

# The Washington State University Writing Portfolio

**Sixth Findings: June 2003—May 2005**

Internal Report #6

Office of Writing Assessment  
Washington State University

September 2005

Kyla Ficek  
Huihua He

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



## **I. Purpose**

To date more than 36,600 students have completed the Washington State University Writing Portfolio, which was first administered Spring Semester 1993. Participation in the Writing Portfolio increased in 2003-2005, continuing a trend for growth that was interrupted in 2001-2003 (section IV.A.2.a).

This report continues to assess the effectiveness of the Washington State University Writing Portfolio, and 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, chairs, departments and programs 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 2003-2005 evaluation of the Writing Portfolio represents an assessment of the program as a whole. Slightly more than 8,000 students completed the WSU Writing Portfolio between June 1, 2003 and May 31, 2005. This represents an increase of nearly 500 students from the last reporting period.

During the 1999-2001 period, the Writing Assessment Office undertook several activities, centering primarily around the enforcement of registration holds intended to assist students in completing the Writing Portfolio requirement in a timely manner. In 1999-2003, those activities began showing results. The 2003-2005 reporting period continues to yield positive results from the policies and procedures 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 75<sup>th</sup> credit hour, and an increase in the number of unsigned course papers submitted in student Portfolios--continue in the 2003-2005 report.. One new trend emerged in this reporting period. Multi-lingual writers (also often referred to as ESL or non-native writers of English) (L2) are receiving

fewer Needs Work ratings and more Distinction ratings on their overall Writing Portfolio ratings. These trends and the factors that affect 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 continued 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**

- 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 75<sup>th</sup> credit hour (+20.5% since 97/99).
  - There was a three credit hour drop in the average credit hours at exam between 2001-2003 and 2003-2005.
  - Overall, 62.9% of students completed their Writing Portfolios after 75 credit hours in the 2004-2005 reporting period, down from 63.7% in 2002-2003.
  - Non-transfer students seem to be the most timely at submitting Portfolios prior to 75 credit hours compared to all other student classifications.

- Multi-lingual writers (L2) still display significant need for additional writing support based on their Writing Portfolio results. However, efforts to aid multi-lingual writers can be noticed in some results.
  - Multi-lingual writers continue to have a 27% greater chance of earning a needs work rating at the Tier I level, and 21% greater chance of earning a needs work rating at the Tier II level compared to the general student population.
  - Multi-lingual writers who do not report a major have a 59% chance of earning a needs work final rating on the Writing Portfolio.
  - Multi-lingual writers comply with Writing Portfolio timelines at approximately the same rate as the general student population.
  
- 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 1997-1999, the number of unsigned course paper submissions, okay ratings, has increased by 19.1%. 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**

- Continue to enforce the Writing Portfolio submission guides suggested in the 1999-2001 report.
  - At 45 credits, students receive an automated notice in METRO that the Writing Portfolio is due in the upcoming semester.
  - Place the first registration hold when students who have not completed the Writing 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.
- Determine the relevance of the instructor evaluations. If they are important to the overall Writing Portfolio evaluation, a system should be implemented to decrease the number of papers submitted without instructor approval (the “okay” ratings).
- Update the evaluation process for the Writing Portfolio Assessment.
  - Consider alternative methods of examining the validity of the writing assessment program. The biennial report continues to document important student learning outcomes useful to the university. However, the validity issues have demonstrated themselves to be stable over the past twelve years. We suggest exploring more efficient ways to evaluate the validity issues of the writing assessment program, and to separate the reporting of program quality from student performance. The program validity issues may be best conducted on a year-to-year basis. In addition, the data set is now so large that sampling procedures must be used because problems or inconsistencies cannot be observed because of the size of the data.
  - 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.
  - Update the database in Filemaker so that it is more compatible with the statistical programs required to generate this report.

- Seek help to write a computer program that will make compiling the data for this report more manageable.

## **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 demonstrated in the junior-level 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 2003-2005 show further improvements toward this goal. While 63.2% 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 75<sup>th</sup> credit hour (+20.5% since 97/99).

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 five reporting periods. When considering the data in these tables, recognize the difference in the number of students between the biennial reporting periods.

During the 2003-2005 reporting period, students continued to complete their Writing Portfolios earlier in their programs. Although the largest percentage of students still complete their Portfolios in the 76-90 credit hour range, this percentage is decreasing. In 2003, the difference between the percentage of students completing the Writing Portfolio between 60-75 credits and 76-90 credits was 5.7%. In 2005, the gap increased to 9.6%. The increase however results from a trend showing that the number of students completing their portfolios after 90 hours decreased during 2003-2005 to 26.6% from 32.9% in 2001-2003. While the percentages have not reached optimal levels yet, improvements continue to be seen in this area.

Overall, 62.9% of students completed their Writing Portfolios after 75 credit hours in 2004-2005, down from 68.5% in 2001-2002.

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

Hours	Change 01/02 – 04/05	June 2004- May 2005	June 2003- May 2004	June 2002- May 2003	June 2001- May 2002
No. Students	92	4,111	4,008	3,603	4,019
60 or less	2.2%	8.9%	9.8%	8.8%	6.7%
61-75	5.2%	27.9%	27.5%	26.9%	22.7%
76-90	4.5%	37.5%	34.3%	32.6%	33.0%
91-105	-3.5%	12.1%	13.1%	15.4%	15.6%
106 or more	-6.6%	13.3%	14.6%	15.7%	19.9%
Unreported	-1.9%	0.2%	0.7%	0.7%	2.1%

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

Hours	Change 95/97 – 03/05	2003- 2005	2001- 2003	1999- 2001	1997- 1999
No. Students	1,918	8,119	7,622	7,938	6,201
60 or less	5.4%	9.3%	8.1%	4.2%	3.9%
61-75	15.1%	27.7%	24.8%	15.2%	12.6%
76-90	16.9%	35.9%	32.8%	23.8%	19.0%
91-105	-8.6%	12.6%	15.5%	19.5%	21.2%
106 or more	-24.1%	14.0%	17.4%	31.6%	38.1%
Unreported	-4.7%	0.5%	1.4%	5.7%	5.2%

In addition, 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 90<sup>th</sup> 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 90<sup>th</sup> credit hour, 67.7% of transfer students completed their Writing Portfolios on-time compared to 44.4% of non-transfer students at the 75<sup>th</sup> credit hour.

If the data is taken at face value, non-transfer students are the most timely at submitting the Writing Portfolios prior to 75 credit hours compared to all other student classifications (34%). Multi-lingual speakers represent the next highest percentage of students completing Writing Portfolios prior to 75 credit hours at 44%. The remaining classifications represent females (38.4%), First language, or native speakers of English, (L1) speakers (37.9%), males (35.7%),

and transfer students (33.5%). The percentage of students completing the Writing Portfolio before 75 credit hours for all classifications is 37%.

