

The Washington State University Writing Portfolio

Fifth Findings: June 2001—May 2003

Internal Report #6

Office of Writing Assessment
Washington State University

November 2003

G. Todd Vanek
Audrey E. Townsend
Diane Kelly-Riley

Assessment and Evaluation Center
384 Cleveland Hall
Washington State University
P.O. Box 642136
Pullman, WA 99164-2136
(509) 335-2223

I. Purpose.....	3
II. Rationale	3
III. Executive Summary.....	4
III.A. Principal Conclusions.....	4
III.B. Recommendations for Action	6
IV. Findings.....	7
IV.A. Descriptive Findings	7
IV.A.1. Average Time to Exam.....	7
IV.A.1.a. Average Time to Exam—All Students	8
IV.A.1.b. Average time to Exam—Transfer and Language Status	10
IV.A.1.c. Average Time to Exam—Impact on Portfolio Rating.....	12
IV.A.1.d. Gender Differences in Average Time to Exam	14
IV.A.1.e. Departmental Difference in Mean Credit Hours at Exam	15
IV.A.2. Compliance With the Examination	18
IV.A.2.a. Annual Change in Attendance for All Students	18
IV.A.2.b. Annual Change in Portfolio Assessment Participation for NNS (L2) and Transfer Students.....	19
IV.A.2.c. Completion of the Portfolio by Month	20
IV.A.3. Performance	20
IV.A.3.a. Portfolio Performance Over the Years for All Students	20
IV.A.3.b. Performance According to Transfer and Non-Native (L2) Speaking Status	23
IV.A.3.c. Performance of WSU Branch Campuses (1999-2003).....	25
IV.A.3.d. Performance According to Gender	26
IV.A.4. Performance by Academic Area	26
IV.A.4.a. Summary of Overall Performance by College	27
IV.A.4.b. Overall Performance by Declared Major	28
IV.B. Findings—Validation	31
IV.B.1. Performance by Academic Level of Papers Submitted.....	31
IV.B.1.a. Submitted Papers by Academic Level.....	31
IV.B.1.b. Submitted Papers, Academic Level and Instructor’s rating.....	32
IV.B.2. Equivalency of the Rhetorical Tasks in the Timed Writing	33
IV.B.2.a. Tests of Equivalency of the Rhetorical Tasks for All Students	33
IV.B.2.b. Equivalency of Rhetorical Tasks for Non-Native Speakers of English	36
IV.B.2.c. Stability of the Rhetorical Tasks Over Time.....	37
IV.B.3. Equivalency of the Topics	37
IV.B.3.a. Non-Native Speaking Students Performance by Topic	40
IV.B.3.b. Tier II Ratings and Equivalency of the Topics	42
IV.B.4. Cross-Disciplinarity of the Rating Corps	44
IV.B.4.a. Tier I Rating Corps—The Instructors.....	44
IV.B.4.b. Tier I Rating Corps—The Timed Writing Raters	44
IV.B.5. Rating Sequences from Tier I to Tier II	45
IV.B.5.a. Rating Sequences from Tier I to Tier II Over Time.....	46
IV.B.5.b. Rating Sequences from Tier I to Tier II—Non-Native Speakers.....	46
Appendix A: 2001-2003 Portfolio Readers Listed by Department.....	48
Appendix B: Portfolio Performance by Major and Language Status.....	51
Appendix C: Paper Submissions by Course	60

I. Purpose

To date more than 28,500 students have completed the Washington State University Writing Portfolio, which first administered Spring Semester 1993. Participation in the Writing Portfolio has more than doubled since May 1999. Up until 2001, participation in the Writing Portfolio continued to increase. However, this reporting period demonstrated decrease in participation in the Writing Portfolio (section IV.A.2.a).

This report not only continues to assess the effectiveness of the Washington State University Writing Portfolio, but also examines progress made since the initial report in 1995. Therefore, 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 all those involved with the Writing Portfolio. This report presents data on the Writing Portfolio that can be used in decision making by current and future administrators of the examination, campus-wide faculty involved in writing instruction, and those with oversight responsibilities, such as the Director of General Education and the All-University Writing Committee, with regard to the writing abilities of WSU undergraduates.

II. Rationale

The 2001-2003 evaluation of the Writing Portfolio represents an assessment of the program as a whole. Slightly more than 7,500 students completed the WSU Writing Portfolio between June 1, 2001 and May 31, 2003. Although participation is down slightly from nearly 8,000 students in 1999-2001, the decrease is more likely a leveling off in participation than an a continuous decrease in participation.

During the 1999-2001 period, the Writing Assessment Office undertook several activities, centering primarily around registration holds, to assist students in completing the Writing Portfolio requirement in a timely manner. In 1999-2001, those activities began showing results. The 2001-2003 reporting period continues to yield positive results from the activities instituted in 1999-2001. Some trends observed in the 1999-2001 report--an increase in the number of students completing the portfolio prior to the 75th credit hour, and an increase in the number of unsigned course papers submitted in student Portfolios--continue in the 2001-2003 report. Some new trends are starting to show in this reporting period. Some populations related

to gender/language struggle with certain timed writing exam topics (section IV.B.3.) and there is a decreased number of Writing Portfolios (section IV.A.2.a.) suggesting that the number of students is finally beginning to level off as expected. These trends and the factors that influence them are important elements in determining the effectiveness and efficiency of the Writing Portfolio.

This report does not include the addition of any new sections. Nearly every section of this report contains analysis of the change of the Writing Portfolio over time. It is hoped that the comparisons made herein will provide the readers of this report insight into the Writing Portfolio over time. It is recommended that this report serve as a source of base-line data and analytical methods for administrative use.

III. Executive Summary

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

III.A. Principal Conclusions

- Although overall portfolio participation has decreased the last two years, data on compliance with the Writing Portfolio Assessment shows movement towards completion of the Writing Portfolio within the optimal timeline.
 - Since 1997/1999, there has been a steady increase in the number of students completing the Writing Portfolio prior to the 75th credit hour (+11.5% since 95/97).
 - There was a six credit hour drop in the average credit hours at exam between 1999-2001 and 2001-2003.
 - Overall, 63.7% of students completed their Writing Portfolios after 75 credit hours in the 2002-2003 reporting period, down from 76.9% in 1999-2000.

- Non-transfer students seem to be the most timely at submitting Portfolios prior to 75 credit hours compared to all other student classifications.
- Writing Portfolio results for non-native writers (L2) still display the need for additional writing support. However, efforts to aid non-native speakers/writers can be noticed in some results.
 - Non-native writers continue to have a 33% greater chance of receiving a needs work rating at the Tier I level, and 23% greater chance at the Tier II level than the general student population.
 - Non-native writers who do not report a major have a 58% chance of receiving a needs work final rating on the Writing Portfolio.
 - Non-native writers comply with Writing Portfolio timelines at approximately the same rate as the general student population.
 - Non-native writers show the most improvement over time in complying with the Writing Portfolio timeline.
- The Writing Assessment Program continues to be a model writing program, but several issues need to be monitored in upcoming reports to avoid potential problems:
 - Since 1997/1998, the number of unsigned course paper submissions, okay ratings, has increased by 13.2%. The instructor signatures on the course papers play an integral role in the Portfolio evaluation process ensuring that teachers play a central role in the Portfolio evaluation.
 - Needs work ratings have increased in the latest report. The increased rates of compliance with the Writing Portfolio may be the reason for the increased number of needs work ratings. Previously, weaker writers could put off the Portfolio until their final semesters, and gather papers that would be good enough to pass the requirement. This increase should be monitored to ensure that the ratings remain fair, and that the increase in needs work only represents more timely compliance with the diagnostic intent of the Writing Portfolio.
 - Faculty participation as paid readers should 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 portray a picture of faculty work load.

III.B. Recommendations for Action

- Take action to implement the portfolio submission guides suggested in the 1999-2001 report.
 - At 45 credits, students receive an automated notice in METRO that the Portfolio is due in the upcoming semester.
 - Place the first registration hold when students who have not completed the Portfolio attempt to register with 60 credits.
 - Levy the second, “hard” hold at 75 credits.
- Continue to monitor the trend in unsigned course paper submissions, “okay ratings,” noted in this report, and increase efforts to get students to obtain the original teacher’s rating and signature on the paper.
- Update the evaluation process for the Writing Portfolio Assessment.
 - Cease biennial analyses and reporting. The overall population is so large that most analyses can’t uncover potential problems in the assessment process.
 - Conduct a yearly review of data and compare it to the norms created over the last 10 years in the search for inconsistencies in the Writing Portfolio Assessment.
 - Move all data to a statistical database so on-going analyses can be conducted. In that database transition, use only “complete” files to create norms for comparison in future analyses.

IV. Findings

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

IV.A. Descriptive Findings

The descriptive findings section of this report offers insights into the status of student writing performance at Washington State University through the Writing Portfolio. The Writing Assessment Office draws the descriptive findings from an internal database of student writing assessment information. Various methods have been used to compile these findings, ranging from self-reporting of major and credit hours at exam time to direct data entry of scores for the timed writing and paper submission information.

The number of student exam-takers, represented as N , varies from study to study. Studies are conducted biennially and have been ongoing since 1993. The N can vary given the number of students who may have completed the timed writing portion of the Writing Portfolio but have not yet finished it entirely, thereby delaying entry of complete results into the database.

IV.A.1. Average Time to Exam

Although the average time to exam has not reached the optimal range of 60-75 credit hours, the data from 2001-2003 are positive. While 65.7% of all students participating in the portfolio assessment complete it after 75 credit hours, data show that there has been a consistent increase in the number of students completing the Writing Portfolio before the 75th credit hour (+11.5% since 95/97).

The increase in the percentage of students completing their Writing Portfolios prior to 75 credit hours can in part be attributed to many steps the Writing Assessment Office initiated in the Fall of 2000. These aggressive steps were designed to remind students to complete the Writing Portfolio at 60 credits. Some of those steps, like automatic billing of Writing Portfolio charges onto students' accounts at 60 credits and a registration hold at 75 credit hours, have no doubt helped motivate students to complete the writing portfolio between 60 and 75 credit hours. To

continue to help the Writing Portfolio remain 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 that the Portfolio is due in the upcoming semester; that the first registration hold be placed when students who have not completed the portfolio attempt to register with 60 credits; and that the second, “hard” hold be levied at 75 credits. These portfolio-tracking mechanisms have not yet been put in place.

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

The three tables included in this section rely on the number of self-reported credit hours earned by students when they turn in the Writing Portfolio packet. Data for time to exam for all students in the first Writing Assessment Report (1993-1995) is not used in the comparison, as the data is drastically different from the trends seen over the next four reporting periods. When considering the data in these tables, recognize the difference in the number of students between the biennial reporting periods.

The 2001-2003 reporting period saw the first ever decline in time to exam at 76-90 credit hours. Although that change was slight (0.4%), other trends also suggest that students are beginning to complete their Writing Portfolios earlier in their programs. Although the largest percentage of students still complete their Portfolios in the 76-90 credit hour range, the gap between the 61-75 credit hours and the 76-90 credit hours is decreasing. In 2001, the gap between the 61-75 credit hours and the 76-90 credit hours was 12.1%. In 2003, that gap closed to 5.7%. Overall, 63.7% of students completed their Writing Portfolios after 75 credit hours in 2002-2003, down from 76.9% in 1999-2000.

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

Hours	Change 99/00 – 02/03	June 2002- May 2003	June 2001- May 2002	June 2000- May 2001	June 1999- May 2000
No. Students	- 109	3,603	4,019	4,236	3,712
60 or less	+ 4.6%	8.8%	6.7%	4.2%	4.2%
61-75	+ 12.6%	26.9%	22.7%	16.1%	14.3%
76-90	+ 13.9%	32.6%	33.0%	28.2%	18.7%
91-105	- 6.5%	15.4%	15.6%	17.5%	21.9%
106 or more	- 20.6%	15.7%	19.9%	27.4%	36.3%
Unreported	- 3.9%	.7%	2.1%	6.6%	4.6%

Time to Exam for All Students, Biennial Reporting Periods

Hours	Change 95/97 – 01/03	2001- 2003	1999- 2001	1997- 1999	1995- 1997
No. Students	+3,358	7,622	7,938	6,201	4,264
60 or less	+ 3.7	8.1%	4.2%	3.9%	4.4%
61-75	+ 7.8%	24.8%	15.2%	12.6%	17.0%
76-90	+ 7.5%	32.8%	23.8%	19.0%	25.3%
91-105	- 7.0%	15.5%	19.5%	21.2%	22.5%
106 or more	- 7.0%	17.4%	31.6%	38.1%	24.4%
Unreported	- 5.0%	1.4%	5.7%	5.2%	6.4%

The analysis on time to exam was expanded for this reporting period. A direct comparison was made between different student classifications for time to exam data. When reviewing data in the next table, keep in mind that transfer students are allowed to submit their Writing Portfolios up until the 90th credit hour. If one compares the percentage of students who have submitted portfolios up to 75 credits for non-transfer students and up to 90 credits for transfer students, there is a higher percentage of transfer students submitting Portfolios “on-time.” By the 90th credit hour, 45.2% of transfer students completed their Writing Portfolio compared to 31.8% of non-transfer students at the 75th credit hour.

If the data is taken at face value, non-transfer students are the most timely at submitting Portfolios prior to 75 credit hours compared to all other student classifications. From 1993 to 2003, the student wide percentage of Portfolio completion prior to 75 credit hours was 24.9%. Females represent the next highest percentage of students completing Portfolio exam prior to 75 credit hours at 28.1%. The remaining classifications represent First language (L1) speakers

(26.3%), males (23%), non-native (L2) speakers (21.7%), and transfer students (21.5%). The percentage of students completing the Writing Portfolio before 75 credit hours for all classifications is 24.9%.

Time to Exam—Comparison between student classifications, 1993-2003

Hours	All	Males	Females	L1	L2	Transfer	Non-Transfer
No. Students	28,526	13,441	14,420	24,167	2,750	16,967	11,789
60 or less	5.6%	5.0%	7.4%	6.5%	4.8%	5.3%	7.7%
61-75	19.3%	18.0%	20.7%	19.8%	16.9%	16.2%	24.1%
76-90	25.3%	24.6%	25.7%	25.5%	23.8%	23.7%	27.9%
91-105	18.4%	18.2%	18.7%	18.1%	21.4%	19.7%	16.4%
106 or more	26.1%	30.7%	21.6%	25.1%	26.3%	29.5%	19.5%
Unreported	5.3%	3.5%	5.9%	5.0%	6.8%	5.6%	4.4%

In reviewing the percentage of students who have completed the Writing Portfolio prior to 75 credit hours (or 90 credit hours for transfer students), one must also review the trends in this change over time. The following table shows the change in time to exam by student classifications between 1995/1997 and 2001/2003. 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.

Change in Time to Exam by Student Classifications, 95/97 to 01/03

Hours	All	Male	Female	Transfer	Non-Transfer	L1	L2
No. Students	+3,358	+1,355	+1334	+2,372	+946	+ 2,289	+ 105
60 or less	+ 3.7	+2.8	+5.2	+ 4.1%	+ 3.6%	+ 3.8%	+ 6.6%
61-75	+ 7.8%	+10.6	+5.9	+ 7.4%	+ 9.8%	+ 6.9%	+ 14.8%
76-90	+ 7.5%	+8.8	+6.6	+ 9.2%	+ 6.5%	+ 7.9%	+ 6.6%
91-105	- 7.0%	-8.6	-6.2	- 7.8 %	- 6.5%	- 6.6%	- 11.9%
106 or more	- 7.0%	-9.8	-5.1	- 7.5%	- 8.3%	- 7.0%	- 12.3%
Unreported	- 5.0%	-3.8	-6.4	- 5.3%	- 5.1%	- 5.0%	- 3.8%

Note: Percentages presented in **bold** represent the upper and lower change in that category of credit hours.

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

The next four tables present data on the time to exam by transfer/non-transfer and first language (L1)/non-native (L2) speaker classifications. The first table reports student time to

exam by transfer status and displays the amount of change in time to exam between the 1995-1997 and the 2001-2003. The second table reports the change in transfer/non-transfer student time to exam by annual reporting period. Note the difference in the amount of change between the biennial reporting periods and the annual reporting periods. This comparison suggests that the rate of change is increasing at a greater rate in the most recent years. Transfer students show the greatest improvement in submitting their Writing Portfolios between the 76-90 credit hours, which may be in part due to the fact that transfer students have until 90 credits to complete their Portfolios.

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

	Change Between 95/97 – 01/03		2001- 2003			1999-2001		1997-1999		1995-1997	
Hours	Transfer	Non- Transfer	Transfer	Non-Transfer	Transfer	Non- Transfer	Transfer	Non- Transfer	Transfer	Non- Transfer	
No Students►	+2,372	+946	4,780	2,798	4,808	3,141	3,684	2,448	2,408	1,852	
60 or less	+ 4.1%	+ 3.6%	7.4%	9.4%	3.8%	4.8%	3.4%	4.8%	3.3%	5.8%	
61-75	+ 7.4%	+ 9.8%	21.3%	30.8%	13.1%	18.5%	10.3%	16.0%	14.0%	21.0%	
76-90	+ 9.2%	+ 6.5%	30.7%	36.6%	21.2%	27.7%	17.6%	20.8%	21.5%	30.1%	
91-105	- 7.8 %	- 6.5%	17.2%	12.8%	20.4%	18.2%	20.9%	21.9%	25.0%	19.3%	
106 or more	- 7.5%	- 8.3%	21.7%	9.8%	34.8%	26.7%	41.4%	33.4%	29.2%	18.1%	
Unreported	- 5.3%	- 5.1%	1.7%	.6%	6.7%	4.1%	6.4%	3.1%	7.0%	5.7%	

Time to Exam—Transfer vs. Non-Transfer Students, Academic Year

	Change Between 99/00 – 02/03		June 2002- May 2003		June 2001- May 2002		June 2000- May 2001		June 1999- May 2000	
Hours	Transfer	Non-Transfer	Transfer	Non-Transfer	Transfer	Non-Transfer	Transfer	Non-Transfer	Transfer	Non-Transfer
No Students►	- 4	- 78	2,293	1,298	2,487	1,500	2,502	1,643	2,297	1,376
60 or less	+ 4.5%	+ 5.0%	8.1%	10.2%	6.8%	8.5%	4.0%	4.6%	3.6%	5.2%
61-75	+ 11.0%	+ 16.0%	24.2%	32.1%	18.6%	29.7%	13.2%	20.6%	13.2%	16.1%
76-90	+13.5%	+14.8%	30.8%	35.9%	30.6%	36.8%	24.7%	34.1%	17.3%	21.1%
91-105	- 4.7%	- 9.7%	17.4%	11.9%	17.2%	13.4%	18.7%	15.6%	22.1%	21.6%
106 or more	- 19.3%	- 23.6%	19.0%	9.3%	23.9%	11%	31.6%	21.8%	38.3%	32.9%
Unreported	- 5.0%	- 2.5%	.5%	.6%	2.9%	.6%	7.8%	3.3%	5.5%	3.1%

Reviewing time to exam data by language status shows that 32.9% of non-native speakers and 31.5% of first language speakers have submitted their Writing Portfolios after the 91st credit hour. This is an improvement from the 1999-2001 reporting period in which 52.5% of non-

native speakers and 50.9% of all first language speakers submitted their Writing Portfolios after the 91st credit hour. Current data shows movement towards completion of the Writing Portfolio within the optimal timeline. The 2001-2003 reporting period indicates that the number of non-native speakers compared to first language speakers who submit their Writing Portfolios at each credit hour block is beginning to level off compared to previous reports. Previously non-native speakers submitted their Portfolios after the 90th credit hour at significantly higher rates than first language speakers. The Writing Assessment Office has been successful in working closely with non-native speakers to ensure timely compliance, but more work needs to be done with both non-native speakers and first language speakers to continue to ensure timely completion.

