

# THE WASHINGTON STATE UNIVERSITY WRITING PORTFOLIO

EIGHTH FINDINGS:  
JUNE 2007—MAY 2009

## INTERNAL REPORT #9

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## **I. Purpose**

To date more than 55,500 students have completed the Washington State University Writing Portfolio since it was first administered during Spring Semester 1993. Total participation in the Writing Portfolio for all years has almost doubled since 2001-2003 (Fifth Findings) and continues to increase biennially (section IV.A.2.a).

The Eighth Findings: June 2007-May 2009 continues to assess the effectiveness of the Washington State University Writing Portfolio and, in particular, examines progress made since 2003. 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. The 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 2007-2009 evaluation of the Writing Portfolio represents an assessment of the program as a whole. A total of 9,854 students completed the WSU Writing Portfolio between June 1, 2007 and May 31, 2009. This represents an increase of 839 students from the last reporting period.

Some new trends started to appear in the 2007-2009 reporting period. During the 1999-2001 reporting period, the Writing Assessment Office undertook several activities, centered primarily on registration holds, to assist students in completing the Writing Portfolio requirement in a timely manner. Movement toward timely Portfolio submission was reported in the intervening reporting periods, and in 2007-2009 fewer submissions were received very late in students' academic careers. Another trend showed that the number of unsigned course papers submitted has continued to decrease, indicating that students are more often succeeding in obtaining instructor signatures. The number of courses represented by paper submissions, which increased from about 2,400 in 2003-2005 report to 3,250 in 2005-2007 (a 35% increase), rose by

an additional 29% to about 4,200 in 2007-2009. Some populations showed indications of bias related to sex with certain timed writing exam topics (section IV.B.3.), and the number of Portfolios submitted continued to increase (section IV.A.2.a.). Multi-lingual writers (L2) had higher percentages of needs work ratings and lower percentages of Pass with Distinction ratings. These trends and the factors that influence them are important elements in determining the effectiveness and efficiency of the Writing Portfolio.

The 2007-2009 report includes the addition of two new subsections that look at Portfolio performance in conjunction with student-reported self-identification with race description and first-generation college status. 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 2003. This report presents data for the current and previous biennia based on updated core data. Readers are encouraged to consult previous biennial Writing Portfolio reports for additional historical context. Comparisons made herein are intended to provide readers of this report with 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 and, as such, shared in the Writing Program's honor in 2009 of being awarded with the "Writing Program Certificate of Excellence" for its university-wide accomplishments by the Conference on College Composition and Communication's (CCCC). In addition, Washington State University's Writing Program was listed among top national writing programs under "Academic Programs to Look For" in the category of "Writing in the Disciplines" in the 2010 issue of *U.S. News & World Report's* "America's Best Colleges." This summary provides conclusions supporting the Writing Portfolio's ability to guide and promote undergraduate writing in a university-wide setting. The summary also makes recommendations intended to assist the Writing Assessment Office with updating the Writing Portfolio in order to maintain it as 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 over 3,250 in 2005-2007 to 4,200 in 2007-2009, a 29% increase (Appendix C).
  - The number of Writing Portfolio submissions per biennium continued to increase (section IV.A.2.a).
- Students are complying with the Writing Portfolio requirement later than the expected and optimal timeline.
  - Since 2003-2005, the number of students completing the Writing Portfolio prior to the 75<sup>th</sup> credit hour decreased -2.8%.
  - Average credit hours at exam in 2007-2009 increased by one hour since 2005-2007 (Seventh Findings), rising to 84 hours. The average credit hours completed at exam was 84 credit hours over six years (2003-2009). This means that students are completing the Writing Portfolio within their junior year.
  - Overall, 65.5% of students completed their Writing Portfolios after 75 credit hours in the 2007-2009 reporting period, up from 62.5% in 2005-2007.
- A trend over six years of increasing percentages of pass ratings (outstanding and acceptable ratings combined) appeared for all students and increased to 90.4% in 2007-2009.
- Multi-lingual writers (L2) continued to display the need for additional writing support as evidenced by their performance on the Writing Portfolio. Efforts to aid multi-lingual speakers/writers were noticeable in some results and deserve commendation.
  - L2 writers complied with Writing Portfolio timelines a slightly higher rate than L1 writers. For the 2003-2009 reporting period, L2 writers showed the greatest change in submission at 76-90 credit hours. This may 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.
  - L2 writers received needs work ratings at the Tier I level about twice as often as first language writers (L1) and needs work ratings at the Tier II level about three times as often as L1 writers.
- The addition of ratings data for students who self-identified with race description or first-generation college status provided additional means for evaluating the Writing Portfolio and to improve support for specific student populations.

- Students who self-identified with first-generation college status had a slightly higher percentage of needs work ratings at Tier II than did students who self-identified with second-or-higher-generation status. The greatest difference in ratings occurred with pass with distinctions. The percentage of first-generation college students who earned pass with distinction ratings was half that of second-or-higher-generation college students.
- The Writing Assessment Program should be commended for its continuous efforts to monitor the Writing Portfolio and improve the Portfolio's support of student writing and learning.

### **III.B. Recommendations for Action**

The Writing Assessment Program continues to be a model writing program, but several issues need to be monitored in upcoming reports:

- Conduct a separate study that investigates the relationship between number of credits completed upon transfer and students' time to exam.
- Continue to monitor performance by students self-identifying with race description and also determine how students self-identify as first- and multi-lingual writers.
- Continue to monitor the number of unevaluated course paper submissions in the Writing Portfolio packets in order to extend the declining trend of unevaluated papers reported as compliance with the requirement becomes normalized.
- 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.
- Timed essay prompts should be continuously monitored to ensure fairness to all participants.
- 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 better understanding of faculty work load in relation to rater recruitment and retention.
- Continue to monitor the trend toward decrease in the number of unsigned "okay" rated course paper submissions through efforts prompting students to obtain the original teacher's rating and signature on the paper or email verification.

- Suggest that disciplines talk about criteria for Acceptable and Outstanding ratings for papers submitted to the Junior Portfolio exam, and invite the Writing Program if assistance is needed.
- Monitor the following rating trends among specific student populations for rhetorical tasks:
  - Increase in distinction ratings for Task 3 at the Tier I level for both males and females, with an increase in distinction ratings among females only at Tier II.
  - Higher needs work ratings for males than females on Tasks 1, 2, and 4 at Tier II.
  - Increase in gap between L2 transfer and non-transfer students for needs work ratings at Tier I.
  - Decrease among L2 transfer students in distinction ratings at Tier II.
- Continue collecting data as has been done for this report.
  - The 2005-2007 report responded 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 afforded the opportunity to consider a smaller data pool in more detail. The validity studies and other studies should continue to be done but in addition to the established biennial report.
  - The addition in the 2007-2009 report of performance by race description and first-generation college status corresponds with the 2005-2007 recommendation to conduct comprehensive investigations of Writing Portfolios submitted by various subsets of the participant population in order to address student writer needs more fully. Opportunities to expand such investigations should continue to be considered.
  - 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. This compendium would be in addition to the established biennial report.
  - Continue work on the existing FilemakerPro database to optimize data collection and analysis. The difficulty in compiling this information every two years is clear. Endeavor to create and standardize a process that is useable by personnel with

varying technical backgrounds and that can be maintained and updated as technology changes.

## **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. 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 departure from including historical data since the Writing Portfolio's inception is continued in the 2007-2009 report. 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 resulting in different sample sizes for the various areas of study.

#### **IV.A.1. Average Time to Exam**

The optimal time to exam for the Writing Portfolio ranges from 60-75 credit hours, and on the surface, the 2007-2009 report seems to indicate movement away from that goal. However, about 70.8% of total population self-identify as transfer students, which means that the majority of students are admitted into WSU at 60 credits or beyond. Data show a 2.8% decrease since the 2003-2005 reporting period in the percentage of students completing the Writing Portfolio before the 75<sup>th</sup> credit hour and a 2.8% increase in the percentage of students completing the Writing Portfolio at and beyond the 76<sup>th</sup> credit hour. The percentage of students completing the Writing Portfolio after 75 credit hours in the 2007-2009 reporting period is higher than in 2005-2007,

increasing by 3.0% to 65.5%. A separate study of how many credits transfer students bring with them when transferring into the university might provide a fuller view of how the percentage of transfer students affect Writing Portfolio time to exam.

In Fall 2000, the Writing Assessment Office initiated aggressive steps designed to remind students to complete the Writing Portfolio at 60 credits. Some of the steps, like automatic billing of Writing Portfolio charges onto students' accounts and a registration hold at 60 credits, followed by another registration hold at 75 credit hours, have no doubt helped motivate students to complete the writing portfolio between 60 and 75 credit hours. 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 (since replaced by 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 been in place for the last two years. The study recommended above regarding the number of credit hours transfer students bring with them may explain in part what effect these notices have on transfer students and why fewer students submit the Portfolio between 60 and 75 credit hours, considered the optimum submission time.

#### **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 turned in the Writing Portfolio packet. When considering data in these tables, notice the differences in numbers of students between the biennial reporting periods and whether data are labeled as academic or calendar years. Writing Portfolio completion may also be described as "time to exam" since the exam is a required component of the Portfolio.

During the 2007-2009 reporting period, students completed their Writing Portfolios later in their programs. The 3.1% decrease in completion by the 75<sup>th</sup> credit hour accelerated the 0.1% decline between 2003-2005 and 2005-2007. Other trends also suggested that students are completing their Writing Portfolios later in their programs. The largest percentage of students

still completed their Portfolios in the 76-90 credit hour range, and this number showed an increase over the 2005-2007 period. The trend moved away from 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 1.3%, and in 2005-2007, the difference decreased slightly to 1.2%. However, in 2007-2009, that gap widened to 3.3%. While the change in Portfolio completion beyond 76 credit hours between 2003-2005 and 2005-2007 was negligible at 0.5%, the overall change over six years (2003-2009) showed more students postponing completion beyond 75 credit hours (2.8%). Most of that increase, 2.3%, occurred during the 2007-2009 reporting period.

Overall, 63.9% of students completed their Writing Portfolios after 75 credit hours in 2008-2009, dropping from a high of 67.3% in 2007-2008 but continuing to exceed the 62% in 2006-2007 and 62.9% in 2005-2006. Moreover, the overall change in Portfolio completion at 75 credit hours or less showed a 2.8% decrease in compliance over the three reporting periods spanning June 2003 to May 2009.

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

	<b>Change 05-06 to 08-09</b>	<b>June 2008- May 2009</b>	<b>June 2007- May 2008</b>	<b>June 2006- May 2007</b>	<b>June 2005- May 2006</b>
<b># of Students</b>	235	4974	4880	4276	4739
<b>60 hours or less</b>	-0.2%	7.2%	6.5%	9.3%	7.3%
<b>61-75 hours</b>	-0.7%	28.8%	25.9%	28.6%	29.5%
<b>76-90 hours</b>	1.8%	38.6%	36.4%	35.7%	36.8%
<b>91-105 hours</b>	3.6%	15.3%	16.5%	12.4%	11.7%
<b>106 or more</b>	-4.4%	10.0%	14.4%	13.9%	14.4%
<b>Unreported hours</b>	0.2%	0.5%	0.6%	1.8%	0.4%

### Time to Exam for All Students, Biennial Reporting Periods

	<b>Change 03-05 to 07-09</b>	<b>2007- 2009</b>	<b>2005-2007</b>	<b>2003- 2005</b>
<b># of Students</b>	1756	9854	9015	8098
<b>60 hours or less</b>	-2.5%	6.8%	8.2%	9.7%
<b>61-75 hours</b>	-0.3%	27.4%	29.1%	27.7%
<b>76-90 hours</b>	1.4%	37.5%	36.3%	36.1%
<b>91-105 hours</b>	3.3%	15.9%	12.1%	12.6%
<b>106 or more</b>	-1.9%	12.1%	14.1%	14.0%
<b>Unreported hours</b>	2.5%	0.6%	1.0%	0.5%

In addition, a direct comparison was made between different student classifications for time to exam data. All students receive a registration hold at 60 credits or more, and they receive a second hold at 75 credit hours or more. During 2007-2009, 33.1% of transfer students had completed their Writing Portfolio by the 75<sup>th</sup> credit hour, compared to 36.5% of non-transfer students who completed Portfolios up to the 75<sup>th</sup> credit hour.

In the 2007-2009 data for timely submission of Portfolios up to 75 credit hours, non-transfer students showed the highest compliance compared to all other student classifications at 36.5%. The next highest percentages of students to complete Portfolio exams prior to 75 credit hours were females at 35.6% and multi-lingual writers (L2) at 35.3%. The remaining classifications, compared and ranked in decreasing order of timely compliance, were first language (L1) (34.1%), transfer (33.1%), and male students (32.5%). The percentage of students completing the Writing Portfolio before 75 credit hours for all classifications was 34.1%.

### Time to Exam—Comparison between student classifications, January 2007-December 2009

	All	Males	Females	L1	L2	Transfer	Non-Transfer
# of Students	9916	4293	4635	8027	894	6151	2745
60 hours or less	6.8%	5.1%	8.4%	6.9%	6.6%	6.7%	7.0%
61-75 hours	27.3%	27.4%	27.2%	27.2%	28.7%	26.4%	30.0%
76-90 hours	38.0%	38.5%	37.4%	37.9%	38.5%	36.8%	40.5%
91-105 hours	16.1%	16.1%	16.2%	16.0%	16.6%	16.5%	15.3%
106 or more	11.6%	12.7%	10.6%	11.8%	9.4%	13.3%	7.6%
Unreported hours	1.2%	0.4%	1.9%	1.3%	0%	1.7%	0%

In reviewing the percentage of students who completed the Writing Portfolio prior to 75 credit hours, one must also review the trends in change over time. The following table shows the change in time to exam by student classifications between 2003-2005 and 2007-2009. 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, 2003-2005 to 2007-2009

	All	Male	Female	L1	L2	Transfer	Non-Transfer
# of Students	+1936	+991	+945	+1588	+331	+1865	+115
60 hours or less	-2.8%	-2.5%	-3.0%	-2.7%	-3.0%	-2.5%	-4.7%
61-75 hours	-1.5%	-1.5%	-1.5%	+0.3%	-4.4%	-1.3%	-2.8%
76-90 hours	+2.0%	+0.9%	+3.0%	+3.3%	-5.0%	+1.5%	+5.7%
91-105 hours	+4.0%	+4.9%	+3.3%	+2.3%	+7.2%	+3.9%	+4.3%
106 or more	-1.8%	-1.8%	-1.8%	-3.2%	+2.4%	-1.7%	-2.5%
Unreported hours	-2.4%	+3.0%	-7.8%	-0.2%	+0.3%	-2.8%	-0.3%

### 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 change over time between 2003-2005 and 2007-2009. All students have been informed to turn in their portfolios as close to 60 credits

as possible. In the past two biennia, the Writing Assessment Office has worked to inform students, regardless of their classification, concerning 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 2003-2005 through 2007-2009. Transfer students have increased exam completion up to the 90<sup>th</sup> credit hour by 1.8% since 2003-2005. Non-transfer students decreased exam completion by the 90<sup>th</sup> hour by -7.1%. The decrease in non-transfer students' completion was established by the 75<sup>th</sup> hour, with no additional change shown between the 76-90<sup>th</sup> hours (0%). The percentage of students delaying exam completion until the 91<sup>st</sup> credit hour or later decreased among transfer students (-1.7%), but increased among non-transfer students (7.1%).

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

	<b>Change 03-05 to 07-09</b>		<b>2007-2009</b>		<b>2005-2007</b>		<b>2003-2005</b>	
	<b>Transfer</b>	<b>Non-Transfer</b>	<b>Transfer</b>	<b>Non-Transfer</b>	<b>Transfer</b>	<b>Non-Transfer</b>	<b>Transfer</b>	<b>Non-Transfer</b>
<b># of Students</b>	1364	323	6757	2793	5934	2968	5393	2470
<b>60 hours or less</b>	-2.0%	-2.8%	6.8%	7.2%	8.0%	8.7%	8.8%	9.9%
<b>61-75 hours</b>	1.6%	-4.3%	26.4%	29.7%	26.0%	35.2%	24.8%	34.0%
<b>76-90 hours</b>	2.2%	0%	36.3%	40.4%	34.4%	40.0%	34.1%	40.4%
<b>91-105 hours</b>	1.6%	7.0%	16.4%	15.1%	13.5%	9.4%	14.8%	8.1%
<b>106 or more</b>	-3.3%	0.1%	14.0%	7.5%	17.8%	6.7%	17.3%	7.4%
<b>Unreported hours</b>	6.0%	0.4%	0.7%	0.6%	1.0%	.5%	0.7%	0.2%

Reviewing time to exam data by language status showed that in the 2007-2009 biennium, 25.7% of L2 students and 27.9% of L1 students submitted Writing Portfolios after the 91<sup>st</sup> credit hour. This indicated a lower rate of late submissions among L2 students than the 2005-2007 rate of 29.3% but higher than the 2003-2005 rate of 23.7%. For L1 students, the 2007-2009 submission rate of 27.9 % after the 91<sup>st</sup> credit hour was higher than in the 2005-2007 reporting period (25.8%), which had increased slightly (0.3%) from the 25.5% submission rate in the 2003-2005 biennium.

Data for the past three biennia indicate overall movement away from completion of the Writing Portfolio within the optimal timeline. Submissions at or after the 91<sup>st</sup> credit hour by L1

students increased 2.4% and by L2 students increased 2.0%. However, these increases reflect a movement away from very late submissions. The number of L2 students who submitted Writing Portfolios after the 91<sup>st</sup> credit hour decreased by -3.6% overall in 2007-2009 from the 2005-2007 reporting period, and -5.6% between 2003-2005 and 2005-2007. L2 students submitting at 106 or more hours in 2007-2009 decreased while submissions at 91-105 hours increased. Time to exam for L1 students in the 2007-2009 reporting period decreased -2.1% at 91 or more hours from the previous reporting period. L1 students showed a trend, similar to L2 students, away from very late submissions toward late—yet closer to optimum—submissions. This trend may be due to the high percentage of transfer students submitting Portfolios. A separate study that investigates the relationship between number of credits completed upon transfer and time to exam is recommended.

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

	<b>Change 03-05 to 07-09</b>		<b>2007-2009</b>		<b>2005-2007</b>		<b>2003- 2005</b>	
	<b>L1</b>	<b>L2</b>	<b>L1</b>	<b>L2</b>	<b>L1</b>	<b>L2</b>	<b>L1</b>	<b>L2</b>
<b># of Students</b>	1907	119	8266	930	7979	742	6359	811
<b>60 hours or less</b>	-2.7%	-6.0%	6.8%	6.7%	8.3%	8.1%	9.4%	12.7%
<b>61-75 hours</b>	-1.3%	-1.9%	27.2%	29.0%	29.1%	30.9%	28.5%	30.9%
<b>76-90 hours</b>	1.6%	6.1%	37.9%	38.6%	36.6%	31.5%	36.3%	32.5%
<b>91-105 hours</b>	3.9%	4.2%	16.0%	16.2%	11.9%	13.3%	12.1%	12.0%
<b>106 or more</b>	-1.5%	-2.2%	11.9%	9.5%	13.9%	16.0%	13.4%	11.7%
<b>Unreported hours</b>	0.1%	-0.4%	0.6%	1.0%	1.0%	0.4%	0.5%	1.4%

#### **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 2003 and 2009. The first table displays combined data from the 2003-2005, 2005-2007, and 2007-2009 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 all three biennia, students who submitted portfolios after completing 106 or more credit hours had the lowest percentage of final needs work ratings when compared to those who submitted portfolios at any other time to exam. In 2005-2007, needs work ratings for portfolios submitted at 106 or more credit hours increased 1.3% from the 2003-2005 rate of 7.0% to 8.3%, which trended toward leveling of needs work ratings across categories. In 2007-2009, needs works ratings for portfolios submitted at 106 or more credit hours decreased to 7.4%. For portfolios submitted at 60 and below credit hours and, particularly, for portfolios submitted at 76-90 credit hours, which showed 1.3% fewer needs work ratings, needs work ratings declined.

The impact on ratings in relation to change in time to exam from 2003-2005 to 2007-2009 showed the greatest increase in Tier I simple pass ratings among portfolios submitted at 106 or more credit hours, with increases recorded at other time categories. Fewer portfolios with unreported numbers of credit hours appeared within data. Among portfolios that progressed to Tier II rating (Final Results), simple passes increased in all categories of time to exam. Pass with distinction ratings decreased in all categories, with the largest decrease among those submitted at 106 or more credit hours. Needs work ratings decreased among portfolios submitted at 90 or fewer credit hours. Needs work ratings increased slightly (0.5%) among portfolios submitted at 106 or more credit hours and decreased slightly (-0.6%) between 91-105 credit hours.

### **Change in Time to Exam, Impact on Rating, 2003-2005 to 2007-2009**

	<b>Tier I Results</b>			<b>Final Results</b>		
<b>Hours</b>	<b>Simple Pass</b>	<b>Pass with Distinction</b>	<b>Needs Work</b>	<b>Simple Pass</b>	<b>Pass with Distinction</b>	<b>Needs Work</b>
<b>60 or fewer</b>	1.2%	0.8%	-2.0%	4.5%	-1.6%	-2.9%
<b>61-75</b>	3.5%	1.0%	-4.4%	2.7%	-0.3%	-2.4%
<b>76-90</b>	3.8%	-0.6%	-3.2%	4.4%	-0.5%	-3.9%
<b>91-105</b>	5.2%	-2.3%	-2.9%	2.9%	-2.3%	-0.6%
<b>106 or more</b>	9.0%	-5.6%	-3.4%	3.7%	-4.2%	0.5%
<b>Unreported</b>	-3.8%	11.3%	-7.5%	-12.0%	8.3%	3.7%

### Time to Exam, Impact on Rating, 2007-2009

	Tier I Results				Final Results		
Hours	Simple Pass	Pass with Distinction	Needs Work		Simple Pass	Pass with Distinction	Needs Work
60 or fewer	63.5%	9.5%	26.8%		80.6%	9.8%	9.5%
61-75	62.6%	9.2%	28.2%		81.1%	8.3%	10.5%
76-90	64.6%	8.2%	27.1%		84.4%	6.2%	9.3%
91-105	64.2%	8.5%	27.2%		83.6%	6.2%	10.1%
106 or more	66.9%	9.0%	24.0%		85.8%	6.7%	7.4%
Unreported	63.6%	13.6%	22.7%		83.3%	10.6%	6.1%

### Time to Exam, Impact on Rating, 2005-2007

	Tier I Results				Final Results		
Hours	Simple Pass	Pass with Distinction	Needs Work		Simple Pass	Pass with Distinction	Needs Work
60 or fewer	62.8%	9.2%	27.9%		82.0%	7.8%	10.0%
61-75	64.0%	9.2%	26.7%		82.0%	7.7%	10.2%
76-90	63.4%	9.3%	27.2%		82.3%	6.9%	10.6%
91-105	60.8%	10.8%	28.2%		82.4%	7.4%	10.1%
106 or more	61.5%	10.7%	27.6%		83.3%	8.4%	8.3%
Unreported	66.6%	7.7%	25.6%		88.4%	5.1%	6.4%

### Time to Exam, Impact on Rating, 2003-2005

	Tier I Results				Final Results		
Hours	Simple Pass	Pass with Distinction	Needs Work		Simple Pass	Pass with Distinction	Needs Work
60 or fewer	62.3%	8.7%	28.8%		76.1%	11.3%	12.4%
61-75	59.1%	8.2%	32.6%		78.4%	8.5%	13.0%
76-90	60.8%	8.8%	30.3%		80.0%	6.7%	13.2%
91-105	59.0%	10.8%	30.1%		80.7%	8.6%	10.7%
106 or more	57.9%	14.6%	27.4%		82.1%	10.9%	7.0%
Unreported	67.4%	2.3%	30.2%		95.3%	2.3%	2.3%

#### IV.A.1.d. Average Time to Exam—Gender Differences

Since 2003-2005, the number of credit hours completed at the time of Writing Portfolio submission has increased, with the greatest increases in submissions reported between 91-105 credit hours (3.3%) and between 76-90 credit hours (1.8%) (IV.1.A.1.a.). A difference in the change of credit hours completed at exam is shown for the variable of gender. For the three biennia from 2003-2009, males showed the largest increase in percentage of individuals submitting portfolios at the 91-105 credit hour range (4.9%), while the greatest change for females was the 2.8% increase in Portfolio completion at the 76-90 credit hour range, followed closely by a 2.0% increase at the 91-105 credit hour range. However, submissions by females between 61-75 credit hours decreased -10.0%, exceeding the change in submissions by males (-1.1%) by almost -9%. Even so, in 2007-2009 students in both gender categories submitted portfolios at 61-75 credit hours at the same rate, 27.3%. Overall in 2007-2009, a higher percentage of females (35.6%) completed the Writing Portfolio before the 76<sup>th</sup> credit hour than did males (32.4%). The trend over three biennia among both females and males is toward a smaller percentage of submissions at 75 hours or less and a greater percentage between 76-105 hours. Both genders showed a decrease in submissions at or after 106 credit hours, with females, at 11.2%, submitting portfolios late slightly less often than males, at 13.2%.

#### Credit Hours at Exam – Males Only by Biennial Reporting Period

	<b>Change 03-05 to 07-09</b>	<b>2007-2009</b>	<b>2005-2007</b>	<b>2003-2005</b>
<b># of Students</b>	846	4552	4244	3706
<b>60 hours or less</b>	-2.4%	5.1%	7.1%	7.5%
<b>61-75 hours</b>	-1.1%	27.3%	28.2%	28.4%
<b>76-90 hours</b>	.6%	38.2%	37.5%	37.6%
<b>91-105 hours</b>	4.9%	16.1%	11.6%	11.2%
<b>106 or more</b>	-1.9%	13.2%	15.4%	15.1%
<b>Unreported hours</b>	0.0%	0.4%	0.9%	0.4%

### **Credit Hours at Exam – Females Only by Biennial Reporting Period**

	<b>Change 03-05 to 07-09</b>	<b>2007-2009</b>	<b>2005-2007</b>	<b>2003-2005</b>
<b># of Students</b>	743	4964	4690	4221
<b>60 hours or less</b>	-2.8%	8.3%	9.1%	11.1%
<b>61-75 hours</b>	-10.0%	27.3%	30.1%	27.4%
<b>76-90 hours</b>	2.8%	37.2%	35.1%	34.4%
<b>91-105 hours</b>	2.0%	15.9%	12.6%	13.9%
<b>106 or more</b>	-1.8%	11.2%	12.9%	13.0%
<b>Unreported hours</b>	0.6%	1.8%	0%	1.2%

#### **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 2003 through 2009, as well as data for the 2007-2009 reporting period. From 2003 to 2009, all majors with 30 or more students had completed an average of 84 credit hours upon Writing Portfolio submission. During 2007-2009, the average was 84 credit hours. Thus, the average number of credit hours at Portfolio submission in 2007-2009 equaled the 2003-2009 average, confirming the leveling of mean credit hours at exam across departments.

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. The 84 credit hour average is still well above the desired 60-75 credit hour range desired, and efforts to reduce this average should be renewed.