#### Time to Exam—Comparison between student classifications, 1993-2005

Hours	All	Males	Females	L1	L2	Transfer	Non-Transfer
No. Students	36,645	17,157	18,661	30,543	3,600	22,321	14,301
60 or less	6.4%	5.5%	8.2%	7.1%	6.8%	6.1%	8.1%
61-75	21.2%	20.2%	22.2%	21.6%	20.2%	18.3%	25.9%
76-90	27.6%	27.4%	27.6%	27.8%	25.8%	26.2%	30.1%
91-105	17.1%	16.7%	17.6%	16.9%	19.2%	18.5%	15.0%
106 or more	23.4%	27.3%	19.6%	22.6%	22.9%	26.6%	17.3%
Unreported	4.2%	2.8%	4.7%	4.0%	5.2%	4.3%	3.6%

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 2003/2005. 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 03/05

Hours	All	Male	Female	L1	L2	Transfer	Non-Transfer
No. Students	+3,855	+1697	+1996	+2710	+362	+2948	+660
60 or less	+4.9%	<b>+3.9%</b>	+6.0%	+4.7%	<b>+10.7%</b>	+5.4%	+4.4%
61-75	<b>+10.7%</b>	+13.8%	<b>+7.9%</b>	+10.3%	+20.3%	<b>+23.4%</b>	+13.2%
76-90	+10.6%	+13.3%	+8.0%	<b>+14.6%</b>	<b>+7.6%</b>	+12.7%	+10.2%
91-105	-9.9%	-12.1%	<b>-7.9%</b>	-9.6%	<b>-16.9%</b>	-10.2%	-11.1%
106 or more	-10.4%	-14.5%	<b>-6.7%</b>	-10.1%	<b>-16.4%</b>	-11.8%	-10.9%
Unreported	-5.9%	<b>-4.3%</b>	<b>-7.2%</b>	-6.1%	-5.3%	-6.9%	-5.7%

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) multi-lingual writer (L2) classifications. The first table reports student time to exam by transfer status and displays the amount of change in time to exam between the 1997-

1999 and the 2003-2005 reporting periods. The second table reports the change in transfer/non-transfer student time to exam by annual reporting period.

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

	Change Between 97/99 – 03/05		2003-2005		2001- 2003		1999-2001		1997-1999	
Hours	Transfer	Non-Transfer	Transfer	Non-Transfer	Transfer	Non-Transfer	Transfer	Non-Transfer	Transfer	Non-Transfer
No Students►	+1672	+64	5,356	2,512	4,780	2,798	4,808	3,141	3,684	2,448
60 or less	+5.3%	+5.4%	8.7%	10.2%	7.4%	9.4%	3.8%	4.8%	3.4%	4.8%
61-75	+14.5%	+18.2%	24.8%	34.2%	21.3%	30.8%	13.1%	18.5%	10.3%	16.0%
76-90	+16.6%	+19.5%	34.2%	40.3%	30.7%	36.6%	21.2%	27.7%	17.6%	20.8%
91-105	-6.1%	-13.7%	14.8%	8.2%	17.2%	12.8%	20.4%	18.2%	20.9%	21.9%
106 or more	-24.0%	-26.2%	17.4%	7.2%	21.7%	9.8%	34.8%	26.7%	41.4%	33.4%
Unreported	-6.3%	-3.1%	0.1%	0.0%	1.7%	.6%	6.7%	4.1%	6.4%	3.1%

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

	Change Between 01/02 – 04/05		June 2004- May 2005		June 2003- May 2004		June 2002- May 2003		June 2001- May 2002	
Hours	Transfer	Non-Transfer	Transfer	Non-Transfer	Transfer	Non-Transfer	Transfer	Non-Transfer	Transfer	Non-Transfer
No Students►	+263	-152	2,752	1,348	2,634	1,170	2,293	1,298	2,487	1,500
60 or less	+1.9%	+0.8%	8.7%	9.3%	8.5%	11.1%	8.1%	10.2%	6.8%	8.5%
61-75	+6.4%	+3.8%	25.0%	33.5%	24.3%	34.8%	24.2%	32.1%	18.6%	29.7%
76-90	+4.3%	+6.3%	34.9%	43.1%	33.1%	36.9%	30.8%	35.9%	30.6%	36.8%
91-105	-3.0%	-5.9%	14.2%	7.5%	15.3%	9.0%	17.4%	11.9%	17.2%	13.4%
106 or more	-7.2%	-4.5%	16.7%	6.5%	18.1%	7.9%	19.0%	9.3%	23.9%	11%
Unreported	-2.5%	-0.5%	0.4%	0.1%	0.7%	0.3%	.5%	.6%	2.9%	.6%

Reviewing time to exam data by language status shows that 23.8% of non-native speakers and 25.4% of first language speakers have submitted their Writing Portfolios after the 91<sup>st</sup> credit hour. This is an improvement from the 2001-2003 reporting period in which 32.9% of non-native speakers and 25.4% of all first language speakers submitted their Writing Portfolios after the 91<sup>st</sup> credit hour. Current data shows movement towards completion of the Writing Portfolio within the optimal timeframe. The 2003-2005 reporting period indicates that the number of multi-lingual writers compared to first language writers who submit their Writing Portfolios at each credit hour block has continued to level off compared to previous reports. Previously multi-

lingual writers submitted their Writing Portfolios after the 90<sup>th</sup> credit hour at significantly higher rates than first language writers. The Writing Assessment Office has been successful in working closely with multi-lingual writers to ensure timely compliance, but more work needs to be done with both groups to continue to ensure timely completion of the requirement.

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

	Change 97/99 – 03/05		2003-2005		2001- 2003		1999-2001		1997-1999	
Hours	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2
No. Students	+1,011	+255	6,376	850	5,955	593	6,596	820	5,365	595
60 or less	+5.4%	+11.2%	9.4%	13.2%	8.5%	9.1%	4.2%	4.6%	4.0%	2.0%
61-75	+15.6%	+22.7%	28.5%	30.8%	25.1%	25.3%	14.9%	17.5%	12.9%	8.1%
76-90	+17.7%	+10.3%	36.3%	32.2%	33.5%	31.2%	24.5%	17.3%	18.6%	21.9%
91-105	-9.6%	-7.4%	12.1%	11.9%	15.1%	16.9%	19.2%	23.3%	21.7%	19.3%
106 or more	-24.9%	-27.1%	13.3%	11.9%	16.4%	16.0%	31.7%	29.2%	38.2%	39.0%
Unreported	-4.3%	-9.7%	0.3%	0.0%	1.4%	1.5%	5.5%	8.1%	4.6%	9.7%

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

	Change 01/02 – 04/05		June 2004- May 2005		June 2003- May 2004		June 2002- May 2003		June 2001- May 2002	
Hours	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2
No. Students	+96	+180	3,234	458	3,142	392	2,817	315	3,138	278
60 or less	+1.1%	+2.9%	9.2%	10.5%	9.6%	16.3%	9.1%	10.5%	8.1%	7.6%
61-75	+4.7%	+17.1%	28.2%	36.5%	28.9%	24.2%	26.9%	30.5%	23.5%	19.4%
76-90	+5.2%	-4.5%	38.6%	29.3%	33.9%	35.7%	33.7%	28.9%	33.4%	33.8%
91-105	-3.5%	-7.6%	11.6%	11.1%	12.7%	12.8%	15.0%	15.2%	15.1%	18.7%
106 or more	-5.5%	-5.6%	12.2%	12.7%	14.5%	11.0%	14.9%	13.9%	17.7%	18.3%
Unreported	-1.9%	-2.2%	0.3%	0.0%	0.4%	0.0%	.4%	1.0%	2.2%	2.2%

**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 Writing Portfolios after 90 credit hours. During those same years, students were no more likely to receive a needs work on the final Writing Portfolio rating after 90 credit hours than prior to 90 credit hours. In 1999/2001, students who submitted their Writing 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 Writing Portfolio if the Writing Portfolio was submitted prior to 90 credit hours. In 1999-2003 there was an increase in the number of students submitting their Writing Portfolios prior to 90 credit hours,

showing timely compliance with the requirement (section IV.A.1.a). In 2003/2005 the chance of receiving a needs work rating was in most cases, greater than ever before. The increase in Writing Portfolio completion prior to 90 credit hours must be considered when reviewing this data.