Time to Exam— First Language (L1) vs. Non-Native (L2) Speaking Students, Biennial Reporting Period

	Change 95/97 – 01/03		2001- 2003		1999-2001		1997-1999		1995-1997	
Hours	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2
No. Students ►	+ 2,289	+ 105	5,955	593	6,596	820	5,365	595	3,666	488
60 or less	+ 3.8%	+ 6.6%	8.5%	9.1%	4.2%	4.6%	4.0%	2.0%	4.7%	2.5%
61-75	+ 6.9%	+ 14.8%	25.1%	25.3%	14.9%	17.5%	12.9%	8.1%	18.2%	10.5%
76-90	+ 7.9%	+ 6.6%	33.5%	31.2%	24.5%	17.3%	18.6%	21.9%	25.6%	24.6%
91-105	- 6.6%	- 11.9%	15.1%	16.9%	19.2%	23.3%	21.7%	19.3%	21.7%	28.8%
106 or more	- 7.0%	- 12.3%	16.4%	16.0%	31.7%	29.2%	38.2%	39.0%	23.4%	28.3%
Unreported	- 5.0%	- 3.8%	1.4%	1.5%	5.5%	8.1%	4.6%	9.7%	6.4%	5.3%

Time to Exam, First Language (L1) vs. Non-Native (L2) Speaking Students, Biennial Reporting Period

	Change 99/00 – 02/03		June 2002- May 2003		June 2001- May 2002		June 2000- May 2001		June 1999- May 2000	
Hours	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2
No. Students ►	-267	-107	2,817	315	3,138	278	3,362	393	3,084	422
60 or less	+4.6%	+6.5%	9.1%	10.5%	8.1	7.6%	3.9%	5.1%	4.5%	4.0%
61-75	+13.1%	+15.3%	26.9%	30.5%	23.5	19.4%	15.6%	19.9%	13.8%	15.2 %
76-90	+13.7%	+12.1%	33.7%	28.9%	33.4	33.8%	28.4%	17.8%	20.0%	16.8 %
91-105	-6.4%	-9.0%	15.0%	15.2%	15.1	18.7%	17.7%	22.6%	21.4%	24.2 %
106 or more	-20.1%	-17.6%	14.9%	13.9%	17.7	18.3%	28.7%	27.2%	35.0%	31.5 %
Unreported	-4.9	-7.3%	.4%	1.0%	2.2	2.2%	5.7%	7.4%	5.3%	8.3%

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

In 1997/1999, students were more likely to receive a rating of needs work on the timed writing if they submitted their Portfolios after 90 credit hours. During those same years, students were no more likely to receive a needs work on the final portfolio after 90 credit hours than prior

to 90 credit hours. In 1999/2001, students who submitted their Portfolios prior to 90 credit hours had a slightly greater chance of receiving a needs work on the timed writing, and they had a greater chance of earning a needs work on the entire Portfolio if the Portfolio was submitted prior to 90 credit hours. The 1999/2001 years marked an increase in the number of students submitting their Portfolios prior to 90 credit hours, showing timely compliance with the requirement (section IV.A.1.a). In 2001/2003 the chance of receiving a needs work rating was greater if the portfolio was submitted prior to 90 credit hours. This increase in Portfolio completion prior to 90 credit hours must be considered when reviewing this data.

Change in Time to Exam, Impact on Rating, 1995-1997 to 2001-2003

Hours	Tier I Results			Final Results		
	Simple Pass	Pass with Distinction	Needs Work	Simple Pass	Pass with Distinction	Needs Work
60 or fewer	-6.3%	+2.6%	+3.7%	-7.5%	+2.1%	+5.4%
61-75	-3.9%	-4.3%	+8.2%	+0.8%	-6.2%	+5.4%
76-90	-3.4%	+0.4%	+3.0%	-3.6%	+0.9%	+2.7%
91-105	+1.4%	+0.8%	-2.2%	-0.5%	+1.8%	-1.3%
106 or more	+2.3%	+2.1%	-4.4%	+3.7%	-0.1%	-3.6%
Unreported	+7.1%	-1.5%	-5.6%	+2.8%	+3.4%	-6.2%

Time to Exam, Impact on Rating, 2001-2003

Hours	Tier I Results			Final Results		
	Simple Pass	Pass with Distinction	Needs Work	Simple Pass	Pass with Distinction	Needs Work
60 or fewer	61.1%	10.1%	28.8%	76.4%	11.2%	12.4%
61-75	60.8%	8.8%	30.4%	78.1%	9.2%	12.7%
76-90	61.2%	10.2%	28.6%	78.8%	9.8%	11.4%
91-105	62.8%	9.5%	27.7%	80.2%	8.8%	11.0%
106 or more	63.1%	11.9%	25.0%	88.1%	6.7%	5.2%
Unreported	62.2%	13.5%	24.3%	82.7%	11.8%	5.5%

Time to Exam, Impact on Rating, 1999-2001

Hours	Tier I Results			Final Results		
	Simple Pass	Pass with Distinction	Needs Work	Simple Pass	Pass with Distinction	Needs Work
60 or fewer	61.3%	11.2%	27.5%	75.8%	12.1%	12.1%
61-75	59.7%	10.4%	29.9%	77.7%	10.7%	11.6%
76-90	61.1%	10.6%	28.3%	79.4%	9.3%	11.3%
91-105	60.4%	10.2%	29.4%	79.6%	9.4%	11.0%
106 or more	60.6%	11.5%	27.9%	82.0%	8.5%	9.5%
Unreported	64.1%	12.0%	23.9%	81.9%	10.4%	7.7%

Time to Exam, Impact on Rating, 1997-1999

Hours	Tier I Results			Final Results		
	Simple Pass	Pass with Distinction	Needs Work	Simple Pass	Pass with Distinction	Needs Work
60 or fewer	66.6%	12.2%	21.2%	81.7%	12.2%	6.1%
61-75	65.4%	14.1%	20.5%	76.4%	17.7%	5.9%
76-90	62.5%	12.9%	24.6%	78.6%	13.1%	8.3%
91-105	63.5%	10.1%	26.4%	83.2%	9.1%	7.7%
106 or more	60.1%	12.4%	27.5%	84.2%	8.5%	7.3%
Unreported	60.5%	11.1%	28.4%	81.2%	11.1%	7.7%

Time to Exam, Impact on Rating, 1995-1997

Hours	Tier I Results			Final Results		
	Simple Pass	Pass with Distinction	Needs Work	Simple Pass	Pass with Distinction	Needs Work
60 or fewer	67.4%	7.5%	25.1%	83.9%	9.1%	7.0%
61-75	64.7%	13.1%	22.2%	77.3%	15.4%	7.3%
76-90	64.6%	9.8%	25.6%	82.4%	8.9%	8.7%
91-105	61.4%	8.7%	29.9%	80.7%	7.0%	12.3%
106 or more	60.8%	9.8%	29.4%	84.4%	6.8%	8.8%
Unreported	55.1%	15.0%	29.9%	79.9%	8.4%	11.7%

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

Since 1997/1999, there has been a steady decrease in the number of credit hours at which students complete the Writing Portfolio. There is a difference in the change of credit hours at exam for the variable of gender. Males have had the largest increase in percentage of individuals submitting Portfolios at the 61-75 credit hour range (10.6%, while the greatest change for females is the 6.6% increase in Portfolio completion at the 76-90 credit hour range. Overall

females continue to have a higher percentage of individuals completing the Writing Portfolio before the 76th credit hour (35.6%) compared with males (31.4%).

Credit Hours at Exam—Males Only by Biennial Reporting Period

Hours	Change 95/97 – 01/03	2001- 2003	1999- 2001	1997- 1999	1995- 1997
No. Students	+1,355	3,374	3,928	3,028	2,019
60 or less	+2.8%	6.4%	3.1%	3.6%	3.6%
61-75	+10.6%	25.0%	14.0%	11.8%	14.4%
76-90	+8.8%	33.1%	22.9%	17.5%	24.3%
91-105	-8.6%	14.7%	18.7%	19.7%	23.3%
106 or more	-9.8%	19.8%	37.7%	43.6%	29.6%
Unreported	-3.8%	1.0%	3.6%	3.8%	4.8%

Credit Hours at Exam—Females Only by Biennial Reporting Period

Hours	Change 95/97 – 01/03	2001- 2003	1999- 2001	1997- 1999	1995- 1997
No. Students	+1334	3,579	4,010	3,173	2,245
60 or less	+5.2%	10.3%	5.3%	4.3%	5.1%
61-75	+5.9%	25.3%	16.4%	13.3%	19.4%
76-90	+6.6%	32.8%	24.6%	20.4%	26.2%
91-105	-6.2%	15.5%	20.3%	22.6%	21.7%
106 or more	-5.1%	14.6%	25.6%	32.8%	19.7%
Unreported	-6.4%	1.5%	7.8%	6.6%	7.9%

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 1993 through 2003, as well as data for the 2001-2003 reporting period. Between 1993 to 2003, all majors with 30 or more students had an average of 93 credit hours. During 2001-2003, this average dropped to 89 credit hours. The drop in the average number of credit hours at Portfolio submission confirms the change in credit hours at exam as reported in section IV.A.1.a.

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

The trend for average credit hours at exam confirms the overall findings reported in section IV.A.1. Although the 89 credit hour average is still well above the desired 60-75 credit hour range desired, the 6 credit hour drop between 1999-2001 and 2001-2003 is encouraging.

Time to Exam by Major, 1993-2003 and 2001-2003, Listed by Average Hours at Exam 2001-2003

Major	Average Hours at Exam 2001-2003	Students (N) 2001-2003	Average Hours at Exam 1993-2003	Students (N) 1993-2003
University Average	89	N/A	93	N/A
Physical Education	70	17	88	45
Genetics and Cell Biology	71	11	77	34
Agribusiness	75	22	86	125
Journalism	78	27	82	89
Speech & Hearing Sciences	78	23	86	215
Zoology	78	78	85	430
Broadcasting	80	61	85	137
Criminal Justice	80	180	88	795
Neuroscience	80	30	83	45
Public Relations	80	100	85	341
Business Law	81	23	90	58
Mathematics	81	35	88	156
Sports Management	82	106	86	190
Elementary Education	83	399	90	1,042
Hospitality Management	83	266	91	1,308
Advertising	84	142	85	247
International Business	84	81	94	347
Political Science	84	163	88	561
Sociology	84	153	89	629
Biochemistry	85	46	92	112
Business	85	92	94	303
Chemistry	85	24	89	90
Communications	85	428	92	2,097
English	85	157	87	638
Nursing	85	228	83	756
Social Studies	85	23	94	71
Apparel, Merchandising & Textiles	86	81	89	249
Exercise Science	86	18	96	122
Human Resources & Personnel	86	8	92	68
Management	86	97	92	498
Philosophy	86	38	90	85
Animal Science	87	132	89	424
Business Administration	87	171	93	847
Crops	87	18	92	85
History	87	137	93	476
Horticulture	87	16	95	124
Human Development	87	163	90	705
Marketing	87	152	92	677

Major	Average Hours at Exam 2001-2003	Students (N) 2001-2003	Average Hours at Exam 1993-2003	Students (N) 1993-2003
University Average	89	N/A	93	N/A
Microbiology	87	35	93	202
Agriculture	88	22	95	65
Finance	88	117	92	524
Wildlife Management	88	32	97	101
Electrical Engineering	89	119	100	432
Psychology	89	326	91	1,260
Accounting	90	133	91	647
Anthropology	90	46	92	153
Biology	90	145	94	668
Civil Engineering	90	126	97	495
Computer Engineering	90	42	96	127
Construction Management	90	59	101	227
Education	90	97	86	617
Fine Arts	90	92	95	334
Spanish	90	25	92	127
General Business	91	39	100	109
Geology	91	17	92	60
Management Information Systems	91	376	96	1,074
Architecture	92	149	98	450
Food Science and Human Nutrition	92	7	93	78
General Studies	92	152	98	498
Physics	92	16	93	50
Agricultural Economics	93	24	93	153
General Humanities	93	25	97	59
Mechanical Engineering	93	164	99	567
Music	93	46	91	145
Agricultural Education	94	25	96	111
Agricultural Technology and Management	94	18	96	78
Chemical Engineering	94	37	100	162
Economics	94	22	91	112
Social Science	94	229	97	786
Athletic Training	95	31	97	85
Computer Science	95	157	98	385
Landscape Architecture	95	44	97	136
Recreation & Leisure Studies	95	4	97	162
Theater/Drama	95	8	99	43
Insurance	96	6	90	51
Natural Resource Sciences	96	27	94	188
Hotel Administration	97	4	93	713
Interior Design	97	55	93	214
Material Science Engineering	97	12	96	62
Environmental Science	98	24	98	174
Humanities	98	37	99	175
Veterinary Science	99	13	94	76
Forestry	100	12	102	46
Pharmacy	105	135	106	442
Decision Sciences	107	11	98	41
Kinesiology	108	18	104	148

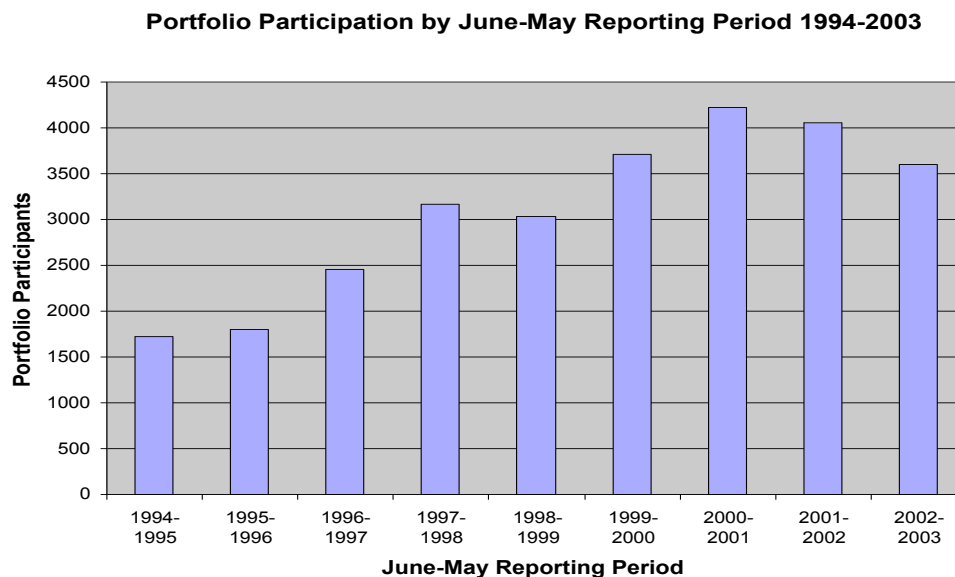
Major	Average Hours at Exam 2001-2003	Students (N) 2001-2003	Average Hours at Exam 1993-2003	Students (N) 1993-2003
University Average	89	N/A	93	N/A
Real Estate	109	7	98	62

IV.A.2. Compliance With the Examination

The number of students completing the Writing Portfolio rose steadily between 1993/1994 and 2000/2001. The current reporting period shows the first decrease in portfolio submission since the Writing Portfolio was instituted.

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

After a leveling off of the number of Portfolio submissions during the 1997-1999 reporting period, attendance in the portfolio rose sharply in 1999/2000 and 2000/2001. The current decrease in Writing Portfolio submissions may be the sign of a leveling off of participation that 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. Data from 2003-2005 will be able to confirm whether this is a leveling off of participation in the Writing Portfolio. These fluctuations in participation may also reflect the changes in enrollment at WSU as a whole. In addition, as time to exam decreases, the number of students completing Portfolios in a given year should more closely parallel the number of students eligible to complete in that year. As we increase compliance, we decrease the extent to which the exam must play “catch-up.”



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

The following table shows proportions of non-native speakers (L2) and transfer students to overall Portfolio participation. L2 student participation in the Portfolio Assessment shows no consistent trends in student numbers or proportions. The number of transfer students who participate in the Writing Portfolio has shown a consistent increase until 2002-2003. Proportionately, transfer students showed a decrease in 2000-2001 but display an increase, proportionately, since that time.

Non-Native Speaking (L2) and Transfer Student Portfolio Completion Percentages, 1993-2003

Academic Year	L2 Students	Proportion of all Examined	Transfer Students	Proportion of all Examined
2002-2003	315	8.7%	2,293	63.6%
2001-2002	278	6.9%	2,487	61.9%
2000-2001	375	8.9%	2,476	58.5%
1999-2000	445	12.0%	2,304	62.1%
1998-1999	270	8.9%	1,837	60.5%
1997-1998	325	10.3%	1,847	58.4%
1996-1997	265	10.8%	1,439	58.5%
1995-1996	223	12.4%	971	53.9%
1994-1995	157	9.1%	787	45.8%
1993-1994	62	7.9%	185	23.7%

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

No significant trends have occurred in the completion of the Writing Portfolio by month over the last seven years. The year 2002 displays the start of a potential trend as November and December submission numbers show an increase over the previous year. December 2001 was the first winter graduation and with it came a large influx of Portfolio submissions in the month of December. In 2002, there were more portfolio submissions in November than December that was in part due to registration holds (early registration starts in November) and the December graduation option. April continues to be the busiest month for Portfolio submissions, but over the last two years, November and December submissions have increased. High November submissions would also coincide with early registration for spring. Students who have had registration holds placed on their accounts must schedule an exam time in order to register for the spring semester.

Writing Portfolio Completion by Month, 1995-2002

	Total N= 20,807	2002 N =3520	2001 N =4479	2000 N = 4176	1999 N = 3721	1998 N = 3036	1997 N = 3165	1996 N = 2448	1995 N = 1794
January	5.7%	3.0%	4.5%	4.8%	7.0%	7.2%	7.6%	9.0%	2.4%
February	4.5%	3.4%	3.1%	3.2%	3.9%	6.7%	6.6%	3.4%	5.6%
March	7.6%	10.9%	4.3%	4.6%	7.9%	8.2%	9.9%	6.8%	7.9%
April	23.8%	23.5%	23.1%	24.6%	25.5%	24.3%	22.7%	14.6%	32.2%
May	15.3%	12.8%	16.4%	18.5%	14.9%	9.7%	9.7%	25.1%	15.6%
June	2.3%	1.2%	1.6%	1.9%	3.1%	2.6%	3.4%	2.4%	2.3%
July	1.8%	2.6%	2.0%	2.4%	2.3%	2.9%	2.2%	0.1%	0.1%
August	3.5%	5.2%	4.8%	2.9%	3.6%	2.5%	3.3%	3.1%	2.6%
September	2.8%	2.2%	1.7%	2.7%	4.3%	4.6%	3.6%	1.6%	1.8%
October	5.2%	6.8%	4.7%	4.9%	5.2%	5.8%	5.5%	6.7%	1.8%
November	12.1%	16.5%	11.1%	14.8%	10.6%	10.2%	10.1%	10.0%	13.8%
December	15.4%	12.0%	22.7%	14.7%	11.7%	15.3%	15.4%	17.2%	13.9%

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 overall performance on the Writing Portfolio over the last ten 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 for rating, the Writing Assessment Office may assign the third category of “Okay” to a paper. Students are strongly encouraged to get the signatures from their instructors. The increase in the number of paper submission okays needs 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 WSU faculty member has moved on either because of different opportunities or the teacher was a graduate student. In any event, the evaluation of the course papers is a significant component in the overall Portfolio evaluation. Efforts to get students to reach the original teacher to sign off on the paper when it is possible should be increased. The trends noted here should be monitored over time as compliance with the requirement becomes normalized.

Writing Portfolio Paper Submissions, 1993-2003				
	Total Submissions	Outstanding	Acceptable	Okay
Averages		31.2%	47.2%	21.7%
2002-2003	10,673	30.1%	41.4%	28.5%
2001-2002	12,149	29.1%	44.3%	26.6%
2000-2001	12,668	29.9%	46.0%	24.1%
1999-2000	11,121	31.4%	49.5%	19.1%
1998-1999	9,108	33.4%	50.9%	15.7%
1997-1998	9,494	33.0%	51.7%	15.3%
1996-1997	7,358	29.5%	51.0%	19.5%
1995-1996	5,420	32.3%	51.3%	16.4%
1994-1995	5,113	27.1%	41.0%	31.9%
1993-1994	2,366	36.0%	44.4%	19.6%

The number of unsigned course papers, “okay ratings,” continues to increase. Since 1997/1998, the number of okays has increased by 13.2%. This trend has dropped the outstanding and acceptable ratings below their overall average. Not since 1999-2000 have the outstanding and acceptable percentages been below the current average. Mirroring other trends with the Writing Portfolio, there is a decrease in overall portfolio submissions. Total paper submissions dropped nearly 2000 papers between 2000/2001 and 2002/2003. The increased number of okays over the last five years may be attributed the number of transfer students submitting portfolios and the rigorous efforts to ensure timely compliance with the Writing Portfolio requirement at mid-career.

The next two tables provide data on the Tier I and Tier II ratings over the life of the Writing Assessment Program. Both Tier I and Tier II rating data show increases in needs work ratings.

