in this group who are comfortable with writing about statistics performed very well. These numbers must be read as preliminary findings, however, insofar as only 70 students overall are represented.

Tier I Ratings, Ranked by Needs Work, Females Only, 2013-2015

Tier I	Acceptable					Possible Distinction			Needs Work			Total
		Simple Pass	Complete	Distinction	Incomplete		Complete	Distinction		Complete	Incomplete	
Tier II Topic												
2	61.9% (13)	38.1% (8)	57.14% (12)	0% (0)	4.76% (1)	4.76% (1)	4.76% (1)	0% (0)	33.33% (7)	23.81% (5)	9.52% (2)	21
3	73.85% (96)	55.38% (72)	69.23% (90)	4.62% (6)	0% (0)	7.69% (10)	2.31% (3)	5.38% (7)	18.46% (24)	16.15% (21)	2.31% (3)	130
4	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	100% (1)	0% (0)	1
6	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	100% (1)	1
7	*	*	*	*	*	*	*	*	*	*	*	0

8	100% (2)	100% (2)	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	2
9	57.31% (200)	45.56% (159)	55.59% (194)	1.43% (5)	0.29% (1)	10.89% (38)	7.16% (25)	3.72% (13)	31.81% (111)	20.06% (70)	11.17% (39)	349
10	100% (1)	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
12	71.1% (123)	60.12% (104)	69.36% (120)	1.73% (3)	0% (0)	9.25% (16)	4.62% (8)	4.05% (7)	19.65% (34)	14.45% (25)	5.2% (9)	173
14	42.86% (3)	42.86% (3)	42.86% (3)	0% (0)	0% (0)	14.29% (1)	0% (0)	14.29% (1)	42.86% (3)	28.57% (2)	14.29% (1)	7
19	*	*	*	*	*	*	*	*	*	*	*	0
23	100% (1)	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
25	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	1
30	50% (2)	50% (2)	50% (2)	0% (0)	0% (0)	25% (1)	0% (0)	25% (1)	25% (1)	0% (0)	25% (1)	4
33	67.05% (175)	49.04% (128)	64.37% (168)	1.92% (5)	0.77% (2)	8.43% (22)	6.51% (17)	1.92% (5)	24.52% (64)	16.86% (44)	7.28% (19)	261
34	35.71% (5)	35.71% (5)	35.71% (5)	0% (0)	0% (0)	21.43% (3)	21.43% (3)	0% (0)	42.86% (6)	35.71% (5)	7.14% (1)	14
35	66.67% (2)	66.67% (2)	66.67% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	33.33% (1)	33.33% (1)	0% (0)	3
36	100% (1)	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
37	100% (3)	100% (3)	100% (3)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	3
38	58.86% (196)	49.25% (164)	58.56% (195)	0.3% (1)	0% (0)	11.71% (39)	6.31% (21)	5.41% (18)	29.43% (98)	21.02% (70)	8.11% (27)	333
39	66.05% (358)	52.95% (287)	63.47% (344)	2.58% (14)	0% (0)	9.96% (54)	5.35% (29)	4.61% (25)	23.99% (130)	15.5% (84)	8.12% (44)	542
40	58.89% (159)	45.56% (123)	55.19% (149)	3.7% (10)	0% (0)	12.96% (35)	5.93% (16)	7.04% (19)	28.15% (76)	19.63% (53)	7.78% (21)	270
41	62.55% (152)	46.5% (113)	60.08% (146)	2.47% (6)	0% (0)	11.11% (27)	5.76% (14)	4.94% (12)	26.34% (64)	16.05% (39)	10.29% (25)	243
42	68.94% (111)	50.31% (81)	63.98% (103)	4.35% (7)	0.62% (1)	11.8% (19)	5.59% (9)	6.21% (10)	19.25% (31)	13.66% (22)	4.97% (8)	161
43	67.1% (308)	50.11% (230)	64.05% (294)	3.05% (14)	0% (0)	10.02% (46)	5.23% (24)	4.79% (22)	22.88% (105)	16.34% (75)	5.88% (27)	459
44	69.31% (131)	56.08% (106)	66.67% (126)	2.65% (5)	0% (0)	10.58% (20)	5.29% (10)	4.76% (9)	20.11% (38)	12.17% (23)	7.94% (15)	189
45	66.81% (304)	53.41% (243)	65.05% (296)	1.76% (8)	0% (0)	10.77% (49)	5.27% (24)	5.27% (24)	22.42% (102)	17.36% (79)	5.05% (23)	455
46	61.22% (161)	51.33% (135)	60.84% (160)	0.38% (1)	0% (0)	9.13% (24)	3.42% (9)	5.7% (15)	29.66% (78)	19.77% (52)	9.89% (26)	263
47	67.95% (388)	53.42% (305)	65.5% (374)	2.45% (14)	0% (0)	8.06% (46)	3.85% (22)	4.03% (23)	23.99% (137)	16.29% (93)	7.18% (41)	571
48	58.96% (125)	42.45% (90)	56.13% (119)	2.36% (5)	0.47% (1)	10.38% (22)	6.6% (14)	3.77% (8)	30.66% (65)	19.34% (41)	11.32% (24)	212
49	61.98% (150)	50.41% (122)	60.74% (147)	1.24% (3)	0% (0)	9.5% (23)	4.96% (12)	4.55% (11)	28.51% (69)	19.01% (46)	9.09% (22)	242
50	64.11% (234)	52.05% (190)	62.19% (227)	1.92% (7)	0% (0)	13.15% (48)	6.3% (23)	6.85% (25)	22.74% (83)	15.07% (55)	7.4% (27)	365
51	33.33% (3)	22.22% (2)	33.33% (3)	0% (0)	0% (0)	11.11% (1)	11.11% (1)	0% (0)	55.56% (5)	0% (0)	55.56% (5)	9
52	43.75% (14)	37.5% (12)	43.75% (14)	0% (0)	0% (0)	6.25% (2)	6.25% (2)	0% (0)	50% (16)	40.63% (13)	9.38% (3)	32
53	72.88% (43)	57.63% (34)	64.41% (38)	8.47% (5)	0% (0)	8.47% (5)	1.69% (1)	6.78% (4)	18.64% (11)	11.86% (7)	6.78% (4)	59
54	70% (21)	56.67% (17)	70% (21)	0% (0)	0% (0)	13.33% (4)	3.33% (1)	10% (3)	16.67% (5)	3.33% (1)	10% (3)	30
55	55.56% (30)	50% (27)	53.7% (29)	1.85% (1)	0% (0)	20.37% (11)	11.11% (6)	9.26% (5)	24.07% (13)	20.37% (11)	3.7% (2)	54

56	62.69% (42)	50.75% (34)	61.19% (41)	1.49% (1)	0% (0)	22.39% (15)	11.94% (8)	10.45% (7)	14.93% (10)	7.46% (5)	7.46% (5)	67
All Topics	64.22% (3598)	50.65% (2838)	61.9% (3468)	2.21% (124)	0.11% (6)	10.55% (591)	5.51% (309)	4.94% (277)	25.2% (1412)	17.06% (956)	7.82% (438)	5603

IV.B.3.a Multi-Lingual Students Performance by Topic

The table below shows the performance of L2 on Tier I by the topics administered during the reporting period. As with the previous tables, this report adds the total number of students responding to each prompt in order to better understand prompts that look to be problematic. Historically, L2 students have received fewer Pass ratings and more Needs Work ratings at Tier I than their L1 peers due to the constraints of a timed writing exam.

Tier I Ratings, Ranked by Needs Work: L2 Students Only, 2005-2013

Tier I	Acceptable					Possible Distinction			Needs Work			Total
		Simple Pass	Complete	Distinction	Incomplete		Complete	Distinction		Complete	Incomplete	
Tier II Topic												
2	44.44% (4)	11.11% (1)	33.33% (3)	0% (0)	11.11% (1)	0% (0)	0% (0)	0% (0)	55.56% (5)	33.33% (3)	22.22% (2)	9
3	44.12% (15)	35.29% (12)	44.12% (15)	0% (0)	0% (0)	8.82% (3)	5.88% (2)	2.94% (1)	47.06% (16)	29.41% (10)	17.65% (6)	34
4	*	*	*	*	*	*	*	*	*	*	*	0
6	*	*	*	*	*	*	*	*	*	*	*	0
7	*	*	*	*	*	*	*	*	*	*	*	0
8	*	*	*	*	*	*	*	*	*	*	*	0
9	44.52% (65)	36.99% (54)	40.41% (59)	2.74% (4)	1.37% (2)	7.53% (11)	6.16% (9)	1.37% (2)	47.95% (70)	25.34% (37)	22.6% (33)	146
10	*	*	*	*	*	*	*	*	*	*	*	0
12	44.23% (23)	36.54% (19)	44.23% (23)	0% (0)	0% (0)	5.77% (3)	1.92% (1)	3.85% (2)	50% (26)	32.69% (17)	17.31% (9)	52
14	66.67% (2)	66.67% (2)	66.67% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	33.33% (1)	0% (0)	33.33% (1)	3
19	*	*	*	*	*	*	*	*	*	*	*	0
23	*	*	*	*	*	*	*	*	*	*	*	0
25	*	*	*	*	*	*	*	*	*	*	*	0
30	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (2)	50% (1)	50% (1)	2
33	46.94% (46)	40.82% (40)	44.9% (44)	2.04% (2)	0% (0)	5.1% (5)	3.06% (3)	2.04% (2)	47.96% (47)	23.47% (23)	24.49% (24)	98
34	75% (3)	50% (2)	75% (3)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	25% (1)	25% (1)	0% (0)	4
35	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	100% (1)	0% (0)	1
36	*	*	*	*	*	*	*	*	*	*	*	0

37	*	*	*	*	*	*	*	*	*	*	*	0
38	41.07% (46)	37.5% (42)	41.07% (46)	0% (0)	0% (0)	11.61% (13)	6.25% (7)	4.46% (5)	47.32% (53)	25% (28) (25)	22.32% (25)	112
39	53.54% (68)	47.24% (60)	51.97% (66)	1.57% (2)	0% (0)	5.51% (7)	2.36% (3)	3.15% (4)	40.94% (52)	21.26% (27)	19.69% (25)	127
40	35.38% (23)	32.31% (21)	33.85% (22)	1.54% (1)	0% (0)	7.69% (5)	6.15% (4)	1.54% (1)	56.92% (37)	26.15% (17)	30.77% (20)	65
41	41.33% (31)	33.33% (25)	40% (30) (22)	1.33% (1)	0% (0)	5.33% (4)	4% (3) (2)	1.33% (1)	53.33% (40)	22.67% (17)	30.67% (23)	75
42	47.83% (22)	32.61% (15)	45.65% (21)	2.17% (1)	0% (0)	6.52% (3)	4.35% (2)	2.17% (1)	45.65% (21)	15.22% (7)	30.43% (14)	46
43	48.15% (65)	35.56% (48)	45.19% (61)	2.96% (4)	0% (0)	5.93% (8)	1.48% (2)	4.44% (6)	45.93% (62)	26.67% (36)	18.52% (25)	135
44	63.04% (29)	58.7% (27)	60.87% (28)	2.17% (1)	0% (0)	2.17% (1)	2.17% (1)	0% (0) (0)	34.78% (16)	13.04% (6)	21.74% (10)	46
45	43.1% (50)	34.48% (40)	42.24% (49)	0% (0) (1)	0.86% (1)	12.07% (14)	6.9% (8)	5.17% (6)	44.83% (52)	25% (29) (23)	19.83% (23)	116
46	30.3% (20)	24.24% (16)	28.79% (19)	1.52% (1)	0% (0)	7.58% (5)	4.55% (3)	3.03% (2)	62.12% (41)	28.79% (19)	33.33% (22)	66
47	52.91% (91)	43.02% (74)	51.16% (88)	1.74% (3)	0% (0)	6.4% (11)	3.49% (6)	2.91% (5)	40.7% (70)	20.35% (35)	20.35% (35)	172
48	32.35% (22)	20.59% (14)	29.41% (20)	1.47% (1)	1.47% (1)	8.82% (6)	4.41% (3)	4.41% (3)	58.82% (40)	26.47% (18)	32.35% (22)	68
49	42.86% (36)	34.52% (29)	41.67% (35)	0% (0) (1)	1.19% (1)	9.52% (8)	8.33% (7)	1.19% (1)	47.62% (40)	20.24% (17)	27.38% (23)	84
50	52.88% (55)	48.08% (50)	50.96% (53)	0.96% (1)	0.96% (1)	2.88% (3)	0% (0)	2.88% (3)	44.23% (46)	24.04% (25)	19.23% (20)	104
51	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (2) (2)	0% (0)	100% (2)	2
52	25% (3)	25% (3)	25% (3)	0% (0)	0% (0)	8.33% (1)	8.33% (1)	0% (0)	66.67% (8)	41.67% (5)	25% (3) (3)	12
53	26.67% (4)	13.33% (2)	26.67% (4)	0% (0)	0% (0)	13.33% (2)	6.67% (1)	0% (0)	60% (9)	26.67% (4)	33.33% (5)	15
54	45.45% (5)	45.45% (5)	45.45% (5)	0% (0)	0% (0)	9.09% (1)	0% (0) (0)	9.09% (1)	45.45% (5)	9.09% (1) (1)	36.36% (4)	11
55	48.15% (13)	37.04% (10)	44.44% (12)	3.7% (1)	0% (0)	11.11% (3)	11.11% (3)	0% (0)	40.74% (11)	29.63% (8)	11.11% (3)	27
56	56% (14)	36% (9) (9)	52% (13) (13)	0% (0) (0)	4% (1)	12% (3) (3)	8% (2) (2)	4% (1) (1)	32% (8) (8)	12% (3) (3)	20% (5) (5)	25
All Topics	45.6% (777)	37.5% (639)	43.66% (744)	1.47% (25)	0.47% (8)	7.39% (126)	4.34% (74)	2.88% (49)	46.95% (800)	23.65% (403)	23.18% (395)	1704

L2 students do continue to receive more Needs Work ratings than their L1 peers, largely at the expense of Pass ratings. L2 students do receive possible Distinction ratings just over 7% of the time, which is only 3% lower than the university average. Similarly, Complete with Distinction ratings are confirmed in just under half of the possible Distinction cases, with the proportions of many other rating sequences remaining similar to L1 students, once the Tier I rates are controlled for. While many of the topics new to this biennium demonstrate lower performance at the Tier I level, it is difficult to determine at this point whether these prompts disadvantage L2 students in general or the 92 individual L2 students taking these exams.

Further research is recommended into the prompts, the writing produced for these exams, and the backgrounds of the students writing to determine if the subject matter or linguistic features of each text are producing unexpected results.

IV.B.3.b Tier II Ratings and Equivalency of the Topics

The table below shows the percentage of ratings among all students for all prompts as well as the standard deviation among those ratings.

Equivalency of the Topics: Rating Sequences from Tier I to Tier II, 2013-2015

Tier I	Acceptable					Possible Distinction			Needs Work		
		Simple Pass	Complete	Distinction	Incomplete		Complete	Distinction		Complete	Incomplete
Tier II											
Avg.	61.53%	49.79%	9.8%	1.75%	0.21%	9.9%	5.46%	4.35%	28.54%	18.6%	9.69%
SD	6.75%	7.02%	3.39%	1.19%	0.85%	3.30%	3.04%	2.01%	7.46%	5.43%	6.68%

For the purposes of calculating the table above, 19 was considered the smallest timed writing population during the 2013-2015 reporting period (see All Students table above, topic 52). Prompts with fewer students were omitted as they produced errors in calculation. Among the remaining data, the greatest variance exists in the Needs Work area of Tier II (including the Needs Work rating at Tier I) and the Simple Pass/Complete areas of Tier II (following the Pass rating at Tier I). Because these numbers include L2 students, who in this biennium received roughly 10% fewer Pass ratings at Tier I and nearly 20% more Needs Work ratings at Tier I, the variance in the numbers above suggests that, while the topics are producing a range of rating sequences, most of the ratings tend to be clustered close to the rating sequences historically observed between Tier I and Tier II.

IV.B.4 Cross-Disciplinarity of the Rating Corps

One hundred nine (109) raters from 35 departments, offices, or centers participated in the Writing Portfolio Rating Corps in 2013-2015. This represents an increase of four raters from the 2011-2013, although, two fewer departments are represented. Appendix A lists each participating rater by affiliation. Appendix C lists the number of papers submitted for each WSU course represented by student work in this biennium (just over 2,200 different courses).

During this reporting period, papers came from just over 2,200 different WSU courses and were read and signed off by instructional faculty prior to student submission. Appendix C provides a list of courses and departments from which papers were submitted.

Tier I and II Rating Corps

	<i>English or Writing Program</i>	<i>Other</i>	<i>Total</i>
<i>2013-2015</i>	29 (26.6%)	80 (73.4%)	109

Recruitment for the 2013-2015 reporting period was similar to the 2011-2013 period. In the past few biennia, recruitment efforts across campus have been successful in drawing a greater variety of disciplines and should continue to recruit more raters from across disciplines. Students are the ultimate beneficiaries of faculty members' investment and diversity in the writing assessment program, as timed writings and paper submissions can be more accurately judged within the context of the discipline they were produced.

IV.B.5 Rating Sequences from Tier I to Tier II

Writing Portfolios pass through two sequences of evaluation and have the possibility of eight different rating combinations, as seen below.

1. **Tier I Pass / Not Read:** The timed-writing essays are obviously passable, and given that the three course writings have been judged acceptable by the instructors, the entire Portfolio is rated "Pass" without further reading. In this report, this rating sequence is called a "Simple Pass."
2. **Tier I Pass/Tier II Pass:** The timed writing is judged an obvious "Pass," but all three of the courses writings have been rated Outstanding; Tier II reading of the entire Portfolio rates it "Pass." Or, the timed writing is judged "Pass," but all three course papers were marked OK by the Writing Assessment Office—i.e., they were not rated by the course instructor; Tier II reading of the entire portfolio rates it "Pass."
3. **Tier I Pass / Tier II Distinction:** The timed writing is judged no better or worse than an obvious "Pass," but all three of the courses writings have been rated Outstanding; Tier II reading of the entire Portfolio rates it "Pass with Distinction."
4. **Tier I Pass / Tier II Needs Work:** The timed writing is judged no better or worse than an obvious "Pass," but upon consideration of the course writings, Tier II raters judge the entire Portfolio as "Needs Work." The Portfolio is rated at the Tier II level because none

of the course papers were evaluated by the original instructors, resulting in an “Okay” designation by the Writing Assessment Office.