#### **Change in Time to Exam, Impact on Rating, 1997-1999 to 2003-2005**

Hours	Tier I Results			Final Results		
	Simple Pass	Pass with Distinction	Needs Work	Simple Pass	Pass with Distinction	Needs Work
60 or fewer	-4.3%	-3.5%	7.8%	-5.9%	-0.6%	6.5%
61-75	-6.4%	-5.8%	12.3%	1.9%	-9.1%	7.2%
76-90	-1.6%	-4.1%	5.7%	1.4%	-6.3%	4.9%
91-105	-4.4%	0.7%	3.7%	-2.6%	-0.5%	3.1%
106 or more	-2.2%	2.3%	-0.1%	-2.3%	2.6%	-0.3%
Unreported	-5.5%	-1.1%	6.6%	-0.3%	-4.7%	5.1%

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

Hours	Tier I Results			Final Results		
	Simple Pass	Pass with Distinction	Needs Work	Simple Pass	Pass with Distinction	Needs Work
60 or fewer	62.3%	8.7%	29.0%	75.8%	11.6%	12.6%
61-75	59.0%	8.3%	32.8%	78.3%	8.6%	13.1%
76-90	60.9%	8.8%	30.3%	80.0%	6.8%	13.2%
91-105	59.1%	10.8%	30.1%	80.6%	8.6%	10.8%
106 or more	57.9%	14.7%	27.4%	81.9%	11.1%	7.0%
Unreported	55.0%	10.0%	35.0%	80.9%	6.4%	12.8%

#### **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%

#### 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 76-90 credit hour range (4.5%), while the greatest change for females is a 2% increase in Portfolio completion at the 61-75 credit hour range. Overall females continue to have a higher percentage of individuals completing the Writing Portfolio before the 76<sup>th</sup> credit hour (38.4%) compared with males (35.7%).

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

Hours	Change 95/97 – 01/03	2003- 2005	2001- 2003	1999- 2001	1997- 1999
No. Students	+688	3,716	3,374	3,928	3,028
60 or less	+3.9%	7.5%	6.4%	3.1%	3.6%
61-75	+16.4%	28.2%	25.0%	14.0%	11.8%
76-90	+20.1%	37.6%	33.1%	22.9%	17.5%
91-105	-8.5%	11.2%	14.7%	18.7%	19.7%
106 or more	-28.5%	15.1%	19.8%	37.7%	43.6%
Unreported	-3.3%	0.5%	1.0%	3.6%	3.8%

### Credit Hours at Exam—Females Only by Biennial Reporting Period

Hours	Change 95/97 – 01/03	2003- 2005	2001- 2003	1999- 2001	1997- 1999
No. Students	+1,068	4,241	3,579	4,010	3,173
60 or less	+6.8%	11.1%	10.3%	5.3%	4.3%
61-75	+14.0%	27.3%	25.3%	16.4%	13.3%
76-90	+13.8%	34.2%	32.8%	24.6%	20.4%
91-105	-8.8%	13.8%	15.5%	20.3%	22.6%
106 or more	-19.8%	13.0%	14.6%	25.6%	32.8%
Unreported	-5.9%	0.7%	1.5%	7.8%	6.6%

### IV.A.1.e. Departmental Difference in Mean Credit Hours at Writing Portfolio Completion

The following table provides the average time to exam by major. The table displays data from 1993 through 2005, as well as data for the 2003-2005 reporting period. Between 1993 to 2005, all majors with 30 or more students had an average of 91 credit hours. During 2003-2005, this average dropped to 86 credit hours. The drop in the average number of credit hours at Writing 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 Writing Portfolio. Recently, several departments have instituted Writing Portfolio completion as pre-requisite requirements for certain upper-division courses, and some have required the Writing Portfolio completion prior to certification within the major. These efforts of individual departments and colleges will aid in the effort to have students comply with the Writing Portfolio during the first semester of students' junior-year.

The trend for average credit hours at Writing Portfolio completion confirms the overall findings reported in section IV.A.1. Although the 86 credit hour average is still well above the desired 60-75 credit hour range desired, the 3 credit hour drop between 2001-2003 and 2003-2005 is encouraging.

**Time to Exam by Major, 1993-2005 and 2003-2005, Listed by Average Hours at Exam 2003-2005**

Major	Average Hours at Exam 2003-2005	Students (N) 2003-2005	Average Hours at Exam 1993-2005	Students (N) 1993-2005
<b>University Average</b>	<b>86</b>	<b>n/a</b>	<b>91</b>	<b>n/a</b>
Athletic Training	65	34	88	119
Agribusiness	73	31	83	156
Speech & Hearing Sciences	76	31	85	246
Zoology	77	155	83	585
Materials Science Engineering	77	14	93	76
Nursing	78	263	82	1019
Agricultural Education	78	16	94	127
Hospitality Management	78	292	89	1600
Environmental Science	78	28	95	202
Advertising	78	76	83	323
Mathematics	79	51	86	207
Marketing	79	139	90	816
Spanish	79	34	89	161
Agricultural Technology & Mgt.	79	21	92	99
Broadcasting	79	64	83	201
Elementary Education	80	363	87	1405
Criminal Justice	80	195	86	990
Economics	80	43	88	155
Management	80	52	91	550
Architecture	81	112	95	562
Biochemistry/Biophysics	81	40	89	152
Agricultural Economics	81	14	92	167
Journalism	81	20	82	109
International Business	81	92	91	439
Political Science	81	152	87	713
Movement Studies	81	61	81	61
Pharmacy	82	148	100	590

<b>Major</b>	<b>Average Hours at Exam 2003-2005</b>	<b>Students (N) 2003-2005</b>	<b>Average Hours at Exam 1993-2005</b>	<b>Students (N) 1993-2005</b>
Wildlife Management	82	25	94	126
Fine Arts	82	86	92	420
Public Relations	82	113	84	454
Communications	82	437	90	2534
Microbiology	82	50	91	252
Apparel, Merchandising & Textiles	82	101	87	350
Forestry	82	9	99	55
Social Studies	83	16	92	87
Computer Engineering	83	39	93	166
Risk Management & Insurance	83	3	83	3
Decision Science	83	5	96	46
History	83	134	91	610
Business Law	83	21	88	79
Sports Management	83	103	85	293
Sociology	84	137	88	766
Construction Management	84	77	97	304
Education	84	104	86	721
General Business	84	16	98	125
Landscape Architecture	84	30	95	166
Chemistry	84	19	88	109
Finance	84	157	90	681
Accounting	84	196	89	843
Mechanical Engineering	84	174	96	741
Music	85	36	90	181
Biological Systems Engineering	85	47	85	47
Food Science & Human Nutrition	85	41	90	119
Physics	85	19	91	69
Human Development	85	220	89	925
Natural Resource Sciences	86	19	93	207
Business Administration	86	486	90	1333
Animal Science	86	88	89	512
General Studies	87	175	95	673
Interior Design	87	94	91	308
Management Information Systems	87	197	95	1271
Chemical Engineering	88	29	98	191
Human Resources & Personnel	88	30	91	98
Philosophy	88	39	89	124
Civil Engineering	88	132	95	627
Real Estate	88	13	96	75
Kinesiology	88	11	103	159
Electrical Engineering	89	111	98	543
Biology	89	185	93	853
Theatre	89	22	96	65