Tier I (Timed Writings) Ratings, 1993-2003

	Total Exams	Outstanding	Acceptable	Needs Work
Average		11.0%	62.6%	26.4%
2002-2003	3,600	10.7%	60.6%	28.7%
2001-2002	4,061	9.5%	62.6%	27.9%
2000-2001	4,226	10.1%	62.2%	27.7%
1999-2000	3,712	11.8%	59.2%	29.0%
1998-1999	3,036	12.4%	61.1%	26.5%
1997-1998	3,165	11.3%	63.8%	24.9%
1996-1997	2,458	11.1%	60.1%	28.8%
1995-1996	1,806	9.2%	65.8%	25.0%
1994-1995	1,711	12.7%	62.2%	25.1%
1993-1994	789	11.2%	68.8%	20.0%

Tier II (Final Portfolio Review) Ratings, 1993-2003

	Total Portfolio Submissions	Outstanding	Acceptable	Needs Work
Average		10.2%	80.3%	9.5%
2002-2003	3,597	10.0%	77.8%	12.2%
2001-2002	4,055	9.3%	80.4%	10.3%
2000-2001	4,225	8.6%	81.0%	10.4%
1999-2000	3,712	10.5%	78.8%	10.7%
1998-1999	3,036	11.7%	80.6%	7.7%
1997-1998	3,164	10.2%	82.8%	7.0%
1996-1997	2,458	9.3%	81.5%	9.2%
1995-1996	1,806	8.8%	81.5%	9.7%
1994-1995	1,708	9.8%	80.6%	9.6%
1993-1994	788	13.9%	78.2%	7.9%

Between 1997/1998 and 2002/2003, the number of students receiving needs work ratings for final Portfolio evaluations increased. The trends that show more timely student compliance with the Portfolio may be the reason for this. Previously, weaker writers could put off submitting the Writing Portfolio for an additional year or so by ignoring the registration holds. The more rigorous compliance efforts means that students are getting a better diagnostic evaluation of their writing than the gate-keeping evaluation that occurred in many student Portfolios previously. As such, the weaker writers are being appropriately identified, and are matched up with additional support as they complete their upper-division Writing in the Major requirements.

IV.A.3.b. Performance According to Transfer and Non-Native (L2) Speaker 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: 2001-2003, *N* = 7,134

Status	All Students	Tier I (Timed Writings)			Tier II (Final Portfolio Results)		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
Non Transfer / L1	2,663	64.4%	10.3%	25.2%	83.0%	8.9%	8.0%
Transfer / L1	3,687	62.9%	12.8%	24.3%	81.2%	11.2%	7.6%
Non-Transfer / L2	181	37.6%	7.7%	54.7%	68.5%	3.3%	28.2%
Transfer / L2	603	35.0%	3.3%	61.7%	62.2%	4.1%	33.7%

Performance by Transfer and Language Status: 1999-2001, $N = 7,266$

Status	All Students	Tier I (Timed Writings)			Tier II (Final Portfolio Results)		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
Non Transfer / L1	2,726	64.9%	10.2%	24.9%	83.3%	8.7%	8.0%
Transfer / L1	3,749	63.1%	12.9%	24.0%	81.0%	11.3%	7.7%
Non-Transfer / L2	183	37.2%	7.6%	55.2%	68.3%	3.3%	28.4%
Transfer / L2	608	35.2%	3.3%	61.5%	62.0%	4.1%	33.9%

Performance by Transfer and Language Status: 1997-1999, $N = 5,893$

Status	All Students	Tier I (Timed Writings)			Tier II (Final Portfolio Results)		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
Non Transfer / L1	2,269	65.8%	12.3%	21.9%	83.8%	11.1%	5.1%
Transfer / L1	3,037	64.0%	14.0%	22.0%	82.5%	12.3%	5.2%
Non-Transfer / L2	134	45.5%	5.2%	49.3%	73.9%	3.7%	22.4%
Transfer / L2	453	34.2%	3.5%	62.3%	68.8%	2.9%	28.3%

Performance by Transfer and Language Status, 1995-1997, $N = 4,154$

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	1,716	67.4%	10.5%	22.1%	85.0%	9.7%	5.3%
Transfer / L1	1,949	64.8%	12.6%	22.6%	82.6%	10.6%	6.8%
Non-Transfer / L2	126	36.5%	5.6%	57.9%	69.1%	1.6%	29.3%
Transfer / L2	363	31.7%	0.8%	67.5%	60.6%	2.5%	36.9%

The data on Portfolio performance by transfer and language status is consistent for the last four years. The percent of non-native speakers receiving needs work ratings has dropped since 1995/1997 (4.5% at tier I and 2.2% at tier II). Needs work results for first language speakers have increased during the same time period. Since 1995/1997, the percentage of needs work at the tier I level for first language speakers has increased by 2.4% and at the tier II level, needs work results have increased 1.8%. There does not appear to be any trend between transfer and non-transfer students regarding needs work ratings. The trends/changes noted here are not significant.

IV.A.3.c. Performance of WSU Urban Campuses (1999-2003)

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

Performance of Urban Campus Students, 2001-2003

Status	All Students	Timed Writing			Final Portfolio Results		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
WSU Average	N/A	62.6%	11.0%	26.4%	80.3%	10.2%	9.5%
BRIG	95	40.0%	6.3%	53.7%	67.4%	5.2%	27.4%
CTEP	83	60.2%	18.1%	21.7%	83.1%	12.1%	4.8%
DDP	186	59.7%	18.8%	21.5%	78.5%	15.1%	6.5%
ICNE	94	72.3%	11.7%	16.0%	84.0%	11.7%	4.3%
SPOKANE	25	60.0%	12.0%	28.0%	88.0%	12.0%	0.0%
Tri-Cities	249	65.9%	10.0%	24.1%	81.9%	10.4%	7.6%
Vancouver	582	62.5%	15.3%	22.2%	78.3%	17.4%	4.3%

Performance of Urban Campus Students, 1999-2001

Status	All Students	Timed Writings			Final Portfolio Results		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
BRIG	236	47.4%	5.1%	47.5%	72.1%	5.9%	22.0%
CTEP	36	66.7%	5.6%	27.7%	72.2%	11.1%	16.7%
DDP	182	66.5%	23.1%	10.4%	81.9%	17.0%	1.1%
ICNE	276	57.6%	16.7%	25.7%	81.9%	14.1%	4.0%
SHAS	72	36.1%	4.2%	59.7%	69.4%	1.4%	29.2%
SPOKANE	44	63.6%	11.4%	25.0%	88.6%	6.8%	4.6%
Tri-Cities	414	60.4%	14.0%	25.6%	80.7%	13.0%	6.3%
Vancouver	877	64.5%	14.7%	20.8%	77.0%	18.0%	5.0%

Urban Campus Paper Submissions, 1999-2003

	2001-2003				1999-2001		
Campus	Acceptable	Outstanding	Okay		Acceptable	Outstanding	Okay
WSU Average	42.9%	29.6%	27.5%		47.7%	30.7%	21.6%
BRIG	62.3%	37.0%	0.7%		60.1%	32.5%	7.3%
CTEP	41.0%	38.5%	20.5%		34.3%	42.6%	23.1%
DDP	53.5%	28.7%	17.8%		49.6%	33.4%	17.0%
ICNE	26.7%	22.1%	51.2%		26.9%	36.0%	37.1%
Spokane	53.4%	25.3%	21.3%		49.2%	26.2%	24.6%
Tri-Cities	38.2%	37.0%	24.8%		43.4%	42.2%	14.4%
Vancouver	41.0%	44.1%	14.9%		50.5%	39.6%	9.9%

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.

Writing Portfolio Results, 1993-2003

	Tier I (Timed Writing) Results				Tier II (Final Portfolio) Results		
	Pass	Pass w/ Distinction	Needs Work		Pass	Pass w/ Distinction	Needs Work
Female	64.3%	11.9%	23.7%		80.0%	12.3%	7.7%
Male	60.4%	9.9%	29.7%		81.5%	7.4%	11.2%
Combined	62.5%	10.9%	26.6%		80.7%	10.0%	9.3%

Males have continually shown a higher percentage of needs work ratings at Tier I (+6%) and Tier II (+3.5%) and fewer pass with distinction scores at Tier I (-2.0%) and Tier II (-4.9%) than females. These differences are consistent with studies showing that females outperform males in higher education in general.

IV.A.4. Performance by Academic Area

The following analysis of academic areas—colleges and majors—is based on the 1993-2003 data. Students are asked to report their current choice of major at the time of Writing Portfolio submission. The Portfolio reflects the diverse writing skills under each academic situation.

Therefore, looking at results by major may offer insight into the different disciplines and the compositional abilities or opportunities for writing of undergraduates within a department.

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

The following analysis reflects Portfolio submissions from May 1993 through May 2003. Documentation distinguishes overall (Tier II) performance of first-language speakers (L1), non-native speaking 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 as a yardstick for that college in regards to writing in the majors that make up that college.

Overall Writing Portfolio Performance by College, 1993-2003

Major	Language Status	Total	Pass		Pass with Distinction		Needs Work	
Agriculture And Home Economics	L1	2,831	2,345	82.8%	268	9.5%	218	7.7%
	NNS	142	99	69.7%	3	2.1%	40	28.2%
	Unreported	218	177	81.2%	18	8.3%	23	10.5%
	Comb	3,191	2,621	82.1%	289	9.1%	281	8.8%
Business and Economics	L1	4,804	4,128	85.9%	292	6.1%	384	8.0%
	NNS	1,296	788	60.8%	34	2.6%	474	36.6%
	Unreported	410	337	82.2%	23	5.6%	50	12.2%
	Comb	6,510	5,253	80.7%	349	5.4%	908	13.9%
Education	L1	2,094	1,745	83.3%	203	9.7%	146	7.0%
	NNS	76	47	61.8%	3	4.0%	26	34.2%
	Unreported	161	141	87.6%	7	4.3%	13	8.1%
	Comb	2,331	1,933	82.9%	213	9.2%	185	7.9%
Engineering And Architecture	L1	2,200	1,860	84.6%	196	8.9%	144	6.5%
	NNS	444	269	60.6%	13	2.9%	162	36.5%
	Unreported	262	208	79.4%	22	8.4%	32	12.2%
	Comb	2,906	2,337	80.4%	231	8.0%	338	11.6%
Liberal Arts	L1	8,499	6,810	80.1%	1,080	12.7%	609	7.2%
	NNS	483	338	70.0%	32	6.6%	113	23.4%
	Unreported	646	517	80.0%	78	12.1%	51	7.9%
	Comb	9,628	7,665	79.6%	1,190	12.4%	773	8.0%
Nursing	L1	645	534	82.8%	82	12.7%	29	4.5%
	NNS	59	45	76.3%	5	8.5%	9	15.3%
	Unreported	40	33	8.3%	5	12.5%	2	5.0%
	Comb	744	612	82.2%	92	12.4%	40	5.4%
Pharmacy	L1	329	258	78.4%	53	16.1%	18	5.5%
	NNS	63	47	74.6%	2	3.2%	14	22.2%
	Unreported	42	34	80.9%	1	2.4%	7	16.7%
	Comb	434	339	78.1%	56	12.9%	39	9.0%
Sciences	L1	1,600	1,234	77.1%	280	17.5%	86	5.4%
	NNS	118	77	65.2%	6	5.1%	35	29.7%
	Unreported	127	97	76.4%	24	18.9%	6	4.7%
	Comb	1,845	1,408	76.3%	310	16.8%	127	6.9%
Vet Medicine	L1	101	69	68.3%	30	29.7%	2	2.0%
	NNS	1	0	0.0%	1	100%	0	0.0%
	Unreported	5	3	60.0%	2	40.0%	0	0.0%
	Comb	107	72	67.3%	33	30.8%	2	1.9%
No Major Reported	L1	167	133	79.6%	16	9.6%	18	10.8%
	NNS	17	7	41.2%	0	0.0%	10	58.8%
	Unreported	22	17	77.3%	4	18.2%	1	4.5%
	Comb	206	157	76.2%	20	9.7%	29	14.1%

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

The data presented in the next table is a summary of performance by all students examined from May 1993 through May 2003. Majors with a representation of fewer than 30 students (total *N*) have been omitted. Given that individual colleges embrace a wide range of disciplines,

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

Overall Portfolio Performance by Major, Alphabetical, 1993-2003

Major	Total AC	Total EX	Total NW	Total N =	Percent AC	Percent EX	Percent NW
Exam Totals and Mean	22,587	2,760	2,724	28,071	80.5%	9.8%	9.7%
Accounting	406	29	44	479	84.8%	6.1%	9.2%
Advertising	346	23	37	406	85.2%	5.7%	9.1%
Agribusiness	105	9	10	124	84.7%	7.3%	8.1%
Agricultural Economics	123	11	20	154	79.9%	7.1%	13.0%
Agricultural Education	86	15	11	112	76.8%	13.4%	9.8%
Agricultural Technology & Mgt.	66	3	11	80	82.5%	3.8%	13.8%
Agriculture	47	2	9	58	81.0%	3.4%	15.5%
Animal Science	341	47	29	417	81.8%	11.3%	7.0%
Anthropology	110	25	11	146	75.3%	17.1%	7.5%
Apparel, Merchandising & Textiles	199	14	27	240	82.9%	5.8%	11.3%
Architecture	366	47	31	444	82.4%	10.6%	7.0%
Athletic Training	73	6	6	85	85.9%	7.1%	7.1%
Biochemistry/Biophysics	69	29	8	106	65.1%	27.4%	7.5%
Biological Systems Engineering	39	7	2	48	81.3%	14.6%	4.2%
Biology	475	98	30	603	78.8%	16.3%	5.0%
Broadcasting	182	16	17	215	84.7%	7.4%	7.9%
Business Administration	1,630	131	248	2,009	81.1%	6.5%	12.3%
Business Law	47	6	3	56	83.9%	10.7%	5.4%
Chemical Engineering	135	17	14	166	81.3%	10.2%	8.4%
Chemistry	65	17	8	90	72.2%	18.9%	8.9%
Civil Engineering	404	37	48	489	82.6%	7.6%	9.8%
Communications	1,511	141	146	1,798	84.0%	7.8%	8.1%
Computer Engineering	101	12	15	128	78.9%	9.4%	11.7%
Computer Science	278	38	61	377	73.7%	10.1%	16.2%
Construction Management	198	4	20	222	89.2%	1.8%	9.0%
Criminal Justice	661	56	69	786	84.1%	7.1%	8.8%
Crops	79	3	8	90	87.8%	3.3%	8.9%
Decision Science	24	0	9	33	72.7%	0.0%	27.3%
Economics	90	9	11	110	81.8%	8.2%	10.0%
Education	1,032	139	68	1,239	83.3%	11.2%	5.5%
Electrical Engineering	308	31	95	434	71.0%	7.1%	21.9%
Elementary Education	332	40	29	401	82.8%	10.0%	7.2%
English	418	200	17	635	65.8%	31.5%	2.7%
Environmental Science	151	23	11	185	81.6%	12.4%	5.9%
Exercise Science	95	7	6	108	88.0%	6.5%	5.6%
Finance	285	14	46	345	82.6%	4.1%	13.3%
Fine Arts	256	26	57	339	75.5%	7.7%	16.8%
Food Science & Human Nutrition	51	2	3	56	91.1%	3.6%	5.4%
Forestry	42	3	10	55	76.4%	5.5%	18.2%
General Business	106	2	10	118	89.8%	1.7%	8.5%
General Humanities	366	51	69	486	75.3%	10.5%	14.2%
General Social Sciences	444	58	70	572	77.6%	10.1%	12.2%
General Studies	105	7	33	145	72.4%	4.8%	22.8%
Genetics & Cell Biology	62	9	9	80	77.5%	11.3%	11.3%
Geology	47	9	4	60	78.3%	15.0%	6.7%

Major	Total AC	Total EX	Total NW	Total N =	Percent AC	Percent EX	Percent NW
Exam Totals and Mean	22,587	2,760	2,724	28,071	80.5%	9.8%	9.7%
History	366	72	36	474	77.2%	15.2%	7.6%
Horticulture	103	8	14	125	82.4%	6.4%	11.2%
Hospitality Management	858	47	187	1,092	78.6%	4.3%	17.1%
Human Development	732	76	59	867	84.4%	8.8%	6.8%
Human Resources & Personnel	69	5	5	79	87.3%	6.3%	6.3%
Humanities	26	3	8	37	70.3%	8.1%	21.6%
Interior Design	206	29	30	265	77.7%	10.9%	11.3%
International Business	202	15	45	262	77.1%	5.7%	17.2%
Journalism	67	16	2	85	78.8%	18.8%	2.4%
Kinesiology	133	10	23	166	80.1%	6.0%	13.9%
Landscape Architecture	115	6	16	137	83.9%	4.4%	11.7%
Management	265	17	43	325	81.5%	5.2%	13.2%
Management Information Systems	794	42	167	1,003	79.2%	4.2%	16.7%
Marketing	384	19	61	464	82.8%	4.1%	13.1%
Materials Science Engineering	52	3	2	57	91.2%	5.3%	3.5%
Mathematics	118	17	12	147	80.3%	11.6%	8.2%
Mechanical Engineering	465	42	50	557	83.5%	7.5%	9.0%
Microbiology	150	32	18	200	75.0%	16.0%	9.0%
Music	113	27	9	149	75.8%	18.1%	6.0%
Natural Resource Sciences	237	35	22	294	80.6%	11.9%	7.5%
Neuroscience	32	9	2	43	74.4%	20.9%	4.7%
No Major Reported	157	20	29	206	76.2%	9.7%	14.1%
Nursing	612	92	40	744	82.3%	12.4%	5.4%
Pharmacy	339	56	39	434	78.1%	12.9%	9.0%
Philosophy	62	19	3	84	73.8%	22.6%	3.6%
Physics	38	9	2	49	77.6%	18.4%	4.1%
Political Science	422	109	26	557	75.8%	19.6%	4.7%
Psychology	1,012	157	66	1,235	81.9%	12.7%	5.3%
Public Relations	287	28	22	337	85.2%	8.3%	6.5%
Real Estate	34	2	3	39	87.2%	5.1%	7.7%
Recreation & Leisure Studies	132	6	20	158	83.5%	3.8%	12.7%
Risk Management & Insurance	30	3	3	36	83.3%	8.3%	8.3%
Social Science	177	34	17	228	78.0%	15.0%	7.5%
Social Studies	447	41	40	528	84.7%	7.8%	7.6%
Sociology	128	12	13	153	83.7%	7.8%	8.5%
Spanish	94	26	6	126	74.6%	20.6%	4.8%
Speech & Hearing Sciences	203	30	12	245	82.9%	12.2%	4.9%
Sports Management	147	4	34	185	79.5%	2.2%	18.4%
Theatre	34	4	3	41	82.9%	9.8%	7.3%
Veterinary Science	48	27	2	77	62.3%	35.1%	2.6%
Wildlife Management	26	3	3	32	81.3%	9.4%	9.4%
Zoology	315	75	30	420	75.0%	17.9%	7.1%

IV.B. Findings—Validation

The following section provides information that validates the Writing Portfolio as an assessment of undergraduate writing ability. The Writing Portfolio was designed to provide diagnostic feedback regarding the preparedness of undergraduate students to write in their upper-level Writing in the Major courses.

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

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

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

The percentage of papers per academic level was calculated for 2001-2003, and this information has been compared to previous results from prior reports. Comparing 1993-2001 to 2001-2003, results suggest that students are beginning to submit increased percentages of papers from lower level academic courses. In the latest period, more than 50% of students submitted papers from 100- or 200-level courses, the biggest gain (+4.5%) at the 100-level.