**Time to Exam by Major, May 2007- June 2009 and May 2003 – June 2009, Listed by Average Hours at Exam**

<b>Major</b>	<b>Average Hours at Exam 2007-2009</b>	<b>Students (n) 2007-2009</b>	<b>Average Hours at Exam 2003-2009</b>	<b>Students (n) 2003-2009</b>
<b>University Average</b>	<b>84</b>	<b>9693</b>	<b>84</b>	<b>26346</b>
<b>Organic Agricultural Systems</b>	64	1	64	1
<b>Agribusiness Economics &amp; Management</b>	75	7	75	7
<b>Chinese</b>	75	4	87	6
<b>General Biology</b>	75	33	77	51
<b>Food Science</b>	77	42	79	98
<b>Neuroscience</b>	77	52	78	151
<b>Advertising</b>	77	2	79	86
<b>Zoology</b>	78	105	79	368
<b>Animal Sciences</b>	79	105	81	311
<b>Wildlife Ecology</b>	79	27	81	65
<b>Fine Arts</b>	79	71	83	129
<b>Social Studies</b>	79	22	86	134
<b>Microbiology</b>	79	54	81	174
<b>Crop Science</b>	80	17	84	44
<b>Soil Science</b>	80	3	93	7
<b>Leadership Studies</b>	80	17	79	18
<b>Sports Management</b>	80	98	79	340
<b>Construction Management</b>	80	97	82	246
<b>Environmental Science</b>	80	35	81	55
<b>Apparel, Merchandising, Design &amp; Textiles</b>	81	125	82	355
<b>Entrepreneurship</b>	81	44	81	95
<b>Management and Operations</b>	81	270	82	525
<b>Architecture</b>	81	129	83	352
<b>History</b>	81	212	83	531
<b>Women's Studies</b>	81	14	87	41
<b>Dietetics</b>	81	29	80	43
<b>Biotechnology</b>	81	18	83	49
<b>Geology</b>	81	15	83	42

<b>Major</b>	<b>Average Hours at Exam 2007-2009</b>	<b>Students (n) 2007-2009</b>	<b>Average Hours at Exam 2003-2009</b>	<b>Students (n) 2003-2009</b>
<b>General Social Sciences</b>	81	6	85	19
<b>International Business</b>	82	111	82	291
<b>Athletic Training</b>	82	18	80	76
<b>Bioengineering</b>	82	35	83	70
<b>Materials Science Engineering</b>	82	17	79	46
<b>Anthropology</b>	82	62	84	171
<b>Criminal Justice</b>	82	239	80	702
<b>Sociology</b>	82	167	83	517
<b>General Agriculture</b>	82	68	85	144
<b>Agribusiness</b>	83	43	80	199
<b>Agricultural Business and Technology Systems</b>	83	15	83	15
<b>Human Development</b>	83	264	85	685
<b>Landscape Architecture</b>	83	30	86	93
<b>Civil Engineering</b>	83	290	83	639
<b>English</b>	83	196	85	549
<b>Chemistry</b>	83	31	84	76
<b>Mathematics</b>	83	55	81	156
<b>Physics</b>	83	35	85	69
<b>General Sciences</b>	83	262	83	333
<b>General Medical Sciences</b>	83	32	83	37
<b>Communication</b>	83	675	82	1821
<b>Economics</b>	84	68	81	169
<b>Accounting</b>	84	320	84	765
<b>Business Administration</b>	84	239	85	1054
<b>Finance</b>	84	243	83	705
<b>Hospitality Business Management</b>	84	237	81	735
<b>Management Information Systems</b>	84	189	86	541
<b>Marketing</b>	84	171	82	490
<b>Education</b>	84	374	83	813
<b>Movement Studies</b>	84	144	81	320
<b>Digital Technology and Culture</b>	84	169	86	270
<b>Political Science</b>	84	196	82	507
<b>Ecology</b>	84	8	79	38

<b>Major</b>	<b>Average Hours at Exam 2007-2009</b>	<b>Students (n) 2007-2009</b>	<b>Average Hours at Exam 2003-2009</b>	<b>Students (n) 2003-2009</b>
<b>General Humanities</b>	84	112	89	312
<b>Journalism</b>	84	11	80	59
<b>Forest Management</b>	85	9	88	23
<b>Interior Design</b>	85	87	86	233
<b>Kinesiology</b>	85	3	87	22
<b>Social Science</b>	85	350	88	834
<b>Speech &amp; Hearing Sciences</b>	85	58	81	147
<b>Nursing</b>	85	451	82	1024
<b>Biological Chemistry</b>	85	51	81	137
<b>Biology</b>	85	312	87	730
<b>Natural Resource Sciences</b>	86	37	85	71
<b>Health &amp; Fitness</b>	86	31	82	93
<b>Computer Engineering</b>	86	33	84	85
<b>Spanish</b>	86	32	83	106
<b>Horticulture</b>	87	33	87	66
<b>Mechanical Engineering</b>	87	293	86	744
<b>American Studies</b>	87	3	94	7
<b>Music</b>	87	50	88	116
<b>Philosophy</b>	87	37	85	113
<b>Psychology</b>	87	568	87	1428
<b>Chemical Engineering</b>	88	41	86	107
<b>Electrical Engineering</b>	88	156	88	373
<b>German</b>	88	5	87	12
<b>General Ed</b>	88	14	84	44
<b>Viticulture</b>	89	3	91	7
<b>Turf Management</b>	90	1	75	18
<b>Computer Science</b>	91	131	91	377
<b>General Studies</b>	91	3	86	332
<b>Nutritional Science</b>	92	4	74	19
<b>Exercise Science</b>	93	7	89	15
<b>Human Resources</b>	94	7	89	39
<b>Genetics and Cell Biology</b>	94	3	85	48
<b>French</b>	95	5	84	17

Major	Average Hours at Exam 2007-2009	Students (n) 2007-2009	Average Hours at Exam 2003-2009	Students (n) 2003-2009
Veterinary Science	95	2	125	13
Pharmacy	96	61	88	298
General Business	96	3	91	29
Public Affairs	97	4	97	51
Theatre	98	23	93	69
General Liberal Arts	98	2	90	15

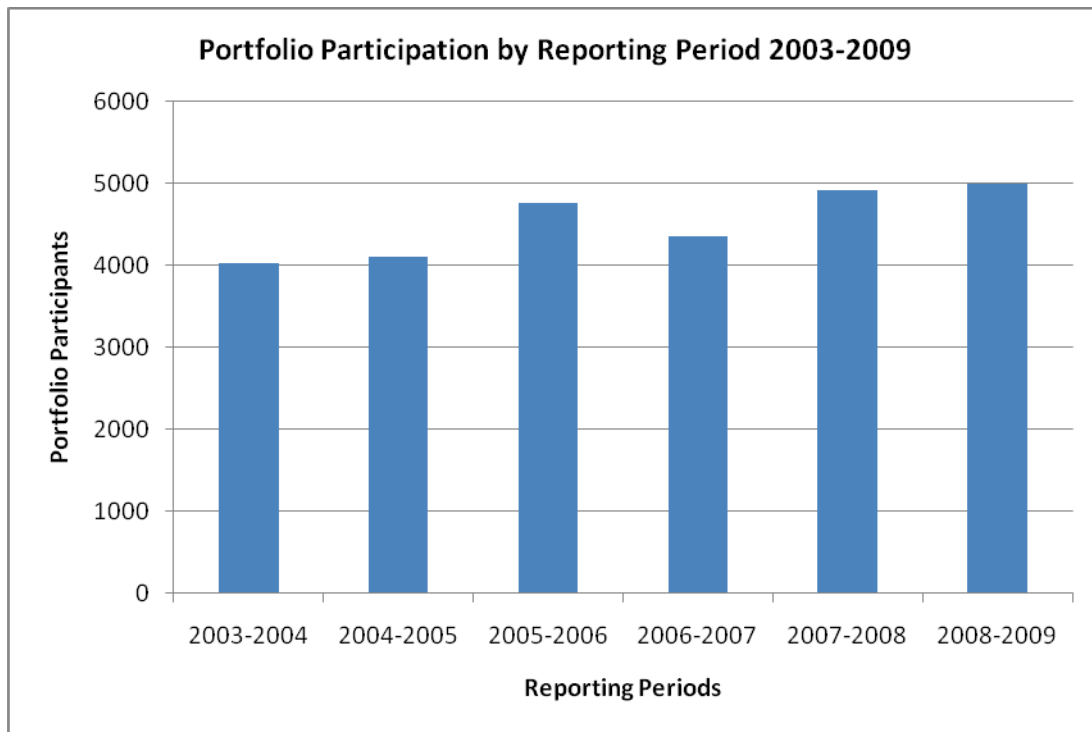
#### **IV.A.2. Compliance With the Examination**

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 showed, on average, a slight increase in the number of students completing the Writing Portfolio over the previous reporting period. The 2007-2009 reporting period showed continued growth in enrollment, with portfolio participation at just under 5,000 students per year.

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

The number of Portfolio submissions trended upward in number between 2003 and 2009, reestablishing the steady increase from 1994 shown in the 2003-2005 Writing Portfolio Sixth Findings. The chart below shows that submissions increased slightly over the 2003-2004 and 2004-2005 reporting periods; increased in 2005-2006 and then dropped in 2006-2007; and increased again in 2007-2008 and 2008-2009. The 2008-2009 reporting period shows the highest participation in Portfolio submissions in the Writing Assessment Program's history. Overall, submissions between 2003 and 2009 trended upward in number.

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. Since then, fluctuations in participation may reflect changes in overall enrollment at WSU. Also, as time to exam decreases, the number of students completing Portfolios in a given year should more closely parallel the number of students eligible to complete in that year. As compliance increases, the extent to which the exam must play “catch-up” decreases.



#### **IV.A.2.b. Annual Change in Portfolio Assessment Participation for Multi-Lingual Writers (L2) and Transfer Students**

The following table shows proportions of multi-lingual writers (L2) and transfer students to overall Portfolio participation between 2003 and 2009. L2 student participation in Portfolio Assessment increased in 2004-2005, dropped below 400 during the following three years, and increased in 2008-2009. The 2008-2009 reporting period shows the highest percentage of L2 students examined and 2006-2007 and 2003-2004 in a close tie for the lowest.

The number of transfer students participating in the Writing Portfolio has increased over the past two biennia. In 2003-2005, 5,440 transfer students participated, with an additional 582 in 2005-2007 and 795 in 2007-2009. The 2008-2009 reporting period shows the highest number of transfer students participating, and 2003-2004 shows the lowest. Transfer students accounted for 69.2%, the greatest percentage of all students examined in 2008-2009.

### **Multi-lingual Speaking (L2) and Transfer Student Portfolio Completion Percentages, 2003-2009**

<b>Academic Year</b>	<b>L2 Students</b>	<b>Percentage of all Examined</b>	<b>Transfer Students</b>	<b>Percentage of all Examined</b>
<b>2008-2009</b>	542	10.8%	3465	69.2%
<b>2007-2008</b>	395	8.1%	3352	68.3%
<b>2006-2007</b>	374	8.6%	2944	67.7%
<b>2005-2006</b>	382	8.0%	3078	64.7%
<b>2004-2005</b>	438	10.5%	2793	67.8%
<b>2003-2004</b>	376	9.4%	2647	65.8%

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

Writing Portfolio completion by month over the last six years showed stabilization in some months and upward or downward trends in other months. April continued to be the busiest month for Portfolio submissions, and over the last six years, November and December submissions remained high due to the implementation of winter graduation. High November submissions also coincide with early registration for spring, as do April submissions with summer and fall registration. Students who have registration holds placed on their accounts must schedule an exam time in order to register for the upcoming semester. Portfolio submissions decreased in the months of February and May over 2004-2008, and during those years, submissions increased in January. The May decrease in submissions may be attributed to spring graduation and the requirement that students complete the Junior Portfolio in order to receive a degree. This may have contributed, in turn, to the high percentage of April submissions. The January increase and February decrease may be explained by students having prepared portfolios for submission over winter break, with submissions shifting between the two months seen over time. For 2009 and 2003, percentages are distributed over six months rather than twelve-month periods and cannot be compared to the corresponding months in 2004-2008.

### Writing Portfolio Completion by Month, June 2003 – May 2009

	<b>Total</b> <i>n</i> = 27158	<b>2009</b> <i>n</i> = 2617	<b>2008</b> <i>n</i> = 4920	<b>2007</b> <i>n</i> = 4709	<b>2006</b> <i>n</i> = 4472	<b>2005</b> <i>n</i> = 4506	<b>2004</b> <i>n</i> = 4088	<b>2003</b> <i>n</i> = 1846
<b>January</b>	<b>5.4%</b>	11.7%	6.1%	6.4%	4.8%	3.9%	4.3%	n/a
<b>February</b>	<b>2.7%</b>	2.1%	1.3%	1.4%	3.6%	3.8%	5.5%	n/a
<b>March</b>	<b>9.2%</b>	12.4%	10.3%	11.8%	12.9%	8.3%	3.9%	n/a
<b>April</b>	<b>28.5%</b>	58.2%	31.7%	24.0%	26.8%	24.7%	29.9%	n/a
<b>May</b>	<b>7.0%</b>	15.6%	2.2%	6.1%	6.9%	8.4%	9.8%	n/a
<b>June</b>	<b>3.7%</b>	n/a	5.3%	3.7%	3.7%	5.7%	0.9%	5.2%
<b>July</b>	<b>0.4%</b>	n/a	0.8%	0.2%	0.3%	0.2%	0.6%	0.6%
<b>August</b>	<b>6.5%</b>	n/a	6.7%	6.1%	6.4%	6.7%	7.4%	13.8%
<b>September</b>	<b>2.3%</b>	n/a	0.7%	0.9%	2.9%	4.7%	1.7%	7.2%
<b>October</b>	<b>7.2%</b>	n/a	8.8%	10.4%	6.8%	5.1%	8.4%	9.1%
<b>November</b>	<b>16.3%</b>	n/a	15.4%	20.2%	16.2%	19.0%	16.6%	25.2%
<b>December</b>	<b>10.9%</b>	n/a	10.9%	8.9%	8.7%	9.6%	11.1%	38.9%

#### 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 overall performance by students 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 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 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 an important 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, 2003-2009**

	<b>Total Submissions</b>	<b>Outstanding</b>	<b>Acceptable</b>	<b>Okay</b>
<b>2008-2009</b>	13,528	41.4%	49.1%	9.4%
<b>2007-2008</b>	14,730	38.8%	49.1%	12.0%
<b>2006-2007</b>	12,903	33.0%	42.1%	24.8%
<b>2005-2006</b>	13,051	29.1%	37.7%	33.0%
<b>2004-2005</b>	12,344	29.9%	35.8%	34.3%
<b>2003-2004</b>	11,983	28.6%	37.7%	33.7%

The number of unsigned course papers, “okay” ratings, is decreasing. During 2008-2009, 9.4% of Writing Portfolio paper submissions were assigned okays, the lowest percentage reported in six years and 24.9% lower than the peak in 2004-2005. This represents a 2.6% decline from 2007-2008 and is 15.1% below the six-year average of 24.5%. During 2007-2008 and 2008-2009, percentages increased above the six-year averages of 33.5% for outstanding and 41.9% for acceptable paper submissions. The increased number of okays between 2003-2004 and 2004-2005 and decline thereafter may be attributed to 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, showed improved compliance.

In 2007-2008, 14,730 total annual paper submissions were reported, the greatest number in Writing Portfolio history. This number exceeded the previous year, 2006-2007, by 1,827 papers; the following year, 2008-2009, by 1,202 papers; and the average over six years of 13,090

by 1,640 papers. Viewed as biennia, a slight upward trend appeared. The 2005-2007 reporting period showed a 6% increase in paper submissions over 2003-2005, and the 2007-2009 reporting period showed an 8% increase over 2005-2007.

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 for 2006-2007, 2007-2008, and 2008-2009 showed leveling in acceptable ratings. When averaged by biennium, Tier I and Tier II outstanding and needs work ratings decreased over the three biennia. At Tier I, ratings percentages were exactly the same for the 2007-2008 and 2008-2009 reporting periods. Averaged over six reporting periods, Tier II ratings showed 7.7% for outstanding ratings, 81.8% for acceptable, and 10.5% for needs works. Compared to these averages, the 2007-2009 Tier II average ratings showed fewer outstanding (7.1%) and needs work (9.5%) ratings and more acceptable ratings (83.3%). A trend over six years of increasing percentages of pass ratings (outstanding and acceptable ratings combined, with outstanding percentages quite low) appeared for all students: 88.1% in 2003-2005; 89.9% in 2005-2007; and 90.4% in 2007-2009.

#### **Tier I (Timed Writings) Ratings, 2003-2009**

	<b>Total Exams</b>	<b>Outstanding</b>	<b>Acceptable</b>	<b>Needs Work</b>
<b>2008-2009</b>	4,965	8.7%	64.2%	27.0%
<b>2007-2008</b>	4,876	8.7%	64.2%	27.0%
<b>2006-2007</b>	4,275	9.8%	63.9%	26.2%
<b>2005-2006</b>	4,736	9.5%	62.1%	28.3%
<b>2004-2005</b>	4,088	8.6%	58.7%	32.6%
<b>2003-2004</b>	3,994	10.8%	60.9%	28.1%

#### **Tier II (Final Portfolio Review) Ratings, 2003-2009**

	<b>Total Portfolio Submissions</b>	<b>Outstanding</b>	<b>Acceptable</b>	<b>Needs Work</b>
<b>2008-2009</b>	4,970	7.5%	83.2%	9.2%
<b>2007-2008</b>	4,878	6.6%	83.4%	9.8%
<b>2006-2007</b>	4,276	7.5%	83.0%	9.5%
<b>2005-2006</b>	4,737	7.5%	81.8%	10.6%
<b>2004-2005</b>	4,095	8.5%	78.2%	13.2%
<b>2003-2004</b>	3,997	8.5%	80.9%	10.4%

The number of students receiving needs work ratings for final Portfolio evaluations decreased in 2006-2007 to 9.5%, increased by 0.3% in 2007-2008, and dropped 0.6% in 2008-2009. This suggested a leveling trend for needs work ratings over the three consecutive reporting periods ending in 2008-2009, which may be due in part to students complying with the Portfolio requirement later in their college career (IV.A.1.a.). Students who submitted portfolios late, between 91-105 credit hours, might have benefited from having a larger number of course papers from which to select for portfolio submission than had they submitted on time or early. Additional coursework at the upper division level, completed after reaching a higher number of credit hours may have contributed to improved writing skills, and may also be reflected in fewer needs work ratings. Before more rigorous compliance efforts were put in place to assure that students get a better diagnostic evaluation of their writing than the gate-keeping evaluation that had occurred in many student Portfolios, weaker writers could put off submitting the Writing Portfolio for an additional year or so by ignoring the registration hold. These compliance efforts may have encouraged weaker students to submit on time.

#### **IV.A.3.b. Performance According to Transfer and Multi-Lingual Writer (L2) 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: 2007-2009**

Status	All Students	Tier I (Timed Writings)			Tier II (Final Portfolio Results)		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
<b>Non Transfer / L1</b>	2564	68.2%	8.5%	23.2%	87.5%	5.7%	6.8%
<b>Transfer / L1</b>	5471	65.7%	9.4%	24.8%	84.0%	8.0%	7.9%
<b>Non-Transfer / L2</b>	185	55.1%	3.8%	41.0%	75.1%	2.2%	22.7%
<b>Transfer / L2</b>	723	41.2%	4.0%	54.7%	67.7%	3.9%	28.3%

### Performance by Transfer and Language Status: 2005-2007

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	2736	67.7%	8.7%	23.4%	86.2%	6.1%	7.7%
Transfer / L1	5167	63.8%	10.6%	25.5%	83.1%	8.9%	8.0%
Non-Transfer / L2	140	45%	5.7%	49.2%	69.2%	2.1%	28.5%
Transfer / L2	600	39.3%	4.8%	55.8%	61.5%	3.2%	35.3%

### Performance by Transfer and Language Status: 2003-2005

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	2251	62.1%	9.2%	28.6%	81.9%	8.1%	10.0%
Transfer / L1	3910	60.2%	11.5%	28.2%	80.5%	10.0%	9.9%
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%

The data on Portfolio performance by transfer and language status showed that the percentage of transfer and non-transfer multi-lingual students (L2) receiving needs work ratings decreased in 2007-2009 from the previous reporting period. During 2007-2009, L2 writers earned needs work ratings at the Tier I level about twice as often as first language writers (L1) and earned needs work ratings at the Tier II level slightly over three times more often than the overall population of Portfolio participants. In 2007-2009, L2 student portfolios were rated needs work at Tier II at a lower rate than in 2005-2007. Non-transfer L2 students' Tier II needs work ratings declined 5.8% between 2005-2007 and 2007-2009, and transfer L2 students' Tier II needs work ratings declined 7.0% between the same reporting periods. A trend between 2003-2005 and 2005-2007 toward closing the gap between L2 transfer and non-transfer students for needs work ratings at Tier I (from a difference of 8.5% down to 6.6%) reversed and widened to 13.7% in 2007-2009. Needs work ratings for L1 non-transfer students at Tier II decreased 0.9% during 2007-2009, while needs work ratings for L1 transfer students stabilized. Over the past six years, needs work ratings at Tier II have decreased for both transfer and non-transfer students.

Transfer and non-transfer L2 student portfolios were rated pass with distinction at Tier II in 2007-2009 at about the same rate as in 2005-2007, but non-transfer L2 student portfolios were

rated pass with distinction about a third as often in the 2005-2007 and 2007-2009 reporting periods as in 2003-2005. This corresponds with a similar leveling trend among L1 portfolios. L1 transfer and non-transfer student portfolios rated pass with distinction more often in 2003-2005, with a trend toward leveling in 2005-2007 and 2007-2009. These trends 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 continue to be monitored for shifting trends.

#### **IV.A.3.c. Performance of WSU Urban Campuses (2003-2009)**

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 different urban campuses. WSU has worked hard to create “one campus that is geographically dispersed,” but each setting maintains a unique student base that may influence performance as a unit in the Writing Assessment Program.

#### **Performance of Urban Campus Students, 2007-2009**

Status	All Students	Timed Writings			Final Portfolio Results		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
<b>WSU Average</b>	7051	63.5%	8.9%	27.5%	83.0%	6.7%	10.2%
<b>DDP</b>	656	66.3%	9.9%	23.7%	85.3%	8.1%	6.6%
<b>ICNE</b>	61	63.9%	3.3%	32.7%	86.8%	3.3%	9.8%
<b>Spokane</b>	116	74.1%	2.6%	23.2%	82.7%	4.3%	12.9%
<b>Tri-Cities</b>	567	62.9%	8.5%	28.5%	82.1%	7.40%	10.5%
<b>Vancouver</b>	1391	67.2%	8.1%	24.6%	84.2%	9.0%	6.8%

#### **Performance of Urban Campus Students, 2003-2009**

Status	All Students	Timed Writing			Final Portfolio Results		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
<b>WSU Average</b>	20629	62.1%	8.8%	29.0%	81.5%	6.9%	11.5%
<b>DDP</b>	1617	63.0%	13.9%	23.0%	83.6%	9.7%	6.7%
<b>ICNE</b>	282	60.9%	7.1%	31.9%	84.3%	7.4%	8.2%
<b>Spokane</b>	200	69.0%	7.5%	23.5%	82.5%	7.5%	10%
<b>Tri-Cities</b>	1266	61.6%	9.4%	28.9%	82.7%	8.7%	8.6%
<b>Vancouver</b>	2909	65.5%	11.0%	23.3%	83.0%	11.3%	5.5%

### Urban Campus Paper Submissions, 2003-2009

	2007-2009				2003-2007		
Campus	Acceptable	Outstanding	Okay		Acceptable	Outstanding	Okay
<b>WSU Average</b>	38.7%	47.4%	13.8%		32.1%	39.3%	28.4%
<b>DDP</b>	40.2%	43.1%	16.5%		28.0%	37.3%	34.6%
<b>ICNE</b>	40%	47.2%	12.7%		32%	39.5%	28.5%
<b>Spokane</b>	36.4%	46.3%	17.1%		33.3%	35.6%	31.0%
<b>Tri-Cities</b>	39.5%	41.8%	18.6%		34.9%	32.7%	32.2%
<b>Vancouver</b>	44.3%	42.5%	13.0%		42.5%	42.5%	14.9%

#### 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, 2003-2009

	Tier I (Timed Writing) Results				Tier II (Final Portfolio) Results		
	Pass	Pass w/ Distinction	Needs Work		Pass	Pass w/ Distinction	Needs Work
<b>Female</b>	64.1%	9.9%	25.9%		82.5%	8.9%	8.6%
<b>Male</b>	60.6%	8.8%	30.5%		81.3%	6.3%	12.4%
<b>Combined</b>	62.5%	9.4%	28.1%		81.9%	7.7%	10.4%

#### IV.A.3.e. Performance According to Race Description

The Eighth Findings marks the first biennium for which performance according to race description has been reported. Data regarding self-identification with race description were collected from students for statistical reporting purposes during the university application process and include first language and multi-lingual writers. The column labeled “Not Indicated” includes students who opted not to self-identity with a listed race description. Performance according to race description should continue to be monitored for trends. Race descriptors match

as closely as possible the categories used to gather demographic data in the university's new and transfer student applications.

#### **Tier I and Tier II Results, 2007-2009**

Race Description	Number of Students (n)	Tier I (Timed Writing) Results			Tier II (Final Portfolio) Results		
		Pass	Pass w/ Distinction	Needs Work	Pass	Pass w/ Distinction	Needs Work
<b>Asian American/Pacific Islander</b>	<b>696</b>	59.1%	6.5%	34.5%	81.6%	5.3%	13.1%
<b>Black/African American</b>	<b>251</b>	49.4%	3.6%	47.0%	76.9%	2.0%	21.1%
<b>White/Caucasian</b>	<b>7474</b>	67.0%	9.4%	23.7%	85.4%	7.2%	7.4%
<b>Spanish/Hispanic</b>	<b>520</b>	61.3%	8.1%	31.2%	83.1%	5.2%	11.7%
<b>American Indian/Alaska Native</b>	<b>133</b>	63.2%	9.8%	27.1%	81.2%	9.0%	9.8%
<b>Not Indicated</b>	<b>1127</b>	51.1%	7.3%	41.9%	72.4%	7.2%	20.4%

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

The Eighth Findings is the first biennial report that includes data on performance according to first-generation college status. Most students opted not to identify either as having first-generation or second-or-higher-generation college status. Among students who self-identified with generation status, first-generation college students appeared to have a slightly lower pass rate than second-or-higher-generation college students at Tier I but a higher rate at Tier II. Needs work ratings for first-generation students were 1.7% higher than second-or-higher-generation students at Tier II. The greatest difference in ratings appeared with pass with distinction ratings, where first-generation students received pass with distinction ratings half as often as second-or-higher-generation students. Performance according to first-generation college status should continue to be monitored for trends.

## Tier I and Tier II Results, 2007-2009

First-Generation College Student?	Number of Students (n)	Tier I (Timed Writing) Results			Tier II (Final Portfolio) Results		
		Pass	Pass w/ Distinction	Needs Work	Pass	Pass w/ Distinction	Needs Work
Yes	437	65.7%	6.0%	28.4%	85.3%	6.0%	8.7%
No	442	66.1%	11.5%	22.4%	81.2%	11.8%	7.0%
Not Reported	9339	63.7%	8.8%	27.6%	83.1%	7.0%	10.0%

### IV.A.4. Performance by Academic Area

The following analysis of academic areas—colleges and majors—is based on the 2003-2009 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 to write undergraduates have within a department.