Major	Average Hours at Exam 2003-2005	Students (N) 2003-2005	Average Hours at Exam 1993-2005	Students (N) 1993-2005
Crops	89	13	92	98
Agriculture	89	15	94	80
Horticulture	89	17	94	141
Genetics & Cell Biology	90	32	83	66
Computer Science	91	155	96	540
General Humanities	92	12	96	71
Social Science	92	260	96	1046
Psychology	93	380	91	1640
Humanities	93	62	97	237
Digital Technology and Culture	93	44	93	44
Geology	98	10	93	70
Anthropology	100	55	94	208
Neuroscience	102	33	91	78
Exercise Science	120	1	96	123
English	124	113	93	751
Veterinary Science	134	7	97	83

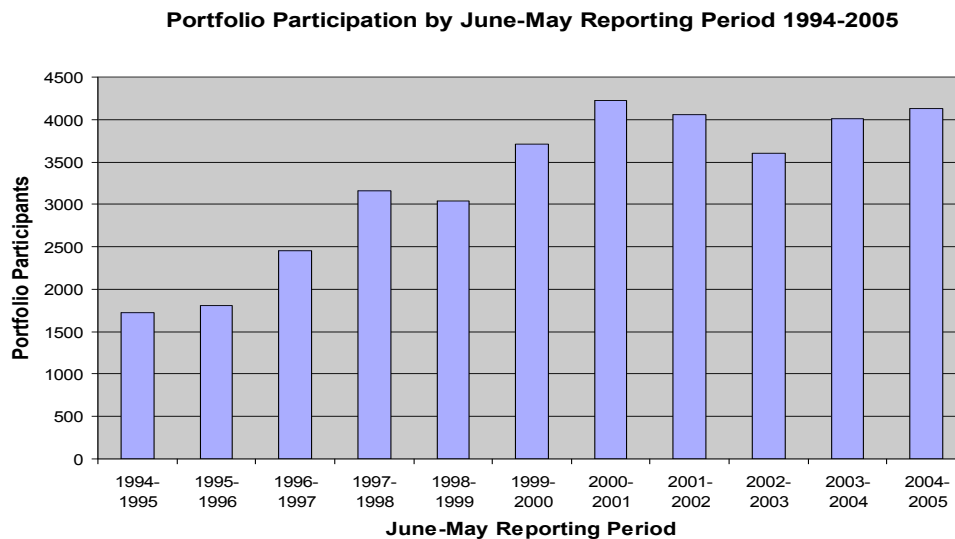
#### **IV.A.2. Compliance With the Examination**

The number of students completing the Writing Portfolio rose steadily between 1993/1994 and 2000/2001. The 2001/2003 reporting period showed the first decrease in Writing Portfolio submission since the Writing Portfolio was instituted. The current reporting period once again shows gains in the number of students completing the Writing Portfolio reflecting the increased enrollments at the university.

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

After a leveling off of the number of Writing Portfolio submissions during the 1997-1999 reporting period, completion of the Writing Portfolio rose sharply in 1999/2000 and 2000/2001. The last reporting period showed a decline in the number of participants and suggested that the 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 stipulated that students matriculating before Fall 1991 are exempt from the Writing Portfolio requirement. Data from 2003-2005 shows an increase in participants, suggesting that the number of participants in 2001/2003 may have been abnormal. 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 Writing 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.”



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

The on the following page shows proportions of multi-lingual writers (L2) and transfer students to overall Portfolio participation. L2 student participation in the Writing Portfolio Assessment shows no consistent trends in student numbers or proportions. The number of transfer students participating in the Writing Portfolio has shown a consistent increase in the number of students attending and examined, except for 2002-2003 when a slight decrease occurred.

**Non-Native Speaking (L2) and Transfer Student Portfolio  
Completion Percentages, 1993-2005**

Academic Year	L2 Students	Proportion of all Examined	Transfer Students	Proportion of all Examined
<b>2004-2005</b>	461	11.2%	2,752	66.7%
<b>2003-2004</b>	395	9.9%	2,633	65.7%
<b>2002-2003</b>	315	8.7%	2,293	63.6%
<b>2001-2002</b>	278	6.9%	2,487	61.9%
<b>2000-2001</b>	375	8.9%	2,476	58.5%
<b>1999-2000</b>	445	12.0%	2,304	62.1%
<b>1998-1999</b>	270	8.9%	1,837	60.5%
<b>1997-1998</b>	325	10.3%	1,847	58.4%
<b>1996-1997</b>	265	10.8%	1,439	58.5%
<b>1995-1996</b>	223	12.4%	971	53.9%
<b>1994-1995</b>	157	9.1%	787	45.8%
<b>1993-1994</b>	62	7.9%	185	23.7%

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

No significant trends have occurred in the completion of the Writing Portfolio by month over the last seven years. April continues to be the busiest month for Writing Portfolio submissions, but over the last four years, November and December submissions have remained high due to the implementation of winter graduation. 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, 1995-2004

	<b>Total N= 20,807</b>	<b>2004 N= 4060</b>	<b>2003</b>	<b>2002 N =3520</b>	<b>2001 N =4479</b>	<b>2000 N = 4176</b>	<b>1999 N = 3721</b>	<b>1998 N = 3036</b>	<b>1997 N = 3165</b>
January	5.7%	3.5%	6.3%	3.0%	4.5%	4.8%	7.0%	7.2%	7.6%
February	4.5%	6.2%	5.1%	3.4%	3.1%	3.2%	3.9%	6.7%	6.6%
March	7.6%	2.5%	6.8%	10.9%	4.3%	4.6%	7.9%	8.2%	9.9%
April	23.8%	29.4%	24.3%	23.5%	23.1%	24.6%	25.5%	24.3%	22.7%
May	15.3%	11.5%	9.1%	12.8%	16.4%	18.5%	14.9%	9.7%	9.7%
June	2.3%	1.1%	2.3%	1.2%	1.6%	1.9%	3.1%	2.6%	3.4%
July	1.8%	0.6%	0.3%	2.6%	2.0%	2.4%	2.3%	2.9%	2.2%
August	3.5%	7.1%	6.7%	5.2%	4.8%	2.9%	3.6%	2.5%	3.3%
September	2.8%	0.5%	3.5%	2.2%	1.7%	2.7%	4.3%	4.6%	3.6%
October	5.2%	9.5%	4.4%	6.8%	4.7%	4.9%	5.2%	5.8%	5.5%
November	12.1%	17.3%	12.2%	16.5%	11.1%	14.8%	10.6%	10.2%	10.1%
December	15.4%	10.8%	18.9%	12.0%	22.7%	14.7%	11.7%	15.3%	15.4%

### 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 Writing Portfolio evaluation uses a “Two-Tiered Expert Rater” methodology. The first tier comprises individual instructor evaluations of course papers (part I of Tier I) and evaluation of the timed writing (Part II of Tier I) by paid faculty readers. The second tier is the evaluation of the entire Portfolio (Tier II), which constitutes the “Final Rating.”

**Course submissions.** Instructor evaluation of course writings submitted for the Writing Portfolio results in three possible ratings. Instructors rate papers as “Outstanding,” or “Acceptable”; when a paper is “Unacceptable,” students cannot submit the paper. When the instructor of the course is not available to rate the paper, the Writing Assessment Office may assign the third category of “Okay” to a paper if it meets certain criteria. Students are strongly encouraged to get the signatures from their instructors. The increase in the number of paper submission okays 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; (2) the increase in the number of transfer students may partially account for the difficulty in returning to an original instructor for Writing Portfolio paper evaluation; or (3) the WSU faculty member has moved on either because of different opportunities or the teacher was a graduate student. In any event, the evaluation of the course papers is a significant component in the overall Writing 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.