5. **Tier I Distinction? / Tier II Pass:** The timed writing is judged as especially distinguished, but upon consideration of the course writings, Tier II raters judge the entire Portfolio as “Pass.”
6. **Tier I Distinction? / Tier II Distinction:** The timed writing is judged as especially distinguished, and on consideration of the course writings, Tier II raters judge the entire Portfolio as “Pass with Distinction.”
7. **Tier I Needs Work? / Tier II Pass:** The timed writing indicates that the writer may possibly be in need of additional coursework in writing, but upon consideration of the course papers, Tier II raters judge the entire Portfolio as “Pass.”
8. **Tier I Needs Work? / Tier II Needs Work:** The timed writing indicates that the writer may possibly be in need of additional coursework in writing, and upon consideration of the course papers, Tier II raters judge the entire Portfolio as “Needs Work.”

IV.B.5.a Rating Sequences from Tier I to Tier II Over Time

In general, students completing their portfolios in the last biennium performed at similar rates to averages over the last four biennia. The growing increase of students receiving a Simple Pass rating (Completion based on the strength of Tier I writing and instructor ratings of Tier II work) each biennium has flatlined, suggesting that more students are using work signed by their instructors (rather than work with an OK rating from the Writing Program) and that such work is generally marked Acceptable more often than Outstanding (as several Outstanding ratings would prompt readers to read the packet for a possible Complete with Distinction rating).

Additionally, while a greater percentage of students are receiving a final Incomplete rating on their junior writing portfolio (which creates an additional graduation requirement for the student in the form of a one-credit writing tutorial, typically taken in support of a course bearing M [Writing in the Major] credit), it is unclear from these numbers whether such a trend is the result of a decline in student writing quality or an increase in rater (and, thereby, M-course) expectations. This biennium’s students did not earn significantly more Needs Work ratings at Tier I than the eight-year average; in fact, this biennium saw a slight decrease in the number of Tier I Needs Work ratings since the 2013-2015 reporting period. In general, while one in five students each biennium has traditionally reverted to a Complete rating after an initial Needs

Work, one in ten now receives an Incomplete overall, compared to roughly one in thirty eight years ago. That Tier I ratings have remained fairly consistent and OK ratings have decreased heavily in that time does suggest that many students are submitting coursework marked “Acceptable” that does not demonstrate the strengths of writing that raters believe are necessary for upper-division coursework.

As final Incomplete ratings are increasing, so are final Distinction ratings following possible Distinction ratings at Tier I. Again, Tier I possible Distinction ratings have held fairly consistent over time, suggesting that more students are submitting “Outstanding” coursework, and that these writing skills translate well into the timed writing environment. That the rates of students receiving an initial Pass rating and a final Distinction rating are decreasing may support that suggestion, as the continued increase in Simple Pass ratings implies writing packets performing at the same range of acceptability as the timed writing.

Rating Sequences Over Time, All Students, 2007-2015

Tier I	Acceptable					Possible Distinction			Needs Work			Total
		Simple Pass	Complete	Distinction	Incomplete		Complete	Distinction		Complete	Incomplete	
Tier II												
2007-2009	65.7% (6477)	13.37% (1318)	43.23% (4361)	3.34% (329)	5.77% (569)	9.3% (917)	7.36% (726)	1.21% (119)	24.99% (2464)	20.41% (2012)	3.05% (301)	9858
2009-2011	68.71% (7430)	38.59% (4173)	21.34% (2308)	2.96% (320)	4.61% (498)	8.71% (942)	5.84% (632)	2.4% (260)	22.58% (2442)	17.3% (1871)	3.84% (415)	10814
	62.27% (6660)	49.86% (5333)	9.96% (1065)	2.17% (232)	2.11% (226)	8.34% (892)	5.16% (552)	2.82% (302)	29.39% (3144)	19.89% (2127)	8.92% (954)	
2011-2013												10696
2013-2015	61.53% (6587)	49.79% (5331)	9.8% (1049)	1.75% (187)	0.21% (22)	9.9% (1060)	5.46% (585)	4.35% (466)	28.54% (3055)	18.6% (1991)	9.69% (1037)	10706
Overall	64.54% (27154)	31.4% (13213)	58.87% (24771)	2.54% (1068)	3.13% (1315)	9.06% (3811)	5.93% (2495)	2.73% (1147)	26.39% (11105)	19.02% (8001)	6.43% (2707)	42074

IV.B.5.b Rating Sequences from Tier I to Tier II—Multi-Lingual Writers

Although L2 writers have expressed concern that a rater’s knowledge of the writer’s primary-language status might affect Tier I results, raters are not given this background information on writers when reading timed writing exams. As a result, exams are rated based solely on the writing produced, maintaining the primary concern of whether or not the student is ready for upper-division writing in English.

L2 writers share few trends with their peers. Tier I performance rates over the last eight years are inconsistent from biennium to biennium. As many L2 writers are also international

students (23.1% during this reporting period), this wide variance may be the result of changing population traits over time. However, since the 2009-2011 reporting period, Tier II ratings have largely stabilized near the eight-year average. While that trend may be partially skewed by the fact that this reporting period saw more multilingual writers than any period in reporting history (and, as such, they may be weighting that average toward themselves), it does suggest that multilingual writers are able to demonstrate their writing skills in contexts other than the timed writing. Further research will be necessary to determine whether writing center use, specific coursework, or major contributes at all to trend.

Rating Sequences Over Time, Multilingual Writers (L2), 2007-2015

Tier I	Acceptable					Possible Distinction			Needs Work			Total
		Simple Pass	Complete	Distinction	Incomplete		Complete	Distinction		Complete	Incomplete	
Tier II												
2007-2009	80.46% (754)	36.77% (345)	23.35% (219)	2.79% (26)	17.55% (164)	3.47% (33)	2.31% (22)	1.16% (11)	51.87% (486)	25.04% (235)	26.83% (251)	927
2009-2011	55.1% (796)	38.25% (553)	12.47% (180)	3.34% (48)	1.04% (15)	5.96% (86)	3.7% (54)	2.26% (33)	76.54% (1106)	37.23% (538)	39.31% (568)	1476
2011-2013	59.39% (957)	46.84% (755)	10.3% (166)	2.1% (34)	0.15% (2)	6.45% (104)	4.4% (71)	2.05% (33)	31.81% (513)	20.91% (337)	10.9% (176)	1620
2013-2015	45.6% (777)	37.5% (639)	6.22% (106)	1.47% (25)	0.47% (8)	7.39% (126)	4.34% (74)	2.88% (49)	46.95% (800)	23.65% (403)	23.18% (395)	1704
Overall	57.34% (3284)	40.02% (2292)	11.72% (671)	2.32% (133)	3.30% (189)	6.09% (349)	3.86% (221)	2.20% (126)	50.72% (2905)	26.42% (1513)	24.27% (1390)	5727

Appendix A: 2013-2015 Portfolio Readers Listed By Department or Affiliation

Accounting

Costello, Darcie
Pearson, Nori
Wilson, Aaron

Animal Science

McNamara, John
Nelson, Mark

Anthropology

Baksi, Shila
Chapman, Brandon
Derr, Kelly
Dillon, Michelle
Fisher, Philip
McNassar III, John
Monroe, Cara
Placek , Caitlyn

Apparel, Merchandising, and Textiles

Salusso, Carol

Architecture

Rahmani, Ayad
Micheletti, Steven
Miller, Don

Center for Teaching, Learning, and Technology

Yeidel, Joshua

Communication

Chalich, Linda
Miller, Gail

Typhina, Elizabeth

Wadleigh, Paul

Critical Culture, Gender, and Race Studies

Nguyen, Xuan-Truong

Crop and Soil Science

Borrelli, Kristy

Goldberger, Jessica

Murphy, Kevin

Earth and Environmental Sciences

Cooper, Catherine

Economic Sciences

Briand, Genevieve

Teaching & Learning

Ward, Barbara

White, Lori

Educational Leadership

Durrant, Sue

Educational Psychology

Hunsu, Nathaniel

Torres, Jonathan (JT)

English

Anderson, Mary

Bell, Nancy

Bohle, Jillian

Butler, Todd

Cady, Patty

Cannard, Geoffrey

Clark, Kerry

Coleman, Elijah

De Hertogh, Lori Beth
Edwards, Jessica
Evans, Donna
Frye, Matthew
Grauman, Dale
Jeng, Way
Keller, Kristen
Luders, Lesa
Macklin, Tialitha
Mason, Andrea
Obara, Justin
O'Brien, Jennifer
Pickering, Thomas
Rysdam, Sheri
Sanchez, Rachel
Sena, Leslie
Sena, Leslie Jo
Skalicky, Stephen
Strawn, April
Szymanski, Erika
Watts, Kate

Entomology

Lavine, Laura

Environmental and Natural Resource Science

Davis, Klarissa

Moon-Nielsen, Leif

Newman, Soren

Finance and Management Science

Koal, Jan

Fine Arts

Helm, Tamara

Lee, Pamela

History

Chan, Roger

Faunce, Ken

Gerber, Lydia

Stratton, David

Thigpen, Jennifer

Horticulture

Fellman, John

Learning Communities

Weathermon, Karen

Libraries

Johnson, Corey

Vetter, Susan

Management

Miskin, Val

Mathematics

Cangelosi, Richard

Cooper, Sandra

Panchenko, Alexander

Nursing

Brown, Christine

Pharmacy

Reynolds, Jonathan

Philosophy

Levin, Noah

Nicol, Nathaniel

Physics and Astronomy

Khan, Enamul

Poole, Violet

Political Science

Christensen, Ericka

Day, Jacob

Stehr, Steven

Politics, Philosophy, and Public Affairs

Salamone, Michael

Stevenson, Haley

Psychology

Daffin Jr, Lee

Nelson, Laurie

Wilson, Cristina

Social and Economic Sciences

Gertseva, Arina

Sociology

Beilstein-Wedel, Erin

Estevez, Mychel

Harris, Elizabeth

Kmec, Julie

Knight, Kyle

Oakley, Christine

Writing Program

Ernest, Anne

Kelly-Riley, Diane

Neider, Xyanthe

Walter, Brooklyn

Appendix B: Portfolio Performance by Major and Language Status, 2013-2015

The following information is listed by college and major. L1 indicates English as the self-reported primary language. L2 indicates that the student is multi-lingual. Students who reported neither are listed as UR.

Tier I		Acceptable					Possible Distinction			Needs Work			Total
			Simple Pass	Complete	Distinction	Incomplete		Complete	Distinction	Distinction	Complete	Incomplete	
Tier II Carson College of Business		59.01% (1159)	49.29% (968)	8.35% (164)	1.07% (21)	0.31% (6)	30.96% (608)	6.36% (125)	3.67% (72)	30.96% (608)	17.77% (349)	13.09% (257)	1964
	L1	66.03% (688)	55.95% (583)	8.93% (93)	1.15% (12)	0% (0)	10.94% (114)	6.62% (69)	4.32% (45)	23.03% (240)	16.7% (174)	6.14% (64)	1042
	L2	39.43% (207)	33.71% (177)	3.62% (19)	1.14% (6)	0.95% (5)	8.57% (45)	5.52% (29)	3.05% (16)	52% (273)	22.1% (116)	29.9% (157)	525
	Unreported	66.5% (264)	52.39% (208)	13.1% (52)	0.76% (3)	0.25% (1)	9.57% (38)	6.8% (27)	2.77% (11)	23.93% (95)	14.86% (59)	9.07% (36)	397
	Accounting	63.66% (296)	52.04% (242)	10.11% (47)	1.29% (6)	0.22% (1)	27.74% (129)	3.87% (18)	4.73% (22)	27.74% (129)	20.43% (95)	7.31% (34)	465
	L1	69.18% (193)	58.06% (162)	9.68% (27)	1.43% (4)	0% (0)	9.32% (26)	4.3% (12)	5.02% (14)	21.51% (60)	17.2% (48)	4.3% (12)	279
	L2	48.28% (42)	43.68% (38)	3.45% (3)	0% (0)	1.15% (1)	6.9% (6)	3.45% (3)	3.45% (3)	44.83% (39)	31.03% (27)	13.79% (12)	87
	Unreported	61.62% (61)	42.42% (42)	17.17% (17)	2.02% (2)	0% (0)	8.08% (8)	3.03% (3)	5.05% (5)	30.3% (30)	20.2% (20)	10.1% (10)	99
	Business Administration	75.49% (77)	58.82% (60)	15.69% (16)	0.98% (1)	0% (0)	19.61% (20)	2.94% (3)	1.96% (2)	19.61% (20)	15.69% (16)	2.94% (3)	102
	L1	73.21% (41)	55.36% (31)	16.07% (9)	1.79% (1)	0% (0)	3.57% (2)	1.79% (1)	1.79% (1)	23.21% (13)	19.64% (11)	1.79% (1)	56
	L2	65% (13)	60% (12)	5% (1)	0% (0)	0% (0)	10% (2)	5% (1)	5% (1)	25% (5)	15% (3)	10% (2)	20
	Unreported	88.46% (23)	65.38% (17)	23.08% (6)	0% (0)	0% (0)	3.85% (1)	3.85% (1)	0% (0)	7.69% (2)	7.69% (2)	0% (0)	26
	Entrepreneurship	64.1% (25)	56.41% (22)	7.69% (3)	0% (0)	0% (0)	17.95% (7)	15.38% (6)	2.56% (1)	17.95% (7)	10.26% (4)	7.69% (3)	39
	L1	62.07% (18)	58.62% (17)	3.45% (1)	0% (0)	0% (0)	17.24% (5)	13.79% (4)	3.45% (1)	20.69% (6)	13.79% (4)	6.9% (2)	29
	L2	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	2
	Unreported	75% (6)	50% (4)	25% (2)	0% (0)	0% (0)	12.5% (1)	12.5% (1)	0% (0)	12.5% (1)	0% (0)	12.5% (1)	8
	Finance	58.73% (185)	51.75% (163)	5.71% (18)	0.95% (3)	0.32% (1)	33.02% (104)	6.03% (19)	2.22% (7)	33.02% (104)	19.37% (61)	13.33% (42)	315
	L1	71.43% (110)	65.58% (101)	4.55% (7)	1.3% (2)	0% (0)	9.09% (14)	6.49% (10)	2.6% (4)	19.48% (30)	14.29% (22)	4.55% (7)	154
	L2	29.55% (26)	27.27% (24)	1.14% (1)	1.14% (1)	0% (0)	6.82% (6)	3.41% (3)	3.41% (3)	63.64% (56)	28.41% (25)	35.23% (31)	88
	Unreported	67.12% (23)	52.05% (23)	13.7% (6)	0% (0)	1.37% (1)	8.22% (1)	8.22% (1)	0% (0)	24.66% (1)	19.18% (1)	5.48% (1)	73

	(49)	(38)	(10)	(0)	(1)	(6)	(6)	(0)	(18)	(14)	(4)	
Hospitality Business Management	51.83% (170)	42.07% (138)	7.93% (26)	0.91% (3)	0.91% (3)	36.59% (120)	7.93% (26)	3.66% (12)	36.59% (120)	17.38% (57)	19.21% (63)	328
L1	62.14% (64)	50.49% (52)	10.68% (11)	0.97% (1)	0% (0)	11.65% (12)	5.83% (6)	5.83% (6)	26.21% (27)	20.39% (21)	5.83% (6)	103
L2	42.86% (75)	34.29% (60)	5.71% (10)	1.14% (2)	1.71% (3)	11.43% (20)	9.14% (16)	2.29% (4)	45.71% (80)	16% (28)	29.71% (52)	175
Unreported	62% (31)	52% (26)	10% (5)	0% (0)	0% (0)	12% (6)	8% (4)	4% (2)	26% (13)	16% (8)	10% (5)	50
International Business	41.74% (48)	36.52% (42)	4.35% (5)	0.87% (1)	0% (0)	51.3% (59)	3.48% (4)	3.48% (4)	51.3% (59)	16.52% (19)	34.78% (40)	115
L1	58.82% (20)	44.12% (15)	14.71% (5)	0% (0)	0% (0)	14.71% (5)	5.88% (2)	8.82% (3)	26.47% (9)	14.71% (5)	11.76% (4)	34
L2	24.56% (14)	22.81% (13)	0% (0)	1.75% (1)	0% (0)	1.75% (1)	0% (0)	1.75% (1)	73.68% (42)	19.3% (11)	54.39% (31)	57
Unreported	58.33% (14)	58.33% (14)	0% (0)	0% (0)	0% (0)	8.33% (2)	8.33% (2)	0% (0)	33.33% (8)	12.5% (3)	20.83% (5)	24
Management And Operations	56.1% (115)	47.32% (97)	6.83% (14)	1.46% (3)	0.49% (1)	31.22% (64)	7.8% (16)	4.88% (10)	31.22% (64)	19.51% (40)	11.71% (24)	205
L1	59.59% (87)	50.68% (74)	7.53% (11)	1.37% (2)	0% (0)	14.38% (21)	8.9% (13)	5.48% (8)	26.03% (38)	18.49% (27)	7.53% (11)	146
L2	29.63% (8)	18.52% (5)	3.7% (1)	3.7% (1)	3.7% (1)	7.41% (2)	3.7% (1)	3.7% (1)	62.96% (17)	29.63% (8)	33.33% (9)	27
Unreported	62.5% (20)	56.25% (18)	6.25% (2)	0% (0)	0% (0)	9.38% (3)	6.25% (2)	3.13% (1)	28.13% (9)	15.63% (5)	12.5% (4)	32
Management Information Systems	60.98% (100)	49.39% (81)	9.76% (16)	1.83% (3)	0% (0)	27.44% (45)	7.32% (12)	4.27% (7)	27.44% (45)	15.85% (26)	11.59% (19)	164
L1	61.11% (55)	51.11% (46)	7.78% (7)	2.22% (2)	0% (0)	12.22% (11)	7.78% (7)	4.44% (4)	26.67% (24)	17.78% (16)	8.89% (8)	90
L2	47.37% (18)	42.11% (16)	5.26% (2)	0% (0)	0% (0)	10.53% (4)	5.26% (2)	5.26% (2)	42.11% (16)	21.05% (8)	21.05% (8)	38
Unreported	75% (27)	52.78% (19)	19.44% (7)	2.78% (1)	0% (0)	11.11% (4)	8.33% (3)	2.78% (1)	13.89% (5)	5.56% (2)	8.33% (3)	36
Marketing	61.01% (133)	53.21% (116)	7.34% (16)	0.46% (1)	0% (0)	26.61% (58)	9.17% (20)	3.21% (7)	26.61% (58)	14.22% (31)	12.39% (27)	218
L1	65.03% (93)	56.64% (81)	8.39% (12)	0% (0)	0% (0)	12.59% (18)	9.79% (14)	2.8% (4)	22.38% (32)	13.99% (20)	8.39% (12)	143
L2	33.33% (10)	26.67% (8)	3.33% (1)	3.33% (1)	0% (0)	10% (3)	6.67% (2)	3.33% (1)	56.67% (17)	20% (6)	36.67% (11)	30
Unreported	66.67% (30)	60% (27)	6.67% (3)	0% (0)	0% (0)	13.33% (6)	8.89% (4)	4.44% (2)	20% (9)	11.11% (5)	8.89% (4)	45
Wine Business Management	80% (8)	60% (6)	20% (2)	0% (0)	0% (0)	10% (1)	10% (1)	0% (0)	10% (1)	0% (0)	10% (1)	10
L1	83.33% (5)	50% (3)	33.33% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	16.67% (1)	0% (0)	16.67% (1)	6
L2	0% (75)	0% (75)	0% (0)	0% (0)	0% (0)	0% (25)	0% (25)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	75% (3)	75% (3)	0% (0)	0% (0)	0% (0)	25% (1)	25% (1)	0% (0)	0% (0)	0% (0)	0% (0)	4
College of Agricultural, Human and Natural Resource Sciences (CAHNRS)	63.82% (695)	53.99% (588)	62.63% (682)	1.01% (11)	0.18% (2)	26.08% (284)	6.61% (72)	3.12% (34)	26.08% (284)	16.8% (183)	9% (98)	1089
L1	65.49% (465)	55.07% (391)	9.01% (64)	1.13% (8)	0.28% (2)	10% (71)	6.76% (48)	3.1% (22)	24.37% (173)	16.34% (116)	7.75% (55)	710
L2	46.38% (64)	39.13% (54)	7.25% (10)	0% (0)	0% (0)	8.7% (12)	5.8% (8)	2.17% (3)	44.2% (61)	24.64% (34)	19.57% (27)	138
Unreported	68.88%	59.34%	8.3%	1.24%	0%	10.37%	6.64%	3.73%	20.75%	13.69%	6.64%	241

