

THE WASHINGTON STATE UNIVERSITY WRITING PORTFOLIO

SEVENTH FINDINGS:
JUNE 2005—MAY 2007

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I. Purpose

To date more than 45,600 students have completed the Washington State University Writing Portfolio, which was first administered Spring Semester 1993. Total participation in the Writing Portfolio has more than doubled since 1999-2001, and participation in the Writing Portfolio continues to increase (section IV.A.2.a).

The Seventh Findings: June 2005—May 2007 continues to assess the effectiveness of the Washington State University Writing Portfolio, and, in particular, examines progress made since 2001. This report describes and evaluates the Writing Portfolio and the Writing Assessment Program, and points to areas in which the assessment processes may be improved to better meet the needs of those involved with the Writing Portfolio. This report presents data on the Writing Portfolio that can be used in decision making by current and future administrators of the examination, campus-wide faculty, departments, programs and colleges involved in writing instruction, and those with oversight responsibilities, such as the Director of General Education, the Vice Provost of Undergraduate Education and the All-University Writing Committee, with regard to the writing abilities of WSU undergraduates.

II. Rationale

The 2005-2007 evaluation of the Writing Portfolio represents an assessment of the program as a whole. Slightly more than 9,000 students completed the WSU Writing Portfolio between June 1, 2005 and May 31, 2007. This represents an increase of nearly 900 students from the last reporting period.

During the 1999-2001 reporting period, the Writing Assessment Office undertook several activities, centering primarily around registration holds, to assist students in completing the Writing Portfolio requirement in a timely manner. In 1999-2005, those activities began showing results. The 2005-2007 reporting period continues to yield positive results from the activities instituted in 1999-2001. Some trends observed in the 1999-2001 report continue in the 2005-2007 report. For example, the number of students completing the portfolio prior to the 75th credit hour continued to rise from 2001-2007. Some new trends are starting to show in this reporting period. The number of unsigned course papers submitted has decreased, indicating students more often sought and succeeded in obtaining instructor signatures. The number of courses represented by paper submissions has increased from about 2400 in the 2003-2005 report to 3250

in 2005-2007, a 35% increase. Some populations related to gender/language struggle with certain timed writing exam topics (section IV.B.3.) and the number of Portfolios submitted continued to increase, although not as dramatically as in the past, between 2001-2007 (section IV.A.2.a.). These trends and the factors that influence them are important elements in determining the effectiveness and efficiency of the Writing Portfolio.

The 2005-2007 report does not include the addition of any new sections. Nearly every section of this report contains analysis of the change of the Writing Portfolio over time. The timeframe chosen for this report dates back to 2001. Readers are encouraged to consult previous biennial Writing Portfolio reports for additional historical context. Comparisons made herein intend to provide the readers of this report insight into the Writing Portfolio over time. This report is recommended to serve as a source of base-line data and analytical methods for administrative use.

III. Executive Summary

The Writing Portfolio portion of the Writing Assessment Program at Washington State University continues to be a model diagnostic writing program. This summary provides conclusions supporting the Writing Portfolio's ability to guide and promote undergraduate writing and recommendations to help the Writing Assessment Office update the Writing Portfolio to keep it a world-class diagnostic writing tool.

III.A. Principal Conclusions

- Washington State University continues to have a robust and growing undergraduate curriculum that actively promotes writing across the disciplines.
 - The number of courses represented by paper submissions has increased from nearly 2400 in the 2003-2005 report to 3250 in 2005-2007, a 35% increase (Appendix C).
 - The number of Writing Portfolio submissions in the biennial period continues to increase (section IV.A.2.a).
- Students are complying with the Writing Portfolio requirement within an expected and optimal timeline.
 - Since 2001/2003, the number of students completing the Writing Portfolio prior to the 75th credit hour has steadily increased (+9.1%).

- Average credit hours at exam dropped by 3 credit hours between 2003-2005 (Sixth Findings) and 2005-2007, to 83 credit hours, 2 credit hours lower than the average for 2001-2007, meaning that students are completing the Writing Portfolio within their junior year.
- Overall, 61.9% of students completed their Writing Portfolios after 75 credit hours in the 2006-2007 reporting period, down from 63% in 2004-2005.
- Multi-lingual writers (L2) still display the need for additional writing support as evidenced by their performance on the Writing Portfolio. Efforts to aid multi-lingual speakers/writers are noticeable in some results, and deserve commendation.
 - Multi-lingual writers complied with Writing Portfolio timelines at a slightly higher rate than the general student population. This can be attributed to the diverse advising efforts of programs and individuals who work directly with multi-lingual writers to inform and assist students in the completion of their Writing Portfolios.
 - Multi-lingual writers showed the most improvement over time in complying with the Writing Portfolio timeline.
 - Multi-lingual writers who did not report a major in 2001-2007 had a 40.2% chance of receiving a needs work final rating on the Writing Portfolio, down from 59.1% for 1993-2005 shown in the 2003-2005 report.
 - Multi-lingual writers were about twice as likely as first language writers (L1) to receive needs work ratings at the Tier I level, and about four times as likely as L1 writers to receive needs work ratings at the Tier II level.
- The Writing Assessment Program continues to be a model writing program, but several issues need to be monitored in upcoming reports:
 - Continue to monitor the number of unevaluated course paper submissions in the Writing Portfolio packets. The percentages of unevaluated, yet approved course paper submissions, has decreased in this report, but efforts should be continued to diminish the number of unevaluated course paper submissions.
 - Pass with Distinction ratings for L1 and L2 students should be monitored for trends. While rater expectations may have increased with Portfolio reading experience and the growing maturity of the Writing Portfolio process, rater

training for the Pass with Distinction rating should continue to stress high yet realistic standards that reflect writing expectations for rising-junior undergraduates.

- The timed essay prompts—especially recently introduced selections—should be continuously monitored to ensure fairness to all participants, and the prompts should be reconsidered every few years for their appropriateness.
- Faculty participation as paid readers should continue to be monitored. While the Writing Assessment Program has enough raters to complete the evaluations, a study of faculty participation in the Writing Assessment Program over time may help develop a picture of faculty work load.

III.B. Recommendations for Action

- Continue to monitor the trend toward decreasing the number of unsigned, “okay” rated course paper submissions, and increase efforts to get students to obtain the original teacher’s rating and signature on the paper.
- Monitor the following rating trends among specific student populations for rhetorical tasks:
 - Increase in Needs Work ratings for Rhetorical Tasks 3 and 4 at the Tier I level for both males and females
 - Increase in Needs Work ratings for females with Task 3 at Tier II.
 - Decrease in Distinction ratings for multi-lingual writers with Task 3 at Tier II.
- Increase the proportion of Non-English to English/Writing Program raters in the Rating Corp through a combination of proven and innovative recruitment practices, with a strong emphasis on recruiting and retaining raters from math and science disciplines.
- Continue updating the program evaluation process for the Writing Assessment Program.
 - Consider using the updated definition of validity for future reports. Over time, the ways in which scholars talk about validity have changed or evolved. This report and previous Writing Portfolio Reports considered data using an older definition of validity based on performance.
 - The 2005-2007 report responds to a call to consider alternative methods of examining the validity of the Writing Portfolio Assessment by reducing the timeframe under purview. Eliminating the bulk of historical analyses affords the opportunity to consider a smaller data pool in more detail. Consider conducting

comprehensive investigations of Writing Portfolios submitted by various subsets of the participant population (such as transfer, non-transfer; L1, L2; male, female) in order to address writer needs more fully. Also, consider assessing rater and teacher participation through supplemental research. This model could become a compendium of reports that repeats over a series of years and combines to form, over time, an overview of the entire Writing Portfolio Assessment program.

- Conduct a yearly review of data and compare it to norms created over the last 10 years as a means of searching for inconsistencies in the Writing Portfolio Assessment.

IV. Findings

The Writing Portfolio Biennial Report provides data regarding the writing abilities of undergraduate students at Washington State University. When using the data in this report, readers should carefully examine the introductory paragraph for each table/chart for important information regarding the sources and reliability of the data presented in the table and/or chart.

IV.A. 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 descriptive findings from an internal database of student writing assessment information. Various methods have been used to compile these findings, ranging from self-reporting of major and credit hours at exam time to direct data entry of scores for the timed writing and paper submission information.

The number of student exam-takers, represented as N , varies from study to study. Studies are conducted biennially and have been ongoing since 1993; however, the 2005-2007 report marks a departure from inclusion of historical data since the Writing Portfolio's inception. The N can vary given the number of students who may have completed the timed writing portion of the Writing Portfolio but have not yet finished it entirely, thereby delaying entry of complete results into the database.

IV.A.1. Average Time to Exam

The optimal time to exam for the Writing Portfolio ranges from 60-75 credit hours, and the 2005-2007 report indicates positive movement toward that goal. Data shows a 9.1% increase since the 2001-2003 reporting period in the number of students completing the Writing Portfolio before the 75th credit hour and a 4.1% decrease in the number of students completing the Writing Portfolio at and beyond the 76th credit hour. The percentage of students completing the Writing Portfolio after 75 credit hours in the 2005-2007 reporting period is about the same as in 2003-2005, increasing in 2005-2007 by 0.3% to 62.5%.

The increase in the percentage of students completing their Writing Portfolios prior to 75 credit hours can be attributed in part to steps the Writing Assessment Office initiated in Fall 2000. These aggressive steps were 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 at 60 credits and a registration hold at 75 credit hours, have no doubt helped motivate students to complete the writing portfolio between 60 and 75 credit hours. To maintain the Writing Portfolio as a diagnostic tool, the Writing Assessment Office may consider focusing on the student classifications that show the least amount of improvement over time and take more aggressive steps with these students (section IV.A.1.a).

The 1999-2001 report contained a strong recommendation that at 45 credits, students receive an automated notice in METRO (now delivered via myWSU) that the Portfolio is due in the upcoming semester; that the first registration hold be placed when students who have not completed the portfolio attempt to register with 60 credits; and that the second, "hard" hold be levied at 75 credits. These portfolio-tracking mechanisms have not yet been put in place.

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

The four tables included in this section rely on the number of self-reported credit hours earned by students when they turn in the Writing Portfolio packet. When considering the data in these tables, recognize the difference in the number of students between the biennial reporting periods. Writing Portfolio completion may also be described as time to exam since the exam is a required component of the Portfolio.

During, the 2005-2007 reporting period, students continued to complete their Writing Portfolios earlier in their programs. The 0.3% increase in completion by the 75th credit hour was slight but builds on the 3.9% increase between 2001-2003 and 2003-2005. Other trends also suggest that students are beginning to complete their Writing Portfolios earlier in their programs. Although the largest percentage of students still complete their Portfolios in the 76-90 credit hour range, this number is decreasing. The trend moves toward the targeted range of 61-75 credit hours. In 2003-2005, the difference in percentage between submissions at 61-75 credit hours and 76-90 credit hours was 8.4%. In 2005-2007, that gap narrowed to 7.2%. While the change in Portfolio completion beyond 76 credit hours between 2003-2005 and 2005-2007 is negligible,

the overall change over six years (2001-2007) shows fewer students postponing completion beyond 75 credit hours (-4.1%).

Although the percentages have not yet reached optimal levels, improvements continue to be seen in timely Portfolio completion. Overall, 61.9% of students completed their Writing Portfolios after 75 credit hours in 2006-2007, improved from 63% in 2004-2005. Moreover, the overall change in Portfolio completion at 75 credit hours or less shows a 9.1% increase in compliance over the three reporting periods covering June 2001 to May 2007.

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

Hours	Change 03/04 – 06/07	June 2006- May 2007	June 2005- May 2006	June 2004- May 2005	June 2003- May 2004
No. Students	276	4274	4739	4102	3998
60 or less	-.5%	9.3%	7.3%	9.0%	9.7%
61-75	.9%	28.6%	29.5%	27.8%	27.7%
76-90	1.2%	35.7%	36.8%	37.6%	34.5%
91-105	-.7%	12.4%	11.7%	12.2%	13.1%
106 or more	-1%	13.8%	14.4%	13.2%	14.8%
Unreported	1.1%	1.6%	.5%	.49%	.45%

Time to Exam for All Students, Biennial Reporting Periods

Hours	Change 01/03 – 05/07	2005- 2007	2003-2005	2001- 2003
No. Students	1488	9013	8100	7525
60 or less	5.0%	8.2%	9.4%	8.2%
61-75	4.1%	29.1%	27.7%	25.0%
76-90	3.0%	36.3%	36.1%	33.3%
91-105	-3.6%	12.1%	12.6%	15.7%
106 or more	-3.5%	14.1%	14.0%	17.6%
Unreported	-0.6%	1.0%	0.5%	1.7%

In addition, a direct comparison was made between different student classifications for time to exam data. Transfer students are allowed to submit their Writing Portfolios up until the 90th credit hour. When comparing the percentage of students who have submitted portfolios up to 75 credit hours for non-transfer students and up to 90 credit hours for transfer students, a higher percentage of transfer students submitted Portfolios “on-time.” By the 90th credit hour, 68.4% of transfer students completed their Writing Portfolio compared to 44% of non-transfer students at the 75th credit hour.

If the data is taken at face value, non-transfer students are the timeliest at submitting Portfolios prior to 75 credit hours compared to all other student classifications. During 2005-2007, the percentage of students completing the Writing Portfolio before 75 credit hours for all classifications was 37.5%. Females and multi-lingual writers (L2) represent the next highest percentage of students completing Portfolio exam prior to 75 credit hours, with each at 39.4%. The remaining classifications represent first language (L1) or native speakers of English (37.3%), males (35.5%), and transfer students (34.2%).

Time to Exam—Comparison between student classifications, 2005-2007

Hours	All	Males	Females	L1	L2	Transfer	Non-Transfer
No. Students	9013	4133	4538	7871	718	5713	2939
60 or less	8.2%	7.1%	9.2%	8.2%	7.8%	7.9%	8.7%
61-75	29.3%	28.4%	30.2%	29.1%	31.6%	26.3%	35.3%
76-90	36.2%	37.5%	35.0%	36.6%	31.0%	34.2%	40.1%
91-105	12.0%	11.5%	12.5%	11.9%	13.5%	13.5%	9.2%
106 or more	14.0%	15.3%	12.8%	13.9%	16.0%	17.9%	6.6%
Unreported	1.1%	1.1%	1.1%	1.1%	0.6%	1.2%	0.7%

In reviewing the percentage of students who have completed the Writing Portfolio prior to 75 credit hours (or 90 credit hours for transfer students), one must also review the trends in this change over time. The following table shows the change in time to exam by student classifications between 2001/2003 and 2005/2007. Plus and minus signs denote the direction of the change in time to exam for each student classification group. The number of students reported also represents the change in student participation in the Writing Portfolio for the classification listed. The shaded row highlights change in Portfolio completion between 61-75 credit hours, the optimal range for time to completion.

Change in Time to Exam by Student Classifications, 01/03 to 05/07

Hours	All	Male	Female	Transfer	Non-Transfer	L1	L2
No. Students	+2389	+1104	+1285	+2148	+169	+2154	+227
60 or less	-0.6%	+0.5%	-1.6%	-0.5%	-1.3%	-0.4%	-0.8%
61-75	+3.7%	+3.1%	+4.3%	+3.6%	+5.4%	+4.7%	+4.4%
76-90	+2.4%	+3.2%	+1.6%	+2.5%	-0.6%	+3.0%	+3.0%
91-105	-3.0%	-3.1%	-2.8%	-2.9%	-3.2%	-3.4%	-3.3%
106 or more	-2.5%	-3.7%	-1.4%	-2.6%	-0.2%	-3.8%	-3.3%
Unreported	-1.5%	-1.3%	-1.7%	-1.4%	-2.9%	-2.3%	-0.6%

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

The next two tables present data on the time to exam by transfer/non-transfer and first language (L1)/multi-lingual writer (L2) classifications, and the changes over time between 2001-2003 and 2005-2007. Previously, transfer students were given an allowance to submit their portfolios “on-time” up to the 90th credit hour, and non-transfer students were reminded at 60 credit hours to complete the portfolio and may submit it on-time up to the 75th hour. In the past biennium, the Writing Assessment Office has worked students regardless of their classification regarding timely completion of the Writing Portfolio.

The first table reports student time to exam by transfer status and displays the amount of change in time to exam over three biennia, from 2001-2003 through 2005-2007. Transfer students increased exam completion by the 90th hour by 8.1% since 2001-2003. Non-transfer students increased exam completion by the 90th hour by 6.3%, with a smaller increase in on-time completion at the 75th hour (4.5%). Students waiting to complete exams until beyond the 91st

hour decreased in both classifications, with 8.2% fewer transfer students postponing exam completion and 6.7% fewer by non-transfer students.

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

	Change Between 01/03 – 05/07		2005-2007		2003-2005		2001- 2003	
Hours	Transfer	Non- Transfer	Transfer	Non- Transfer	Transfer	Non- Transfer	Transfer	Non- Transfer
No Students►	1233	191	5932	2968	5394	2471	4699	2777
60 or less	0.5%	-0.7%	8.0%	8.7%	8.8%	9.9%	7.5%	9.4%
61-75	4.5%	4.2%	26.0%	35.2%	24.8%	34.0%	21.5%	31.0%
76-90	3.1%	3.3%	34.4%	39.9%	34.1%	40.5%	31.3%	36.6%
91-105	-3.9%	-3.2%	13.5%	9.4%	14.8%	8.1%	17.4%	12.6%
106 or more	-4.3%	-3.5%	17.8%	6.7%	17.3%	7.4%	22.1%	10.2%
Unreported	-0.8%	-0.5%	1.2%	0.7%	0.6%	0.2%	2.0%	1.2%

Reviewing time to exam data by language status shows that 29.3% of multi-lingual speakers and 25.8% of first language speakers submitted their Writing Portfolios after the 91st credit hour in the 2005-2007 biennium. This shows a higher rate of late submissions among multi-lingual speakers than the 2003-2005 rate of 23.7% and 2001-2003 rate of 32.9%. For first language speakers, the 2005-2007 submission rate after the 91st credit hour (25.8%) shows about the same time to exam as in the 2003-2005 reporting period (25.5%) and improvement from the 31.8% submission rate in 2001-2003.

Current data indicates an interruption in the leveling of movement toward completion of the Writing Portfolio within the optimal timeline, a trend noted in the 2001-2003 and 2003-2005 reporting periods. The number of multi-lingual speakers compared to first language speakers who submit their Writing Portfolios after the 91st credit hour, increased 5.6% in 2005-2007 over the 2003-2005 reporting period. The time to exam for first language speakers in the 2005-2007 reporting period was about the same as in 2003-2005. The various programs and faculty that work directly with international students should be commended for their advising efforts to assist multi-lingual writers in the timely completion of the Writing Portfolio. These efforts are clearly demonstrated here.

**Time to Exam— First Language (L1) vs. Multi-Lingual (L2) Speaking Students,
Biennial Reporting Period**

	Change 01/03 – 05/07		2005-2007		2003-2005		2001- 2003	
Hours	L1	L2	L1	L2	L1	L2	L1	L2
No. Students	2086	167	7977	741	6361	811	5891	574
60 or less	-0.4%	-1.3%	8.3%	8.1%	9.4%	12.7%	8.7%	9.4%
61-75	3.8%	4.9%	29.1%	31.0%	28.5%	30.9%	25.3%	26.1%
76-90	2.6%	-0.1%	36.6%	31.4%	36.3%	32.5%	34.0%	31.5%
91-105	-3.2%	-3.4%	11.9%	13.3%	12.1%	12.0%	15.1%	16.7%
106 or more	-2.8%	-0.2%	13.9%	16.0%	13.4%	11.7%	16.7%	16.2%
Unreported	-0.8%	-1.4%	1.1%	0.5%	0.4%	1.4%	1.9%	1.9%

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

The four tables in this section present data on the impact on rating of the Writing Portfolio in relation to the time to exam between 2001 and 2007. The first table displays combined data from the 2001-2003, 2003-2005, and 2005-2007 biennia. The next three tables present separate data for each of the three biennia. At Tier I, timed essays are rated simple pass, pass with distinction, or needs work. Essays marked as pass with distinction or needs work progress to Tier II rating, shown as Final Results, where the portfolio (the timed essay and paper submissions) is rated.

In 2001/2003, 2.3% more portfolios received final needs work ratings when submitted after 90 credit hours than if submitted at 90 credit hours or less. In 2003/2005, the trend leveled and reversed slightly, with an average of 0.7% more portfolios rated as needs work if submitted before 90 credit hours. By 2005-2007, the reversal is clear, with an average of 2.6% more rated as needs work if the portfolio was submitted before 90 credit hours.

The impact on rating in relation to the change in time to exam from 2001-2003 to 2005-2007 shows the greatest increase in Tier I simple pass ratings among portfolios submitted between 61-75 credit hours, with increases recorded at all time categories before 90 credit hours. Simple pass ratings decreased among portfolios submitted after 90 credit hours.

Among portfolios that progressed to Tier II rating (Final Results), simple passes decreased in all categories of time to exam. Pass with distinction ratings increased significantly among portfolios submitted beyond 106 credit hours. Needs work ratings increased among

portfolios submitted before 90 credit hours and decreased among portfolios submitted after 90 credit hours.