<b>Writing Portfolio Paper Submissions, 1993-2005</b>				
	<b>Total Submissions</b>	<b>Outstanding</b>	<b>Acceptable</b>	<b>Okay</b>
Averages		<b>30.9%</b>	<b>45.4%</b>	<b>23.7%</b>
2004-2005	12,344	29.9%	35.8%	34.3%
2003-2004	11,983	28.6%	37.7%	33.7%
2002-2003	10,673	30.1%	41.4%	28.5%
2001-2002	12,149	29.1%	44.3%	26.6%
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 19%. This trend has dropped the outstanding and acceptable ratings below their overall average. The percentage of Acceptable papers is at an all time low, 9.6% below the average. The increased number of okays over the last five years may be attributed the number of transfer students submitting Writing Portfolios and the rigorous efforts to ensure timely compliance with the Writing Portfolio requirement at mid-career. The number of okay papers accepted must be carefully monitored so that this portion of the Writing Portfolio is not compromised. With nearly 1/3 of the submitted papers receiving an okay rating

it becomes questionable whether instructor evaluations of the papers are important. Further consideration should be given to this matter to determine whether instructor evaluations are relevant. If they are found to be important, then a system should be implemented to help decrease the number of papers submitted without instructor approval.

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 Writing) Ratings, 1993-2005**

	<b>Total Exams</b>	<b>Outstanding</b>	<b>Acceptable</b>	<b>Needs Work</b>
Average		<b>10.8%</b>	<b>62.2%</b>	<b>27.0%</b>
2004-2005	4,113	8.6%	58.8%	32.6%
2003-2004	4,005	10.9%	60.8%	28.2%
2002-2003	3,600	10.7%	60.6%	28.7%
2001-2002	4,061	9.5%	62.6%	27.9%
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, 1993-2005**

	<b>Total Portfolio Submissions</b>	<b>Outstanding</b>	<b>Acceptable</b>	<b>Needs Work</b>
Average		<b>9.9%</b>	<b>80.2%</b>	<b>9.9%</b>
2004-2005	4,126	8.6%	78.1%	13.3%
2003-2004	3,990	8.6%	80.9%	10.6%
2002-2003	3,597	10.0%	77.8%	12.2%
2001-2002	4,055	9.3%	80.4%	10.3%
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%



	<b>Total Portfolio Submissions</b>	<b>Outstanding</b>	<b>Acceptable</b>	<b>Needs Work</b>
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 2004/2005, the number of students receiving needs work ratings for the final Writing Portfolio results increased. The trends that show more timely student compliance for the Writing 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 previously in many student Writing Portfolios. As such, the weaker writers are being appropriately identified, and are matched up with additional support as they complete their upper-division Writing in the Major requirements.

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

In order to understand the Writing 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: 2003-2005, $N = 7,021$**

<b>Status</b>	<b>All Students</b>	<b>Tier I (Timed Writings)</b>			<b>Tier II (Final Portfolio Results)</b>		
		<b>Pass</b>	<b>Pass with Distinction</b>	<b>Needs Work</b>	<b>Pass</b>	<b>Pass With Distinction</b>	<b>Needs Work</b>
<b>Non Transfer / L1</b>	2,290	62.1%	9.3%	28.6%	81.5%	8.1%	10.4%
<b>Transfer / L1</b>	3,893	60.1%	11.5%	28.4%	80.1%	10.1%	9.8%
<b>Non-Transfer / L2</b>	171	43.3%	6.4%	50.3%	68.4%	5.9%	25.7%
<b>Transfer / L2</b>	667	38.5%	4.3%	61.2%	60.1%	4.5%	35.4%

### 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%

The data for Writing Portfolio performance by transfer and language status is consistent for the last four years. Needs Work results for first language speakers (L1) have increased over the last four reporting periods. The Needs Work results for multi-lingual writers (L2) have remained consistent. 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, 2003-2005

Status	All Students	Timed Writings			Final Portfolio Results		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
<b>WSU Average</b>	N/A	59.8%	9.8%	30.4%	79.5%	8.6%	11.9%
<b>BRIG</b>	103	50.5%	3.9%	45.6%	76.7%	1.9%	21.4%
<b>CTEP</b>	39	48.7%	10.3%	41.0%	69.2%	5.2%	25.6%
<b>DDP</b>	341	58.9%	18.2%	22.9%	78.0%	8.8%	13.2%
<b>ICNE</b>	99	56.6%	6.1%	37.3%	79.8%	12.1%	8.1%
<b>SPOKANE</b>	30	50.0%	23.3%	26.7%	80.0%	13.3%	6.7%
<b>Tri-Cities</b>	327	59.9%	11.3%	28.8%	77.1%	8.3%	14.6%
<b>Vancouver</b>	678	62.1%	14.3%	23.6%	77.3%	11.2%	11.5%

### 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
<b>WSU Average</b>	N/A	62.6%	11.0%	26.4%	80.3%	10.2%	9.5%
<b>BRIG</b>	95	40.0%	6.3%	53.7%	67.4%	5.2%	27.4%
<b>CTEP</b>	83	60.2%	18.1%	21.7%	83.1%	12.1%	4.8%
<b>DDP</b>	186	59.7%	18.8%	21.5%	78.5%	15.1%	6.5%
<b>ICNE</b>	94	72.3%	11.7%	16.0%	84.0%	11.7%	4.3%
<b>SPOKANE</b>	25	60.0%	12.0%	28.0%	88.0%	12.0%	0.0%
<b>Tri-Cities</b>	249	65.9%	10.0%	24.1%	81.9%	10.4%	7.6%
<b>Vancouver</b>	582	62.5%	15.3%	22.2%	78.3%	17.4%	4.3%

### Urban Campus Paper Submissions, 2001-2005

	2003-2005				2001-2003		
Campus	Acceptable	Outstanding	Okay		Acceptable	Outstanding	Okay
<b>WSU Average</b>	36.8%	29.3%	33.9%		36.8%	29.3%	33.9%
<b>BRIG</b>	76.1%	23.0%	0.9%		62.3%	37.0%	0.7%
<b>CTEP</b>	29.9%	60.7%	9.4%		41.0%	38.5%	20.5%
<b>DDP</b>	47.0%	31.6%	21.4%		53.5%	28.7%	17.8%
<b>ICNE</b>	25.9%	41.8%	32.3%		26.7%	22.1%	51.2%
<b>Spokane</b>	41.6%	25.8%	32.6%		53.4%	25.3%	21.3%
<b>Tri-Cities</b>	36.0%	34.4%	29.6%		38.2%	37.0%	24.8%
<b>Vancouver</b>	43.7%	42.4%	13.9%		41.0%	44.1%	14.9%

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

Male students continue to earn greater numbers of needs work ratings and lower numbers of pass with distinction ratings compared to females at the Tier I and Tier II levels.

#### Writing Portfolio Results, 1993-2005

	Tier I (Timed Writing) Results				Tier II (Final Portfolio) Results		
	Pass	Pass w/ Distinction	Needs Work		Pass	Pass w/ Distinction	Needs Work
Female	63.7%	11.6%	24.7%		80.1%	11.8%	8.1%
Male	59.8%	9.7%	30.5%		80.8%	7.4%	11.8%
Combined	61.9%	10.7%	27.4%		80.4%	9.7%	9.9%

These differences are consistent with studies showing that females tend to 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 1993-2005 data. Students are asked to report their current choice of major at the time of Writing Portfolio submission. The Writing 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 Writing Portfolio submissions from May 1993 through May 2005. Documentation distinguishes overall (Tier II) performance of first-language speakers (L1), multi-lingual writers (L2), unreported language speakers, and a compilation of all three categories.

Because each college and major creates an individual context for writing, comparisons between colleges and majors will not be made here. The data in the following table is for each college to use and interpret as it is relevant to their disciplinary contexts and conventions.