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

The following analysis reflects Portfolio submissions from June 2003 through May 2009. 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, 2003-2009

Major	Language Status	Total	Pass		Pass with Distinction		Needs Work	
<b>Agricultural, Human, and Natural Resource Sciences</b>	L1	2136	1791	83.8%	136	6.4 %	209	9.8 %
	L2	166	107	64.5%	2	1.2 %	57	34.3%
	Unreported	181	146	80.7%	12	6.6 %	23	12.7%
	Comb	2483	2044	82.3%	150	6.0 %	289	11.6%
<b>Business</b>	L1	4122	3539	85.9%	213	5.2 %	370	9.0 %
	L2	843	521	61.8%	17	2.0 %	305	36.2%
	Unreported	324	266	82.1%	17	5.2 %	41	12.7%
	Comb	5289	4326	81.8%	247	4.7 %	716	13.5%
<b>Communication</b>	L1	1963	1712	87.2%	120	6.1 %	131	6.7 %
	L2	97	65	67.0%	4	4.1 %	28	28.9%
	Unreported	117	95	81.2%	12	10.3%	10	8.5 %
	Comb	2177	1872	86.0%	136	6.2 %	169	7.8 %
<b>Education</b>	L1	1888	1627	86.2%	113	6.0 %	148	7.8 %
	L2	93	58	62.4%	1	1.1 %	34	36.6%
	Unreported	128	115	89.8%	4	3.1 %	9	7.0 %
	Comb	2109	1800	85.3%	118	5.6 %	191	9.1 %
<b>Engineering and Architecture</b>	L1	2450	2040	83.3%	175	7.1 %	235	9.6 %
	L2	370	222	60.0%	14	3.8 %	134	36.2%
	Unreported	237	203	85.7%	15	6.3 %	19	8.0 %
	Comb	3057	2465	80.6%	204	6.7 %	388	12.7%
<b>Liberal Arts</b>	L1	5630	4611	81.9%	597	10.6%	422	7.5 %
	L2	383	265	69.2%	23	6.0 %	95	24.8%
	Unreported	449	369	82.2%	55	12.2%	25	5.6 %
	Comb	6462	5245	81.2%	675	10.4%	542	8.4 %
<b>Nursing</b>	L1	836	712	85.2%	84	10.0%	40	4.8 %
	L2	113	91	80.5%	4	3.5 %	18	15.9%
	Unreported	77	63	81.8%	10	13.0%	4	5.2 %
	Comb	1026	866	84.4%	98	9.6 %	62	6.0 %
<b>Pharmacy</b>	L1	267	229	85.8%	23	8.6 %	15	5.6 %
	L2	57	47	82.5%	2	3.5 %	8	14.0%
	Unreported	18	14	77.8%	2	11.1%	2	11.1%
	Comb	342	290	84.8%	27	7.9 %	25	7.3 %
<b>Sciences</b>	L1	1638	1332	81.3%	196	12.0%	110	6.7 %
	L2	231	154	66.7%	12	5.2 %	65	28.1%
	Unreported	144	120	83.3%	14	9.7 %	10	6.9 %
	Comb	2013	1606	79.8%	222	11.0%	185	9.2 %
<b>Vet Medicine</b>	L1	128	95	74.2%	31	24.2%	2	1.6 %
	L2	19	12	63.2%	4	21.1%	3	15.8%
	Unreported	17	14	82.4%	3	17.6%	0	0.0 %
	Comb	164	121	73.8%	38	23.2%	5	3.0 %
<b>Other/General Studies</b>	L1	1144	918	80.2%	90	7.9 %	136	11.9%
	L2	77	42	54.5%	2	2.6 %	33	42.9%
	Unreported	98	83	84.7%	7	7.1 %	8	8.2 %
	Comb	1319	1043	79.1%	99	7.5 %	177	13.4%

## Overall Portfolio Performance by Major, Alphabetical, 2003-2009

Major	Total Pass	Total Distinction	Total Needs Work	Total	% Pass	% Distinction	% Needs Work
<b>Exam Totals and Mean</b>	<b>21690</b>	<b>2014</b>	<b>2751</b>	<b>26455</b>	<b>82.0%</b>	<b>7.6%</b>	<b>10.4%</b>
Accounting	630	36	98	764	82.5%	4.7%	12.8%
Actuarial/Decision Sciences	5	0	4	9	55.6%	0.0%	44.4%
Advertising	74	6	7	87	85.1%	6.9%	8.0%
Agribusiness	164	12	25	201	81.6%	6.0%	12.4%
Agribusiness Economics & Management	6	0	1	7	85.7%	0.0%	14.3%
Agricultural Business and Technology Systems	12	0	3	15	80.0%	0.0%	20.0%
Agricultural Economics and Management	1	0	0	1	100.0%	0.0%	0.0%
Agricultural Education	6	0	0	6	100.0%	0.0%	0.0%
American Studies	5	2	0	7	71.4%	28.6%	0.0%
Animal Sciences	255	28	27	310	82.3%	9.0%	8.7%
Anthropology	139	23	11	173	80.3%	13.3%	6.4%
Apparel, Merchandising, Design & Textiles	308	11	40	359	85.8%	3.1%	11.1%
Architecture	284	23	44	351	80.9%	6.6%	12.5%
Athletic Training	59	4	13	76	77.6%	5.3%	17.1%
Bioengineering	54	11	5	70	77.1%	15.7%	7.1%
Biological Chemistry	105	24	10	139	75.5%	17.3%	7.2%
Biological Systems Engineering	13	2	2	17	76.5%	11.8%	11.8%
Biology	603	65	66	734	82.2%	8.9%	9.0%
Biotechnology	39	1	9	49	79.6%	2.0%	18.4%
Broadcasting	67	1	3	71	94.4%	1.4%	4.2%
Business Administration	879	45	137	1061	82.8%	4.2%	12.9%
Business Law	22	0	3	25	88.0%	0.0%	12.0%
Chemical Engineering	93	6	8	107	86.9%	5.6%	7.5%
Chemistry	64	10	3	77	83.1%	13.0%	3.9%
Chinese	5	0	1	6	83.3%	0.0%	16.7%
Civil Engineering	511	46	87	644	79.3%	7.1%	13.5%
Communication	1571	105	147	1823	86.2%	5.8%	8.1%
Comparative Ethnic Studies	6	1	2	9	66.7%	11.1%	22.2%
Computer Engineering	66	6	13	85	77.6%	7.1%	15.3%
Computer Science	295	38	44	377	78.2%	10.1%	11.7%
Construction Management	209	9	31	249	83.9%	3.6%	12.4%
Creative Writing	5	2	0	7	71.4%	28.6%	0.0%
Criminal Justice	587	36	81	704	83.4%	5.1%	11.5%
Crop Science	34	2	8	44	77.3%	4.5%	18.2%
Dietetics	43	0	0	43	100.0%	0.0%	0.0%
Digital Technology and Culture	233	20	18	271	86.0%	7.4%	6.6%
Ecology	33	1	4	38	86.8%	2.6%	10.5%

Major	Total Pass	Total Distinction	Total Needs Work	Total	% Pass	% Distinction	% Needs Work
Economics	121	9	38	168	72.0%	5.4%	22.6%
Education	708	56	57	821	86.2%	6.8%	6.9%
Electrical Engineering	289	23	62	374	77.3%	6.1%	16.6%
Elementary Education	346	32	28	406	85.2%	7.9%	6.9%
English	392	149	15	556	70.5%	26.8%	2.7%
Entrepreneurship	86	5	4	95	90.5%	5.3%	4.2%
Environmental Engineering	4	2	1	7	57.1%	28.6%	14.3%
Environmental Science	49	4	2	55	89.1%	7.3%	3.6%
Exercise Science	12	3	0	15	80.0%	20.0%	0.0%
Finance	569	34	104	707	80.5%	4.8%	14.7%
Fine Arts	104	7	18	129	80.6%	5.4%	14.0%
Food Science	88	3	7	98	89.8%	3.1%	7.1%
Forest Management	20	0	4	24	83.3%	0.0%	16.7%
French	13	1	1	15	86.7%	6.7%	6.7%
General Agriculture	118	5	23	146	80.8%	3.4%	15.8%
General Biology	42	6	3	51	82.4%	11.8%	5.9%
General Business	24	3	2	29	82.8%	10.3%	6.9%
General Ed	34	4	5	43	79.1%	9.3%	11.6%
General Humanities	244	41	27	312	78.2%	13.1%	8.7%
General Liberal Arts	12	1	2	15	80.0%	6.7%	13.3%
General Medical Sciences	30	5	2	37	81.1%	13.5%	5.4%
General Sciences	271	18	45	334	81.1%	5.4%	13.5%
General Social Sciences	14	3	2	19	73.7%	15.8%	10.5%
General Studies	254	13	66	333	76.3%	3.9%	19.8%
Genetics and Cell Biology	34	9	5	48	70.8%	18.8%	10.4%
Geology	35	3	4	42	83.3%	7.1%	9.5%
German	6	4	2	12	50.0%	33.3%	16.7%
Health & Fitness	79	2	11	92	85.9%	2.2%	12.0%
History	423	71	39	533	79.4%	13.3%	7.3%
Horticulture	55	4	7	66	83.3%	6.1%	10.6%
Hospitality Business Management	590	29	121	740	79.7%	3.9%	16.4%
Human Development	569	48	72	689	82.6%	7.0%	10.4%
Human Resources	27	4	9	40	67.5%	10.0%	22.5%
Interior Design	196	14	21	231	84.8%	6.1%	9.1%
International Business	223	16	53	292	76.4%	5.5%	18.2%
Journalism	49	6	4	59	83.1%	10.2%	6.8%
Kinesiology	18	1	3	22	81.8%	4.5%	13.6%
Landscape Architecture	69	9	15	93	74.2%	9.7%	16.1%
Leadership Studies	14	2	2	18	77.8%	11.1%	11.1%
Linguistics	4	0	0	4	100.0%	0.0%	0.0%
Management and Operations	442	31	55	528	83.7%	5.9%	10.4%

<b>Major</b>	<b>Total Pass</b>	<b>Total Distinction</b>	<b>Total Needs Work</b>	<b>Total</b>	<b>% Pass</b>	<b>% Distinction</b>	<b>% Needs Work</b>
<b>Marketing</b>	413	17	62	492	83.9%	3.5%	12.6%
<b>Materials Science Engineering</b>	41	4	1	46	89.1%	8.7%	2.2%
<b>Mathematics</b>	115	20	21	156	73.7%	12.8%	13.5%
<b>Mechanical Engineering</b>	619	36	92	747	82.9%	4.8%	12.3%
<b>Microbiology</b>	144	17	14	175	82.3%	9.7%	8.0%
<b>Molecular Biology</b>	6	0	2	8	75.0%	0.0%	25.0%
<b>Molecular Genetics</b>	3	1	1	5	60.0%	20.0%	20.0%
<b>Movement Studies</b>	279	10	31	320	87.2%	3.1%	9.7%
<b>Music</b>	93	13	12	118	78.8%	11.0%	10.2%
<b>Natural Resource Sciences</b>	57	3	11	71	80.3%	4.2%	15.5%
<b>Neuroscience</b>	109	37	5	151	72.2%	24.5%	3.3%
<b>Nursing</b>	866	98	62	1026	84.4%	9.6%	6.0%
<b>Nutritional Science</b>	17	0	2	19	89.5%	0.0%	10.5%
<b>Organic Agricultural Systems</b>	1	0	0	1	100.0%	0.0%	0.0%
<b>Pharmacy</b>	247	27	25	299	82.6%	9.0%	8.4%
<b>Philosophy</b>	77	30	8	115	67.0%	26.1%	7.0%
<b>Physics</b>	54	11	4	69	78.3%	15.9%	5.8%
<b>Psychology</b>	1207	123	108	1438	83.9%	8.6%	7.5%
<b>Public Affairs</b>	37	14	1	52	71.2%	26.9%	1.9%
<b>Public Relations</b>	74	4	7	85	87.1%	4.7%	8.2%
<b>Real Estate</b>	12	0	2	14	85.7%	0.0%	14.3%
<b>Russian</b>	1	0	0	1	100.0%	0.0%	0.0%
<b>Social Science</b>	696	61	75	832	83.7%	7.3%	9.0%
<b>Social Studies</b>	113	10	15	138	81.9%	7.2%	10.9%
<b>Sociology</b>	415	33	72	520	79.8%	6.3%	13.8%
<b>Soil Science</b>	6	1	0	7	85.7%	14.3%	0.0%
<b>Spanish</b>	81	14	11	106	76.4%	13.2%	10.4%
<b>Speech &amp; Hearing Sciences</b>	125	10	13	148	84.5%	6.8%	8.8%
<b>Sports Management</b>	285	8	46	339	84.1%	2.4%	13.6%
<b>Theatre</b>	53	7	10	70	75.7%	10.0%	14.3%
<b>Turf Management</b>	15	0	3	18	83.3%	0.0%	16.7%
<b>Veterinary Science</b>	12	1	0	13	92.3%	7.7%	0.0%
<b>Viticulture</b>	8	0	0	8	100.0%	0.0%	0.0%
<b>Wildlife Ecology</b>	53	6	7	66	80.3%	9.1%	10.6%
<b>Women's Studies</b>	33	5	3	41	80.5%	12.2%	7.3%
<b>Zoology</b>	287	54	32	373	76.9%	14.5%	8.6%

## **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. These areas of study were established in previous reports. Further validation studies which explore issues of validity more fully are done in separate research projects.

### **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 okay 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 2007-2009, and this information has been compared to previous results from prior reports. Data showed that students submitted fewer papers from 200-level courses but more from 100-level courses. The percentage of papers submitted from 100- and 200-level courses remained about the same as in 2005-2007.

**Papers by Academic Level, 2007-2009**

<b>Academic Level of Course</b>	<b>Number of Papers</b>	<b>Percent of Total Papers</b>
<b>100-level</b>	9646	33.7%
<b>200-level</b>	5053	17.6%
<b>300-level</b>	8456	29.5%
<b>400-level</b>	5444	19.0%
<b>500-level</b>	41	0.1%
<b>Total</b>	<b>28640</b>	<b>100%</b>

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

The following section examines ratings of course paper submissions for 2003-2009. Over the last three reporting periods, percentages of Acceptable (AC) increased for 100-, 200-, 300-, and 400-level courses but decreased at the 500-level. Outstanding (EX) paper ratings from all academic levels increased on average 8.8% in 2007-2009 over the 2005-2007 reporting period, and increased 18.0% since 2003-2005. The percentage of okay (OK) ratings decreased 25.6% on average from 2003-2005 to 2007-2009. For all academic level papers submitted, the percentage of Acceptable ratings increased on average 1.7% between 2003-2005 and 2005-2007, and 5.8% between 2005-2007 and 2007-2009.

The Acceptable ratings for 100-level paper submissions increased 9.7% in 2007-2009 over the previous reporting period but, since 2003-2005, decreased 40.7% at the 500-level, the greatest change at a specific level. Papers submitted from 300- and 400-levels during 2007-2009 received Acceptable ratings more than half the time (52% and 52.7% for each respective level), and Outstanding ratings less than 40% of the time (38.8% and 37.5%). Papers submitted from the 100- and 200-levels during the 2007-2009 reporting period were rated Outstanding (40.9% and 40.6 %) slightly more often than in earlier reporting periods but rated Acceptable (42% and 46.6%) less often than were 300- and 400-level papers.

The Writing Assessment Office's efforts to monitor trends regarding Okay ratings appear to be succeeding, as shown in the large decreases in percentages of papers with Okay ratings over the past three biennia. Since the Writing Assessment Office began stricter enforcement of timely Writing Portfolio compliance, students often turned 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 could not be easily reached; or (2) the WSU instructor-of-record had moved on because of different opportunities. In any event, the evaluation of the course papers is an important 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 are succeeding and should be continued. The trends noted here should be monitored over time as compliance with the requirement continues to become normalized.

### Course Paper Ratings by Academic Level, 2003-2009

	2007-2009				2005-2007				2003-2005		
Academic Level of Course	AC	EX	OK		AC	EX	OK		AC	EX	OK
100-level	42.0%	40.9%	17.0%		32.3%	30.8%	36.8%		26.6%	26.1%	47.2%
200-level	46.6%	40.6%	12.7%		38.0%	29.0%	32.9%		22.4%	29.3%	48.2%
300-level	52.0%	38.8%	9.07%		43.2%	34.6%	22.0%		34.7%	22.9%	42.3%
400-level	53.7%	37.5%	8.7%		48.9%	30.3%	20.6%		32.3%	25.6%	42.0%
500-level	48.4%	39.3%	12.1%		50.9%	28.3%	20.7%		89.1%	3.1%	7.8%

### 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 2007-2009, Task 3 provided a higher degree of difficulty for all students at the Tier I level. With average Tier II needs work ratings at 9.4%, Tasks 3 and 4 provided higher than average difficulty. Task 3 was also more difficult for multi-lingual speakers (L2) at the Tier I level. This reverses findings concerning Task 3 in the 2001-2003 reporting period (Fifth Findings) that showed L2 students had less difficulty with Task 3 than other tasks at Tiers I and II (further discussed in section IV.B.2.b.).

Task 3 has been used less often in recent years than the other three tasks because of its history of demonstrated difficulty for various populations. The Writing Assessment Office no longer administers Task 3, but Task 3 continues to appear in these reports because of the delayed effects of students having taken the timed writing when the task was in circulation and later submitting portfolios.

Task 2 provided the least difficulty for males and L2 students, with females finding Tasks 1 and 2 about equally low in difficulty.

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

The following analysis compares the differences between outcomes from June 2007-May 2009 and June 2003-May 2009 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 2007-2009 and 2003-2009 are presented in the following tables. Data is reported in these two groupings to allow for a comparison of current data (2007-2009) and recent historical data (2003-2009). Needs work ratings dropped at both Tier I and Tier II levels, consistent with the findings in section IV.A.3.a. These decreases suggest trends that should be monitored. In comparison to the average for 2003-2009 ratings, 2007-2009 Tier II pass ratings increased by 1.8% and pass with distinctions increased by 0.2%. Needs work ratings dropped by 1.1%.

### Tier I (Timed Writing) and Tier II (Final) Ratings: All Students, 2007-2009

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	66.5%	9.07%	24.4%	83.1%	7.6%	9.3%
#2 Solving	63.2%	8.6%	28.1%	83.6%	7.0%	9.40%
#3 Analyzing	68.0%	17.0%	14.8%	76.5%	12.7%	10.6%
#4 Choosing	62.2%	8.4%	29.3%	83.1%	6.8%	10.0%

### Tier I (Timed Writing) and Tier II (Final) Ratings: All Students, 2003-2009

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	63.2%	9.8%	26.9%	81.5%	8.3%	10.1%
#2 Solving	61.6%	9.2%	29.1%	82.6%	7.3%	10.1%
#3 Analyzing	58.6%	10.5%	30.8%	80.7%	6.9%	12.2%
#4 Choosing	60.7%	8.8%	30.4%	80.9%	7.8%	11.3%

### Tier I (Timed Writing) and Tier II (Final) Ratings: Males Only, 2007-2009

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	64.8%	8.7%	26.4%	83.8%	5.4%	10.8%
#2 Solving	62.4%	7.4%	30.1%	84.5%	5.1%	10.2%
#3 Analyzing	66.6%	16.6%	16.6%	80.0%	10.0%	10.0%
#4 Choosing	61.0%	8.2%	30.8%	82.1%	6.1%	11.7%

### **Tier I (Timed Writing) and Tier II (Final) Ratings: Males Only, 2003-2009**

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
<b>#1 Resolving</b>	61.9%	8.9%	29.1%	81.4%	6.4%	12.1%
<b>#2 Solving</b>	59.9%	8.8%	31.2%	82.2%	5.9%	11.9%
<b>#3 Analyzing</b>	55.9%	10.3%	33.7%	79.3%	6.6%	14.0%
<b>#4 Choosing</b>	59.2%	8.2%	32.4%	79.8%	6.7%	13.4%

### **Tier I (Timed Writing) and Tier II (Final) Ratings: Females Only, 2007-2009**

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
<b>#1 Resolving</b>	68.0%	9.5%	22.5%	82.5%	9.7%	7.9%
<b>#2 Solving</b>	63.9%	9.6%	26.4%	82.7%	8.6%	8.6%
<b>#3 Analyzing</b>	70.5%	17.6%	11.7%	70.5%	17.6%	11.7%
<b>#4 Choosing</b>	63.3%	8.7%	27.9%	84.0%	7.5%	8.5%

### **Tier I (Timed Writing) and Tier II (Final) Ratings: Females Only, 2003-2009**

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
<b>#1 Resolving</b>	64.4%	10.6%	24.9%	81.7%	9.9%	8.3%
<b>#2 Solving</b>	63.2%	9.5%	27.1%	82.9%	8.5%	8.5%
<b>#3 Analyzing</b>	61.3%	10.6%	27.9%	82.2%	7.3%	10.5%
<b>#4 Choosing</b>	62.0%	9.4%	28.5%	81.9%	8.7%	9.4%

The average percentage of needs work ratings for all four tasks between 2003 and 2009 was 10.9% at Tier II, with male needs work ratings 12.9% and female needs work ratings 9.2%. For all students, needs work ratings were highest for Task 3 at 12.2%, with Task 4 next highest at 11.3%. Distinction ratings in 2007-2009 for Tasks 1, 2, and 4 were lower than the six year averages for both tiers. Females continued to outperform males at Tier 1 and Tier 2 levels with lower percentages of needs work ratings and higher percentages of distinction ratings. However,

in 2007-2009, Tier II averages for male pass ratings (82.6%) exceeded those of female pass ratings (79.9%) by 2.7%.

Trends reported in 2007-2009 that should be monitored in future reports include: (1) higher distinction ratings for Task 3 than for other tasks at the Tier I level for both males and females, but at Tier II, distinction ratings were higher for females only; and (2) higher needs work ratings for males than females at Tier II on all tasks except Task 3.

#### **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, 2007-2009**

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
<b>#1 Resolving</b>	43.9%	5.9%	50.1%	68.1%	4.0%	27.8%
<b>#2 Solving</b>	42.1%	3.1%	54.7%	68.7%	2.7%	28.5%
<b>#3 Analyzing</b>	50.0%	10.0%	40.0%	50.0%	10.0%	40.0%
<b>#4 Choosing</b>	45.2%	2.4%	52.3%	71.6%	3.1%	25.3%

##### **Tier I (Timed Writing) and Tier II (Final) Ratings: L2 Students Only, 2003-2009**

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
<b>#1 Resolving</b>	41.2%	5.6%	53.1%	64.6%	3.7%	31.6%
<b>#2 Solving</b>	42.0%	4.4%	53.5%	67.3%	2.9%	29.7%
<b>#3 Analyzing</b>	33.7%	4.8%	61.3%	62.7%	3.4%	33.7%
<b>#4 Choosing</b>	40.0%	3.6%	56.3%	64.2%	3.7%	32.0%

At the Tier I level in 2007-2009, L2 students had lower percentages of needs work ratings for Tasks 1, 3, and 4 than the six year averages. L2 students had higher distinction ratings for Tasks 3 than the average and lower than the six-year average for needs work ratings in all but

Task 3. As Task 3 has been dropped from use, the number of Portfolio ratings including this task continues to decline and may explain why ratings percentages for this task in 2007-2009 are identical at Tiers I and II. L2 students showed a higher percentage of pass and distinction ratings for 2007-2009 compared to 2003-2009 averages and a lower percentage of needs work 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 2003-2009, Task 4 use was the most stable with a low-to-high range of 497 uses. Task 2 had the most variation with a low-to-high range of 1,310 uses. Task 3 continued to appear in low total numbers in comparison with the other tasks because bias for specific populations, noted previously, has led to its discontinuance, and portfolios including Task 3 are gradually being completed by students.

**Number of Rhetorical Tasks Used by Academic Year: 2003-2009**

<b>Task</b>	<b>2008-2009</b>	<b>2007-2008</b>	<b>2006-2007</b>	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>
<b>#1 Resolving</b>	1,824	1,573	1,071	1,557	1,819	1,598
<b>#2 Solving</b>	1,526	1,760	913	801	450	937
<b>#3 Analyzing</b>	42	5	26	156	410	632
<b>#4 Choosing</b>	1,334	1,334	1,095	1,106	1,298	837

#### **IV.B.3. Equivalency of the Topics**

In the 2007-2009 reporting period, several ratings by topic remained unchanged while others show change over time.

### Tier I Ratings, Ranked by Needs Work Rate, All Students, 2003-2009

Topic	2007-2009			2003-2009		
	AC	EX	NW	AC	EX	NW
#21 America as warrior nation	46.8%	10.6%	42.5%	56.5%	9.74%	33.3%
#32 Sports clichés	54.4%	8.64%	36.8%	54.5%	8.81%	36.6%
#3 Zoos conceal human antagonism to animals	58.2%	9.85%	31.8%	59.6%	10.4%	29.9%
#19 American higher ed shows strong class bias	69.2%	0%	30.7%	55.2%	11.0%	33.6%
#14 Malls lead to consumerism	58.2%	11.9%	29.8%	57.5%	10.4%	32.0%
#9 Consumerism should not be spread	63.5%	7.3%	29.1%	63.0%	8.1%	28.7%
#35 Living wage	64.8%	7.1%	28.1%	64.1%	7.8%	28.0%
#36 McDonaldisation	62.4%	9.5%	27.9%	62.1%	11.2%	26.5%
#12 Overworked employees	65.7%	6.9%	27.4%	65.4%	7.8%	26.7%
#37 Immigration nation	64.5%	8.4%	26.9%	64.0%	8.3%	27.6%
#26 Information age	52.6%	21.0%	26.3%	57.1%	14.3%	28.4%
#34 Nebraska farmers	66.8%	7.1%	25.9%	64.5%	7.2%	28.1%
#7 Taking photos of private citizens is unethical	66.2%	8.4%	25.3%	62.4%	8.9%	28.6%
#20 Racial hate messages on campus	62.5%	12.5%	25.0%	62.5%	9.8%	27.5%
#8 “Schools for Scandal”	64.5%	10.5%	24.9%	62.7%	10.4%	26.8%
#33 Video games	64.9%	10.0%	24.9%	64.5%	10.3%	25.0%
#15 Television undermines book reading	66.6%	11.1%	22.2%	62.3%	12.1%	25.4%
#30 Web makes research appear easy	67.5%	10.6%	21.8%	64.9%	11.4%	23.5%
#4 Read vs television	57.1%	22.0%	20.7%	58.8%	10.3%	30.8%
#10 American idea of success is acquisition of goods	63.6%	27.2%	9.1%	59.6%	7.97%	32.4%
<b>Total %</b>	64.1%	8.7%	27.1%	61.9%	9.4%	28.5%
<b>N =</b>	5958	812	2520	14226	2167	6562

Topic 21, America as a warrior nation, showed the highest percentage of needs work ratings for all students. This topic proved the most difficult of all topics for males and L2 students. Topic 32, sports clichés, had the second highest needs work percentage for all students as well as for males. Topic 3, zoos conceal human antagonism to animals, was the third most difficult prompt for all students, third for males, second for L2 students, and sixth for females. Topic 19, American higher education shows strong class, received a high percentage of needs work ratings among all students, which was noted in the 2003-2005 and 2005-2007 reports.

When looking at the relative difficulty of topics among specific populations, Topic 3, zoos conceal human antagonism to animals, posed the most difficulty for males, showing 6.3% above the Males Only average of needs work ratings across all topics. Few females wrote exams based on the two topics that top the needs work ratings list for Females Only. However, a greater number of females wrote exams on Topic 32, sports clichés, which showed 11.7% above the Females Only average for needs work ratings.

The 2007-2009 L2 needs work ratings for individual topics were compared to the L2 average of needs work ratings for all topics (52.3%). L2 writers struggled with Topic 21, America as a warrior nation, 31% higher than the average, and Topic 3, zoos conceal human antagonism to animals, 17.8% higher than average. L2 students found least difficulty with Topic 30, web makes research appear easy, 9.2% lower than average. L2 writers also struggled with Topics 26, information age; 14, malls lead to consumerism; 12, overworked employees; 34, Nebraska farmers; and 33, video games. At Tier I, Topic 27, banning offensive language, is absent from the L2 topics list as it is from Females Only. Topics 10, 15, 19, and 20 are absent from the L2 list due to few L2 exams on which to base comparisons.