Change in Time to Exam, Impact on Rating, 2001-2003 to 2005-2007

	Tier I Results			Final Results (Tier II)		
Hours	Simple Pass	Pass with Distinction	Needs Work	Simple Pass	Pass with Distinction	Needs Work
60 or fewer	1.6%	-0.9%	-0.8%	-3.4%	-2.4%	1.6%
61-75	3.2%	0.4%	-3.6%	-1.5%	-2.4%	3.2%
76-90	2.2%	-0.9%	-1.3%	-2.5%	-0.8%	2.2%
91-105	-1.8%	1.2%	0.5%	-1.4%	-0.9%	-1.8%
106 or more	-1.5%	-1.2%	2.7%	-2.5%	9.4%	-1.5%
Unreported	-4.6%	-4.2%	8.8%	-2.9%	-4.0%	-4.6%

Time to Exam, Impact on Rating, 2005-2007

	Tier I Results			Final Results (Tier II)		
Hours	Simple Pass	Pass with Distinction	Needs Work	Simple Pass	Pass with Distinction	Needs Work
60 or fewer	62.8%	9.2%	27.9%	7.8%	10.0%	62.8%
61-75	64.0%	9.2%	26.7%	7.7%	10.2%	64.0%
76-90	63.4%	9.3%	27.1%	6.9%	10.6%	63.4%
91-105	60.8%	10.8%	28.2%	7.4%	10.1%	60.8%
106 or more	61.4%	10.7%	27.7%	8.4%	8.3%	61.4%
Unreported	60.2%	8.6%	31.1%	7.5%	3.2%	60.2%

Time to Exam, Impact on Rating, 2003-2005

	Tier I Results			Final Results (Tier II)		
Hours	Simple Pass	Pass with Distinction	Needs Work	Simple Pass	Pass with Distinction	Needs Work
60 or fewer	62.3%	8.74%	28.8%	11.3%	12.4%	62.3%
61-75	59.1%	8.22%	32.6%	8.52%	13.0%	59.1%
76-90	60.8%	8.79%	30.3%	6.73%	13.2%	60.8%
91-105	59.0%	10.8%	30.1%	8.56%	10.7%	59.0%
106 or more	58.0%	14.6%	27.3%	10.9%	6.94%	58.0%
Unreported	63.1%	0%	36.8%	2.63%	2.63%	63.1%

Time to Exam, Impact on Rating, 2001-2003

Hours	Tier I Results			Final Results (Tier II)		
	Simple Pass	Pass with Distinction	Needs Work	Simple Pass	Pass with Distinction	Needs Work
60 or fewer	61.2%	10.0%	28.6%	11.1%	12.4%	61.2%
61-75	60.8%	8.82%	30.3%	9.18%	12.6%	60.8%
76-90	61.2%	10.2%	28.4%	9.40%	11.4%	61.2%
91-105	62.6%	9.56%	27.7%	8.81%	11.0%	62.6%
106 or more	62.9%	11.9%	25.1%	10.8%	8.22%	62.9%
Unreported	64.8%	12.8%	22.4%	10.4%	7.2%	64.8%

IV.A.1.d. Gender Differences in Average Time to Exam

Since 2001-2003, the number of credit hours completed at the time of Writing Portfolio submission has increased, with the increase leveling in 2005-2007 (section IV.1.A.1.a). A difference in the change of credit hours at exam is shown for the variable of gender. In 2005-2007, males had the largest increase in percentage of individuals submitting Portfolios at the 76-90 credit hour range (4%), while the greatest change for females was the 4.5% increase in Portfolio completion at the 61-75 credit hour range. Overall in 2005-2007, a higher percentage of females (39.2%) completed the Writing Portfolio before the 76th credit hour than did males (35.4%).

Credit Hours at Exam – Males Only by Biennial Reporting Period

Hours	Change 01/03 – 05/07	2005- 2007	2003- 2005	2001- 2003
No. Students	908	4243	3708	3335
60 or less	.63%	7.07%	7.47%	6.44%
61-75	3.2%	28.3%	28.3%	25.1%
76-90	4%	37.5%	37.7%	33.5%
91-105	-3.2%	11.6%	11.2%	14.8%
106 or more	-4.6%	15.4%	15.2%	20.0%
Unreported	-1.12%	1.03%	.404%	2.15%

Credit Hours at Exam – Females Only by Biennial Reporting Period

Hours	Change 01/03 – 05/07	2005- 2007	2003- 2005	2001- 2003
No. Students	1165	4690	4217	3525
60 or less	-1.38%	9.12%	11.0%	10.5%
61-75	4.5%	30.1%	27.3%	25.6%
76-90	1.9%	35.1%	34.5%	33.2%
91-105	-3.1%	12.6%	13.9%	15.7%
106 or more	-1.8%	12.9%	13.0%	14.7%
Unreported	-1.45%	1.04%	.545%	2.49%

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

The following table provides the average time to exam by major. The table displays data from 2002 through 2007, as well as data for the 2005-2007 reporting period. From 2002 to 2007, all majors with 30 or more students completed an average of 85 credit hours upon Writing Portfolio submission. During 2005-2007, the average was 83 credit hours. The drop in the average number of credit hours at Portfolio submission in 2005-2007 confirms the change in credit hours at exam as reported in section IV.A.1.a.

The data reported in the time to exam by major table must be placed in context by the department in which the major resides. Majors that contain highly structured programs may provide more guidance for student submission and thus may display a higher or lower average time to exam than other majors. Also, majors that attract a high number of transfer students may have higher average credit hours because transfer students are allowed additional time to submit the Portfolio.

The trend for average credit hours at exam confirms the overall findings reported in section IV.A.1. Although the 83 credit hour average is still well above the desired 60-75 credit hour range desired, the 2 credit hour drop in 2005-2007 below the 2001-2007 average continues progress toward that goal.

Time to Exam by Major, 2005-2007 and 2002-2007, Listed by Average Hours at Exam

Major	Average Hours at Exam 2005-2007	Students (N) 2005-2007	Average Hours at Exam 2001-2007	Students (N) 2001-2007
University Average	83	10877	85	26018
Hotel and Restaurant Administration	66	2	87	18
GEN M	67	4	67	4
Environmental Engineering	74	5	74	5
GENCB	74	11	74	11
French	75	7	81	18
Geology	75	17	86	46
Agricultural Education	77	9	89	37
AG TM	77	24	83	42
Human Nutrition and Foods	77	17	77	17
Sports Management	77	160	80	360
Journalism	77	33	77	84
MSE	77	12	74	15
CES	78	29	79	31
Dietetics	78	11	78	12
TURF Management	78	5	80	15
Movement Studies	78	130	78	188
Economics	79	77	83	131
Hospitality Management	79	137	82	650
Communications Broadcasting	79	27	80	134
Criminal Justice	79	326	80	698
Speech & Hearing Sciences	79	64	81	124
Biological Chemistry	79	57	81	130
Genetics and Cell Biology	79	24	81	60
Neuroscience	79	72	79	134
Professional Development	79	9	79	9
Agricultural Communications	80	7	80	11
Environmental Science	80	22	85	82
ENTRP	80	45	80	64
Marketing	80	227	84	525
Athletic Training	80	38	86	96
Elementary Education	80	133	81	894
Computer Engineering	80	23	89	116
Asian Studies	80	100	79	107
Communications Advertising	80	22	82	221
Nursing	80	390	81	844
Zoology	80	162	79	416
Ecology	80	45	80	68
EXSCI	80	7	80	7
GEN E	80	19	80	19
Finance	81	287	86	731
Construction Management	81	96	89	240

Major	Average Hours at Exam 2005-2007	Students (N) 2005-2007	Average Hours at Exam 2001-2007	Students (N) 2001-2007
University Average	83	10877	85	26018
HBM	81	182	82	194
Health & Fitness	81	26	79	40
Agricultural Economics	82	19	87	48
Animal Science	82	52	86	241
Apparel, Merchandizing, and Textiles Management	82	152	84	312
Education	82	221	84	406
Civil Engineering	82	397	84	548
Communications	82	229	85	478
Philosophy	82	645	84	1605
Political Science	82	49	85	122
Sociology	82	211	83	511
Chemistry	82	249	84	554
Mathematics	82	33	84	75
Microbiology	82	57	81	146
Medical Science	82	89	84	165
GEN H	82	11	82	11
Forestry	82	14	82	14
Crops	82	4	96	23
Food Science & Human Nutrition	83	17	86	53
Business	83	48	84	52
International Business	83	132	85	476
Spanish	83	116	83	272
Women's Studies	83	47	85	107
GEN S	83	15	90	46
Agribusiness	83	65	83	65
Horticulture	84	9	82	52
Accounting	84	24	90	63
Architecture	84	309	86	599
Chemical Engineering	84	157	88	409
Mechanical Engineering	84	39	89	123
Communications Public Relations	84	322	88	668
History	84	224	84	468
Biotechnology	84	226	85	489
Agriculture	84	17	83	32
Human Development	85	27	84	107
Natural Resource Science	85	262	86	629
Kinesiology	85	21	91	65
English	85	10	97	55
Physics	85	235	85	543
General Studies	85	23	87	80
Interior Design	85	197	88	516
	86	83	89	212

Major	Average Hours at Exam 2005-2007	Students (N) 2005-2007	Average Hours at Exam 2001-2007	Students (N) 2001-2007
University Average	83	10877	85	26018
Management Information Systems	86	199	90	818
Electrical Engineering	86	137	88	365
Fine Arts	86	63	86	69
German	86	7	84	13
Psychology	86	583	87	1277
Business Administration	87	294	88	666
Anthropology	87	63	87	156
Bioengineering	87	20	84	36
EGENS	87	13	87	13
GEN A	87	72	87	72
BSYSE	88	12	88	12
HRP	88	16	89	58
General Ed	88	5	87	18
Biology	88	278	90	623
GEN B	88	4	88	4
Social Science	89	301	92	769
Social Studies	89	97	88	142
Digital Technology & Culture	89	68	88	88
Landscape Architecture	90	40	92	107
Music	91	39	91	126
Theatre	91	29	92	62
Pharmacy	91	123	96	426
Computer Science	92	124	93	436
General Humanities	92	98	93	258
Real Estate	98	3	99	22
General Science	99	3	98	21
Entomology	100	2	95	9
ENTOM	103	3	103	3
Materials Science Engineering	104	2	93	19
General Business	105	8	92	64
General Biological Science	107	1	107	1
Business Law	112	8	88	56
Chinese	112	2	112	2
Veterinary Science	115	1	112	21
Soils	117	1	113	2
Russian	125	1	123	3

IV.A.2. Compliance With the Examination

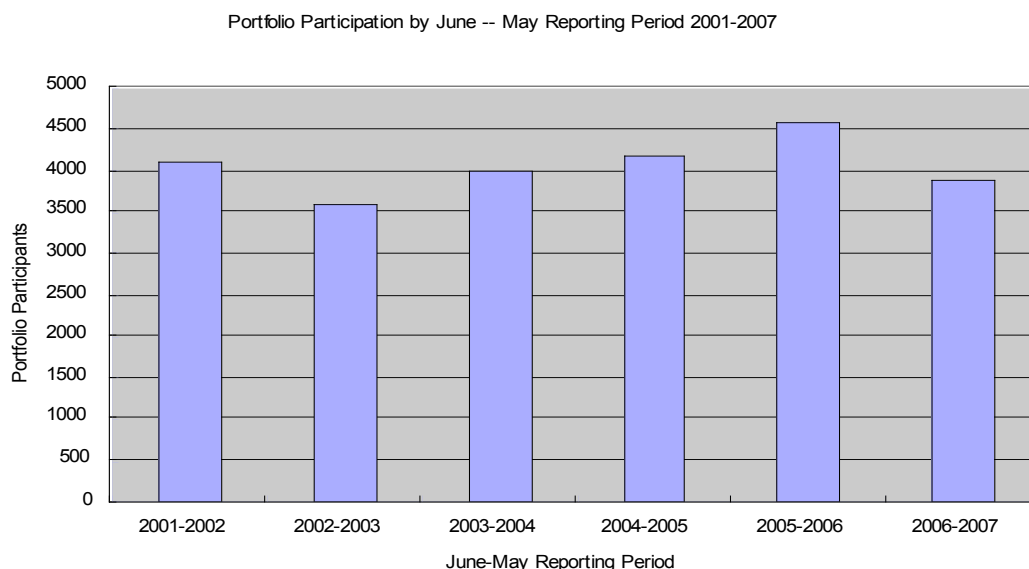
The 2001/2003 reporting period showed the first decrease in Writing Portfolio submissions since the Writing Portfolio was instituted. The 2003/2005 reporting period showed

gains in the number of students completing the Writing Portfolio, reflecting increased enrollments at the university. The 2005/2007 reporting period compares, on average, to the number of students completing the Writing Portfolio in the previous reporting period.

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

The number of Portfolio submissions leveled off between the 2001-2002 and 2006-2007 reporting periods in comparison to the steady increase from 1994 shown in the 2003-2005 Writing Portfolio Sixth Findings. The chart below shows that submissions declined between 2001-2002 and 2002-2003, increased steadily between the 2002-2003 and 2005-2006 reporting periods, and declined in 2006-2007. The 2005-2006 reporting period shows the highest participation in Portfolio submissions in the Writing Assessment Program's history. Overall, submissions between 2001 and 2007 were about level.

Leveling in Writing Portfolio submissions was predicted after Spring 1997 due to the “grandfather” clause which stipulates that students matriculating before Fall 1991 are exempt from the Writing Portfolio requirement. Fluctuations in participation may also reflect the changes in overall enrollment at WSU. In addition, 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 Multi-Lingual Writers (L2) and Transfer Students

The following table shows proportions of multi-lingual writers (L2) and transfer students to overall Portfolio participation. L2 student participation in Portfolio Assessment increased after 2001-2002, peaked in 2004-2005, and has decreased since that reporting period. The 2004-2005 reporting period shows the highest proportion of L2 students examined and 2001-2002 the lowest.

The number of transfer students participating in the Writing Portfolio has increased over the past two biennia. In 2001-2003, 4780 transfer students participated, with an additional 605 in 2003-2005 and 171 more in 2005-2007. The 2006-2007 reporting period shows the highest number of transfer students participating, with transfer students accounting for the greatest proportion of all examined (67.9%) in 2005-2006.

Multi-lingual Speaking (L2) and Transfer Student Portfolio Completion Percentages, 1993-2005

Academic Year	L2 Students	Proportion of all Examined	Transfer Students	Proportion of all Examined
2006-2007	314	8.2%	2,938	64.8%
2005-2006	370	8.3%	2,618	67.9%
2004-2005	461	11.2%	2,752	66.7%
2003-2004	395	9.9%	2,633	65.7%
2002-2003	315	8.7%	2,293	63.6%
2001-2002	278	6.9%	2,487	61.9%

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

No significant trends have occurred in the completion of the Writing Portfolio by month over the last six years. April continues to be the busiest month for Portfolio submissions, and over the last six years, November and December submissions have remained high due to the implementation of winter graduation. High November submissions also coincide with early registration for spring. Students who have registration holds placed on their accounts must schedule an exam time in order to register for the spring semester. During June-August 2003,

students completed Portfolios at an unusually high rate compared with the summer months during the other five years.

Writing Portfolio Completion by Month, 2001-2006

	Total N= 20,358	2006 N= 2178	2005 N =4444	2004 N= 4060	2003 N = 1677	2002 N =3520	2001 N =4479
January	3.2%	6.2%	0.5%	3.5%	3.1%	3.0%	4.5%
February	2.1%	3.5%	0.4%	6.2%	0.0%	3.4%	3.1%
March	5.0%	9.4%	0.7%	2.5%	0.1%	10.9%	4.3%
April	16.0%	29.8%	2.4%	29.4%	1.7%	23.5%	23.1%
May	7.6%	7.6%	1.2%	11.5%	0.2%	12.8%	16.4%
June	4.6%	2.5%	4.4%	1.1%	36.6%	1.2%	1.6%
July	4.5%	1.6%	2.7%	0.6%	36.3%	2.6%	2.0%
August	5.6%	4.4%	10.7%	7.1%	18.6%	5.2%	4.8%
September	2.2%	3.0%	7.2%	0.5%	0.2%	2.2%	1.7%
October	5.0%	6.2%	13.3%	9.5%	0.0%	6.8%	4.7%
November	13.3%	17.4%	38.4%	17.3%	1.3%	16.5%	11.1%
December	11.0%	8.5%	18.1%	10.8%	1.9%	12.0%	22.7%

IV.A.3. Performance

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

IV.A.3.a. Portfolio Performance Over the Years for All Students

The following three tables provide data on students' overall performance on the Writing Portfolio over the last six years. The Portfolio evaluation uses a "Two-Tiered Expert Rater" methodology. The first tier comprises individual instructor evaluations of course papers (part I of Tier I) and evaluation of the timed writing (Part II of Tier I) by paid faculty readers. The second tier is the evaluation of the entire Portfolio (Tier II), which constitutes the "Final Rating."

Course submissions. Instructor evaluation of course writings submitted for the Writing Portfolio results in three possible ratings. Instructors rate papers as "Outstanding," or "Acceptable"; when a paper is "Unacceptable," students cannot submit the paper. When the instructor of the course is not available to rate the paper, the Writing Assessment Office may assign the third category of "Okay" to a paper if it meets certain criteria. Students are strongly encouraged to get the signatures from their instructors. The increase in the number of paper submission okays continues to be closely monitored by the Writing Assessment Office. Since the Writing Assessment Office has more strictly enforced timely Writing Portfolio compliance,

students often turn in papers not reviewed by the course instructor for a variety of reasons: (1) the paper was written at a community college, and so the teacher cannot be easily reached; or (2) the increase in the number of transfer students may partially account for the difficulty in returning to an original instructor for Writing Portfolio paper evaluation; or (3) the WSU faculty member has moved on either because of different opportunities; or (4) the teacher was a graduate student who has completed study and left WSU. In any event, the evaluation of the course papers is a significant component in the overall Portfolio evaluation. The trends noted here should continue to be monitored over time as compliance with the requirement becomes normalized.

Writing Portfolio Paper Submissions, 2001-2007				
	Total Submissions	Outstanding	Acceptable	Okay
2006-2007	11,698	33.2%	41.7%	25.0%
2005-2006	12,953	29.3%	37.8%	32.8%
2004-2005	12,344	29.9%	35.8%	34.3%
2003-2004	11,983	28.6%	37.7%	33.7%
2002-2003	10,673	30.1%	41.4%	28.5%
2001-2002	12,149	29.1%	44.3%	26.6%

The number of unsigned course papers, “okay” ratings, is decreasing. During 2006-2007, 25% of Writing Portfolio paper submissions were assigned okays, 8.7% lower than the peak in 2003-2005, the lowest percentage reported in six years. This represents a 7.8% decline from 2005-2006 and 5.2% below the six-year average of 30.2%. This reverse in trend in 2005-2006 and 2006-2007 also shows increases above the six-year averages for outstanding (30%) and acceptable (39.8%) submissions. The increased number of okays between 2001-2002 and 2004-2005 may be attributed to the number of transfer students submitting portfolios and rigorous efforts to ensure timely compliance with the Writing Portfolio requirement at mid-career. Efforts to get students to reach the original teacher to sign off on the paper, when it is possible, appear to be improving compliance.

In 2005-2006, 12,953 total annual submissions were reported, the greatest number in Writing Portfolio history. This number dropped by 1,255 total submissions to 11,698 in 2006-2007. However, when the total for each of the last three biennia is considered, an upward trend

appears: 1,499 more total submissions in 2003-2005 than in 2001-2003, and 1,829 more total submissions in 2005-2007 than in 2003-2005.

The next two tables provide data on the Tier I and Tier II ratings over the last six years. Both Tier I and Tier II rating data show decreases in 2005-2006 and 2006-2007 in needs work ratings and increases in acceptable ratings. At Tier I, outstanding ratings were reported at about the same average as over the six year period, but at Tier II, fewer timed writings were rated outstanding in 2005-2006 and 2006-2007.

Tier I (Timed Writings) Ratings, 2001-2007

	Total Exams	Outstanding	Acceptable	Needs Work
2006-2007	4,272	9.8%	63.9%	26.2%
2005-2006	4,738	9.5%	62.1%	28.3%
2004-2005	4,113	8.6%	58.8%	32.6%
2003-2004	4,005	10.9%	60.8%	28.2%
2002-2003	3,600	10.7%	60.6%	28.7%
2001-2002	4,061	9.5%	62.6%	27.9%

Tier II (Final Portfolio Review) Ratings, 2001-2007

	Total Portfolio Submissions	Outstanding	Acceptable	Needs Work
2006-2007	4,274	7.5%	83.0%	9.5%
2005-2006	4,739	7.5%	81.8%	10.6%
2004-2005	4,126	8.6%	78.1%	13.3%
2003-2004	3,990	8.6%	80.9%	10.6%
2002-2003	3,597	10.0%	77.8%	12.2%
2001-2002	4,055	9.3%	80.4%	10.3%

Between 2001-2002 and 2004/2005, the number of students receiving needs work ratings for final Portfolio evaluations increased. The trend to timely student compliance with the Portfolio may be the reason for this. Previously, weaker writers could put off submitting the Writing Portfolio for an additional year or so by ignoring the registration holds. The more rigorous compliance efforts means that students are getting a better diagnostic evaluation of their writing than the gate-keeping evaluation that occurred in many student Portfolios previously. As such, the weaker writers are being appropriately identified, and are matched up with additional support as they complete their upper-division Writing in the Major requirements.

IV.A.3.b. Performance According to Transfer and Multi-Lingual (L2) Writer Status

In order to understand the Portfolio results by combination of student characteristics, an analysis of Tier I and Final ratings are reported for combinations of transfer and language status.