#### Overall Writing Portfolio Performance by College, 1993-2005

Major	Language Status	Total	Pass		Pass with Distinction		Needs Work	
Agriculture And Home Economics	L1	3,740	2,900	77.5%	346	9.3%	494	13.2%
	L2	247	136	55.1%	6	2.4%	105	42.5%
	Unreported	362	281	77.6%	28	7.7%	53	14.6%
	Comb	4,349	3,317	76.3%	380	8.7%	652	15.0%
Business and Economics	L1	5,806	4,737	81.6%	391	6.7%	678	11.7%
	L2	1,551	892	57.5%	44	2.8%	615	39.7%
	Unreported	550	431	78.4%	38	6.9%	81	14.7%
	Comb	7,907	6,060	76.6%	473	6.0%	1,374	17.4%
Education	L1	2,614	2,092	80.0%	245	9.4%	277	10.6%
	L2	111	61	55.0%	7	6.3%	43	38.7%
	Unreported	226	185	81.9%	12	5.3%	29	12.8%
	Comb	2,951	2,338	79.2%	264	8.9%	349	11.8%
Engineering And Architecture	L1	2,870	2,257	78.6%	258	9.0%	355	12.4%
	L2	566	303	53.5%	20	3.5%	243	42.9%
	Unreported	378	291	77.0%	29	7.7%	58	15.3%
	Comb	3,814	2,851	74.8%	307	8.0%	656	17.2%
Liberal Arts	L1	10,862	8,255	76.0%	1,364	12.6%	1,243	11.4%
	L2	687	427	62.2%	43	6.3%	217	31.6%
	Unreported	941	730	77.6%	104	11.1%	107	11.4%
	Comb	12,490	9,412	75.4%	1,511	12.1%	1,567	12.5%
Nursing	L1	884	678	76.7%	104	11.8%	102	11.5%
	L2	81	57	70.4%	6	7.4%	18	22.2%
	Unreported	61	47	77.0%	5	8.2%	9	14.8%
	Comb	1,026	782	76.2%	115	11.2%	129	12.6%
Pharmacy	L1	441	330	74.8%	66	15.0%	45	10.2%
	L2	78	54	69.2%	3	3.8%	21	26.9%
	Unreported	54	43	79.6%	3	5.6%	8	14.8%
	Comb	573	427	74.5%	72	12.6%	74	12.9%
Sciences	L1	2,103	1,528	72.7%	350	16.6%	225	10.7%
	L2	241	144	59.8%	10	4.1%	87	36.1%
	Unreported	218	155	71.1%	33	15.1%	30	13.8%
	Comb	2,562	1,827	71.3%	393	15.3%	342	13.3%
Vet Medicine	L1	107	72	67.3%	32	29.9%	3	2.8%
	L2	1	0	0.0%	1	100.0%	0	0.0%
	Unreported	6	4	66.7%	2	33.3%	0	0.0%
	Comb	114	76	66.7%	35	30.7%	3	2.6%

Major	Language Status	Total	Pass		Pass with Distinction		Needs Work	
No Major Reported	L1	204	156	76.5%	19	9.3%	29	14.2%
	L2	22	9	40.9%	0	0.0%	13	59.1%
	Unreported	32	25	78.1%	4	12.5%	3	9.4%
	Comb	258	190	73.6%	23	8.9%	45	17.4%

#### 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 2005. 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, 1993-2005

Major	Total Pass	Total Distinction	Total Needs Work	Total N =	Percent Pass	Percent Distinction	Percent Needs Work
Exam Totals and Mean	28629	3435	3724	35997	79.5%	9.5%	10.3%
Accounting	563	40	74	677	83.2%	5.9%	10.9%
Advertising	410	29	43	482	85.1%	6.0%	8.9%
Agribusiness	123	12	14	149	82.6%	8.1%	9.4%
Agricultural Economics	132	12	24	168	78.6%	7.1%	14.3%
Agricultural Education	100	15	13	128	78.1%	11.7%	10.2%
Agricultural Technology & Mgt.	85	3	13	101	84.2%	3.0%	12.9%
Agriculture	58	2	9	69	84.1%	2.9%	13.0%
Animal Science	411	55	29	505	81.4%	10.9%	5.7%
Anthropology	152	32	16	200	76.0%	16.0%	8.0%
Apparel, Merchandising & Textiles	285	18	44	347	82.1%	5.2%	12.7%
Architecture	457	52	47	556	82.2%	9.4%	8.5%
Athletic Training	98	9	12	119	82.4%	7.6%	10.1%
Biochemistry/Biophysics	95	36	13	144	66.0%	25.0%	9.0%
Biological Systems Engineering	56	10	5	81	69.1%	12.3%	6.2%
Biology	602	115	71	788	76.4%	14.6%	9.0%
Broadcasting	242	17	20	279	86.7%	6.1%	7.2%
Business Administration	1964	156	298	2418	81.2%	6.5%	12.3%
Business Law	65	6	6	77	84.4%	7.8%	7.8%
Chemical Engineering	258	19	35	312	82.7%	6.1%	11.2%
Chemistry	77	24	8	109	70.6%	22.0%	7.3%
Civil Engineering	508	48	65	621	81.8%	7.7%	10.5%
Communications	1877	171	184	2232	84.1%	7.7%	8.2%
Computer Engineering	128	16	23	167	76.6%	9.6%	13.8%
Computer Science	403	47	82	532	75.8%	8.8%	15.4%
Construction Management	262	5	32	299	87.6%	1.7%	10.7%
Criminal Justice	815	69	97	981	83.1%	7.0%	9.9%
Crops	90	3	10	103	87.4%	2.9%	9.7%
Decision Science	26	0	12	38	68.4%	0.0%	31.6%
Digital Technology and Culture	37	3	4	44	84.1%	6.8%	9.1%
Economics	115	13	21	149	77.2%	8.7%	14.1%
Education	1078	145	72	1295	83.2%	11.2%	5.6%