An interesting clash of genders can be seen in Topic 26, information age, with data from about the same number of males and females having responded to it in 2007-2009. Males struggled the least with Topic 26 in 2007-2009 (9.1%) when compared to all topics, but females received a higher percentage of needs work ratings for this topic (50%) than for any other topic. Topic 14, malls lead to consumerism, near the bottom of the 2007-2009 rankings for males, showed 23% needs work ratings, 5.9% below the Males Only average for all topics, as compared to the 34.1% needs work ratings for females, 8.7% above the Females Only average for all topics and ranked near the top of the Females Only list. However, Topic 30, web makes research appear easy, rested near the bottom of both lists. Topic 30 posed fewer struggles for both males and females in 2007-2009 and appeared to demonstrate the gender neutrality of the topic among writers.

Topic 21, America as warrior nation, and Topic 32, sports clichés, were discussed in previous biennial reports as exhibiting disparate ratings according to gender and, as a result, have been scheduled for retirement from use, as are several other prompts but for a variety of reasons. Data for previously retired topics continue to appear in the 2007-2009 report as exams written in previous years proceed through the Portfolio review process. Topics scheduled to be retired in the 2009-2011 biennium following review by committee include: 7, taking photos of private citizens is unethical; 8, “Schools for Scandal”; 30, web makes research appear easy; 32, sports clichés; 34, Nebraska farmers; 35, living wage; 36, McDonaldization; and 37, immigration nation.

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, 2003-2009**

	<b>2007-2009</b>			<b>2003-2009</b>		
<b>Topic</b>	<b>AC</b>	<b>EX</b>	<b>NW</b>	<b>AC</b>	<b>EX</b>	<b>NW</b>
<b>#21 America as warrior nation</b>	40.0%	13.3%	46.6%	53.8%	12.1%	33.6%
<b>#32 Sports clichés</b>	55.1%	8.19%	36.6%	57.2%	7.71%	35.0%
<b>#3 Zoos conceal human antagonism to animals</b>	55.1%	9.61%	35.2%	57.1%	10.5%	32.2%
<b>#15 Television undermines book reading</b>	50.0%	16.6%	33.3%	58.9%	12.3%	28.7%
<b>#20 Racial hate messages on campus</b>	66.6%	0%	33.3%	60.6%	9.15%	30.1%
<b>#36 McDonaldization</b>	61.0%	8.66%	30.2%	61.3%	9.13%	29.5%
<b>#9 Consumerism should not be spread</b>	62.9%	7.04%	30.0%	62.7%	8.07%	29.0%
<b>#33 Video games</b>	62.8%	7.62%	29.5%	63.0%	8.22%	28.6%
<b>#37 Immigration nation</b>	62.0%	8.79%	29.1%	61.4%	8.70%	29.8%
<b>#8 “Schools for Scandal”</b>	60.2%	10.8%	28.9%	59.9%	9.58%	30.4%
<b>#34 Nebraska farmers</b>	64.6%	6.66%	28.4%	62.0%	7.03%	30.7%
<b>#12 Overworked employees</b>	65.9%	5.76%	28.2%	65.2%	6.94%	27.7%
<b>#35 Living wage</b>	65.7%	7.32%	26.9%	63.9%	7.82%	28.2%
<b>#7 Taking photos of private citizens is unethical</b>	68.8%	5.58%	25.5%	61.5%	7.10%	31.3%
<b>#4 Read vs television</b>	50.0%	25.0%	25.0%	55.8%	9.64%	34.5%
<b>#19 American higher ed shows strong class bias</b>	75.0%	0.0%	25.0%	55.4%	8.64%	35.9%
<b>#30 Web makes research appear easy</b>	65.0%	10.6%	24.2%	61.0%	11.8%	27.1%
<b>#14 Malls lead to consumerism</b>	69.2%	7.69%	23.0%	56.0%	9.69%	34.2%
<b>#10 American idea of success is acquisition of goods</b>	71.4%	14.2%	14.2%	56.4%	8.41%	35.0%
<b>#26 Information age</b>	54.5%	36.3%	9.09%	59.8%	10.2%	29.9%
<b>Total %</b>	62.8%	8.11%	28.9%	60.4%	8.78%	30.7%
<b>N =</b>	2799	361	1289	6624	962	3364

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. Male students struggled most in 2007-2009 with Topics 21, America as warrior nation; 32, sports clichés; and 3, zoos conceal human antagonism to animals. In the 2003-2005 and 2005-2007 biennial reports, Topic 22, immigration of wealthy

internationals, showed the greatest difficulty for males but is not listed among the topics of the 2007-2009 Tier I ratings.

### **Tier I Ratings, Ranked by Needs Work: Females Only, 2003-2009**

	<b>2007-2009</b>			<b>2003-2009</b>		
<b>Topic</b>	<b>AC</b>	<b>EX</b>	<b>NW</b>	<b>AC</b>	<b>EX</b>	<b>NW</b>
<b>#26 Information age</b>	50.0%	0%	50.0%	54.3%	18.8%	26.7%
<b>#19 American higher ed shows strong class bias</b>	60.0%	0%	40.0%	55.1%	13.0%	31.6%
<b>#32 Sports clichés</b>	53.6%	9.1%	37.1%	51.6%	10.0%	38.3%
<b>#21 America as warrior nation</b>	58.8%	5.9%	35.2%	58.9%	7.6%	33.1%
<b>#14 Malls lead to consumerism</b>	51.2%	14.6%	34.1%	59.0%	11.1%	29.7%
<b>#3 Zoos conceal human antagonism to animals</b>	60.8%	10.0%	29.1%	61.8%	10.2%	27.8%
<b>#35 Living wage</b>	64.0%	6.8%	29.0%	64.3%	7.81%	27.8%
<b>#9 Consumerism should not be spread</b>	64.0%	7.5%	28.4%	63.3%	8.16%	28.5%
<b>#12 Overworked employees</b>	65.5%	7.9%	26.5%	65.6%	8.63%	25.6%
<b>#36 McDonaldization</b>	63.9%	10.4%	25.5%	62.9%	13.4%	23.5%
<b>#7 Taking photos of private citizens is unethical</b>	64.1%	10.6%	25.2%	63.1%	10.4%	26.4%
<b>#37 Immigration nation</b>	67.1%	8.0%	24.8%	66.5%	7.94%	25.5%
<b>#34 Nebraska farmers</b>	68.6%	7.4%	23.9%	66.8%	7.36%	25.7%
<b>#8 “Schools for Scandal”</b>	67.8%	10.2%	21.8%	64.9%	11.1%	23.8%
<b>#33 Video games</b>	67.0%	12.2%	20.4%	65.9%	12.3%	21.5%
<b>#30 Web makes research appear easy</b>	70.4%	10.5%	18.9%	69.1%	11.1%	19.6%
<b>#4 Read vs television</b>	64.8%	18.9%	16.2%	61.3%	10.8%	27.7%
<b>#10 American idea of success is acquisition of goods</b>	50.0%	50.0%	0%	62.0%	7.61%	30.2%
<b>#15 Television undermines book reading</b>	100%	0%	0%	64.6%	12.0%	23.2%
<b>#20 Racial hate messages on campus</b>	50.0%	50.0%	0%	64.4%	10.4%	25.1%
<b>Total %</b>	65.2%	9.3%	25.4%	63.3%	10.0%	26.6%
<b>N =</b>	3159	451	1231	7599	1205	3197

Females struggled most with Topics 26, information age, and 19, American higher ed shows strong class bias, in 2007-2009 and 2003-2009. Females struggled least with Topics 10, American idea of success is acquisition of goods; 15, television undermines book reading; and 20, racial hate messages on campus. However, all five of these topics had low usage among females. Topic 14, malls lead to consumerism, appeared fifth from highest in the Females Only

needs work rankings, 8.7% above the Females Only average for all topics, and third from lowest in the Males Only rankings list, 5.9% below the Males Only needs work average for all topics. Topic 14 should continue to be monitored for trends suggesting gender bias. Several other topics showed above average percentages for needs work ratings among females for 2007-2009: Topics 3, 35, 9, 12, and 36.

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

As reported in section IV.A.3.b., in 2007-2009 multi-lingual writers (L2) earned needs work ratings at the Tier I level about twice as often as first language writers (L1), and at Tier II, L2 writers earned needs work ratings about three times as often as the overall population of Portfolio participants, which is consistent with historical findings from previous reporting periods. Data in this section (IV.B.3.a.) confirmed the high rate of needs work ratings for L2 writers. Reviewing ratings by topic allows the Writing Assessment Office to identify topics that may cause L2 writers to experience an even greater chance of earning needs work ratings.

At Tier I, percentages of needs work ratings by topic in 2007-2009 were similar to those of 2003-2009. L2 writers struggled most with Topic 21, America as warrior nation, and Topic 3, zoos conceal human antagonism to animals. Ranked in the upper two-thirds of difficulty for L2 writers as indicated by needs work ratings, the following topics should continue to be monitored: 26, information age; 32, sports clichés; 14, malls lead to consumerism; 12, overworked employees; 34, Nebraska farmers; 33, video games; 4, read vs television; 7, taking photos of private citizens is unethical; 36, McDonaldization; and 37, immigration nation. Similar to the general population, there seems to be little consistency among reporting periods regarding which topics prove to be the most difficult for L2 writers.

#### **Tier I Ratings, Ranked by Needs Work: L2 Students Only, 2003-2009**

Topic	2007-2009			2003-2009		
	AC	EX	NW	AC	EX	NW
<b>#21 America as warrior nation</b>	16.6%	0%	83.3%	35.8%	3.8%	60.3%
<b>#3 Zoos conceal human antagonism to animals</b>	25.0%	5.0%	70.0%	43.5%	3.4%	53.1%
<b>#26 Information age</b>	0%	33.3%	66.6%	33.3%	13.3%	53.3%
<b>#32 Sports clichés</b>	29.2%	7.3%	63.4%	34.7%	4.2%	61.1%
<b>#14 Malls lead to consumerism</b>	40.0%	0%	60.0%	34.6%	5.1%	60.2%

	2007-2009			2003-2009		
Topic	AC	EX	NW	AC	EX	NW
#12 Overworked employees	39.0%	3.1%	57.8%	40.4%	7.1%	52.3%
#34 Nebraska farmers	41.9%	1.2%	56.7%	40.6%	1.7%	57.6%
#33 Video games	41.9%	2.7%	55.3%	38.4%	4.0%	57.6%
#4 Read vs television	41.1%	5.9%	52.9%	49.0%	9.1%	41.8%
#7 Taking photos of private citizens is unethical	39.7%	7.7%	52.5%	38.7%	4.1%	57.1%
#36 McDonaldization	42.7%	6.3%	51.0%	46.0%	5.0%	48.9%
#37 Immigration nation	46.5%	4.5%	48.8%	46.5%	4.7%	48.8%
#35 Living wage	50%	2.6%	47.3%	43.3%	4.4%	52.2%
#9 Consumerism should not be spread	50.6%	3.7%	45.6%	43.1%	6.9%	50.0%
#8 "Schools for Scandal"	56.0%	0%	44.0%	48.5%	2.4%	49.1%
#30 Web makes research appear easy	53.4%	3.4%	43.1%	44.4%	4.8%	50.7%
Total %	43.7%	3.9%	52.3%	42.0%	4.7%	53.2%
N =	403	36	482	818	91	1036

#### 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 2007-2009 and 2003-2009. The total number of ratings reverting to pass in 2007-2009 increased 0.6% over the 2003-2009 percentages. Several topics showed significantly higher rates of reverting to pass at Tier II during the 2007-2009 reporting period when compared to 2003-2009: Topic 15, television undermines book reading (23.9%); Topic 19, American higher ed shows strong class (13.5%); Topic 4, read vs television (12.9%); Topic 14, malls lead to consumerism (8.9%); and Topic 34, Nebraska farmers (7.2%). Topics that showed the greatest decrease in needs work ratings at Tier I that reverted to pass ratings at the Tier II (Final) rating were Topic 10, American idea of success is acquisition of goods (28.2%), and Topic 26, information age (18.7%).

### Tier II Ratings, Ranked by Percent Reverting to Pass: All Students, 2003-2009

Topic	2007-2009				2003-2009			
	AC	EX	NW	Reverting to Pass	AC	EX	NW	Reverting to Pass
#15 Television undermines book reading	81.4%	11.6%	6.92%	73.9%	77.7%	11.1%	11.1%	50%
#10 American idea of success is acquisition of goods	82.3%	7.33%	10.3%	71.8%	90.9%	9.09%	0%	100%
#9 Consumerism should not be spread	83.0%	7.72%	9.24%	70.1%	83.8%	7.78%	8.41%	71.5%
#35 Living wage	85.0%	6.16%	8.81%	69.7%	86.7%	4.54%	8.73%	70.2%
#4 Read vs television	81.9%	7.90%	10.1%	69.1%	74.0%	16.8%	9.09%	56.2%
#21 America as warrior nation	79.6%	8.27%	12.1%	68.1%	74.4%	12.7%	12.7%	70.0%
#12 Overworked employees	84.3%	6.54%	9.10%	66.8%	84.2%	6.31%	9.40%	66.1%
#34 Nebraska farmers	84.5%	5.69%	9.73%	65.8%	83.0%	6.08%	10.8%	58.6%
#8 "Schools for Scandal"	80.4%	9.30%	10.2%	64.8%	83.2%	8.06%	8.67%	65.8%
#33 Video games	80.8%	9.68%	9.47%	64.4%	81.4%	9.21%	9.30%	64.9%
#37 Immigration nation	82.2%	7.33%	10.3%	64.2%	84.0%	6.80%	9.11%	67.9%
#19 American higher ed shows strong class bias	79.2%	7.5%	13.2%	63.5%	84.6%	0%	15.3%	50.0%
#36 McDonaldization	81.9%	7.88%	10.1%	63.3%	82.7%	6.60%	10.6%	63.6%
#7 Taking photos of private citizens is unethical	80.6%	8.16%	11.1%	62.8%	84.0%	7.43%	8.50%	66.9%
#3 Zoos conceal human antagonism to animals	79.7%	8.45%	11.7%	62.2%	78.8%	8.40%	12.7%	60.0%
#32 Sports clichés	79.8%	5.93%	14.2%	62.0%	80.4%	6.91%	12.6%	66.4%
#26 Information age	76.1%	10.9%	12.8%	61.3%	94.7%	0%	5.26%	80.0%
#30 Web makes research appear easy	83.1%	7.17%	9.65%	60.9%	85.8%	6.48%	7.66%	64.8%
#14 Malls lead to consumerism	78.7%	6.69%	14.5%	58.9%	73.1%	7.46%	19.4%	50.0%
#20 Racial hate messages on campus	78.7%	7.43%	13.7%	55.6%	75.0%	12.5%	12.5%	50.0%
<b>Total %</b>	81.6%	7.73%	10.6%	65.1%	83.2%	7.15%	9.56%	65.7%
<b>N =</b>	18748	1777	2436	4274	7738	665	889	1658

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

One hundred thirteen (113) raters from 35 departments participated in the Writing Portfolio Rating Corps in 2007-2009. This represents an increase over the previous reporting period of 52 raters and 8 departments. 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 4,200 different courses, and were read and signed off by instructional faculty. For this purpose, instructors re-read papers they assigned for their own classes and judged 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**

	<b>Total Raters</b>	<b>Non-English</b>	<b>English or Writing Program</b>
<b>2007-2009</b>	113	79	34

More than two-thirds of all raters came from outside the English/Writing Program in 2007-2009. Eleven (11) new departments were represented, while 3 departments discontinued representation. New participants from sciences, mathematics, performing and fine arts, management, and teaching and learning communities increased the disciplinary diversity of the Rating Corps. This reverses a trend of attrition seen among raters in the 2005-2007 reporting period. Recruitment efforts for the 2007-2009 are to be commended. The productive approach to recruitment from all departments should continue, with strong emphasis placed on increasing and stabilizing the proportion of Non-English to English/Writing Program raters, specifically among the sciences and mathematics disciplines. 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, 2003-2009

	2003-2009 n = 27,145	2008-2009 n = 4,995	2007-2008 n = 4,911	2006-2007 n = 4,351	2005-2006 n = 4,758	2004-2005 n = 4,109	2003-2004 n = 4,021
1. Pass/Not Read	47.4%	51.1%	53.4%	52.1%	49.7%	36.3%	39.4%
2. Pass/Pass	42.9%	44.9%	41.1%	40.9%	42.1%	41.5%	46.4%
3. Pass/Distinction	8.9%	9.7%	9.2%	10.2%	9.7%	7.7%	6.9%
4. Pass/Needs Work	10.5%	9.6%	13.3%	12.5%	10.1%	9.4%	7.5%
5. Distinction/Pass	6.1%	6.0%	5.7%	6.7%	5.6%	5.2%	7.3%
6. Distinction/Distinction	2.9%	2.3%	2.6%	3.0%	3.6%	3.0%	3.2%
7. Needs Work/Pass	18.0%	17.8%	17.2%	16.8%	18.0%	20.2%	18.1%
8. Needs Work/Needs Work	9.8%	8.9%	9.6%	9.1%	10.1%	11.9%	9.5%

Rating sequences over the past six years have been fairly consistent. A trend toward a higher percentage of Pass/Distinction began in 2005-2006 and stabilized somewhat from 2005 to 2009. A trend toward leveling in Pass/Not Read paralleled the Pass/Distinction increase over the same time period. In 2008-2009, an upward trend in Pass/Needs Work reversed, declining 3.7% in the one-year reporting period. In 2003-2004, a trend began toward a lower percentage of Distinction/Distinction ratings, with a trend toward a lower percentage of Needs Work/Needs Work ratings beginning in 2005-2006. The 2007-2009 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 language status will prejudice the reading corps. During the evaluation of the timed writing in the Tier I rating sequence, the identities of all are concealed. Raters are therefore unaware of specific language backgrounds of students. The anonymity of each student'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), 2003-2009**

	<b>2003-2009 n = 2,505</b>	<b>2008-2009 n = 542</b>	<b>2007-2008 n = 395</b>	<b>2006-2007 n = 373</b>	<b>2005-2006 n = 381</b>	<b>2004-2005 n = 438</b>	<b>2003-2004 n = 376</b>
<b>1. Pass/Not Read</b>	32.0%	37.4%	35.9%	36.4%	32.2%	23.9%	25.0%
<b>2. Pass/Pass</b>	23.1%	25.8%	20.0%	23.0%	19.1%	22.3%	25.7%
<b>3. Pass/Distinction</b>	2.3%	3.0%	2.5%	1.9%	1.8%	1.8%	2.7%
<b>4. Pass/Needs Work</b>	15.6%	17.3%	17.9%	17.4%	17.5%	13.2%	10.6%
<b>5. Distinction/Pass</b>	2.7%	1.8%	3.0%	3.8%	2.6%	3.2%	1.9%
<b>6. Distinction/Distinction</b>	1.2%	0.7%	1.8%	0.8%	2.1%	0.7%	1.3%
<b>7. Needs Work/Pass</b>	23.6%	25.8%	24.0%	19.5%	22.0%	23.9%	25.5%
<b>8. Needs Work/Needs Work</b>	30.5%	24.3%	30.3%	32.7%	34.3%	34.2%	29.5%

Compared to rating sequences for all students, multi-lingual writers have consistently shown a higher percentage of final needs work ratings (see section IV.A.3.b). Data for 2003-2009 show that L2 students' portfolios were rated Needs Work/Needs Work three times more often than those of all students, and Pass/Pass half as often as all students. For 2003-2009, L2 student portfolios were rated Needs Work/Pass 1.3 times more often and Pass/Needs Work 1.5 times more often than all students. When compared to the 2003-2009 averages for L2 writers only, Pass/Not Read ratings for L2 writers increased 5.4% in 2007-2009, and Needs Work/Needs Work ratings declined 6.2%.

## Appendix A: 2007-2009 Portfolio Readers Listed by Department

<b>American Studies</b>
Bergfeld, Sarah E
Dublin, Leola
Wilson, Sky E
<b>Apparel, Merchandising, Design and Textiles</b>
Khoza, Lombuso S
<b>Animal Sciences</b>
McLean, Derek J
McNamara, John P
Nelson, Mark L
<b>Anthropology</b>
Baksi, Shila
Fancher, Jason M
Horton, Elizabeth A
Spencer-Curtis, Dena
<b>Architecture</b>
Michael, Sean
Rahmani, Ayad B
<b>Biological Sciences</b>
Marshall, Bethany
Miller, Don E
Omoto, Charlotte K
<b>Center for Teaching, Learning, and Technology</b>
Yeidel, Joshua E
<b>Civil Engineering</b>
Wells, Carl V
<b>Communications</b>
Irby, Lisa M
Kelly, Hugh J
Peterson, Jeffery C

<b>Comparative Ethnic Studies</b>
Christen, Kimberly A
Guerrero, Lisa
Hentges, Sarah D
Lugo-Lugo, Carmen R
<b>Distance Programs</b>
Almdale, Jaqueline
<b>Education</b>
Brown, Keisha Y
Durrant, Sue M
<b>Education Leadership and Counseling Psychology</b>
Neider, Xyanthe N
<b>English</b>
Anderson, Mary P
Anthony, Jared J
Arola, Kristin L
Arosteguy, Katie O'Donnell
Bell, Nancy D
Bodley, Antonie
Butler, Todd W
Clark, David C
Dietrich, Rhonda M
Drews, Marie I
Eshelman, Jared G
Evans, Donna J
Gubele, Rosene R
Haendiges, James A
Hawley, Hilary L
Hillebrand, Romana
Holmes, Caitlin C
Kellejian, Kristine E
Kittell, Linda A
Luders, Lesa
Maucione, Jessica L

McCarthy, Andrew D
McCarthy, Jessica E
Meloni, Julie C
Moore, Emily
Pang, Hanzhou
Petersen, Jerry L
Richardson, Robert K
Sena, Leslie Jo
Theile, Verena
<b>Environmental Science</b>
Beall, Allyson M
Hinman, George
<b>Fine Arts</b>
Deprano, Mario K
Helm, Tamara Diane
Lee, Pamela Awana
<b>Foreign Languages</b>
Gonzalez, Eloy R
<b>General Studies</b>
Chow, Yung-Hwa Anna
<b>Health Science</b>
Robertello, Kimberly M
<b>History</b>
Chan, Roger Y M
Faunce, Ken
Habib, Douglas F
Van Lanen, Amanda L
Vetter, Susan M
<b>Honors College</b>
Cassleman, Jessica
<b>Horticulture and Landscape Architecture</b>
Fellman, John K
Hiller, Larry K

<b>Hospitality Business Management</b>
Kim, Hyun Jeong
<b>Human Development</b>
Seeley, Carol-Anne
<b>Interior Design</b>
Ryan, Kathleen A
<b>Mathematics</b>
Jacobs, Christina L
<b>Music</b>
Scott, Shannon
<b>Natural Resource Sciences</b>
Zamora, Benjamin A
<b>Pharmacy</b>
Reynolds, Jonathan K
<b>Philosophy</b>
Zimmerman, Paul E
<b>Political Science</b>
Lenze, Paul E Jr
Mellen, Robbin B Jr
Stehr, Steven D
Weber, Edward P
<b>Psychology</b>
Howell, Lisa A
Wiediger, Matthew D
Wiediger, Roberta V
<b>Sociology</b>
Crowe, Jessica A
Cutler, Kristin A
Garcia, Mary H
Kmec, Julie
Macmillan, Craig W
Oakley, Christine K
Sanders, James P

Whitley, Sarah L
<b>Teaching &amp; Learning</b>
Hall, Leslie D
<b>Writing Program</b>
Johnson, Patrick D
Johnson-Shull, Lisa A
Kelly-Riley, Diane O
Ritter, Anne K

## Appendix B: Portfolio Performance by Major and Language Status, 2007-2009

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 Agricultural, Human, and Natural Resource Sciences

			Tier I Reading						Tier II (Final) Reading					
Major & Language		n =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Agribusiness	L1	63	39	61.9%	2	3.2 %	22	34.9%	53	84.1%	4	6.3 %	6	9.5 %
	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 %
Agricultural Business and Technology Systems	L1	15	8	53.3%	0	0.0 %	7	46.7%	12	80.0%	0	0.0 %	3	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 %
Animal Sciences	L1	116	67	57.8%	11	9.5 %	38	32.8%	95	81.9%	11	9.5 %	10	8.6 %
	L2	12	7	58.3%	0	0.0 %	5	41.7%	10	83.3%	1	8.3 %	1	8.3 %
	UR	10	6	60.0%	3	30.0%	1	10.0%	9	90.0%	1	10.0%	0	0.0 %
Apparel, Merchandising, Design & Textiles	L1	144	91	63.2%	10	6.9 %	43	29.9%	129	89.6%	5	3.5 %	10	6.9 %
	L2	8	2	25.0%	0	0.0 %	6	75.0%	2	25.0%	0	0.0 %	6	75.0%
	UR	7	4	57.1%	0	0.0 %	3	42.9%	6	85.7%	0	0.0 %	1	14.3%
Crop Science	L1	19	11	57.9%	1	5.3 %	7	36.8%	16	84.2%	0	0.0 %	3	15.8%
	L2	2	1	50.0%	0	0.0 %	1	50.0%	1	50.0%	0	0.0 %	1	50.0%
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Economics	L1	55	35	63.6%	5	9.1 %	15	27.3%	49	89.1%	1	1.8 %	5	9.1 %
	L2	24	9	37.5%	0	0.0 %	15	62.5%	15	62.5%	0	0.0 %	9	37.5%
	UR	4	2	50.0%	1	25.0%	1	25.0%	1	25.0%	1	25.0%	2	50.0%
Food Science	L1	40	34	85.0%	2	5.0 %	4	10.0%	37	92.5%	3	7.5 %	0	0.0 %
	L2	4	0	0.0 %	0	0.0 %	4	100.0%	2	50.0%	0	0.0 %	2	50.0%
	UR	6	4	66.7%	0	0.0 %	2	33.3%	6	100.0%	0	0.0 %	0	0.0 %
Forest Management	L1	10	7	70.0%	0	0.0 %	3	30.0%	9	90.0%	0	0.0 %	1	10.0%
	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 %
Horticulture	L1	30	19	63.3%	1	3.3 %	10	33.3%	27	90.0%	1	3.3 %	2	6.7 %
	L2	5	3	60.0%	0	0.0 %	2	40.0%	4	80.0%	0	0.0 %	1	20.0%
	UR	3	1	33.3%	2	66.7%	0	0.0 %	2	66.7%	1	33.3%	0	0.0 %
Human Development	L1	277	175	63.2%	14	5.1 %	88	31.8%	240	86.6%	11	4.0 %	26	9.4 %
	L2	18	10	55.6%	0	0.0 %	8	44.4%	12	66.7%	1	5.6 %	5	27.8%
	UR	17	10	58.8%	1	5.9 %	6	35.3%	11	64.7%	3	17.6%	3	17.6%

Interior Design	L1	84	54	64.3%	8	9.5 %	22	26.2%	75	89.3%	3	3.6 %	6	7.1 %
	L2	16	8	50.0%	0	0.0 %	8	50.0%	12	75.0%	0	0.0 %	4	25.0%
	UR	6	4	66.7%	0	0.0 %	2	33.3%	5	83.3%	0	0.0 %	1	16.7%
Landscape Architecture	L1	33	16	48.5%	4	12.1%	13	39.4%	24	72.7%	4	12.1%	5	15.2%
	L2	2	1	50.0%	0	0.0 %	1	50.0%	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 %
Natural Resource Sciences	L1	42	25	59.5%	3	7.1 %	14	33.3%	38	90.5%	2	4.8 %	2	4.8 %
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	UR	3	1	33.3%	0	0.0 %	2	66.7%	1	33.3%	0	0.0 %	2	66.7%
Wildlife Ecology	L1	28	15	53.6%	4	14.3%	9	32.1%	22	78.6%	4	14.3%	2	7.1 %
	L2	1	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%
	UR	1	0	0.0 %	0	0.0 %	1	100.0%	1	100.0%	0	0.0 %	0	0.0 %