Papers by Academic Level, 2001-2003

Academic Level of Course	Number of Papers	Percent of Total Papers
100-level	7,756	34.5%
200-level	3,527	15.7%
300-level	7,061	31.4%
400-level	4,026	17.9%
500-level	108	0.5%
Total	22,478	

Papers by Academic Level, 1993-2001

Academic Level of Course	Number of Papers	Percent of Total Papers
100-level	17,638	30.0%
200-level	8,218	14.0%
300-level	19,638	33.4%
400-level	13,039	22.2%
500-level	231	0.4%
Total	58,764	

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

The following section examines ratings of course paper submissions for 1997-2003. Over the last three reporting periods, percentages of Acceptable and Outstanding paper ratings have decreased, and percentage of okay ratings have increased. On average, the percentage of Acceptable ratings has fallen from 50.2% in 1997-1999 to 44.3% in 2001-2003. The okay ratings have increased from 14.6% (1997-1999) to 23.5% (2001-2003). The Acceptable ratings have decreased the most for 100-level course paper submissions, dropping 14.2%, while okay ratings for 100 level papers have increased 12.4% in 6 years. Papers submitted from the 300-400 level during 2001-2003 received Acceptable or Outstanding ratings 80% of the time, while papers submitted from the 100-200 level during the same time period were only able to get course instructor signatures (indicating an acceptable paper) for 62.4% of the cases. The Writing Assessment Office needs to monitor the trends with the okay ratings. Since the Writing Assessment Office has more strictly enforced timely Writing Portfolio compliance, students often turn in papers not reviewed by the original course instructor for a variety of reasons: (1) the paper was written at a community college, and so the teacher cannot be easily reached; or (2) the WSU faculty member has moved on either because of different opportunities or the teacher was a graduate student. In any event, the evaluation of the course papers is a significant component in the overall Portfolio evaluation. Efforts to get students to reach the original teacher to sign off on the paper when it is possible should be increased. The trends noted here should be monitored over time as compliance with the requirement becomes normalized.

Course Paper Ratings by Academic Level, 1997-2003

Academic Level of Course	2001-2003			1999-2001			1997-1999		
	AC	EX	OK	AC	EX	OK	AC	EX	OK
100-level	32.9%	29.5%	37.6%	36.1%	30.9%	33.0%	47.1%	33.1%	25.2%
200-level	40.5%	27.3%	32.2%	42.9%	29.8%	27.3%	44.9%	32.4%	22.7%
300-level	49.8%	30.9%	19.3%	51.6%	32.1%	16.3%	54.6%	34.5%	10.9%
400-level	53.0%	30.5%	16.5%	57.2%	29.7%	13.1%	59.6%	32.3%	8.1%
500-level	45.4%	42.6%	12.0%	47.3%	47.3%	5.4%	44.6%	49.4%	6.0%

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 view points 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?”

Consistent with previous findings, Task 3 statistically continues to provide a higher degree of difficulty for both males and females at Tier I and Tier II levels. Task 3 was also more difficult for non-native speakers at the Tier I level; conversely, Task 3 was easiest at the Tier II level for non-native speakers in 2001-2003 (further discussed in section IV.B.2.b). Task 3 is given less often than the other three tasks because of its history of demonstrated difficulty for various populations. The Writing Assessment Office eliminated task 3, but it continues to appear in these reports because of the delayed effects of students having taken the timed writing when the task was in circulation.

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

The following analysis compared the differences between outcomes from 1993 through May 2001, and June 2001 through May 2003 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 2001-2003 and 1993-2001 are presented in the following tables. Data is reported in these two groupings to allow for a comparison of historical data (1993-2001) and current data (2001-2003). Needs work ratings have increased at both the Tier I and Tier II levels, consistent with the findings in section IV.A.3.a. These increases are not statistically significant but suggest trends that should be monitored. Ratings for individual tasks at both the Tier I and Tier II are changing in various ways. None of the changes within the 2001-2003 data compared to the 1993-2001 data appear to be statistically significant.

Tier I (Timed Writing) and Tier II (Final) Ratings: All Students, 2001-2003

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	59.5%	10.7%	29.8%	78.0%	10.3%	11.7%
#2 Solving	62.2%	10.2%	27.6%	80.1%	9.2%	10.8%
#3 Analyzing	61.4%	9.6%	29.0%	78.2%	10.4%	11.4%
#4 Choosing	63.7%	9.3%	27.0%	80.0%	9.1%	10.9%

Tier I (Timed Writing) and Tier II (Final) Ratings: All Students, 1993-2001

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	61.3%	11.1%	27.6%	80.4%	10.7%	8.9%
#2 Solving	62.6%	10.8%	26.6%	80.3%	10.2%	9.5%
#3 Analyzing	61.0%	10.7%	28.3%	81.6%	9.1%	9.3%
#4 Choosing	62.6%	12.2%	25.2%	81.4%	9.5%	9.1%

Tier I (Timed Writing) and Tier II (Final) Ratings: Males Only 2001-2003

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	57.38%	9.59%	33.03%	77.52%	7.80%	14.69%
#2 Solving	61.33%	9.73%	28.95%	80.30%	6.64%	13.06%
#3 Analyzing	56.19%	9.37%	34.44%	76.52%	7.62%	15.85%
#4 Choosing	62.75%	7.87%	29.38%	80.93%	6.55%	12.52%

Tier I (Timed Writing) and Tier II (Final) Ratings: Males Only, 1993-2001

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	59.0%	9.6%	31.4%	80.8%	7.8%	11.4%
#2 Solving	60.0%	10.1%	29.9%	81.0%	7.7%	11.3%
#3 Analyzing	59.9%	9.2%	30.9%	83.6%	6.4%	10.0%
#4 Choosing	60.2%	11.2%	28.6%	82.6%	7.2%	10.2%

Tier I (Timed Writing) and Tier II (Final) Ratings: Females Only, 2001-2003

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	60.60%	12.31%	27.08%	78.11%	12.74%	9.16%
#2 Solving	63.53%	10.75%	25.72%	79.25%	11.59%	9.16%
#3 Analyzing	65.50%	9.58%	24.92%	80.19%	11.18%	8.63%
#4 Choosing	65.11%	10.62%	24.27%	79.30%	11.45%	9.25%

Tier I (Timed Writing) and Tier II (Final) Ratings: Females Only, 1993-2001

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	63.5%	12.5%	24.0%	80.0%	13.3%	6.7%
#2 Solving	65.0%	11.6%	23.4%	79.6%	12.7%	7.7%
#3 Analyzing	62.0%	12.1%	25.9%	79.8%	11.6%	8.6%
#4 Choosing	64.9%	13.1%	22.0%	80.3%	11.7%	8.0%

There are no significant changes or trends in the ratings at Tier I and Tier II by rhetorical task. The overall increase in needs work ratings for all four tasks between 1993-2001 and 2001-2003 is 2.0%, with male needs work ratings increasing 3.3% and female needs work ratings increasing 1.3%. Some trends that should be monitored in the next analysis are differences in male ratings for tasks 1 and 3 (higher needs work ratings) and 2 and 4 (lower needs work ratings) at the Tier I level. At the Tier II level for 2001-2003, male needs work ratings are not as divergent as the Tier I ratings. Females have shown a slight increase in needs work in 2001-2003

for task 1 at Tier I. However, the final ratings quickly return to average (for all four tasks) at the Tier II level. These trends are not significant but should be monitored in future analyses.

IV.B.2.b. Equivalency of Rhetorical Tasks for Non-Native Speakers of English (L2)

Because there is concern regarding the ratings of non-native speakers of English (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 non-native speakers.

Tier I (Timed Writing) and Tier II (Final) Ratings: L2 Students Only 2001-2003

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	32.23%	4.27%	63.51%	52.13%	8.06%	39.81%
#2 Solving	33.85%	2.31%	63.85%	57.69%	3.85%	38.46%
#3 Analyzing	39.22%	1.96%	58.82%	68.63%	0.0%	31.37%
#4 Choosing	31.98%	4.06%	63.96%	56.35%	4.06%	39.59%

Tier I (Timed Writing) and Tier II (Final) Ratings: L2 Students Only 1993-2001

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	37.8%	3.9%	58.3%	68.5%	3.5%	28.0%
#2 Solving	35.8%	3.4%	60.8%	64.7%	2.5%	32.8%
#3 Analyzing	32.7%	1.6%	65.7%	66.9%	2.1%	31.0%
#4 Choosing	36.5%	3.8%	59.7%	62.9%	4.2%	32.9%

Unlike the non-significant trends seen in the rhetorical task and rating data for all students, there appear to be changes worth noting for non-native speakers (L2). As noted in section IV.A.3.b, (L2) students have greater chances of earning needs work ratings than the general student population. Needs work ratings at the Tier II level have increased 6.1% for non-native speakers.

In addition, (L2) students' performances on tasks 1 and 3 between 1993-2001 and 2001-2003 have changed. At Tier I between 1993-2001 and 2001-2003, needs work ratings for (L2) students between task 1 and task 3 swapped. At Tier I, task 1 needs work ratings increased 5.2%

while task 3 needs work ratings decreased by 6.9%. Yet at Tier II needs work ratings for task 3 have remained steady while task 1 needs work ratings have increased by 11.8%.

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

The following table reports the use of rhetorical tasks over the last nine years. Over the last five years (1999-2003), task 4 use has been the most stable (+/- 141 uses) while task 1 has the most variance (+/- 293 uses). Task 3 use continues to remain out of proportion with the other 3 tasks because of the bias previously noted for specific populations. The Writing Assessment Office may want to review their use of task 3 for the Writing Portfolio exam, as previous notes on its difficulty are not supported by ratings as reported in section IV.B.2.

Number of Rhetorical Tasks Used by Academic Year: 1994-2003

Task	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996	1994-1995
#1 Resolving	1,177	1,425	1,469	1,470	949	1,320	337	342	31
#2 Solving	913	1,085	1,196	974	765	584	1,016	821	39
#3 Analyzing	379	348	263	107	320	588	480	127	713
#4 Choosing	1,124	1,198	1,265	1,168	1,003	667	603	511	920

IV.B.3. Equivalency of the Topics

In the 1999-2001 report, it was noted that topics 16 and 21 would continue to be used even though previous analyses had revealed problems with those topics. In the 2001-2003 analysis, topic 16 was not used enough times to warrant analysis (less than 15 times over the two year reporting period) whereas topic 21 is close to average in all ratings. In the 2001-2003 reporting period, several ratings by topic remained unchanged while others show change over time.

Tier I Ratings, Ranked by Needs Work Rate in 2001-2003: All Students, 1993-2001 and 2001-2003

Topic	2001-2003			1993-2001		
	AC	EX	NW	AC	EX	NW
27 Banning offensive language	54.2%	10.4%	35.4%	57.4%	10.9%	31.7%
26 Information Age	55.7%	11.1%	33.2%	57.6%	13.1%	29.3%
9 Consumerism should not be spread to other countries	57.9%	11.7%	30.4%	62.6%	10.6%	26.8%
19 American higher education shows strong class elitism	61.6%	8.0%	30.4%	63.1%	9.6%	27.3%
22 Immigration of wealthy internationals	61.1%	8.7%	30.2%	61.0%	9.3%	29.7%
20 Racial hate messages on campus	62.7%	7.8%	29.5%	64.3%	10.9%	24.8%
30 Web makes research <i>appear</i> easy	54.9%	15.9%	29.2%	59.8%	16.1%	24.1%
3 Zoos conceal a human antagonism to animals	61.0%	10.9%	28.1%	61.7%	12.8%	25.5%
14 Malls lead to consumerism	63.1%	9.3%	27.6%	62.1%	9.6%	28.3%
21 America as a warrior nation	63.2%	9.3%	27.5%	62.9%	11.3%	25.8%
8 "Schools for Scandal"	61.0%	11.7%	27.3%	56.4%	13.2%	30.4%
7 Taking photographs of private citizens is unethical	63.5%	10.3%	26.2%	60.0%	12.6%	27.4%
10 American idea of success is mere acquisition of goods	64.5%	9.3%	26.2%	65.6%	10.8%	23.6%
4 Read vs. Television	62.2%	13.0%	24.8%	59.8%	11.2%	29.0%
15 Television undermines the habit of book reading	66.6%	10.6%	22.8%	64.2%	10.8%	25.0%
2 When Schools Fail Children	*	*	*	82.2%	9.7%	8.1%
5 Commercialism of Baseball	*	*	*	33.3%	50.0%	16.7%
6 High School wrestling is gender exclusive	*	*	*	63.5%	12.8%	23.7%
12 Overworked employees	*	*	*	63.0%	14.8%	22.2%
16 Aging in America/Ojibwa culture & customs	*	*	*	60.0%	14.8%	25.2%
18 Male machoism is at odds with job hierarchy	*	*	*	59.4%	10.9%	29.7%
24 Freeway building	*	*	*	67.0%	11.8%	21.2%
31 Divorce laws lead to economic vulnerability of women	*	*	*	53.1%	14.2%	32.7%
32 Sports clichés	*	*	*	62.0%	16.0%	22.0%
Total %	61.6%	10.1%	28.3%	60.5%	13.6%	25.8%
N =	4,270	703	1,958	12,918	2,355	5,555

*Total N<15.

Topic 27, banning offensive language, continues to be one of the topics to receive the most needs work ratings. Topic 26, information age, is another topic that continues to receive high numbers of needs work ratings. Interestingly, when looking at the male and female only ratings by topic, the hardest topic for males (10% above male average of needs work ratings across all topics) is topic 27 whereas females struggle with topic 26 (12% above female average of needs work ratings across all topics). Further analysis shows that non-native speakers do not struggle with topic 26 or 27 both of which are below the average needs work ratings for non-native

speakers across all topics. An interesting clash of genders can be seen in topic 21, America as a warrior nation. Males have typically struggled the least with topic 21 both in the current period (2001-2003) and historically (1993-2001). Females received higher than normal needs work ratings with topic 21 in 2001-2003 while it has always been an above average struggle for females. A deeper analysis of male, female, and non-native speaker/writer ratings by topic are presented after the following table.

Tier I Ratings, Ranked by Needs Work 2001-2003: Males Only, 1993-2001 and 2001-2003

Topic	2001-2003			1993-2001		
	AC	EX	NW	AC	EX	NW
27 Banning offensive language	51.0%	7.3%	41.7%	54.5%	7.3%	38.2%
20 Racial hate messages on campus	56.9%	6.3%	36.8%	61.9%	11.2%	26.9%
19 American higher education shows strong class elitism	59.7%	7.0%	33.3%	58.9%	8.0%	33.1%
9 Consumerism should not be spread to other countries	55.7%	11.1%	33.2%	61.9%	9.1%	29.0%
3 Zoos conceal a human antagonism to animals	58.0%	9.6%	32.4%	59.2%	13.1%	27.7%
30 Web makes research <i>appear</i> easy	44.0%	24.0%	32.0%	60.6%	14.9%	24.5%
22 Immigration of wealthy internationals	60.4%	8.3%	31.3%	60.1%	8.7%	31.2%
26 Information Age	57.1%	12.3%	30.5%	56.0%	10.7%	33.3%
7 Taking photographs of private citizens is unethical	60.9%	9.1%	30.0%	57.8%	13.2%	29.0%
4 Read vs. Television	57.8%	12.3%	29.9%	58.5%	9.5%	32.0%
14 Malls lead to consumerism	62.9%	7.3%	29.8%	59.4%	8.4%	32.2%
8 "Schools for Scandal"	62.7%	9.8%	27.5%	50.9%	13.1%	36.0%
10 American idea of success is mere acquisition of goods	65.3%	7.9%	26.8%	65.3%	8.3%	26.4%
15 Television undermines the habit of book reading	64.1%	10.3%	25.6%	62.0%	9.7%	28.3%
21 America as a warrior nation	65.7%	8.9%	25.4%	61.2%	10.7%	28.1%
Total %	60.0%	9.0%	31.0%	58.5%	11.9%	29.6%
N =	2,018	305	1,042	6,002	1,020	3,023

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. Banning offensive language, topic 27, was male students' greatest struggle in the Writing Portfolio exam in 2001-2003, as it has been over time (1993-2001). Between 1993-2001, topic 26 was the third hardest topic for male students.

Tier I Ratings, Ranked by Needs Work 2001-2003: Females Only 1993-2001 and 2001-2003

Topic	2001-2003			1993-2001		
	AC	EX	NW	AC	EX	NW
26 Information Age	49.7%	12.6%	37.7%	58.7%	15.0%	26.3%
21 America as a warrior nation	61.7%	9.2%	29.1%	64.9%	12.1%	23.0%
30 Web makes research <i>appear</i> easy	62.3%	9.4%	28.3%	59.1%	17.1%	23.8%
19 American higher education shows strong class elitism	63.6%	8.7%	27.7%	67.4%	11.2%	21.4%
27 Banning offensive language	57.7%	14.6%	27.7%	60.5%	14.9%	24.6%
9 Consumerism should not be spread to other countries	59.6%	12.8%	27.6%	63.2%	11.8%	25.0%
10 American idea of success is mere acquisition of goods	63.0%	10.5%	26.5%	66.0%	13.0%	21.0%
3 Zoos conceal a human antagonism to animals	60.8%	13.3%	25.9%	64.0%	12.6%	23.4%
14 Malls lead to consumerism	64.3%	10.4%	25.3%	65.0%	11.0%	24.0%
22 Immigration of wealthy internationals	63.8%	11.7%	24.5%	61.8%	10.0%	28.2%
7 Taking photographs of private citizens is unethical	64.8%	11.7%	23.5%	62.1%	12.0%	25.9%
8 "Schools for Scandal"	64.7%	12.4%	22.9%	61.4%	13.3%	25.3%
20 Racial hate messages on campus	69.5%	8.9%	21.6%	66.6%	10.5%	22.9%
4 Read vs. Television	66.0%	13.0%	21.0%	61.0%	13.0%	25.9%
15 Television undermines the habit of book reading	68.4%	10.7%	20.9%	66.3%	11.7%	22.0%
Total %	63.1%	11.2%	25.7%	61.2%	16.7%	22.1%
N =	2,252	398	916	6,919	1,334	2,532

Topic 26, information age, proved troublesome for females taking the timed writing between 2001 and 2003. Thirty-seven point seven (37.7%) percent of females who wrote on topic 26 received a needs work rating, nearly 9% higher than any other topic in 2001-2003 or 1993-2001. Topic 26 has consistently been one of the toughest topics for females to write about. All other topics when compared between 1993-2001 and 2001-2003 show random difficulty for females. The Writing Assessment Office should conduct a thorough review of topics 21, 26, and 27 use and ratings to ensure those topics present equivalent challenges to all students.

IV.B.3.a. Non-Native Speaking Students Performance by Topic

As reported in section IV.A.3.b, non-native speaking students are twice as likely to earn needs work at the Tier I level and four times more likely to earn needs work at the Tier II level than the overall population of writing assessment participants. Data in this section confirm the

high rate of needs work ratings for non-native speakers. Reviewing ratings by topic allows the Writing Assessment Office to identify topics that may cause non-native speakers to receive an even greater chance of earning a needs work rating. Comparing the average from 1993-2001 and 2001-2003, the percentage of needs work ratings by topic is random across most topics. Topics 4 (Read vs. Television), 10 (American idea of success is mere acquisition of goods), 14 (Malls lead to consumerism), 19 (American higher education shows strong class elitism) show stability between 1993-2001 and 2001-2003. Non-native speakers struggle with topic 9 (consumerism should not be spread to other countries) and topic 22 (immigration of wealthy internationals) to the same extent as all students combined. During the analysis of data in the next reporting period (2003-2005), analysts should compare current data for the four topics reported here to see if there is consistency (or inconsistency) in topic difficulty with non-native speakers.

**Tier I Ratings, Ranked by Needs Work 2001-2003: L2 Students Only,
1993-2001 and 2001-2003**

Topic	2001-2003			1993-2001		
	AC	EX	NW	AC	EX	NW
3 Zoos conceal a human antagonism to animals	26.5%	0.0%	73.5%	38.7%	4.8%	56.5%
21 America as a warrior nation	26.5%	2.9%	70.6%	36.0%	3.5%	60.5%
22 Immigration of wealthy internationals	31.8%	0.0%	68.2%	35.9%	2.1%	62.0%
9 Consumerism should not be spread to other countries	30.9%	2.4%	66.7%	45.7%	4.0%	50.3%
20 Racial hate messages on campus	31.0%	3.5%	65.5%	41.5%	1.1%	57.4%
7 Taking photographs of private citizens is unethical	31.9%	2.8%	65.3%	38.6%	1.7%	59.7%
4 Read vs. Television	36.4%	0.0%	63.6%	36.5%	3.5%	60.0%
10 American idea of success is mere acquisition of goods	30.6%	6.5%	62.9%	34.5%	4.3%	61.2%
26 Information Age	34.6%	3.6%	61.8%	30.1%	1.1%	68.8%
8 "Schools for Scandal"	34.1%	4.5%	61.4%	23.9%	0.0%	76.1%
14 Malls lead to consumerism	37.0%	3.7%	59.3%	34.5%	1.8%	63.7%
19 American higher education shows strong class elitism	35.0%	6.7%	58.3%	35.3%	3.0%	61.7%
15 Television undermines the habit of book reading	47.8%	8.7%	43.5%	27.6%	4.9%	67.5%
27 Banning offensive language	38.5%*	0.0%*	61.5%*	25.8%	6.5%	67.7%
30 Web makes research <i>appear</i> easy	40.0%*	0.0%*	60.0%*	37.5%	0.0%	62.5%
Total %	33.1%	3.6%	63.3%	32.4%	3.3%	64.3%
N =	195	21	373	758	66	1,288

* $N < 15$.