Major	Total Pass	Total Distinction	Total Needs Work	Total N =	Percent Pass	Percent Distinction	Percent Needs Work
Exam Totals and Mean	28629	3435	3724	35997	79.5%	9.5%	10.3%
Electrical Engineering	190	38	119	545	34.9%	7.0%	21.8%
Elementary Education	640	70	53	763	83.9%	9.2%	6.9%
English	534	250	23	797	67.0%	31.4%	2.9%
Environmental Science	170	28	15	213	79.8%	13.1%	7.0%
Exercise Science	96	7	6	109	88.1%	6.4%	5.5%
Finance	412	21	69	502	82.1%	4.2%	13.7%
Fine Arts	322	30	73	425	75.8%	7.1%	17.2%
Food Science & Human Nutrition	70	2	4	76	92.1%	2.6%	5.3%
Forestry	50	3	11	64	78.1%	4.7%	17.2%
General Business	120	3	11	134	89.6%	2.2%	8.2%
General Humanities	377	52	69	498	75.7%	10.4%	13.9%
General Social Sciences	448	59	70	577	77.6%	10.2%	12.1%
General Studies	232	12	76	320	72.5%	3.8%	23.8%
Genetics & Cell Biology	77	15	16	108	71.3%	13.9%	14.8%
Geology	55	10	5	70	78.6%	14.3%	7.1%
History	472	92	44	608	77.6%	15.1%	7.2%
Horticulture	117	8	17	142	82.4%	5.6%	12.0%
Hospitality Management	1078	56	250	1384	77.9%	4.0%	18.1%
Human Development	907	96	84	1087	83.4%	8.8%	7.7%
Human Resources & Personnel	87	7	12	106	82.1%	6.6%	11.3%
Humanities	68	14	17	99	68.7%	14.1%	17.2%
Interior Design	282	39	37	358	78.8%	10.9%	10.3%
International Business	268	21	64	353	75.9%	5.9%	18.1%
Journalism	84	17	4	105	80.0%	16.2%	3.8%
Kinesiology	141	11	25	177	79.7%	6.2%	14.1%
Landscape Architecture	140	6	21	167	83.8%	3.6%	12.6%
Management	361	22	59	442	81.7%	5.0%	13.3%
Management Information Systems	938	59	202	1199	78.2%	4.9%	16.8%
Marketing	503	23	83	609	82.6%	3.8%	13.6%
Materials Science Engineering	64	5	2	71	90.1%	7.0%	2.8%
Mathematics	152	22	25	199	76.4%	11.1%	12.6%
Mechanical Engineering	605	51	75	731	82.8%	7.0%	10.3%
Microbiology	187	38	23	248	75.4%	15.3%	9.3%
Movement Studies	48	1	10	59	81.4%	1.7%	16.9%
Music	141	32	10	183	77.0%	17.5%	5.5%
Natural Resource Sciences	250	36	27	313	79.9%	11.5%	8.6%
Neuroscience	64	19	3	86	74.4%	22.1%	3.5%
No Major Reported	195	26	34	255	76.5%	10.2%	13.3%
Nursing	819	126	55	1000	81.9%	12.6%	5.5%
Pharmacy	454	72	49	575	79.0%	12.5%	8.5%
Philosophy	90	27	7	124	72.6%	21.8%	5.6%
Physics	49	12	2	63	77.8%	19.0%	3.2%
Political Science	539	132	37	708	76.1%	18.6%	5.2%
Psychology	1316	205	94	1615	81.5%	12.7%	5.8%
Public Relations	382	40	28	450	84.9%	8.9%	6.2%
Real Estate	45	2	4	51	88.2%	3.9%	7.8%
Recreation & Leisure Studies	132	6	20	158	83.5%	3.8%	12.7%
Risk Management & Insurance	32	3	4	39	82.1%	7.7%	10.3%
Social Science	396	55	77	528	75.0%	10.4%	14.6%
Social Studies	462	42	40	544	84.9%	7.7%	7.4%
Sociology	229	25	37	291	78.7%	8.6%	12.7%
Spanish	120	32	8	160	75.0%	20.0%	5.0%
Speech & Hearing Sciences	229	31	16	276	83.0%	11.2%	5.8%

Major	Total Pass	Total Distinction	Total Needs Work	Total N =	Percent Pass	Percent Distinction	Percent Needs Work
Exam Totals and Mean	28629	3435	3724	35997	79.5%	9.5%	10.3%
Sports Management	230	7	50	287	80.1%	2.4%	17.4%
Theatre	51	5	6	62	82.3%	8.1%	9.7%
Veterinary Science	54	28	2	84	64.3%	33.3%	2.4%
Wildlife Management	46	5	3	55	83.6%	9.1%	5.5%
Zoology	437	97	41	575	76.0%	16.9%	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 2003-2005, and this information has been compared to previous results from prior reports. Comparing 1993-2003 to 2003-2005, 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 (+5.9%) at the 100-level.

#### Papers by Academic Level, 2003-2005

Academic Level of Course	Number of Papers	Percent of Total Papers
100-level	8,855	37.2%
200-level	3,646	15.3%
300-level	7,026	29.5%
400-level	4,236	17.8%
500-level	58	0.2%
Total	23,821	



### **Papers by Academic Level, 1993-2003**

<b>Academic Level of Course</b>	<b>Number of Papers</b>	<b>Percent of Total Papers</b>
100-level	25,394	31.3%
200-level	11,745	14.5%
300-level	26,699	32.9%
400-level	17,065	21.0%
500-level	339	0.3%
Total	81,242	

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

The following section examines ratings of course paper submissions for 1997-2005. 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 36.8% in 2003-2005. The okay ratings have increased from 14.6% (1997-1999) to 33.7% (2003-2005). The Acceptable ratings have decreased the most for 100-level course paper submissions, dropping 7.2%, while okay ratings for 100 level papers have increased 9.5% in 6 years. Papers submitted from the 300-400 level during 2003-2005 received Acceptable or Outstanding ratings 74.7% 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 59.2% of the cases. This indicates a further decline from the last biennial period in papers with instructor signatures. The Writing Assessment Office needs to monitor the trends of 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; (2) the increased number of transfer students may account for the increase in ‘okay’ ratings; and/or (3) 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 Writing Portfolio evaluation. Efforts to get students to reach the original teacher to sign off on the paper when it is possible should be increased. The trends noted here should be monitored over time as compliance with the requirement becomes normalized.

### Course Paper Ratings by Academic Level, 2001-2005

Academic Level of Course	2003-2005			2001-2003			1999-2001		
	Acceptable	Outstanding	OK	Acceptable	Outstanding	OK	Acceptable	Outstanding	OK
100-level	28.9%	28.6%	42.5%	32.9%	29.5%	37.6%	36.1%	30.9%	33.0%
200-level	35.3%	25.5%	39.2%	40.5%	27.3%	32.2%	42.9%	29.8%	27.3%
300-level	42.6%	32.9%	24.5%	49.8%	30.9%	19.3%	51.6%	32.1%	16.3%
400-level	45.0%	28.9%	26.0%	53.0%	30.5%	16.5%	57.2%	29.7%	13.1%
500-level	46.8%	19.1%	34.0%	45.4%	42.6%	12.0%	47.3%	47.3%	5.4%

### 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?”

In 2003-2005, Task 2 provided a higher degree of difficulty for both males and females at Tier I and Tier II levels. Task 3 was more difficult for multi-lingual writers at the Tier I level; conversely, Task 3 was easiest at the Tier II level for multi-lingual writers in 2003-2005. 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 writing the timed writing earlier than the course paper submission. Students wrote on this frame 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 2003, and June 2003 through May 2005 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 2003-2005 and 1993-2003 are presented in the following tables. Data is reported in these two groupings to allow for a comparison of historical data (1993-2003) and current data (2003-2005). 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 suggest trends that should be monitored.

##### **Tier I (Timed Writing) and Tier II (Final) Ratings: All Students, 2003-2005**

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	61.6%	10.0%	28.4%	82.1%	8.0%	9.9%
#2 Solving	57.4%	9.7%	32.9%	80.1%	7.2%	12.7%
#3 Analyzing	58.7%	10.1%	31.2%	80.4%	6.9%	12.7%
#4 Choosing	58.8%	9.9%	31.3%	78.1%	9.4%	12.5%

##### **Tier I (Timed Writing) and Tier II (Final) Ratings: All Students, 1993-2003**

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	60.0%	10.8%	29.2%	78.7%	10.4%	10.9%
#2 Solving	62.3%	10.4%	27.3%	80.2%	9.5%	10.3%
#3 Analyzing	61.3%	9.9%	28.8%	79.1%	10.1%	10.8%
#4 Choosing	63.4%	10.1%	26.5%	80.4%	9.2%	10.4%

### **Tier I (Timed Writing) and Tier II (Final) Ratings: Males Only 2003-2005**

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	60.2%	8.8%	31.0%	79.8%	7.1%	13.1%
#2 Solving	53.9%	10.0%	36.1%	77.5%	6.0%	16.5%
#3 Analyzing	54.6%	10.1%	35.3%	78.8%	6.7%	14.5%
#4 Choosing	57.2%	8.1%	34.7%	76.7%	8.2%	15.1%