d	(166)	(143)	(20)	(3)	(0)	(25)	(16)	(9)	(50)	(33)	(16)	
Agriculture And Food Business Economics	55.56% (5)	55.56% (5)	0% (0)	0% (0)	0% (0)	33.33% (3)	0% (0)	11.11% (1)	33.33% (3)	22.22% (2)	11.11% (1)	9
L1	57.14% (4)	57.14% (4)	0% (0)	0% (0)	0% (0)	14.29% (1)	0% (0)	14.29% (1)	28.57% (2)	14.29% (1)	14.29% (1)	7
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	2
Agricultural Technology And Production Management	63.27% (31)	57.14% (28)	6.12% (3)	0% (0)	0% (0)	28.57% (14)	6.12% (3)	0% (0)	28.57% (14)	22.45% (11)	6.12% (3)	49
L1	73.53% (25)	67.65% (23)	5.88% (2)	0% (0)	0% (0)	2.94% (1)	2.94% (1)	0% (0)	23.53% (8)	14.71% (5)	8.82% (3)	34
L2	20% (1)	20% (1)	0% (0)	0% (0)	0% (0)	20% (1)	0% (0)	0% (0)	60% (3)	60% (3)	0% (0)	5
Unreported	50% (5)	40% (4)	10% (1)	0% (0)	0% (0)	20% (2)	20% (2)	0% (0)	30% (3)	30% (3)	0% (0)	10
Agricultural Biotechnology	40% (4)	20% (2)	20% (2)	0% (0)	0% (0)	40% (4)	20% (2)	0% (0)	40% (4)	20% (2)	20% (2)	10
L1	33.33% (2)	0% (0)	33.33% (2)	0% (0)	0% (0)	33.33% (2)	33.33% (2)	0% (0)	33.33% (2)	16.67% (1)	16.67% (1)	6
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (2)	50% (1)	50% (1)	2
Unreported	100% (2)	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	2
Agricultural Education	54.55% (6)	45.45% (5)	9.09% (1)	0% (0)	0% (0)	36.36% (4)	9.09% (1)	0% (0)	36.36% (4)	18.18% (2)	9.09% (1)	11
L1	60% (6)	50% (5)	10% (1)	0% (0)	0% (0)	10% (1)	10% (1)	0% (0)	30% (3)	10% (1)	10% (1)	10
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	100% (1)	0% (0)	1
Agriculture And Food Security	66.67% (2)	33.33% (1)	33.33% (1)	0% (0)	0% (0)	33.33% (1)	0% (0)	0% (0)	33.33% (1)	33.33% (1)	0% (0)	3
L1	100% (2)	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	2
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	100% (1)	0% (0)	1
Unreported	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Animal Sciences	68.33% (82)	53.33% (64)	15% (18)	0% (0)	0% (0)	17.5% (21)	7.5% (9)	5% (6)	17.5% (21)	11.67% (14)	5.83% (7)	120
L1	66.67% (58)	50.57% (44)	16.09% (14)	0% (0)	0% (0)	12.64% (11)	6.9% (6)	4.6% (4)	20.69% (18)	13.79% (12)	6.9% (6)	87
L2	71.43% (5)	71.43% (5)	0% (0)	0% (0)	0% (0)	14.29% (1)	14.29% (1)	0% (0)	0% (0)	0% (0)	0% (0)	7
Unreported	73.08% (19)	57.69% (15)	15.38% (4)	0% (0)	0% (0)	15.38% (4)	7.69% (2)	7.69% (2)	11.54% (3)	7.69% (2)	3.85% (1)	26
Apparel Merchandising Textiles	60.77% (79)	51.54% (67)	6.92% (9)	2.31% (3)	0% (0)	30.77% (40)	3.08% (4)	5.38% (7)	30.77% (40)	20% (26)	10% (13)	130
L1	65.12% (56)	58.14% (50)	5.81% (5)	1.16% (1)	0% (0)	6.98% (6)	2.33% (2)	4.65% (4)	27.91% (24)	19.77% (17)	6.98% (6)	86
L2	35% (7)	25% (5)	10% (2)	0% (0)	0% (0)	10% (2)	5% (1)	5% (1)	55% (11)	30% (6)	25% (5)	20
Unreported	66.67%	50%	8.33%	8.33%	0%	12.5%	4.17%	8.33%	20.83%	12.5%	8.33%	24

	(16)	(12)	(2)	(2)	(0)	(3)	(1)	(2)	(5)	(3)	(2)	
Economic Sciences	58.54% (72)	48.78% (60)	9.76% (12)	0% (0)	0% (0)	26.83% (33)	11.38% (14)	2.44% (3)	26.83% (33)	13.01% (16)	13.82% (17)	123
L1	64.1% (50)	53.85% (42)	10.26% (8)	0% (0)	0% (0)	15.38% (12)	14.1% (11)	1.28% (1)	19.23% (15)	11.54% (9)	7.69% (6)	78
L2	27.78% (5)	16.67% (3)	11.11% (2)	0% (0)	0% (0)	5.56% (1)	0% (0)	5.56% (1)	66.67% (12)	27.78% (5)	38.89% (7)	18
Unreported	62.96% (17)	55.56% (15)	7.41% (2)	0% (0)	0% (0)	14.81% (4)	11.11% (3)	3.7% (1)	22.22% (6)	7.41% (2)	14.81% (4)	27
Environmental & Ecosystem Sciences	66.15% (43)	55.38% (36)	9.23% (6)	1.54% (1)	0% (0)	21.54% (14)	6.15% (4)	6.15% (4)	21.54% (14)	16.92% (11)	4.62% (3)	65
L1	60.47% (26)	51.16% (22)	9.3% (4)	0% (0)	0% (0)	18.6% (8)	9.3% (4)	9.3% (4)	20.93% (9)	16.28% (7)	4.65% (2)	43
L2	71.43% (5)	42.86% (3)	28.57% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	28.57% (2)	14.29% (1)	14.29% (1)	7
Unreported	80% (12)	73.33% (11)	0% (0)	6.67% (1)	0% (0)	0% (0)	0% (0)	0% (0)	20% (3)	20% (3)	0% (0)	15
Field Crop Management	50% (3)	50% (3)	0% (0)	0% (0)	0% (0)	50% (3)	0% (0)	0% (0)	50% (3)	50% (3)	0% (0)	6
L1	40% (2)	40% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	60% (3)	60% (3)	0% (0)	5
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
Food Science	53.57% (15)	35.71% (10)	17.86% (5)	0% (0)	0% (0)	28.57% (8)	14.29% (4)	3.57% (1)	28.57% (8)	14.29% (4)	14.29% (4)	28
L1	61.11% (11)	44.44% (8)	16.67% (3)	0% (0)	0% (0)	22.22% (4)	16.67% (3)	5.56% (1)	16.67% (3)	11.11% (2)	5.56% (1)	18
L2	20% (1)	0% (0)	20% (1)	0% (0)	0% (0)	20% (1)	20% (1)	0% (0)	60% (3)	20% (1)	40% (2)	5
Unreported	60% (3)	40% (2)	20% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	40% (2)	20% (1)	20% (1)	5
Fruit And Vegetable Management	58.82% (10)	47.06% (8)	11.76% (2)	0% (0)	0% (0)	29.41% (5)	11.76% (0)	% (2)	29.41% (5)	29.41% (5)	0% (0)	17
L1	62.5% (5)	62.5% (5)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	37.5% (3)	37.5% (3)	0% (0)	8
L2	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	2
Unreported	57.14% (4)	28.57% (2)	28.57% (2)	0% (0)	0% (0)	28.57% (2)	28.57% (0)	% (2)	14.29% (1)	14.29% (1)	0% (0)	7
Human Development	66.17% (221)	59.58% (199)	5.99% (20)	0.3% (1)	0.3% (1)	27.54% (92)	5.39% (18)	0.9% (3)	27.54% (92)	17.37% (58)	9.88% (33)	334
L1	66% (132)	58% (116)	7% (14)	0.5% (1)	0.5% (1)	5.5% (11)	5% (10)	0.5% (1)	28.5% (57)	18% (36)	10.5% (21)	200
L2	54.55% (30)	50.91% (28)	3.64% (2)	0% (0)	0% (0)	10.91% (6)	9.09% (5)	1.82% (1)	34.55% (19)	21.82% (12)	12.73% (7)	55
Unreported	74.68% (59)	69.62% (55)	5.06% (4)	0% (0)	0% (0)	5.06% (4)	3.8% (3)	1.27% (1)	20.25% (16)	12.66% (10)	6.33% (5)	79
Interior Design	62.79% (27)	53.49% (23)	4.65% (2)	2.33% (1)	2.33% (1)	32.56% (14)	2.33% (1)	2.33% (1)	32.56% (14)	18.6% (8)	13.95% (6)	43
L1	68.97% (20)	58.62% (17)	3.45% (1)	3.45% (1)	3.45% (1)	0% (0)	0% (0)	0% (0)	31.03% (9)	20.69% (6)	10.34% (3)	29
L2	50% (3)	33.33% (2)	16.67% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (3)	16.67% (1)	33.33% (2)	6
Unreported	50%	50%	0%	0%	0%	25%	12.5%	12.5%	25%	12.5%	12.5%	8

	(4)	(4)	(0)	(0)	(0)	(2)	(1)	(1)	(2)	(1)	(1)	
Landscape Architecture	61.54% (8)	53.85% (7)	7.69% (1)	0% (0)	0% (0)	23.08% (3)	7.69% (1)	7.69% (1)	23.08% (3)	15.38% (2)	7.69% (1)	13
L1	42.86% (3)	28.57% (2)	14.29% (1)	0% (0)	0% (0)	28.57% (2)	% (1)	% (1)	28.57% (2)	28.57% (2)	0% (0)	7
L2	100% (2)	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	2
Unreported	75% (3)	75% (3)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	25% (1)	0% (0)	25% (1)	4
Landscape, Nursery, Greenhouse	55.56% (5)	55.56% (5)	0% (0)	0% (0)	0% (0)	33.33% (3)	11.11% (1)	0% (0)	33.33% (3)	22.22% (2)	11.11% (1)	9
L1	71.43% (5)	71.43% (5)	0% (0)	0% (0)	0% (0)	14.29% (1)	% (1)	0% (0)	14.29% (1)	14.29% (1)	0% (0)	7
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (2)	50% (1)	50% (1)	2
Natural Resources	38.1% (8)	19.05% (4)	14.29% (3)	4.76% (1)	0% (0)	33.33% (7)	14.29% (3)	14.29% (3)	33.33% (7)	23.81% (5)	9.52% (2)	21
L1	35.29% (6)	17.65% (3)	11.76% (2)	5.88% (1)	0% (0)	29.41% (5)	11.76% (2)	17.65% (3)	35.29% (6)	23.53% (4)	11.76% (2)	17
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	100% (1)	0% (0)	1
Unreported	66.67% (2)	33.33% (1)	33.33% (1)	0% (0)	0% (0)	33.33% (1)	33.33% (1)	0% (0)	0% (0)	0% (0)	0% (0)	3
Organic Agriculture Systems	90.91% (10)	63.64% (7)	18.18% (2)	9.09% (1)	0% (0)	9.09% (1)	0% (0)	0% (0)	9.09% (1)	9.09% (1)	0% (0)	11
L1	100% (6)	66.67% (4)	16.67% (1)	% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	6
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	80% (4)	60% (3)	20% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	20% (1)	20% (1)	0% (0)	5
Turfgrass Management	66.67% (2)	66.67% (2)	0% (0)	0% (0)	0% (0)	33.33% (1)	0% (0)	0% (0)	33.33% (1)	0% (0)	33.33% (1)	3
L1												0
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	100% (1)	1
Unreported	100% (2)	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	2
Viticulture And Enology	73.33% (22)	60% (18)	13.33% (4)	0% (0)	0% (0)	13.33% (4)	13.33% (4)	0% (0)	13.33% (4)	10% (3)	3.33% (1)	30
L1	80.95% (17)	71.43% (15)	9.52% (2)	0% (0)	0% (0)	9.52% (2)	9.52% (2)	0% (0)	9.52% (2)	9.52% (2)	0% (0)	21
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (2)	50% (1)	50% (1)	2
Unreported	71.43% (5)	42.86% (3)	28.57% (2)	0% (0)	0% (0)	28.57% (2)	28.57% (2)	0% (0)	0% (0)	0% (0)	0% (0)	7
Wildlife Ecology & Conservation	74.07% (40)	62.96% (34)	5.56% (3)	5.56% (3)	0% (0)	16.67% (9)	5.56% (3)	3.7% (2)	16.67% (9)	12.96% (7)	3.7% (2)	54
L1	74.36% (29)	58.97% (23)	7.69% (3)	7.69% (3)	0% (0)	10.26% (4)	5.13% (2)	5.13% (2)	15.38% (6)	10.26% (4)	5.13% (2)	39
L2	100%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4

	(4)	(4)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	
Unreported	63.64% (7)	63.64% (7)	0% (0)	0% (0)	0% (0)	9.09% (1)	9.09% (1)	0% (0)	27.27% (3)	27.27% (3)	0% (0)	11
College of Arts and Sciences	61.12% (2141)	47.45% (1662)	58.46% (2048)	2.48% (87)	0.17% (6)	27.78% (973)	5.37% (188)	5.62% (197)	27.78% (973)	19.18% (672)	8.31% (291)	3503
L1	62.66% (1423)	48.3% (1097)	11.62% (264)	2.64% (60)	0.13% (3)	11.4% (259)	5.77% (131)	5.59% (127)	25.89% (588)	18.63% (423)	6.96% (158)	2271
L2	49.21% (218)	39.95% (177)	7% (31)	2.26% (10)	0.23% (1)	7.67% (34)	3.39% (15)	4.06% (18)	43.12% (191)	24.83% (110)	18.06% (80)	443
Unreported	63.37% (500)	49.18% (388)	11.79% (93)	2.15% (17)	0.25% (2)	12.04% (95)	5.32% (42)	6.59% (52)	24.59% (194)	17.62% (139)	6.72% (53)	789
Anthropology	55.56% (45)	41.98% (34)	9.88% (8)	4.94% (4)	0% (0)	18.52% (15)	17.28% (14)	8.64% (7)	18.52% (15)	13.58% (11)	4.94% (4)	81
L1	55.74% (34)	40.98% (25)	9.84% (6)	6.56% (4)	0% (0)	21.31% (13)	16.39% (10)	4.92% (3)	22.95% (14)	16.39% (10)	6.56% (4)	61
L2	100% (2)	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	2
Unreported	50% (9)	38.89% (7)	11.11% (2)	0% (0)	0% (0)	44.44% (8)	22.22% (4)	22.22% (4)	5.56% (1)	5.56% (1)	0% (0)	18
Asian Studies	66.67% (4)	50% (3)	16.67% (1)	0% (0)	0% (0)	33.33% (2)	0% (0)	0% (0)	33.33% (2)	16.67% (1)	16.67% (1)	6
L1	75% (3)	75% (3)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	25% (1)	0% (0)	25% (1)	4
L2	100% (1)	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
Unreported	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	100% (1)	0% (0)	1
Biology	62.81% (201)	46.56% (149)	12.5% (40)	3.75% (12)	0.31% (1)	25.94% (83)	6.88% (22)	4.38% (14)	25.94% (83)	19.69% (63)	6.25% (20)	320
L1	66.14% (125)	46.56% (88)	13.76% (26)	5.29% (10)	0.53% (1)	11.64% (22)	7.94% (15)	3.7% (7)	22.22% (42)	17.46% (33)	4.76% (9)	189
L2	52.83% (28)	49.06% (26)	1.89% (1)	3.77% (2)	0% (0)	9.43% (5)	3.77% (2)	5.66% (3)	37.74% (20)	22.64% (12)	15.09% (8)	53
Unreported	61.54% (48)	44.87% (35)	16.67% (13)	0% (0)	0% (0)	11.54% (9)	6.41% (5)	5.13% (4)	26.92% (21)	23.08% (18)	3.85% (3)	78
Chemistry	65.63% (21)	53.13% (17)	12.5% (4)	0% (0)	0% (0)	21.88% (7)	6.25% (2)	6.25% (2)	21.88% (7)	12.5% (4)	9.38% (3)	32
L1	68.18% (15)	54.55% (12)	13.64% (3)	0% (0)	0% (0)	4.55% (1)	0% (0)	4.55% (1)	27.27% (6)	13.64% (3)	13.64% (3)	22
L2	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	2
Unreported	62.5% (5)	62.5% (5)	0% (0)	0% (0)	0% (0)	37.5% (3)	25% (2)	12.5% (1)	0% (0)	0% (0)	0% (0)	8
Chinese Language And Culture	55.56% (5)	55.56% (5)	0% (0)	0% (0)	0% (0)	22.22% (2)	11.11% (1)	11.11% (1)	22.22% (2)	11.11% (1)	11.11% (1)	9
L1	50% (3)	50% (3)	0% (0)	0% (0)	0% (0)	33.33% (2)	16.67% (1)	16.67% (1)	16.67% (1)	16.67% (1)	0% (0)	6
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	66.67% (2)	66.67% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	33.33% (1)	0% (0)	33.33% (1)	3
Comparative Ethnic Studies	72.73% (16)	59.09% (13)	9.09% (2)	4.55% (1)	0% (0)	13.64% (3)	13.64% (3)	0% (0)	13.64% (3)	0% (0)	9.09% (2)	22
L1	73.33% (11)	66.67% (10)	6.67% (1)	0% (0)	0% (0)	20% (3)	20% (3)	0% (0)	6.67% (1)	0% (0)	0% (0)	15
L2	66.67% (2)	66.67% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	33.33% (1)	0% (0)	33.33% (1)	3