Performance by Transfer and Language Status: 2005-2007, $N = 8,639$

Status	All Students	Tier I (Timed Writings)			Tier II (Final Portfolio Results)		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
Non Transfer / L1	2,736	67.7%	8.7%	23.4%	86.2%	6.1%	7.6%
Transfer / L1	5,164	63.8%	10.6%	25.5%	83.1%	8.9%	7.9%
Non-Transfer / L2	140	45%	5.7%	49.2%	69.2%	2.1%	28.5%
Transfer / L2	599	39.3%	4.8%	55.7%	61.6%	3.2%	35.2%

Performance by Transfer and Language Status: 2003-2005, $N = 6,951$

Status	All Students	Tier I (Timed Writings)			Tier II (Final Portfolio Results)		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
Non Transfer / L1	2,252	62.1%	9.2%	28.5%	81.9%	8.1%	10.0%
Transfer / L1	3,911	60.2%	11.5%	28.2%	80.5%	9.9%	9.5%
Non-Transfer / L2	149	42.9%	6.7%	50.3%	67.1%	6.0%	26.8%
Transfer / L2	639	37.0%	4.1%	58.8%	59.7%	3.6%	36.6%

Performance by Transfer and Language Status: 2001-2003, $N = 6,423$

Status	All Students	Tier I (Timed Writings)			Tier II (Final Portfolio Results)		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
Non Transfer / L1	2,600	64.5%	9.8%	25.6%	81.9%	8.9%	9.2%
Transfer / L1	3,252	63.9%	11.3%	24.6%	80.6%	10.9%	8.3%
Non-Transfer / L2	120	45.8%	2.5%	51.6%	67.5%	3.3%	29.1%
Transfer / L2	451	29.7%	4.21%	66.0%	53.4%	5.5%	41.0%

The data on Portfolio performance by transfer and language status show that the percentage of multi-lingual writers receiving needs work ratings decreased in 2005-2007 from the previous two reporting periods. During 2005-2007, L2 writers were about twice as likely as L1 writers to earn a needs work at the Tier I level and about four times more likely to earn needs work at the Tier II level than the overall population of writing assessment participants. In 2005-2007, L2 student portfolios were rated needs work at Tier II at about the same rate as in 2003-2005. A trend toward closing the gap between L2 transfer and non-transfer students needs work ratings appears at Tier I. Needs work results for L1 writers at Tier II have decreased during

2005-2007. Over the past six years, needs work ratings at Tier II have decreased for both transfer and non-transfer students.

L2 student portfolios were rated pass with distinction at Tier II less often in 2005-2007 than between 2001-2007 but about the same as in Tier I rating reported in 2003-2005. This corresponds with a similar trend among L1 portfolios. The trend may be associated with higher expectations among seasoned raters for the pass with distinction rating or the kinds and quality of papers students chose for submission in the Writing Portfolio. Pass with distinction ratings for L1 and L2 students should be monitored for trends.

IV.A.3.c. Performance of WSU Urban Campuses (2001-2007)

In viewing the data on urban campus performance, one must be careful not to make decisions regarding that data without understanding the characteristics of the urban campuses. WSU has worked hard to create “one campus that is geographically dispersed,” but each setting maintains a unique student base that may significantly influence performance as a unit in the Writing Assessment Program.

Performance of Urban Campus Students, 2005-2007

Status	All Students	Timed Writings			Final Portfolio Results		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
WSU Average	7,054	62.8%	8.81%	28.2%	82.3%	6.36%	11.2%
BRIG	1	0%	0%	100%	0%	0%	100%
CTEP	28	64.2%	10.7%	25%	82.1%	10.7%	7.1%
DDP	623	61.4%	15.7%	22.7%	82.6%	10.2%	7.2%
ICNE	127	59.8%	9.4%	30.7%	85.0%	6.29%	8.6%
SPOKANE	53	69.8%	9.4%	20.7%	83.0%	11.3%	5.6%
Tri-Cities	384	59.3%	8.8%	31.7%	83.0%	8.8%	8.1%
Vancouver	833	65.3%	13.4%	21.2%	81.6%	14.1%	4.2%

Performance of Urban Campus Students, 2001-2007

Status	All Students	Timed Writing			Final Portfolio Results		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
WSU Average	19,874	61.4%	8.9%	29.6%	80.2%	7.6%	12.1%
BRIG	198	45.4%	5.1%	49.4%	69.6%	3.0%	27.2%
CTEP	152	61.1%	17.1%	21.7%	82.8%	12.5%	4.6%
DDP	1142	60.7%	17.0%	22.1%	81.9%	11.5%	6.6%
ICNE	316	63.6%	9.2%	27.2%	83.8%	9.5%	6.6%
SPOKANE	108	62.0%	13.8%	24.0%	84.2%	12.0%	3.7%
Tri-Cities	948	62.1%	10.1%	27.7%	83.0%	9.9%	7.1%
Vancouver	2,101	63.6%	14.1%	22.1%	80.8%	14.7%	4.4%

Urban Campus Paper Submissions, 2001-2007

	2005-2007				2001-2005		
Campus	Acceptable	Outstanding	Okay		Acceptable	Outstanding	Okay
WSU Average	32.3%	39.6%	27.9%		27.1%	33.1%	39.7%
BRIG					33.3%	66.6%	0%
CTEP	35.8%	25.6%	38.4%				
DDP	27.7%	37.4%	34.8%		34%	38%	28%
ICNE	31.9%	40.1%	27.9%		25%	25%	50%
Spokane	32.9%	34.1%	32.9%		28.5%	57.1%	14.2%
Tri-Cities	34.9%	32.5%	32.5%		37.0%	37.0%	25.9%
Vancouver	42.6%	42.2%	15.0%		37.1%	60%	2.85%

IV.A.3.d. Performance According to Gender

Male students continue to earn greater numbers of needs work ratings and lower numbers of pass with distinction ratings compared to females at the Tier I and Tier II levels. These differences are consistent with studies showing that females tend to outperform males in higher education in general.

Writing Portfolio Results, 2001-2007

	Tier I (Timed Writing) Results				Tier II (Final Portfolio) Results		
	Pass	Pass w/ Distinction	Needs Work		Pass	Pass w/ Distinction	Needs Work
Female	63.2%	10.5%	26.1%		81.2%	9.9%	8.9%
Male	59.5%	9.1%	31.2%		79.7%	6.9%	13.3%
Combined	61.5%	9.9%	28.5%		80.5%	8.5%	11.0%

IV.A.4. Performance by Academic Area

The following analysis of academic areas—colleges and majors—is based on the 2001-2007 data. Students are asked to report their current choice of major at the time of Writing Portfolio submission. The Portfolio reflects the diverse writing skills under each academic situation. Therefore, looking at results by major may offer insight into the different disciplines and the compositional abilities or opportunities for writing of undergraduates within a department.

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

The following analysis reflects Portfolio submissions from May 2001 through May 2007. Documentation distinguishes overall (Tier II) performance of first-language speakers (L1), multi-lingual speakers (L2), unreported language speakers, and a compilation of all three categories. Because each college and major creates an individual context for writing, comparisons between colleges and majors will not be made here. The data in the following table is for each college to use and interpret as it is relevant to their disciplinary contexts and conventions.

Overall Writing Portfolio Performance by College, 2001-2007

Major	Language Status	Total	Pass		Pass with Distinction		Needs Work	
Agriculture And Home Economics	L1	1873	1539	82.2%	150	8.0 %	184	9.8 %
	L2	93	63	67.7%	2	2.2 %	28	30.1%
	Unreported	212	179	84.4%	11	5.2 %	22	10.4%
	Comb	2178	1781	81.8%	163	7.5 %	234	10.7%
Business and Economics	L1	4232	3601	85.1%	238	5.6 %	393	9.3 %
	L2	887	515	58.1%	23	2.6 %	349	39.3%
	Unreported	510	407	79.8%	30	5.9 %	73	14.3%
	Comb	5629	4523	80.4%	291	5.2 %	815	14.5%
Education	L1	1757	1469	83.6%	146	8.3 %	142	8.1 %
	L2	77	41	53.2%	2	2.6 %	34	44.2%
	Unreported	174	157	90.2%	5	2.9 %	12	6.9 %
	Comb	2008	1667	83.0%	153	7.6 %	188	9.4 %
Engineering And Architecture	L1	2199	1844	83.9%	151	6.9 %	204	9.3 %
	L2	375	220	58.7%	10	2.7 %	145	38.7%
	Unreported	304	254	83.6%	19	6.3 %	31	10.2%
	Comb	2878	2318	80.5%	180	6.3 %	380	13.2%
Liberal Arts	L1	7668	6225	81.2%	839	10.9%	604	7.9 %
	L2	437	299	68.4%	28	6.4 %	110	25.2%
	Unreported	706	583	82.6%	83	11.8%	40	5.7 %
	Comb	8811	7107	80.7%	950	10.8%	754	8.6 %
Nursing	L1	733	621	84.7%	79	10.8%	33	4.5 %
	L2	74	56	75.7%	4	5.4 %	14	18.9%
	Unreported	66	53	80.3%	10	15.2%	3	4.5 %
	Comb	873	730	83.6%	93	10.7%	50	5.7 %
Pharmacy	L1	320	259	80.9%	38	11.9%	23	7.2 %
	L2	68	54	79.4%	2	2.9 %	12	17.6%
	Unreported	45	35	77.8%	4	8.9 %	6	13.3%
	Comb	433	348	80.4%	44	10.2%	41	9.5 %
Sciences	L1	1453	1147	78.9%	213	14.7%	93	6.4 %
	L2	152	91	59.9%	10	6.6 %	51	33.6%
	Unreported	173	140	80.9%	23	13.3%	10	5.8 %
	Comb	1778	1378	77.5%	246	13.8%	154	8.7 %
Vet Medicine	L1	21	14	66.7%	6	28.6%	1	4.8 %
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %
	Unreported	1	0	0.0 %	0	0.0 %	1	100.0%
	Comb	22	14	63.6%	6	27.3%	2	9.1 %
No Major Reported	L1	953	796	83.5%	67	7.0 %	90	9.4 %
	L2	92	51	55.4%	4	4.3 %	37	40.2%
	Unreported	73	60	82.2%	7	9.6 %	6	8.2 %
	Comb	1118	907	81.1%	78	7.0 %	133	11.9%

IV.A.4.b. Overall Performance by Declared Major

The data presented in the next table is a summary of performance by all students examined from May 2001 through May 2007. Majors with a representation of fewer than 30 students (total *N*) have been omitted. Given that individual colleges embrace a wide range of

disciplines, significant variations in performance on the Writing Portfolio may be dependent on the major program of study.

Overall Portfolio Performance by Major, Alphabetical, 2001-2007

Major	Total Pass	Total Distinction	Total Needs Work	Total N	Percent Pass	Percent Distinction	Percent Needs Work
Exam Total and Mean	21194	2231	2861	26286	80.6%	8.5 %	10.9%
Accounting	500	35	70	605	82.60%	5.80%	11.60%
AG TM	34	0	7	41	82.90%	0.00%	17.10%
Agribusiness	43	3	6	52	82.70%	5.80%	11.50%
Agricultural Communications	8	1	2	11	72.70%	9.10%	18.20%
Agricultural Economics	32	3	13	48	66.70%	6.30%	27.10%
Agricultural Education	29	3	5	37	78.40%	8.10%	13.50%
Agriculture	91	5	12	108	84.30%	4.60%	11.10%
Animal Science	189	25	28	242	78.10%	10.30%	11.60%
Anthropology	118	25	15	158	74.70%	15.80%	9.50%
Apparel, Merchandizing, and Textiles	266	12	35	313	85.00%	3.80%	11.20%
Architecture	338	27	49	414	81.60%	6.50%	11.80%
Asian Studies	88	10	8	106	83.00%	9.40%	7.50%
Athletic Training	80	5	13	98	81.60%	5.10%	13.30%
Bioengineering	25	6	5	36	69.40%	16.70%	13.90%
Biological Chemistry	97	27	10	134	72.40%	20.10%	7.50%
Biology	498	68	59	625	79.70%	10.90%	9.40%
Biotechnology	23	2	7	32	71.90%	6.30%	21.90%
BSYSE	9	2	1	12	75.00%	16.70%	8.30%
Business	391	24	60	475	82.30%	5.10%	12.60%
Business Administration	576	36	66	678	85.00%	5.30%	9.70%
Business Law	49	2	5	56	87.50%	3.60%	8.90%
CES	20	2	10	32	62.50%	6.30%	31.30%
Chemical Engineering	104	11	9	124	83.90%	8.90%	7.30%
Chemistry	59	12	6	77	76.60%	15.60%	7.80%
Chinese	2	0	0	2	100.00%	0.00%	0.00%
Civil Engineering	397	31	55	483	82.20%	6.40%	11.40%
Communications	1374	100	139	1613	85.20%	6.20%	8.60%
Communications Advertising	191	11	21	223	85.70%	4.90%	9.40%
Communications Broadcasting	121	5	6	132	91.70%	3.80%	4.50%
Communications Public Relations	403	44	29	476	84.70%	9.20%	6.10%
Comparative American Cultures	9	2	0	11	81.80%	18.20%	0.00%
Computer Engineering	92	8	16	116	79.30%	6.90%	13.80%
Computer Science	344	36	56	436	78.90%	8.30%	12.80%
Exam Total and Mean	21194	2231	2861	26286	80.6%	8.5 %	10.9%
Construction Management	207	7	29	243	85.20%	2.90%	11.90%

Major	Total Pass	Total Distinction	Total Needs Work	Total N	Percent Pass	Percent Distinction	Percent Needs Work
Criminal Justice	577	42	86	705	81.80%	6.00%	12.20%
Crops	45	3	6	54	83.30%	5.60%	11.10%
Decision Science	14	0	6	20	70.00%	0.00%	30.00%
Dietetics	12	0	0	12	100.00%	0.00%	0.00%
Digital Technology & Culture	78	5	5	88	88.60%	5.70%	5.70%
Ecology	60	1	8	69	87.00%	1.40%	11.60%
Economics	91	11	29	131	69.50%	8.40%	22.10%
Education	466	52	44	562	82.90%	9.30%	7.80%
EGENS	10	3	0	13	76.90%	23.10%	0.00%
Electrical Engineering	266	19	82	367	72.50%	5.20%	22.30%
Elementary Education	765	82	66	913	83.80%	9.00%	7.20%
English	376	160	17	553	68.00%	28.90%	3.10%
ENTOM	3	0	0	3	100.00%	0.00%	0.00%
Entomology	8	0	0	8	100.00%	0.00%	0.00%
ENTRP	61	2	1	64	95.30%	3.10%	1.60%
Environmental Engineering	3	1	1	5	60.00%	20.00%	20.00%
Environmental Science	62	11	9	82	75.60%	13.40%	11.00%
Exercise Science	19	0	0	19	100.00%	0.00%	0.00%
EXSCI	6	1	0	7	85.70%	14.30%	0.00%
Finance	568	41	126	735	77.30%	5.60%	17.10%
Fine Arts	57	3	9	69	82.60%	4.30%	13.00%
Food Science & Human Nutrition	46	2	4	52	88.50%	3.80%	7.70%
Foreign Languages & Literatures	0	0	0	0	0.00%	0.00%	0.00%
Forestry	17	1	6	24	70.80%	4.20%	25.00%
French	16	1	1	18	88.90%	5.60%	5.60%
GEN A	59	2	13	74	79.70%	2.70%	17.60%
GEN B	4	0	0	4	100.00%	0.00%	0.00%
GEN E	15	4	0	19	78.90%	21.10%	0.00%
GEN H	12	1	1	14	85.70%	7.10%	7.10%
GEN M	4	0	0	4	100.00%	0.00%	0.00%
GEN S	52	0	13	65	80.00%	0.00%	20.00%
GENCB	7	4	0	11	63.60%	36.40%	0.00%
General Biological Science	1	0	0	1	100.00%	0.00%	0.00%
General Business	58	3	5	66	87.90%	4.50%	7.60%
General Ed	13	1	4	18	72.20%	5.60%	22.20%
General Humanities	190	36	34	260	73.10%	13.80%	13.10%
General Science	16	3	2	21	76.20%	14.30%	9.50%
General Studies	389	23	107	519	75.00%	4.40%	20.60%
Genetics and Cell Biology	45	11	5	61	73.80%	18.00%	8.20%
Exam Total and Mean	21194	2231	2861	26286	80.6%	8.5 %	10.9%
Geology	40	2	4	46	87.00%	4.30%	8.70%

Major	Total Pass	Total Distinction	Total Needs Work	Total N	Percent Pass	Percent Distinction	Percent Needs Work
German	6	3	4	13	46.20%	23.10%	30.80%
HBM	161	12	24	197	81.70%	6.10%	12.20%
Health & Fitness	32	1	6	39	82.10%	2.60%	15.40%
History	379	66	48	493	76.90%	13.40%	9.70%
Horticulture	52	4	8	64	81.30%	6.30%	12.50%
Hospitality Management	515	23	118	656	78.50%	3.50%	18.00%
Hotel and Restaurant Administration	14	0	4	18	77.80%	0.00%	22.20%
HRP	46	4	9	59	78.00%	6.80%	15.30%
Human Development	547	51	50	648	84.40%	7.90%	7.70%
Human Nutrition and Foods	15	1	2	18	83.30%	5.60%	11.10%
Insurance	7	0	2	9	77.80%	0.00%	22.20%
Interior Design	174	21	16	211	82.50%	10.00%	7.60%
International Business	201	18	55	274	73.40%	6.60%	20.10%
Journalism	71	10	3	84	84.50%	11.90%	3.60%
Kinesiology	43	4	8	55	78.20%	7.30%	14.50%
Landscape Architecture	80	8	21	109	73.40%	7.30%	19.30%
Management	341	22	50	413	82.60%	5.30%	12.10%
Management Information Systems	642	44	131	817	78.60%	5.40%	16.00%
Marketing	430	25	76	531	81.00%	4.70%	14.30%
Materials Science Engineering	17	2	0	19	89.50%	10.50%	0.00%
Mathematics	108	20	19	147	73.50%	13.60%	12.90%
Mechanical Engineering	550	38	83	671	82.00%	5.70%	12.40%
Medical Science	10	1	0	11	90.90%	9.10%	0.00%
Microbiology	132	17	16	165	80.00%	10.30%	9.70%
Movement Studies	161	3	24	188	85.60%	1.60%	12.80%
MSE	14	1	0	15	93.30%	6.70%	0.00%
Music	99	19	10	128	77.30%	14.80%	7.80%
Natural Resource Science	49	8	9	66	74.20%	12.10%	13.60%
Neuroscience	101	27	7	135	74.80%	20.00%	5.20%
Nursing	730	93	50	873	83.60%	10.70%	5.70%
Pharmacy	348	44	41	433	80.40%	10.20%	9.50%
Philosophy	89	27	8	124	71.80%	21.80%	6.50%
Physics	67	10	4	81	82.70%	12.30%	4.90%
Political Science	405	76	34	515	78.60%	14.80%	6.60%
Professional Development	8	1	0	9	88.90%	11.10%	0.00%
Psychology	1062	139	95	1296	81.90%	10.70%	7.30%
Real Estate	19	1	2	22	86.40%	4.50%	9.10%
Recreation & Leisure Studies	0	0	0	0	0.00%	0.00%	0.00%
Russian	3	0	0	3	100.00%	0.00%	0.00%
Exam Total and Mean	21194	2231	2861	26286	80.6%	8.5 %	10.9%
Social Science	621	77	74	772	80.40%	10.00%	9.60%

Major	Total Pass	Total Distinction	Total Needs Work	Total N	Percent Pass	Percent Distinction	Percent Needs Work
Social Studies	118	12	14	144	81.90%	8.30%	9.70%
Sociology	444	45	68	557	79.70%	8.10%	12.20%
Soils	2	0	0	2	100.00%	0.00%	0.00%
Spanish	83	15	9	107	77.60%	14.00%	8.40%
Speech & Hearing Sciences	107	10	7	124	86.30%	8.10%	5.60%
Sports Management	294	10	57	361	81.40%	2.80%	15.80%
Theatre	50	5	8	63	79.40%	7.90%	12.70%
TURF Management	11	0	4	15	73.30%	0.00%	26.70%
Veterinary Science	14	6	2	22	63.60%	27.30%	9.10%
Wildlife Management	32	4	3	39	82.10%	10.30%	7.70%
Women's Studies	37	6	3	46	80.40%	13.00%	6.50%
Zoology	315	76	29	420	75.00%	18.10%	6.90%

IV.B. Findings—Validation

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-level Writing in the Major courses.

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 if the quality of the writing is unsatisfactory. 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 OK rating does not evaluate the quality of the writing.

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

The percentage of submitted papers per academic level was calculated for 2005-2007, and this information has been compared to previous results from prior reports. Data suggest that the percentage of papers that students submit from lower-level courses has leveled. This may be a result of increased compliance with on-time submission of the Writing Portfolio.

Papers by Academic Level, 2005-2007

Academic Level of Course	Number of Papers	Percent of Total Papers
100-level	9076	35.8%
200-level	4084	16.1%
300-level	7402	29.2%
400-level	4690	18.5%
500-level	54	0.2%
Total	25306	

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

The following section examines ratings of course paper submissions for 2001-2007. Over the last three reporting periods, percentages of Acceptable (AC) decreased slightly. Outstanding (EX) paper ratings increased 4% in 2005-2007 over the previous two biennia. The percentage of okay (OK) ratings decreased 2% since 2001-2003. On average, the percentage of Acceptable ratings fell 1% per year, from 45% in 2001-2003 to 43% in 2005-2007. Okay ratings decreased 3% since 2003-2005.