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

The following table compares the Tier II ratings and percentage of ratings reverting to pass from Tier I and Tier II between 1993-2001 and 2001-2003. The number of ratings reverting to pass between 1993-2001 and 2001-2003 has dropped by 2.6%. Considering the comparison between two academic years of data (2001-2003) and 8 years of data (1993-2001), the overall change is minimal but may suggest trends to watch in the next analysis period. Future data analysis will provide more insight into the consistency of the topics over time. Looking within the minimal changes between 2001-2003 and the 1993-2001 data, only topics 14, “Malls lead to consumerism,” (+.7) and 30, “Web makes research *appear* easy” (+5.4%) have shown an increase in the number of ratings reverting to pass between Tier I and Tier II. Topics 20, “Racial hate messages on campus” (-10.9%) and 22, “Immigration of wealthy internationals” (-10.2)

have shown the greatest decrease in the number of needs work ratings at Tier I reverting to passing ratings at Tier II.

Tier II Ratings, Ranked by Percent Reverting to Pass in 2001-2003: All Students, 1993-2001 and 2001-2003

Topic	2001-2003				1993-2001			
	AC	EX	NW	% Reverting to Pass	AC	EX	NW	% Reverting to Pass
14 Malls lead to consumerism	78.3%	12.4%	9.3%	66.3%	79.2%	11.1%	9.7%	65.6%
9 Consumerism should not be spread to other countries	79.6%	9.6%	10.8%	64.5%	80.8%	10.2%	9.0%	66.4%
30 Web makes research <i>appear</i> easy	75.2%	14.2%	10.6%	63.7%	79.4%	10.5%	10.1%	58.3%
19 American higher education shows strong class elitism	81.2%	7.6%	11.2%	63.2%	81.3%	8.9%	9.8%	63.9%
4 Read vs. Television	79.6%	11.2%	9.2%	62.9%	81.6%	9.7%	8.7%	70.1%
15 Television undermines the habit of book reading	79.4%	12.1%	8.5%	62.7%	81.0%	9.7%	9.3%	63.0%
27 Banning offensive language	76.8%	9.5%	13.7%	61.3%	80.0%	9.2%	10.8%	65.9%
10 American idea of success is mere acquisition of goods	79.5%	10.2%	10.3%	60.7%	82.5%	10.2%	7.4%	68.8%
8 "Schools for Scandal"	76.9%	12.1%	11.0%	59.7%	79.4%	10.5%	10.1%	66.9%
7 Taking photographs of private citizens is unethical	79.6%	9.7%	10.7%	59.2%	78.6%	11.0%	10.4%	62.2%
21 America as a warrior nation	81.8%	6.8%	11.4%	58.6%	80.4%	10.0%	9.6%	62.8%
22 Immigration of wealthy internationals	78.5%	8.7%	12.8%	57.6%	82.7%	7.7%	9.6%	67.8%
26 Ban offensive language	76.4%	9.5%	14.1%	57.5%	78.2%	10.2%	11.6%	60.5%
20 Racial hate messages on campus	78.9%	7.7%	13.4%	54.6%	82.3%	9.2%	8.5%	65.6%
3 Zoos conceal a human antagonism to animals	78.0%	9.1%	12.9%	54.1%	78.8%	10.8%	10.4%	59.1%
2 When Schools Fail Children	*	*	*	*	90.3%	4.9%	4.8%	40.0%
5 Commercialism of Baseball	*	*	*	*	33.3%	66.8%	0.0%	100.0%
6 High School wrestling is gender exclusive	*	*	*	*	81.9%	11.3%	6.8%	71.3%
12 Overworked employees	*	*	*	*	55.6%	33.3%	11.1%	50.0%
16 Aging in America/Ojibwa culture & customs	*	*	*	*	71.9%	17.0%	11.1%	55.9%
18 Male machoism is at odds with job hierarchy	*	*	*	*	82.3%	10.6%	7.1%	76.1%
24 Freeway building	*	*	*		84.6%	8.3%	7.1%	66.7%
31 Divorce laws lead to economic vulnerability of women	*	*	*	*	67.3%	20.5%	12.2%	62.5%
32 Sports cliches	*	*	*	*	76.0%	20.0%	4.0%	81.8%
Total %	79.2%	9.6%	11.2%	60.4%	77.2%	14.1%	8.7%	63.0%
N =	6041	736	855		16,835	2,083	1,910	

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

Consistent with the last reporting period, the number of raters in 1999-2000 decreased significantly from the previous year. Heavy recruitment helped to increase the number of raters in 2001, but those numbers quickly dwindled in 2002 and 2003. Appendix A lists recent raters by department. It appears that many faculty do not continue participation beyond the first year. In 2001-2003, there is an overall decrease in the number of Tier I and Tier II raters from 1999-2001. The departmental makeup of raters is changing as 10 new departments were represented while 9 departments discontinued representation. This trend of participation may make an interesting further study based on faculty workloads, and appropriate compensation for participation.

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

In this reporting period, papers came from more than 2400 different courses, and were read and signed off by instructional faculty as they 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 Rat

	Total Raters	Non-English	English/Writing Program
2003	34	27	7
2002	35	28	7
2001	87	76	11
Fall 2000-Spring 2001	92	66	26
Fall 1999-Spring 2000	89	69	20
Fall 1997-Spring 1999	100	85	15
Fall 1996-Spring 1997	34	26	8
Spring 1993-Spring 1995	56	41	15

Strong recruiting for raters in 2001 helped maintain the previous number of raters. The majority of raters continue to come from outside the English/Writing Program. 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, 1995-2003

	95-03 N =25,351	02-03 N = 3,326	01-02 N = 3,682	00-01 N = 4,217	99-00 N = 3,698	98-99 N = 3,022	97-98 N = 3,152	96-97 N = 2,450	95-96 N = 1,804
1. Pass/Not Read	48.9%	44.4%	50.7%	47.2%	45.1%	48.1%	51.0%	50.6%	53.9%
2. Pass/Pass	8.6%	10.9%	6.4%	11.6%	9.8%	8.3%	8.1%	6.0%	7.8%
3. Pass/Distinction	3.7%	2.4%	2.6%	3.3%	4.4%	4.8%	4.3%	3.6%	4.2%
4. Pass/Needs Work	0.2%	0.5%	0.3%	0.3%	0.2%	0.2%	0.1%	0.1%	0.1%
5. Distinction/Pass	5.4%	5.1%	4.4%	4.9%	5.9%	6.0%	6.4%	5.8%	4.8%
6. Distinction/Distinction	5.6%	6.4%	5.9%	5.1%	5.8%	6.5%	5.6%	5.4%	4.4%
7. Needs Work/Pass	17.9%	17.9%	19.1%	17.5%	18.3%	18.5%	17.6%	19.4%	15.2%
8. Needs Work/Needs Work	9.6%	12.4%	10.6%	10.1%	10.5%	7.6%	6.9%	9.1%	9.6%

Rating sequences over the past 8 years have been fairly consistent, suggesting that ratings assigned between Tier I and Tier II are stable.

IV.B.5.b. Rating Sequences from Tier I to Tier II—Non-Native Speakers

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

The following table represents the rating outcomes for all students who declared themselves as non-native speakers of English.

Rating Sequences Over Time (1995-2003), L2 Students Only

	95-03 N=2,488	02-03 N=308	01-02 N=279	00-01 N=375	99-00 N=445	98-99 N=271	97-98 N=322	96-97 N=266	95-96 N=222
1. Pass/Not Read	28.4%	25.3%	31.2%	31.2%	25.3%	25.4%	34.2%	23.2%	31.4%
2. Pass/Pass	4.6%	3.9%	3.6%	5.6%	4.7%	5.2%	5.6%	4.9%	3.6%
3. Pass/Distinction	1.7%	1.6%	2.9%	1.6%	2.2%	1.1%	1.6%	1.5%	1.4%
4. Pass/Needs Work	0.2%	0.0%	0.0%	0.8%	0.4%	0.0%	0.0%	0.4%	0.0%
5. Distinction/Pass	1.9%	1.3%	1.8%	2.1%	2.0%	2.6%	2.5%	1.9%	0.9%
6. Distinction/Distinction	1.6%	2.9%	1.4%	2.7%	2.0%	1.5%	1.2%	0.8%	0.5%
7. Needs Work/Pass	28.5%	22.1%	25.8%	25.1%	30.8%	33.6%	30.4%	31.6%	28.4%
8. Needs Work/Needs Work	33.0%	42.9%	33.3%	30.9%	32.6%	30.6%	24.5%	35.7%	33.8%

Compared to rating sequences for all students, non-native speakers have consistently shown a higher percentage of final ratings of needs work (see section IV.A.3.b). With the exception of rating sequence 8 (needs work/needs work), each rating sequence for non-native speakers is proportional to the same sequences for all students (i.e. Pass/Pass--all students is 8.6% whereas non-native Pass/Pass is 4.6%). Sequence 8—needs work/needs work--is three times more likely to be assigned to non-native speakers than all students combined.

Appendix A: 2001-2003 Portfolio Readers Listed by Department

Reader Name	Years	Tier I Reader	Tier II Reader
Accounting			
Gill, Sue	2001	Y	N
Linville, Mark	2001	N	Y
American Studies			
Lugo-Lugo, Carmen	2002, 2003	N	Y
Animal Sciences			
Leid, R. Wesley	2001, 2002, 2003	N	Y
Anthropology			
Baksi, Shila	2001	Y	N
Reed, Margaret	2001	N	Y
Terry, Karisa	2002, 2003	Y	N
Architecture			
Rahmani, Ayad	2001, 2002, 2003	Y	Y
Biochemistry/Biophysics			
Shaw, M. Alex	2001	N	Y
Biological Sciences			
House, Brent	2001	Y	N
Miller, Don E.	2001, 2002, 2003	N	Y
Biological Systems Engineering			
Pitts, Marvin	2001	Y	N
Business Law			
Gill, Sue	2001	N	Y
Center for Teaching, Learning, & Technology			
Yeidel, Joshua	2001, 2002, 2003	Y	Y
Brown, Gary	2001	N	Y
Civil/Environmental Engineering			
Inouye, Trevor	2001	Y	N
Communications			
Busselle, Rick	2001	Y	N
Hindman, Elizabeth	2002, 2003	Y	N
Hust, Stacey	2001	Y	N
Irby, John	2001	N	Y
Lee, Tien-Tsung	2002, 2003	Y	N
Robison, Neal	2001	N	Y
Comparative American Cultures			
Niemann, Yolanda	2001	Y	N
Verstrat, Patti	2001, 2002, 2003	N	Y
Construction Management			
Rahmani, Ayad	2002, 2003	N	Y
Crop/Soil Sciences			
Kidwell, Kimberlee	2001	N	Y
Distance Degree Program			
Vetter, Susan	2002, 2003	Y	N
Economics			
Kuzyk, Patricia	2001	Y	N
Educational Leadership			
Durrant, Sue	2001, 2002, 2003	N	Y
Washburn, Jo	2001	N	Y

Reader Name	Years	Tier I Reader	Tier II Reader
Electrical Engineering			
Fallon, Clifford	2001, 2002, 2003	N	Y
Wells, Carl	2001, 2002, 2003	N	Y
English			
Austin, Melanie	2001, 2002, 2003	Y	N
Anderson, Mary	2002, 2003	Y	N
Birrer, Doryjane	2001	N	Y
Blankenship, Bethany	2001	Y	N
Delahoyde, Michael	2001	Y	N
Garceau, Jeanette	2002, 2003	Y	N
Glade, Fiona	2001, 2002, 2003	N	Y
Hillebrand, Romana	2001, 2002, 2003	Y	Y
Kimmel, Heather	2002, 2003	Y	N
Rimpau, Sydney	2001	Y	N
Schnackenberg, Matt	2001	N	Y
Siler, Liz	2001	Y	N
Fine Arts			
Helm, Tamara	2001, 2002, 2003	N	Y
Foreign Language			
Brewer, John	2001	Y	N
Gonzalez, Eloy	2001, 2002, 2003	Y	Y
General Education			
Baksi, Shila	2002, 2003	Y	N
Gerber, Lydia	2002, 2003	Y	N
Weathermon, Karen	2001	Y	N
Geology			
Meinert, Larry	2001	N	Y
Pope, Mike	2001	Y	N
Grant & Research Development			
Maldonado, Marta	2002, 2003	N	Y
History			
Coon, David	2001	Y	N
Crane, Jeffrey	2001	Y	N
Kicza, John	2001	Y	N
Maxwell, Mary Jane	2002, 2003	Y	N
Rutherford, Janice	2001	Y	N
Smith, Bill	2001	Y	N
Watrous, Mary	2001	Y	N
Holland Library			
Becker, Stephen	2001	N	Y
Spitzer, Alice	2001	Y	N
Honors Program			
Cassleman, Jessica	2001	N	Y
Horticulture			
Fellman, John	2001	N	Y
Hotel & Restaurant Administration			
Paxson, Chris	2001	N	Y
Human Development			
Boyd, Brenda	2001	Y	N
Rose, Hilary	2001	Y	N

Reader Name	Years	Tier I Reader	Tier II Reader
Human Relations			
Griffin, Jill	2001	Y	N
Kinesiology			
Johnson, E. Carolyn	2001	N	Y
Management Decision Sciences			
Connole, Heidi	2001	N	Y
Mathematics			
Johnson, Roy	2001, 2002, 2003	N	Y
Natural Resource Sciences			
Carroll, Matt	2001	N	Y
Zamora, Ben	2001	Y	N
Philosophy			
Shier, David	2001	Y	N
Physics			
Morris, Lisa	2001	Y	N
Political Science			
Capowich, George	2001	Y	N
Clark, Vickie Lynn	2001	Y	N
Mizrahi, Stephanie	2001, 2002, 2003	Y	Y
Otte, Erin	2002, 2003	N	Y
Russell, Gregory	2001	Y	N
Stehr, Steven	2001	N	Y
Weber, Edward	2001, 2002, 2003	N	Y
Psychology			
Miller, Robert	2001	N	Y
Shorter, Stephanie	2001	N	Y
Swindell, Samantha	2001	Y	N
Registrar's Office			
Bitter, Becky	2001	N	Y
Sociology			
Biga, Christopher	2002, 2003	Y	N
Evans, Michelle	2002, 2003	Y	N
Getz, Vicki	2001	Y	N
Maldonado, Marta	2001	Y	N
Oakley, Christine	2001, 2002, 2003	N	Y
Rotolo, Thomas	2001	Y	N
Tsushima, Teresa	2001	Y	N
Speech & Hearing Sciences			
Jones, Carla	2001	Y	N
Ratsch, Melissa	2001	Y	N
Ray, Jayanti	2001, 2002, 2003	Y	Y
Teaching & Learning			
Shinew, Dawn	2001	Y	N
Baldwin, Ellie	2001	N	Y
Writing Program			
Bill Condon	2001	Y	Y
Johnson-Shull, Lisa	2001	Y	Y
Kelly-Riley, Diane	2001, 2002, 2003	Y	Y
Unknown Department			
Lutze, Faith	2001	Y	N
Rauk, Jan	2001	Y	N

Appendix B: Portfolio Performance by Major and Language Status

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

Summary by Major

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

College of Agriculture and Home Economics

		Tier I Reading							Tier II (Final) Reading						
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work		
Agriculture	L1	50	30	60.0%	4	8.0%	16	32.0%	42	84.0%	2	4.0%	6	12.0%	
	L2	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	UR	8	4	50.0%	0	0.0%	4	50.0%	5	62.5%	0	0.0%	3	37.5%	
Agribusiness	L1	113	69	61.1%	9	8.0%	35	31.0%	95	84.1%	9	8.0%	9	8.0%	
	L2	3	1	33.3%	0	0.0%	2	66.7%	3	100.0%	0	0.0%	0	0.0%	
	UR	6	5	83.3%	0	0.0%	1	16.7%	5	83.3%	0	0.0%	1	16.7%	
Agricultural Communications	L1	10	6	60.0%	2	20.0%	2	20.0%	7	70.0%	2	20.0%	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%	
Agricultural Economics	L1	143	73	51.0%	13	9.1%	57	39.9%	116	81.1%	10	7.0%	17	11.9%	
	L2	5	1	20.0%	1	20.0%	3	60.0%	3	60.0%	1	20.0%	1	20.0%	
	UR	6	2	33.3%	1	16.7%	3	50.0%	4	66.7%	0	0.0%	2	33.3%	
Agricultural Education	L1	104	60	57.7%	15	14.4%	29	27.9%	78	75.0%	15	14.4%	11	10.6%	
	L2	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	
	UR	7	5	71.4%	0	0.0%	2	28.6%	7	100.0%	0	0.0%	0	0.0%	
AG TM	L1	78	49	62.8%	5	6.4%	24	30.8%	65	83.3%	3	3.8%	10	12.8%	
	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%	1	50.0%	0	0.0%	1	50.0%	
Animal Science	L1	382	250	65.4%	52	13.6%	80	20.9%	313	81.9%	44	11.5%	25	6.5%	
	L2	6	4	66.7%	0	0.0%	2	33.3%	5	83.3%	0	0.0%	0	0.0%	
	UR	29	19	65.5%	3	10.3%	7	24.1%	23	79.3%	3	10.3%	3	10.3%	
Apparel, Merchandizing, and Textiles	L1	197	131	66.5%	14	7.1%	52	26.4%	166	84.3%	14	7.1%	17	8.6%	
	L2	22	7	31.8%	0	0.0%	15	68.2%	13	59.1%	0	0.0%	9	40.9%	
	UR	19	12	63.2%	0	0.0%	7	36.8%	18	94.7%	0	0.0%	1	5.3%	
BSYSE	L1	43	31	72.1%	7	16.3%	5	11.6%	35	81.4%	6	14.0%	2	4.7%	
	L2	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	
	UR	4	3	75.0%	1	25.0%	0	0.0%	3	75.0%	1	25.0%	0	0.0%	
Crops	L1	83	60	72.3%	4	4.8%	19	22.9%	73	88.0%	2	2.4%	8	9.6%	
	L2	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	
	UR	4	4	100.0%	0	0.0%	0	0.0%	3	75.0%	1	25.0%	0	0.0%	
Entomology	L1	11	9	81.8%	0	0.0%	2	18.2%	9	81.8%	1	9.1%	0	0.0%	
	L2	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	UR	1	0	0.0%	0	0.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%	

College of Agriculture and Home Economics (cont.)