Unreported	75% (3)	25% (1)	25% (1)	25% (1)	0% (0)	0% (0)	0% (0)	0% (0)	25% (1)	0% (0)	25% (1)	4
Criminal Justice	62.57% (234)	45.72% (171)	13.1% (49)	3.21% (12)	0.53% (2)	30.48% (114)	2.67% (10)	4.28% (16)	30.48% (114)	21.39% (80)	9.09% (34)	374
L1	62.29% (147)	44.92% (106)	13.56% (32)	3.39% (8)	0.42% (1)	7.63% (18)	3.39% (8)	4.24% (10)	30.08% (71)	21.19% (50)	8.9% (21)	236
L2	56.9% (33)	46.55% (27)	6.9% (4)	3.45% (2)	0% (0)	1.72% (1)	1.72% (1)	0% (0)	41.38% (24)	25.86% (15)	15.52% (9)	58
Unreported	67.5% (54)	47.5% (38)	16.25% (13)	2.5% (2)	1.25% (1)	8.75% (7)	1.25% (1)	7.5% (6)	23.75% (19)	18.75% (15)	5% (4)	80
Digital Technology And Culture	62.5% (135)	51.85% (112)	8.8% (19)	1.39% (3)	0.46% (1)	27.78% (60)	6.02% (13)	3.7% (8)	27.78% (60)	20.37% (44)	6.94% (15)	216
L1	60.8% (76)	53.6% (67)	5.6% (7)	1.6% (2)	0% (0)	12% (15)	6.4% (8)	5.6% (7)	27.2% (34)	20.8% (26)	5.6% (7)	125
L2	68.97% (20)	58.62% (17)	10.34% (3)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	31.03% (9)	17.24% (5)	13.79% (4)	29
Unreported	62.9% (39)	45.16% (28)	14.52% (9)	1.61% (1)	1.61% (1)	9.68% (6)	8.06% (5)	1.61% (1)	27.42% (17)	20.97% (13)	6.45% (4)	62
Earth Sciences	62.5% (5)	62.5% (5)	0% (0)	0% (0)	0% (0)	25% (2)	12.5% (1)	0% (0)	25% (2)	12.5% (1)	12.5% (1)	8
L1	66.67% (4)	66.67% (4)	0% (0)	0% (0)	0% (0)	16.67% (1)	16.67% (1)	0% (0)	16.67% (1)	16.67% (1)	0% (0)	6
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	100% (1)	1
Unreported	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
English	64.24% (106)	44.24% (73)	13.94% (23)	6.06% (10)	0% (0)	18.79% (31)	3.64% (6)	13.33% (22)	18.79% (31)	14.55% (24)	4.24% (7)	165
L1	67.29% (72)	44.86% (48)	13.08% (14)	9.35% (10)	0% (0)	15.89% (17)	3.74% (4)	12.15% (13)	16.82% (18)	14.02% (15)	2.8% (3)	107
L2	41.67% (5)	25% (3)	16.67% (2)	0% (0)	0% (0)	16.67% (2)	0% (0)	16.67% (2)	41.67% (5)	33.33% (4)	8.33% (1)	12
Unreported	63.04% (29)	47.83% (22)	15.22% (7)	0% (0)	0% (0)	19.57% (9)	4.35% (2)	15.22% (7)	17.39% (8)	10.87% (5)	6.52% (3)	46
Environmental Science	64.71% (11)	58.82% (10)	0% (0)	5.88% (1)	0% (0)	29.41% (5)	5.88% (1)	0% (0)	29.41% (5)	23.53% (4)	5.88% (1)	17
L1	73.33% (11)	66.67% (10)	0% (0)	6.67% (1)	0% (0)	6.67% (1)	6.67% (1)	0% (0)	20% (3)	13.33% (2)	6.67% (1)	15
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	100% (1)	0% (0)	1
Unreported	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	100% (1)	0% (0)	1
Fine Arts	56.25% (27)	50% (24)	4.17% (2)	2.08% (1)	0% (0)	37.5% (18)	2.08% (1)	4.17% (2)	37.5% (18)	22.92% (11)	14.58% (7)	48
L1	64.1% (25)	56.41% (22)	5.13% (2)	2.56% (1)	0% (0)	7.69% (3)	2.56% (1)	5.13% (2)	28.21% (11)	17.95% (7)	10.26% (4)	39
L2	14.29% (1)	14.29% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	85.71% (6)	57.14% (4)	28.57% (2)	7
Unreported	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)	0% (0)	50% (1)	2
French	63.64% (7)	45.45% (5)	18.18% (2)	0% (0)	0% (0)	27.27% (3)	0% (0)	9.09% (1)	27.27% (3)	27.27% (3)	0% (0)	11
L1	60% (6)	40% (4)	20% (2)	0% (0)	0% (0)	10% (1)	0% (0)	10% (1)	30% (3)	30% (3)	0% (0)	10
L2												0
Unreported	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
General	64.91%	47.37%	15.79%	1.75%	0%	29.82%	3.51%	0%	29.82%	22.81%	7.02%	57

Biological Sciences	(37)	(27)	(9)	(1)	(0)	(17)	(2)	(0)	(17)	(13)	(4)	
L1	71.05% (27)	47.37% (18)	23.68% (9)	0% (0)	0% (0)	2.63% (1)	2.63% (1)	0% (0)	23.68% (9)	15.79% (6)	7.89% (3)	38
L2	37.5% (3)	37.5% (3)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	62.5% (5)	50% (4)	12.5% (1)	8
Unreported	63.64% (7)	54.55% (6)	0% (0)	9.09% (1)	0% (0)	9.09% (1)	9.09% (1)	0% (0)	27.27% (3)	27.27% (3)	0% (0)	11
General Humanities	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
L1	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
General Physical Sciences	60% (6)	50% (5)	10% (1)	0% (0)	0% (0)	30% (3)	10% (1)	0% (0)	30% (3)	10% (1)	20% (2)	10
L1	66.67% (6)	55.56% (5)	11.11% (1)	0% (0)	0% (0)	11.11% (1)	11.11% (1)	0% (0)	22.22% (2)	11.11% (1)	11.11% (1)	9
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	100% (1)	1
General Studies - Linguistics	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
L1	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
General Studies Basic Med Sciences	82.22% (37)	62.22% (28)	15.56% (7)	4.44% (2)	0% (0)	13.33% (6)	4.44% (2)	0% (0)	13.33% (6)	8.89% (4)	2.22% (1)	45
L1	85.19% (23)	66.67% (18)	14.81% (4)	3.7% (1)	0% (0)	3.7% (1)	3.7% (1)	0% (0)	11.11% (3)	7.41% (2)	0% (0)	27
L2	77.78% (7)	44.44% (4)	22.22% (2)	11.11% (1)	0% (0)	11.11% (1)	11.11% (1)	0% (0)	11.11% (1)	0% (0)	11.11% (1)	9
Unreported	77.78% (7)	66.67% (6)	11.11% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	22.22% (2)	22.22% (2)	0% (0)	9
General Studies Humanities	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
L1	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Geology	58.33% (7)	58.33% (7)	0% (0)	0% (0)	0% (0)	16.67% (2)	16.67% (2)	8.33% (1)	16.67% (2)	16.67% (2)	0% (0)	12
L1	50% (5)	50% (5)	0% (0)	0% (0)	0% (0)	30% (3)	20% (2)	10% (1)	20% (2)	20% (2)	0% (0)	10
L2	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
Unreported	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
German For The Professions	33.33% (1)	33.33% (1)	0% (0)	0% (0)	0% (0)	0% (0)	33.33% (1)	33.33% (1)	0% (0)	0% (0)	0% (0)	3
L1	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
L2	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1

Unreported	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (2)	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	2
History	60.84% (87)	44.76% (64)	12.59% (18)	3.5% (5)	0% (0)	23.78% (34)	4.9% (7)	10.49% (15)	23.78% (34)	16.78% (24)	6.29% (9)	143
L1	58% (58)	45% (45)	10% (10)	3% (3)	0% (0)	17% (17)	6% (6)	11% (11)	25% (25)	20% (20)	4% (4)	100
L2	42.86% (3)	42.86% (3)	0% (0)	0% (0)	0% (0)	14.29% (1)	% (1)	0% (0)	42.86% (3)	14.29% (1)	28.57% (2)	7
Unreported	72.22% (26)	44.44% (16)	22.22% (8)	5.56% (2)	0% (0)	11.11% (4)	0% (0)	% (4)	16.67% (6)	8.33% (3)	8.33% (3)	36
Humanities	58.48% (100)	49.12% (84)	7.02% (12)	2.34% (4)	0% (0)	26.9% (46)	6.43% (11)	8.19% (14)	26.9% (46)	16.96% (29)	9.94% (17)	171
L1	67.59% (73)	55.56% (60)	9.26% (10)	2.78% (3)	0% (0)	13.89% (15)	6.48% (7)	7.41% (8)	18.52% (20)	12.04% (13)	6.48% (7)	108
L2	23.81% (5)	19.05% (4)	4.76% (1)	0% (0)	0% (0)	9.52% (2)	4.76% (1)	4.76% (1)	66.67% (14)	28.57% (6)	38.1% (8)	21
Unreported	52.38% (22)	47.62% (20)	2.38% (1)	2.38% (1)	0% (0)	19.05% (8)	7.14% (3)	11.9% (5)	28.57% (12)	23.81% (10)	4.76% (2)	42
Linguistics	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	50% (1)	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	2
L1	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	100% (1)	0% (0)	1
Mathematics	43.04% (34)	30.38% (24)	11.39% (9)	1.27% (1)	0% (0)	37.97% (30)	8.86% (7)	7.59% (6)	37.97% (30)	24.05% (19)	13.92% (11)	79
L1	55.81% (24)	39.53% (17)	16.28% (7)	0% (0)	0% (0)	18.6% (8)	% (5)	6.98% (3)	25.58% (11)	23.26% (10)	2.33% (1)	43
L2	11.11% (2)	11.11% (2)	0% (0)	0% (0)	0% (0)	16.67% (3)	0% (0)	% (2)	72.22% (13)	22.22% (4)	50% (9)	18
Unreported	44.44% (8)	27.78% (5)	11.11% (2)	5.56% (1)	0% (0)	22.22% (4)	% (2)	5.56% (1)	33.33% (6)	27.78% (5)	5.56% (1)	18
Music	66.67% (2)	66.67% (2)	0% (0)	0% (0)	0% (0)	33.33% (1)	0% (0)	0% (0)	33.33% (1)	33.33% (1)	0% (0)	3
L1	100% (2)	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	2
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	100% (1)	0% (0)	1
Unreported												0
Music Education	58.82% (10)	58.82% (10)	0% (0)	0% (0)	0% (0)	35.29% (6)	0% (0)	5.88% (1)	35.29% (6)	11.76% (2)	17.65% (3)	17
L1	50% (5)	50% (5)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (5)	20% (2)	20% (2)	10
L2	66.67% (2)	66.67% (2)	0% (0)	0% (0)	0% (0)	33.33% (1)	0% (0)	% (1)	0% (0)	0% (0)	0% (0)	3
Unreported	75% (3)	75% (3)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	25% (1)	0% (0)	25% (1)	4
Music Performance	50% (7)	35.71% (5)	14.29% (2)	0% (0)	0% (0)	35.71% (5)	0% (0)	14.29% (2)	35.71% (5)	28.57% (4)	7.14% (1)	14
L1	57.14% (4)	42.86% (3)	14.29% (1)	0% (0)	0% (0)	14.29% (1)	0% (0)	% (1)	28.57% (2)	28.57% (2)	0% (0)	7
L2	66.67% (2)	33.33% (1)	33.33% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	33.33% (1)	0% (0)	33.33% (1)	3
Unreported	25%	25%	0%	0%	0%	25%	0%	25%	50%	50%	0%	4

	(1)	(1)	(0)	(0)	(0)	(1)	(0)	(1)	(2)	(2)	(0)	
Philosophy	68.57% (24)	60% (21)	5.71% (2)	2.86% (1)	0% (0)	14.29% (5)	5.71% (2)	11.43% (4)	14.29% (5)	14.29% (5)	0% (0)	35
L1	78.26% (18)	65.22% (15)	8.7% (2)	4.35% (1)	0% (0)	13.04% (3)	4.35% (1)	8.7% (2)	8.7% (2)	8.7% (2)	0% (0)	23
L2	33.33% (1)	33.33% (1)	0% (0)	0% (0)	0% (0)	33.33% (1)	0% (0)	33.33% (1)	33.33% (1)	33.33% (1)	0% (0)	3
Unreported	55.56% (5)	55.56% (5)	0% (0)	0% (0)	0% (0)	22.22% (2)	11.11% (1)	11.11% (1)	22.22% (2)	22.22% (2)	0% (0)	9
Physics	52.17% (12)	39.13% (9)	13.04% (3)	0% (0)	0% (0)	34.78% (8)	0% (0)	13.04% (3)	34.78% (8)	30.43% (7)	4.35% (1)	23
L1	47.37% (9)	36.84% (7)	10.53% (2)	0% (0)	0% (0)	10.53% (2)	0% (0)	10.53% (2)	42.11% (8)	36.84% (7)	5.26% (1)	19
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	75% (3)	50% (2)	25% (1)	0% (0)	0% (0)	25% (1)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)	4
Political Science	56.39% (75)	47.37% (63)	9.02% (12)	0% (0)	0% (0)	28.57% (38)	6.77% (9)	8.27% (11)	28.57% (38)	19.55% (26)	9.02% (12)	133
L1	53.33% (48)	43.33% (39)	10% (9)	0% (0)	0% (0)	17.78% (16)	8.89% (8)	8.89% (8)	28.89% (26)	21.11% (19)	7.78% (7)	90
L2	56.52% (13)	47.83% (11)	8.7% (2)	0% (0)	0% (0)	4.35% (1)	0% (0)	4.35% (1)	39.13% (9)	26.09% (6)	13.04% (3)	23
Unreported	70% (14)	65% (13)	5% (1)	0% (0)	0% (0)	15% (3)	5% (1)	10% (2)	15% (3)	5% (1)	10% (2)	20
Psychology	64.22% (341)	49.15% (261)	12.81% (68)	2.26% (12)	0% (0)	25.05% (133)	5.46% (29)	5.27% (28)	25.05% (133)	19.96% (106)	4.71% (25)	531
L1	64.25% (230)	49.44% (177)	13.13% (47)	1.68% (6)	0% (0)	11.17% (40)	6.15% (22)	5.03% (18)	24.58% (88)	20.11% (72)	4.47% (16)	358
L2	57.63% (34)	44.07% (26)	10.17% (6)	3.39% (2)	0% (0)	16.95% (10)	6.78% (4)	10.17% (6)	25.42% (15)	20.34% (12)	5.08% (3)	59
Unreported	67.54% (77)	50.88% (58)	13.16% (15)	3.51% (4)	0% (0)	6.14% (7)	2.63% (3)	3.51% (4)	26.32% (30)	19.3% (22)	5.26% (6)	114
Public Affairs	75.76% (25)	54.55% (18)	18.18% (6)	3.03% (1)	0% (0)	18.18% (6)	0% (0)	6.06% (2)	18.18% (6)	15.15% (5)	3.03% (1)	33
L1	58.82% (10)	29.41% (5)	29.41% (5)	0% (0)	0% (0)	11.76% (2)	0% (0)	11.76% (2)	29.41% (5)	23.53% (4)	5.88% (1)	17
L2	75% (3)	50% (2)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)	0% (0)	25% (1)	25% (1)	0% (0)	4
Unreported	100% (12)	91.67% (11)	8.33% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	12
Social Sciences	55.95% (367)	45.43% (298)	9.15% (60)	1.07% (7)	0.3% (2)	35.06% (230)	5.18% (34)	3.66% (24)	35.06% (230)	20.12% (132)	14.48% (95)	656
L1	58% (250)	46.17% (199)	10.44% (45)	1.16% (5)	0.23% (1)	9.28% (40)	4.87% (21)	4.18% (18)	32.71% (141)	19.49% (84)	12.76% (55)	431
L2	40.23% (35)	33.33% (29)	5.75% (5)	0% (0)	1.15% (1)	5.75% (5)	4.6% (4)	1.15% (1)	54.02% (47)	27.59% (24)	25.29% (22)	87
Unreported	59.42% (82)	50.72% (70)	7.25% (10)	1.45% (2)	0% (0)	10.14% (14)	6.52% (9)	3.62% (5)	30.43% (42)	17.39% (24)	13.04% (18)	138
Social Studies	77.78% (7)	77.78% (7)	0% (0)	0% (0)	0% (0)	11.11% (1)	11.11% (1)	0% (0)	11.11% (1)	11.11% (1)	0% (0)	9
L1	80% (4)	80% (4)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	20% (1)	20% (1)	0% (0)	5
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	75% (3)	75% (3)	0% (0)	0% (0)	0% (0)	25% (1)	25% (1)	0% (0)	0% (0)	0% (0)	0% (0)	4
Sociology	62.16% (46)	45.95% (34)	13.51% (10)	2.7% (2)	0% (0)	28.38% (21)	2.7% (2)	6.76% (5)	28.38% (21)	22.97% (17)	5.41% (4)	74