### College of Business

		Tier I Reading							Tier II (Final) Reading					
Major & Language		n =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Accounting	L1	305	190	62.3%	26	8.5 %	89	29.2%	268	87.9%	14	4.6 %	23	7.5 %
	L2	76	24	31.6%	1	1.3 %	51	67.1%	46	60.5%	2	2.6 %	28	36.8%
	UR	20	15	75.0%	0	0.0 %	5	25.0%	18	90.0%	0	0.0 %	2	10.0%
Business Administration	L1	247	158	64.0%	18	7.3 %	71	28.7%	209	84.6%	9	3.6 %	29	11.7%
	L2	45	18	40.0%	2	4.4 %	25	55.6%	28	62.2%	1	2.2 %	16	35.6%
	UR	22	11	50.0%	5	22.7%	6	27.3%	19	86.4%	1	4.5 %	2	9.1 %
Entrepreneurship	L1	51	38	74.5%	5	9.8 %	8	15.7%	45	88.2%	3	5.9 %	3	5.9 %
	L2	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %
	UR	4	2	50.0%	1	25.0%	1	25.0%	3	75.0%	1	25.0%	0	0.0 %
Finance	L1	241	171	71.0%	19	7.9 %	51	21.2%	215	89.2%	10	4.1 %	16	6.6 %
	L2	56	17	30.4%	0	0.0 %	39	69.6%	35	62.5%	1	1.8 %	20	35.7%
	UR	10	7	70.0%	1	10.0%	2	20.0%	7	70.0%	2	20.0%	1	10.0%
Hospitality Business Management	L1	246	162	65.9%	24	9.8 %	60	24.4%	211	85.8%	10	4.1 %	25	10.2%
	L2	41	17	41.5%	1	2.4 %	23	56.1%	28	68.3%	1	2.4 %	12	29.3%
	UR	6	2	33.3%	1	16.7%	3	50.0%	3	50.0%	1	16.7%	2	33.3%
Human Resources	L1	8	5	62.5%	0	0.0 %	3	37.5%	6	75.0%	0	0.0 %	2	25.0%
	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 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%
International Business	L1	88	66	75.0%	9	10.2%	13	14.8%	80	90.9%	5	5.7 %	3	3.4 %
	L2	41	21	51.2%	0	0.0 %	20	48.8%	27	65.9%	0	0.0 %	14	34.1%
	UR	4	3	75.0%	0	0.0 %	1	25.0%	3	75.0%	0	0.0 %	1	25.0%
Management Information Systems	L1	183	128	69.9%	16	8.7 %	39	21.3%	165	90.2%	5	2.7 %	13	7.1 %
	L2	28	15	53.6%	1	3.6 %	12	42.9%	26	92.9%	0	0.0 %	2	7.1 %
	UR	11	10	90.9%	0	0.0 %	1	9.1 %	11	100.0%	0	0.0 %	0	0.0 %
Management and Operations	L1	272	180	66.2%	24	8.8 %	68	25.0%	232	85.3%	15	5.5 %	25	9.2 %
	L2	39	19	48.7%	5	12.8%	15	38.5%	29	74.4%	3	7.7 %	7	17.9%
	UR	14	11	78.6%	0	0.0 %	3	21.4%	13	92.9%	0	0.0 %	1	7.1 %
Marketing	L1	184	124	67.4%	10	5.4 %	50	27.2%	169	91.8%	5	2.7 %	10	5.4 %
	L2	22	6	27.3%	0	0.0 %	16	72.7%	10	45.5%	0	0.0 %	12	54.5%
	UR	8	5	62.5%	2	25.0%	1	12.5%	7	87.5%	0	0.0 %	1	12.5%

### College of Communication

		Tier I Reading							Tier II (Final) Reading					
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Communication	L1	788	531	67.4%	87	11.0%	170	21.6%	686	87.1%	47	6.0 %	55	7.0 %
	L2	34	15	44.1%	5	14.7%	14	41.2%	22	64.7%	3	8.8 %	9	26.5%
	UR	36	27	75.0%	3	8.3 %	6	16.7%	29	80.6%	1	2.8 %	6	16.7%
Journalism	L1	13	10	76.9%	1	7.7 %	2	15.4%	11	84.6%	1	7.7 %	1	7.7 %
	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 %

### 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	21	13	61.9%	2	9.5 %	6	28.6%	17	81.0%	2	9.5 %	2	9.5 %
	L2	2	1	50.0%	0	0.0 %	1	50.0%	2	100.0%	0	0.0 %	0	0.0 %
	UR	1	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%
Education	L1	459	313	68.2%	34	7.4 %	112	24.4%	400	87.1%	30	6.5 %	29	6.3 %
	L2	21	16	76.2%	0	0.0 %	5	23.8%	17	81.0%	1	4.8 %	3	14.3%
	UR	27	18	66.7%	3	11.1%	6	22.2%	24	88.9%	2	7.4 %	1	3.7 %
Health & Fitness	L1	39	20	51.3%	4	10.3%	15	38.5%	34	87.2%	2	5.1 %	3	7.7 %
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	UR	2	1	50.0%	0	0.0 %	1	50.0%	2	100.0%	0	0.0 %	0	0.0 %
Leadership Studies	L1	17	14	82.4%	0	0.0 %	3	17.6%	13	76.5%	2	11.8%	2	11.8%
	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 %
Movement Studies	L1	150	105	70.0%	9	6.0 %	36	24.0%	132	88.0%	7	4.7 %	11	7.3 %
	L2	11	1	9.1 %	0	0.0 %	10	90.9%	7	63.6%	0	0.0 %	4	36.4%
	UR	8	6	75.0%	0	0.0 %	2	25.0%	7	87.5%	0	0.0 %	1	12.5%
Sport Management	L1	116	83	71.6%	3	2.6 %	30	25.9%	102	87.9%	3	2.6 %	11	9.5 %
	L2	10	4	40.0%	0	0.0 %	6	60.0%	5	50.0%	0	0.0 %	5	50.0%
	UR	5	3	60.0%	0	0.0 %	2	40.0%	5	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	134	89	66.4%	14	10.4%	31	23.1%	115	85.8%	12	9.0 %	7	5.2 %
	L2	18	6	33.3%	2	11.1%	10	55.6%	11	61.1%	1	5.6 %	6	33.3%
	UR	7	2	28.6%	1	14.3%	4	57.1%	5	71.4%	1	14.3%	1	14.3%
Bioengineering	L1	30	22	73.3%	4	13.3%	4	13.3%	26	86.7%	4	13.3%	0	0.0 %
	L2	6	2	33.3%	0	0.0 %	4	66.7%	4	66.7%	1	16.7%	1	16.7%
	UR	2	1	50.0%	1	50.0%	0	0.0 %	1	50.0%	1	50.0%	0	0.0 %
Chemical Engineering	L1	46	34	73.9%	3	6.5 %	9	19.6%	41	89.1%	2	4.3 %	3	6.5 %
	L2	6	4	66.7%	1	16.7%	1	16.7%	5	83.3%	0	0.0 %	1	16.7%
	UR	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %
Civil Engineering	L1	293	196	66.9%	23	7.8 %	74	25.3%	240	81.9%	24	8.2 %	29	9.9 %
	L2	44	17	38.6%	2	4.5 %	25	56.8%	26	59.1%	2	4.5 %	16	36.4%
	UR	15	8	53.3%	2	13.3%	5	33.3%	11	73.3%	1	6.7 %	3	20.0%
Computer Engineering	L1	31	21	67.7%	4	12.9%	6	19.4%	26	83.9%	2	6.5 %	3	9.7 %
	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 %
Computer Science	L1	118	70	59.3%	15	12.7%	33	28.0%	93	78.8%	15	12.7%	10	8.5 %
	L2	24	9	37.5%	1	4.2 %	14	58.3%	13	54.2%	2	8.3 %	9	37.5%
	UR	15	12	80.0%	1	6.7 %	2	13.3%	12	80.0%	3	20.0%	0	0.0 %
Construction Management	L1	104	65	62.5%	7	6.7 %	32	30.8%	89	85.6%	6	5.8 %	9	8.7 %
	L2	4	3	75.0%	0	0.0 %	1	25.0%	3	75.0%	0	0.0 %	1	25.0%
	UR	6	5	83.3%	0	0.0 %	1	16.7%	6	100.0%	0	0.0 %	0	0.0 %
Electrical Engineering	L1	134	89	66.4%	13	9.7 %	32	23.9%	113	84.3%	11	8.2 %	10	7.5 %
	L2	34	12	35.3%	1	2.9 %	21	61.8%	17	50.0%	1	2.9 %	16	47.1%
	UR	20	12	60.0%	2	10.0%	6	30.0%	17	85.0%	1	5.0 %	2	10.0%
Materials Science Engineering	L1	23	14	60.9%	1	4.3 %	8	34.8%	21	91.3%	1	4.3 %	1	4.3 %
	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 %
Mechanical Engineering	L1	305	187	61.3%	28	9.2 %	90	29.5%	267	87.5%	11	3.6 %	27	8.9 %
	L2	27	7	25.9%	0	0.0 %	20	74.1%	21	77.8%	0	0.0 %	6	22.2%
	UR	28	16	57.1%	1	3.6 %	11	39.3%	25	89.3%	2	7.1 %	1	3.6 %

## College of Liberal Arts

		Tier I Reading							Tier II (Final) Reading					
Major & Language	n =	Pass		Pass with Distinction		Needs Work			Pass		Pass with Distinction		Needs Work	
Anthropology	L1	70	44	62.9%	13	18.6%	13	18.6%	58	82.9%	10	14.3%	2	2.9 %
	L2	3	3	100.0%	0	0.0 %	0	0.0 %	3	100.0%	0	0.0 %	0	0.0 %
	UR	5	3	60.0%	1	20.0%	1	20.0%	4	80.0%	1	20.0%	0	0.0 %
Criminal Justice	L1	261	186	71.3%	9	3.4 %	66	25.3%	227	87.0%	9	3.4 %	25	9.6 %
	L2	28	15	53.6%	1	3.6 %	12	42.9%	20	71.4%	1	3.6 %	7	25.0%
	UR	19	10	52.6%	2	10.5%	7	36.8%	15	78.9%	1	5.3 %	3	15.8%
Digital Technology & Culture	L1	165	112	67.9%	12	7.3 %	41	24.8%	143	86.7%	12	7.3 %	10	6.1 %
	L2	9	6	66.7%	0	0.0 %	3	33.3%	8	88.9%	0	0.0 %	1	11.1%
	UR	16	10	62.5%	2	12.5%	4	25.0%	11	68.8%	3	18.8%	2	12.5%
English	L1	210	146	69.5%	35	16.7%	29	13.8%	155	73.8%	52	24.8%	3	1.4 %
	L2	13	5	38.5%	5	38.5%	3	23.1%	7	53.8%	4	30.8%	2	15.4%
	UR	17	10	58.8%	3	17.6%	4	23.5%	13	76.5%	3	17.6%	1	5.9 %
Fine Arts	L1	71	44	62.0%	8	11.3%	19	26.8%	58	81.7%	5	7.0 %	8	11.3%
	L2	11	5	45.5%	0	0.0 %	6	54.5%	7	63.6%	0	0.0 %	4	36.4%
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
History	L1	232	167	72.0%	29	12.5%	36	15.5%	191	82.3%	32	13.8%	9	3.9 %
	L2	6	4	66.7%	0	0.0 %	2	33.3%	5	83.3%	0	0.0 %	1	16.7%
	UR	15	12	80.0%	1	6.7 %	2	13.3%	15	100.0%	0	0.0 %	0	0.0 %
Music	L1	54	33	61.1%	6	11.1%	15	27.8%	42	77.8%	6	11.1%	6	11.1%
	L2	3	1	33.3%	0	0.0 %	2	66.7%	1	33.3%	0	0.0 %	2	66.7%
	UR	3	3	100.0%	0	0.0 %	0	0.0 %	3	100.0%	0	0.0 %	0	0.0 %
Philosophy	L1	42	23	54.8%	9	21.4%	10	23.8%	27	64.3%	12	28.6%	3	7.1 %
	L2	2	0	0.0 %	1	50.0%	1	50.0%	1	50.0%	1	50.0%	0	0.0 %
	UR	3	1	33.3%	2	66.7%	0	0.0 %	1	33.3%	2	66.7%	0	0.0 %
Political Science	L1	213	149	70.0%	25	11.7%	39	18.3%	190	89.2%	17	8.0 %	6	2.8 %
	L2	13	10	76.9%	0	0.0 %	3	23.1%	11	84.6%	0	0.0 %	2	15.4%
	UR	17	13	76.5%	4	23.5%	0	0.0 %	12	70.6%	5	29.4%	0	0.0 %
Psychology	L1	608	422	69.4%	54	8.9 %	132	21.7%	524	86.2%	46	7.6 %	38	6.3 %
	L2	42	24	57.1%	3	7.1 %	15	35.7%	33	78.6%	1	2.4 %	8	19.0%
	UR	49	31	63.3%	6	12.2%	12	24.5%	40	81.6%	5	10.2%	4	8.2 %
Social Science	L1	349	230	65.9%	29	8.3 %	90	25.8%	300	86.0%	21	6.0 %	28	8.0 %
	L2	23	10	43.5%	2	8.7 %	11	47.8%	16	69.6%	2	8.7 %	5	21.7%
	UR	28	17	60.7%	7	25.0%	4	14.3%	21	75.0%	5	17.9%	2	7.1 %
Social Studies	L1	49	35	71.4%	3	6.1 %	11	22.4%	42	85.7%	2	4.1 %	5	10.2%
	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 %
Sociology	L1	184	114	62.0%	22	12.0%	48	26.1%	155	84.2%	7	3.8 %	22	12.0%
	L2	22	8	36.4%	0	0.0 %	14	63.6%	16	72.7%	1	4.5 %	5	22.7%
	UR	7	3	42.9%	2	28.6%	2	28.6%	6	85.7%	0	0.0 %	1	14.3%
Spanish	L1	31	26	83.9%	2	6.5 %	3	9.7 %	28	90.3%	3	9.7 %	0	0.0 %
	L2	7	1	14.3%	1	14.3%	5	71.4%	2	28.6%	0	0.0 %	5	71.4%
	UR	3	0	0.0 %	2	66.7%	1	33.3%	0	0.0 %	1	33.3%	2	66.7%

### College of Liberal Arts--continued

		Tier I Reading							Tier II (Final) Reading					
Major & Language	n =	Pass		Pass with Distinction		Needs Work			Pass		Pass with Distinction		Needs Work	
Speech & Hearing Sciences	L1	63	42	66.7%	5	7.9 %	16	25.4%	51	81.0%	4	6.3 %	8	12.7%
	L2	3	2	66.7%	0	0.0 %	1	33.3%	3	100.0%	0	0.0 %	0	0.0 %
	UR	6	6	100.0%	0	0.0 %	0	0.0 %	5	83.3%	1	16.7%	0	0.0 %
Theatre	L1	33	20	60.6%	4	12.1%	9	27.3%	27	81.8%	3	9.1 %	3	9.1 %
	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 %	0	0.0 %	1	100.0%	0	0.0 %
Women's Studies	L1	13	7	53.8%	3	23.1%	3	23.1%	10	76.9%	2	15.4%	1	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 %

### 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	
Nursing	L1	413	285	69.0%	38	9.2 %	90	21.8%	356	86.2%	38	9.2 %	19	4.6 %
	L2	75	41	54.7%	4	5.3 %	30	40.0%	61	81.3%	1	1.3 %	13	17.3%
	UR	44	25	56.8%	2	4.5 %	17	38.6%	35	79.5%	6	13.6%	3	6.8 %

### 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	
Dietetics	L1	29	18	62.1%	4	13.8%	7	24.1%	29	100.0%	0	0.0 %	0	0.0 %
	L2	1	0	0.0 %	0	0.0 %	1	100.0%	1	100.0%	0	0.0 %	0	0.0 %
	UR	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %
Pharmacy	L1	60	40	66.7%	8	13.3%	12	20.0%	55	91.7%	4	6.7 %	1	1.7 %
	L2	16	8	50.0%	2	12.5%	6	37.5%	12	75.0%	1	6.3 %	3	18.8%
	UR	5	1	20.0%	0	0.0 %	4	80.0%	4	80.0%	0	0.0 %	1	20.0%

## College of Sciences

		Tier I Reading							Tier II (Final) Reading					
Major & Language		n =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Biological Chemistry	L1	50	37	74.0%	5	10.0%	8	16.0%	39	78.0%	9	18.0%	2	4.0 %
	L2	13	9	69.2%	0	0.0 %	4	30.8%	11	84.6%	0	0.0 %	2	15.4%
	UR	3	3	100.0%	0	0.0 %	0	0.0 %	3	100.0%	0	0.0 %	0	0.0 %
Biology	L1	307	206	67.1%	39	12.7%	62	20.2%	261	85.0%	31	10.1%	15	4.9 %
	L2	44	27	61.4%	1	2.3 %	16	36.4%	36	81.8%	2	4.5 %	6	13.6%
	UR	27	17	63.0%	1	3.7 %	9	33.3%	22	81.5%	3	11.1%	2	7.4 %
Biotechnology	L1	19	13	68.4%	2	10.5%	4	21.1%	17	89.5%	0	0.0 %	2	10.5%
	L2	3	1	33.3%	0	0.0 %	2	66.7%	2	66.7%	0	0.0 %	1	33.3%
	UR	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Chemistry	L1	32	21	65.6%	2	6.3 %	9	28.1%	29	90.6%	2	6.3 %	1	3.1 %
	L2	3	1	33.3%	0	0.0 %	2	66.7%	3	100.0%	0	0.0 %	0	0.0 %
	UR	2	1	50.0%	0	0.0 %	1	50.0%	2	100.0%	0	0.0 %	0	0.0 %
Ecology	L1	14	9	64.3%	0	0.0 %	5	35.7%	11	78.6%	1	7.1 %	2	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 %
Environmental Science	L1	32	24	75.0%	1	3.1 %	7	21.9%	31	96.9%	1	3.1 %	0	0.0 %
	L2	4	1	25.0%	0	0.0 %	3	75.0%	4	100.0%	0	0.0 %	0	0.0 %
	UR	2	2	100.0%	0	0.0 %	0	0.0 %	1	50.0%	1	50.0%	0	0.0 %
Geology	L1	17	13	76.5%	1	5.9 %	3	17.6%	14	82.4%	1	5.9 %	2	11.8%
	L2	2	0	0.0 %	1	50.0%	1	50.0%	0	0.0 %	1	50.0%	1	50.0%
	UR	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %
Mathematics	L1	53	39	73.6%	5	9.4 %	9	17.0%	43	81.1%	7	13.2%	3	5.7 %
	L2	11	5	45.5%	0	0.0 %	6	54.5%	7	63.6%	0	0.0 %	4	36.4%
	UR	3	3	100.0%	0	0.0 %	0	0.0 %	3	100.0%	0	0.0 %	0	0.0 %
Microbiology	L1	60	42	70.0%	8	13.3%	10	16.7%	50	83.3%	8	13.3%	2	3.3 %
	L2	13	6	46.2%	0	0.0 %	7	53.8%	10	76.9%	0	0.0 %	3	23.1%
	UR	1	1	100.0%	0	0.0 %	0	0.0 %	1	100.0%	0	0.0 %	0	0.0 %
Physics	L1	37	25	67.6%	7	18.9%	5	13.5%	28	75.7%	6	16.2%	3	8.1 %
	L2	2	1	50.0%	0	0.0 %	1	50.0%	2	100.0%	0	0.0 %	0	0.0 %
	UR	3	2	66.7%	1	33.3%	0	0.0 %	2	66.7%	1	33.3%	0	0.0 %
Zoology	L1	112	72	64.3%	18	16.1%	22	19.6%	90	80.4%	16	14.3%	6	5.4 %
	L2	10	3	30.0%	0	0.0 %	7	70.0%	5	50.0%	0	0.0 %	5	50.0%
	UR	9	6	66.7%	0	0.0 %	3	33.3%	8	88.9%	0	0.0 %	1	11.1%

### College of Veterinary Sciences

		Tier I Reading							Tier II (Final) Reading					
Major & Language	n =	Pass		Pass with Distinction		Needs Work			Pass		Pass with Distinction		Needs Work	
Neuroscience	L1	48	35	72.9%	10	20.8%	3	6.3 %	32	66.7%	16	33.3%	0	0.0 %
	L2	9	5	55.6%	4	44.4%	0	0.0 %	6	66.7%	3	33.3%	0	0.0 %
	UR	9	6	66.7%	2	22.2%	1	11.1%	8	88.9%	1	11.1%	0	0.0 %

### General Studies

		Tier I Reading							Tier II (Final) Reading					
Major & Language	n =	Pass		Pass with Distinction		Needs Work			Pass		Pass with Distinction		Needs Work	
General Agriculture	L1	92	53	57.6%	8	8.7 %	31	33.7%	74	80.4%	3	3.3 %	15	16.3%
	L2	9	5	55.6%	0	0.0 %	4	44.4%	7	77.8%	0	0.0 %	2	22.2%
	UR	11	5	45.5%	2	18.2%	4	36.4%	10	90.9%	1	9.1 %	0	0.0 %
General Biology	L1	29	21	72.4%	5	17.2%	3	10.3%	27	93.1%	2	6.9 %	0	0.0 %
	L2	5	2	40.0%	0	0.0 %	3	60.0%	2	40.0%	0	0.0 %	3	60.0%
	UR	3	2	66.7%	0	0.0 %	1	33.3%	3	100.0%	0	0.0 %	0	0.0 %
General Education	L1	19	13	68.4%	3	15.8%	3	15.8%	15	78.9%	2	10.5%	2	10.5%
	L2	0	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	UR	7	6	85.7%	0	0.0 %	1	14.3%	7	100.0%	0	0.0 %	0	0.0 %
General Humanities	L1	117	72	61.5%	17	14.5%	28	23.9%	92	78.6%	20	17.1%	5	4.3 %
	L2	3	2	66.7%	0	0.0 %	1	33.3%	3	100.0%	0	0.0 %	0	0.0 %
	UR	19	10	52.6%	2	10.5%	7	36.8%	14	73.7%	3	15.8%	2	10.5%
General Medical Sciences	L1	29	18	62.1%	4	13.8%	7	24.1%	23	79.3%	4	13.8%	2	6.9 %
	L2	4	3	75.0%	1	25.0%	0	0.0 %	3	75.0%	1	25.0%	0	0.0 %
	UR	1	0	0.0 %	0	0.0 %	1	100.0%	1	100.0%	0	0.0 %	0	0.0 %
General Sciences	L1	238	165	69.3%	19	8.0 %	54	22.7%	198	83.2%	15	6.3 %	25	10.5%
	L2	16	4	25.0%	1	6.3 %	11	68.8%	10	62.5%	0	0.0 %	6	37.5%
	UR	14	8	57.1%	2	14.3%	4	28.6%	11	78.6%	2	14.3%	1	7.1 %
General Social Sciences	L1	14	5	35.7%	3	21.4%	6	42.9%	9	64.3%	3	21.4%	2	14.3%
	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 %

## Appendix C: Paper Submissions by Course 2007-2009

### College of Agricultural, Human, and Natural Resource Sciences

#### Agriculture

AGRI 215	2	AMT 108	29
AGRI 221	1	AMT 185	1
AGRI 222	4	AMT 203	1
		AMT 208	39
		AMT 210	36

#### Agriculture Economics

		AMT 211	19
		AMT 214	1
AGEC 201	1	AMT 215	71
AGEC 221	1	AMT 216	9
AGEC 311	3	AMT 220	95
AGEC 320	22	AMT 245	1
AGEC 330	1	AMT 291	1
AGEC 340	1	AMT 311	1
AGEC 350	16	AMT 314	32
AGEC 360	3	AMT 315	22
AGEC 361	2	AMT 318	3
AGEC 370	1	AMT 360	1
AGEC 402	1	AMT 368	3
AGEC420	9	AMT 391	7
AGEC 425	1	AMT 398	1
AGEC 438	3	AMT 408	5
AGEC 440	19	AMT 411	2
AGEC 450	5	AMT 413	16
AGEC 453	3	AMT 417	68
AGEC 460	1	AMT 420	162
AGEC 480	3	AMT 428	5
AGEC 490	11	AMT 429	4
AGEC 499	1	AMT 439	1

#### Agriculture Education

		AMT 450	1
		AMT 460	1
		AMT470	1
AGED 440	8	AMT471	1
		AMT490	6

#### Agriculture Technology and Management

		AMT491	1
		AMT498	1

#### Agriculture Technology and Management

AGTM 110	1		
AGTM 314	1		
AGTM 405	1		
AGTM 412	1		
AGTM 495	4		

#### Apparel, Merchandising, and Textiles

#### Animal Science

AS 101	9
AS 102	1
AS 103	2

AS 141	1	AS 380	4
AS 174	8	AS 395	1
AS 180	12	AS 399	5
AS 184	1	AS 403	2
AS 198	21	AS 408	7
AS 200	1	AS 420	1
AS 201	2	AS 428	1
AS 202	1	AS 435	1
AS 203	3	AS 440	5
AS 204	2	AS 450	1
AS 205	58	AS 464	6
AS 208	2	AS 466	6
AS 210	1	AS 468	3
AS 213	1	AS 473	2
AS 215	1	AS 474	5
AS 231	1	AS 481	1
AS 243	10	AS 483	1
AS 250	1	AS 487	1
AS 251	1	AS 488	1
AS 260	3	AS 499	4
AS 262	1		
AS 272	1	<b>Biological Systems Engineering</b>	
AS 284	1		
AS 285	66	BSYSE 110	1
AS 286	1	BSYSE 120	1
AS 300	3	BSYSE 130	1
AS 301	1	BSYSE 251	1
AS 305	1	BSYSE 320	1
AS 308	2	BSYSE 412	1
AS 309	1	BSYSE 484	1
AS 313	25		
AS 314	8	<b>Crops Science</b>	
AS 320	1		
AS 321	4	CROPS 101	30
AS 322	1	CROPS 102	12
AS 328	1	CROPS 150	1
AS 330	26	CROPS 201	5
AS 331	2	CROPS 202	18
AS 340	1	CROPS 206	1
AS 345	4	CROPS 215	1
AS 350	8	CROPS 301	37
AS 351	8	CROPS 302	2
AS 355	1	CROPS 305	18
AS 361	1	CROPS 336	1
AS 370	1	CROPS 360	29
AS 372	1	CROPS 404	1

CROPS 411	12
CROPS 413	2
CROPS 425	1
CROPS 445	2
CROPS 498	1
CROPS 499	3

### **Economics**

ECON 100	8
ECON 101	12
ECON 102	14
ECON 110	1
ECON 112	1
ECON 190	1
ECON 198	84
ECON 200	16
ECON 201	46
ECON 202	15
ECON 207	2
ECON 210	3
ECON 212	3
ECON 213	1
ECON 298	1
ECON 300	1
ECON 301	71
ECON 302	2
ECON 311	4
ECON 320	25
ECON 321	13
ECON 323	1
ECON 324	8
ECON 325	11
ECON 327	2
ECON 330	5
ECON 340	11
ECON 350	5
ECON 351	5
ECON 355	6
ECON 360	22
ECON 372	1
ECON 390	1
ECON 401	20
ECON 402	1
ECON 404	1
ECON 418	7

ECON 420	1
ECON 427	3
ECON 428	4
ECON 430	8
ECON 431	1
ECON 432	1
ECON 433	3
ECON 438	1
ECON 447	1
ECON 450	14
ECON 452	2
ECON 453	5
ECON 454	6
ECON 470	6
ECON 472	3
ECON 481	2
ECON 483	1
ECON 490	8
ECON 491	1