Major & Language		Tier I Reading							Tier II (Final) Reading					
		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Environmental Science	L1	158	103	65.2%	25	15.8%	30	19.0%	127	80.4%	23	14.6%	8	5.1%
	L2	15	7	46.7%	1	6.7%	7	46.7%	12	80.0%	0	0.0%	3	20.0%
	UR	7	5	71.4%	0	0.0%	2	28.6%	7	100.0%	0	0.0%	0	0.0%
Food Science & Human Nutrition	L1	45	33	73.3%	6	13.3%	6	13.3%	42	93.3%	2	4.4%	1	2.2%
	L2	11	3	27.3%	1	9.1%	7	63.6%	9	81.8%	0	0.0%	2	18.2%
	UR	3	1	33.3%	1	33.3%	1	33.3%	3	100.0%	0	0.0%	0	0.0%
Horticulture	L1	108	60	55.6%	12	11.1%	36	33.3%	89	82.4%	8	7.4%	11	10.2%
	L2	5	2	40.0%	0	0.0%	3	60.0%	3	60.0%	0	0.0%	2	40.0%
	UR	12	8	66.7%	0	0.0%	4	33.3%	11	91.7%	0	0.0%	1	8.3%
Human Development	L1	623	396	63.6%	62	10.0%	165	26.5%	525	84.3%	53	8.5%	45	7.2%
	L2	16	9	56.3%	0	0.0%	7	43.8%	10	62.5%	2	12.5%	4	25.0%
	UR	61	40	65.6%	7	11.5%	14	23.0%	50	82.0%	7	11.5%	4	6.6%
Human Nutrition and Foods	L1	109	71	65.1%	17	15.6%	21	19.3%	89	81.7%	16	14.7%	4	3.7%
	L2	11	2	18.2%	0	0.0%	9	81.8%	9	81.8%	0	0.0%	2	18.2%
	UR	7	3	42.9%	0	0.0%	4	57.1%	6	85.7%	0	0.0%	1	14.3%
Interior Design	L1	164	101	61.6%	16	9.8%	47	28.7%	136	82.9%	17	10.4%	15	9.1%
	L2	33	10	30.3%	0	0.0%	23	69.7%	20	60.6%	0	0.0%	13	39.4%
	UR	12	8	66.7%	0	0.0%	4	33.3%	9	75.0%	1	8.3%	2	16.7%
Landscape Architecture	L1	118	77	65.3%	5	4.2%	36	30.5%	102	86.4%	6	5.1%	10	8.5%
	L2	6	0	0.0%	0	0.0%	6	100.0%	2	33.3%	0	0.0%	4	66.7%
	UR	13	9	69.2%	0	0.0%	4	30.8%	11	84.6%	0	0.0%	2	15.4%
Natural Resource Science	L1	273	182	66.7%	25	9.2%	66	24.2%	224	82.1%	30	11.0%	20	7.3%
	L2	4	3	75.0%	0	0.0%	1	25.0%	3	75.0%	0	0.0%	0	0.0%
	UR	17	10	58.8%	3	17.6%	4	23.5%	10	58.8%	5	29.4%	2	11.8%
Soils	L1	12	8	66.7%	2	16.7%	2	16.7%	9	75.0%	3	25.0%	0	0.0%
	L2	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UR	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

College of Business and Economics

Major & Language		Tier I Reading							Tier II (Final) Reading					
		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Accounting	L1	299	198	66.2%	27	9.0%	74	24.7%	255	85.3%	24	8.0%	20	6.7%
	L2	69	26	37.7%	0	0.0%	43	62.3%	46	66.7%	2	2.9%	21	30.4%
	UR	40	25	62.5%	4	10.0%	11	27.5%	34	85.0%	3	7.5%	3	7.5%
Business (2001-2003 Only)	L1	73	51	69.9%	3	4.1%	19	26.0%	66	90.4%	1	1.4%	6	8.2%
	L2	8	2	25.0%	0	0.0%	6	75.0%	4	50.0%	0	0.0%	4	50.0%
	UR	12	7	58.3%	0	0.0%	5	41.7%	9	75.0%	1	8.3%	2	16.7%
Business Administration	L1	1597	1067	66.8%	132	8.3%	398	24.9%	1347	84.3%	120	7.5%	130	8.1%
	L2	326	113	34.7%	4	1.2%	209	64.1%	208	63.8%	5	1.5%	113	34.7%
	UR	86	61	70.9%	6	7.0%	19	22.1%	75	87.2%	6	7.0%	5	5.8%

College of Business and Economics (cont.)

		Tier I Reading							Tier II (Final) Reading						
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work		
Business Law	L1	48	33	68.8%	5	10.4%	10	20.8%	40	83.3%	5	10.4%	3	6.3%	
	L2	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	
	UR	7	6	85.7%	1	14.3%	0	0.0%	6	85.7%	1	14.3%	0	0.0%	
Decision Science	L1	16	12	75.0%	1	6.3%	3	18.8%	16	100.0%	0	0.0%	0	0.0%	
	L2	12	1	8.3%	0	0.0%	11	91.7%	5	41.7%	0	0.0%	6	50.0%	
	UR	5	2	40.0%	0	0.0%	3	60.0%	3	60.0%	0	0.0%	2	40.0%	
Economics	L1	87	54	62.1%	12	13.8%	21	24.1%	75	86.2%	8	9.2%	4	4.6%	
	L2	17	8	47.1%	1	5.9%	8	47.1%	11	64.7%	1	5.9%	5	29.4%	
	UR	7	4	57.1%	0	0.0%	3	42.9%	5	71.4%	0	0.0%	2	28.6%	
ENTRP	L1	23	14	60.9%	5	21.7%	4	17.4%	20	87.0%	3	13.0%	0	0.0%	
	L2	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	
	UR	3	3	100.0%	0	0.0%	0	0.0%	2	66.7%	1	33.3%	0	0.0%	
Finance	L1	260	173	66.5%	24	9.2%	63	24.2%	227	87.3%	13	5.0%	20	7.7%	
	L2	54	13	24.1%	2	3.7%	39	72.2%	30	55.6%	1	1.9%	23	42.6%	
	UR	31	20	64.5%	1	3.2%	10	32.3%	28	90.3%	0	0.0%	3	9.7%	
General Business	L1	103	63	61.2%	6	5.8%	34	33.0%	96	93.2%	2	1.9%	5	4.9%	
	L2	6	1	16.7%	0	0.0%	5	83.3%	2	33.3%	0	0.0%	4	66.7%	
	UR	9	6	66.7%	1	11.1%	2	22.2%	8	88.9%	0	0.0%	1	11.1%	
Hospitality Management	L1	153	106	69.3%	9	5.9%	38	24.8%	135	88.2%	5	3.3%	14	9.2%	
	L2	86	29	33.7%	6	7.0%	51	59.3%	52	60.5%	5	5.8%	29	33.7%	
	UR	40	23	57.5%	0	0.0%	17	42.5%	29	72.5%	1	2.5%	10	25.0%	
Hotel and Restaurant Administration	L1	484	319	65.9%	43	8.9%	122	25.2%	423	87.4%	25	5.2%	36	7.4%	
	L2	355	138	38.9%	9	2.5%	208	58.6%	236	66.5%	12	3.4%	107	30.1%	
	UR	23	13	56.5%	1	4.3%	9	39.1%	19	82.6%	0	0.0%	4	17.4%	
HRP	L1	68	39	57.4%	7	10.3%	22	32.4%	60	88.2%	5	7.4%	3	4.4%	
	L2	10	5	50.0%	0	0.0%	5	50.0%	8	80.0%	0	0.0%	2	20.0%	
	UR	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	
Insurance	L1	30	19	63.3%	3	10.0%	8	26.7%	24	80.0%	3	10.0%	3	10.0%	
	L2	2	2	100.0%	0	0.0%	0	0.0%	2	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%	
International Business	L1	167	103	61.7%	18	10.8%	46	27.5%	144	86.2%	11	6.6%	12	7.2%	
	L2	74	23	31.1%	1	1.4%	50	67.6%	44	59.5%	1	1.4%	29	39.2%	
	UR	21	9	42.9%	2	9.5%	10	47.6%	14	66.7%	3	14.3%	4	19.0%	
Management	L1	276	180	65.2%	19	6.9%	77	27.9%	235	85.1%	15	5.4%	26	9.4%	
	L2	28	8	28.6%	1	3.6%	19	67.9%	14	50.0%	1	3.6%	13	46.4%	
	UR	20	13	65.0%	1	5.0%	6	30.0%	15	75.0%	1	5.0%	4	20.0%	
Management Information Systems	L1	732	466	63.7%	66	9.0%	200	27.3%	630	86.1%	34	4.6%	67	9.2%	
	L2	197	55	27.9%	4	2.0%	138	70.1%	99	50.3%	5	2.5%	93	47.2%	
	UR	83	50	60.2%	7	8.4%	26	31.3%	73	88.0%	3	3.6%	7	8.4%	
Marketing	L1	391	254	65.0%	29	7.4%	108	27.6%	342	87.5%	16	4.1%	34	8.7%	
	L2	50	20	40.0%	1	2.0%	29	58.0%	24	48.0%	1	2.0%	25	50.0%	
	UR	22	12	54.5%	1	4.5%	9	40.9%	18	81.8%	2	9.1%	2	9.1%	
Real Estate	L1	36	26	72.2%	0	0.0%	10	27.8%	31	86.1%	2	5.6%	3	8.3%	
	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%	1	33.3%	1	33.3%	3	100.0%	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	77	56	72.7%	7	9.1%	14	18.2%	66	85.7%	6	7.8%	5	6.5%	
	L2	2	1	50.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	1	50.0%	
	UR	6	5	83.3%	0	0.0%	1	16.7%	6	100.0%	0	0.0%	0	0.0%	
Education	L1	1133	776	68.5%	131	11.6%	226	19.9%	944	83.3%	134	11.8%	55	4.9%	
	L2	39	19	48.7%	1	2.6%	19	48.7%	29	74.4%	0	0.0%	10	25.6%	
	UR	66	52	78.8%	4	6.1%	10	15.2%	58	87.9%	5	7.6%	3	4.5%	
Elementary Education	L1	333	215	64.6%	31	9.3%	87	26.1%	276	82.9%	36	10.8%	21	6.3%	
	L2	15	7	46.7%	2	13.3%	6	40.0%	8	53.3%	2	13.3%	5	33.3%	
	UR	53	37	69.8%	4	7.5%	12	22.6%	48	90.6%	2	3.8%	3	5.7%	
Exercise Science	L1	97	62	63.9%	11	11.3%	24	24.7%	86	88.7%	6	6.2%	5	5.2%	
	L2	5	2	40.0%	1	20.0%	2	40.0%	3	60.0%	1	20.0%	1	20.0%	
	UR	6	5	83.3%	0	0.0%	1	16.7%	6	100.0%	0	0.0%	0	0.0%	
Kinesiology	L1	155	95	61.3%	12	7.7%	48	31.0%	124	80.0%	10	6.5%	21	13.5%	
	L2	3	2	66.7%	0	0.0%	1	33.3%	2	66.7%	0	0.0%	1	33.3%	
	UR	8	5	62.5%	0	0.0%	3	37.5%	7	87.5%	0	0.0%	1	12.5%	
Recreation & Leisure Studies	L1	150	88	58.7%	9	6.0%	53	35.3%	127	84.7%	6	4.0%	17	11.3%	
	L2	3	2	66.7%	0	0.0%	1	33.3%	2	66.7%	0	0.0%	1	33.3%	
	UR	5	3	60.0%	0	0.0%	2	40.0%	3	60.0%	0	0.0%	2	40.0%	
Sports Management	L1	157	95	60.5%	8	5.1%	54	34.4%	129	82.2%	4	2.5%	24	15.3%	
	L2	9	1	11.1%	0	0.0%	8	88.9%	2	22.2%	0	0.0%	7	77.8%	
	UR	8	5	62.5%	0	0.0%	3	37.5%	8	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	350	224	64.0%	53	15.1%	73	20.9%	288	82.3%	44	12.6%	18	5.1%	
	L2	58	22	37.9%	1	1.7%	35	60.3%	47	81.0%	0	0.0%	11	19.0%	
	UR	36	23	63.9%	2	5.6%	11	30.6%	31	86.1%	3	8.3%	2	5.6%	
Chemical Engineering	L1	140	96	68.6%	17	12.1%	27	19.3%	120	85.7%	13	9.3%	7	5.0%	
	L2	15	5	33.3%	1	6.7%	9	60.0%	9	60.0%	0	0.0%	6	40.0%	
	UR	11	5	45.5%	4	36.4%	2	18.2%	6	54.5%	4	36.4%	1	9.1%	
Civil Engineering	L1	415	255	61.4%	43	10.4%	117	28.2%	348	83.9%	33	8.0%	34	8.2%	
	L2	35	9	25.7%	1	2.9%	25	71.4%	23	65.7%	1	2.9%	11	31.4%	
	UR	39	18	46.2%	3	7.7%	18	46.2%	33	84.6%	3	7.7%	3	7.7%	
Computer Engineering	L1	84	52	61.9%	10	11.9%	22	26.2%	67	79.8%	11	13.1%	6	7.1%	
	L2	21	3	14.3%	0	0.0%	18	85.7%	15	71.4%	0	0.0%	6	28.6%	
	UR	23	10	43.5%	3	13.0%	10	43.5%	19	82.6%	1	4.3%	3	13.0%	
Computer Science	L1	243	133	54.7%	39	16.0%	71	29.2%	193	79.4%	29	11.9%	21	8.6%	
	L2	90	29	32.2%	2	2.2%	59	65.6%	50	55.6%	2	2.2%	38	42.2%	
	UR	43	26	60.5%	5	11.6%	12	27.9%	36	83.7%	5	11.6%	2	4.7%	
Construction Management	L1	192	123	64.1%	9	4.7%	60	31.3%	173	90.1%	4	2.1%	15	7.8%	
	L2	10	0	0.0%	0	0.0%	10	100.0%	7	70.0%	0	0.0%	3	30.0%	
	UR	19	13	68.4%	1	5.3%	5	26.3%	18	94.7%	0	0.0%	1	5.3%	

College of Engineering and Architecture (cont.)

		Tier I Reading							Tier II (Final) Reading					
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Electrical Engineering	L1	251	152	60.6%	30	12.0%	69	27.5%	209	83.3%	24	9.6%	18	7.2%
	L2	144	30	20.8%	4	2.8%	110	76.4%	75	52.1%	5	3.5%	64	44.4%
	UR	39	13	33.3%	5	12.8%	21	53.8%	24	61.5%	2	5.1%	13	33.3%
Environmental Engineering	L1	198	119	60.1%	27	13.6%	52	26.3%	163	82.3%	21	10.6%	14	7.1%
	L2	102	20	19.6%	4	3.9%	78	76.5%	58	56.9%	4	3.9%	40	39.2%
	UR	17	8	47.1%	1	5.9%	8	47.1%	10	58.8%	1	5.9%	6	35.3%
Materials Science Engineering	L1	47	35	74.5%	3	6.4%	9	19.1%	44	93.6%	2	4.3%	1	2.1%
	L2	4	2	50.0%	0	0.0%	2	50.0%	4	100.0%	0	0.0%	0	0.0%
	UR	5	4	80.0%	0	0.0%	1	20.0%	4	80.0%	1	20.0%	0	0.0%
Mechanical Engineering	L1	451	292	64.7%	45	10.0%	114	25.3%	393	87.1%	36	8.0%	22	4.9%
	L2	63	19	30.2%	3	4.8%	41	65.1%	37	58.7%	3	4.8%	23	36.5%
	UR	43	26	60.5%	5	11.6%	12	27.9%	35	81.4%	3	7.0%	5	11.6%

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	112	73	65.2%	24	21.4%	15	13.4%	85	75.9%	21	18.8%	6	5.4%
	L2	15	6	40.0%	0	0.0%	9	60.0%	11	73.3%	0	0.0%	4	26.7%
	UR	19	9	47.4%	4	21.1%	6	31.6%	14	73.7%	4	21.1%	1	5.3%
Asian Studies	L1	5	4	80.0%	0	0.0%	1	20.0%	5	100.0%	0	0.0%	0	0.0%
	L2	10	3	30.0%	0	0.0%	7	70.0%	5	50.0%	0	0.0%	5	50.0%
	UR	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Communications	L1	1595	1052	66.0%	190	11.9%	353	22.1%	1350	84.6%	128	8.0%	118	7.4%
	L2	85	39	45.9%	3	3.5%	43	50.6%	62	72.9%	2	2.4%	21	24.7%
	UR	111	79	71.2%	13	11.7%	19	17.1%	95	85.6%	9	8.1%	7	6.3%
Communications Advertising	L1	363	238	65.6%	37	10.2%	88	24.2%	313	86.2%	22	6.1%	28	7.7%
	L2	20	8	40.0%	1	5.0%	11	55.0%	14	70.0%	0	0.0%	6	30.0%
	UR	23	16	69.6%	0	0.0%	7	30.4%	19	82.6%	1	4.3%	3	13.0%
Communications Broadcasting	L1	198	128	64.6%	25	12.6%	45	22.7%	168	84.8%	16	8.1%	14	7.1%
	L2	8	6	75.0%	0	0.0%	2	25.0%	5	62.5%	1	12.5%	2	25.0%
	UR	18	11	61.1%	2	11.1%	5	27.8%	17	94.4%	0	0.0%	1	5.6%
Communications Public Relations	L1	337	233	69.1%	42	12.5%	62	18.4%	286	84.9%	30	8.9%	21	6.2%
	L2	9	6	66.7%	1	11.1%	2	22.2%	6	66.7%	2	22.2%	1	11.1%
	UR	18	14	77.8%	2	11.1%	2	11.1%	15	83.3%	3	16.7%	0	0.0%
Comparative American Cultures	L1	17	10	58.8%	4	23.5%	3	17.6%	12	70.6%	4	23.5%	1	5.9%
	L2	5	2	40.0%	1	20.0%	2	40.0%	4	80.0%	0	0.0%	1	20.0%
	UR	4	3	75.0%	0	0.0%	1	25.0%	4	100.0%	0	0.0%	0	0.0%
Criminal Justice	L1	708	461	65.1%	63	8.9%	184	26.0%	596	84.2%	48	6.8%	64	9.0%
	L2	22	15	68.2%	1	4.5%	6	27.3%	19	86.4%	2	9.1%	1	4.5%
	UR	57	37	64.9%	5	8.8%	15	26.3%	46	80.7%	7	12.3%	4	7.0%

College of Liberal Arts (cont.)

		Tier I Reading							Tier II (Final) Reading					
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
English	L1	578	367	63.5%	151	26.1%	60	10.4%	376	65.1%	187	32.4%	15	2.6%
	L2	14	8	57.1%	4	28.6%	2	14.3%	11	78.6%	3	21.4%	0	0.0%
	UR	41	33	80.5%	6	14.6%	2	4.9%	30	73.2%	9	22.0%	2	4.9%
Fine Arts	L1	266	162	60.9%	30	11.3%	74	27.8%	213	80.1%	25	9.4%	28	10.5%
	L2	52	13	25.0%	1	1.9%	38	73.1%	29	55.8%	0	0.0%	23	44.2%
	UR	21	13	61.9%	1	4.8%	7	33.3%	11	52.4%	1	4.8%	9	42.9%
Foreign Languages & Literatures	L1	12	9	75.0%	1	8.3%	2	16.7%	10	83.3%	0	0.0%	2	16.7%
	L2	3	3	100.0%	0	0.0%	0	0.0%	3	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%
French	L1	20	14	70.0%	4	20.0%	2	10.0%	17	85.0%	3	15.0%	0	0.0%
	L2	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UR	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
General Ed	L1	25	14	56.0%	3	12.0%	8	32.0%	20	80.0%	1	4.0%	4	16.0%
	L2	1	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%
	UR	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
General Humanities	L1	418	257	61.5%	46	11.0%	115	27.5%	322	77.0%	45	10.8%	51	12.2%
	L2	25	9	36.0%	1	4.0%	15	60.0%	16	64.0%	1	4.0%	8	32.0%
	UR	22	13	59.1%	3	13.6%	6	27.3%	15	68.2%	2	9.1%	5	22.7%
German	L1	14	6	42.9%	6	42.9%	2	14.3%	9	64.3%	4	28.6%	1	7.1%
	L2	1	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%
	UR	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
History	L1	422	265	62.8%	67	15.9%	90	21.3%	332	78.7%	62	14.7%	28	6.6%
	L2	15	5	33.3%	2	13.3%	8	53.3%	9	60.0%	2	13.3%	4	26.7%
	UR	32	20	62.5%	6	18.8%	6	18.8%	22	68.8%	7	21.9%	3	9.4%
Journalism	L1	52	35	67.3%	14	26.9%	3	5.8%	36	69.2%	14	26.9%	2	3.8%
	L2	4	2	50.0%	1	25.0%	1	25.0%	3	75.0%	1	25.0%	0	0.0%
	UR	8	6	75.0%	1	12.5%	1	12.5%	7	87.5%	1	12.5%	0	0.0%
Music	L1	124	81	65.3%	19	15.3%	24	19.4%	94	75.8%	23	18.5%	7	5.6%
	L2	11	6	54.5%	0	0.0%	5	45.5%	8	72.7%	1	9.1%	2	18.2%
	UR	12	7	58.3%	2	16.7%	3	25.0%	9	75.0%	3	25.0%	0	0.0%
Philosophy	L1	75	48	64.0%	14	18.7%	13	17.3%	56	74.7%	17	22.7%	2	2.7%
	L2	3	1	33.3%	0	0.0%	2	66.7%	2	66.7%	0	0.0%	1	33.3%
	UR	6	4	66.7%	0	0.0%	2	33.3%	4	66.7%	2	33.3%	0	0.0%
Political Science	L1	505	316	62.6%	108	21.4%	81	16.0%	378	74.9%	104	20.6%	23	4.6%
	L2	24	11	45.8%	2	8.3%	11	45.8%	20	83.3%	2	8.3%	2	8.3%
	UR	28	16	57.1%	5	17.9%	7	25.0%	24	85.7%	3	10.7%	1	3.6%
Psychology	L1	1092	735	67.3%	149	13.6%	208	19.0%	898	82.2%	140	12.8%	54	4.9%
	L2	64	33	51.6%	7	10.9%	24	37.5%	50	78.1%	6	9.4%	8	12.5%
	UR	78	53	67.9%	12	15.4%	13	16.7%	64	82.1%	10	12.8%	4	5.1%
Russian	L1	6	6	100.0%	0	0.0%	0	0.0%	4	66.7%	2	33.3%	0	0.0%
	L2	1	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%
	UR	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

College of Liberal Arts (cont.)