L1	56.41% (22)	46.15% (18)	7.69% (3)	2.56% (1)	0% (0)	12.82% (5)	5.13% (2)	7.69% (3)	30.77% (12)	28.21% (11)	2.56% (1)	39
L2	54.55% (6)	45.45% (5)	9.09% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	45.45% (5)	18.18% (2)	27.27% (3)	11
Unreported	75% (18)	45.83% (11)	25% (6)	4.17% (1)	0% (0)	8.33% (2)	0% (0)	8.33% (2)	16.67% (4)	16.67% (4)	0% (0)	24
Spanish	71.43% (15)	42.86% (9)	19.05% (4)	9.52% (2)	0% (0)	23.81% (5)	4.76% (1)	0% (0)	23.81% (5)	23.81% (5)	0% (0)	21
L1	100% (9)	55.56% (5)	33.33% (3)	11.11% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	9
L2	42.86% (3)	28.57% (2)	14.29% (1)	0% (0)	0% (0)	14.29% (1)	14.29% (1)	0% (0)	42.86% (3)	42.86% (3)	0% (0)	7
Unreported	60% (3)	40% (2)	0% (0)	20% (1)	0% (0)	0% (0)	0% (0)	0% (0)	40% (2)	40% (2)	0% (0)	5
Spanish For The Professions	100% (2)	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	2
L1	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	100% (1)	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1
Women's Studies	72.73% (8)	45.45% (5)	18.18% (2)	9.09% (1)	0% (0)	18.18% (2)	0% (0)	9.09% (1)	18.18% (2)	9.09% (1)	9.09% (1)	11
L1	66.67% (4)	50% (3)	16.67% (1)	0% (0)	0% (0)	16.67% (1)	0% (0)	16.67% (1)	16.67% (1)	0% (0)	16.67% (1)	6
L2	50% (1)	0% (0)	0% (0)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	2
Unreported	100% (3)	66.67% (2)	33.33% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	3
Zoology	63.66% (296)	52.04% (242)	10.11% (47)	1.29% (6)	0.22% (1)	27.74% (129)	3.87% (18)	4.73% (22)	27.74% (129)	20.43% (95)	7.31% (34)	465
L1	69.18% (193)	58.06% (162)	9.68% (27)	1.43% (4)	0% (0)	9.32% (26)	4.3% (12)	5.02% (14)	21.51% (60)	17.2% (48)	4.3% (12)	279
L2	48.28% (42)	43.68% (38)	3.45% (3)	0% (0)	1.15% (1)	6.9% (6)	3.45% (3)	3.45% (3)	44.83% (39)	31.03% (27)	13.79% (12)	87
Unreported	61.62% (61)	42.42% (42)	17.17% (17)	2.02% (2)	0% (0)	8.08% (8)	3.03% (3)	5.05% (5)	30.3% (30)	20.2% (20)	10.1% (10)	99
College of Education	66.1% (431)	54.75% (357)	63.8% (416)	2.15% (14)	0.15% (1)	26.84% (175)	4.14% (27)	2.91% (19)	26.84% (175)	19.63% (128)	7.06% (46)	652
L1	66.32% (319)	55.3% (266)	9.36% (45)	1.66% (8)	0% (0)	7.48% (36)	4.37% (21)	3.12% (15)	26.2% (126)	20.17% (97)	5.82% (28)	481
L2	63.27% (31)	48.98% (24)	10.2% (5)	2.04% (1)	2.04% (1)	4.08% (2)	4.08% (2)	0% (0)	32.65% (16)	14.29% (7)	18.37% (9)	49
Unreported	66.39% (81)	54.92% (67)	7.38% (9)	4.1% (5)	0% (0)	6.56% (8)	3.28% (4)	3.28% (4)	27.05% (33)	19.67% (24)	7.38% (9)	122
Athletic Training	59.09% (26)	56.82% (25)	2.27% (1)	0% (0)	0% (0)	38.64% (17)	0% (0)	2.27% (1)	38.64% (17)	29.55% (13)	6.82% (3)	44
L1	55.26% (21)	52.63% (20)	2.63% (1)	0% (0)	0% (0)	2.63% (1)	0% (0)	2.63% (1)	42.11% (16)	31.58% (12)	7.89% (3)	38
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	83.33% (5)	83.33% (5)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	16.67% (1)	16.67% (1)	0% (0)	6
Elementary Education	70.38% (183)	54.23% (141)	11.92% (31)	3.85% (10)	0.38% (1)	23.08% (60)	3.46% (9)	3.08% (8)	23.08% (60)	15.38% (40)	7.69% (20)	260
L1	72.93% (132)	57.46% (104)	12.71% (23)	2.76% (5)	0% (0)	6.08% (11)	3.31% (6)	2.76% (5)	20.99% (38)	16.02% (29)	4.97% (9)	181
L2	60.87% (14)	43.48% (10)	8.7% (2)	4.35% (1)	4.35% (1)	4.35% (1)	4.35% (1)	0% (0)	34.78% (8)	8.7% (2)	26.09% (6)	23

Unreported	66.07% (37)	48.21% (27)	10.71% (6)	7.14% (4)	0% (0)	8.93% (5)	3.57% (2)	5.36% (3)	25% (14)	16.07% (9)	8.93% (5)	56
Health And Fitness	54.55% (6)	45.45% (5)	9.09% (1)	0% (0)	0% (0)	27.27% (3)	9.09% (1)	9.09% (1)	27.27% (3)	9.09% (1)	18.18% (2)	11
L1	57.14% (4)	57.14% (4)	0% (0)	0% (0)	0% (0)	14.29% (1)	% (1)	0% (0)	28.57% (2)	14.29% (1)	14.29% (1)	7
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	100% (1)	1
Unreported	66.67% (2)	33.33% (1)	33.33% (1)	0% (0)	0% (0)	33.33% (1)	0% (0)	% (1)	0% (0)	0% (0)	0% (0)	3
Movement Studies	63.92% (62)	50.52% (49)	11.34% (11)	2.06% (2)	0% (0)	23.71% (23)	7.22% (7)	5.15% (5)	23.71% (23)	19.59% (19)	4.12% (4)	97
L1	63.86% (53)	50.6% (42)	10.84% (9)	2.41% (2)	0% (0)	14.46% (12)	8.43% (7)	6.02% (5)	21.69% (18)	18.07% (15)	3.61% (3)	83
L2	70% (7)	50% (5)	20% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	30% (3)	20% (2)	10% (1)	10
Unreported	50% (2)	50% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	0% (0)	4
Sport Management	59.54% (78)	55.73% (73)	3.05% (4)	0.76% (1)	0% (0)	34.35% (45)	4.58% (6)	1.53% (2)	34.35% (45)	24.43% (32)	9.92% (13)	131
L1	56.84% (54)	52.63% (50)	3.16% (3)	1.05% (1)	0% (0)	5.26% (5)	3.16% (3)	2.11% (2)	37.89% (36)	28.42% (27)	9.47% (9)	95
L2	60% (3)	60% (3)	0% (0)	0% (0)	0% (0)	20% (1)	20% (1)	0% (0)	20% (1)	0% (0)	20% (1)	5
Unreported	67.74% (21)	64.52% (20)	3.23% (1)	0% (0)	0% (0)	6.45% (2)	6.45% (2)	0% (0)	25.81% (8)	16.13% (5)	9.68% (3)	31
Sport Science	69.72% (76)	58.72% (64)	10.09% (11)	0.92% (1)	0% (0)	24.77% (27)	3.67% (4)	1.83% (2)	24.77% (27)	21.1% (23)	3.67% (4)	109
L1	71.43% (55)	59.74% (46)	11.69% (9)	0% (0)	0% (0)	7.79% (6)	5.19% (4)	2.6% (2)	20.78% (16)	16.88% (13)	3.9% (3)	77
L2	70% (7)	60% (6)	10% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	30% (3)	30% (3)	0% (0)	10
Unreported	63.64% (14)	54.55% (12)	4.55% (1)	4.55% (1)	0% (0)	0% (0)	0% (0)	0% (0)	36.36% (8)	31.82% (7)	4.55% (1)	22
College of Medical Sciences	61.22% (30)	57.14% (28)	61.22% (30)	0% (0)	0% (0)	24.49% (12)	8.16% (4)	6.12% (3)	24.49% (12)	20.41% (10)	4.08% (2)	49
L1	53.57% (15)	50% (14)	3.57% (1)	0% (0)	0% (0)	25% (7)	14.29% (4)	10.71% (3)	21.43% (6)	14.29% (4)	7.14% (2)	28
L2	57.14% (4)	57.14% (4)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	42.86% (3)	42.86% (3)	0% (0)	7
Unreported	78.57% (11)	71.43% (10)	7.14% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	21.43% (3)	21.43% (3)	0% (0)	14
Speech And Hearing Sciences	61.22% (30)	57.14% (28)	4.08% (2)	0% (0)	0% (0)	24.49% (12)	8.16% (4)	6.12% (3)	24.49% (12)	20.41% (10)	4.08% (2)	49
L1	53.57% (15)	50% (14)	3.57% (1)	0% (0)	0% (0)	25% (7)	% (4)	% (3)	21.43% (6)	14.29% (4)	7.14% (2)	28
L2	57.14% (4)	57.14% (4)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	42.86% (3)	42.86% (3)	0% (0)	7
Unreported	78.57% (11)	71.43% (10)	7.14% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	21.43% (3)	21.43% (3)	0% (0)	14
College of Nursing	60.27% (267)	45.82% (203)	58.69% (260)	1.58% (7)	0% (0)	30.25% (134)	3.61% (16)	5.64% (25)	30.25% (134)	22.8% (101)	6.55% (29)	443
L1	64.29% (162)	48.02% (121)	14.29% (36)	1.98% (5)	0% (0)	10.32% (26)	3.97% (10)	6.35% (16)	25% (63)	19.05% (48)	5.16% (13)	252
L2	46.34% (38)	37.8% (31)	7.32% (6)	1.22% (1)	0% (0)	6.1% (5)	3.66% (3)	2.44% (2)	47.56% (39)	34.15% (28)	13.41% (11)	82

Unreported	61.47% (67)	46.79% (51)	13.76% (15)	0.92% (1)	0% (0)	9.17% (10)	2.75% (3)	6.42% (7)	29.36% (32)	22.94% (25)	4.59% (5)	109
Family Nurse Practitioner	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	100% (1)	0% (0)	100% (1)	1
L1	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Unreported	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	100% (1)	1
Nursing	60.41% (267)	45.93% (203)	12.9% (57)	1.58% (7)	0% (0)	30.09% (133)	3.62% (16)	5.66% (25)	30.09% (133)	22.85% (101)	6.33% (28)	442
L1	64.29% (162)	48.02% (121)	14.29% (36)	1.98% (5)	0% (0)	10.32% (26)	3.97% (10)	6.35% (16)	25% (63)	19.05% (48)	5.16% (13)	252
L2	46.34% (38)	37.8% (31)	7.32% (6)	1.22% (1)	0% (0)	6.1% (5)	3.66% (3)	2.44% (2)	47.56% (39)	34.15% (28)	13.41% (11)	82
Unreported	62.04% (67)	47.22% (51)	13.89% (15)	0.93% (1)	0% (0)	9.26% (10)	2.78% (3)	6.48% (7)	28.7% (31)	23.15% (25)	3.7% (4)	108
College of Veterinary Medicine	68.57% (168)	43.67% (107)	64.08% (157)	4.49% (11)	0% (0)	18.78% (46)	5.31% (13)	7.35% (18)	18.78% (46)	13.47% (33)	4.08% (10)	245
L1	68.05% (115)	42.6% (72)	20.71% (35)	5.33% (9)	0% (0)	14.2% (24)	5.92% (10)	8.28% (14)	17.75% (30)	13.61% (23)	2.96% (5)	169
L2	69.7% (23)	48.48% (16)	15.15% (5)	6.06% (2)	0% (0)	9.09% (3)	3.03% (1)	6.06% (2)	21.21% (7)	9.09% (3)	12.12% (4)	33
Unreported	69.77% (30)	44.19% (19)	25.58% (11)	0% (0)	0% (0)	9.3% (4)	4.65% (2)	4.65% (2)	20.93% (9)	16.28% (7)	2.33% (1)	43
Biochemistry	81.4% (35)	46.51% (20)	30.23% (13)	4.65% (2)	0% (0)	11.63% (5)	2.33% (1)	4.65% (2)	11.63% (5)	6.98% (3)	4.65% (2)	43
L1	88% (22)	48% (12)	32% (8)	8% (2)	0% (0)	8% (2)	4% (1)	4% (1)	4% (1)	4% (1)	0% (0)	25
L2	85.71% (6)	57.14% (4)	28.57% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	14.29% (1)	0% (0)	14.29% (1)	7
Unreported	63.64% (7)	36.36% (4)	27.27% (3)	0% (0)	0% (0)	9.09% (1)	0% (0)	9.09% (1)	27.27% (3)	18.18% (2)	9.09% (1)	11
Genetics And Cell Biology	65.52% (19)	51.72% (15)	10.34% (3)	3.45% (1)	0% (0)	13.79% (4)	17.24% (5)	3.45% (1)	13.79% (4)	6.9% (2)	6.9% (2)	29
L1	66.67% (12)	50% (9)	11.11% (2)	5.56% (1)	0% (0)	16.67% (3)	16.67% (3)	0% (0)	16.67% (3)	5.56% (1)	11.11% (2)	18
L2	57.14% (4)	42.86% (3)	14.29% (1)	0% (0)	0% (0)	28.57% (2)	14.29% (1)	14.29% (1)	14.29% (1)	14.29% (1)	0% (0)	7
Unreported	75% (3)	75% (3)	0% (0)	0% (0)	0% (0)	25% (1)	25% (1)	0% (0)	0% (0)	0% (0)	0% (0)	4
Microbiology	68.29% (28)	39.02% (16)	24.39% (10)	4.88% (2)	0% (0)	17.07% (7)	2.44% (1)	12.2% (5)	17.07% (7)	9.76% (4)	4.88% (2)	41
L1	75.86% (22)	44.83% (13)	27.59% (8)	3.45% (1)	0% (0)	17.24% (5)	3.45% (1)	13.79% (4)	6.9% (2)	6.9% (2)	0% (0)	29
L2	50% (3)	33.33% (2)	0% (0)	16.67% (1)	0% (0)	0% (0)	0% (0)	0% (0)	50% (3)	16.67% (1)	33.33% (2)	6
Unreported	50% (3)	16.67% (1)	33.33% (2)	0% (0)	0% (0)	16.67% (1)	0% (0)	16.67% (1)	33.33% (2)	16.67% (1)	0% (0)	6
Neuroscience	65.85% (27)	39.02% (16)	24.39% (10)	2.44% (1)	0% (0)	19.51% (8)	4.88% (2)	9.76% (4)	19.51% (8)	17.07% (7)	0% (0)	41
L1	63.33% (19)	40% (12)	20% (6)	3.33% (1)	0% (0)	16.67% (5)	3.33% (1)	13.33% (4)	20% (6)	16.67% (5)	0% (0)	30
L2	100% (3)	66.67% (2)	33.33% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	3

Unreported	62.5% (5)	25% (2)	37.5% (3)	0% (0)	0% (0)	12.5% (1)	12.5% (1)	0% (0)	25% (2)	25% (2)	0% (0)	8
Nutrition												
Exercise	57.45% (27)	46.81% (22)	10.64% (5)	2.13% (1)	0% (0)	27.66% (13)	8.51% (4)	6.38% (3)	27.66% (13)	19.15% (9)	6.38% (3)	47
Physiology							12.12					
L1	51.52% (17)	36.36% (12)	15.15% (5)	3.03% (1)	0% (0)	21.21% (7)	% (4)	9.09% (3)	27.27% (9)	18.18% (6)	6.06% (2)	33
L2	50% (2)	50% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (2)	25% (1)	25% (1)	4
Unreported	80% (8)	80% (8)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	20% (2)	20% (2)	0% (0)	10
Pharmacy	73.08% (19)	34.62% (9)	30.77% (8)	7.69% (2)	0% (0)	23.08% (6)	0% (0)	3.85% (1)	23.08% (6)	23.08% (6)	0% (0)	26
L1	65% (13)	35% (7)	25% (5)	5% (1)	0% (0)	5% (1)	0% (0)	5% (1)	30% (6)	30% (6)	0% (0)	20
L2	100% (4)	50% (2)	25% (1)	25% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	4
Unreported	100% (2)	0% (0)	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	2
Veterinary				11.11				11.11				
Medicine	72.22% (13)	50% (9)	11.11% (2)	% (2)	0% (0)	16.67% (3)	0% (0)	% (2)	16.67% (3)	11.11% (2)	5.56% (1)	18
L1	71.43% (10)	50% (7)	7.14% (1)	% (2)	0% (0)	7.14% (1)	0% (0)	7.14% (1)	21.43% (3)	14.29% (2)	7.14% (1)	14
L2	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)	0% (0)	2
Unreported	100% (2)	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	2
Edward R. Murrow College of Communication	68.45% (371)	58.3% (316)	67.53% (366)	0.92% (5)	0% (0)	21.96% (119)	5.72% (31)	3.69% (20)	21.96% (119)	13.28% (72)	8.49% (46)	542
L1	69.53% (267)	59.11% (227)	9.64% (37)	0.78% (3)	0% (0)	10.42% (40)	6.25% (24)	3.91% (15)	20.05% (77)	13.54% (52)	6.25% (24)	384
L2	53.49% (23)	39.53% (17)	13.95% (6)	0% (0)	0% (0)	9.3% (4)	6.98% (3)	2.33% (1)	37.21% (16)	13.95% (6)	23.26% (10)	43
Unreported	70.43% (81)	62.61% (72)	6.09% (7)	1.74% (2)	0% (0)	6.96% (8)	3.48% (4)	3.48% (4)	22.61% (26)	12.17% (14)	10.43% (12)	115
Communication	80% (4)	60% (3)	20% (1)	0% (0)	0% (0)	0% (0)	20% (1)	0% (0)	0% (0)	0% (0)	0% (0)	5
L1	66.67% (2)	66.67% (2)	0% (0)	0% (0)	0% (0)	33.33% (1)	% (1)	0% (0)	0% (0)	0% (0)	0% (0)	3
L2	100% (2)	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	2
Unreported	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0
Communication And Society	66.67% (22)	54.55% (18)	9.09% (3)	3.03% (1)	0% (0)	27.27% (9)	3.03% (1)	3.03% (1)	27.27% (9)	18.18% (6)	9.09% (3)	33
L1	68.42% (13)	52.63% (10)	10.53% (2)	5.26% (1)	0% (0)	10.53% (2)	5.26% (1)	5.26% (1)	21.05% (4)	15.79% (3)	5.26% (1)	19
L2	60% (3)	60% (3)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	40% (2)	20% (1)	20% (1)	5
Unreported	66.67% (6)	55.56% (5)	11.11% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	33.33% (3)	22.22% (2)	11.11% (1)	9
Journalism & Media Production	61.54% (88)	52.45% (75)	9.09% (13)	0% (0)	0% (0)	25.17% (36)	6.29% (9)	6.99% (10)	25.17% (36)	15.38% (22)	9.79% (14)	143
L1	61.96% (57)	52.17% (48)	9.78% (9)	0% (0)	0% (0)	15.22% (14)	7.61% (7)	7.61% (7)	22.83% (21)	18.48% (17)	4.35% (4)	92
L2	36.36% (4)	27.27% (3)	9.09% (1)	0% (0)	0% (0)	18.18% (2)	9.09% (1)	9.09% (1)	45.45% (5)	9.09% (1)	36.36% (4)	11