The Acceptable ratings for 100 level papers increased 22.9%, while Acceptable ratings decreased the most for 300- and 400-level course paper submissions over the last six years. Papers submitted from the 300-400 level during 2005-2007 received Acceptable or Outstanding ratings 92% of the time, while only 69.9% of papers submitted from the 100-200 level during the same time period were able to get course instructor signatures indicating acceptable papers. The Writing Assessment Office needs to monitor the trends regarding Okay ratings. Since the Writing Assessment Office has more strictly enforced timely Writing Portfolio compliance, students often turn in papers not reviewed by the original course instructor for a variety of reasons: (1) the paper was written at a community college, and so the teacher cannot be easily reached; or (2) the WSU instructor-of-record has moved on because of different opportunities. In any event, the evaluation of the course papers is a significant component in the overall Portfolio evaluation. Efforts to get students to reach the original teacher to sign off on the paper when it is possible should be increased. The trends noted here should be monitored over time as compliance with the requirement becomes normalized.

Course Paper Ratings by Academic Level, 2001-2007

Academic Level of Course	2005-2007			2003-2005			2001-2003		
	AC	EX	OK	AC	EX	OK	AC	EX	OK
100-level	32.3%	30.8%	36.7%	25.7%	23.2%	50.9%	9.36%	29.1%	61.5%
200-level	37.6%	29.2%	33.0%	53.2%	10.1%	36.6%	45.1%	53.5%	1.23%
300-level	43.4%	34.9%	21.6%	47.0%	29.4%	23.4%	61.8%	1.99%	36.1%
400-level	48.9%	30.3%	20.7%	50.5%	21.1%	28.3%	59.1%	23.2%	17.6%
500-level	50.9%	29.4%	19.6%	42.8%	52.3%	4.76%	50%	25%	25%

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

Equivalency of the four rhetorical tasks for gender and language at the Tier I and II levels is provided below. The tasks described have been rotated through timed writing examinations.

#1 Resolving differences of view: “Read the passage by [author], printed below, very carefully. It expresses a point-of-view with which many people may well disagree. Indeed, on this complex issue there must be other viewpoints equally reasonable. The topic of your essay: How do you, personally, resolve the difference among these views?”

#2 Solving complex problems: “Read the passage by [author], printed below, very carefully. The issue it introduces is quite complex. Indeed, the issue entails a number of problems. Center on one of the problems. The topic for your essay: How would you suggest solving the problem 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 over-simplify. 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 passage by [author], printed below, very carefully. It deals with an issue that may have more sides to it than the passage suggests. Clearly there are other ways to approach this complex issue. The topic of your essay: Which angle would you argue is the most useful to take?”

In 2005-2007, Task 3 provided a higher degree of difficulty for all students at the Tier I level, and Tasks 3 and 4 provided about equally high difficulty at Tier II. Task 3 was also more difficult for multi-lingual speakers at the Tier I level; conversely, Task 3 was reported in 2001-

2003 as least difficult for multi-lingual speakers at the Tier II level (further discussed in section IV.B.2.b.). Task 2 provided the least difficulty for males and L2 students, with females finding Tasks 1 and 2 equally less difficult.

Task 3 is given less often than the other three tasks because of its history of demonstrated difficulty for various populations. The Writing Assessment Office eliminated Task 3, but it continues to appear in these reports because of the delayed effects of students having taken the timed writing when the task was in circulation.

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

The following analysis compared the differences between outcomes from 2005 through May 2007, and June 2001 through May 2007 for the rhetorical tasks of the timed writing portion of the Writing Portfolio.

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

Tier I and Tier II ratings according to rhetorical task for 2005-2007 and 2001-2007 are presented in the following tables. Data is reported in these two groupings to allow for a comparison of current data (2005-2007) and recent historical data (2001-2007). Needs work ratings have dropped at both Tier I and Tier II levels, consistent with the findings in section IV.A.3.a. These decreases are not statistically significant but suggest trends that should be monitored. In comparison to the average for 2001-2007 ratings, 2005-2007 Tier II pass ratings increased by 1.9% and pass with distinctions decreased by 1.4%. Needs work ratings dropped slightly (0.4%).

Tier I (Timed Writing) and Tier II (Final) Ratings: All Students, 2005-2007

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	61.3%	10.4%	28.1%	81.5%	8.13%	10.2%
#2 Solving	62.2%	9.72%	27.9%	82.3%	8.01%	9.66%
#3 Analyzing	56.5%	10.9%	32.4%	83.5%	4.94%	11.5%
#4 Choosing	60.1%	9.11%	30.7%	80.9%	7.37%	11.6%

Tier I (Timed Writing) and Tier II (Final) Ratings: All Students, 2001-2007

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	60.8%	10.4%	28.7%	79.9%	9.13%	10.9%
#2 Solving	60.9%	9.94%	29.1%	80.9%	8.18%	10.9%
#3 Analyzing	59.2%	10.0%	30.7%	80.0%	7.69%	12.2%
#4 Choosing	61.1%	9.14%	29.7%	79.7%	8.61%	11.6%

Tier I (Timed Writing) and Tier II (Final) Ratings: Males Only 2005-2007

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	60.1%	9.43%	30.4%	80.0%	6.99%	12.9%
#2 Solving	59.9%	10.4%	29.6%	81.3%	7.22%	11.4%
#3 Analyzing	54.8%	11.5%	33.6%	81.7%	5.76%	12.5%
#4 Choosing	59.0%	8.49%	32.4%	79.8%	6.25%	14.0%

Tier I (Timed Writing) and Tier II (Final) Ratings: Males Only, 2001-2007

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	59.5%	9.20%	31.2%	79.3%	7.20%	13.4%
#2 Solving	58.8%	10.0%	31.0%	80.0%	6.66%	13.3%
#3 Analyzing	55.8%	9.77%	34.3%	78.3%	6.87%	14.8%
#4 Choosing	59.6%	8.14%	32.2%	79.2%	6.94%	13.8%

Tier I (Timed Writing) and Tier II (Final) Ratings: Females Only, 2005-2007

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	62.5%	11.4%	26.0%	82.9%	9.15%	7.92%
#2 Solving	64.5%	9.07%	26.4%	83.3%	8.73%	7.95%
#3 Analyzing	58.9%	10.2%	30.7%	85.8%	3.84%	10.2%
#4 Choosing	61.2%	9.72%	29.0%	82.1%	8.46%	9.36%

Tier I (Timed Writing) and Tier II (Final) Ratings: Females Only, 2001-2007

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	61.9%	11.5%	26.5%	80.4%	10.8%	8.67%
#2 Solving	62.8%	9.88%	27.3%	81.8%	9.6%	8.68%
#3 Analyzing	62.6%	10.2%	27.0%	81.7%	8.53%	9.73%
#4 Choosing	62.5%	10.0%	27.4%	80.1%	10.1%	9.67%

The overall percentage of needs work ratings for all four tasks between 2001 and 2007 is 11.4%, with male needs work ratings at 13.8% and female needs work ratings at 9%. For all students, needs work ratings were highest for Task 3. In addition, distinction ratings in 2005-2007 were lower than average in all four tasks, with Task 3 resulting in about 2.8% fewer distinction ratings than for 2001-2007. Females continue to outperform males at Tier 1 and Tier 2 levels.

Trends noted in 2005-2007 that should be monitored in the next analysis include: (1) higher needs work ratings for Tasks 3 and 4 at the Tier I level for both males and females; and (2) higher needs work ratings for females with Task 3 at Tier II.

IV.B.2.b. Equivalency of Rhetorical Tasks for Multi-Lingual Writers (L2)

Because there is concern regarding the ratings of multi-lingual writers (L2) for the Writing Portfolio, it is important to review the rhetorical tasks by ratings at the Tier I and Tier II levels to ensure tasks are fair for this group of students.

Tier I (Timed Writing) and Tier II (Final) Ratings: L2 Students Only 2005-2007

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	37.5%	5.8%	56.6%	63.3%	3.1%	33.4%
#2 Solving	46.0%	8.5%	45.3%	68.7%	2.8%	28.3%
#3 Analyzing	35.2%	5.9%	58.8%	64.7%	0%	35.2%
#4 Choosing	35.8%	3.7%	60.4%	60.9%	3.2%	35.8%

Tier I (Timed Writing) and Tier II (Final) Ratings: L2 Students Only 2001-2007

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	37.6%	5.2%	57.1%	59.7%	4.7%	35.5%
#2 Solving	39.7%	4.7%	55.5%	63.8%	3.3%	32.8%
#3 Analyzing	34.9%	3.8%	61.2%	65.5%	2.2%	32.2%
#4 Choosing	34.4%	4.4%	61.1%	57.6%	4.2%	38.1%

At the Tier I level, L2 students showed improvements in the last two years, with a decrease in Needs Work ratings for Tasks 1, 2, and 4, and increases over the 2001-2007 averages in Tier 2 Pass ratings in three of the four rhetorical tasks (Task 3 showed a decrease). However, this increase appears to be a result of a decline in Distinction ratings. During 2005-2007, L2 students showed lower than average Needs Work ratings in all but Task 3. For Task 3, L2 students showed 0.0% Distinction ratings and 0.8% fewer Pass ratings. This trend should be monitored in future analyses.

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

The following table reports the use of rhetorical tasks over the last six years. From 2001-2007, Task 2 use has been the most stable over the years with a low-to-high range of 104 uses, while Task 1 has the most variation with a low-to-high range of 279 uses. Task 3 use continues to be out of proportion with the other 3 tasks because of the bias previously noted for specific populations.

Number of Rhetorical Tasks Used by Academic Year: 2001-2007

Task	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
#1 Resolving	1,070	1,557	1,826	1,587	1,177	1,425
#2 Solving	913	801	1,054	931	913	1,085
#3 Analyzing	26	156	409	635	379	348
#4 Choosing	1,094	1,106	1,292	837	1,124	1,198

IV.B.3. Equivalency of the Topics

In the 2005-2007 reporting period, several ratings by topic remained unchanged while others show change over time.

Tier I Ratings, Ranked by Needs Work Rate, All Students, 2001-2007

Topic	2005-2007			2001-2007		
	AC	EX	NW	AC	EX	NW
24 Freeway building	50%	0%	50%	57.1%	14.2%	28.5%
4 Read vs. Television	48.2%	11.0%	40.6%	60.4%	10.4%	29.0%
19 American higher education shows strong class	54.8%	8%	37.1%	58.4%	9.43%	32%
32 Sports clichés	54.7%	9.05%	36.2%	54.7%	9.05%	36.2%
14 Malls lead to consumerism	55.6%	9.15%	35.1%	59.6%	9.80%	30.5%
22 Immigration of wealthy internationals	60%	5.33%	34.6%	60.0%	6.84%	33.1%
10 American idea of success is mere acquisition of goods	53.3%	13.3%	33.3%	61.6%	8.33%	30.0%
21 America as a warrior nation	55.6%	11.2%	33.0%	60.0%	9.40%	30.3%
34 Nebraska farmers	60.5%	7.41%	32.0%	60.6%	7.4%	32%
7 Taking photographs of private citizens is unethical	58.8%	9.60%	31.5%	61.0%	9.50%	29.4%
15 Television undermines the habit of book reading	55.1%	13.7%	31.0%	64.4%	11.3%	24.1%
20 Racial hate messages on campus	62.7%	8.18%	29.0%	62.6%	8.71%	28.6%
37 Immigration nation	63.1%	8.16%	28.6%	63.1%	8.16%	28.6%
27 Banning offensive language	61.0%	10.5%	28.4%	56.1%	11.4%	32.4%
3 Zoos conceal a human antagonism to animals	59.4%	12.3%	28.2%	59.9%	11.0%	29.0%
35 Living wage	63.3%	8.77%	27.8%	63.3%	8.77%	27.8%
30 Web makes research appear easy	63.7%	10.1%	26.1%	61.2%	12.9%	25.8%
8 "Schools for Scandal"	64.0%	10.0%	25.9%	62.2%	10.6%	27.1%
9 Consumerism should not be spread to other	66.8%	7.81%	25.1%	61.1%	9.72%	29.0%
33 Video games	63.0%	11.7%	25.1%	63.0%	11.7%	25.1%
12 Overworked employees	63.6%	12.1%	24.2%	63.9%	12.0%	24.0%
36 McDonaldization	61.6%	14.2%	24.1%	61.6%	14.2%	24.1%
26 Information Age	65%	18.3%	16.6%	55.1%	13.0%	31.8%
Total %	61.0%	9.84%	29.0%	60.7%	9.90%	29.2%
N =	4,074	657	1,941	13,015	2,120	6,272

*Total N<15.

Topic 24, freeway building, while at the top of the needs work category in terms of percentage, represents few exams and is not listed for Males Only. Topic 4, read vs. television, is one of the topics receiving the most needs work ratings for all students. Topic 19, American higher education shows strong class, is another topic that receives high numbers of needs work ratings, also noted in the 2003-2005 report. Interestingly, when looking at the Male Only and Female Only ratings by topic, the hardest topic for males is topic 22, immigration of wealthy internationals (10.8% above the male average of needs work ratings across all topics), whereas

females struggle with topic 24, freeway building (22.8% above the female average of needs work ratings for all topics), and topic 32, sports clichés (12.8% above female average of needs work ratings across all topics).

Further analysis shows that when multi-lingual writer ratings were compared to the L2 average of needs work ratings across all topics, L2 writers struggled with topic 4 (4.8% more than average) but not with topic 19 (15.2% less than average). L2 writers also struggled with six of the newer topics: topic 32, sports clichés; topic 33, video games; topic 34, Nebraska farmers; topic 35, living wage; topic 36, McDonaldization; and topic 37, immigration nation. Topic 24, freeway building, is absent from the L2 topics list as it is from Males Only.

An interesting clash of genders can be seen in topic 21, America as a warrior nation. Males have typically struggled the least with topic 21, as noted in previous reports, and continued to demonstrate this ease in 2005-2007 and over time (2001-2007). Females received higher than normal needs work ratings with topic 21 in 2005-2007. Topic 27, banning offensive language, posed the least struggle for males in 2005-2007, whereas females found it to be one of the more difficult topics. Another topic showing clash of genders is topic 20, racial hate messages on campus, fourth highest among males for needs work ratings and third from the bottom among females. A deeper analysis of male, female, and multi-lingual writer ratings by topic are presented after the following table.

Tier I Ratings, Ranked by Needs Work: Males Only, 2001-2007

Topic	2005-2007			2001-2007		
	AC	EX	NW	AC	EX	NW
22 Immigration of wealthy internationals	51.1%	6.97%	41.8%	55.4%	6.39%	38.1%
4 Read vs. Television	44.3%	13.9%	41.7%	57.1%	9.48%	33.3%
19 American higher education shows strong class	53.7%	6.45%	39.7%	57.4%	7.91%	34.4%
20 Racial hate messages on campus	54.3%	7.01%	38.5%	59.1%	7.77%	33.1%
10 American idea of success is mere acquisition of goods	48.8%	13.3%	37.7%	60.5%	8.01%	31.3%
15 Television undermines the habit of book reading	48.1%	14.8%	37.0%	62.2%	11.2%	26.5%
7 Taking photographs of private citizens is unethical	57.2%	7.61%	35.1%	58.6%	8.23%	33.1%
14 Malls lead to consumerism	56.2%	9.02%	34.7%	57.7%	8.95%	33.3%
34 Nebraska farmers	58.1%	7.60%	34.2%	58.3%	7.57%	34.0%
32 Sports clichés	60.1%	7.03%	32.8%	60.1%	7.03%	32.8%
3 Zoos conceal a human antagonism to animals	55.5%	13.1%	31.3%	57.8%	10.5%	31.5%
30 Web makes research appear easy	57.4%	11.3%	31.2%	55.3%	14.5%	30.0%
37 Immigration nation	60.5%	8.55%	30.8%	60.5%	8.55%	30.8%
35 Living wage	61.6%	8.47%	29.8%	61.6%	8.47%	29.8%
36 McDonaldization	61.8%	10%	28.1%	61.8%	10%	28.1%
8 "Schools for Scandal"	62.8%	9.79%	27.3%	60.6%	9.14%	30.2%

Topic	2005-2007			2001-2007		
	AC	EX	NW	AC	EX	NW
12 Overworked employees	61.8%	11.3%	26.8%	62.2%	11.2%	26.5%
21 America as a warrior nation	52.8%	20.7%	26.4%	60.2%	10.5%	28.9%
33 Video games	64.1%	10.6%	25.1%	64.1%	10.6%	25.1%
9 Consumerism should not be spread to other	67.9%	8.62%	23.1%	60.6%	9.38%	29.8%
26 Information Age	61.5%	15.3%	23.0%	58.7%	10.3%	30.9%
27 Banning offensive language	62.5%	15.6%	21.8%	53.9%	10.6%	35.3%
Total %	59.5%	9.44%	31.0%	59.0%	9.12%	31.7%
N =	1,909	303	995	6,042	933	3,251

As noted in section IV.A.3.d., male students have a greater chance of receiving a needs work rating than females. Reviewing male student ratings by topic provides little insight into the high percentages of needs work ratings. Immigration of wealthy internationals, topic 22, was male students' greatest struggle in the Writing Portfolio exam in 2005-2007, a trend reported in 2003-2005. Topics 15, 20, and 7 received low Needs Work ratings for males during the 2003-2005 reporting period but jumped to the top this biennium.

Tier I Ratings, Ranked by Needs Work: Females Only, 2001-2007

Topic	2005-2007			2001-2007		
	AC	EX	NW	AC	EX	NW
24 Freeway building	50%	0%	50%	55.5%	11.1%	33.3%
32 Sports clichés	48.6%	11.3%	40%	48.6%	11.3%	40%
4 Read vs. Television	51.6%	8.60%	39.7%	63.1%	11.2%	25.5%
21 America as a warrior nation	57.7%	4.22%	38.0%	59.9%	8.22%	31.6%
14 Malls lead to consumerism	55.0%	9.30%	35.6%	61.6%	10.6%	27.6%
19 American higher education shows strong class	56.0%	9.75%	34.1%	59.4%	10.8%	29.5%
27 Banning offensive language	60.3%	7.93%	31.7%	57.4%	11.9%	30.5%
10 American idea of success is mere acquisition of goods	56.6%	13.3%	30%	62.4%	8.61%	28.9%
34 Nebraska farmers	63.1%	7.20%	29.6%	63.1%	7.20%	29.6%
7 Taking photographs of private citizens is unethical	60.3%	11.4%	28.2%	63.0%	10.6%	26.2%
9 Consumerism should not be spread to other	65.9%	7.16%	26.8%	61.7%	9.97%	28.2%
37 Immigration nation	65.6%	7.80%	26.5%	65.6%	7.80%	26.5%
35 Living wage	64.7%	9.01%	26.2%	64.7%	9.01%	26.2%
15 Television undermines the habit of book reading	61.2%	12.9%	25.8%	65.9%	11.5%	22.5%
33 Video Games	62.0%	12.6%	25.3%	62.0%	12.6%	25.3%
3 Zoos conceal a human antagonism to animals	63.5%	11.4%	25%	61.5%	11.4%	26.9%
22 Immigration of wealthy internationals	71.8%	3.12%	25%	65.7%	7.40%	26.8%
8 "Schools for Scandal"	65.0%	10.2%	24.7%	63.3%	12.0%	24.5%
30 Web makes research appear easy	69.9%	9.15%	20.9%	67.1%	11.3%	21.5%
36 McDonaldization	61.4%	18.2%	20.3%	61.4%	18.2%	20.3%

Topic	2005-2007			2001-2007		
	AC	EX	NW	AC	EX	NW
12 Overworked employees	66.6%	13.3%	20%	66.6%	13.3%	20%
20 Racial hate messages on campus	71.6%	9.43%	18.8%	66.4%	9.69%	23.8%
26 Information Age	67.6%	20.5%	11.7%	51.5%	15.7%	32.6%
6 High School wrestling is gender exclusive	100%	0%	0%	100%	0%	0%
Total %	62.4%	10.2%	27.2%	62.3%	10.6%	27.0%
N =	2,163	354	944	6,960	1,186	3,017

Topic 32, sports clichés, proved troublesome for females taking the timed writing exam in 2005-2007. Forty percent (40%) of females who wrote on topic 32 received a needs work rating. Several other topics showed females rating needs work above the average for 2005-2007: topics 4, 21, 14, 19, 27, 10, 34, and 7.

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

As reported in section IV.A.3.b., multi-lingual writers were slightly under twice as likely in 2005-2007 to earn a needs work at the Tier I level and about four times more likely to earn needs work at the Tier II level than the overall population of writing assessment participants. Data in this section confirm the high rate of needs work ratings for multi-lingual writers. Reviewing ratings by topic allows the Writing Assessment Office to identify topics that may cause multi-lingual writers to receive an even greater chance of earning a needs work rating. No significant correlation appears between the percentages of needs work ratings by topic in 2005-2007 when compared to 2001-2007. Multi-lingual writers struggle the most with topic 22, immigration of wealthy internationals, and topic 27, banning offensive language. Topic 32, sports clichés, topic 33, video games; topic 34, Nebraska farmers; and topic 35, living wage, rank in the upper two-thirds of difficulty for L2 writers as indicated by needs work ratings and should continue to be monitored. Similar to the general population, there seems to be little consistency among reporting periods regarding which topics prove to be the most difficult.