		Tier I Reading							Tier II (Final) Reading					
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Social Science (General)	L1	714	425	59.5%	106	14.8%	183	25.6%	559	78.3%	81	11.3%	74	10.4%
	L2	34	14	41.2%	5	14.7%	15	44.1%	21	61.8%	6	17.6%	7	20.6%
	UR	67	42	62.7%	8	11.9%	17	25.4%	50	74.6%	8	11.9%	9	13.4%
Social Studies	L1	58	38	65.5%	13	22.4%	7	12.1%	48	82.8%	9	15.5%	1	1.7%
	L2	3	1	33.3%	2	66.7%	0	0.0%	1	33.3%	2	66.7%	0	0.0%
	UR	9	7	77.8%	0	0.0%	2	22.2%	8	88.9%	0	0.0%	1	11.1%
Sociology	L1	528	354	67.0%	53	10.0%	121	22.9%	436	82.6%	47	8.9%	45	8.5%
	L2	38	17	44.7%	3	7.9%	18	47.4%	31	81.6%	1	2.6%	6	15.8%
	UR	43	29	67.4%	6	14.0%	8	18.6%	39	90.7%	3	7.0%	1	2.3%
Spanish	L1	109	71	65.1%	25	22.9%	13	11.9%	81	74.3%	25	22.9%	3	2.8%
	L2	13	5	38.5%	0	0.0%	8	61.5%	10	76.9%	0	0.0%	3	23.1%
	UR	4	3	75.0%	1	25.0%	0	0.0%	3	75.0%	1	25.0%	0	0.0%
Speech & Hearing Sciences	L1	232	154	66.4%	28	12.1%	50	21.6%	192	82.8%	28	12.1%	12	5.2%
	L2	1	0	0.0%	0	0.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%
	UR	11	8	72.7%	3	27.3%	0	0.0%	9	81.8%	2	18.2%	0	0.0%
Theatre	L1	36	22	61.1%	2	5.6%	12	33.3%	29	80.6%	4	11.1%	3	8.3%
	L2	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UR	5	4	80.0%	1	20.0%	0	0.0%	5	100.0%	0	0.0%	0	0.0%
Women's Studies	L1	20	16	80.0%	1	5.0%	3	15.0%	16	80.0%	3	15.0%	1	5.0%
	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%	1	14.3%	0	0.0%	6	85.7%	1	14.3%	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	645	425	65.9%	91	14.1%	129	20.0%	534	82.8%	82	12.7%	29	4.5%
	L2	59	21	35.6%	2	3.4%	36	61.0%	45	76.3%	5	8.5%	9	15.3%
	UR	40	32	80.0%	3	7.5%	5	12.5%	33	82.5%	5	12.5%	2	5.0%

College of Pharmacy

		Tier I Reading							Tier II (Final) Reading					
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Pharmacy	L1	330	205	62.1%	47	14.2%	78	23.6%	259	78.5%	53	16.1%	18	5.5%
	L2	62	23	37.1%	4	6.5%	35	56.5%	46	74.2%	2	3.2%	14	22.6%
	UR	42	28	66.7%	3	7.1%	11	26.2%	34	81.0%	1	2.4%	7	16.7%

College of Sciences

Major & Language		N =	Tier I Reading						Tier II (Final) Reading					
			Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Biological Chemistry	L1	79	46	58.2%	21	26.6%	12	15.2%	51	64.6%	25	31.6%	3	3.8%
	L2	17	7	41.2%	2	11.8%	8	47.1%	11	64.7%	2	11.8%	4	23.5%
	UR	10	4	40.0%	4	40.0%	2	20.0%	7	70.0%	2	20.0%	1	10.0%
Biology	L1	538	340	63.2%	81	15.1%	117	21.7%	425	79.0%	88	16.4%	25	4.6%
	L2	29	15	51.7%	1	3.4%	13	44.8%	23	79.3%	2	6.9%	4	13.8%
	UR	36	24	66.7%	5	13.9%	7	19.4%	27	75.0%	8	22.2%	1	2.8%
Chemistry	L1	75	50	66.7%	15	20.0%	10	13.3%	57	76.0%	13	17.3%	5	6.7%
	L2	5	1	20.0%	0	0.0%	4	80.0%	2	40.0%	0	0.0%	3	60.0%
	UR	10	6	60.0%	2	20.0%	2	20.0%	6	60.0%	4	40.0%	0	0.0%
General Biological Science	L1	23	9	39.1%	6	26.1%	8	34.8%	19	82.6%	2	8.7%	2	8.7%
	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%
General Science	L1	32	18	56.3%	8	25.0%	6	18.8%	23	71.9%	5	15.6%	4	12.5%
	L2	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
	UR	4	4	100.0%	0	0.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
Genetics and Cell Biology	L1	61	36	59.0%	8	13.1%	17	27.9%	48	78.7%	10	16.4%	3	4.9%
	L2	8	3	37.5%	1	12.5%	4	50.0%	4	50.0%	3	37.5%	1	12.5%
	UR	7	3	42.9%	2	28.6%	2	28.6%	6	85.7%	1	14.3%	0	0.0%
Geology	L1	42	24	57.1%	6	14.3%	12	28.6%	39	92.9%	9	21.4%	4	9.5%
	L2	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
	UR	7	4	57.1%	1	14.3%	2	28.6%	6	85.7%	1	14.3%	0	0.0%
Mathematics	L1	124	87	70.2%	14	11.3%	23	18.5%	104	83.9%	17	13.7%	3	2.4%
	L2	15	3	20.0%	2	13.3%	10	66.7%	9	60.0%	0	0.0%	6	40.0%
	UR	7	3	42.9%	0	0.0%	4	57.1%	4	57.1%	0	0.0%	3	42.9%
Microbiology	L1	162	99	61.1%	33	20.4%	30	18.5%	119	73.5%	31	19.1%	12	7.4%
	L2	25	9	36.0%	0	0.0%	16	64.0%	19	76.0%	0	0.0%	6	24.0%
	UR	13	8	61.5%	1	7.7%	4	30.8%	12	92.3%	1	7.7%	0	0.0%
Physics	L1	43	30	69.8%	5	11.6%	8	18.6%	34	79.1%	8	18.6%	1	2.3%
	L2	3	1	33.3%	0	0.0%	2	66.7%	2	66.7%	0	0.0%	1	33.3%
	UR	3	1	33.3%	2	66.7%	0	0.0%	2	66.7%	1	33.3%	0	0.0%
Zoology	L1	379	255	67.3%	44	11.6%	80	21.1%	288	76.0%	67	17.7%	24	6.3%
	L2	11	5	45.5%	0	0.0%	6	54.5%	5	45.5%	1	9.1%	5	45.5%
	UR	29	20	69.0%	5	17.2%	4	13.8%	21	72.4%	7	24.1%	1	3.4%

College of Veterinary Sciences

Major & Language		N =	Tier I Reading						Tier II (Final) Reading					
			Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Veterinary Science	L1	74	48	64.9%	18	24.3%	8	10.8%	46	62.2%	27	36.5%	1	1.4%
	L2	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	UR	4	2	50.0%	0	0.0%	2	50.0%	3	75.0%	0	0.0%	1	25.0%

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 Studies (2001-2003 Only)	L1	123	75	61.0%	7	5.7%	41	33.3%	94	76.4%	6	4.9%	23	18.7%	
	L2	11	3	27.3%	0	0.0%	8	72.7%	5	45.5%	0	0.0%	6	54.5%	
	UR	17	8	47.1%	1	5.9%	8	47.1%	12	70.6%	1	5.9%	4	23.5%	

Appendix C: Paper Submissions by Course

College of Agriculture and Home Economics

Agriculture		AS205	3
AGRI215	1	AS206	1
AGRI261	1	AS210	1
AGRI320	1	AS212	1
Agriculture Economics		AS274	1
AGEC222	5	AS285	17
AGEC261	1	AS312	1
AGEC289	1	AS313	14
AGEC310	1	AS314	4
AGEC311	3	AS330	6
AGEC320	8	AS350	2
AGEC340	1	AS366	1
AGEC360	5	AS367	1
AGEC370	4	AS380	1
AGEC400	1	AS399	3
AGEC403	1	AS406	4
AGEC420	2	AS408	8
AGEC440	12	AS411	1
AGEC450	1	AS440	1
AGEC460	1	AS444	2
AGEC490	7	AS466	5
Agriculture Education		AS468	2
AGED440	1	AS473	1
		AS474	1
Agriculture Technology and Management		Apparel, Merchandising, and Textiles	
AGTM374	1	AMT108	14
AGTM433	4	AMT208	4
AGTM451	2	AMT215	12
AGTM481	1	AMT216	2
		AMT220	38
Animal Science		AMT314	11
AS166	1	AMT413	1
AS174	1	AMT417	36
AS180	2	AMT419	1
AS198	13	AMT420	52
AS202	1	AMT428	1

Biological Systems Engineering		ES/RP335	17
BSYSE411	2	ES/RP350	1
BSYSE483	1	ES/RP355	1
Crops Science		ES/RP402	2
CROPS101		ES/RP404	3
CROPS101	29	ES/RP444	1
CROPS201	3	ES/RP474	1
CROPS301	10	ES/RP490	1
CROPS302	10	ES/RP495	1
CROPS305	2	Food Science and Human Nutrition	
CROPS360	20	FSHN130	26
CROPS411	1	FSHN150	1
CROPS445	5	FSHN180	3
Entomology		FSHN201	1
ENTOM101	19	FSHN210	1
ENTOM160	1	FSHN230	1
ENTOM210	2	FSHN233	9
ENTOM340	6	FSHN285	1
ENTOM343	7	FSHN301	1
ENTOM401	6	FSHN303	2
ENTOM490	1	FSHN304	1
Environmental Science and Regional Planning		FSHN305	1
ES/RP100	2	FSHN330	5
ES/RP101	38	FSHN331	1
ES/RP106	1	FSHN350	7
ES/RP111	1	FSHN380	1
ES/RP120	3	FSHN420	2
ES/RP130	1	FSHN426	2
ES/RP150	48	FSHN435	1
ES/RP151	13	FSHN436	1
ES/RP155	1	FSHN464	1
ES/RP200	3	Horticulture	
ES/RP201	1	HORT150	8
ES/RP202	1	HORT201	5
ES/RP204	1	HORT203	1
ES/RP210	1	HORT231	2
ES/RP301	1	HORT232	3
ES/RP303	1	HORT251	1
ES/RP333	1	HORT256	1
		HORT265	1

HORT304	1	HD403	73
HORT313	1	HD406	17
HORT331	1	HD408	6
HORT416	1	HD410	26
HORT425	4	HD412	6
HORT438	1	HD420	29
Human Development		HD430	16
		HD441	1
HD101	146	HD446	2
HD102	1	HD449	6
HD110	2	HD482	4
HD120	1	HD495	1
HD151	1	HD498	1
HD165	1	HD499	1
HD201	28	Interior Design	
HD202	9		
HD203	44	ID101	3
HD204	65	ID103	1
HD205	15	ID121	1
HD210	1	ID189	1
HD240	1	ID201	1
HD261	1	ID211	19
HD263	3	ID215	1
HD300	76	ID250	10
HD301	38	ID311	11
HD302	85	ID312	13
HD304	3	ID325	3
HD305	6	ID350	9
HD310	17	ID392	4
HD320	8	ID477	1
HD322	1	ID498	2
HD330	3	ID594	5
HD334	1	Landscape Architecture	
HD341	1		
HD342	4	LA101	1
HD345	10	LA210	1
HD346	3	LA260	26
HD350	33	LA262	3
HD352	1	LA263	5
HD360	15	LA264	1
HD361	24	LA306	1
		LA362	2

ACCTG538	1	ECON270	1	
Business Law		ECON300	4	
		ECON301	42	
	BLAW101	14	ECON305	1
	BLAW155	1	ECON307	1
	BLAW200	1	ECON310	1
	BLAW201	1	ECON311	2
	BLAW210	133	ECON320	4
	BLAW213	1	ECON330	15
	BLAW224	1	ECON340	3
	BLAW240	1	ECON350	6
	BLAW250	3	ECON360	9
	BLAW251	1	ECON372	2
	BLAW254	2	ECON401	2
	BLAW398	1	ECON416	1
	BLAW411	7	ECON418	1
	BLAW414	2	ECON420	2
	BLAW415	2	ECON430	2
	BLAW416	1	ECON450	4
	BLAW417	3	ECON472	1
	BLAW418	3	ECON481	2
Decision Science		Entrepreneurship		
DECS210	1	ENTRP492	2	
DECS215	5			
DECS316	1	Finance		
DECS340	9	FIN120	1	
DECS412	1	FIN325	9	
DECS440	6	FIN375	1	
DECS450	3	FIN421	13	
Economics		FIN425	12	
	ECON101	26	FIN426	1
	ECON102	15	FIN427	22
	ECON198	41	FIN428	4
	ECON200	4	FIN481	3
	ECON201	42	FIN498	1
	ECON202	2	Hotel Administration	
	ECON210	1	HA101	1
	ECON211	1	HA181	12
	ECON212	2	HA182	2
	ECON251	1	HA211	1

EDAD390	1	MVTST484	5
EDAD398	1		
EDAD420	1	Recreation and Leisure Studies	
EDAD440	3	RLS275	1
EDAD497	7	RLS276	1
EDAD498	2	RLS284	1
EDAD520	1	RLS290	1
		RLS388	1
Educational Psychology		RLS482	1
EDPSY401	3		
EDPSY402	2	Special Education	
		SPED301	2
Exercise Science		SPED363	1
EXSCI102	1	SPED402	1
EXSCI263	1	SPED420	10
EXSCI264	1	SPED467	1
EXSCI364	1		
EXSCI470	1	Sport Management	
		SPMGT201	1
Health Education		SPMGT216	1
HED361	1	SPMGT240	1
		SPMGT270	1
Kinesiology		SPMGT276	41
KIN199	1	SPMGT284	20
KIN311	3	SPMGT289	1
KIN314	1	SPMGT290	28
KIN362	1	SPMGT294	1
KIN364	1	SPMGT305	1
KIN415	1	SPMGT360	1
KIN461	3	SPMGT365	37
KIN470	1	SPMGT367	39
KIN484	4	SPMGT376	1
		SPMGT395	1
Movement Studies		SPMGT464	7
MVTST199	4	SPMGT468	2
MVTST262	7	SPMGT477	2
MVTST264	6	SPMGT488	3
MVTST313	4	SPMGT490	1
MVTST314	9	SPMGT496	2
MVTST361	1	SPMGT497	1
MVTST362	5	SPMGT499	1
MVTST415	2		
MVTST461	16		

Teaching and Learning			
T&L201	1	T&L401	3
T&L231	1	T&L402	6
T&L300	44	T&L403	58
T&L301	114	T&L404	13
T&L302	10	T&L405	2
T&L303	8	T&L410	1
T&L305	8	T&L413	5
T&L306	73	T&L414	1
T&L307	32	T&L415	2
T&L310	25	T&L420	3
T&L315	1	T&L430	2
T&L317	6	T&L445	11
T&L320	35	T&L450	2
T&L328	4	T&L482	1
T&L329	1	T&L483	6
T&L330	73	T&L487	4
T&L333	4	T&L490	1
T&L335	2	T&L499	13
T&L339	4	T&L537	1
T&L352	23	T&L549	1
T&L371	24	T&L552	1
T&L375	1	T&L564	1
T&L385	42	T&L586	1
T&L388	1	T&L594	1
T&L390	18		
T&L400	1		

College of Engineering and Architecture

Architecture			
ARCH103	1	ARCH300	2
ARCH201	1	ARCH301	1
ARCH202	2	ARCH304	1
ARCH203	2	ARCH307	4
ARCH207	15	ARCH309	4
ARCH209	5	ARCH324	40
ARCH215	1	ARCH329	1
ARCH220	46	ARCH330	5
		ARCH331	1
		ARCH333	1

[illegible]

CSTM201	8	EE314	34
CSTM207	1	EE321	11
CSTM217	1	EE322	1
CSTM225	1	EE324	7
CSTM230	3	EE328	1
CSTM231	15	EE352	25
CSTM233	1	EE361	1
CSTM250	3	EE362	15
CSTM280	1	EE414	1
CSTM322	6	EE415	3
CSTM324	1	EE416	1
CSTM330	3	EE424	1
CSTM331	2	EE432	1
CSTM333	1	EE451	1
CSTM335	5	EE477	1
CSTM338	7	EE489	6
CSTM350	8	EE499	1
CSTM401	4	EE595	1
CSTM422	1	Mechanical Engineering	
CSTM427	1		
CSTM433	1		3
CSTM438	3		10
CSTM442	3		1
CSTM451	1		25
CSTM452	3		1
CSTM453	5		3
CSTM455	1		7
CSTM457	2		8
CSTM466	1		35
CSTM483	1		2
CSTM490	1		23
CSTM499	1		61
Electrical Engineering			1
			4
			1
			5
			2
			3
			9
			1
			1
			1

ME440	1	MSE402	1
ME495	1	MSE403	1
Material Science and Engineering		MSE404	1
MSE110	2	MSE426	1
MSE302	1	MSE440	7
MSE320	4	MSE448	1
MSE321	2	MSE503	1
MSE323	3		

University Honors College

University Honors		UH350	77
UH198	5	UH410	3
UH199	5	UH440	27
UH220	1	UH444	1
UH260	131	UH450	5
UH268	1		
UH300	10		
UH330	104		

College of Liberal Arts

American Studies		ANTH103	1
AMST121	2	ANTH110	1
AMST122	1	ANTH120	2
AMST150	2	ANTH130	40
AMST170	1	ANTH198	13
AMST200	2	ANTH200	4
AMST216	3	ANTH201	38
AMST270	1	ANTH202	3
AMST410	4	ANTH203	36
AMST471	5	ANTH206	3
AMST472	1	ANTH207	1
Anthropology		ANTH210	4
ANTH100	4	ANTH213	1
ANTH101	68	ANTH214	10
ANTH102	5	ANTH216	1

ANTH220	4	ANTH467	1
ANTH230	5	ANTH468	82
ANTH240	2	ANTH469	1
ANTH260	7	ANTH490	6
ANTH261	1	ANTH495	1
ANTH301	2	ANTH499	2
ANTH302	3		
ANTH303	6	Asia Program	
ANTH305	1	ASIA210	2
ANTH306	1	ASIA270	1
ANTH307	2	ASIA272	1
ANTH309	25	ASIA273	1
ANTH310	1	ASIA275	4
ANTH313	1	ASIA306	1
ANTH315	1	ASIA314	2
ANTH316	105	ASIA315	1
ANTH320	7	ASIA373	2
ANTH326	1	ASIA374	5
ANTH330	2	ASIA470	4
ANTH331	18		
ANTH333	3	Chinese	
ANTH336	1	CHIN111	1
ANTH341	1	CHIN320	1
ANTH346	1		
ANTH350	33	Comparative American Cultures	
ANTH351	1	CAC101	283
ANTH360	1	CAC111	17
ANTH362	1	CAC130	1
ANTH371	1	CAC131	25
ANTH390	1	CAC151	19
ANTH399	1	CAC171	20
ANTH404	1	CAC198	2
ANTH405	14	CAC201	3
ANTH417	2	CAC210	1
ANTH419	10	CAC212	4
ANTH428	2	CAC220	2
ANTH440	1	CAC231	1
ANTH450	1	CAC235	6
ANTH464	1	CAC254	1
ANTH465	2	CAC271	21
ANTH466	1	CAC300	16
		CAC301	3