Unreported	67.5% (27)	60% (24)	7.5% (3)	0% (0)	0% (0)	7.5% (3)	2.5% (1)	5% (2)	25% (10)	10% (4)	15% (6)	40
Strategic Communication	71.19% (257)	60.94% (220)	9.14% (33)	1.11% (4)	0% (0)	20.5% (74)	5.54% (20)	2.49% (9)	20.5% (74)	12.19% (44)	8.03% (29)	361
L1	72.22% (195)	61.85% (167)	9.63% (26)	0.74% (2)	0% (0)	8.52% (23)	5.56% (15)	2.59% (7)	19.26% (52)	11.85% (32)	7.04% (19)	270
L2	56% (14)	40% (10)	16% (4)	0% (0)	0% (0)	8% (2)	8% (2)	0% (0)	36% (9)	16% (4)	20% (5)	25
Unreported	72.73% (48)	65.15% (43)	4.55% (3)	3.03% (2)	0% (0)	7.58% (5)	4.55% (3)	3.03% (2)	19.7% (13)	12.12% (8)	7.58% (5)	66
Voiland College of Engineering and Architecture	58.97% (848)	48.54% (698)	57.16% (822)	1.53% (22)	0.28% (4)	31.43% (452)	5.42% (78)	4.1% (59)	31.43% (452)	19.82% (285)	11.54% (166)	1438
L1	63.08% (545)	51.5% (445)	9.61% (83)	1.85% (16)	0% (0)	10.53% (91)	6.02% (52)	4.51% (39)	26.39% (228)	17.59% (152)	8.68% (75)	864
L2	41.57% (106)	36.08% (92)	4.31% (11)	0.78% (2)	0.39% (1)	6.27% (16)	3.53% (9)	2.35% (6)	52.16% (133)	27.06% (69)	25.1% (64)	255
Unreported	61.76% (197)	50.47% (161)	9.09% (29)	1.25% (4)	0.94% (3)	9.72% (31)	5.33% (17)	4.39% (14)	28.53% (91)	20.06% (64)	8.46% (27)	319
Architectural Studies	68.12% (47)	56.52% (39)	10.14% (7)	1.45% (1)	0% (0)	27.54% (19)	2.9% (2)	1.45% (1)	27.54% (19)	8.7% (6)	18.84% (13)	69
L1	76.92% (30)	58.97% (23)	15.38% (6)	2.56% (1)	0% (0)	5.13% (2)	2.56% (1)	2.56% (1)	17.95% (7)	5.13% (2)	12.82% (5)	39
L2	40.91% (9)	36.36% (8)	4.55% (1)	0% (0)	0% (0)	4.55% (1)	4.55% (1)	0% (0)	54.55% (12)	18.18% (4)	36.36% (8)	22
Unreported	100% (8)	100% (8)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	8
Bioengineering	67.5% (27)	47.5% (19)	20% (8)	0% (0)	0% (0)	20% (8)	5% (2)	7.5% (3)	20% (8)	17.5% (7)	2.5% (1)	40
L1	61.54% (16)	42.31% (11)	19.23% (5)	0% (0)	0% (0)	15.38% (4)	7.69% (2)	7.69% (2)	23.08% (6)	19.23% (5)	3.85% (1)	26
L2	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	2
Unreported	83.33% (10)	58.33% (7)	25% (3)	0% (0)	0% (0)	8.33% (1)	0% (0)	8.33% (1)	8.33% (1)	8.33% (1)	0% (0)	12
Chemical Engineering	59.46% (66)	50.45% (56)	8.11% (9)	0% (0)	0.9% (1)	31.53% (35)	4.5% (5)	4.5% (5)	31.53% (35)	20.72% (23)	10.81% (12)	111
L1	64.18% (43)	53.73% (36)	10.45% (7)	0% (0)	0% (0)	13.43% (9)	7.46% (5)	5.97% (4)	22.39% (15)	10.45% (7)	11.94% (8)	67
L2	44% (11)	40% (10)	4% (1)	0% (0)	0% (0)	4% (1)	0% (0)	4% (1)	52% (13)	40% (10)	12% (3)	25
Unreported	63.16% (12)	52.63% (10)	5.26% (1)	0% (0)	5.26% (1)	0% (0)	0% (0)	0% (0)	36.84% (7)	31.58% (6)	5.26% (1)	19
Civil Engineering	60.49% (147)	51.85% (126)	7% (17)	1.65% (4)	0% (0)	32.1% (78)	5.35% (13)	1.65% (4)	32.1% (78)	17.7% (43)	13.99% (34)	243
L1	69.18% (110)	58.49% (93)	8.81% (14)	1.89% (3)	0% (0)	7.55% (12)	5.03% (8)	2.52% (4)	23.27% (37)	14.47% (23)	8.18% (13)	159
L2	27.5% (11)	25% (10)	2.5% (1)	0% (0)	0% (0)	5% (2)	2.5% (1)	0% (0)	67.5% (27)	37.5% (15)	30% (12)	40
Unreported	59.09% (26)	52.27% (23)	4.55% (2)	2.27% (1)	0% (0)	9.09% (4)	9.09% (4)	0% (0)	31.82% (14)	11.36% (5)	20.45% (9)	44
Computer Engineering	58.14% (25)	48.84% (21)	9.3% (4)	0% (0)	0% (0)	30.23% (13)	6.98% (3)	4.65% (2)	30.23% (13)	16.28% (7)	13.95% (6)	43
L1	55.17% (16)	41.38% (12)	13.79% (4)	0% (0)	0% (0)	13.79% (4)	10.34% (3)	3.45% (1)	31.03% (9)	20.69% (6)	10.34% (3)	29
L2	50% (3)	50% (3)	0% (0)	0% (0)	0% (0)	16.67% (1)	0% (0)	16.67% (1)	33.33% (2)	0% (0)	33.33% (2)	6
Unreported	75% (6)	75% (6)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	25% (2)	12.5% (1)	12.5% (1)	8

Computer Science	58.55% (113)	48.7% (94)	7.25% (14)	2.07% (4)	0% (0)	30.05% (58)	5.7% (11)	5.7% (11)	30.05% (58)	17.62% (34)	12.44% (24)	193
L1	61.61% (69)	49.11% (55)	9.82% (11)	1.79% (2)	0% (0)	13.39% (15)	6.25% (7)	7.14% (8)	25% (28)	11.61% (13)	13.39% (15)	112
L2	51.52% (17)	42.42% (14)	3.03% (1)	6.06% (2)	0% (0)	9.09% (3)	3.03% (1)	6.06% (2)	39.39% (13)	15.15% (5)	24.24% (8)	33
Unreported	56.25% (27)	52.08% (25)	4.17% (2)	0% (0)	0% (0)	8.33% (4)	6.25% (3)	2.08% (1)	35.42% (17)	33.33% (16)	2.08% (1)	48
Construction Management	55.7% (44)	51.9% (41)	2.53% (2)	1.27% (1)	0% (0)	40.51% (32)	2.53% (2)	1.27% (1)	40.51% (32)	31.65% (25)	8.86% (7)	79
L1	54.84% (34)	50% (31)	3.23% (2)	1.61% (1)	0% (0)	4.84% (3)	3.23% (2)	1.61% (1)	40.32% (25)	30.65% (19)	9.68% (6)	62
L2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	100% (1)	1
Unreported	62.5% (10)	62.5% (10)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	37.5% (6)	37.5% (6)	0% (0)	16
Electrical Engineering	58.46% (114)	46.15% (90)	10.77% (21)	1.54% (3)	0% (0)	33.85% (66)	3.59% (7)	4.1% (8)	33.85% (66)	22.56% (44)	11.28% (22)	195
L1	64.91% (74)	51.75% (59)	11.4% (13)	1.75% (2)	0% (0)	7.02% (8)	3.51% (4)	3.51% (4)	28.07% (32)	21.05% (24)	7.02% (8)	114
L2	42.5% (17)	40% (16)	2.5% (1)	0% (0)	0% (0)	5% (2)	5% (2)	0% (0)	52.5% (21)	25% (10)	27.5% (11)	40
Unreported	56.1% (23)	36.59% (15)	17.07% (7)	2.44% (1)	0% (0)	12.2% (5)	2.44% (1)	9.76% (4)	31.71% (13)	24.39% (10)	7.32% (3)	41
Materials Science Engineering	59.26% (16)	51.85% (14)	7.41% (2)	0% (0)	0% (0)	37.04% (10)	3.7% (1)	0% (0)	37.04% (10)	25.93% (7)	11.11% (3)	27
L1	71.43% (10)	57.14% (8)	14.29% (2)	0% (0)	0% (0)	7.14% (1)	7.14% (1)	0% (0)	21.43% (3)	7.14% (1)	14.29% (2)	14
L2	20% (1)	20% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	80% (4)	80% (4)	0% (0)	5
Unreported	62.5% (5)	62.5% (5)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	37.5% (3)	25% (2)	12.5% (1)	8
Mechanical Engineering	56.85% (249)	45.21% (198)	8.9% (39)	2.05% (9)	0.68% (3)	30.37% (133)	7.31% (32)	5.48% (24)	30.37% (133)	20.32% (89)	10.05% (44)	438
L1	59.09% (143)	48.35% (117)	7.85% (19)	2.89% (7)	0% (0)	13.64% (33)	7.85% (19)	5.79% (14)	27.27% (66)	21.49% (52)	5.79% (14)	242
L2	44.44% (36)	35.8% (29)	7.41% (6)	0% (0)	1.23% (1)	7.41% (6)	4.94% (4)	2.47% (2)	48.15% (39)	24.69% (20)	23.46% (19)	81
Unreported	60.87% (70)	45.22% (52)	12.17% (14)	1.74% (2)	1.74% (2)	14.78% (17)	7.83% (9)	6.96% (8)	24.35% (28)	14.78% (17)	9.57% (11)	115

Appendix C: Paper Submissions by Prefix and Course Number 2013-2015

Notes: Not all prefixes are currently used by the university. Some papers were submitted before the reorganization of some colleges in 2012, and their prefixes may not have originally fallen under the colleges listed below. Some papers were submitted from classes no longer offered, and some papers were submitted from classes completed at other institutions.

Carson College of Business			
Accounting		Entrepreneurship 492	12
		Entrepreneurship 496	1
Accounting 131	1	Finance	
Accounting 230	18	Finance 101	1
Accounting 231	292	Finance 223	3
Accounting 301	1	Finance 324	1
Accounting 325	1	Finance 325	15
Accounting 330	34	Finance 345	1
Accounting 331	23	Finance 421	1
Accounting 333	1	Finance 425	16
Accounting 335	78	Finance 426	2
Accounting 338	1	Finance 427	4
Accounting 360	1	Finance 429	2
Accounting 420	3	Finance 466	1
Accounting 433	9	Finance 481	4
Accounting 438	5	Hospitality Business Management (HBM)	
Business		HBM 182	23
Business 201	1	HBM 200	2
Business Administration		HBM 220	1
Business Administration 210	4	HBM 235	38
Business Law		HBM 258	3
Business Law 201	3	HBM 280	34
Business Law 210	160	HBM 284	1
Business Law 215	1	HBM 301	1
Business Law 230	1	HBM 320	2
Business Law 231	1	HBM 350	1
Business Law 250	2	HBM 358	4
Business Law 401	1	HBM 381	36
Entrepreneurship		HBM 384	4
Entrepreneurship 102	1	HBM 401	1
Entrepreneurship 301	1	HBM 424	1
Entrepreneurship 426	5	HBM 491	8
Entrepreneurship 489	6	HBM 494	27
		HBM 497	5
		HBM 499	1

International Business

International Business 106	1
International Business 107	2
International Business 198	1
International Business 201	1
International Business 280	1
International Business 350	1
International Business 360	1
International Business 380	69
International Business 398	1
International Business 435	11
International Business 453	14
International Business 482	5
International Business 496	6
International Business 498	1

Organizational Communication

Organizational Communication 235	1
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Management

Management 200	1
Management 215	6
Management 231	1
Management 300	1
Management 301	261
Management 310	1
Management 315	10
Management 331	1
Management 340	2
Management 360	1
Management 362	1
Management 401	33
Management 405	1
Management 407	1
Management 450	8
Management 455	5
Management 456	3
Management 461	1
Management 477	2
Management 485	14
Management 487	13
Management 491	8
Management 494	1
Management 496	1

Management and Operations

Management and Operations 105	1
Management and Operations 215	8
Management and Operations 301	111
Management and Operations 315	13
Management and Operations 340	9
Management and Operations 401	22
Management and Operations 450	3
Management and Operations 454	1
Management and Operations 455	4
Management and Operations 456	3
Management and Operations 470	1
Management and Operations 487	5
Management and Operations 491	4
Management and Operations 496	1

Management Information Systems (MIS)

MIS 150	1
MIS 250	58
MIS 271	7
MIS 322	15
MIS 372	4
MIS 374	1
MIS 420	6
MIS 441	3
MIS 448	3

Marketing

Marketing 279	3
Marketing 301	1
Marketing 360	155
Marketing 368	11
Marketing 370	1
Marketing 379	12
Marketing 407	8
Marketing 461	5
Marketing 468	7
Marketing 470	3
Marketing 477	17
Marketing 478	3
Marketing 480	4
Marketing 487	1
Marketing 490	3
Marketing 495	7
Marketing 496	2

College of Agricultural, Human and Natural Sciences

Agricultural and Food Systems

Agricultural and Food Systems 101	34
Agricultural and Food Systems 102	1
Agricultural and Food Systems 140	1
Agricultural and Food Systems 201	6
Agricultural and Food Systems 301	1
Agricultural and Food Systems 302	2
Agricultural and Food Systems 336	4
Agricultural and Food Systems 401	11

Agricultural Technology and Management

Ag. Tech. and Management 314	2
Ag. Tech. and Management 315	1
Ag. Tech. and Management 402	2
Ag. Tech. and Management 451	1

American Studies

American Studies 101	1
American Studies 216	4
American Studies 314	1
American Studies 420	1
American Studies 475	4

Animal Sciences

Animal Sciences 101	40
Animal Sciences 105	1
Animal Sciences 174	2
Animal Sciences 180	4
Animal Sciences 205	12
Animal Sciences 213	1
Animal Sciences 216	1
Animal Sciences 274	3
Animal Sciences 280	3
Animal Sciences 285	33
Animal Sciences 305	1
Animal Sciences 313	1
Animal Sciences 316	1
Animal Sciences 345	2
Animal Sciences 350	28
Animal Sciences 351	9
Animal Sciences 361	1
Animal Sciences 405	1

Animal Sciences 408	4
Animal Sciences 440	1
Animal Sciences 464	2
Animal Sciences 468	1
Animal Sciences 474	1
Animal Sciences 476	1
Animal Sciences 488	2
Animal Sciences 499	1

Apparel, Merchandising, Design & Textiles

AMDT 107	1
AMDT 108	15
AMDT 208	2
AMDT 210	7
AMDT 211	1
AMDT 212	2
AMDT 220	1
AMDT 299	1
AMDT 307	26
AMDT 312	2
AMDT 314	8
AMDT 315	1
AMDT 316	1
AMDT 350	1
AMDT 408	15
AMDT 413	3
AMDT 417	23
AMDT 420	42
AMDT 429	3
AMDT 430	5
AMDT 440	19
AMDT 488	13
AMDT 496	2
AMDT 517	2

Crop Science

Crop Science 101	2
Crop Science 102	10
Crop Science 201	1
Crop Science 202	6
Crop Science 305	1
Crop Science 336	1
Crop Science 360	3

Crop Science 495	1
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Economic Sciences

Economic Sciences 101	150
Economic Sciences 102	228
Economic Sciences 103	1
Economic Sciences 105	1
Economic Sciences 107	1
Economic Sciences 120	1
Economic Sciences 198	16
Economic Sciences 202	1
Economic Sciences 302	23
Economic Sciences 305	3
Economic Sciences 311	36
Economic Sciences 312	1
Economic Sciences 313	1
Economic Sciences 321	13
Economic Sciences 322	10
Economic Sciences 326	5
Economic Sciences 327	1
Economic Sciences 351	11
Economic Sciences 365	1
Economic Sciences 372	1
Economic Sciences 375	1
Economic Sciences 377	1
Economic Sciences 425	1
Economic Sciences 428	10
Economic Sciences 430	1
Economic Sciences 433	1
Economic Sciences 450	28
Economic Sciences 452	1
Economic Sciences 490	3
Economic Sciences 495	1

Environmental Science

Environmental Science 100	1
Environmental Science 101	52
Environmental Science 250	1
Environmental Science 335	3
Environmental Science 404	2
Environmental Science 444	4

Environmental Science and Regional Planning (ESRP)

ESRP 101	155
ESRP 102	1
ESRP 107	2

ESRP 202	1
ESRP 230	1
ESRP 250	2
ESRP 275	4
ESRP 310	1
ESRP 404	1
ESRP 440	1
ESRP 444	4

Food Science and Human

Food Science 303	1
Food Science 304	1
Food Science 433	2
Food Science 460	1
Food Science 461	1

Food Science and Human Nutrition (FSHN)

FSHN 110	1
FSHN 220	2
FSHN 302	2
FSHN 303	1

General Agriculture

General Agriculture 302	1
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Horticulture

Horticulture 102	6
Horticulture 113	5
Horticulture 150	2
Horticulture 201	1
Horticulture 202	17
Horticulture 231	3
Horticulture 232	6
Horticulture 251	2
Horticulture 310	3
Horticulture 313	2
Horticulture 320	3
Horticulture 331	3
Horticulture 332	1
Horticulture 357	10
Horticulture 409	2
Horticulture 413	1
Horticulture 416	3
Horticulture 421	2
Horticulture 425	7
Horticulture 495	2

Integrated Plant Management

Integrated Plant Management 201	1
Integrated Plant Management 450	1
Integrated Plant Management 452	2

Interior Design

Interior Design 102	4
Interior Design 201	3
Interior Design 202	2
Interior Design 203	7
Interior Design 205	1
Interior Design 250	9
Interior Design 277	5
Interior Design 321	3
Interior Design 325	3
Interior Design 333	1
Interior Design 350	3
Interior Design 498	2

Landscape Architecture

Landscape Architecture 222	1
Landscape Architecture 327	4
Landscape Architecture 362	2
Landscape Architecture 497	1
Landscape Architecture 499	1

Soil Science

Soil Science 101	13
Soil Science 201	4
Soil Science 302	1
Soil Science 498	1

Electron Microscopy

Electron Microscopy 220	1
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Health and Fitness

Health and Fitness 496	1
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Human Development

Human Development 101	69
Human Development 103	1
Human Development 105	1
Human Development 200	7
Human Development 201	47
Human Development 202	19
Human Development 203	65

Human Development 204	127
Human Development 205	128
Human Development 230	1
Human Development 235	3
Human Development 2-5	1
Human Development 300	90
Human Development 301	41
Human Development 302	104
Human Development 305	29
Human Development 310	73
Human Development 320	35
Human Development 334	22
Human Development 340	19
Human Development 341	22
Human Development 342	4
Human Development 350	79
Human Development 360	10
Human Development 385	26
Human Development 403	125
Human Development 406	5
Human Development 408	17
Human Development 410	12
Human Development 420	9
Human Development 423	1
Human Development 430	3
Human Development 449	8
Human Development 473	1
Human Development 479	4
Human Development 480	9
Human Development 482	2
Human Development 487	1
Human Development 497	1
Human Development 498	1

Materials Science

Materials Science 105	1
Materials Science 110	15
Materials Science 201	15
Materials Science 202	1
Materials Science 210	2
Materials Science 220	2
Materials Science 262	1
Materials Science 315	1
Materials Science 316	1
Materials Science 320	11
Materials Science 323	5