Tier I Ratings, Ranked by Needs Work: L2 Students Only, 2001-2007

Topic	2005-2007			2001-2007		
	AC	EX	NW	AC	EX	NW
27 Banning offensive language	16.6%	0%	83.3%	25.7%	2.85%	71.4%
15 Television undermines the habit of book reading	25%	0%	75%	45.4%	7.27%	47.2%
14 Malls lead to consumerism	28.1%	6.25%	65.6%	35%	5%	60%
7 Taking photographs of private citizens is unethical	32.3%	2.94%	64.7%	35.7%	2.38%	61.9%
33 Video games	28.2%	7.69%	64.1%	28.2%	7.69%	64.1%
3 Zoos conceal a human antagonism to animals	36.8%	0%	63.1%	44.7%	2.35%	52.9%
4 Read vs. Television	40%	0%	60%	45.7%	5.71%	48.5%
20 Racial hate messages on campus	40%	0%	60%	29.0%	4.24%	66.6%
34 Nebraska farmers	37.8%	2.70%	59.4%	37.8%	2.70%	59.4%
35 Living wage	35%	6.66%	58.3%	35%	6.66%	58.3%
32 Sports clichés	41.9%	0%	58.0%	41.9%	0%	58.0%
8 "Schools for Scandal"	44.2%	1.92%	53.8%	39.8%	4.34%	55.7%
10 American idea of success is mere acquisition of goods	37.5%	12.5%	50%	33.0%	6.33%	60.5%
37 Immigration nation	46.3%	4.87%	48.7%	46.3%	4.87%	48.7%
30 Web makes research appear easy	48.1%	3.70%	48.1%	38.1%	5.26%	56.5%
21 America as a warrior nation	46.6%	6.66%	46.6%	33.3%	3.70%	62.9%
36 McDonaldization	53.3%	2.22%	44.4%	53.3%	2.22%	44.4%
19 American higher education shows strong class	40%	20%	40%	36.9%	3.84%	59.2%
9 Consumerism should not be spread to other	45.1%	19.3%	35.4%	34.5%	7.51%	57.8%
12 Overworked employees	45%	20%	35%	45%	20%	35%
26 Information Age	16.6%	50%	33.3%	34.3%	7.29%	58.3%
Total %	38.9%	5.78%	55.2%	36.8%	4.70%	58.4%
N =	222	33	315	720	92	1142

* $N < 15$.

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

The following table compares the Tier II ratings and percentage of ratings reverting to pass from Tier I and Tier II between 2005-2007 and 2001-2007. The total number of ratings reverting to pass in 2005-2007 increased 0.8% over the 2001-2007 percentages. Looking within the changes between the 2005-2007 and 2001-2007 data, several topics showed significantly higher rates of reverting to pass at Tier II during the current reporting period. These topics include: topic 22, immigration of wealthy internationals (+18.4); topic 10, American idea of

success is mere acquisition of goods (+9.2%); topic 27, banning offensive language (+6.1%); and topic 20, racial hate messages on campus (+9.3%). Topic 15, television undermines the habit of book reading

(-8.4%), and topic 4, read vs. television (-4.2%) showed the greatest decrease in the number of needs work ratings at Tier I reverting to passing ratings at the Tier II (Final) rating.

Tier II Ratings, Ranked by Percent Reverting to Pass: All Students, 2001-2007

Topic	2005-2007				2001-2007			
	AC	EX	NW	Reverting to Pass	AC	EX	NW	Reverting to Pass
22 Immigration of wealthy internationals	86.6%	4%	9.33%	84.6%	78.2%	9.49%	12.2%	66.2%
10 American idea of success is mere acquisition of goods	83.8%	8.57%	7.61%	77.1%	81.2%	8.14%	10.5%	67.9%
34 Nebraska farmers	87.1%	5.01%	7.81%	76.2%	87.2%	5%	7.8%	76.2%
27 Banning offensive language	84.2%	8.42%	7.36%	74.0%	80.1%	9.47%	10.3%	67.9%
12 Overworked employees	84.7%	7.64%	7.64%	71.0%	84.8%	7.59%	7.59%	71.0%
9 Consumerism should not be spread to other	84.3%	7.49%	8.13%	70.2%	81.3%	8.34%	10.2%	67.1%
35 Living wage	83.0%	8.18%	8.77%	69.5%	83.0%	8.18%	8.77%	69.5%
19 American higher education shows strong class	82.8%	5.14%	12%	67.6%	80.4%	7.40%	12.1%	64.3%
21 America as a warrior nation	75.8%	12.0%	12.0%	65.8%	80.7%	7.28%	11.9%	64.4%
20 Racial hate messages on campus	83.6%	6.36%	10%	65.6%	78.7%	7.61%	13.6%	56.3%
4 Read vs. Television	77.3%	7.55%	15.1%	64.2%	81.5%	8.71%	9.77%	68.4%
33 Video games	78.5%	11.4%	10.0%	62.6%	78.5%	11.4%	10.0%	62.6%
36 McDonaldization	80.7%	10.0%	9.18%	62.6%	80.7%	10.0%	9.18%	62.6%
3 Zoos conceal a human antagonism to animals	78.4%	10.7%	10.7%	61.8%	79.2%	8.87%	11.8%	62.5%
14 Malls lead to consumerism	80.9%	4.39%	14.6%	61.4%	78.9%	8.63%	12.4%	62.6%
8 "Schools for Scandal"	80.8%	8.52%	10.6%	61.3%	78.3%	10.6%	11.0%	63.1%
15 Television undermines the habit of book reading	74.1%	13.7%	12.0%	61.1%	80.5%	11.5%	7.76%	69.5%
7 Taking photographs of private citizens is unethical	79.5%	7.73%	12.7%	60.8%	79.1%	8.83%	12.0%	61.3%
26 Information Age	83.3%	8.33%	8.33%	60%	74.9%	10.9%	14.1%	58.8%
37 Immigration nation	79.4%	8.16%	12.3%	58.8%	79.4%	8.16%	12.3%	58.8%
30 Web makes research appear easy	83.0%	5.42%	11.5%	58.4%	79.8%	8.66%	11.4%	59.0%
32 Sports clichés	79.0%	4.52%	16.4%	55.6%	79.0%	4.52%	16.4%	55.6%
24 Freeway building	100%	0%	0%	100%	85.7%	14.2%	0%	100%
6 High School wrestling is gender exclusive	100%	0%	0%	0%	87.5%	12.5%	0%	100%
25	100%	0%	0%	0%	100%	0%	0%	0%
Total %	81.5%	7.76%	10.6%	65.0%	80.0%	8.63%	11.2%	64.2%
N =	5,445	518	710	1,263	17,148	1,849	2,415	4,027

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

Sixty-one raters from 27 departments participated in the Writing Portfolio Rating Corp in 2005-2007. Appendix A lists recent raters by department.

IV.B.4.a. Tier I Rating Corps—The Instructors.

In this reporting period, papers came from more than 3250 different courses, and were read and signed off by instructional faculty as they re-read papers they assigned for their own classes, judging them as acceptable or outstanding for the Portfolio. Papers submitted for the Portfolio came from nearly every program at Washington State University. Appendix C provides a complete list of courses and departments from which papers were submitted.

IV.B.4.b Tier I Rating Corps—The Timed Writing Raters

	Total Raters	Non-English	English or Writing Program
2005-2007	61	39	22

The majority of raters came from outside the English/Writing Program in 2005-2007. However, only 4 new departments were represented, while 23 departments discontinued representation in comparison to the 2003-2005 reporting period. This represents a drop in department representation by almost half in 2005-2007 when compared to the previous biennium. Most of the attrition occurred among raters from science and math disciplines. Recruitment from all departments should continue with strong emphasis on increasing the proportion of Non-English to English/Writing Program raters. A list of rater names and departments can be found in Appendix A.

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.

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 order to validate the reliability of the Portfolio, the rating sequence must remain stable over time. The following chart provides evidence of the consistency with which raters are performing within all rating categories.

Rating Sequences Over Time, All Students, 2001-2007

	01-07 N =24,865	06-07 N = 4,348	05-06 N = 4,758	04-05 N = 4,109	03-04 N = 4,022	02-03 N = 3,326	01-02 N = 3,682
1. Pass/Not Read	44.4%	52.0%	49.7%	36.3%	39.4%	44.4%	50.7%
2. Pass/Pass	43.2%	44.0%	43.0%	43.0%	45.2%	10.9%	6.4%
3. Pass/Distinction	8.94%	8.78%	8.93%	7.27%	8.25%	2.4%	2.6%
4. Pass/Needs Work	9.35%	10.8%	10.1%	8.39%	7.45%	0.5%	0.3%
5. Distinction/Pass	5.78%	6.55%	5.65%	5.03%	7.16%	5.1%	4.4%
6. Distinction/Distinction	3.63%	2.89%	3.65%	3.11%	3.30%	6.4%	5.9%
7. Needs Work/Pass	18.0%	16.9%	18.0%	20.2%	18.1%	17.9%	19.1%
8. Needs Work/Needs Work	10.2%	9.08%	10.1%	11.9%	9.49%	12.4%	10.6%

Rating sequences over the past six years have been fairly consistent. A trend toward a higher percentage of Pass/Pass and Pass/Distinction ratings began in 2003-2004, with both categories leveling over time. Also in 2003-2004, a trend began toward a lower percentage of Distinction/Distinction and Needs Work/Needs Work ratings. The 2005-2007 data suggest that these adjustments have settled into consistent rater performances and that ratings assigned between Tier I and Tier II are stable.

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

Students who identify themselves as multi-lingual writers have voiced fears that foreknowledge of one's language status will prejudice the reading corps. During the evaluation of the timed writing in the Tier I rating sequence, all students' identities are concealed. Therefore, raters are unaware of students' specific language background. The anonymity of one's native language provides an unbiased view of the trouble spots the rating corps encounters with any student's writing.

The following table represents the rating outcomes for all students who declared themselves as multi-lingual writers (L2).

Rating Sequences Over Time, Multi-Lingual Writers (L2), 2001-2007

	01-07 N=2,148	06-07 N = 372	05-06 N = 381	04-05 N = 438	03-04 N = 376	02-03 N=308	01-02 N=279
1. Pass/Not Read	27.7%	36.5%	32.2%	23.9%	25%	25.3%	31.2%
2. Pass/Pass	19.9%	17.2%	19.6%	20.3%	26.3%	3.9%	3.6%
3. Pass/Distinction	2.14%	.806%	1.31%	1.82%	2.65%	1.6%	2.9%
4. Pass/Needs Work	15.5%	24.4%	17.5%	15.2%	10.1%	0.0%	0.0%
5. Distinction/Pass	2.65%	3.49%	2.62%	2.96%	2.65%	1.3%	1.8%
6. Distinction/Distinction	1.35%	.537%	2.09%	.684%	1.32%	2.9%	1.4%
7. Needs Work/Pass	22.9%	19.6%	22.0%	23.9%	25.5%	22.1%	25.8%
8. Needs Work/Needs Work	34.4%	32.5%	34.3%	34.2%	29.5%	42.9%	33.3%

Compared to rating sequences for all students, multi-lingual writers have consistently shown a higher percentage of final ratings of needs work (see section IV.A.3.b). With the exception of rating sequence 8 (Needs Work/Needs Work), each rating sequence for multi-lingual writers is proportional to the same sequences for all students (i.e. Pass/Pass--all students is 43.2% whereas multi-lingual Pass/Pass is 19.9%, about two to one). Sequence 8—needs work/needs work--is over three times more likely to be assigned to multi-lingual writers than all students combined.

Appendix A: 2005-2007 Portfolio Readers Listed by Department

American Studies
Bergfeld, Sarah E
Wilson, Sky E
AMT
Khoza, Lombuso S
Anthropology
Baksi, Shila
Fancher, Jason M
Horton, Elizabeth A
Spencer-Curtis, D
Architecture
Rahmani, Ayad B
Biological Sciences
Omoto, Charlotte K
Business
Kulik, Brian W
Center for Teaching, Learning, and Technology
Yeidel, Joshua E
Communications
Lee, Tien-Tsung
Comparative Ethnic Studies
Lugo-Lugo, Carmen R
Distance Programs
Almdale, Jaqueline
Education
Brown, Keisha Y
Durrant, Sue M
Education Leadership and Counseling Psychology
Neider, Xyanthe N
Electrical Engineering and Computer Science
Wells, Carl V
English
Anderson, Mary P
Anthony, Jared J
Arosteguy, Katie O

Butler, Todd Wayne
Buyserie, Beth R
Dietrich, Rhonda M
Drews, Marie Ilene
Evans, Donna Jean
Haendiges, James A
Hawley, Hilary L
Hillebrand, Romana
Kellejian, Kristine
Kittell, Linda Ann
Luders, Lesa R
Maloney, Theresa L
Maucione, Jessica L
Petersen, Jerry L
Sena, Leslie Jo
Theile, Verena
Fine Arts
Helm, Tamara Diane
Lee, Pamela Awana
Foreign Languages
Gonzalez, Eloy R
General Education
Chan, Roger Ym
Faunce, Kenneth
History
Vanlanen, Amanda L
Vetter, Susan M
Honors College
Cassleman, Jessica
Horticulture and Landscape Architecture
Fellman, John
Michael, Sean E
Human Development
Garcia, Mary H
Learning Communities
Weathermon, Karen L

Philosophy
Grubic, Royce
Zimmerman, Paul E
Political Science
Mellen, Robbin B Jr
Stehr, Steven D
Weber, Edward P
Psychology
Wiediger, Matthew D
Wiediger, Roberta V
Sociology
Crowe, Jessica A
Evans, Michelle M
Kmec, Julie
Oakley, Christine K
Writing Program
Hristova, Adelina G
Kelly-Riley, Diane
Zoology
Miller, Don E

Appendix B: Portfolio Performance by Major and Language Status, 2005-2007

The following information is listed by college and academic major. English as a first-language is designated by L1, those designating themselves as Multi-lingual Speakers are noted as L2; students not responding to the question are noted as UR.

Summary by Major

Percentages and performance on the timed-writing portion of the examination are provided only for majors with 10 or more responses.

College of Agriculture and Home Economics

		Tier I Reading							Tier II (Final) Reading						
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work		
Agriculture	L1	26	17	65.4%	1	3.8 %	8	30.8%	22	84.6%	2	7.7 %	2	7.7 %	
	L2	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
Agribusiness	L1	9	5	55.6%	1	11.1%	3	33.3%	6	66.7%	1	11.1%	2	22.2%	
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
Agricultural Communications	L1	7	4	57.1%	1	14.3%	2	28.6%	5	71.4%	1	14.3%	1	14.3%	
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
Agricultural Economics	L1	15	8	53.3%	1	6.7 %	6	40.0%	12	80.0%	1	6.7 %	2	13.3%	
	L2	4	1	25.0%	0	0.0 %	3	75.0%	3	75.0%	0	0.0 %	1	25.0%	
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
Agricultural Education	L1	9	6	66.7%	2	22.2%	1	11.1%	8	88.9%	0	0.0 %	1	11.1%	
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
AG TM	L1	23	10	43.5%	2	8.7 %	11	47.8%	18	78.3%	0	0.0 %	5	21.7%	
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
	UR	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	
Animal Science	L1	43	27	62.8%	5	11.6%	11	25.6%	34	79.1%	5	11.6%	4	9.3 %	
	L2	3	1	33.3%	0	0.0 %	2	66.7%	1	33.3%	0	0.0 %	2	66.7%	
	UR	6	3	50.0%	1	16.7%	2	33.3%	5	83.3%	0	0.0 %	1	16.7%	
Apparel, Merchandizing, and Textiles	L1	143	95	66.4%	7	4.9 %	41	28.7%	129	90.2%	1	0.7 %	13	9.1 %	
	L2	3	1	33.3%	0	0.0 %	2	66.7%	2	66.7%	0	0.0 %	1	33.3%	
	UR	6	5	83.3%	0	0.0 %	1	16.7%	4	66.7%	1	16.7%	1	16.7%	
BSYSE	L1	8	4	50.0%	1	12.5%	3	37.5%	7	87.5%	1	12.5%	0	0.0 %	
	L2	3	1	33.3%	2	66.7%	0	0.0 %	2	66.7%	1	33.3%	0	0.0 %	
	UR	1	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	
Crops	L1	14	8	57.1%	2	14.3%	4	28.6%	9	64.3%	2	14.3%	3	21.4%	
	L2	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	
	UR	2	2	100.0%	0	0.0 %	0	0.0 %	1	50.0%	0	0.0 %	1	50.0%	
Entomology	L1	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	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%	
	UR	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	

College of Agriculture and Home Economics (cont.)

Major & Language		N =	Tier I Reading						Tier II (Final) Reading					
			Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Environmental Science	L1	20	10	50.0%	1	5.0 %	9	45.0%	17	85.0%	1	5.0 %	2	10.0%
	L2	1	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%
	UR	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %
Food Science & Human Nutrition	L1	39	28	71.8%	1	2.6 %	10	25.6%	35	89.7%	2	5.1 %	2	5.1 %
	L2	7	3	42.9%	0	0.0 %	4	57.1%	5	71.4%	0	0.0 %	2	28.6%
	UR	2	2	100.0%	0	0.0 %	0	0.0 %	2	100.0%	0	0.0 %	0	0.0 %
Horticulture	L1	20	8	40.0%	3	15.0%	9	45.0%	15	75.0%	2	10.0%	3	15.0%
	L2	2	2	100.0%	0	0.0 %	0	0.0 %	2	100.0%	0	0.0 %	0	0.0 %
	UR	2	2	100.0%	0	0.0 %	0	0.0 %	2	100.0%	0	0.0 %	0	0.0 %
Human Development	L1	249	152	61.0%	23	9.2 %	74	29.7%	206	82.7%	22	8.8 %	21	8.4 %
	L2	9	3	33.3%	1	11.1%	5	55.6%	6	66.7%	0	0.0 %	3	33.3%
	UR	8	5	62.5%	0	0.0 %	3	37.5%	7	87.5%	0	0.0 %	1	12.5%
Human Nutrition and Foods	L1	15	13	86.7%	0	0.0 %	2	13.3%	14	93.3%	1	6.7 %	0	0.0 %
	L2	3	1	33.3%	0	0.0 %	2	66.7%	1	33.3%	0	0.0 %	2	66.7%
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Interior Design	L1	65	40	61.5%	4	6.2 %	21	32.3%	56	86.2%	4	6.2 %	5	7.7 %
	L2	12	8	66.7%	0	0.0 %	4	33.3%	11	91.7%	0	0.0 %	1	8.3 %
	UR	4	4	100.0%	0	0.0 %	0	0.0 %	4	100.0%	0	0.0 %	0	0.0 %
Landscape Architecture	L1	40	16	40.0%	8	20.0%	16	40.0%	24	60.0%	7	17.5%	9	22.5%
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Natural Resource Science	L1	21	13	61.9%	0	0.0 %	8	38.1%	18	85.7%	0	0.0 %	3	14.3%
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Soils	L1	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	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%
	UR	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

College of Business and Economics

Major & Language		N =	Tier I Reading						Tier II (Final) Reading					
			Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Accounting	L1	253	167	66.0%	15	5.9 %	71	28.1%	228	90.1%	15	5.9 %	10	4.0 %
	L2	41	16	39.0%	3	7.3 %	22	53.7%	29	70.7%	1	2.4 %	11	26.8%
	UR	15	12	80.0%	0	0.0 %	3	20.0%	13	86.7%	0	0.0 %	2	13.3%
Business	L1	112	70	62.5%	7	6.3 %	35	31.3%	94	83.9%	3	2.7 %	15	13.4%
	L2	14	5	35.7%	0	0.0 %	9	64.3%	10	71.4%	0	0.0 %	4	28.6%
	UR	5	3	60.0%	1	20.0%	1	20.0%	3	60.0%	1	20.0%	1	20.0%
Business Administration	L1	251	160	63.7%	26	10.4%	65	25.9%	218	86.9%	9	3.6 %	24	9.6 %
	L2	29	15	51.7%	3	10.3%	11	37.9%	23	79.3%	1	3.4 %	5	17.2%
	UR	19	13	68.4%	3	15.8%	3	15.8%	16	84.2%	1	5.3 %	2	10.5%

College of Business and Economics (cont.)