ENGL119	1	ENGL248	2
ENGL120	3	ENGL250	1
ENGL121	5	ENGL251	7
ENGL122	3	ENGL252	2
ENGL123	3	ENGL254	1
ENGL130	8	ENGL259	1
ENGL131	21	ENGL260	1
ENGL133	1	ENGL262	3
ENGL135	1	ENGL263	1
ENGL137	1	ENGL265	1
ENGL140	1	ENGL266	1
ENGL143	1	ENGL268	1
ENGL144	1	ENGL269	1
ENGL151	2	ENGL270	16
ENGL170	1	ENGL271	3
ENGL183	1	ENGL272	1
ENGL192	1	ENGL275	2
ENGL198	190	ENGL276	1
ENGL199	206	ENGL278	1
ENGL200	16	ENGL280	1
ENGL201	470	ENGL281	4
ENGL202	15	ENGL282	1
ENGL203	9	ENGL300	4
ENGL204	9	ENGL301	332
ENGL205	29	ENGL302	132
ENGL206	1	ENGL303	2
ENGL208	1	ENGL304	1
ENGL209	28	ENGL305	43
ENGL210	23	ENGL306	33
ENGL211	6	ENGL307	4
ENGL213	3	ENGL308	3
ENGL215	3	ENGL309	18
ENGL221	3	ENGL311	12
ENGL223	2	ENGL314	1
ENGL224	3	ENGL322	1
ENGL231	2	ENGL324	1
ENGL234	2	ENGL325	2
ENGL235	2	ENGL326	4
ENGL240	8	ENGL330	1
ENGL241	2	ENGL331	2
ENGL242	1	ENGL332	4

ENGL333	14	ENGL470	2
ENGL335	16	ENGL471	20
ENGL337	1	ENGL472	10
ENGL338	13	ENGL492	1
ENGL339	4	ENGL494	2
ENGL341	2	ENGL499	1
ENGL345	3		
ENGL351	17		
ENGL352	1	FA101	45
ENGL353	4	FA103	5
ENGL355	2	FA110	2
ENGL356	6	FA201	7
ENGL357	5	FA202	10
ENGL366	5	FA210	1
ENGL368	12	FA249	1
ENGL380	9	FA301	4
ENGL381	16	FA302	5
ENGL382	11	FA303	18
ENGL384	4	FA304	1
ENGL385	4	FA308	17
ENGL386	7	FA310	9
ENGL387	10	FA312	1
ENGL388	24	FA313	1
ENGL389	5	FA316	1
ENGL395	1	FA331	9
ENGL396	1	FA363	1
ENGL400	1	FA380	1
ENGL401	4	FA403	15
ENGL402	488	FA404	7
ENGL403	13	FA405	3
ENGL405	3	FA430	1
ENGL409	11	FA431	1
ENGL412	2	FA482	1
ENGL413	1	FA498	3
ENGL415	1	FA499	2
ENGL419	17		
ENGL446	2		
ENGL451	2	FORL101	1
ENGL454	2	FORL105	1
ENGL458	1	FORL340	1
ENGL468	1	FORL350	2
		FORL403	1

Fine Arts

Foreign Languages

FORL410	3	HIST104	3
FORL540	1	HIST105	5
French		HIST106	2
		HIST107	2
FREN101	1	HIST110	68
FREN102	1	HIST111	52
FREN110	2	HIST112	6
FREN121	2	HIST114	1
FREN201	1	HIST120	1
FREN304	1	HIST121	1
FREN316	2	HIST122	2
FREN324	1	HIST125	1
FREN352	1	HIST131	2
FREN427	1	HIST132	2
FREN450	1	HIST133	2
General Education		HIST141	3
		HIST142	4
GENED101	9	HIST144	1
GENED102	4	HIST150	24
GENED103	1	HIST152	1
GENED104	4	HIST155	1
GENED110	668	HIST156	4
GENED111	558	HIST157	4
GENED119	1	HIST168	2
GENED200	2	HIST173	1
GENED300	4	HIST198	35
GENED302	1	HIST200	4
GENED321	1	HIST201	5
GENED350	1	HIST202	2
GENED470	2	HIST203	6
German		HIST205	2
		HIST206	1
GER310	1	HIST208	1
GER312	1	HIST210	9
GER315	1	HIST212	1
GER320	1	HIST214	1
GER420	1	HIST216	5
History		HIST220	2
		HIST221	1
HIST100	1	HIST222	1
HIST101	62	HIST230	13
HIST102	83		
HIST103	15		

HIST231	9	HIST351	5
HIST241	2	HIST373	11
HIST242	1	HIST374	9
HIST243	5	HIST380	3
HIST244	1	HIST381	5
HIST251	1	HIST382	2
HIST252	1	HIST384	1
HIST256	1	HIST385	1
HIST260	4	HIST386	11
HIST262	1	HIST387	5
HIST272	9	HIST388	6
HIST273	9	HIST395	41
HIST275	3	HIST398	5
HIST280	2	HIST401	1
HIST295	1	HIST408	2
HIST298	3	HIST409	14
HIST300	60	HIST413	3
HIST301	1	HIST414	9
HIST302	1	HIST415	2
HIST304	1	HIST416	17
HIST306	7	HIST417	3
HIST308	9	HIST418	15
HIST310	1	HIST419	20
HIST311	1	HIST420	1
HIST312	3	HIST421	6
HIST313	4	HIST422	25
HIST314	12	HIST425	20
HIST320	5	HIST427	1
HIST321	15	HIST430	1
HIST322	38	HIST432	1
HIST325	3	HIST433	3
HIST327	1	HIST435	7
HIST331	23	HIST436	11
HIST333	1	HIST440	5
HIST334	1	HIST441	5
HIST337	1	HIST444	27
HIST340	11	HIST445	1
HIST341	13	HIST449	8
HIST342	4	HIST450	2
HIST344	4	HIST452	2
HIST349	1	HIST453	1

HIST459	1	HUM216	1
HIST460	1	HUM217	3
HIST461	1	HUM218	1
HIST462	2	HUM222	1
HIST463	1	HUM250	1
HIST466	6	HUM260	1
HIST468	22	HUM264	1
HIST469	6	HUM270	2
HIST470	20	HUM277	1
HIST472	2	HUM290	1
HIST473	10	HUM302	7
HIST480	1	HUM303	4
HIST482	1	HUM327	1
HIST483	30	HUM330	1
HIST486	3	HUM333	1
HIST491	16	HUM335	5
HIST492	19	HUM338	8
HIST495	3	HUM350	1
HIST497	2	HUM351	1
		HUM380	1
		HUM410	3
	Humanities		
HUM101	41		
HUM102	2		
HUM103	85	MUS100	1
HUM105	2	MUS101	1
HUM106	2	MUS103	1
HUM107	3	MUS104	2
HUM110	2	MUS107	3
HUM111	1	MUS108	1
HUM113	1	MUS110	4
HUM116	1	MUS114	1
HUM141	2	MUS115	8
HUM150	1	MUS119	1
HUM164	3	MUS122	1
HUM180	2	MUS128	4
HUM198	9	MUS131	1
HUM200	1	MUS132	1
HUM201	1	MUS133	3
HUM202	2	MUS140	2
HUM210	1	MUS152	2
HUM211	1	MUS153	5
		Music	

MUS160	2	PHIL211	2	
MUS161	34	PHIL215	1	
MUS163	78	PHIL220	2	
MUS180	1	PHIL240	3	
MUS203	2	PHIL251	1	
MUS262	1	PHIL252	1	
MUS265	11	PHIL260	22	
MUS271	1	PHIL289	1	
MUS303	5	PHIL290	3	
MUS320	1	PHIL300	1	
MUS327	1	PHIL310	2	
MUS360	18	PHIL312	1	
MUS361	8	PHIL314	10	
MUS362	2	PHIL315	24	
MUS364	1	PHIL316	1	
MUS379	1	PHIL325	4	
MUS388	5	PHIL340	2	
MUS433	1	PHIL350	1	
MUS489	1	PHIL360	7	
MUS490	1	PHIL365	45	
MUS491	6	PHIL370	6	
Philosophy		PHIL390	7	
		PHIL407	5	
	PHIL100	9	PHIL410	3
	PHIL101	31	PHIL420	6
	PHIL102	4	PHIL435	15
	PHIL103	3	PHIL440	2
	PHIL111	1	PHIL445	1
	PHIL118	2	PHIL450	5
	PHIL120	4	PHIL460	1
	PHIL130	1	PHIL470	2
	PHIL131	1	PHIL472	1
	PHIL145	1	PHIL473	2
	PHIL150	3		
	PHIL160	2		Political Science
	PHIL162	1	POLS100	2
	PHIL198	35	POLS101	139
PHIL201	6	POLS102	66	
PHIL206	1	POLS103	57	
PHIL207	13	POLS105	1	
PHIL210	12	POLS106	2	

Political Science

POLS108	1	POLS427	10
POLS110	7	POLS428	8
POLS111	4	POLS429	3
POLS125	2	POLS430	15
POLS165	1	POLS432	9
POLS195	1	POLS438	1
POLS198	33	POLS443	5
POLS200	2	POLS445	5
POLS201	6	POLS447	3
POLS202	2	POLS450	2
POLS203	5	POLS455	6
POLS205	2	POLS472	1
POLS206	7	POLS476	2
POLS210	7	POLS495	3
POLS216	2	POLS497	1
POLS230	1	POLS536	1
POLS250	2		
POLS282	1		
POLS300	53	PSYCH100	26
POLS301	2	PSYCH101	36
POLS305	30	PSYCH102	4
POLS310	1	PSYCH105	10
POLS314	7	PSYCH106	5
POLS316	68	PSYCH110	8
POLS317	16	PSYCH111	4
POLS318	1	PSYCH112	1
POLS333	4	PSYCH113	1
POLS340	21	PSYCH116	2
POLS346	1	PSYCH198	25
POLS347	1	PSYCH200	2
POLS350	1	PSYCH201	9
POLS381	1	PSYCH203	2
POLS400	1	PSYCH205	14
POLS402	27	PSYCH206	3
POLS404	15	PSYCH210	9
POLS405	3	PSYCH211	5
POLS412	2	PSYCH213	3
POLS413	1	PSYCH215	3
POLS417	3	PSYCH219	1
POLS420	7	PSYCH220	22
POLS424	12	PSYCH222	1

Psychology

PSYCH223	1	PSYCH438	1
PSYCH225	1	PSYCH440	10
PSYCH230	43	PSYCH444	1
PSYCH235	1	PSYCH445	1
PSYCH236	1	PSYCH454	1
PSYCH240	8	PSYCH455	7
PSYCH241	1	PSYCH464	1
PSYCH260	1	PSYCH464	27
PSYCH265	7	PSYCH466	1
PSYCH270	1	PSYCH470	11
PSYCH283	1	PSYCH473	9
PSYCH300	4	PSYCH490	3
PSYCH301	3	PSYCH498	1
PSYCH305	1	PSYCH499	1
PSYCH306	2		
PSYCH309	10	Rural Sociology	
PSYCH310	2	RS305	1
PSYCH311	2	RS431	10
PSYCH312	96	RS435	2
PSYCH315	2		
PSYCH320	2	Russian	
PSYCH321	17	RUS315	1
PSYCH324	69	RUS323	1
PSYCH326	1	RUS360	1
PSYCH328	11	RUS410	1
PSYCH329	1	RUS412	1
PSYCH330	1	RUS430	5
PSYCH333	15	RUS460	4
PSYCH350	46		
PSYCH351	1	Social Work	
PSYCH360	1	SW190	11
PSYCH361	32	SW393	4
PSYCH363	16	SW395	7
PSYCH365	10	SW396	3
PSYCH372	8	SW495	1
PSYCH381	1	SW496	2
PSYCH384	1		
PSYCH390	2	Speech and Hearing Sciences	
PSYCH401	55	SHS101	1
PSYCH402	2	SHS186	1
PSYCH415	1	SHS201	12
		SHS202	8
		SHS205	10

SHS210	1	SOC233	1
SHS250	8	SOC240	1
SHS310	1	SOC250	1
SHS378	2	SOC252	1
SHS461	1	SOC264	1
SHS468	1	SOC270	10
SHS473	1	SOC271	1
SHS475	3	SOC275	1
SHS478	2	SOC280	1
SHS485	1	SOC300	28
SHS489	22	SOC301	1
		SOC302	2
		SOC304	2
		SOC305	1
SOC101	202	SOC311	1
SOC102	79	SOC314	1
SOC103	2	SOC315	1
SOC105	1	SOC316	2
SOC110	18	SOC320	57
SOC111	1	SOC321	2
SOC112	1	SOC324	1
SOC121	1	SOC330	1
SOC125	1	SOC331	7
SOC131	1	SOC332	1
SOC145	1	SOC340	9
SOC150	56	SOC341	2
SOC151	1	SOC343	3
SOC153	1	SOC345	15
SOC160	1	SOC350	21
SOC190	4	SOC351	31
SOC198	30	SOC352	5
SOC200	2	SOC356	6
SOC201	5	SOC360	6
SOC202	1	SOC361	67
SOC204	1	SOC362	67
SOC206	1	SOC363	19
SOC207	1	SOC364	19
SOC210	1	SOC365	14
SOC211	1	SOC370	1
SOC212	2	SOC371	2
SOC215	1	SOC372	27
SOC220	1	SOC373	21
SOC221	1	SOC382	1
SOC225	1		

Sociology

SOC384	24	SPAN408	3
SOC390	1	SPAN427	1
SOC391	1	SPAN435	1
SOC392	1	SPAN540	1
SOC393	2		
SOC395	3	Theatre Arts	
SOC396	1	THEAT101	3
SOC400	1	THEAT105	2
SOC401	2	THEAT145	7
SOC410	14	THEAT150	2
SOC415	4	THEAT160	7
SOC418	1	THEAT201	1
SOC424	2	THEAT362	5
SOC430	47	THEAT364	1
SOC433	1	THEAT365	2
SOC442	2	THEAT366	1
SOC450	1	THEAT367	6
SOC455	6	THEAT402	5
SOC461	2	THEAT462	1
SOC474	2	THEAT496	1
SOC480	3		
SOC484	5	Women's Studies	
SOC485	1	WST100	1
SOC490	1	WST101	6
SOC496	3	WST123	1
		WST150	1
		WST190	1
		WST200	66
		WST201	2
		WST210	3
		WST214	1
		WST216	1
		WST220	5
		WST230	2
		WST232	1
		WST281	1
		WST290	1
		WST298	2
		WST300	17
		WST302	1
		WST305	3
		WST307	1
		WST308	1
		WST309	2
Spanish			
SPAN101	1		
SPAN121	1		
SPAN202	1		
SPAN203	3		
SPAN204	1		
SPAN215	1		
SPAN302	1		
SPAN306	2		
SPAN308	6		
SPAN310	2		
SPAN311	1		
SPAN315	7		
SPAN316	10		
SPAN320	1		
SPAN361	5		
SPAN407	1		

WST310	2	WST396	1
WST312	2	WST398	3
WST315	9	WST403	12
WST316	15	WST406	6
WST324	3	WST408	2
WST332	7	WST409	1
WST337	2	WST410	1
WST340	4	WST460	6
WST363	2	WST481	8
WST372	1	WST484	15
WST375	1	WST485	5
WST384	2		
WST391	4		

School of Communications

Advertising		COM120	1
ADVER251	4	COM138	1
ADVER302	1	COM140	1
ADVER351	1	COM141	2
ADVER380	4	COM150	1
ADVER381	8	COM201	4
ADVER382	7	COM208	1
ADVER475	30	COM210	1
ADVER480	1	COM214	1
ADVER483	1	COM220	1
Broadcasting		COM235	6
BDCST131	1	COM237	1
BDCST350	1	COM245	89
BDCST360	7	COM250	1
BDCST365	2	COM253	1
BDCST366	1	COM255	1
BDCST440	2	COM265	1
BDCST455	1	COM270	48
BDCST465	2	COM285	1
BDCST475	5	COM295	241
BDCST481	4	COM305	1
Communication		COM309	1
COM101	61	COM321	44
COM102	22	COM321	1
COM105	1	COM324	16
COM110	1	COM335	4
		COM345	1

[illegible]

Nursing		NURS103	2
NURS102	2	NURS113	1

NURS123	1	NURS330	1
NURS200	1	NURS350	1
NURS201	6	NURS355	1
NURS202	3	NURS360	2
NURS204	1	NURS365	16
NURS210	2	NURS366	6
NURS211	1	NURS400	13
NURS213	2	NURS402	1
NURS221	1	NURS406	2
NURS265	1	NURS409	1
NURS300	1	NURS414	1
NURS302	1	NURS440	2
NURS308	8	NURS460	9
NURS309	11	NURS461	1
NURS311	12	NURS462	12
NURS314	8	NURS477	4
NURS315	17	NURS495	5
NURS318	11	NURS499	1
NURS322	8	NURS507	1
NURS324	3	NURS577	1
NURS325	5		
NURS328	2		

College of Pharmacy

PHAR212	1	PHARM575	2
PHAR456	1	PHARM576	2
PHAR558	1	PHARM581	11
PHARM115	1	PHARM582	1
PHARM210	1	PHARP217	1
PHARM311	2	PHARP450	4
PHARM450	2	PHARP451	1
PHARM500	1	PHARP454	1
PHARM521	2	PHARP518	1
PHARM534	1	PHARP564	1
PHARM540	4	PHARP567	1
PHARM541	1	PHARP572	4
PHARM557	1	PHARP573	1
PHARM558	1	PHARP574	2
PHARM564	1	PHARP576	1
PHARM572	6	PHARS532	1
PHARM573	3	PHARS540	6
PHARM574	3	PHARS542	1

BOT364	1	CHEM311	1
BOT390	1	CHEM331	1
BOT405	1	CHEM333	9
BOT463	4	CHEM334	1
		CHEM340	2
		CHEM341	21
CHEM100	2	CHEM342	1
CHEM101	29	CHEM343	1
CHEM102	27	CHEM350	5
CHEM105	17	CHEM410	2
CHEM106	18	CHEM426	2
CHEM109	2	CHEM481	1
CHEM110	1		
CHEM111	1		
CHEM116	1	GEOL100	4
CHEM117	1	GEOL101	34
CHEM120	2	GEOL102	2
CHEM122	1	GEOL105	2
CHEM131	2	GEOL109	1
CHEM132	3	GEOL110	1
CHEM133	4	GEOL150	2
CHEM139	1	GEOL198	1
CHEM140	3	GEOL200	2
CHEM142	2	GEOL201	1
CHEM150	3	GEOL206	2
CHEM151	1	GEOL210	12
CHEM155	1	GEOL211	1
CHEM160	3	GEOL218	1
CHEM161	1	GEOL231	1
CHEM201	2	GEOL315	1
CHEM209	1	GEOL320	2
CHEM210	4	GEOL322	2
CHEM212	1	GEOL323	1
CHEM214	1	GEOL340	2
CHEM221	1	GEOL344	2
CHEM222	2	GEOL350	7
CHEM223	1	GEOL390	1
CHEM232	1	GEOL403	1
CHEM240	13	GEOL499	1
CHEM243	1		
CHEM252	1		
CHEM253	1	MATH102	1
CHEM301	1	MATH104	1
		MATH107	1

Chemistry

Geology

Mathematics

[illegible]

PHYS252	1	ZOOL251	11
PHYS253	1	ZOOL301	1
PHYS256	1	ZOOL303	1
PHYS298	2	ZOOL310	1
PHYS303	7	ZOOL315	1
PHYS330	2	ZOOL320	5
PHYS353	1	ZOOL322	2
PHYS372	1	ZOOL330	19
PHYS380	2	ZOOL350	3
PHYS415	1	ZOOL353	37
PHYS418	1	ZOOL393	20
PHYS443	1	ZOOL400	1
PHYS463	1	ZOOL405	8
PHYS499	1	ZOOL407	3
		ZOOL410	1
	Statistics	ZOOL417	5
STAT208	1	ZOOL423	3
STAT212	28	ZOOL428	1
STAT215	1	ZOOL430	1
STAT217	1	ZOOL438	5
STAT412	7	ZOOL490	4
		ZOOL498	1
	Zoology	ZOOL499	1
ZOOL135	3		
ZOOL215	2		

College of Veterinary Medicine

	Neuroscience	VM536	1
NEURO138	1	VM545	1
NEURO403	10	VM551	1
	Veterinary Medicine		
VM500	1		

Other Departments

	Education Abroad		Military Science
EA300	1	MILS301	6
	Aerospace Studies	MILS302	5
AERO102	1	MILS401	1
AERO201	3	MILS402	1
AERO202	2		
AERO411	1		