Materials Science 401	2
Materials Science 402	1
Materials Science 403	1
Materials Science 415	1

Basic Medical Sciences

Medical Science 394	1
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Movement Studies

Movement Studies 138	2
Movement Studies 199	35
Movement Studies 200	1
Movement Studies 212	1
Movement Studies 263	1
Movement Studies 267	4
Movement Studies 275	3
Movement Studies 291	4
Movement Studies 305	2
Movement Studies 311	2
Movement Studies 312	3
Movement Studies 313	20
Movement Studies 314	17
Movement Studies 320	1
Movement Studies 361	11
Movement Studies 364	1
Movement Studies 365	3
Movement Studies 380	6
Movement Studies 392	1
Movement Studies 401	1
Movement Studies 411	2
Movement Studies 461	6
Movement Studies 483	1
Movement Studies 490	1
Movement Studies 496	4
Movement Studies 499	1

Natural Resource Sciences

Natural Resource Sciences 204	2
Natural Resource Sciences 300	467
Natural Resource Sciences 301	18
Natural Resource Sciences 302	5
Natural Resource Sciences 305	8
Natural Resource Sciences 310	14
Natural Resource Sciences 312	11
Natural Resource Sciences 419	2
Natural Resource Sciences 430	1
Natural Resource Sciences 431	8

Natural Resource Sciences 435	4
Natural Resource Sciences 446	2
Natural Resource Sciences 450	14
Natural Resource Sciences 454	8
Natural Resource Sciences 464	4

Oceanography

Oceanography 101	1
Oceanography 230	1

Physical Activity

Physical Activity 101	1
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Plant Pathology

Plant Pathology 150	6
Plant Pathology 300	1
Plant Pathology 429	5

Speech and Hearing Sciences

Speech and Hearing Sciences 109	1
Speech and Hearing Sciences 110	1
Speech and Hearing Sciences 201	1
Speech and Hearing Sciences 202	1
Speech and Hearing Sciences 205	2
Speech and Hearing Sciences 209	1
Speech and Hearing Sciences 301	7
Speech and Hearing Sciences 371	19
Speech and Hearing Sciences 372	11
Speech and Hearing Sciences 376	2
Speech and Hearing Sciences 377	10
Speech and Hearing Sciences 420	3
Speech and Hearing Sciences 421	1
Speech and Hearing Sciences 470	1
Speech and Hearing Sciences 471	1
Speech and Hearing Sciences 478	2
Speech and Hearing Sciences 482	3

Viticulture and Enology

Viticulture and Enology 113	4
Viticulture and Enology 313	2

College of Arts and Sciences

Microbiology

Microbiology 101	2
Microbiology 304	1

Military Science

Military Science 101	3
Military Science 102	2
Military Science 201	3
Military Science 202	1
Military Science 301	3
Military Science 302	2
Military Science 401	1

Organic Chemistry

Organic Chemistry 345	1
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Molecular Biosciences

Molecular Biosciences 101	121
Molecular Biosciences 102	1
Molecular Biosciences 303	1
Molecular Biosciences 304	57
Molecular Biosciences 305	2
Molecular Biosciences 320	4
Molecular Biosciences 336	1
Molecular Biosciences 401	3
Molecular Biosciences 402	4
Molecular Biosciences 417	1
Molecular Biosciences 430	2
Molecular Biosciences 442	2
Molecular Biosciences 446	6
Molecular Biosciences 454	3
Molecular Biosciences 478	1

History

History 101	28
History 102	50
History 104	1
History 105	685
History 110	42
History 111	64
History 112	1
History 118	1
History 120	263
History 121	222
History 126	2
History 127	3
History 130	1
History 131	1
History 137	1
History 146	1

History 148	3
History 150	60
History 202	2
History 205	2
History 220	1
History 222	1
History 230	4
History 231	3
History 250	3
History 253	1
History 270	9
History 271	8
History 272	20
History 273	4
History 274	4
History 275	11
History 295	2
History 298	2
History 300	48
History 301	2
History 305	263
History 306	2
History 308	14
History 311	1
History 312	1
History 314	1
History 319	14
History 321	9
History 322	10
History 323	1
History 331	27
History 335	5
History 340	2
History 341	13
History 345	1
History 347	1
History 350	2
History 351	1
History 365	1
History 366	2
History 373	20
History 374	5
History 380	1
History 387	1
History 388	8
History 390	19

History 395	58
History 396	4
History 398	22
History 400	3
History 401	1
History 409	2
History 410	2
History 411	10
History 412	2
History 413	7
History 414	5
History 417	1
History 418	15
History 419	19
History 422	28
History 425	1
History 426	4
History 427	1
History 431	1
History 434	1
History 435	1
History 436	9
History 437	1
History 440	1
History 441	5
History 444	14
History 445	2
History 447	8
History 449	4
History 450	5
History 455	17
History 459	1
History 466	10
History 468	10
History 469	3
History 472	10
History 473	10
History 475	3
History 476	7
History 477	2
History 480	2
History 486	2
History 491	3
History 492	3
History 494	3
History 495	5

Humanities

Humanities 100	1
Humanities 101	9
Humanities 103	74
Humanities 130	3
Humanities 180	1
Humanities 205	3
Humanities 210	1
Humanities 280	1
Humanities 302	5
Humanities 303	2
Humanities 304	11
Humanities 322	1
Humanities 334	1
Humanities 335	6
Humanities 350	16
Humanities 360	1
Humanities 373	1
Humanities 402	1
Humanities 410	18
Humanities 450	5

Interdisciplinary Science

Interdisciplinary Science 101	43
Interdisciplinary Science 102	25
Interdisciplinary Science 103	1
Interdisciplinary Science 160	1
Interdisciplinary Science 201	1
Interdisciplinary Science 212	1
Interdisciplinary Science 231	1
Interdisciplinary Science 250	1
Interdisciplinary Science 298	1
Interdisciplinary Science 299	1
Interdisciplinary Science 350	2
Interdisciplinary Science 360	1
Interdisciplinary Science 430	2
Interdisciplinary Science 444	1

Japanese Studies

Japanese Studies 111	2
Japanese Studies 120	1
Japanese Studies 123	3
Japanese Studies 320	1
Japanese Studies 322	1

Jazz		
Jazz 362		2

Latin		
Latin 327		1

Liberal Arts		
Liberal Arts 497		2

Fine Arts		
Fine Arts 101		68
Fine Arts 102		14
Fine Arts 103		1
Fine Arts 105		1
Fine Arts 110		5
Fine Arts 120		2
Fine Arts 148		1
Fine Arts 162		1
Fine Arts 201		11
Fine Arts 202		21
Fine Arts 204		1
Fine Arts 221		1
Fine Arts 285		1
Fine Arts 300		1
Fine Arts 301		5
Fine Arts 302		2
Fine Arts 303		6
Fine Arts 304		3
Fine Arts 305		4
Fine Arts 308		8
Fine Arts 310		1
Fine Arts 331		5
Fine Arts 340		1
Fine Arts 363		1
Fine Arts 370		2
Fine Arts 380		6
Fine Arts 381		1
Fine Arts 404		2
Fine Arts 497		2

Foreign Language		
Foreign Language 101		11
Foreign Language 110		6
Foreign Language 111		1
Foreign Language 120		7
Foreign Language 150		1

Foreign Language 220		1
Foreign Language 350		2
Foreign Language 410		18
Foreign Language 440		2

French		
French 101		1
French 110		18
French 120		4
French 204		1
French 308		3
French 320		1
French 350		1
French 361		1
French 408		1
French 410		15
French 420		1

General Education		
General Education* 101		5
General Education* 102		1
General Education* 110		206
General Education* 111		305
General Education* 121		1
General Education* 211		1
General Education* 230		2
General Education* 360		1
General Education* 400		1

** Indicates a course area no longer offered.*

General Studies		
General Studies 110		4
General Studies 111		1
General Studies 230		18
General Studies 306		1
General Studies 309		4
General Studies 353		3
General Studies 360		2
General Studies 400		4

Geology		
Geology 100		1
Geology 101		221
Geology 103		16
Geology 121		1
Geology 210		10

Geology 230	71
Geology 315	1
Geology 356	2
Geology 366	1
Geology 390	6

German

German 102	1
German 308	3
German 320	1
German 420	2

Criminal Justice

Criminal Justice 101	37
Criminal Justice 105	1
Criminal Justice 111	2
Criminal Justice 201	57
Criminal Justice 205	118
Criminal Justice 285	2
Criminal Justice 311	25
Criminal Justice 320	50
Criminal Justice 321	13
Criminal Justice 330	80
Criminal Justice 331	1
Criminal Justice 355	1
Criminal Justice 365	12
Criminal Justice 370	23
Criminal Justice 371	1
Criminal Justice 380	34
Criminal Justice 381	1
Criminal Justice 385	39
Criminal Justice 400	15
Criminal Justice 403	53
Criminal Justice 404	1
Criminal Justice 405	4
Criminal Justice 407	1
Criminal Justice 420	19
Criminal Justice 424	11
Criminal Justice 426	2
Criminal Justice 427	9
Criminal Justice 428	5
Criminal Justice 450	29
Criminal Justice 480	1
Criminal Justice 490	3
Criminal Justice 491	1

Digital Technology and Culture (DTC)

DTC 101	26
DTC 335	12
DTC 336	12
DTC 338	12
DTC 354	13
DTC 355	16
DTC 356	60
DTC 375	40
DTC 475	12
DTC 476	1
DTC 477	2
DTC 478	5

English

English 100	9
English 101	1143
English 102	22
English 104	11
English 105	122
English 107	3
English 108	32
English 110	12
English 112	2
English 120	11
English 150	6
English 198	1
English 201	221
English 202	1
English 205	30
English 209	1
English 210	5
English 211	2
English 215	1
English 220	3
English 222	1
English 235	1
English 250	1
English 251	46
English 252	3
English 266	1
English 268	2
English 270	1
English 271	1
English 298	144
English 301	181

English 302	82	English 425	1
English 304	2	English 446	3
English 305	15	English 451	7
English 306	14	English 452	3
English 307	4	English 453	1
English 308	4	English 460	4
English 309	19	English 470	1
English 311	14	English 475	4
English 321	3	English 480	4
English 322	2	English 482	7
English 323	7	English 483	2
English 324	13	English 487	1
English 325	24	English 488	1
English 326	4	English 489	2
English 332	2	English 494	2
English 336	1	English 499	1
English 339	11		
English 341	2	Entomology	
English 342	2	Entomology 101	13
English 345	1	Entomology 102	64
English 351	19	Entomology 150	3
English 352	6	Entomology 340	2
English 353	4	Entomology 343	20
English 354	1	Entomology 351	1
English 355	3	Entomology 401	6
English 356	6	Entomology 426	1
English 360	11		
English 362	9	Aerospace Studies	
English 365	1	Aerospace Studies 101	3
English 366	4	Aerospace Studies 102	1
English 368	8	Aerospace Studies 201	2
English 370	4	Aerospace Studies 203	2
English 371	14	Aerospace Studies 311	1
English 372	22	Aerospace Studies 313	1
English 373	16		
English 375	3	Asian Studies	
English 381	1	Asian Studies 111	10
English 401	4	Asian Studies 122	1
English 402	478	Asian Studies 131	2
English 403	3	Asian Studies 270	2
English 405	1	Asian Studies 271	1
English 409	3	Asian Studies 272	2
English 410	4	Asian Studies 275	2
English 415	1	Asian Studies 301	10
English 419	18	Asian Studies 312	1
English 420	1	Asian Studies 315	4
		Asian Studies 320	2

Asian Studies 322	1
Asian Studies 330	3
Asian Studies 350	1
Asian Studies 361	1
Asian Studies 373	3
Asian Studies 374	3
Asian Studies 472	2
Asian Studies 476	3

Astronomy

Astronomy 101	1
Astronomy 135	14
Astronomy 138	1
Astronomy 150	1
Astronomy 390	1
Astronomy 435	1
Astronomy 450	10

Biology

Biology 100	1
Biology 101	27
Biology 102	228
Biology 104	3
Biology 105	8
Biology 106	307
Biology 107	323
Biology 110	3
Biology 120	32
Biology 125	1
Biology 135	2
Biology 139	1
Biology 140	82
Biology 190	2
Biology 201	2
Biology 210	1
Biology 213	1
Biology 233	4
Biology 251	115
Biology 252	1
Biology 298	2
Biology 301	1
Biology 304	1
Biology 308	5
Biology 312	1
Biology 321	11
Biology 322	2
Biology 330	10

Biology 332	1
Biology 333	9
Biology 350	1
Biology 353	13
Biology 354	2
Biology 365	3
Biology 372	60
Biology 393	46
Biology 394	4
Biology 401	14
Biology 405	7
Biology 407	17
Biology 408	2
Biology 412	2
Biology 418	10
Biology 419	1
Biology 423	3
Biology 432	1
Biology 435	1
Biology 438	17
Biology 450	1
Biology 491	1
Biology 492	1
Biology 495	3
Biology 499	6

Botany

Botany 120	1
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Chemistry

Chemistry 100	1
Chemistry 101	163
Chemistry 102	17
Chemistry 105	102
Chemistry 106	138
Chemistry 110	1
Chemistry 116	3
Chemistry 141	1
Chemistry 142	1
Chemistry 143	2
Chemistry 145	1
Chemistry 153	1
Chemistry 186	1
Chemistry 220	1
Chemistry 222	11
Chemistry 333	22
Chemistry 345	179

Chemistry 346	1
Chemistry 347	9
Chemistry 348	4

Chinese

Chinese 101	1
Chinese 111	15
Chinese 121	3
Chinese 131	6
Chinese 204	1
Chinese 308	1
Chinese 320	1
Chinese 330	3
Chinese 450	2

Comparative Ethnic Studies

Comparative Ethnic Studies 101	116
Comparative Ethnic Studies 105	1
Comparative Ethnic Studies 111	7
Comparative Ethnic Studies 131	7
Comparative Ethnic Studies 151	12
Comparative Ethnic Studies 171	26
Comparative Ethnic Studies 201	6
Comparative Ethnic Studies 204	2
Comparative Ethnic Studies 206	1
Comparative Ethnic Studies 209	11
Comparative Ethnic Studies 220	12
Comparative Ethnic Studies 235	2
Comparative Ethnic Studies 240	4
Comparative Ethnic Studies 244	1
Comparative Ethnic Studies 260	19
Comparative Ethnic Studies 271	3
Comparative Ethnic Studies 280	5
Comparative Ethnic Studies 300	38
Comparative Ethnic Studies 301	2
Comparative Ethnic Studies 303	2
Comparative Ethnic Studies 305	1
Comparative Ethnic Studies 308	1
Comparative Ethnic Studies 309	3
Comparative Ethnic Studies 317	1
Comparative Ethnic Studies 325	15
Comparative Ethnic Studies 331	2
Comparative Ethnic Studies 332	1
Comparative Ethnic Studies 335	3
Comparative Ethnic Studies 336	2
Comparative Ethnic Studies 338	3
Comparative Ethnic Studies 357	1

Comparative Ethnic Studies 372	4
Comparative Ethnic Studies 373	3
Comparative Ethnic Studies 375	5
Comparative Ethnic Studies 376	1
Comparative Ethnic Studies 377	2
Comparative Ethnic Studies 378	2
Comparative Ethnic Studies 379	13
Comparative Ethnic Studies 380	11
Comparative Ethnic Studies 404	2
Comparative Ethnic Studies 405	4
Comparative Ethnic Studies 421	4
Comparative Ethnic Studies 431	1
Comparative Ethnic Studies 435	3
Comparative Ethnic Studies 439	1
Comparative Ethnic Studies 440	19
Comparative Ethnic Studies 454	1
Comparative Ethnic Studies 459	1
Comparative Ethnic Studies 465	1
Comparative Ethnic Studies 489	6
Comparative Ethnic Studies 491	4

Arabic

Arabic 101	1
Arabic 351	1

Anthropology

Anthropology 101	371
Anthropology 102	1
Anthropology 130	36
Anthropology 138	1
Anthropology 140	1
Anthropology 201	39
Anthropology 203	73
Anthropology 204	2
Anthropology 206	1
Anthropology 213	1
Anthropology 217	1
Anthropology 230	31
Anthropology 260	10
Anthropology 301	3
Anthropology 302	25
Anthropology 303	5
Anthropology 304	1
Anthropology 309	12
Anthropology 314	1
Anthropology 315	1
Anthropology 316	83

Anthropology 317	3
Anthropology 320	5
Anthropology 327	1
Anthropology 330	14
Anthropology 331	18
Anthropology 334	7
Anthropology 350	60
Anthropology 365	1
Anthropology 368	1
Anthropology 381	5
Anthropology 390	11
Anthropology 395	6
Anthropology 402	1
Anthropology 404	4
Anthropology 405	13
Anthropology 410	1
Anthropology 417	9
Anthropology 418	9
Anthropology 468	95
Anthropology 490	3

Art History

Art History 201	1
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Philosophy

Philosophy 101	44
Philosophy 102	3
Philosophy 103	39
Philosophy 106	1
Philosophy 120	1
Philosophy 160	1
Philosophy 200	20
Philosophy 201	4
Philosophy 207	14
Philosophy 210	9
Philosophy 251	1
Philosophy 305	1
Philosophy 314	15
Philosophy 315	17
Philosophy 320	5
Philosophy 321	4
Philosophy 322	1
Philosophy 340	1
Philosophy 350	2
Philosophy 356	2
Philosophy 364	1
Philosophy 365	180

Philosophy 370	12
Philosophy 395	1
Philosophy 407	4
Philosophy 413	1
Philosophy 425	1
Philosophy 442	1
Philosophy 446	2
Philosophy 460	3
Philosophy 470	8
Philosophy 472	1

Psychology

Psychology 100	2
Psychology 101	5
Psychology 102	1
Psychology 105	177
Psychology 106	1
Psychology 110	3
Psychology 140	1
Psychology 200	2
Psychology 201	3
Psychology 202	1
Psychology 204	1
Psychology 210	1
Psychology 220	1
Psychology 230	23
Psychology 231	1
Psychology 250	1
Psychology 265	3
Psychology 273	1
Psychology 275	1
Psychology 300	1
Psychology 301	5
Psychology 306	10
Psychology 308	13
Psychology 309	7
Psychology 310	1
Psychology 311	15
Psychology 312	101
Psychology 314	1
Psychology 315	1
Psychology 320	7
Psychology 321	150
Psychology 324	76
Psychology 325	1
Psychology 328	42