		Tier I Reading							Tier II (Final) Reading						
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work		
Business Law	L1	5	5	100.0%	0	0.0 %	0	0.0 %	4	80.0%	0	0.0 %	1	20.0%	
	L2	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	
	UR	2	2	100.0%	0	0.0 %	0	0.0 %	1	50.0%	0	0.0 %	1	50.0%	
Decision Science	L1	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%	
	UR	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Economics	L1	55	29	52.7%	9	16.4%	17	30.9%	43	78.2%	5	9.1 %	7	12.7%	
	L2	18	3	16.7%	0	0.0 %	15	83.3%	5	27.8%	0	0.0 %	13	72.2%	
	UR	4	4	100.0%	0	0.0 %	0	0.0 %	4	100.0%	0	0.0 %	0	0.0 %	
ENTRP	L1	40	25	62.5%	3	7.5 %	12	30.0%	38	95.0%	1	2.5 %	1	2.5 %	
	L2	3	3	100.0%	0	0.0 %	0	0.0 %	3	100.0%	0	0.0 %	0	0.0 %	
	UR	2	0	0.0 %	1	50.0%	1	50.0%	2	100.0%	0	0.0 %	0	0.0 %	
Finance	L1	242	168	69.4%	14	5.8 %	60	24.8%	205	84.7%	15	6.2 %	22	9.1 %	
	L2	37	9	24.3%	1	2.7 %	27	73.0%	12	32.4%	2	5.4 %	23	62.2%	
	UR	9	4	44.4%	1	11.1%	4	44.4%	7	77.8%	1	11.1%	1	11.1%	
General Business	L1	8	4	50.0%	2	25.0%	2	25.0%	5	62.5%	2	25.0%	1	12.5%	
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
Hospitality Management	L1	68	40	58.8%	6	8.8 %	22	32.4%	59	86.8%	1	1.5 %	8	11.8%	
	L2	66	30	45.5%	1	1.5 %	35	53.0%	50	75.8%	1	1.5 %	15	22.7%	
	UR	4	4	100.0%	0	0.0 %	0	0.0 %	3	75.0%	1	25.0%	0	0.0 %	
Hotel and Restaurant Administration	L1	1	1	100.0%	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	1	100.0%	
	L2	1	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
HRP	L1	17	13	76.5%	3	17.6%	1	5.9 %	15	88.2%	1	5.9 %	1	5.9 %	
	L2	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	UR	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Insurance	L1	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%	
	UR	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
International Business	L1	75	41	54.7%	13	17.3%	21	28.0%	63	84.0%	8	10.7%	4	5.3 %	
	L2	37	13	35.1%	3	8.1 %	21	56.8%	18	48.6%	0	0.0 %	19	51.4%	
	UR	5	4	80.0%	0	0.0 %	1	20.0%	4	80.0%	0	0.0 %	1	20.0%	
Management	L1	198	122	61.6%	16	8.1 %	60	30.3%	174	87.9%	9	4.5 %	15	7.6 %	
	L2	19	6	31.6%	2	10.5%	11	57.9%	12	63.2%	2	10.5%	5	26.3%	
	UR	6	4	66.7%	1	16.7%	1	16.7%	3	50.0%	2	33.3%	1	16.7%	
Management Information Systems	L1	166	107	64.5%	16	9.6 %	43	25.9%	137	82.5%	14	8.4 %	15	9.0 %	
	L2	27	12	44.4%	0	0.0 %	15	55.6%	14	51.9%	0	0.0 %	13	48.1%	
	UR	9	7	77.8%	1	11.1%	1	11.1%	9	100.0%	0	0.0 %	0	0.0 %	
Marketing	L1	195	127	65.1%	12	6.2 %	56	28.7%	161	82.6%	14	7.2 %	20	10.3%	
	L2	24	10	41.7%	0	0.0 %	14	58.3%	13	54.2%	0	0.0 %	11	45.8%	
	UR	10	8	80.0%	1	10.0%	1	10.0%	9	90.0%	0	0.0 %	1	10.0%	
Real Estate	L1	3	1	33.3%	1	33.3%	1	33.3%	3	100.0%	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%	
	UR	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	

College of Education

		Tier I Reading						Tier II (Final) Reading						
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Athletic Training	L1	30	16	53.3%	3	10.0%	11	36.7%	25	83.3%	2	6.7 %	3	10.0%
	L2	7	1	14.3%	0	0.0 %	6	85.7%	1	14.3%	0	0.0 %	6	85.7%
	UR	1	0	0.0 %	1	100.0%	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %
Education	L1	372	251	67.5%	37	9.9 %	84	22.6%	317	85.2%	31	8.3 %	24	6.5 %
	L2	17	6	35.3%	0	0.0 %	11	64.7%	9	52.9%	0	0.0 %	8	47.1%
	UR	12	8	66.7%	0	0.0 %	4	33.3%	11	91.7%	0	0.0 %	1	8.3 %
Elementary Education	L1	125	77	61.6%	14	11.2%	34	27.2%	106	84.8%	9	7.2 %	10	8.0 %
	L2	1	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%
	UR	8	5	62.5%	1	12.5%	2	25.0%	8	100.0%	0	0.0 %	0	0.0 %
Exercise Science	L1	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 %
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Kinesiology	L1	9	5	55.6%	0	0.0 %	4	44.4%	8	88.9%	0	0.0 %	1	11.1%
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	UR	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %
Recreation & Leisure Studies	L1	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 %
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Sports Management	L1	151	104	68.9%	7	4.6 %	40	26.5%	131	86.8%	3	2.0 %	17	11.3%
	L2	6	2	33.3%	0	0.0 %	4	66.7%	2	33.3%	0	0.0 %	4	66.7%
	UR	3	2	66.7%	0	0.0 %	1	33.3%	3	100.0%	0	0.0 %	0	0.0 %

College of Engineering and Architecture

		Tier I Reading							Tier II (Final) Reading						
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work		
Architecture	L1	127	76	59.8%	10	7.9 %	41	32.3%	105	82.7%	8	6.3 %	14	11.0%	
	L2	25	5	20.0%	0	0.0 %	20	80.0%	13	52.0%	0	0.0 %	12	48.0%	
	UR	6	6	100.0%	0	0.0 %	0	0.0 %	6	100.0%	0	0.0 %	0	0.0 %	
Chemical Engineering	L1	33	21	63.6%	5	15.2%	7	21.2%	30	90.9%	3	9.1 %	0	0.0 %	
	L2	6	4	66.7%	1	16.7%	1	16.7%	5	83.3%	1	16.7%	0	0.0 %	
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
Civil Engineering	L1	196	123	62.8%	17	8.7 %	56	28.6%	166	84.7%	14	7.1 %	16	8.2 %	
	L2	26	9	34.6%	0	0.0 %	17	65.4%	18	69.2%	0	0.0 %	8	30.8%	
	UR	9	8	88.9%	0	0.0 %	1	11.1%	8	88.9%	0	0.0 %	1	11.1%	
Computer Engineering	L1	18	13	72.2%	1	5.6 %	4	22.2%	14	77.8%	1	5.6 %	3	16.7%	
	L2	5	2	40.0%	0	0.0 %	3	60.0%	3	60.0%	0	0.0 %	2	40.0%	
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
Computer Science	L1	98	54	55.1%	14	14.3%	30	30.6%	80	81.6%	12	12.2%	6	6.1 %	
	L2	22	10	45.5%	2	9.1 %	10	45.5%	14	63.6%	3	13.6%	5	22.7%	
	UR	3	1	33.3%	0	0.0 %	2	66.7%	3	100.0%	0	0.0 %	0	0.0 %	
Construction Management	L1	93	45	48.4%	10	10.8%	38	40.9%	77	82.8%	3	3.2 %	13	14.0%	
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
	UR	6	3	50.0%	1	16.7%	2	33.3%	4	66.7%	1	16.7%	1	16.7%	

College of Engineering and Architecture (cont.)

Major & Language		N =	Tier I Reading						Tier II (Final) Reading					
			Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Electrical Engineering	L1	100	63	63.0%	11	11.0%	26	26.0%	84	84.0%	7	7.0 %	9	9.0 %
	L2	31	9	29.0%	3	9.7 %	19	61.3%	16	51.6%	1	3.2 %	14	45.2%
	UR	7	6	85.7%	0	0.0 %	1	14.3%	7	100.0%	0	0.0 %	0	0.0 %
Environmental Engineering	L1	5	3	60.0%	1	20.0%	1	20.0%	3	60.0%	1	20.0%	1	20.0%
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Materials Science Engineering	L1	1	1	100.0%	0	0.0 %	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %
	L2	1	0	0.0 %	0	0.0 %	1	100.0%	1	100.0%	0	0.0 %	0	0.0 %
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Mechanical Engineering	L1	281	169	60.1%	23	8.2 %	89	31.7%	232	82.6%	17	6.0 %	32	11.4%
	L2	29	12	41.4%	2	6.9 %	15	51.7%	17	58.6%	0	0.0 %	12	41.4%
	UR	15	11	73.3%	2	13.3%	2	13.3%	12	80.0%	1	6.7 %	2	13.3%

College of Liberal Arts

Major & Language		N =	Tier I Reading						Tier II (Final) Reading					
			Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Anthropology	L1	57	33	57.9%	10	17.5%	14	24.6%	45	78.9%	9	15.8%	3	5.3 %
	L2	4	3	75.0%	0	0.0 %	1	25.0%	2	50.0%	0	0.0 %	2	50.0%
	UR	3	2	66.7%	0	0.0 %	1	33.3%	3	100.0%	0	0.0 %	0	0.0 %
Asian Studies	L1	87	63	72.4%	8	9.2 %	16	18.4%	75	86.2%	8	9.2 %	4	4.6 %
	L2	8	4	50.0%	0	0.0 %	4	50.0%	6	75.0%	0	0.0 %	2	25.0%
	UR	4	2	50.0%	1	25.0%	1	25.0%	3	75.0%	0	0.0 %	1	25.0%
Communications	L1	600	407	67.8%	56	9.3 %	137	22.8%	534	89.0%	24	4.0 %	42	7.0 %
	L2	29	10	34.5%	1	3.4 %	18	62.1%	19	65.5%	1	3.4 %	9	31.0%
	UR	16	7	43.8%	4	25.0%	5	31.3%	10	62.5%	3	18.8%	3	18.8%
Communications Advertising	L1	19	14	73.7%	0	0.0 %	5	26.3%	16	84.2%	0	0.0 %	3	15.8%
	L2	2	2	100.0%	0	0.0 %	0	0.0 %	2	100.0%	0	0.0 %	0	0.0 %
	UR	1	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %
Communications Broadcasting	L1	26	19	73.1%	1	3.8 %	6	23.1%	24	92.3%	1	3.8 %	1	3.8 %
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	UR	1	0	0.0 %	0	0.0 %	1	100.0%	1	100.0%	0	0.0 %	0	0.0 %
Communications Public Relations	L1	213	140	65.7%	27	12.7%	46	21.6%	187	87.8%	17	8.0 %	9	4.2 %
	L2	9	5	55.6%	1	11.1%	3	33.3%	7	77.8%	0	0.0 %	2	22.2%
	UR	4	2	50.0%	1	25.0%	1	25.0%	3	75.0%	1	25.0%	0	0.0 %
Comparative American Cultures	L1	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 %
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Criminal Justice	L1	292	179	61.3%	14	4.8 %	99	33.9%	242	82.9%	16	5.5 %	34	11.6%
	L2	17	10	58.8%	1	5.9 %	6	35.3%	13	76.5%	0	0.0 %	4	23.5%
	UR	20	13	65.0%	1	5.0 %	6	30.0%	19	95.0%	0	0.0 %	1	5.0 %

College of Liberal Arts (cont.)

		Tier I Reading							Tier II (Final) Reading						
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work		
English	L1	220	138	62.7%	43	19.5%	39	17.7%	159	72.3%	57	25.9%	4	1.8 %	
	L2	9	6	66.7%	1	11.1%	2	22.2%	8	88.9%	0	0.0 %	1	11.1%	
	UR	10	7	70.0%	2	20.0%	1	10.0%	8	80.0%	2	20.0%	0	0.0 %	
Fine Arts	L1	57	37	64.9%	5	8.8 %	15	26.3%	50	87.7%	3	5.3 %	4	7.0 %	
	L2	6	2	33.3%	0	0.0 %	4	66.7%	2	33.3%	0	0.0 %	4	66.7%	
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
Foreign Languages & Literatures	L1	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 %	
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
French	L1	7	3	42.9%	2	28.6%	2	28.6%	5	71.4%	1	14.3%	1	14.3%	
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
General Ed	L1	3	2	66.7%	0	0.0 %	1	33.3%	3	100.0%	0	0.0 %	0	0.0 %	
	L2	1	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	
	UR	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	
General Humanities	L1	89	55	61.8%	12	13.5%	22	24.7%	69	77.5%	13	14.6%	7	7.9 %	
	L2	8	0	0.0 %	0	0.0 %	8	100.0%	4	50.0%	0	0.0 %	4	50.0%	
	UR	1	0	0.0 %	0	0.0 %	1	100.0%	1	100.0%	0	0.0 %	0	0.0 %	
German	L1	5	2	40.0%	1	20.0%	2	40.0%	3	60.0%	0	0.0 %	2	40.0%	
	L2	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	
	UR	1	1	100.0%	0	0.0 %	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	
History	L1	216	137	63.4%	30	13.9%	49	22.7%	164	75.9%	29	13.4%	23	10.6%	
	L2	5	1	20.0%	0	0.0 %	4	80.0%	1	20.0%	0	0.0 %	4	80.0%	
	UR	6	4	66.7%	1	16.7%	1	16.7%	5	83.3%	0	0.0 %	1	16.7%	
Journalism	L1	30	25	83.3%	4	13.3%	1	3.3 %	26	86.7%	3	10.0%	1	3.3 %	
	L2	2	0	0.0 %	0	0.0 %	2	100.0%	2	100.0%	0	0.0 %	0	0.0 %	
	UR	1	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	
Music	L1	36	18	50.0%	9	25.0%	9	25.0%	28	77.8%	5	13.9%	3	8.3 %	
	L2	3	1	33.3%	0	0.0 %	2	66.7%	1	33.3%	0	0.0 %	2	66.7%	
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	
Philosophy	L1	43	26	60.5%	8	18.6%	9	20.9%	29	67.4%	11	25.6%	3	7.0 %	
	L2	4	1	25.0%	1	25.0%	2	50.0%	3	75.0%	1	25.0%	0	0.0 %	
	UR	3	2	66.7%	1	33.3%	0	0.0 %	2	66.7%	1	33.3%	0	0.0 %	
Political Science	L1	195	135	69.2%	26	13.3%	34	17.4%	159	81.5%	24	12.3%	12	6.2 %	
	L2	11	5	45.5%	0	0.0 %	6	54.5%	8	72.7%	0	0.0 %	3	27.3%	
	UR	6	5	83.3%	1	16.7%	0	0.0 %	6	100.0%	0	0.0 %	0	0.0 %	
Psychology	L1	525	357	68.0%	55	10.5%	113	21.5%	453	86.3%	39	7.4 %	33	6.3 %	
	L2	32	12	37.5%	1	3.1 %	19	59.4%	21	65.6%	0	0.0 %	11	34.4%	
	UR	32	22	68.8%	3	9.4 %	7	21.9%	28	87.5%	2	6.3 %	2	6.3 %	
Russian	L1	1	0	0.0 %	0	0.0 %	1	100.0%	1	100.0%	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 %	
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	

College of Liberal Arts (cont.)

		Tier I Reading						Tier II (Final) Reading						
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Social Science (General)	L1	279	166	59.5%	31	11.1%	82	29.4%	232	83.2%	23	8.2 %	24	8.6 %
	L2	9	2	22.2%	1	11.1%	6	66.7%	4	44.4%	1	11.1%	4	44.4%
	UR	13	9	69.2%	2	15.4%	2	15.4%	12	92.3%	1	7.7 %	0	0.0 %
Social Studies	L1	92	58	63.0%	7	7.6 %	27	29.3%	74	80.4%	7	7.6 %	11	12.0%
	L2	5	1	20.0%	1	20.0%	3	60.0%	2	40.0%	1	20.0%	2	40.0%
	UR	2	0	0.0 %	0	0.0 %	2	100.0%	2	100.0%	0	0.0 %	0	0.0 %
Sociology	L1	219	142	64.8%	19	8.7 %	58	26.5%	182	83.1%	16	7.3 %	21	9.6 %
	L2	24	10	41.7%	1	4.2 %	13	54.2%	16	66.7%	1	4.2 %	7	29.2%
	UR	6	5	83.3%	1	16.7%	0	0.0 %	5	83.3%	1	16.7%	0	0.0 %
Spanish	L1	36	23	63.9%	9	25.0%	4	11.1%	31	86.1%	5	13.9%	0	0.0 %
	L2	9	3	33.3%	0	0.0 %	6	66.7%	5	55.6%	0	0.0 %	4	44.4%
	UR	1	0	0.0 %	0	0.0 %	1	100.0%	1	100.0%	0	0.0 %	0	0.0 %
Speech & Hearing Sciences	L1	56	36	64.3%	6	10.7%	14	25.0%	48	85.7%	5	8.9 %	3	5.4 %
	L2	6	3	50.0%	0	0.0 %	3	50.0%	6	100.0%	0	0.0 %	0	0.0 %
	UR	3	2	66.7%	0	0.0 %	1	33.3%	3	100.0%	0	0.0 %	0	0.0 %
Theatre	L1	28	16	57.1%	1	3.6 %	11	39.3%	20	71.4%	2	7.1 %	6	21.4%
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	UR	2	2	100.0%	0	0.0 %	0	0.0 %	2	100.0%	0	0.0 %	0	0.0 %
Women's Studies	L1	14	10	71.4%	2	14.3%	2	14.3%	11	78.6%	2	14.3%	1	7.1 %
	L2	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %

College of Nursing

		Tier I Reading							Tier II (Final) Reading						
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work		
vNursing	L1	334	222	66.5%	29	8.7 %	83	24.9%	282	84.4%	33	9.9 %	19	5.7 %	
	L2	38	19	50.0%	2	5.3 %	17	44.7%	32	84.2%	1	2.6 %	5	13.2%	
	UR	24	16	66.7%	1	4.2 %	7	29.2%	20	83.3%	3	12.5%	1	4.2 %	

College of Pharmacy

		Tier I Reading						Tier II (Final) Reading						
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Pharmacy	L1	92	63	68.5%	10	10.9%	19	20.7%	76	82.6%	7	7.6 %	9	9.8 %
	L2	27	15	55.6%	1	3.7 %	11	40.7%	22	81.5%	1	3.7 %	4	14.8%
	UR	4	3	75.0%	1	25.0%	0	0.0 %	3	75.0%	1	25.0%	0	0.0 %

College of Sciences

Major & Language		N =	Tier I Reading						Tier II (Final) Reading					
			Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Biological Chemistry	L1	49	33	67.3%	8	16.3%	8	16.3%	37	75.5%	11	22.4%	1	2.0 %
	L2	7	2	28.6%	1	14.3%	4	57.1%	5	71.4%	1	14.3%	1	14.3%
	UR	3	2	66.7%	0	0.0 %	1	33.3%	3	100.0%	0	0.0 %	0	0.0 %
Biology	L1	243	163	67.1%	19	7.8 %	61	25.1%	205	84.4%	16	6.6 %	22	9.1 %
	L2	25	13	52.0%	1	4.0 %	11	44.0%	15	60.0%	2	8.0 %	8	32.0%
	UR	12	9	75.0%	0	0.0 %	3	25.0%	11	91.7%	0	0.0 %	1	8.3 %
Chemistry	L1	32	21	65.6%	1	3.1 %	10	31.3%	26	81.3%	3	9.4 %	3	9.4 %
	L2	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %
	UR	1	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %
General Biological Science	L1	1	0	0.0 %	0	0.0 %	1	100.0%	1	100.0%	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 %
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
General Science	L1	3	2	66.7%	1	33.3%	0	0.0 %	2	66.7%	1	33.3%	0	0.0 %
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Genetics and Cell Biology	L1	20	10	50.0%	4	20.0%	6	30.0%	16	80.0%	3	15.0%	1	5.0 %
	L2	2	1	50.0%	0	0.0 %	1	50.0%	1	50.0%	0	0.0 %	1	50.0%
	UR	2	2	100.0%	0	0.0 %	0	0.0 %	2	100.0%	0	0.0 %	0	0.0 %
Geology	L1	15	10	66.7%	0	0.0 %	5	33.3%	14	93.3%	0	0.0 %	1	6.7 %
	L2	1	0	0.0 %	0	0.0 %	1	100.0%	1	100.0%	0	0.0 %	0	0.0 %
	UR	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %
Mathematics	L1	45	32	71.1%	6	13.3%	7	15.6%	35	77.8%	8	17.8%	2	4.4 %
	L2	10	4	40.0%	0	0.0 %	6	60.0%	8	80.0%	0	0.0 %	2	20.0%
	UR	2	1	50.0%	1	50.0%	0	0.0 %	1	50.0%	1	50.0%	0	0.0 %
Microbiology	L1	70	44	62.9%	8	11.4%	18	25.7%	61	87.1%	5	7.1 %	4	5.7 %
	L2	15	9	60.0%	0	0.0 %	6	40.0%	12	80.0%	0	0.0 %	3	20.0%
	UR	4	3	75.0%	0	0.0 %	1	25.0%	3	75.0%	0	0.0 %	1	25.0%
Physics	L1	20	12	60.0%	4	20.0%	4	20.0%	16	80.0%	3	15.0%	1	5.0 %
	L2	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %
	UR	2	2	100.0%	0	0.0 %	0	0.0 %	2	100.0%	0	0.0 %	0	0.0 %
Zoology	L1	145	88	60.7%	21	14.5%	36	24.8%	108	74.5%	28	19.3%	9	6.2 %
	L2	12	4	33.3%	1	8.3 %	7	58.3%	4	33.3%	3	25.0%	5	41.7%
	UR	5	3	60.0%	0	0.0 %	2	40.0%	4	80.0%	1	20.0%	0	0.0 %

College of Veterinary Sciences

Major & Language		N =	Tier I Reading						Tier II (Final) Reading					
			Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Veterinary Science	L1	1	0	0.0 %	0	0.0 %	1	100.0%	1	100.0%	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 %
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %

General Studies

Major & Language		N =	Tier I Reading						Tier II (Final) Reading					
			Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
General Studies (2001-2003 Only)	L1	175	105	60.0%	14	8.0 %	56	32.0%	139	79.4%	7	4.0 %	29	16.6%
	L2	11	3	27.3%	1	9.1 %	7	63.6%	2	18.2%	1	9.1 %	8	72.7%
	UR	12	9	75.0%	2	16.7%	1	8.3 %	10	83.3%	1	8.3 %	1	8.3 %

Appendix C: Paper Submissions by Course 2005-2007

College of Agriculture and Home Economics

Agriculture Economics

AGEC311	1
AGEC320	9
AGEC330	1
AGEC350	12
AGEC360	1
AGEC361	2
AGEC402	1
AGEC420	7
AGEC438	2
AGEC440	13
AGEC450	1
AGEC453	1
AGEC490	3
AGEC499	1

AS260	3
AS284	1
AS285	22
AS286	1
AS300	1
AS308	1
AS313	11
AS314	1
AS330	10
AS350	3
AS351	4
AS399	3
AS408	1
AS440	1
AS464	1
AS466	1
AS473	1
AS474	2
AS499	1

Agriculture Education

AGED440	2
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Agriculture Technology and Management