### **Economic Sciences**

ECONS 101	4
ECONS 102	14
ECONS 111	1
ECONS 140	1
ECONS 198	20
ECONS 200	7
ECONS 201	16
ECONS 202	8
ECONS 211	1
ECONS 213	1
ECONS 258	1
ECONS 301	1
ECONS 305	5
ECONS 311	6
ECONS 320	5
ECONS 321	7
ECONS 322	1
ECONS 323	5
ECONS 324	5
ECONS 325	5
ECONS 326	2
ECONS 327	1
ECONS 332	1
ECONS 335	5

ECONS 351	2
ECONS 352	3
ECONS 355	3
ECONS 372	2
ECONS 416	1
ECONS 428	4
ECONS 430	22
ECONS 450	7
ECONS 452	1
ECONS 454	2
ECONS 490	3
ECONS 497	1

### **Food Science and Human Nutrition**

FSHN 101	6
FSHN 110	1
FSHN 112	1
FSHN 113	4
FSHN 120	3
FSHN 121	11
FSHN 130	33
FSHN 161	1
FSHN 164	2
FSHN 200	1
FSHN 201	31
FSHN 210	2
FSHN 213	1
FSHN 220	23
FSHN 233	1
FSHN 250	2
FSHN 251	1
FSHN 303	1
FSHN 305	1
FSHN 320	1
FSHN 330	33
FSHN 331	8
FSHN 350	29
FSHN 380	4
FSHN 401	1
FSHN 405	2
FSHN 407	1
FSHN 410	4
FSHN 417	1
FSHN 420	3
FSHN 422	1

FSHN 426	6
FSHN 429	1
FSHN 430	1
FSHN 435	2
FSHN 436	5
FSHN 438	13
FSHN 460	4
FSHN 462	1
FSHN 465	2
FSHN 470	3
FSHN 499	1

### **Horticulture**

HORT 102	7
HORT 113	1
HORT 150	19
HORT 201	4
HORT 202	17
HORT 231	9
HORT 232	15
HORT 251	18
HORT 256	2
HORT 301	1
HORT 310	3
HORT 313	27
HORT 315	1
HORT 331	7
HORT 332	6
HORT 334	3
HORT 399	1
HORT 409	6
HORT 413	2
HORT 415	1
HORT 416	5
HORT 418	8
HORT 421	9
HORT 425	6
HORT 439	2
HORT 495	1
HORT 499	2

### **Human Development**

HD 101	240
HD 102	1

HD 104	1	HD 408	47
HD 107	1	HD 409	7
HD 136	1	HD 410	79
HD 200	1	HD 412	12
HD 201	102	HD 420	95
HD 202	38	HD 425	1
HD 203	129	HD 430	70
HD 204	268	HD 439	1
HD 205	214	HD 446	3
HD 209	1	HD 449	12
HD 210	3	HD 464	3
HD 211	1	HD 482	12
HD 230	1	HD 487	5
HD 240	1	HD 495	1
HD 250	1	HD 497	3
HD 252	1	HD 498	4
HD 262	1	HD 499	8
HD 295	1		
HD 300	249	<b>Integrated Pest Management</b>	
HD 301	263		
HD 302	264	IPM 452	6
HD 304	63	IPM 453	1
HD 305	94		
HD 306	1	<b>Interior Design</b>	
HD 310	134		
HD 320	86	ID 101	33
HD 324	2	ID 102	5
HD 330	5	ID 103	5
HD 334	10	ID 104	1
HD 340	58	ID 107	1
HD 341	40	ID 128	1
HD 342	30	ID 152	1
HD 345	40	ID 161	1
HD 346	39	ID 174	2
HD 350	127	ID 176	2
HD 360	33	ID 179	1
HD 361	2	ID 180	2
HD 380	1	ID 186	1
HD 385	8	ID 201	10
HD 387	1	ID 202	5
HD 391	1	ID 203	15
HD 401	2	ID 205	2
HD 402	2	ID 215	1
HD 403	359	ID 250	73
HD 405	1	ID 281	2
HD 406	128	ID 282	1

ID 296	2		
ID 310	1	NATRS 100	4
ID 312	54	NATRS 101	3
ID 321	9	NATRS 102	1
ID 322	4	NATRS 110	1
ID 324	1	NATRS 150	1
ID 325	17	NATRS 210	2
ID 333	2	NATRS 230	1
ID 350	31	NATRS 280	67
ID 370	1	NATRS 300	23
ID 392	15	NATRS 301	50
ID 396	1	NATRS 302	19
ID 415	1	NATRS 305	4
ID 425	10	NATRS 311	8
ID 426	2	NATRS 374	3
ID 477	1	NATRS 401	1
ID 498	3	NATRS 414	1
		NATRS 416	1
<b>Landscape Architecture</b>		NATRS 421	1
		NATRS 430	2
LA 101	1	NATRS 431	2
LA 202	5	NATRS 435	5
LA 222	4	NATRS 436	8
LA 260	51	NATRS 438	9
LA 262	10	NATRS 450	17
LA 263	2	NATRS 454	5
LA 265	1	NATRS 455	1
LA 299	1	NATRS 458	1
LA 327	13	NATRS 464	3
LA 362	4	NATRS 468	1
LA 363	5	NATRS 494	1
LA 380	7		
LA 402	1	<b>Soil Science</b>	
LA 425	1		
LA 450	3	SOILS 101	8
LA 460	1	SOILS 102	2
LA 467	2	SOILS 150	1
LA 470	1	SOILS 201	98
LA 475	4	SOILS 301	3
LA 476	1	SOILS 360	3
LA 486	2	SOILS 403	1
LA 491	1	SOILS 442	4
LA 499	1	SOILS 451	2
		SOILS 468	1
<b>Natural Resource Sciences</b>			

## College of Business

### Accounting

ACCTG 110	1
ACCTG 201	1
ACCTG 202	2
ACCTG 220	5
ACCTG 230	18
ACCTG 231	58
ACCTG 233	1
ACCTG 253	2
ACCTG 330	65
ACCTG 331	48
ACCTG 333	2
ACCTG 335	82
ACCTG 338	24
ACCTG 403	1
ACCTG 432	1
ACCTG 433	6
ACCTG 435	1
ACCTG 438	44
ACCTG 439	10

### Business Administration

BA 100	7
BA 101	31
BA 105	3
BA 117	1
BA 120	1
BA 129	1
BA 136	1
BA 137	1
BA 138	3
BA 156	1
BA 158	1
BA 180	1
BA 190	1
BA 200	1
BA 203	1
BA 210	2
BA 213	6
BA 218	2
BA 219	2
BA 220	2

BA 224	3
BA 225	2
BA 232	1
BA 233	2
BA 240	6
BA 243	3
BA 250	22
BA 251	4
BA 254	6
BA 256	1
BA 258	1
BA 262	1
BA 287	1
BA 299	1
BA 301	5
BA 325	2
BA 330	2
BA 333	1
BA 341	2
BA 381	1
BA 492	1
BA 495	1
BA 498	1

### Business Law

BLAW 101	3
BLAW 102	1
BLAW 110	1
BLAW 111	1
BLAW 200	3
BLAW 201	4
BLAW 202	4
BLAW 205	5
BLAW 206	1
BLAW 210	715
BLAW 213	1
BLAW 215	3
BLAW 230	1
BLAW 240	1
BLAW 245	1
BLAW 250	8
BLAW 251	6
BLAW 260	2

BLAW 261	1	FIN 437	12
BLAW 326	1	FIN 438	2
BLAW 410	2	FIN 439	1
BLAW 411	6	FIN 445	7
BLAW 414	6	FIN 447	6
BLAW 415	3	FIN 456	2
BLAW 416	1	FIN 481	6
BLAW 417	2	FIN 496	1
BLAW 418	1	FIN 499	1

### **Decision Science**

DECS 103	1
DECS 215	2
DECS 320	1
DECS 340	27
DECS 344	1
DECS 412	1
DECS 440	2

### **Entrepreneurship**

ENTRP 102	1
ENTRP 375	1
ENTRP 486	1
ENTRP 489	4
ENTRP 490	13
ENTRP 492	9
ENTRP 496	12
ENTRP 498	1

### **Finance**

FIN 101	3
FIN 102	2
FIN 213	2
FIN 325	21
FIN 345	68
FIN 350	2
FIN 421	8
FIN 422	1
FIN 425	58
FIN 426	1
FIN 427	81
FIN 428	6
FIN 430	1

### **Hospitality Business Management**

HBM 131	6
HBM 158	32
HBM 180	1
HBM 181	1
HBM 182	9
HBM 218	1
HBM 235	9
HBM 248	1
HBM 251	2
HBM 256	2
HBM 258	5
HBM 280	25
HBM 284	33
HBM 298	3
HBM 301	1
HBM 320	3
HBM 337	1
HBM 350	4
HBM 351	1
HBM 356	18
HBM 358	17
HBM 380	1
HBM 381	99
HBM 383	3
HBM 391	1
HBM 435	3
HBM 458	1
HBM 480	2
HBM 491	10
HBM 494	38
HBM 495	6
HBM 497	14
HBM 499	1
HBM 594	1

**Hotel Administration**

HA 182	1
HA 211	2
HA 220	1
HA 235	2
HA 280	2
HA 284	1
HA 313	1
HA 356	10
HA 381	1
HA 440	1
HA 444	1
HA 495	1
HA 496	13
HA 497	8

**International Business**

IBUS 101	2
IBUS 105	1
IBUS 110	1
IBUS 202	1
IBUS 300	1
IBUS 310	1
IBUS 350	2
IBUS 360	3
IBUS 380	235
IBUS 400	1
IBUS 415	2
IBUS 416	1
IBUS 453	1
IBUS 460	1
IBUS 482	8
IBUS 492	1
IBUS 496	4

**Management and Operations**

MGTOP 100	1
MGTOP 101	2
MGTOP 215	10
MGTOP 236	1
MGTOP 250	2
MGTOP 254	1

MGTOP 301	648
MGTOP 307	1
MGTOP 311	1
MGTOP 315	2
MGTOP 326	1
MGTOP 330	1
MGTOP 340	70
MGTOP 349	1
MGTOP 360	6
MGTOP 380	1
MGTOP 391	1
MGTOP 401	254
MGTOP 412	2
MGTOP 418	4
MGTOP 440	2
MGTOP 450	85
MGTOP 451	2
MGTOP 453	13
MGTOP 455	51
MGTOP 456	24
MGTOP 465	1
MGTOP 483	7
MGTOP 485	52
MGTOP 487	38
MGTOP 489	15
MGTOP 491	92
MGTOP 492	42
MGTOP 496	2
MGTOP 498	2

**Management Information Systems**

MIS 103	1
MIS 110	1
MIS 171	39
MIS 201	1
MIS 250	64
MIS 251	1
MIS 271	24
MIS 301	1
MIS 302	1
MIS 322	14
MIS 325	8
MIS 350	29
MIS 372	27
MIS 374	24

MIS 375	21
MIS 418	1
MIS 425	5
MIS 426	8
MIS 448	9
MIS 472	3
MIS 499	1

### **Marketing**

MKTG 146	1
MKTG 154	2
MKTG 201	1
MKTG 212	1
MKTG 230	1
MKTG 260	1
MKTG 301	14
MKTG 319	1
MKTG 340	1
MKTG 350	1
MKTG 360	651
MKTG 361	1
MKTG 368	13
MKTG 379	14

MKTG 380	1
MKTG 407	9
MKTG 410	1
MKTG 417	18
MKTG 450	4
MKTG 453	1
MKTG 460	2
MKTG 461	3
MKTG 463	1
MKTG 465	1
MKTG 467	3
MKTG 468	21
MKTG 470	15
MKTG 474	1
MKTG 475	1
MKTG 477	24
MKTG 478	34
MKTG 479	1
MKTG 480	4
MKTG 482	10
MKTG 490	22
MKTG 495	31
MKTG 496	11
MKTG 498	1
MKTG 560	1

### **College of Communication**

#### **Advertising**

ADVER 103	1
ADVER 280	1
ADVER 301	1
ADVER 360	1
ADVER 380	45
ADVER 381	29
ADVER 382	14
ADVER 425	1
ADVER 470	1
ADVER 472	1
ADVER 475	35
ADVER 477	1
ADVER 480	2
ADVER 495	1

ADVER 499	1
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#### **Broadcasting**

BDCST 165	1
BDCST 210	1
BDCST 350	6
BDCST 360	19
BDCST 365	11
BDCST 395	1
BDCST 451	1
BDCST 455	5
BDCST 465	2
BDCST 466	1
BDCST 475	11
BDCST 481	46

BDCST 495	2	COM 275	3
		COM 280	1
<b>Communication</b>		COM 285	1
		COM 290	1
COM 100	9	COM 295	682
COM 101	96	COM 299	1
COM 102	74	COM 300	3
COM 103	1	COM 303	1
COM 105	6	COM 305	3
COM 110	9	COM 313	1
COM 111	1	COM 320	2
COM 121	1	COM 321	114
COM 122	2	COM 324	15
COM 123	1	COM 325	2
COM 125	1	COM 332	1
COM 130	1	COM 335	20
COM 132	2	COM 345	1
COM 135	1	COM 350	2
COM 140	6	COM 360	1
COM 141	5	COM 364	1
COM 143	1	COM 380	1
COM 146	1	COM 381	1
COM 150	9	COM 390	1
COM 180	2	COM 393	1
COM 185	4	COM 395	2
COM 190	1	COM 401	3
COM 195	1	COM 403	2
COM 200	4	COM 409	11
COM 201	6	COM 410	15
COM 202	1	COM 412	1
COM 203	2	COM 415	113
COM 205	3	COM 420	55
COM 210	1	COM 421	3
COM 211	1	COM 433	2
COM 215	2	COM 434	1
COM 216	1	COM 440	64
COM 220	7	COM 460	277
COM 223	1	COM 461	1
COM 230	1	COM 464	5
COM 235	8	COM 469	1
COM 240	1	COM 470	5
COM 245	126	COM 471	24
COM 251	1	COM 475	3
COM 260	7	COM 480	1
COM 265	9	COM 481	1
COM 270	8	COM 485	1

COM 488	1
COM 495	2
COM 499	1
COM 580	1

### **Communication Studies**

COMST 101	13
COMST 102	324
COMST 105	2
COMST 106	1
COMST 115	1
COMST 185	4
COMST 201	3
COMST 216	1
COMST 235	77
COMST 250	2
COMST 295	1
COMST 302	1
COMST 321	1
COMST 324	67
COMST 325	1
COMST 335	71
COMST 360	1
COMST 401	29
COMST 402	1
COMST 415	1
COMST 421	12
COMST 424	5
COMST 435	4
COMST 440	1
COMST 460	1
COMST 471	1
COMST 475	12
COMST 488	1

### **Journalism**

JOUR 100	2
JOUR 101	4
JOUR 102	2
JOUR 110	2
JOUR 121	1
JOUR 125	1
JOUR 150	3
JOUR 200	1
JOUR 201	1
JOUR 203	1
JOUR 209	2
JOUR 210	1
JOUR 211	1
JOUR 220	2
JOUR 231	2
JOUR 290	2
JOUR 305	221
JOUR 330	1
JOUR 425	11
JOUR 475	8

### **Public Relations**

PR 300	2
PR 312	44
PR 313	51
PR 412	7
PR 420	1
PR 432	1
PR 473	1
PR 475	21
PR 495	2

## **College of Education**

### **Athletic Training**

ATHT 208	1
ATHT 266	4
ATHT 305	9
ATHT 311	6

ATHT 411	1
ATHT 461	1
ATHT 465	5
ATHT 467	4
ATHT 468	7
ATHT 469	5

ATHT 491	3
ATHT 492	1

EDPSY 508	2
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### **Educational Administration and Supervision**

EDAD 100	1
EDAD 101	3
EDAD 115	1
EDAD 119	1
EDAD 130	1
EDAD 196	1
EDAD 197	1
EDAD 200	1
EDAD 201	3
EDAD 202	1
EDAD 221	1
EDAD 225	1
EDAD 230	1
EDAD 268	1
EDAD 290	1
EDAD 301	2
EDAD 305	1
EDAD 307	1
EDAD 314	1
EDAD 325	1
EDAD 326	1
EDAD 330	1
EDAD 389	9
EDAD 396	1
EDAD 440	3
EDAD 457	1
EDAD 490	1
EDAD 491	1
EDAD 497	74
EDAD 498	4
EDAD 499	1

### **Educational Psychology**

EDPSY 200	1
EDPSY 300	1
EDPSY 401	51
EDPSY 402	2
EDPSY 499	1
EDPSY 502	2

### **Health and Fitness**

HF 100	2
HF 101	3
HF 106	2
HF 120	1
HF 206	1
HF 210	1
HF 240	4
HF 250	2
HF 292	1
HF 324	1
HF 361	76
HF 455	1
HF 464	1
HF 481	5
HF 484	9
HF 496	16

### **Movement Studies**

MVTST 101	1
MVTST 102	1
MVTST 194	1
MVTST 199	101
MVTST 200	1
MVTST 254	1
MVTST 261	1
MVTST 262	55
MVTST 264	67
MVTST 265	3
MVTST 266	1
MVTST 300	1
MVTST 313	77
MVTST 314	39
MVTST 361	2
MVTST 362	16
MVTST 363	1
MVTST 380	2
MVTST 401	1
MVTST 415	14
MVTST 461	80
MVTST 481	18
MVTST 484	1

MVTST 490	2
MVTST 499	1

### Special Education

SPED 100	1
SPED 101	2
SPED 105	1
SPED 110	4
SPED 111	1
SPED 200	1
SPED 201	1
SPED 210	1
SPED 220	2
SPED 225	1
SPED 250	1
SPED 290	1
SPED 301	14
SPED 308	1
SPED 360	1
SPED 367	1
SPED 401	2
SPED 402	1
SPED 403	1
SPED 404	1
SPED 409	4
SPED 420	12
SPED 421	1
SPED 432	1
SPED 470	2
SPED 520	1

### Sport Management

SPMGT 176	1
SPMGT 210	1
SPMGT 226	1
SPMGT 240	4
SPMGT 248	1
SPMGT 267	1
SPMGT 270	2
SPMGT 272	2
SPMGT 276	121
SPMGT 280	1
SPMGT 284	31
SPMGT 290	135

SPMGT 294	1
SPMGT 295	1
SPMGT 296	1
SPMGT 298	3
SPMGT 307	1
SPMGT 315	3
SPMGT 317	1
SPMGT 324	1
SPMGT 356	1
SPMGT 362	1
SPMGT 365	107
SPMGT 367	147
SPMGT 369	1
SPMGT 374	4
SPMGT 376	1
SPMGT 377	1
SPMGT 380	1
SPMGT 389	1
SPMGT 390	1
SPMGT 394	9
SPMGT 395	2
SPMGT 397	1
SPMGT 410	1
SPMGT 456	1
SPMGT 460	1
SPMGT 464	9
SPMGT 468	26
SPMGT 477	1
SPMGT 488	8
SPMGT 489	7
SPMGT 490	1
SPMGT 491	1
SPMGT 496	13

### Teaching and Learning

T&L 200	2
T&L 270	1
T&L 291	1
T&L 300	181
T&L 301	475
T&L 302	8
T&L 303	10
T&L 304	1
T&L 305	67
T&L 306	60

T&L 307	141	T&L 420	2
T&L 308	1	T&L 433	1
T&L 310	52	T&L 443	1
T&L 317	13	T&L 445	69
T&L 320	34	T&L 446	1
T&L 321	207	T&L 451	2
T&L 322	55	T&L 464	10
T&L 328	19	T&L 465	8
T&L 330	63	T&L 466	1
T&L 333	17	T&L 467	4
T&L 339	5	T&L 472	1
T&L 352	39	T&L 478	8
T&L 367	1	T&L 483	26
T&L 371	45	T&L 487	3
T&L 385	53	T&L 489	1
T&L 386	3	T&L 490	3
T&L 388	1	T&L 499	4
T&L 390	26	T&L 507	1
T&L 392	1	T&L 509	1
T&L 400	2	T&L 528	3
T&L 401	6	T&L 532	1
T&L 402	23	T&L 539	1
T&L 403	115	T&L 540	2
T&L 404	9	T&L 544	2
T&L 405	18	T&L 551	4
T&L 410	2	T&L 552	3
T&L 413	27	T&L 558	1
T&L 414	1	T&L 564	2
T&L 415	3	T&L 572	1

## College of Engineering and Architecture

### Architecture

ARCH 101	7	ARCH 207	1
ARCH 103	15	ARCH 209	41
ARCH 112	2	ARCH 220	124
ARCH 117	1	ARCH 230	1
ARCH 120	2	ARCH 241	1
ARCH 155	2	ARCH 29B	1
ARCH 200	2	ARCH 301	3
ARCH 201	3	ARCH 303	2
ARCH 202	55	ARCH 308	1
ARCH 203	2	ARCH 309	52
ARCH 206	1	ARCH 323	1
		ARCH 324	99
		ARCH 330	6

ARCH 332	1	CE 130	1
ARCH 338	1	CE 166	1
ARCH 350	1	CE 171	1
ARCH 351	1	CE 174	2
ARCH 352	4	CE 207	1
ARCH 357	1	CE 210	1
ARCH 360	1	CE 211	37
ARCH 370	1	CE 215	24
ARCH 409	5	CE 220	3
ARCH 423	1	CE 242	1
ARCH 425	1	CE 271	1
ARCH 428	9	CE 280	1
ARCH 432	33	CE 301	8
ARCH 433	17	CE 315	10
ARCH 437	1	CE 317	139
ARCH 442	8	CE 320	1
ARCH 443	1	CE 322	4
ARCH 456	1	CE 330	12
ARCH 462	1	CE 341	4
ARCH 463	8	CE 342	1
ARCH 480	2	CE 345	1
ARCH 483	1	CE 350	1
ARCH 490	2	CE 351	11
ARCH 527	1	CE 357	1
ARCH 563	8	CE 360	1
		CE 372	1
		CE 375	1
		CE 400	4
		CE 403	1
		CE 408	1
		CE 409	2
		CE 414	3
		CE 415	1
		CE 416	3
		CE 428	1
		CE 430	1
		CE 432	1
		CE 463	5
		CE 465	3
		CE 480	42
		CE 495	1
		CE 498	1
		CE 515	4
		CE 534	1
<b>Bioengineering</b>		<b>Chemical Engineering</b>	
BE 110	1		
BE 115	1		
BE 120	3		
BE 140	3		
BE 205	8		
BE 220	1		
BE 320	11		
BE 330	3		
BE 350	1		
BE 365	1		
BE 425	2		
BE 495	1		
<b>Civil Engineering</b>			
CE 101	2		
CE 111	1		
CE 120	21		

CHE 102	2	CPTS 250	2
CHE 105	3	CPTS 260	2
CHE 106	1	CPTS 305	1
CHE 109	1	CPTS 312	1
CHE 110	1	CPTS 320	18
CHE 131	1	CPTS 322	65
CHE 133	1	CPTS 323	1
CHE 153	1	CPTS 350	6
CHE 201	6	CPTS 355	6
CHE 211	5	CPTS 360	1
CHE 221	1	CPTS 380	1
CHE 222	1	CPTS 401	81
CHE 236	1	CPTS 402	47
CHE 238	1	CPTS 405	1
CHE 239	1	CPTS 412	1
CHE 253	1	CPTS 420	2
CHE 301	2	CPTS 422	21
CHE 321	3	CPTS 423	1
CHE 332	2	CPTS 424	1
CHE 333	1	CPTS 427	5
CHE 345	4	CPTS 430	1
CHE 350	1	CPTS 431	1
CHE 402	1	CPTS 432	1
CHE 432	1	CPTS 434	5
CHE 450	1	CPTS 437	1
CHE 457	1	CPTS 440	1
CHE 475	4	CPTS 442	1
CHE 499	1	CPTS 443	16
		CPTS 450	1
		CPTS 451	1
<b>Computer Science</b>		CPTS 455	1
		CPTS 460	4
CPTS 100	1	CPTS 464	2
CPTS 101	1	CPTS 466	3
CPTS 102	1	CPTS 481	3
CPTS 121	4	CPTS 483	7
CPTS 122	5	CPTS 490	2
CPTS 131	2	CPTS 500	1
CPTS 143	1	CPTS 560	1
CPTS 201	1	CPTS 580	1
CPTS 203	1	CS 101	3
CPTS 211	1	CS 320	7
CPTS 214	1	CS 322	3
CPTS 222	1	CS 340	1
CPTS 223	4	CS 355	3
CPTS 224	1	CS 365	1

CS 377	1
CS 380	1
CS 400	1
CS 401	13
CS 402	5
CS 422	4
CS 427	1
CS 432	1
CS 443	4
CS 455	1
CS 466	1
CS 483	1

### **Construction Management**

CSTM 101	1
CSTM 102	13
CSTM 133	1
CSTM 150	1
CSTM 201	17
CSTM 202	2
CSTM 217	1
CSTM 232	16
CSTM 252	15
CSTM 253	10
CSTM 262	1
CSTM 330	1
CSTM 357	1
CSTM 360	9
CSTM 362	4
CSTM 363	2
CSTM 370	11
CSTM 371	2
CSTM 433	1
CSTM 442	2
CSTM 451	7
CSTM 473	1
CSTM 490	1
CSTM 495	17

### **Electrical Engineering**

EE 120	11
EE 194	1
EE 202	1
EE 212	1

EE 213	1
EE 214	6
EE 220	1
EE 2234	1
EE 231	2
EE 234	56
EE 261	10
EE 262	67
EE 271	1
EE 301	1
EE 302	1
EE 303	1
EE 304	1
EE 314	4
EE 315	3
EE 321	34
EE 322	1
EE 324	16
EE 334	1
EE 341	1
EE 351	1
EE 352	49
EE 360	1
EE 361	2
EE 362	25
EE 415	3
EE 416	4
EE 424	1
EE 431	2
EE 432	5
EE 434	1
EE 451	1
EE 466	1
EE 480	1
EE 483	1
EE 489	6
EE 495	2
EE 499	2
EE 571	2

### **Engineering**

ENGR 100	1
ENGR 101	2
ENGR 110	2
ENGR 120	7

ENGR 123	1
ENGR 142	2
ENGR 201	2
ENGR 204	2
ENGR 205	4
ENGR 210	2
ENGR 212	2
ENGR 213	2
ENGR 220	2
ENGR 230	3
ENGR 231	14
ENGR 251	1
ENGR 252	1
ENGR 260	2
ENGR 490	1

### **Mechanical Engineering**

ME 102	1
ME 103	7
ME 106	1
ME 111	1
ME 120	28
ME 121	1
ME 201	2
ME 204	1
ME 205	1
ME 211	3
ME 212	5
ME 220	220
ME 221	1
ME 2220	1
ME 260	1
ME 270	3
ME 301	9
ME 303	17
ME 304	23
ME 305	23
ME 309	12
ME 310	39
ME 311	76
ME 313	32
ME 314	3
ME 315	1
ME 316	29
ME 320	11

ME 325	2
ME 348	1
ME 401	12
ME 402	3
ME 404	2
ME 405	7
ME 406	11
ME 408	1
ME 414	8
ME 415	1
ME 416	6
ME 467	11
ME 474	1
ME 475	1
ME 476	9
ME 485	4

### **Material Science and Engineering**

MSE 101	1
MSE 110	28
MSE 170	2
MSE 201	1
MSE 270	1
MSE 301	1
MSE 316	4
MSE 320	21
MSE 321	1
MSE 323	13
MSE 402	1
MSE 403	1
MSE 440	38
MATS 108	1
MATS 112	2
MATS 220	3
MATS 224	1
MATS 238	1
MATS 273	2
MATS 301	2
MATS 303	1
MATS 320	1
MATS 360	1
MATS 398	1
MATS 431	1
MATS 440	1