Psychology 333	99	Political Science 317	24
Psychology 350	86	Political Science 330	1
Psychology 360	1	Political Science 333	5
Psychology 361	34	Political Science 340	42
Psychology 363	14	Political Science 360	1
Psychology 365	2	Political Science 400	29
Psychology 370	1	Political Science 402	25
Psychology 372	40	Political Science 403	1
Psychology 380	1	Political Science 404	41
Psychology 384	1	Political Science 405	1
Psychology 401	26	Political Science 410	8
Psychology 402	2	Political Science 412	1
Psychology 403	5	Political Science 415	1
Psychology 404	1	Political Science 416	3
Psychology 431	1	Political Science 417	9
Psychology 440	29	Political Science 418	8
Psychology 444	6	Political Science 420	4
Psychology 445	2	Political Science 424	18
Psychology 464	10	Political Science 427	58
Psychology 466	17	Political Science 428	14
Psychology 470	67	Political Science 429	3
Psychology 473	4	Political Science 430	1
Psychology 490	34	Political Science 432	16
Psychology 491	1	Political Science 435	5
Psychology 492	1	Political Science 437	9
Psychology 512	1	Political Science 442	5
Political Science		Political Science 443	2
Political Science 101	130	Political Science 446	2
Political Science 102	159	Political Science 450	5
Political Science 103	68	Political Science 455	1
Political Science 105	3	Political Science 472	8
Political Science 111	1	Political Science 475	4
Political Science 120	2	Political Science 497	1
Political Science 142	1	Political Science 533	1
Political Science 150	1	Political Science 540	1
Political Science 200	1	Physics	
Political Science 201	1	Physics 101	125
Political Science 206	9	Physics 102	52
Political Science 214	2	Physics 105	1
Political Science 251	1	Physics 123	1
Political Science 260	1	Physics 188	3
Political Science 300	118	Physics 201	193
Political Science 305	7	Physics 202	179
Political Science 314	16	Physics 205	16
Political Science 316	96	Physics 206	9

Physics 222	1
Physics 223	1
Physics 303	1
Physics 304	1
Physics 321	1
Physics 324	1
Physics 342	1
Physics 361	2
Physics 370	1
Physics 415	6

Public Relations

Public Relations 312	2
Public Relations 333	1

Russian Studies

Russian Studies 210	1
Russian Studies 321	1

Sociology

Sociology 100	1
Sociology 101	494
Sociology 102	77
Sociology 107	1
Sociology 120	1
Sociology 150	5
Sociology 201	1
Sociology 206	1
Sociology 231	1
Sociology 232	1
Sociology 250	2
Sociology 251	47
Sociology 300	31
Sociology 302	2
Sociology 306	1
Sociology 310	29
Sociology 311	1
Sociology 317	3
Sociology 320	25
Sociology 321	2
Sociology 332	12
Sociology 340	5
Sociology 341	2
Sociology 343	1
Sociology 345	1
Sociology 346	9
Sociology 347	2

Sociology 350	13
Sociology 351	68
Sociology 352	1
Sociology 360	26
Sociology 361	37
Sociology 362	3
Sociology 367	5
Sociology 368	3
Sociology 372	17
Sociology 373	3
Sociology 384	16
Sociology 390	5
Sociology 405	1
Sociology 415	6
Sociology 418	3
Sociology 430	10
Sociology 461	6
Sociology 480	1
Sociology 484	2
Sociology 493	1
Sociology 495	3
Sociology 496	1

Spanish

Spanish 101	3
Spanish 102	3
Spanish 110	7
Spanish 111	8
Spanish 120	1
Spanish 121	3
Spanish 203	8
Spanish 204	21
Spanish 304	1
Spanish 306	4
Spanish 307	1
Spanish 308	11
Spanish 310	3
Spanish 311	1
Spanish 321	2
Spanish 365	1
Spanish 408	4
Spanish 420	2
Spanish 430	1
Spanish 450	3

Theater

Theater 101	1
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Theater 160 2

Women's Studies

Woman's Studies 101	41
Woman's Studies 120	2
Woman's Studies 200	1
Woman's Studies 201	5
Woman's Studies 220	1
Woman's Studies 300	5
Woman's Studies 315	2
Woman's Studies 316	4
Woman's Studies 317	1
Woman's Studies 322	1
Woman's Studies 324	1
Woman's Studies 332	6
Woman's Studies 338	8
Woman's Studies 351	1
Woman's Studies 369	1
Woman's Studies 403	5
Woman's Studies 406	1
Woman's Studies 481	2
Woman's Studies 489	2
Women's Studies 101	33
Women's Studies 105	1
Women's Studies 120	2
Women's Studies 150	1
Women's Studies 155	1
Women's Studies 200	32
Women's Studies 201	6
Women's Studies 211	2
Women's Studies 216	3
Women's Studies 220	6
Women's Studies 300	20
Women's Studies 315	17
Women's Studies 316	1
Women's Studies 320	2
Women's Studies 332	10
Women's Studies 334	1
Women's Studies 335	3
Women's Studies 336	1
Women's Studies 338	25
Women's Studies 340	7
Women's Studies 350	1
Women's Studies 363	3
Women's Studies 369	4
Women's Studies 384	1

Women's Studies 390	1
Women's Studies 398	2
Women's Studies 399	1
Women's Studies 403	8
Women's Studies 406	2
Women's Studies 435	2
Women's Studies 471	1
Women's Studies 481	6
Women's Studies 484	3
Women's Studies 499	1

Music

Music 102	5
Music 106	1
Music 117	2
Music 120	5
Music 130	1
Music 151	1
Music 153	53
Music 160	38
Music 161	12
Music 162	9
Music 163	1
Music 181	1
Music 203	4
Music 252	2
Music 253	2
Music 261	1
Music 262	40
Music 265	1
Music 281	1
Music 300	1
Music 302	2
Music 303	3
Music 318	1
Music 359	10
Music 360	9
Music 361	9
Music 362	132
Music 363	13
Music 365	2
Music 391	1
Music 403	1
Music 406	1
Music 428	2
Music 432	1

Music 433	1
Music 435	1
Music 436	1
Music 438	2
Music 439	1
Music 459	1
Music 465	3
Music 483	2
Music 488	1
Music 491	2
Music 493	1
Music 494	1
Music 496	1
Music 498	1

Mathematics

Math 101	1
Math 103	1
Math 105	87
Math 108	1
Math 115	1
Math 122	1
Math 151	4
Math 171	4
Math 172	10
Math 201	3
Math 202	30
Math 212	52
Math 216	6
Math 220	32
Math 251	15
Math 252	11
Math 270	1
Math 273	1
Math 301	11
Math 315	3
Math 320	9
Math 330	1
Math 340	3
Math 360	2
Math 364	4
Math 370	12
Math 398	5
Math 403	4
Math 415	2
Math 423	2

Math 440	2
Math 448	1
Math 464	1
Math 494	1

College of Education

Kinesiology

Kinesiology 138	2
Kinesiology 199	37
Kinesiology 264	2
Kinesiology 267	6
Kinesiology 291	4
Kinesiology 305	1
Kinesiology 311	2
Kinesiology 312	9
Kinesiology 313	24
Kinesiology 314	25
Kinesiology 350	1
Kinesiology 361	5
Kinesiology 380	2
Kinesiology 390	1
Kinesiology 392	3
Kinesiology 411	1
Kinesiology 414	1
Kinesiology 461	3
Kinesiology 496	12

Special Education

Special Education 250	1
Special Education 301	2
Special Education 310	1
Special Education 365	1
Special Education 420	8
Special Education 421	1
Special Education 470	1

Sports Management

Sports Management 199	1
Sports Management 226	1
Sports Management 240	1
Sports Management 276	33
Sports Management 278	1
Sports Management 290	44
Sports Management 365	47
Sports Management 367	71
Sports Management 369	1

Sports Management 374	3
Sports Management 377	5
Sports Management 394	4
Sports Management 464	9
Sports Management 465	1
Sports Management 468	12
Sports Management 480	1
Sports Management 488	1
Sports Management 496	7
Sports Management 497	4

Teaching and Learning

Teaching and Learning 301	67
Teaching and Learning 30-1	1
Teaching and Learning 305	7
Teaching and Learning 306	15
Teaching and Learning 307	41
Teaching and Learning 310	31
Teaching and Learning 317	1
Teaching and Learning 321	25
Teaching and Learning 322	46
Teaching and Learning 330	4
Teaching and Learning 333	28
Teaching and Learning 339	8
Teaching and Learning 352	16
Teaching and Learning 371	6
Teaching and Learning 385	2
Teaching and Learning 390	9
Teaching and Learning 401	7
Teaching and Learning 402	8
Teaching and Learning 405	2
Teaching and Learning 407	1
Teaching and Learning 409	12
Teaching and Learning 426	1
Teaching and Learning 427	2
Teaching and Learning 445	46
Teaching and Learning 455	1
Teaching and Learning 464	5
Teaching and Learning 466	3
Teaching and Learning 467	1
Teaching and Learning 469	1
Teaching and Learning 470	1
Teaching and Learning 483	3
Teaching and Learning 490	1
Teaching and Learning 499	5
Teaching and Learning 551	2

Educational Administration and Supervision (EAS)

EAS 401	1
EAS 497	1

Educational Psychology

Educational Psychology 401	21
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Athletic Training

Athletic Training 392	1
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College of Nursing

Nursing

Nursing 121	1
Nursing 215	1
Nursing 220	1
Nursing 241	1
Nursing 250	1
Nursing 261	2
Nursing 262	1
Nursing 300	1
Nursing 305	1
Nursing 308	3
Nursing 309	111
Nursing 314	1
Nursing 315	113
Nursing 316	1
Nursing 317	26
Nursing 322	51
Nursing 324	4
Nursing 325	9
Nursing 328	19
Nursing 351	1
Nursing 360	45
Nursing 362	1
Nursing 365	31
Nursing 366	43
Nursing 400	75
Nursing 401	1
Nursing 405	11
Nursing 406	9
Nursing 408	1
Nursing 409	1
Nursing 415	7
Nursing 416	1

Nursing 425	1
Nursing 427	1
Nursing 440	29
Nursing 455	8
Nursing 456	3
Nursing 462	10
Nursing 465	9
Nursing 476	1
Nursing 477	23
Nursing 478	1
Nursing 495	1
Nursing 498	2
Nursing 499	5

College of Pharmacy

Exercise Physiology and Metabolism (EPM)

EPM 300	7
EPM 320	2
EPM 427	5
EPM 465	6
EPM 470	1
EPM 476	1

Nutrition

Nutrition 250	1
Nutrition 300	3
Nutrition 313	1
Nutrition 370	1
Nutrition 427	1
Nutrition 463	1
Nutrition 465	5

Nutrition and Exercise Physiology (NEP)

NEP 300	14
NEP 365	1
NEP 427	6
NEP 463	3
NEP 465	11
NEP	1

Pharmacy

Pharmacy 122	1
Pharmacy 300	1

College of Veterinary Medicine

Veterinary Clinical Medicine and Surgery (CMS)

Veterinary CMS 251	1
Veterinary CMS 361	4
Veterinary CMS 413	1

Veterinary Physiology and Pharmacology

Vet. Phys. and Pharmacology 499	1
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Veterinary Pathology

Veterinary Pathology 499	1
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Veterinary Medicine

Veterinary Medicine 361	15
Veterinary Medicine 367	1

Neuroscience

Neuroscience 138	3
Neuroscience 301	6
Neuroscience 305	3
Neuroscience 403	3
Neuroscience 490	3
Neuroscience 495	1

Edward R. Murrow College of Communication

Broadcast Journalism

Broadcast 360	1
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Communication

Communication 100	1
Communication 101	16
Communication 102	67
Communication 105	147
Communication 138	6
Communication 201	1
Communication 207	2
Communication 210	9
Communication 220	1
Communication 230	2
Communication 235	12
Communication 265	13
Communication 295	86

Communication 300	112
Communication 301	58
Communication 303	1
Communication 309	19
Communication 310	3
Communication 312	38
Communication 320	3
Communication 321	18
Communication 324	2
Communication 333	40
Communication 335	3
Communication 340	1
Communication 350	4
Communication 360	8
Communication 380	8
Communication 381	28
Communication 382	1
Communication 383	12
Communication 395	2
Communication 401	1
Communication 403	1
Communication 409	4
Communication 415	5
Communication 420	17
Communication 421	30
Communication 425	4
Communication 431	1
Communication 433	1
Communication 440	20
Communication 455	1
Communication 460	67
Communication 465	1
Communication 466	1
Communication 471	67
Communication 475	12
Communication 476	11
Communication 477	6
Communication 478	3
Communication 479	1
Communication 480	1
Communication 482	2
Communication 498	1
Communication 499	1
Communication 867	2

Communication and Society (COMSO)

Communication and Society 230	2
Communication and Society 300	1
Communication and Society 301	11
Communication and Society 321	5
Communication and Society 421	8
Communication and Society 476	1
Communication and Society 477	2

Journalism and Media Production (COMJOUR)

COMJOUR 295	1
COMJOUR 305	1
COMJOUR 333	47
COMJOUR 335	2
COMJOUR 350	4
COMJOUR 360	2
COMJOUR 425	3
COMJOUR 466	1
COMJOUR 475	1
COMJOUR 495	1

Non-WSU Coursework

Non-WSU

Non-WSU, below 100-level or no academic level listed	151
Non-WSU 100-level	2385
Non-WSU 200-level	1433
Non-WSU 300-level	212
Non-WSU 400-level	66
Non-WSU Over 400-level	14

Personal

Personal	23
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Other Academic Writing

Other Academic Writing	51
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University College

University College (UCOLL)*

UCOLL 100	3
UCOLL 101	2
UCOLL 102	1
UCOLL 104	22
UCOLL 199	1

UCOLL 204	1
UCOLL 250	1
UCOLL 280	1
UCOLL 300	5
UCOLL 301	11
UCOLL 303	1
UCOLL 304	56
UCOLL 447	3
UCOLL 490	1
UCOLL 491	1
UCOLL 497	71
UCOLL 498	1

Honors

Honors 198	2
Honors 270	57
Honors 280	149
Honors 290	30
Honors 298	24
Honors 310	1
Honors 320	2
Honors 360	1
Honors 370	24
Honors 380	70
Honors 390	12
Honors 398	7

Voiland College of Engineering and Architecture

Architecture

Architecture 202	19
Architecture 215	9
Architecture 220	12
Architecture 250	6
Architecture 262	1
Architecture 309	17
Architecture 324	10
Architecture 330	1
Architecture 350	2
Architecture 351	4
Architecture 352	1
Architecture 409	2
Architecture 432	2
Architecture 463	1
Architecture 472	11

Bioengineering

Bioengineering 101	2
Bioengineering 102	3
Bioengineering 103	1
Bioengineering 106	6
Bioengineering 107	1
Bioengineering 120	2
Bioengineering 140	1
Bioengineering 180	1
Bioengineering 205	7
Bioengineering 210	1
Bioengineering 322	8
Bioengineering 332	1
Bioengineering 340	2
Bioengineering 365	1
Bioengineering 401	1
Bioengineering 425	1

Biosystems Engineering 1*

*No course number given

Civil Engineering

Civil Engineering 101	1
Civil Engineering 205	1
Civil Engineering 215	9
Civil Engineering 217	1
Civil Engineering 302	2
Civil Engineering 315	1
Civil Engineering 317	28
Civil Engineering 322	4
Civil Engineering 330	16
Civil Engineering 351	2
Civil Engineering 370	1
Civil Engineering 398	1
Civil Engineering 400	1
Civil Engineering 475	1
Civil Engineering 480	1
Civil Engineering 495	6

Chemical Engineering

Chemical Engineering 101	1
Chemical Engineering 102	1
Chemical Engineering 105	2
Chemical Engineering 110	3
Chemical Engineering 211	1
Chemical Engineering 298	1

Chemical Engineering 345	1
Chemical Engineering 398	13
Chemical Engineering 450	1
Chemical Engineering 498	1

Computer Science

Computer Science 121	3
Computer Science 122	7
Computer Science 202	2
Computer Science 223	4
Computer Science 261	1
Computer Science 301	1
Computer Science 302	2
Computer Science 317	1
Computer Science 320	20
Computer Science 322	4
Computer Science 323	5
Computer Science 355	8
Computer Science 360	3
Computer Science 365	1
Computer Science 401	9
Computer Science 402	2
Computer Science 427	1
Computer Science 443	1
Computer Science 447	2
Computer Science 453	1
Computer Science 464	2
Computer Science 466	4

Construction Management

Construction Management 102	7
Construction Management 201	5
Construction Management 202	3
Construction Management 252	7
Construction Management 257	1
Construction Management 302	1
Construction Management 356	1
Construction Management 357	1
Construction Management 362	7
Construction Management 368	2
Construction Management 370	1
Construction Management 371	9
Construction Management 451	4
Construction Management 457	1

Design and Construction (SDC)

Design and Construction 100	9
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Design and Construction 140	1
Design and Construction 250	33
Design and Construction 350	13

Electrical Engineering

Electrical Engineering 101	4
Electrical Engineering 120	2
Electrical Engineering 214	8
Electrical Engineering 234	31
Electrical Engineering 261	1
Electrical Engineering 262	7
Electrical Engineering 302	2
Electrical Engineering 316	1
Electrical Engineering 321	17
Electrical Engineering 324	8
Electrical Engineering 331	1
Electrical Engineering 349	1
Electrical Engineering 352	21
Electrical Engineering 362	2
Electrical Engineering 402	1
Electrical Engineering 415	1
Electrical Engineering 421	1
Electrical Engineering 492	1
Electrical Engineering 496	1

Engineering

Engineering 101	1
Engineering 109	1
Engineering 110	1
Engineering 120	65
Engineering 215	1
Engineering 225	1
Engineering 324	3
Engineering 401	4

Electrical Engineering – WSU-V

EE - Vancouver 101	3
EE - Vancouver 214	1
EE - Vancouver 234	1
EE - Vancouver 260	3
EE - Vancouver 316	2
EE - Vancouver 324	3
EE - Vancouver 325	2
EE - Vancouver 327	4
EE - Vancouver 349	3

EE - Vancouver 421	1
EE - Vancouver 450	1
EE - Vancouver 461	1
EE - Vancouver 496	1

Mechanical Engineering

Mechanical Engineering 120	1
Mechanical Engineering 201	3
Mechanical Engineering 211	4
Mechanical Engineering 212	6
Mechanical Engineering 216	2
Mechanical Engineering 220	94
Mechanical Engineering 270	1
Mechanical Engineering 301	5
Mechanical Engineering 304	5
Mechanical Engineering 305	13
Mechanical Engineering 308	2
Mechanical Engineering 309	44
Mechanical Engineering 310	29
Mechanical Engineering 311	6
Mechanical Engineering 313	24
Mechanical Engineering 314	20
Mechanical Engineering 316	2
Mechanical Engineering 319	1
Mechanical Engineering 348	2
Mechanical Engineering 401	1
Mechanical Engineering 404	1
Mechanical Engineering 405	1
Mechanical Engineering 431	1
Mechanical Engineering 475	1
Mechanical Engineering 485	2