AGTM110	1
AGTM405	1
AGTM495	2

Animal Science

AS101	1
AS174	4
AS180	6
AS184	1
AS198	4
AS202	1
AS205	29
AS205	1
AS208	1
AS213	1
AS243	8

Apparel, Merchandising, and Textiles

AMT108	4
AMT203	1
AMT208	22
AMT211	3
AMT214	1
AMT215	32
AMT216	1
AMT220	29
AMT245	1
AMT311	1
AMT314	10
AMT315	7
AMT368	1
AMT408	2
AMT413	9
AMT417	21
AMT420	64

AMT428	1
AMT490	1

Biological Systems Engineering

BSYSE251	1
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ES/RP402	1
ES/RP404	3
ES/RP435	1
ES/RP444	1
ES/RP466	1
ES/RP495	1
ES/RP504	1

Food Science and Human Nutrition

Crops Science

CROPS101	3
CROPS102	3
CROPS150	1
CROPS202	10
CROPS301	9
CROPS305	7
CROPS336	1
CROPS360	5
CROPS404	1
CROPS411	1
CROPS445	1
CROPS498	1
CROPS499	1

Entomology

ENTOM100	1
ENTOM101	13
ENTOM102	3
ENTOM150	2
ENTOM340	2
ENTOM343	8
ENTOM401	5
ENTOM434	1

Environmental Science and Regional Planning

ES/RP100	1
ES/RP101	91
ES/RP150	7
ES/RP202	1
ES/RP230	1
ES/RP335	8
ES/RP380	1

FSHN	1
FSHN101	2
FSHN130	2
FSHN201	9
FSHN220	12
FSHN303	1
FSHN305	1
FSHN330	13
FSHN331	1
FSHN350	12
FSHN380	2
FSHN407	1
FSHN410	1
FSHN420	1
FSHN422	1
FSHN426	1
FSHN429	1
FSHN436	1
FSHN438	8
FSHN460	3
FSHN465	2
FSHN470	2

Horticulture

HORT102	2
HORT150	8
HORT201	3
HORT202	8
HORT231	1
HORT232	3
HORT251	5
HORT256	1
HORT310	2
HORT313	5
HORT331	1

HORT332	2
HORT334	2
HORT399	1
HORT409	1
HORT413	1
HORT415	1
HORT418	4
HORT421	2
HORT425	4
HORT439	1

Human Development

HD101	86
HD136	1
HD201	29
HD202	6
HD203	43
HD204	85
HD205	94
HD210	1
HD262	1
HD295	1
HD300	66
HD301	65
HD302	78
HD304	20
HD305	26
HD310	42
HD320	23
HD334	2
HD340	23
HD341	17
HD342	10
HD345	5
HD346	8
HD350	28
HD360	6
HD380	1
HD402	1
HD403	114
HD403`	1
HD406	41
HD408	17
HD409	3
HD410	18

HD412	5
HD420	26
HD430	24
HD449	5
HD482	6
HD499	4

Interior Design

ID101	13
ID104	1
ID201	1
ID202	2
ID203	3
ID205	1
ID250	19
ID312	5
ID321	2
ID325	5
ID350	7
ID370	1
ID392	4
ID396	1

Landscape Architecture

LA260	16
LA262	2
LA327	2
LA362	1
LA380	3
LA425	1
LA450	2
LA475	2
LA476	1
LA491	1

Integrated Pest Management

IPM452	3
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Natural Resource Science

NATRS"436	1
NATRS100	1
NATRS101	2

NATRS210	1	Nutrition	
NATRS280	22		
NATRS300	5	NUTR	1
NATRS301	14	NUTR101	12
NATRS302	9	NUTR150	1
NATRS305	1	NUTR203	1
NATRS311	2		
NATRS374	1		
NATRS414	1	Soils	
NATRS431	1		
NATRS435	1	SOILS102	1
NATRS436	3	SOILS201	31
NATRS438	5	SOILS301	2
NATRS450	7	SOILS442	1
NATRS454	2	SOILS451	1
NATRS455	1	SOILS468	1

College of Business and Economics

Accounting		BLAW18	1
		BLAW200	2
ACCTG220	1	BLAW202	1
ACCTG230	5	BLAW205	3
ACCTG231	4	BLAW210	222
ACCTG253	2	BLAW250	1
ACCTG330	24	BLAW251	2
ACCTG331	19	BLAW260	1
ACCTG333	2	BLAW410	2
ACCTG335	19	BLAW414	2
ACCTG338	7	BLAW415	1
ACCTG403	1		
ACCTG432	1	Decision Science	
ACCTG433	2		
ACCTG435	1	DECS340	3
ACCTG438	21		
ACCTG439	6	Economics	
		ECON100	4
Business Law		ECON101	5
		ECON102	6
BLAW	5	ECON112	1
BLAW101	1	ECON198	37
BLAW111	1	ECON200	6

ECON201	15	Finance	
ECON202	5		
ECON207	2	FIN101	2
ECON210	1	FIN102	1
ECON212	2	FIN213	1
ECON213	1	FIN325	4
ECON300	1	FIN345	29
ECON301	31	FIN350	1
ECON302	2	FIN422	1
ECON311	2	FIN425	18
ECON320	9	FIN426	1
ECON321	11	FIN427	18
ECON324	5	FIN437	4
ECON325	4	FIN438	1
ECON327	2	FIN439	1
ECON330	2	FIN445	4
ECON340	1	FIN447	2
ECON350	1	FIN499	1
ECON351	2		
ECON355	3	Hotel Administration	
ECON360	6		
ECON372	1	HA284	1
ECON401	13	HA313	1
ECON404	1		
ECON418	4	International Business	
ECON427	2		
ECON428	2	IBUS	2
ECON431	1	IBUS101	1
ECON432	1	IBUS110	1
ECON438	1	IBUS202	1
ECON450	7	IBUS310	1
ECON452	2	IBUS350	2
ECON453	3	IBUS360	1
ECON454	4	IBUS380	74
ECON470	2	IBUS496	1
ECON472	1		
ECON481	1	Insurance	
ECON490	2		
		INS120	1
Entrepreneurship		Management	
ENTRP489	3		
ENTRP490	2	MGT100	1
ENTRP492	6	MGT236	1
ENTRP496	7	MGT250	1
		MGT254	1

MGT301	69	MIS374	4
MGT307	1	MIS375	6
MGT315	4	MIS425	2
MGT326	1	MIS448	2
MGT340	9	MIS472	1
MGT360	2		
MGT380	1	Marketing	
MGT401	39		
MGT412	1	MKTG154	1
MGT418	2	MKTG319	1
MGT450	14	MKTG340	1
MGT451	1	MKTG360	150
MGT453	1	MKTG368	2
MGT455	15	MKTG379	4
MGT456	5	MKTG407	6
MGT465	1	MKTG417	5
MGT483	1	MKTG453	1
MGT485	8	MKTG461	1
MGT487	4	MKTG468	12
MGT489	3	MKTG470	1
MGT491	6	MKTG477	3
MGT492	10	MKTG478	10
		MKTG480	1
Management Information Systems		MKTG482	2
		MKTG490	6
MIS	1	MKTG495	7
MIS171	1	MKTG496	6
MIS250	8	MKTG560	1
MIS271	3		
MIS322	4	Real Estate	
MIS325	2		
MIS350	10	RE105	1
MIS372	5	RE256	3

College of Education

		ATHT468	3
Athletic Training		Educational Administration and Supervision	
ATHT305	5		
ATHT311	2	EDAD119	1
ATHT411	1	EDAD130	1
ATHT465	2	EDAD197	1
ATHT467	1		

EDAD200	1
EDAD201	2
EDAD202	1
EDAD301	2
EDAD305	1
EDAD314	1
EDAD325	1
EDAD326	1
EDAD330	1
EDAD389	3
EDAD440	1
EDAD491	1
EDAD497	17
EDAD498	2

Educational Psychology

EDPSY200	1
EDPSY300	1
EDPSY401	14
EDPSY402	1
EDPSY502	2
EDPSY508	1

Exercise Science

EXSCI400	1
EXSCI463	4
EXSCI467	1

Health Education

HED110	1
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Kinesiology

KIN132	1
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Movement Studies

MVTST194	1
MVTST199	24
MVTST254	1
MVTST261	1
MVTST262	2
MVTST264	29

MVTST265	1
MVTST313	18
MVTST314	14
MVTST362	2
MVTST380	1
MVTST415	2
MVTST461	28
MVTST481	3
MVTST490	1

Recreation and Leisure Studies

RLS222	1
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Special Education

SPED	1
SPED110	2
SPED301	5
SPED401	1
SPED409	2
SPED420	8
SPED432	1

Sport Management

SPMGT226	1
SPMGT240	1
SPMGT267	1
SPMGT270	1
SPMGT272	1
SPMGT276	48
SPMGT284	8
SPMGT290	60
SPMGT294	1
SPMGT298	1
SPMGT356	1
SPMGT36	1
SPMGT365	39
SPMGT367	51
SPMGT394	3
SPMGT395	1
SPMGT397	1
SPMGT460	1
SPMGT464	1
SPMGT468	12

SPMGT488	4	T&L385	8
SPMGT496	6	T&L386	1
		T&L390	15
		T&L400	1
		T&L401	2
		T&L402	3
		T&L403	40
		T&L404	2
		T&L405	6
		T&L410	1
		T&L413	6
		T&L414	1
		T&L415	1
		T&L420	2
		T&L433	1
		T&L445	32
		T&L446	1
		T&L478	4
		T&L483	7
		T&L490	2
		T&L507	1
		T&L540	1
		T&L552	1
		T&L572	1
Teaching and Learning			
T&L300	62		
T&L301	136		
T&L3011	1		
T&L302	3		
T&L303	3		
T&L305	9		
T&L306	12		
T&L307	45		
T&L310	19		
T&L317	2		
T&L320	18		
T&L321	83		
T&L322	15		
T&L328	11		
T&L330	14		
T&L333	3		
T&L339	1		
T&L352	14		
T&L371	15		

College of Engineering and Architecture

Architecture		ARCH323	1
		ARCH324	35
ARCH101	1	ARCH330	1
ARCH103	5	ARCH352	1
ARCH112	1	ARCH360	1
ARCH120	1	ARCH425	1
ARCH200	1	ARCH432	6
ARCH202	28	ARCH433	10
ARCH209	4	ARCH442	1
ARCH220	39	ARCH463	5
ARCH241	1	ARCH480	1
ARCH301	2	ARCH483	1
ARCH303	2	ARCH563	1
ARCH309	17		

Civil Engineering

CE120	9
CE130	1
CE174	1
CE211	9
CE215	4
CE242	1
CE280	1
CE301	6
CE315	2
CE317	51
CE330	3
CE341	1
CE342	1
CE351	2
CE357	1
CE414	1
CE415	1
CE430	1
CE463	1
CE465	2
CE480	11
CE515	4

Chemical Engineering

CHE102	1
CHE105	1
CHE109	1
CHE133	1
CHE153	1
CHE201	2
CHE211	2
CHE221	1
CHE222	1
CHE236	1
CHE301	1
CHE321	1
CHE332	1
CHE333	1
CHE345	2
CHE402	1
CHE475	3
CHE499	1

Computer Science

CPTS100	1
CPTS121	1
CPTS122	2
CPTS131	1
CPTS143	1
CPTS223	2
CPTS320	8
CPTS322	13
CPTS355	2
CPTS401	13
CPTS402	17
CPTS420	1
CPTS422	8
CPTS427	1
CPTS431	1
CPTS434	1
CPTS443	6
CPTS460	3
CPTS481	2

Construction Management

CSTM101	1
CSTM102	4
CSTM133	1
CSTM232	9
CSTM252	3
CSTM253	3
CSTM360	6
CSTM370	7
CSTM451	3
CSTM495	1

Electrical Engineering

EE120	6
EE212	1
EE214	2
EE2234	1
EE234	10
EE261	3
EE262	28
EE315	1
EE321	6

EE324	4	ME304	2
EE334	1	ME305	5
EE352	5	ME310	5
EE362	4	ME311	29
EE416	2	ME313	8
EE432	1	ME314	1
EE434	1	ME316	6
EE489	3	ME320	1
EE495	1	ME401	4
EE499	1	ME404	1
EE571	2	ME406	7

Mechanical Engineering

ME103	3
ME120	13
ME121	1
ME201	1
ME204	1
ME212	2
ME220	73
ME2220	1
ME270	2
ME301	5
ME303	3

ME414	4
ME415	1
ME416	5
ME467	3
ME476	5

Material Science and Engineering

MSE110	9
MSE316	2
MSE320	6
MSE321	1
MSE323	4
MSE440	13

University Honors College

University Honors

		UH260	1
		UH300	53
UH100	2	UH330	39
UH101	2	UH350	23
UH199	1	UH410	4
UH230	1	UH440	24

College of Liberal Arts

American Studies

		AMST216	26
		AMST230	1
AMST101	1	AMST242	1
AMST200	1	AMST286	3
AMST210	2	AMST315	1
AMST215	1	AMST410	1

AMST413	2	ANTH306	6
AMST417	3	ANTH307	1
AMST470	1	ANTH309	24
AMST471	2	ANTH310	1
AMST472	3	ANTH311	1
AMST473	4	ANTH312	1
AMST474	5	ANTH313	1
AMST475	4	ANTH316	142
Anthropology		ANTH317	1
ANTH100	6	ANTH319	1
ANTH101	244	ANTH320	17
ANTH102	10	ANTH326	1
ANTH103	4	ANTH327	6
ANTH104	3	ANTH330	9
ANTH106	1	ANTH331	32
ANTH110	3	ANTH334	4
ANTH111	8	ANTH340	2
ANTH113	1	ANTH350	43
ANTH120	1	ANTH353	2
ANTH130	34	ANTH357	1
ANTH140	1	ANTH368	2
ANTH198	4	ANTH370	3
ANTH201	88	ANTH380	2
ANTH202	5	ANTH390	1
ANTH203	72	ANTH402	2
ANTH204	1	ANTH404	28
ANTH205	2	ANTH405	11
ANTH206	4	ANTH409	1
ANTH207	1	ANTH410	2
ANTH208	1	ANTH417	19
ANTH210	1	ANTH436	1
ANTH212	2	ANTH457	1
ANTH214	12	ANTH461	1
ANTH215	2	ANTH463	1
ANTH230	12	ANTH465	3
ANTH240	2	ANTH468	175
ANTH260	6	ANTH469	1
ANTH299	1	ANTH490	8
ANTH300	1	ANTH499	2
ANTH301	12	ANTH502	1
ANTH302	6	ANTH510	1
ANTH303	3	Asia Program	
ANTH304	1	ASIA102	1
ANTH305	1	ASIA111	1

ASIA121	1	CRMJ232	1
ASIA131	6	CRMJ295	1
ASIA270	1	CRMJ300	1
ASIA272	4	CRMJ320	52
ASIA273	1	CRMJ330	80
ASIA275	8	CRMJ360	1
ASIA301	7	CRMJ365	42
ASIA314	4	CRMJ370	28
ASIA315	7	CRMJ373	1
ASIA370	1	CRMJ381	4
ASIA373	4	CRMJ400	59
ASIA374	2	CRMJ401	1
ASIA375	1	CRMJ403	52
ASIA472	1	CRMJ405	10
ASIA475	1	CRMJ4055	1
ASIA476	3	CRMJ420	21
ASIA477	3	CRMJ424	8
		CRMJ427	1
Chinese		CRMJ430	1
		CRMJ440	1
CHIN111	2	CRMJ450	8
CHIN121	3	CRMJ460	1
CHIN131	7	CRMJ471	1
		CRMJ490	2
Comparative American Cultures		English	
CAC101	12	ENGL001	1
CAC111	1	ENGL001B	1
CAC171	1	ENGL007	1
CAC198	1	ENGL01	1
Criminal Justice		ENGL02	1
CRMJ	6	ENGL065	1
CRMJ101	53	ENGL093	1
CRMJ103	1	ENGL096	2
CRMJ105	3	ENGL097	3
CRMJ107	1	ENGL099	2
CRMJ110	1	ENGL1	1
CRMJ150	4	ENGL100	26
CRMJ201	16	ENGL101	1870
CRMJ204	1	ENGL1010	1
CRMJ205	8	ENGL102	352
CRMJ207	1	ENGL1023	1
CRMJ210	1	ENGL103	44
CRMJ230	1	ENGL104	29
		ENGL105	89

ENGL106	4	ENGL206	3
ENGL107	5	ENGL207	2
ENGL108	28	ENGL209	13
ENGL109	2	ENGL210	21
ENGL110	34	ENGL211	5
ENGL111	37	ENGL213	2
ENGL112	30	ENGL215	2
ENGL113	19	ENGL216	5
ENGL114	1	ENGL217	1
ENGL115	5	ENGL220	4
ENGL116	1	ENGL221	2
ENGL119	2	ENGL222	1
ENGL120	6	ENGL223	3
ENGL121	4	ENGL226	2
ENGL122	1	ENGL228	5
ENGL125	2	ENGL230	1
ENGL130	4	ENGL231	4
ENGL131	25	ENGL232	2
ENGL132	1	ENGL233	1
ENGL133	4	ENGL233	1
ENGL135	1	ENGL235	1
ENGL135	1	ENGL238	2
ENGL140	1	ENGL239	1
ENGL141	2	ENGL242	2
ENGL142	1	ENGL245	4
ENGL143	4	ENGL246	11
ENGL150	18	ENGL248	3
ENGL151	1	ENGL250	6
ENGL152	1	ENGL251	46
ENGL155	1	ENGL252	1
ENGL158	1	ENGL255	3
ENGL160	1	ENGL257	2
ENGL161	1	ENGL260	3
ENGL170	3	ENGL261	5
ENGL178	1	ENGL264	2
ENGL180	1	ENGL265	3
ENGL183	1	ENGL266	1
ENGL198	52	ENGL268	1
ENGL199	59	ENGL269	2
ENGL200	18	ENGL270	12
ENGL201	420	ENGL271	3
ENGL201	1	ENGL272	1
ENGL202	27	ENGL274	1
ENGL203	14	ENGL275	1
ENGL204	2	ENGL278	3
ENGL205	80	ENGL280	4

ENGL281	1	ENGL357	10
ENGL291	1	ENGL359	1
ENGL294	1	ENGL360	4
ENGL298	23	ENGL362	1
ENGL300	3	ENGL365	1
ENGL301	253	ENGL368	24
ENGL302	135	ENGL371	2
ENGL303	1	ENGL372	3
ENGL304	4	ENGL373	2
ENGL305	34	ENGL375	1
ENGL306	29	ENGL380	9
ENGL307	8	ENGL381	12
ENGL308	6	ENGL382	6
ENGL309	22	ENGL385	9
ENGL309x	1	ENGL386	1
ENGL310	3	ENGL387	12
ENGL311	11	ENGL388	12
ENGL312	1	ENGL389	6
ENGL314	1	ENGL4	1
ENGL315	1	ENGL401	9
ENGL317	1	ENGL402	438
ENGL321	10	ENGL403	1
ENGL322	1	ENGL405	2
ENGL323	5	ENGL409	7
ENGL324	4	ENGL410	3
ENGL324'	1	ENGL411	1
ENGL325	8	ENGL415	3
ENGL326	1	ENGL419	26
ENGL332	2	ENGL420	3
ENGL333	13	ENGL429	1
ENGL334	1	ENGL431	1
ENGL335	11	ENGL444	1
ENGL336	1	ENGL446	9
ENGL337	1	ENGL451	10
ENGL338	10	ENGL452	1
ENGL339	9	ENGL453	1
ENGL340	1	ENGL455	1
ENGL341	11	ENGL457	1
ENGL344	1	ENGL458	1
ENGL345	1	ENGL470	7
ENGL350	1	ENGL471	6
ENGL351	30	ENGL474	1
ENGL352	3	ENGL475	13
ENGL353	23	ENGL478	1
ENGL355	5	ENGL480	5
ENGL356	8	ENGL482	1

ENGL483	1	FA471	1
ENGL484	2	FA498	3
ENGL485	1	FA499	2
ENGL487	2		
ENGL489	3	Foreign Languages	
ENGL492	2		
ENGL493	3	FORL101	7
ENGL498	1	FORL102	1
ENGL499	2	FORL110	10
ENGL49B	1	FORL130	5
ENGL51	1	FORL300	1
ENGL75	1	FORL350	1
ENGL92	1		
ENGL98	1	FORL410	14
ENGL99	5	FORL446	1
Fine Arts		French	
FA101	10	FREN101	1
FA102	1	FREN110	7
FA103	4	FREN111	1
FA105	1	FREN121	3
FA110	1	FREN130	1
FA111	3	FREN203	2
FA112	1	FREN291	1
FA156	1	FREN307	1
FA201	8	FREN308	1
FA202	21	FREN310	1
FA302	4	FREN430	3
FA303	3	FREN452	1
FA304	2		
FA308	5	General Education	
FA310	10		
FA321	1	GENED	8
FA331	22	GENED"110	2
FA332	1	GENED"111	2
FA350	1	GENED10	1
FA380	7	GENED101	9
FA381	1	GENED102	1
FA401	1	GENED104	4
FA403	1	GENED105	2
FA404	7	GENED11	6
FA405	8	GENED110	939
FA407	2	GENED111	885
FA427	1	GENED111x	1
FA432	1	GENED210	1