## College of Liberal Arts

### Aerospace Studies

AERO 200	1
AERO 201	2
AERO 202	5
AERO 272	2
AERO 302	1
AERO 311	10
AERO 312	3
AERO 411	1
AERO 412	1
AERO 413	1

### American Studies

AMST 101	3
AMST 103	1
AMST 150	2
AMST 200	1
AMST 208	2
AMST 210	2
AMST 211	2
AMST 215	2
AMST 216	81
AMST 220	1
AMST 242	1
AMST 286	7
AMST 311	1
AMST 315	1
AMST 372	1
AMST 410	8
AMST 413	3
AMST 417	4
AMST 470	2
AMST 471	13
AMST 472	13
AMST 473	11
AMST 474	19
AMST 475	28

### Anthropology

ANTH 100	12
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ANTH 101	662
ANTH 102	18
ANTH 103	7
ANTH 104	4
ANTH 105	5
ANTH 106	1
ANTH 110	4
ANTH 111	21
ANTH 113	2
ANTH 120	5
ANTH 130	124
ANTH 140	1
ANTH 150	2
ANTH 179	1
ANTH 198	19
ANTH 200	1
ANTH 201	265
ANTH 202	23
ANTH 203	231
ANTH 204	1
ANTH 205	6
ANTH 206	11
ANTH 207	4
ANTH 208	1
ANTH 210	5
ANTH 212	2
ANTH 214	39
ANTH 215	3
ANTH 216	2
ANTH 225	1
ANTH 230	38
ANTH 240	4
ANTH 250	1
ANTH 251	1
ANTH 256	1
ANTH 260	37
ANTH 267	1
ANTH 280	1
ANTH 299	1
ANTH 300	2
ANTH 301	23
ANTH 302	34
ANTH 303	7

ANTH 304	1	ANTH 418	3
ANTH 305	3	ANTH 419	3
ANTH 306	17	ANTH 436	2
ANTH 307	5	ANTH 457	1
ANTH 309	71	ANTH 460	1
ANTH 310	1	ANTH 461	1
ANTH 311	5	ANTH 462	2
ANTH 312	3	ANTH 463	2
ANTH 313	3	ANTH 465	10
ANTH 315	2	ANTH 466	1
ANTH 316	355	ANTH 467	1
ANTH 317	11	ANTH 468	630
ANTH 319	1	ANTH 469	2
ANTH 320	58	ANTH 490	28
ANTH 326	1	ANTH 491	1
ANTH 327	10	ANTH 498	1
ANTH 330	39	ANTH 499	6
ANTH 331	94	ANTH 502	1
ANTH 332	2	ANTH 510	1
ANTH 333	3	ANTH 561	1
ANTH 334	12		
ANTH 336	9	<b>Asia Program</b>	
ANTH 340	2		
ANTH 342	1	ASIA 102	1
ANTH 350	139	ASIA 110	1
ANTH 353	5	ASIA 111	5
ANTH 355	3	ASIA 121	1
ANTH 357	1	ASIA 130	1
ANTH 358	1	ASIA 131	11
ANTH 360	3	ASIA 270	1
ANTH 362	1	ASIA 272	6
ANTH 368	2	ASIA 273	6
ANTH 369	1	ASIA 275	23
ANTH 370	5	ASIA 301	21
ANTH 380	3	ASIA 302	2
ANTH 390	13	ASIA 306	2
ANTH 395	8	ASIA 314	8
ANTH 400	1	ASIA 315	14
ANTH 402	3	ASIA 360	1
ANTH 404	71	ASIA 370	4
ANTH 405	42	ASIA 373	18
ANTH 406	1	ASIA 374	10
ANTH 408	1	ASIA 375	1
ANTH 409	1	ASIA 376	1
ANTH 410	3	ASIA 472	1
ANTH 417	52	ASIA 473	1

ASIA 475	1
ASIA 476	5
ASIA 477	6

### **Chinese**

CHIN 111	19
CHIN 121	7
CHIN 131	16
CHIN 311	3

### **Comparative American Cultures**

CAC 100	1
CAC 101	169
CAC 109	1
CAC 111	8
CAC 131	5
CAC 151	6
CAC 171	7
CAC 198	10
CAC 201	1
CAC 203	1
CAC 212	2
CAC 217	1
CAC 220	3
CAC 235	4
CAC 250	1
CAC 254	4
CAC 271	9
CAC 274	1
CAC 300	4
CAC 302	1
CAC 303	1
CAC 311	1
CAC 313	1
CAC 331	2
CAC 335	5
CAC 338	5
CAC 353	1
CAC 376	1
CAC 403	1
CAC 405	2
CAC 454	4
CAC 457	2
CAC 475	1

### **Comparative Ethnic Studies**

CES 100	2
CES 101	781
CES 102	4
CES 103	1
CES 110	3
CES 111	25
CES 123	1
CES 131	22
CES 135	1
CES 151	16
CES 171	32
CES 198	11
CES 201	42
CES 205	1
CES 209	1
CES 211	10
CES 212	21
CES 215	1
CES 216	1
CES 217	2
CES 218	1
CES 220	43
CES 222	3
CES 224	1
CES 235	17
CES 240	4
CES 241	1
CES 248	1
CES 254	4
CES 255	5
CES 260	18
CES 265	1
CES 271	12
CES 280	14
CES 300	49
CES 301	20
CES 302	16
CES 303	3
CES 304	25
CES 305	2
CES 308	4
CES 313	5
CES 314	3

CES 315	1	CES 421	11
CES 317	1	CES 426	10
CES 322	2	CES 431	1
CES 327	1	CES 432	1
CES 330	1	CES 435	4
CES 331	8	CES 436	3
CES 332	8	CES 440	35
CES 335	25	CES 444	43
CES 336	14	CES 454	10
CES 337	11	CES 457	3
CES 338	39	CES 458	1
CES 340	1	CES 462	1
CES 349	1	CES 463	1
CES 352	1	CES 471	1
CES 353	4	CES 474	1
CES 355	9	CES 491	11
CES 357	2	CES 492	1
CES 358	11	CES 493	12
CES 359	5	CES 494	8
CES 360	1	CES 495	6
CES 364	1	CES 498	1
CES 365	1	CES 499	2
CES 368	1		
CES 370	1	<b>Criminal Justice</b>	
CES 372	9		
CES 373	6	CRMJ 100	1
CES 375	5	CRMJ 101	172
CES 376	4	CRMJ 103	3
CES 377	7	CRMJ 104	2
CES 378	2	CRMJ 105	13
CES 379	19	CRMJ 106	1
CES 380	16	CRMJ 107	2
CES 388	1	CRMJ 110	2
CES 391	1	CRMJ 121	1
CES 398	5	CRMJ 130	1
CES 401	19	CRMJ 150	30
CES 403	14	CRMJ 200	1
CES 404	13	CRMJ 201	76
CES 405	35	CRMJ 204	2
CES 408	5	CRMJ 205	58
CES 409	1	CRMJ 206	1
CES 410	1	CRMJ 207	1
CES 411	21	CRMJ 210	4
CES 412	1	CRMJ 213	1
CES 413	9	CRMJ 215	1
CES 415	2	CRMJ 225	1

CRMJ 230	2
CRMJ 232	2
CRMJ 250	1
CRMJ 271	1
CRMJ 295	1
CRMJ 300	3
CRMJ 305	2
CRMJ 320	109
CRMJ 321	1
CRMJ 330	217
CRMJ 356	2
CRMJ 360	1
CRMJ 361	4
CRMJ 364	1
CRMJ 365	126
CRMJ 373	1
CRMJ 380	1
CRMJ 381	11
CRMJ 385	7
CRMJ 398	2
CRMJ 400	134
CRMJ 401	2
CRMJ 402	3
CRMJ 403	192
CRMJ 404	1
CRMJ 405	46
CRMJ 408	1
CRMJ 413	1
CRMJ 420	59
CRMJ 422	1
CRMJ 424	27
CRMJ 426	2
CRMJ 427	12
CRMJ 428	7
CRMJ 430	2
CRMJ 431	1
CRMJ 440	1
CRMJ 450	40
CRMJ 459	1
CRMJ 460	1
CRMJ 480	1
CRMJ 490	16
CRMJ 499	1
CRMJ 501	1

#### **Disability Studies**

DISST 101	1
DISST 250	21
DISST 461	1
DISST 473	1
DISST 481	1
DISST 489	46

#### **Digital Technology and Culture**

DTC 130	1
DTC 335	7
DTC 336	18
DTC 338	6
DTC 355	23
DTC 356	20
DTC 365	1
DTC 375	34
DTC 425	1
DTC 435	1
DTC 475	46
DTC 476	1
DTC 478	6
DTC 745	1

#### **Education Abroad**

EA 101	1
EA 105	1
EA 121	2
EA 234	3
EA 262	5
EA 321	1
EA 352	5
EA 489	1
EA 915	2
EA 923	1
EA 965	1

#### **English**

ENGL 100	91
ENGL 101	5417
ENGL 102	1165
ENGL 103	122
ENGL 104	93

ENGL 105	269	ENGL 190	1
ENGL 106	12	ENGL 198	199
ENGL 107	12	ENGL 199	263
ENGL 108	65	ENGL 200	44
ENGL 109	4	ENGL 201	1397
ENGL 110	124	ENGL 202	79
ENGL 111	105	ENGL 203	41
ENGL 112	73	ENGL 204	15
ENGL 113	65	ENGL 205	226
ENGL 114	6	ENGL 206	5
ENGL 115	11	ENGL 207	4
ENGL 116	2	ENGL 208	3
ENGL 117	2	ENGL 209	34
ENGL 119	2	ENGL 210	61
ENGL 120	11	ENGL 211	16
ENGL 121	18	ENGL 212	3
ENGL 122	9	ENGL 213	3
ENGL 123	5	ENGL 214	4
ENGL 125	4	ENGL 215	5
ENGL 126	2	ENGL 216	19
ENGL 130	13	ENGL 217	1
ENGL 131	75	ENGL 220	21
ENGL 132	2	ENGL 221	7
ENGL 133	5	ENGL 222	1
ENGL 135	6	ENGL 223	9
ENGL 140	5	ENGL 224	1
ENGL 141	2	ENGL 225	5
ENGL 142	2	ENGL 226	3
ENGL 143	12	ENGL 227	2
ENGL 145	1	ENGL 228	8
ENGL 149	1	ENGL 230	4
ENGL 150	37	ENGL 231	15
ENGL 151	8	ENGL 232	4
ENGL 152	3	ENGL 233	5
ENGL 154	1	ENGL 234	3
ENGL 155	1	ENGL 235	4
ENGL 158	2	ENGL 238	7
ENGL 159	1	ENGL 239	1
ENGL 160	1	ENGL 240	8
ENGL 161	3	ENGL 241	2
ENGL 162	1	ENGL 242	5
ENGL 170	4	ENGL 243	1
ENGL 178	1	ENGL 244	1
ENGL 180	1	ENGL 245	9
ENGL 181	1	ENGL 246	20
ENGL 183	1	ENGL 247	1

ENGL 248	4	ENGL 311	33
ENGL 250	14	ENGL 312	1
ENGL 251	142	ENGL 314	6
ENGL 252	5	ENGL 315	4
ENGL 254	1	ENGL 316	1
ENGL 255	3	ENGL 317	8
ENGL 257	2	ENGL 321	26
ENGL 260	13	ENGL 322	10
ENGL 261	9	ENGL 323	15
ENGL 262	4	ENGL 324	13
ENGL 263	1	ENGL 324'	1
ENGL 264	7	ENGL 325	29
ENGL 265	5	ENGL 326	4
ENGL 266	2	ENGL 328	1
ENGL 267	2	ENGL 330	2
ENGL 268	2	ENGL 332	11
ENGL 269	5	ENGL 333	24
ENGL 270	53	ENGL 334	2
ENGL 271	17	ENGL 335	39
ENGL 272	2	ENGL 336	2
ENGL 274	3	ENGL 337	5
ENGL 275	2	ENGL 338	30
ENGL 276	2	ENGL 339	29
ENGL 277	1	ENGL 340	1
ENGL 278	3	ENGL 341	27
ENGL 280	9	ENGL 342	8
ENGL 281	4	ENGL 343	1
ENGL 284	1	ENGL 344	1
ENGL 289	1	ENGL 345	3
ENGL 290	1	ENGL 350	1
ENGL 291	2	ENGL 351	73
ENGL 294	2	ENGL 352	9
ENGL 295	1	ENGL 353	56
ENGL 296	1	ENGL 355	27
ENGL 298	161	ENGL 356	29
ENGL 300	6	ENGL 357	39
ENGL 301	828	ENGL 359	3
ENGL 302	438	ENGL 360	17
ENGL 303	3	ENGL 361	5
ENGL 304	10	ENGL 362	7
ENGL 305	94	ENGL 363	1
ENGL 306	90	ENGL 364	1
ENGL 307	25	ENGL 365	1
ENGL 308	24	ENGL 366	14
ENGL 309	54	ENGL 368	66
ENGL 310	5	ENGL 370	12

ENGL 371	15	ENGL 461	1
ENGL 372	24	ENGL 470	28
ENGL 373	43	ENGL 471	34
ENGL 375	5	ENGL 472	19
ENGL 379	1	ENGL 474	1
ENGL 380	21	ENGL 475	24
ENGL 381	33	ENGL 478	1
ENGL 382	17	ENGL 480	15
ENGL 383	2	ENGL 481	3
ENGL 384	9	ENGL 482	4
ENGL 385	21	ENGL 483	2
ENGL 386	7	ENGL 484	3
ENGL 387	32	ENGL 485	7
ENGL 388	37	ENGL 486	2
ENGL 389	11	ENGL 487	4
ENGL 392	1	ENGL 488	11
ENGL 396	1	ENGL 489	4
ENGL 401	42	ENGL 492	8
ENGL 402	1577	ENGL 493	9
ENGL 403	9	ENGL 494	1
ENGL 404	2	ENGL 496	1
ENGL 405	18	ENGL 498	2
ENGL 406	1	ENGL 499	3
ENGL 407	2		
ENGL 409	23	<b>Fine Arts</b>	
ENGL 410	13		
ENGL 411	2	FA 100	27
ENGL 415	24	FA 101	86
ENGL 419	77	FA 102	9
ENGL 420	5	FA 103	19
ENGL 425	1	FA 104	1
ENGL 429	2	FA 105	1
ENGL 430	1	FA 107	1
ENGL 431	1	FA 109	3
ENGL 434	1	FA 110	35
ENGL 436	1	FA 111	3
ENGL 444	1	FA 112	3
ENGL 446	24	FA 116	1
ENGL 450	1	FA 118	1
ENGL 451	16	FA 120	1
ENGL 452	2	FA 127	2
ENGL 453	1	FA 134	1
ENGL 455	1	FA 140	1
ENGL 457	1	FA 151	1
ENGL 458	1	FA 154	5
ENGL 460	2	FA 155	17

FA 156	9
FA 157	1
FA 201	30
FA 202	55
FA 203	6
FA 207	2
FA 250	1
FA 255	1
FA 285	1
FA 301	4
FA 302	16
FA 303	14
FA 304	6
FA 305	1
FA 307	4
FA 308	32
FA 310	28
FA 312	1
FA 313	4
FA 318	1
FA 320	1
FA 321	2
FA 331	87
FA 332	7
FA 333	2
FA 337	3
FA 340	3
FA 350	4
FA 380	12
FA 381	2
FA 390	1
FA 401	7
FA 402	1
FA 403	13
FA 404	12
FA 405	23
FA 407	2
FA 423	1
FA 427	1
FA 432	1
FA 433	2
FA 434	1
FA 435	1
FA 471	1
FA 498	8
FA 499	3

### **Foreign Languages**

FORL 101	20
FORL 102	7
FORL 110	25
FORL 121	1
FORL 130	15
FORL 300	1
FORL 310	2
FORL 350	5
FORL 402	1
FORL 410	18
FORL 440	1
FORL 441	1
FORL 446	1

### **French**

FREN 101	1
FREN 110	14
FREN 111	5
FREN 120	4
FREN 121	5
FREN 130	2
FREN 202	1
FREN 203	6
FREN 204	5
FREN 214	1
FREN 291	1
FREN 307	3
FREN 308	2
FREN 310	5
FREN 311	2
FREN 324	1
FREN 350	2
FREN 351	1
FREN 410	2
FREN 430	10
FREN 432	1
FREN 436	1
FREN 450	4
FREN 452	1

### **General Education**

GENED 100	1	HIST 108	3
GENED 101	18	HIST 109	7
GENED 102	6	HIST 110	157
GENED 103	2	HIST 111	163
GENED 104	7	HIST 112	27
GENED 105	11	HIST 113	15
GENED 110	2910	HIST 114	1
GENED 111	2797	HIST 115	3
GENED 112	3	HIST 116	4
GENED 120	1	HIST 117	1
GENED 205	1	HIST 118	1
GENED 207	1	HIST 120	3
GENED 210	3	HIST 121	10
GENED 211	1	HIST 122	10
GENED 300	19	HIST 123	1
GENED 301	43	HIST 125	4
GENED 302	1	HIST 126	1
GENED 303	7	HIST 127	1
GENED 304	1	HIST 128	1
GENED 400	6	HIST 131	13
GENED 497	1	HIST 132	11
		HIST 133	9
<b>German</b>		HIST 140	5
		HIST 141	7
GER 102	1	HIST 142	4
GER 130	3	HIST 144	2
GER 204	3	HIST 145	1
GER 299	1	HIST 150	120
GER 301	1	HIST 151	2
GER 305	1	HIST 152	4
GER 310	1	HIST 153	3
GER 328	2	HIST 156	5
GER 350	2	HIST 157	11
GER 450	1	HIST 160	2
GER 451	2	HIST 162	3
		HIST 168	1
<b>History</b>		HIST 178	2
		HIST 179	2
HIST 100	1	HIST 180	1
HIST 101	244	HIST 198	35
HIST 102	265	HIST 200	5
HIST 103	99	HIST 201	25
HIST 104	39	HIST 202	19
HIST 105	52	HIST 203	9
HIST 106	5	HIST 204	4
HIST 107	3	HIST 205	6

HIST 206	3	HIST 279	1
HIST 207	1	HIST 280	4
HIST 208	3	HIST 282	1
HIST 210	12	HIST 285	1
HIST 211	4	HIST 286	1
HIST 212	4	HIST 290	6
HIST 214	3	HIST 295	1
HIST 215	4	HIST 298	18
HIST 216	24	HIST 299	1
HIST 217	1	HIST 300	213
HIST 220	1	HIST 301	8
HIST 221	8	HIST 302	3
HIST 222	4	HIST 303	2
HIST 224	1	HIST 304	1
HIST 225	1	HIST 305	1
HIST 228	1	HIST 306	31
HIST 230	42	HIST 308	41
HIST 231	28	HIST 310	1
HIST 232	4	HIST 311	3
HIST 233	1	HIST 312	4
HIST 240	3	HIST 313	14
HIST 241	3	HIST 314	37
HIST 242	4	HIST 315	2
HIST 243	7	HIST 317	1
HIST 244	3	HIST 319	14
HIST 245	4	HIST 320	9
HIST 250	4	HIST 321	95
HIST 251	8	HIST 322	98
HIST 252	1	HIST 325	33
HIST 253	1	HIST 328	1
HIST 255	2	HIST 330	2
HIST 256	1	HIST 331	100
HIST 260	9	HIST 332	1
HIST 261	5	HIST 335	22
HIST 262	2	HIST 337	19
HIST 264	2	HIST 338	1
HIST 265	2	HIST 340	25
HIST 267	2	HIST 341	81
HIST 268	1	HIST 342	28
HIST 270	31	HIST 343	1
HIST 271	10	HIST 344	1
HIST 272	136	HIST 345	2
HIST 273	113	HIST 350	15
HIST 274	2	HIST 351	2
HIST 275	82	HIST 352	2
HIST 276	1	HIST 353	1

HIST 355	4	HIST 430	6
HIST 360	1	HIST 431	1
HIST 364	1	HIST 432	4
HIST 370	39	HIST 433	2
HIST 372	3	HIST 434	4
HIST 373	81	HIST 435	29
HIST 374	58	HIST 436	32
HIST 375	1	HIST 437	1
HIST 380	17	HIST 438	5
HIST 381	21	HIST 439	3
HIST 382	20	HIST 440	23
HIST 385	1	HIST 441	20
HIST 386	23	HIST 442	2
HIST 387	30	HIST 444	113
HIST 388	73	HIST 445	4
HIST 389	2	HIST 447	3
HIST 390	28	HIST 448	5
HIST 391	1	HIST 449	8
HIST 394	7	HIST 450	14
HIST 395	144	HIST 453	1
HIST 396	1	HIST 454	5
HIST 398	55	HIST 456	2
HIST 400	15	HIST 459	2
HIST 401	2	HIST 460	1
HIST 402	2	HIST 461	1
HIST 403	1	HIST 462	4
HIST 404	1	HIST 463	5
HIST 408	2	HIST 464	4
HIST 409	54	HIST 466	25
HIST 410	9	HIST 467	5
HIST 411	3	HIST 468	89
HIST 412	12	HIST 469	24
HIST 413	55	HIST 470	11
HIST 414	45	HIST 471	1
HIST 415	4	HIST 472	28
HIST 416	53	HIST 473	41
HIST 417	12	HIST 474	4
HIST 418	55	HIST 475	4
HIST 419	76	HIST 476	30
HIST 420	2	HIST 477	23
HIST 421	17	HIST 480	2
HIST 422	80	HIST 482	2
HIST 423	6	HIST 483	198
HIST 425	48	HIST 486	1
HIST 426	5	HIST 487	3
HIST 427	2	HIST 490	2

HIST 491	72
HIST 492	125
HIST 494	26
HIST 495	25
HIST 496	2
HIST 497	1

### **Humanities**

HUM 100	4
HUM 101	132
HUM 102	7
HUM 103	216
HUM 104	1
HUM 105	5
HUM 106	2
HUM 107	10
HUM 108	2
HUM 109	1
HUM 110	10
HUM 111	1
HUM 113	2
HUM 114	2
HUM 115	1
HUM 116	3
HUM 120	5
HUM 121	6
HUM 130	2
HUM 131	1
HUM 140	1
HUM 141	15
HUM 146	1
HUM 150	2
HUM 151	1
HUM 152	5
HUM 164	9
HUM 165	1
HUM 170	1
HUM 180	3
HUM 198	5
HUM 200	1
HUM 201	2
HUM 202	2
HUM 204	3
HUM 206	2
HUM 210	7

HUM 215	1
HUM 217	2
HUM 220	1
HUM 221	1
HUM 223	1
HUM 224	3
HUM 230	1
HUM 240	4
HUM 250	1
HUM 255	1
HUM 257	1
HUM 260	2
HUM 270	2
HUM 280	1
HUM 290	1
HUM 302	22
HUM 303	31
HUM 304	36
HUM 315	1
HUM 335	28
HUM 337	1
HUM 338	8
HUM 350	55
HUM 351	1
HUM 360	1
HUM 410	47
HUM 450	36
HUM 465	1
HUM 497	1

### **Japanese**

JAPN 101	1
JAPN 110	1
JAPN 111	1
JAPN 280	1
JAPN 447	1

### **Military Science**

MILS 101	2
MILS 102	1
MILS 120	1
MILS 171	3
MILS 202	1
MILS 301	5

MILS 302	1	MUS 261	1
MILS 374	1	MUS 262	10
MILS 401	2	MUS 263	1
MILS 499	5	MUS 265	24
<b>Music</b>		MUS 271	2
		MUS 281	1
MUS 100	8	MUS 302	1
MUS 101	14	MUS 303	20
MUS 102	7	MUS 306	1
MUS 103	5	MUS 313	1
MUS 104	6	MUS 343	1
MUS 105	5	MUS 350	1
MUS 109	2	MUS 353	3
MUS 110	2	MUS 359	34
MUS 112	1	MUS 360	41
MUS 115	17	MUS 361	19
MUS 116	6	MUS 362	13
MUS 118	2	MUS 363	60
MUS 120	1	MUS 364	5
MUS 126	3	MUS 369	1
MUS 127	1	MUS 371	1
MUS 128	11	MUS 388	17
MUS 131	3	MUS 403	1
MUS 132	2	MUS 405	2
MUS 133	4	MUS 428	2
MUS 140	1	MUS 430	1
MUS 153	3	MUS 435	2
MUS 160	18	MUS 439	1
MUS 161	33	MUS 440	3
MUS 163	95	MUS 441	1
MUS 164	1	MUS 444	1
MUS 191	2	MUS 453	8
MUS 198	1	MUS 465	4
MUS 200	2	MUS 466	1
MUS 201	1	MUS 486	2
MUS 203	7	MUS 488	1
MUS 204	1	MUS 489	1
MUS 206	1	MUS 491	9
MUS 208	2	MUS 496	3
MUS 209	3	MUS 497	1
MUS 221	1	MUS 498	1
MUS 245	1	<b>Philosophy</b>	
MUS 251	2		
MUS 253	3	PHIL 100	38
MUS 260	1	PHIL 101	197

PHIL 102	12	PHIL 260	105
PHIL 103	7	PHIL 261	1
PHIL 104	1	PHIL 265	1
PHIL 105	6	PHIL 267	3
PHIL 106	1	PHIL 270	3
PHIL 107	5	PHIL 280	3
PHIL 108	1	PHIL 290	2
PHIL 110	5	PHIL 300	1
PHIL 111	1	PHIL 310	2
PHIL 112	1	PHIL 312	1
PHIL 115	4	PHIL 314	21
PHIL 120	16	PHIL 315	57
PHIL 130	2	PHIL 316	2
PHIL 136	1	PHIL 320	12
PHIL 140	2	PHIL 321	8
PHIL 145	3	PHIL 322	9
PHIL 150	5	PHIL 323	1
PHIL 151	2	PHIL 325	2
PHIL 160	1	PHIL 331	1
PHIL 178	1	PHIL 335	3
PHIL 190	1	PHIL 350	1
PHIL 198	84	PHIL 352	1
PHIL 200	37	PHIL 360	15
PHIL 201	20	PHIL 361	2
PHIL 202	1	PHIL 364	1
PHIL 203	1	PHIL 365	337
PHIL 204	1	PHIL 366	1
PHIL 205	1	PHIL 368	1
PHIL 206	1	PHIL 370	35
PHIL 207	57	PHIL 406	1
PHIL 209	1	PHIL 407	8
PHIL 210	64	PHIL 412	1
PHIL 211	3	PHIL 413	36
PHIL 212	1	PHIL 417	1
PHIL 213	2	PHIL 420	10
PHIL 215	3	PHIL 425	13
PHIL 216	1	PHIL 430	2
PHIL 220	9	PHIL 431	13
PHIL 230	3	PHIL 435	28
PHIL 231	1	PHIL 440	9
PHIL 237	1	PHIL 442	10
PHIL 240	9	PHIL 443	1
PHIL 248	1	PHIL 445	5
PHIL 251	6	PHIL 446	4
PHIL 253	1	PHIL 447	6
PHIL 256	1	PHIL 450	3

PHIL 460	3
PHIL 462	5
PHIL 463	1
PHIL 468	1
PHIL 470	27
PHIL 472	5
PHIL 499	1
PHIL 520	1

### Political Science

POLS 100	10
POLS 101	515
POLS 102	207
POLS 103	194
POLS 104	4
POLS 106	6
POLS 107	1
POLS 110	9
POLS 111	19
POLS 115	5
POLS 120	3
POLS 125	7
POLS 130	2
POLS 131	1
POLS 135	2
POLS 136	1
POLS 150	2
POLS 151	1
POLS 161	1
POLS 165	1
POLS 170	1
POLS 172	1
POLS 175	1
POLS 192	1
POLS 198	71
POLS 200	4
POLS 201	19
POLS 202	14
POLS 203	6
POLS 204	1
POLS 205	5
POLS 206	29