GENED211	1	HIST156	3
GENED300	6	HIST157	5
GENED301	8	HIST162	1
GENED497	1	HIST168	1
		HIST1740	1
German		HIST179	2
		HIST198	11
GER204	1	HIST200	1
GER299	1	HIST201	11
GER301	1	HIST202	7
GER310	1	HIST203	1
GER450	1	HIST204	2
GER451	1	HIST205	3
		HIST206	2
History		HIST21	1
		HIST210	3
HIST100	1	HIST211	2
HIST101	84	HIST212	3
HIST102	89	HIST215	2
HIST103	38	HIST216	4
HIST104	18	HIST221	5
HIST105	13	HIST230	10
HIST106	3	HIST231	5
HIST107	2	HIST241	1
HIST108	2	HIST242	1
HIST109	2	HIST243	2
HIST11	2	HIST244	2
HIST110	60	HIST250	2
HIST111	51	HIST251	2
HIST112	9	HIST255	1
HIST113	6	HIST256	1
HIST115	1	HIST260	6
HIST116	3	HIST261	2
HIST121	2	HIST262	1
HIST122	3	HIST264	1
HIST125	1	HIST267	1
HIST131	4	HIST268	1
HIST132	3	HIST270	22
HIST133	1	HIST271	1
HIST140	1	HIST272	51
HIST141	2	HIST273	31
HIST142	4	HIST275	29
HIST144	1	HIST276	1
HIST150	47	HIST279	1
HIST151	2	HIST280	2
HIST152	2	HIST282	1

HIST286	1	HIST387	4
HIST298	8	HIST388	48
HIST299	1	HIST389	1
HIST300	77	HIST39	1
HIST301	3	HIST390	12
HIST302	1	HIST391	1
HIST305	1	HIST394	2
HIST306	14	HIST395	59
HIST308	12	HIST398	12
HIST31	1	HIST400	3
HIST311	1	HIST401	1
HIST313	5	HIST402	1
HIST314	10	HIST403	1
HIST315	1	HIST404	1
HIST317	1	HIST409	11
HIST319	3	HIST410	4
HIST320	5	HIST411	3
HIST321	29	HIST412	5
HIST322	17	HIST413	23
HIST325	9	HIST414	13
HIST328	1	HIST415	2
HIST330	1	HIST416	18
HIST331	21	HIST417	2
HIST335	9	HIST418	24
HIST337	6	HIST419	28
HIST338	1	HIST420	1
HIST340	8	HIST421	6
HIST341	29	HIST422	25
HIST342	9	HIST423	1
HIST343	1	HIST425	9
HIST345	1	HIST426	4
HIST350	7	HIST427	1
HIST351	1	HIST430	3
HIST353	1	HIST431	1
HIST355	1	HIST434	2
HIST370	11	HIST435	11
HIST372	1	HIST436	6
HIST373	26	HIST439	1
HIST3737	1	HIST440	8
HIST374	12	HIST441	8
HIST375	1	HIST442	1
HIST38	1	HIST444	31
HIST380	1	HIST4443	1
HIST381	11	HIST447	1
HIST382	4	HIST448	3
HIST386	11	HIST449	2

HIST450	6	HUM206	1
HIST454	1	HUM215	1
HIST462	2	HUM221	1
HIST463	3	HUM224	2
HIST464	3	HUM240	2
HIST466	4	HUM302	6
HIST467	1	HUM303	13
HIST468	27	HUM304	8
HIST469	11	HUM335	4
HIST470	1	HUM337	1
HIST472	15	HUM338	3
HIST473	17	HUM350	21
HIST474	2	HUM410	16
HIST475	2	HUM450	17
HIST476	8	HUM465	1
HIST477	8		
HIST480	1	Music	
HIST482	2		
HIST483	89	MUS100	3
HIST490	2	MUS101	6
HIST491	30	MUS102	2
HIST492	47	MUS103	1
HIST495	1	MUS104	2
HIST496	1	MUS105	1
HIST83	1	MUS109	2
		MUS115	7
Humanities		MUS116	2
		MUS118	1
HUM100	1	MUS128	4
HUM101	41	MUS133	2
HUM102	2	MUS140	1
HUM103	63	MUS153	1
HUM105	2	MUS160	10
HUM106	1	MUS161	10
HUM107	3	MUS163	26
HUM108	1	MUS198	1
HUM110	2	MUS203	3
HUM114	2	MUS204	1
HUM120	4	MUS208	1
HUM121	3	MUS209	2
HUM140	1	MUS245	1
HUM141	6	MUS251	1
HUM146	1	MUS253	1
HUM150	1	MUS262	3
HUM152	2	MUS263	1
HUM164	2	MUS265	5

MUS271	1
MUS303	7
MUS313	1
MUS343	1
MUS350	1
MUS359	10
MUS360	10
MUS361	5
MUS362	5
MUS363	24
MUS364	4
MUS371	1
MUS388	5
MUS405	1
MUS488	1
MUS491	2
MUS497	1

Philosophy

PHIL100	17
PHIL101	45
PHIL102	5
PHIL103	4
PHIL104	1
PHIL105	4
PHIL107	1
PHIL110	2
PHIL120	5
PHIL140	1
PHIL145	1
PHIL151	2
PHIL160	1
PHIL190	1
PHIL198	14
PHIL200	3
PHIL201	4
PHIL207	13
PHIL209	1
PHIL210	34
PHIL213	2
PHIL216	1
PHIL220	4
PHIL230	1
PHIL240	2
PHIL251	3

PHIL253	1
PHIL260	42
PHIL265	1
PHIL267	1
PHIL300	1
PHIL310	1
PHIL314	3
PHIL315	15
PHIL316	1
PHIL320	1
PHIL321	1
PHIL322	4
PHIL360	4
PHIL365	99
PHIL370	12
PHIL407	2
PHIL413	12
PHIL417	1
PHIL420	6
PHIL425	8
PHIL431	6
PHIL435	15
PHIL440	1
PHIL442	3
PHIL446	1
PHIL447	3
PHIL462	2
PHIL468	1
PHIL470	7
PHIL472	5

Political Science

POLS100	5
POLS100	1
POLS101	151
POLS102	40
POLS103	42
POLS104	2
POLS106	3
POLS110	3
POLS111	5
POLS115	3
POLS120	1
POLS125	5
POLS130	2

POLS135	1	POLS438	4
POLS136	1	POLS442	3
POLS150	1	POLS443	1
POLS151	1	POLS447	5
POLS161	1	POLS448	1
POLS165	1	POLS450	7
POLS198	16	POLS455	3
POLS1992	1	POLS472	4
POLS200	1	POLS473	1
POLS201	4	POLS487	1
POLS202	4	POLS495	3
POLS203	4	POLS532	1
POLS204	1	POLS533	1
POLS206	10		
POLS211	1	Psychology	
POLS220	3		
POLS222	1	PSYCH100	23
POLS240	1	PSYCH101	57
POLS2509	1	PSYCH101	1
POLS300	92	PSYCH102	1
POLS305	50	PSYCH103	3
POLS310	2	PSYCH105	15
POLS314	11	PSYCH106	3
POLS316	71	PSYCH108	1
POLS317	15	PSYCH110	4
POLS330	1	PSYCH111	4
POLS331	1	PSYCH116	1
POLS333	6	PSYCH117	1
POLS340	90	PSYCH118	1
POLS350	1	PSYCH120	3
POLS373	1	PSYCH155	1
POLS380	1	PSYCH181	1
POLS400	13	PSYCH198	27
POLS402	17	PSYCH200	3
POLS404	32	PSYCH201	5
POLS405	6	PSYCH202	4
POLS410	5	PSYCH204	1
POLS412	1	PSYCH205	12
POLS417	18	PSYCH205C	2
POLS424	12	PSYCH206	2
POLS427	19	PSYCH210	3
POLS428	38	PSYCH211	2
POLS429	18	PSYCH2112	1
POLS430	9	PSYCH213	1
POLS432	17	PSYCH214	2
POLS437	3	PSYCH215	1

PSYCH219	1	PSYCH402	2
PSYCH220	5	PSYCH403	16
PSYCH222	1	PSYCH405	1
PSYCH224	1	PSYCH412	2
PSYCH225	1	PSYCH415	1
PSYCH230	61	PSYCH425	1
PSYCH235	1	PSYCH428	1
PSYCH240	8	PSYCH440	52
PSYCH241	1	PSYCH445	1
PSYCH250	1	PSYCH453	1
PSYCH255	1	PSYCH461	1
PSYCH260	1	PSYCH464	15
PSYCH265	4	PSYCH465	3
PSYCH270	1	PSYCH466	2
PSYCH291	1	PSYCH470	29
PSYCH300	3	PSYCH472	1
PSYCH301	5	PSYCH473	15
PSYCH306	5	PSYCH483	1
PSYCH307	1	PSYCH490	6
PSYCH310	16	PSYCH492	2
PSYCH311	19	PSYCH498	1
PSYCH3111	1	PSYCH543	2
PSYCH312	101		
PSYCH314	1	Rural Sociology	
PSYCH316	3		
PSYCH317	1	RS431	3
PSYCH32	1		
PSYCH320	25	Russian	
PSYCH321	38		
PSYCH3220	1	RUS200	1
PSYCH324	109	RUS410	5
PSYCH328	44		
PSYCH331	1	Social Work	
PSYCH333	17		
PSYCH340	1	SW340	1
PSYCH345	1	SW390	3
PSYCH350	38	SW395	4
PSYCH358	1	SW493	1
PSYCH360	1	SW496	2
PSYCH361	45		
PSYCH363	3	Speech and Hearing Sciences	
PSYCH365	5		
PSYCH384	2	SHS100	1
PSYCH390	6	SHS105	1
PSYCH40	1	SHS109	1
PSYCH401	64	SHS113	1

SHS185	1	SOC210	1
SHS186	2	SOC211	3
SHS201	2	SOC215	1
SHS202	5	SOC220	1
SHS205	19	SOC225	4
SHS250	28	SOC230	1
SHS265	1	SOC231	1
SHS278	1	SOC235	1
SHS367	1	SOC240	1
SHS372	1	SOC250	10
SHS376	18	SOC251	1
SHS377	2	SOC252	1
SHS461	11	SOC262	1
SHS473	7	SOC270	4
SHS475	1	SOC289	1
SHS478	4	SOC300	35
SHS480	1	SOC301	1
SHS482	3	SOC302	6
SHS489	42	SOC310	7
SHS490	3	SOC320	38
		SOC321	1
Sociology		SOC330	2
		SOC331	14
SOC100	3	SOC332	25
SOC101	380	SOC340	26
SOC102	163	SOC341	3
SOC103	1	SOC343	2
SOC105	3	SOC345	9
SOC107	4	SOC350	11
SOC110	34	SOC351	84
SOC110	1	SOC354	1
SOC111	2	SOC356	12
SOC115	1	SOC357	1
SOC121	1	SOC360	20
SOC130	1	SOC361	89
SOC145	7	SOC361	1
SOC150	40	SOC362	28
SOC175	1	SOC363	10
SOC198	20	SOC364	14
SOC199	1	SOC365	2
SOC200	1	SOC367	1
SOC201	5	SOC370	1
SOC202	1	SOC372	23
SOC204	1	SOC373	8
SOC205	1	SOC380	1
SOC208	1	SOC382	1

SOC384	39	Theatre Arts	
SOC385	1		
SOC390	1	THEAT101	1
SOC391	2	THEAT105	2
SOC392	2	THEAT107	1
SOC393	1	THEAT145	17
SOC395	1	THEAT150	6
SOC410	6	THEAT160	17
SOC411	1	THEAT169	1
SOC415	9	THEAT360	1
SOC424	2	THEAT362	2
SOC430	22	THEAT363	1
SOC431	2	THEAT364	1
SOC433	17	THEAT365	3
SOC434	1	THEAT366	1
SOC442	3	THEAT367	3
SOC461	1	THEAT402	10
SOC474	11	THEAT462	2
SOC480	12	THEAT465	1
SOC484	6	THEAT467	1
SOC485	1	THEAT480	2
SOC491	6	THEAT496	2
SOC499	1		
Spanish		Women's Studies	
		WST100	2
SPAN101	1	WST101	2
SPAN102	5	WST110	1
SPAN110	6	WST150	3
SPAN121	7	WST200	94
SPAN130	2	WST201	3
SPAN202	1	WST204	1
SPAN203	8	WST214	3
SPAN204	2	WST216	4
SPAN308	7	WST220	14
SPAN311	3	WST298	1
SPAN320	1	WST300	18
SPAN321	1	WST302	4
SPAN362	1	WST305	5
SPAN408	3	WST308	1
SPAN420	3	WST309	1
SPAN424	1	WST312	1
SPAN450	2	WST315	28
SPAN451	1	WST316	7
SPAN559	1	WST320	1
		WST332	3

WST335	2	WST403	6
WST338	6	WST406	20
WST340	24	WST407	1
WST351	7	WST408	2
WST363	11	WST409	1
WST369	1	WST425	1
WST372	1	WST460	9
WST384	1	WST462	1
WST390	1	WST470	1
WST391	4	WST481	7
WST398	2	WST484	18
WST402	3	WST485	1

School of Communication

Advertising

ADVER103	1
ADVER280	1
ADVER360	1
ADVER380	25
ADVER381	9
ADVER382	5
ADVER475	11
ADVER480	1

Broadcasting

BDCST350	1
BDCST360	3
BDCST365	1
BDCST455	1
BDCST466	1
BDCST475	3
BDCST481	15
BDCST495	1

Communication

COM100	5
COM101	37
COM101	1
COM102	19

COM105	4
COM110	2
COM112	1
COM121	1
COM122	1
COM132	1
COM135	1
COM140	1
COM141	1
COM143	1
COM146	1
COM150	2
COM185	1
COM190	1
COM200	3
COM201	2
COM202	1
COM205	1
COM211	1
COM216	1
COM220	3
COM223	1
COM235	1
COM245	35
COM251	1
COM260	3
COM270	1
COM275	3

COM295	220	COMST235	20
COM299	1	COMST295	1
COM300	2	COMST302	1
COM305	1	COMST321	1
COM3056	1	COMST324	18
COM320	1	COMST325	1
COM321	37	COMST335	19
COM324	1	COMST401	8
COM332	1	COMST41	1
COM335	7	COMST421	5
COM345	1	COMST435	1
COM364	1	COMST475	4
COM380	1		
COM381	1	Journalism	
COM395	1		
COM403	1	JOUR101	1
COM409	5	JOUR110	1
COM410	6	JOUR150	1
COM415	36	JOUR200	1
COM420	13	JOUR201	1
COM421	1	JOUR210	1
COM434	1	JOUR211	1
COM440	31	JOUR220	2
COM460	79	JOUR290	1
COM464	2	JOUR305	77
COM470	1	JOUR425	4
COM471	11	JOUR475	3
COM475	2		
COM499	1	Public Relations	
COM60	1		
Communication Studies		PR312	17
		PR313	20
		PR412	6
COMST101	3	PR473	1
COMST102	93	PR475	8
COMST185	1	PR495	2
COMST216	1		

College of Nursing/Intercollegiate

Nursing		NURS102	1
		NURS103	1
NURS100	1	NURS110	1
NURS101	2	NURS131	2

NURS140	1	NURS365	24
NURS201	1	NURS366	9
NURS202	1	NURS369	1
NURS203	1	NURS375	1
NURS210	3	NURS400	23
NURS215	1	NURS401	1
NURS221	1	NURS405	8
NURS225	1	NURS406	4
NURS226	2	NURS408	7
NURS235	1	NURS409	1
NURS252	1	NURS415	4
NURS308	26	NURS417	1
NURS309	48	NURS440	16
NURS315	30	NURS460	5
NURS318	15	NURS462	18
NURS322	17	NURS465	4
NURS324	2	NURS477	9
NURS325	6	NURS495	7
NURS328	11	NURS498	1
NURS360	6	NURS577	1

College of Pharmacy

Pharmacy		PHARP567	1
		PHARP572	18
PHAR572	1	PHARS540	1
PHAR450	10	PHARS544	3

College of Science

Astronomy		ASTR380	3
		ASTR390	1
ASTR101	4	ASTR436	1
ASTR102	1	ASTR450	37
ASTR105	1	Biology	
ASTR120	1		
ASTR121	1		
ASTR135	4	BIOL100	17
ASTR138	2	BIOL101	53
ASTR150	10	BIOL102	92

BIOL103	1	BIOL261	1
BIOL104	3	BIOL300	1
BIOL105	4	BIOL301	4
BIOL106	61	BIOL302	2
BIOL107	96	BIOL303	1
BIOL110	6	BIOL305	1
BIOL111	3	BIOL308	11
BIOL112	2	BIOL310	1
BIOL113	8	BIOL312	1
BIOL115	2	BIOL315	1
BIOL118	2	BIOL320	3
BIOL122	1	BIOL322	1
BIOL123	2	BIOL330	7
BIOL125	2	BIOL330X	1
BIOL126	1	BIOL350	7
BIOL128	4	BIOL353	36
BIOL130	2	BIOL355	1
BIOL132	1	BIOL358	1
BIOL135	6	BIOL360	1
BIOL142	1	BIOL365	2
BIOL143	1	BIOL372	59
BIOL151	2	BIOL390	4
BIOL160	1	BIOL393	9
BIOL172	1	BIOL394	2
BIOL173	1	BIOL401	3
BIOL180	1	BIOL402	1
BIOL181	1	BIOL405	12
BIOL200	1	BIOL406	1
BIOL201	4	BIOL407	13
BIOL202	8	BIOL408	7
BIOL203	2	BIOL410	2
BIOL204	3	BIOL412	3
BIOL205	2	BIOL418	7
BIOL206	1	BIOL423	5
BIOL211	2	BIOL430	1
BIOL220	3	BIOL432	5
BIOL221	1	BIOL438	7
BIOL224	1	BIOL452	1
BIOL228	1	BIOL462	1
BIOL230	3	BIOL463	1
BIOL240	1	BIOL472	1
BIOL25	1	BIOL483	1
BIOL250	7	BIOL484	1
BIOL251	72	BIOL488	1
BIOL257	1	BIOL490	5
BIOL260	3	BIOL491	1

BIOL492	7	CHEM230	2
BIOL495	3	CHEM232	1
BIOL496	1	CHEM240	4
BIOL498	1	CHEM253	1
BIOL499	12	CHEM261	1
		CHEM262	1
Botany		CHEM263	3
		CHEM273	1
BOT150	1	CHEM331	1
BOT463	1	CHEM333	4
		CHEM334	2
Chemistry		CHEM336	1
		CHEM340	1
CHEM100	1	CHEM341	10
CHEM101	10	CHEM343	2
CHEM102	6	CHEM345	31
CHEM103	1	CHEM346	1
CHEM105	30	CHEM347	5
CHEM106	21	CHEM350	2
CHEM109	5	CHEM355	1
CHEM110	1	CHEM421	1
CHEM113	1	CHEM481	1
CHEM115	1	CHEM499	1
CHEM120	1		
CHEM121	1	Geology	
CHEM122	2		
CHEM130	1	GEOL	3
CHEM131	2	GEOL100	1
CHEM132	1	GEOL101	12
CHEM140	4	GEOL102	4
CHEM142	1	GEOL110	2
CHEM143	1	GEOL120	1
CHEM150	6	GEOL123	1
CHEM151	2	GEOL200	1
CHEM152	3	GEOL201	2
CHEM153	3	GEOL210	18
CHEM160	10	GEOL315	1
CHEM161	1	GEOL320	1
CHEM162	1	GEOL340	2
CHEM163	3	GEOL390	1
CHEM201	2	GEOL403	3
CHEM205	1		
CHEM209	8		
CHEM210	3		
CHEM221	1		
CHEM222	3	Mathematics	

MATH101	1	MBIOS375	1
MATH102	1	MBIOS401	1
MATH107	3	MBIOS402	1
MATH111	2	MBIOS425	7
MATH115	4	MBIOS427	3
MATH121	1	MBIOS430	1
MATH147	1	MBIOS441	1
MATH201	1	MBIOS442	1
MATH202	1	MBIOS490	1
MATH210	2	MBIOS492	1
MATH212	1	MBIOS494	1
MATH216	3	MBIOS496	1
MATH220	1	MBIOS498	2
MATH224	1	MBIOS499	2
MATH251	2		
MATH273	2	Physics	
MATH300	1	PHYS100	3
MATH303	4	PHYS101	44
MATH320	6	PHYS102	23
MATH360	1	PHYS103	2
MATH390	1	PHYS107	1
MATH398	7	PHYS111	1
MATH401	3	PHYS112	1
MATH421	4	PHYS113	1
MATH431	1	PHYS115	1
MATH498	1	PHYS121	2
MATH499	1	PHYS122	2
		PHYS123	4
Molecular Biosciences		PHYS152	1
MBIOS101	92	PHYS181	1
MBIOS101L	1	PHYS201	79
MBIOS102	1	PHYS202	72
MBIOS105	1	PHYS203	13
MBIOS250	1	PHYS205	2
MBIOS251	1	PHYS206	3
MBIOS301	12	PHYS207	1
MBIOS302	130	PHYS211	2
MBIOS302L	3	PHYS220	1
MBIOS303	1	PHYS221	2
MBIOS304	12	PHYS222	1
MBIOS320	4	PHYS233	1
MBIOS341	13	PHYS251	1
MBIOS360	8	PHYS254	1
MBIOS361	1	PHYS255	2
		PHYS303	4

PHYS310	1	STAT212	43
PHYS401	1	STAT240	1
PHYS415	2	STAT312	1
PHYS436	2	STAT360	3
PHYS443	2	STAT412	1

Statistics

STAT201	1
STAT210	1

Zoology

ZOOL121	1
ZOOL122	5

College of Veterinary Medicine

Neuroscience

NEURO138	2
NEURO403	1
NEURO404	3

Veterinary Medicine

VM361	2
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Other Departments

Education Abroad

EA101	1
EA121	1
EA234	1
EA262	2
EA352	1
EA915	1

Military Science

MILS101	1
MILS499	5

Aerospace Studies

AERO202	1
AERO302	1
AERO311	5
AERO312	1
AERO412	1