POLS 210	2
POLS 211	4
POLS 212	1
POLS 220	6
POLS 221	1
POLS 222	2
POLS 230	3
POLS 238	1
POLS 240	1
POLS 250	3
POLS 270	4
POLS 285	2
POLS 300	179
POLS 301	2
POLS 305	145
POLS 308	1
POLS 310	2
POLS 312	1
POLS 314	41
POLS 315	1
POLS 316	230
POLS 317	51
POLS 318	2
POLS 320	1
POLS 324	1
POLS 330	1
POLS 331	1
POLS 333	17
POLS 340	192
POLS 350	2
POLS 353	1
POLS 360	1
POLS 370	2
POLS 373	1
POLS 375	1
POLS 380	1
POLS 387	1
POLS 394	1
POLS 400	28
POLS 402	83
POLS 404	82
POLS 405	13
POLS 409	1
POLS 410	11
POLS 412	9
POLS 416	3

POLS 417	55	PSYCH 117	1
POLS 418	2	PSYCH 118	1
POLS 420	14	PSYCH 120	6
POLS 422	1	PSYCH 139	1
POLS 424	39	PSYCH 148	1
POLS 427	41	PSYCH 155	1
POLS 428	75	PSYCH 168	1
POLS 429	42	PSYCH 181	1
POLS 430	29	PSYCH 184	2
POLS 431	1	PSYCH 198	100
POLS 432	55	PSYCH 200	10
POLS 435	22	PSYCH 201	18
POLS 437	9	PSYCH 202	14
POLS 438	12	PSYCH 203	2
POLS 442	13	PSYCH 204	4
POLS 443	4	PSYCH 205	36
POLS 445	2	PSYCH 206	7
POLS 447	6	PSYCH 207	1
POLS 448	1	PSYCH 208	1
POLS 450	16	PSYCH 210	6
POLS 455	11	PSYCH 211	15
POLS 460	1	PSYCH 212	1
POLS 461	1	PSYCH 213	3
POLS 472	13	PSYCH 214	5
POLS 473	1	PSYCH 215	5
POLS 474	2	PSYCH 216	1
POLS 476	1	PSYCH 217	1
POLS 487	1	PSYCH 219	3
POLS 492	1	PSYCH 220	15
POLS 495	8	PSYCH 222	1
POLS 497	3	PSYCH 224	1
POLS 499	3	PSYCH 225	2
		PSYCH 228	1
<b>Psychology</b>		PSYCH 230	129
		PSYCH 231	1
PSYCH 100	64	PSYCH 234	1
PSYCH 101	161	PSYCH 235	4
PSYCH 102	5	PSYCH 239	1
PSYCH 103	7	PSYCH 240	23
PSYCH 105	47	PSYCH 241	1
PSYCH 106	10	PSYCH 250	4
PSYCH 107	1	PSYCH 252	1
PSYCH 108	1	PSYCH 255	2
PSYCH 110	17	PSYCH 257	1
PSYCH 111	18	PSYCH 260	2
PSYCH 116	4	PSYCH 263	1

PSYCH 265	13	PSYCH 358	1
PSYCH 270	1	PSYCH 360	2
PSYCH 272	1	PSYCH 361	133
PSYCH 274	1	PSYCH 363	21
PSYCH 275	1	PSYCH 365	17
PSYCH 280	1	PSYCH 372	17
PSYCH 282	1	PSYCH 380	1
PSYCH 285	1	PSYCH 384	9
PSYCH 288	1	PSYCH 390	9
PSYCH 291	2	PSYCH 401	236
PSYCH 298	1	PSYCH 402	2
PSYCH 299	1	PSYCH 403	31
PSYCH 300	7	PSYCH 404	1
PSYCH 301	38	PSYCH 408	1
PSYCH 302	1	PSYCH 409	2
PSYCH 303	1	PSYCH 412	3
PSYCH 304	1	PSYCH 415	1
PSYCH 306	29	PSYCH 420	3
PSYCH 307	7	PSYCH 425	1
PSYCH 308	2	PSYCH 428	1
PSYCH 309	16	PSYCH 429	1
PSYCH 310	26	PSYCH 430	1
PSYCH 311	51	PSYCH 432	1
PSYCH 312	355	PSYCH 437	2
PSYCH 314	1	PSYCH 440	122
PSYCH 316	33	PSYCH 442	1
PSYCH 317	1	PSYCH 444	2
PSYCH 320	45	PSYCH 445	6
PSYCH 321	77	PSYCH 446	1
PSYCH 324	259	PSYCH 453	1
PSYCH 325	1	PSYCH 455	2
PSYCH 328	147	PSYCH 460	1
PSYCH 329	1	PSYCH 461	1
PSYCH 330	3	PSYCH 464	59
PSYCH 331	1	PSYCH 465	4
PSYCH 333	89	PSYCH 466	10
PSYCH 334	1	PSYCH 470	51
PSYCH 335	2	PSYCH 472	3
PSYCH 338	1	PSYCH 473	38
PSYCH 339	1	PSYCH 490	28
PSYCH 340	4	PSYCH 492	6
PSYCH 341	1	PSYCH 493	1
PSYCH 342	10	PSYCH 498	4
PSYCH 345	2	PSYCH 499	5
PSYCH 350	162		
PSYCH 355	1		

**Religious Studies**

RELG 100	1
RELG 101	1
RELG 104	1
RELG 110	2
RELG 124	1
RELG 150	1
RELG 190	1
RELG 200	2
RELG 201	3
RELG 202	2
RELG 203	1
RELG 205	1
RELG 212	1
RELG 220	1
RELG 230	1
RELG311	1
RELG350	1
RELG 320	1

SHS 105	6
SHS 109	3
SHS 110	25
SHS 113	1
SHS 152	3
SHS 185	1
SHS 186	3
SHS 200	10
SHS 201	8
SHS 202	12
SHS 205	58
SHS 220	19
SHS 225	1
SHS 250	75
SHS 265	1
SHS 278	1
SHS 300	1
SHS 367	1
SHS 371	2
SHS 372	4
SHS 376	36

**Rural Sociology**

RS 285	1
RS 431	8

**Russian**

RUS 121	1
RUS 200	1
RUS 410	41

SHS 377	4
SHS 378	2
SHS 380	1
SHS 409	1
SHS 461	28
SHS 465	1
SHS 471	1
SHS 472	2
SHS 473	16
SHS 475	5

**Social Work**

SW 190	4
SW 340	1
SW 390	9
SW 395	10
SW 396	3
SW 490	1
SW 493	1
SW 496	5

SHS 478	15
SHS 479	2
SHS 480	1
SHS 482	5
SHS 486	1
SHS 488	1
SHS 489	82
SHS 490	5

**Sociology****Speech and Hearing Sciences**

SHS 100	36
SHS 101	14

SOC 100	4
SOC 101	1219
SOC 102	439
SOC 103	3

SOC 105	6	SOC 287	2
SOC 107	6	SOC 289	1
SOC 110	88	SOC 293	1
SOC 111	6	SOC 300	105
SOC 115	4	SOC 301	4
SOC 120	6	SOC 302	13
SOC 121	1	SOC 304	1
SOC 130	3	SOC 310	19
SOC 135	2	SOC 312	1
SOC 140	1	SOC 315	1
SOC 145	9	SOC 316	2
SOC 150	119	SOC 317	14
SOC 160	2	SOC 319	1
SOC 170	3	SOC 320	126
SOC 175	2	SOC 321	5
SOC 180	1	SOC 322	1
SOC 190	4	SOC 330	3
SOC 198	61	SOC 331	61
SOC 199	2	SOC 332	60
SOC 200	1	SOC 336	1
SOC 201	18	SOC 340	84
SOC 202	1	SOC 341	23
SOC 204	3	SOC 343	7
SOC 205	7	SOC 345	20
SOC 208	1	SOC 346	15
SOC 210	2	SOC 347	1
SOC 211	5	SOC 350	66
SOC 215	1	SOC 351	235
SOC 220	8	SOC 352	7
SOC 225	4	SOC 354	1
SOC 230	5	SOC 356	35
SOC 231	1	SOC 357	2
SOC 233	2	SOC 358	1
SOC 235	1	SOC 360	98
SOC 240	5	SOC 361	226
SOC 250	20	SOC 362	77
SOC 251	2	SOC 363	28
SOC 252	1	SOC 364	45
SOC 256	2	SOC 365	4
SOC 260	1	SOC 367	9
SOC 261	1	SOC 368	2
SOC 262	1	SOC 370	1
SOC 263	1	SOC 372	55
SOC 265	3	SOC 373	43
SOC 270	8	SOC 375	1
SOC 271	1	SOC 377	1

SOC 380	6	SPAN 110	15
SOC 382	1	SPAN 111	14
SOC 384	125	SPAN 120	3
SOC 385	1	SPAN 121	15
SOC 390	3	SPAN 130	2
SOC 391	17	SPAN 202	1
SOC 392	7	SPAN 203	12
SOC 393	5	SPAN 204	20
SOC 395	6	SPAN 238	1
SOC 396	1	SPAN 304	2
SOC 400	1	SPAN 306	2
SOC 402	1	SPAN 308	28
SOC 403	1	SPAN 310	2
SOC 410	27	SPAN 311	9
SOC 411	1	SPAN 316	2
SOC 415	25	SPAN 320	1
SOC 418	1	SPAN 321	3
SOC 422	2	SPAN 331	1
SOC 424	3	SPAN 350	1
SOC 430	98	SPAN 361	1
SOC 431	5	SPAN 362	1
SOC 433	60	SPAN 407	1
SOC 434	1	SPAN 408	7
SOC 442	4	SPAN 418	1
SOC 443	1	SPAN 420	22
SOC 451	1	SPAN 424	1
SOC 455	7	SPAN 450	3
SOC 460	1	SPAN 451	7
SOC 461	6	SPAN 452	1
SOC 472	1	SPAN 499	1
SOC 474	29	SPAN 522	1
SOC 480	18	SPAN 559	1
SOC 484	21		
SOC 485	1	<b>Theatre Arts</b>	
SOC 489	2		
SOC 491	10	THEAT 100	4
SOC 493	2	THEAT 101	7
SOC 495	6	THEAT 105	2
SOC 496	2	THEAT 107	1
SOC 499	3	THEAT 120	1
		THEAT 131	1
<b>Spanish</b>		THEAT 145	46
		THEAT 150	16
SPAN 101	7	THEAT 160	60
SPAN 102	13	THEAT 169	1
SPAN 103	1	THEAT 200	2

THEAT 201	4	WST 298	3
THEAT 215	1	WST 300	64
THEAT 238	1	WST 301	2
THEAT 260	1	WST 302	14
THEAT 261	2	WST 305	16
THEAT 316	1	WST 308	7
THEAT 360	2	WST 309	10
THEAT 362	16	WST 310	1
THEAT 363	5	WST 311	5
THEAT 364	2	WST 312	2
THEAT 365	6	WST 315	70
THEAT 366	3	WST 316	38
THEAT 367	6	WST 317	1
THEAT 402	26	WST 320	2
THEAT 462	3	WST 322	1
THEAT 465	1	WST 324	7
THEAT 467	1	WST 327	1
THEAT 480	16	WST 330	1
THEAT 489	1	WST 332	21
THEAT 490	1	WST 335	9
THEAT 496	8	WST 337	1
THEAT 497	2	WST 338	20
		WST 340	55
<b>Women's Studies</b>		WST 351	14
		WST 357	1
WST 100	2	WST 363	35
WST 101	9	WST 368	2
WST 102	1	WST 369	6
WST 110	1	WST 372	6
WST 150	7	WST 381	1
WST 155	1	WST 384	8
WST 160	1	WST 390	1
WST 200	296	WST 391	12
WST 201	8	WST 395	1
WST 204	2	WST 397	1
WST 205	1	WST398	9
WST 206	2	WST 402	3
WST 210	3	WST 403	42
WST 214	4	WST 406	43
WST 216	14	WST 407	11
WST 220	37	WST 408	8
WST 223	1	WST 409	5
WST 230	2	WST 410	2
WST 235	1	WST 411	3
WST 238	1	WST 421	1
WST 284	1	WST 425	3

WST 454	2	WST 484	59
WST 460	40	WST 485	13
WST 462	1	WST 489	1
WST 470	1	WST 493	1
WST 471	1	WST 499	2
WST 481	15		

## College of Nursing

### Nursing

NURS 100	1	NURS 252	1
NURS 101	2	NURS 260	1
NURS 102	3	NURS 287	1
NURS 103	1	NURS 300	1
NURS 108	1	NURS 308	119
NURS 110	1	NURS 309	121
NURS 111	1	NURS 311	3
NURS 112	2	NURS 315	102
NURS 115	1	NURS 3155	1
NURS 116	2	NURS 317	1
NURS 121	1	NURS 318	23
NURS 130	1	NURS 322	74
NURS 131	8	NURS 324	3
NURS 140	1	NURS 325	24
NURS 174	1	NURS 328	76
NURS 176	1	NURS 333	1
NURS 201	7	NURS 340	1
NURS 202	3	NURS 360	71
NURS 203	5	NURS 362	2
NURS 204	2	NURS 365	85
NURS 205	1	NURS 366	47
NURS 208	1	NURS 369	1
NURS 209	1	NURS 375	1
NURS 210	5	NURS 377	1
NURS 211	1	NURS 400	91
NURS 212	2	NURS 401	2
NURS 215	5	NURS 405	17
NURS 220	1	NURS 406	14
NURS 221	2	NURS 408	16
NURS 225	6	NURS 409	3
NURS 226	5	NURS 414	2
NURS 231	1	NURS 415	12
NURS 235	3	NURS 416	1
NURS 251	1	NURS 417	3
		NURS 427	2
		NURS 440	47

NURS 460	12
NURS 462	50
NURS 465	9
NURS 467	1
NURS 477	40
NURS 478	1
NURS 485	1
NURS 495	19

NURS 497	1
NURS 498	3
NURS 499	3
NURS 503	1
NURS 521	1
NURS 543	1
NURS 577	3

## College of Pharmacy

### Pharmacy

PHARP 309	1
PHARP 362	1
PHARP 450	1
PHARP 451	1
PHARP 456	1
PHARP 480	1
PHARP 486	1
PHARP 499	1
PHARP 527	1
PHARP 530	1
PHARP 531	2
PHARP 542	1
PHARP 572	2
PHARP 574	1
PHARP 450	23
PHARP 451	4
PHARP 527	1
PHARP 532	2
PHARP 540	2
PHARP 544	1
PHARP 558	1
PHARP 562	2
PHARP 567	2
PHARP 572	30
PHARP 573	3
PHARP 574	2
PHARP 576	1
PHARP 581	5
PHARP 582	1
PHARP 595	1
PHARS 437	5
PHARS 450	3

PHARS 532	1
PHARS 540	2
PHARS 544	4

## College of Sciences

### Astronomy

ASTR 101	17
ASTR 102	1
ASTR 105	1
ASTR 120	2
ASTR 121	1
ASTR 135	21
ASTR 138	5
ASTR 150	25
ASTR 201	1
ASTR 217	1
ASTR 230	1
ASTR 345	1
ASTR 380	3
ASTR 390	2
ASTR 436	2
ASTR 450	86

## Biology

BIOL 100	50
BIOL 101	223
BIOL 102	382
BIOL 103	44
BIOL 104	25
BIOL 105	22
BIOL 106	236
BIOL 107	311
BIOL 108	1
BIOL 109	5
BIOL 110	9
BIOL 111	10
BIOL 112	11
BIOL 113	14
BIOL 115	4
BIOL 118	2
BIOL 120	8
BIOL 121	4
BIOL 122	10
BIOL 123	2
BIOL 124	1
BIOL 125	6
BIOL 126	1
BIOL 128	9
BIOL 130	3
BIOL 132	1
BIOL 135	14
BIOL 139	2
BIOL 140	1
BIOL 141	1
BIOL 142	2
BIOL 150	3
BIOL 151	4
BIOL 157	1
BIOL 160	3
BIOL 163	2
BIOL 166	1
BIOL 172	3
BIOL 173	2
BIOL 174	1
BIOL 180	2
BIOL 181	1
BIOL 188	1

BIOL 198	1
BIOL 200	2
BIOL 201	50
BIOL 202	19
BIOL 203	12
BIOL 204	5
BIOL 205	4
BIOL 206	1
BIOL 210	8
BIOL 211	8
BIOL 212	3
BIOL 213	1
BIOL 214	1
BIOL 215	1
BIOL 216	1
BIOL 220	5
BIOL 221	3
BIOL 222	5
BIOL 224	1
BIOL 225	1
BIOL 228	1
BIOL 230	4
BIOL 231	4
BIOL 232	3
BIOL 233	1
BIOL 234	1
BIOL 240	3
BIOL 250	13
BIOL 251	197
BIOL 257	1
BIOL 260	8
BIOL 261	1
BIOL 270	2
BIOL 290	1
BIOL 298	4
BIOL 300	2
BIOL 301	13
BIOL 302	11
BIOL 303	1
BIOL 305	1
BIOL 308	14
BIOL 310	2
BIOL 312	1
BIOL 315	1
BIOL 318	2
BIOL 320	12

BIOL 321	13	BIOL 488	1
BIOL 322	4	BIOL 489	1
BIOL 323	1	BIOL 490	11
BIOL 330	42	BIOL 491	2
BIOL 332	2	BIOL 492	32
BIOL 340	1	BIOL 494	1
BIOL 350	23	BIOL 495	9
BIOL 353	97	BIOL 496	1
BIOL 354	1	BIOL 498	1
BIOL 355	2	BIOL 499	45
BIOL 358	1		
BIOL 360	2	<b>Botany</b>	
BIOL 365	2		
BIOL 372	206	BOT 101	2
BIOL 380	1	BOT 120	2
BIOL 390	16	BOT 140	2
BIOL 393	68	BOT 150	1
BIOL 394	3	BOT 463	3
BIOL 401	23		
BIOL 402	1	<b>Chemistry</b>	
BIOL 403	1		
BIOL 405	25	CHEM 100	4
BIOL 406	1	CHEM 101	47
BIOL 407	49	CHEM 102	54
BIOL 408	13	CHEM 103	2
BIOL 409	1	CHEM 105	124
BIOL 410	3	CHEM 106	93
BIOL 412	10	CHEM 109	11
BIOL 413	4	CHEM 110	9
BIOL 418	28	CHEM 111	9
BIOL 423	7	CHEM 112	4
BIOL 427	1	CHEM 113	8
BIOL 428	1	CHEM 115	1
BIOL 430	2	CHEM 116	1
BIOL 432	7	CHEM 120	4
BIOL 435	2	CHEM 121	6
BIOL 438	36	CHEM 122	6
BIOL 440	1	CHEM 123	5
BIOL 452	2	CHEM 130	2
BIOL 460	1	CHEM 131	5
BIOL 462	6	CHEM 132	5
BIOL 463	5	CHEM 133	11
BIOL 472	2	CHEM 135	1
BIOL 480	4	CHEM 140	18
BIOL 483	2	CHEM 141	2
BIOL 484	1	CHEM 142	1

CHEM 143	4
CHEM 144	2
CHEM 150	19
CHEM 151	2
CHEM 152	4
CHEM 153	4
CHEM 160	21
CHEM 161	4
CHEM 162	2
CHEM 163	5
CHEM 201	4
CHEM 202	2
CHEM 205	2
CHEM 209	22
CHEM 210	14
CHEM 211	5
CHEM 212	5
CHEM 214	2
CHEM 215	1
CHEM 221	4
CHEM 222	20
CHEM 223	7
CHEM 230	2
CHEM 231	1
CHEM 232	3
CHEM 233	3
CHEM 240	9
CHEM 241	1
CHEM 243	1
CHEM 251	1
CHEM 252	1
CHEM 253	2
CHEM 254	1
CHEM 260	1
CHEM 261	1
CHEM 262	1
CHEM 263	3
CHEM 271	1
CHEM 273	1
CHEM 325	1
CHEM 331	1
CHEM 333	13
CHEM 334	9
CHEM 335	2
CHEM 336	1
CHEM 337	1

CHEM 340	2
CHEM 341	43
CHEM 342	1
CHEM 343	3
CHEM 345	94
CHEM 346	2
CHEM 347	6
CHEM 348	1
CHEM 350	8
CHEM 355	2
CHEM 373	1
CHEM 395	2
CHEM 421	1
CHEM 425	2
CHEM 432	2
CHEM 481	3
CHEM 490	1
CHEM 495	1
CHEM 499	5

#### **Entomology**

ENTOM 100	1
ENTOM 101	45
ENTOM 102	47
ENTOM 145	1
ENTOM 150	6
ENTOM 243	1
ENTOM 340	8
ENTOM 342	1
ENTOM 343	15
ENTOM 401	15
ENTOM 402	2
ENTOM 415	1
ENTOM 434	1
ENTOM 550	1

#### **Environmental Science and Regional Planning**

ES/RP 100	9
ES/RP 101	207
ES/RP 140	1
ES/RP 150	61
ES/RP 151	22
ES/RP 201	1

ES/RP 202	1
ES/RP 230	1
ES/RP 321	1
ES/RP 330	1
ES/RP 335	22
ES/RP 380	1
ES/RP 402	6
ES/RP 404	7
ES/RP 431	2
ES/RP 435	1
ES/RP 444	9
ES/RP 466	1
ES/RP 490	1
ES/RP 491	2
ES/RP 492	2
ES/RP 495	3

### **Exercise Physiology and Metabolism**

EXMET 300	2
EXMET 340	2
EXMET 400	15
EXMET 402	2
EXMET 415	1
EXMET 427	5
EXMET 463	1
EXMET 465	17

### **Geology**

GEOL 100	3
GEOL 101	68
GEOL 102	26
GEOL 106	1
GEOL 107	1
GEOL 108	1
GEOL 110	4
GEOL 120	7
GEOL 123	1
GEOL 150	3
GEOL 200	1
GEOL 201	3
GEOL 203	1
GEOL 210	44
GEOL 230	3
GEOL 260	1

GEOL 301	1
GEOL 305	1
GEOL 307	1
GEOL 315	2
GEOL 317	1
GEOL 320	5
GEOL 322	2
GEOL 323	1
GEOL 340	3
GEOL 341	1
GEOL 350	2
GEOL 390	5
GEOL 403	5
GEOL 416	1
GEOL 421	1
GEOL 430	1
GEOL 445	1
GEOL 451	1
GEOL 475	1

### **Mathematics**

MATH 101	1
MATH 102	4
MATH 103	1
MATH 104	1
MATH 105	1
MATH 107	10
MATH 108	1
MATH 111	3
MATH 115	7
MATH 119	1
MATH 121	1
MATH 122	2
MATH 124	2
MATH 126	3
MATH 143	3
MATH 147	1
MATH 156	1
MATH 162	1
MATH 170	1
MATH 171	2
MATH 172	1
MATH 181	1
MATH 182	1
MATH 201	1

MATH 202	2
MATH 210	7
MATH 212	12
MATH 213	1
MATH 216	13
MATH 220	23
MATH 221	1
MATH 224	3
MATH 234	1
MATH 238	6
MATH 240	2
MATH 251	14
MATH 252	2
MATH 256	1
MATH 273	5
MATH 281	1
MATH 282	1
MATH 300	2
MATH 301	1
MATH 303	23
MATH 315	3
MATH 320	9
MATH 325	1
MATH 328	1
MATH 330	3
MATH 360	2
MATH 390	1
MATH 398	19
MATH 401	7
MATH 402	1
MATH 412	1
MATH 415	1
MATH 421	6
MATH 431	3
MATH 498	1
MATH 499	1

### **Microbiology**

MICRO 101	24
MICRO 107	2
MICRO 250	2
MICRO 260	2
MICRO 302	3
MICRO 324	1

### **Molecular Biosciences**

MBIOS 101	244
MBIOS 102	5
MBIOS 105	1
MBIOS 106	1
MBIOS 107	2
MBIOS 201	2
MBIOS 210	1
MBIOS 222	1
MBIOS 250	2
MBIOS 251	3
MBIOS 260	1
MBIOS 301	27
MBIOS 302	285
MBIOS 303	2
MBIOS 304	53
MBIOS 305	7
MBIOS 306	59
MBIOS 320	18
MBIOS 325	1
MBIOS 340	1
MBIOS 341	24
MBIOS 360	18
MBIOS 361	3
MBIOS 375	2
MBIOS 400	1
MBIOS 401	2
MBIOS 402	8
MBIOS 404	3
MBIOS 407	1
MBIOS 411	5
MBIOS 425	9
MBIOS 427	9
MBIOS 430	5
MBIOS 435	1
MBIOS 440	6
MBIOS 441	3
MBIOS 442	2
MBIOS 443	1
MBIOS 446	2
MBIOS 450	1
MBIOS 454	6
MBIOS 490	4
MBIOS 492	1
MBIOS 494	1

MBIOS 495	1	PHYS 131	1
MBIOS 496	2	PHYS 133	1
MBIOS 498	2	PHYS 141	1
MBIOS 499	4	PHYS 152	1
		PHYS 181	1
<b>Physical Sciences</b>		PHYS 188	1
		PHYS 200	1
PHS 101	1	PHYS 201	299
PHS 200	2	PHYS 202	206
PHS 202	2	PHYS 203	38
PHS 210	3	PHYS 204	1
PHS 314	2	PHYS 205	11
PHS 321	1	PHYS 206	17
PHS 365	6	PHYS 207	2
PHS 370	1	PHYS 208	1
		PHYS 209	1
<b>Plant Pathology</b>		PHYS 210	2
		PHYS 211	5
PLP 100	1	PHYS 213	1
PLP 101	1	PHYS 220	1
PLP 120	1	PHYS 221	6
PLP 150	17	PHYS 222	4
PLP 152	1	PHYS 223	1
PLP 300	1	PHYS 231	1
PLP 429	2	PHYS 232	1
PLP 479	1	PHYS 233	3
<b>Physics</b>		PHYS 242	1
		PHYS 251	3
PHYS 100	8	PHYS 253	2
PHYS 101	170	PHYS 254	1
PHYS 102	78	PHYS 255	6
PHYS 103	5	PHYS 256	2
PHYS 105	2	PHYS 281	1
PHYS 106	2	PHYS 303	6
PHYS 107	2	PHYS 310	1
PHYS 111	1	PHYS 330	1
PHYS 112	1	PHYS 342	1
PHYS 113	1	PHYS 365	1
PHYS 115	2	PHYS 401	1
PHYS 116	1	PHYS 410	1
PHYS 120	1	PHYS 415	6
PHYS 121	7	PHYS 436	2
PHYS 122	7	PHYS 443	2
PHYS 123	10	PHYS 463	1
PHYS 124	1	PHYS 490	1
PHYS 127	1	PHYS 497	1

PHYS 499 3

VM 600 1

**Statistics**

**Honors College**

STAT 200 1  
STAT 201 2  
STAT 205 2  
STAT 210 1  
STAT 212 142  
STAT 221 2  
STAT 240 2  
STAT 272 1  
STAT 312 1  
STAT 360 14  
STAT 412 15

**University Honors**

UH 100 4  
UH 101 3  
UH 198 3  
UH 199 3  
UH 201 1  
UH 202 1  
UH 230 1  
UH 250 1  
UH 260 15  
UH 270 3  
UH 280 4  
UH 290 1  
UH 298 2  
UH 299 1  
UH 300 200  
UH 301 1  
UH 321 1  
UH 330 141  
UH 350 93  
UH 360 1  
UH 398 3  
UH 402 1  
UH 410 14  
UH 440 89  
UH 450 2

**Zoology**

ZOOL 121 1  
ZOOL 122 7  
ZOOL 251 2  
ZOOL 353 3  
ZOOL 412 2  
ZOOL 561 1

**College of Veterinary Sciences**

**Neuroscience**

NEURO 101 1  
NEURO 138 4  
NEURO 301 3  
NEURO 403 11  
NEURO 404 10  
NEURO 430 3  
NEURO 495 2  
NEURO 499 2

**Veterinary Medicine**

VM 361 3  
VM 394 1  
VM 500 2  
VM 513 1  
VM 536 1