### **Tier I (Timed Writing) and Tier II (Final) Ratings: Males Only, 1993-2003**

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	58.4%	9.6%	31.7%	79.7%	7.8%	12.2%
#2 Solving	60.2%	10.0%	29.6%	80.6%	7.4%	11.7%
#3 Analyzing	58.8%	9.2%	31.8%	81.5%	6.7%	11.5%
#4 Choosing	60.7%	10.3%	28.7%	81.9%	7.0%	10.8%

### **Tier I (Timed Writing) and Tier II (Final) Ratings: Females Only, 2003-2005**

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	62.7%	11.1%	26.2%	79.9%	11.0%	9.1%
#2 Solving	60.2%	9.9%	29.9%	82.8%	8.2%	9.0%
#3 Analyzing	61.7%	10.2%	28.1%	81.9%	7.4%	10.7%
#4 Choosing	60.9%	10.0%	29.1%	78.9%	10.7%	10.4%

### **Tier I (Timed Writing) and Tier II (Final) Ratings: Females Only, 1993-2003**

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	62.7%	12.4%	24.8%	79.5%	13.1%	7.4%
#2 Solving	64.6%	11.4%	24.0%	79.5%	12.4%	8.1%
#3 Analyzing	62.9%	11.4%	25.6%	79.9%	11.5%	8.6%
#4 Choosing	65.0%	12.4%	22.6%	80.0%	11.6%	8.4%

For all students the Needs Work rating increased for rhetorical tasks 2, 3, and 4. In addition, there were decreases in the Distinction rating in almost all categories. While these trends can be seen in both male and female students, it appears that female students showed a greater increase in Needs Work ratings and a greater decrease in Distinction ratings. Despite a decline in performance, females continue to outperform males at the Tier 1 and Tier 2 levels.

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

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

**Tier I (Timed Writing) and Tier II (Final) Ratings: L2 Students Only 2003-2005**

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	42.1%	5.2%	52.7%	62.7%	4.1%	33.2%
#2 Solving	39.3%	3.6%	57.1%	64.2%	3.7%	32.1%
#3 Analyzing	33.1%	4.0%	62.9%	65.3%	3.2%	31.5%
#4 Choosing	38.0%	5.3%	56.7%	56.7%	5.3%	38.0%

**Tier I (Timed Writing) and Tier II (Final) Ratings: L2 Students Only 1993-2003**

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	36.6%	4.0%	59.4%	64.9%	4.5%	30.6%
#2 Solving	35.4%	3.2%	61.4%	63.2%	2.8%	34.0%
#3 Analyzing	34.1%	1.7%	64.2%	67.3%	1.6%	31.1%
#4 Choosing	35.5%	3.9%	60.6%	61.5%	4.2%	34.3%

At the Tier 1 level, L2 students have shown improvements in the last two years, with an overall decrease in Needs Work ratings and an increase in Distinction ratings for all tasks. Improvements were also seen at the Final Rating in most tasks.

#### 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 four years (2001-2005), task 2 use has been the most stable (+/- 172 uses) while task 1 has the most variance (+/- 649 uses). Task 3 use continues to remain out of proportion with the other 3 tasks because of the bias previously noted for specific populations.

#### Number of Rhetorical Tasks Used by Academic Year: 1994-2005

Task	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998	1996-1997
#1 Resolving	1,826	1,587	1,177	1,425	1,469	1,470	949	1,320	337
#2 Solving	1,054	931	913	1,085	1,196	974	765	584	1,016
#3 Analyzing	409	635	379	348	263	107	320	588	480
#4 Choosing	1,292	837	1,124	1,198	1,265	1,168	1,003	667	603

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

In the 2003-2005 reporting period, several ratings by topic remained unchanged while others show change over time.

#### Tier I Ratings, Ranked by Needs Work Rate in 2003-2005: All Students, 1993-2003 and 2003-2005

Topic	2003-2005			1993-2003		
	AC	EX	NW	AC	EX	NW
22 Immigration of wealthy internationals	59.3%	5.6%	35.1%	61.0%	9.2%	29.8%
19 American higher education shows strong class	55.0%	11.8%	33.2%	62.7%	9.2%	28.1%
27 Banning offensive language	55.1%	11.9%	33.1%	56.6%	10.8%	32.6%
10 American idea of success is mere acquisition of goods	60.7%	6.9%	32.3%	65.3%	10.4%	24.3%
21 America as a warrior nation	58.6%	9.3%	32.1%	63.0%	10.8%	26.2%
9 Consumerism should not be spread to other	58.6%	9.4%	31.9%	61.4%	10.9%	27.7%
26 Information Age	56.3%	12.1%	31.6%	57.1%	12.6%	30.3%
14 Malls lead to consumerism	58.2%	10.7%	31.1%	62.3%	9.5%	28.2%
8 "Schools for Scandal"	58.6%	10.3%	31.0%	57.5%	12.8%	29.7%
7 Taking photographs of private citizens is unethical	61.8%	8.7%	29.6%	60.9%	12.0%	27.1%
3 Zoos conceal a human antagonism to animals	60.5%	10.4%	29.1%	61.5%	12.3%	26.2%
4 Read vs. Television	63.1%	8.2%	28.7%	60.4%	11.6%	28.0%

20 Racial hate messages on campus	62.6%	10.0%	27.4%	63.9%	10.1%	26.0%
15 Television undermines the habit of book reading	63.7%	11.6%	24.8%	64.8%	10.8%	24.4%
30 Web makes research appear easy	62.2%	14.2%	23.6%	58.6%	16.1%	25.3%
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 %	59.9%	9.7%	30.4%	61.9%	11.0%	27.1%
N =	4,760	767	2,419	17,188	3,058	7,513

\*Total N<15.

Topic 27, banning offensive language, continues to be one of the topics to receive the most needs work ratings. Interestingly, when looking at the male and female only ratings by topic, the hardest topic for females (4.3% above female average of needs work ratings across all topics) is topic 27, whereas males struggle with topic 22 (8.5% above male average of needs work ratings across all topics). Further analysis shows that non-native speakers struggle with these topics, as well as topic 20. An interesting clash of genders can be seen in topic 21, America as a warrior nation. Males have typically had fewer struggles with topic 21 both in the current period (2003-2005) and historically (1993-2003). Females received higher than normal needs work ratings with topic 21 in 2003-2005 as this continues to be 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 2003-2005: Males Only, 1993-2003 and 2003-2005

Topic	2003-2005			1993-2003		
	AC	EX	NW	AC	EX	NW
22 Immigration of wealthy internationals	53.2%	4.9%	41.9%	60.2%	8.6%	31.2%
8 "Schools for Scandal"	55.9%	7.9%	36.2%	53.9%	12.3%	33.9%
14 Malls lead to consumerism	54.5%	10.3%	35.2%	60.3%	8.1%	31.6%
19 American higher education shows strong class	55.6%	9.3%	35.1%	59.1%	7.7%	33.2%
10 American idea of success is mere acquisition of goods	57.6%	7.8%	34.6%	65.3%	8.2%	26.5%
26 Information Age	60.0%	6.0%	34.0%	56.3%	11.1%	32.6%
21 America as a warrior nation	56.3%	10.1%	33.6%	62.3%	10.2%	27.4%
4 Read vs. Television	61.3%	5.4%	33.3%	58.3%	10.2%	31.5%
27 Banning offensive language	54.0%	12.6%	33.3%	53.6%	7.3%	39.1%

Topic	2003-2005			1993-2003		
	AC	EX	NW	AC	EX	NW
7 Taking photographs of private citizens is unethical	58.7%	8.2%	33.2%	58.6%	12.2%	29.3%
9 Consumerism should not be spread to other countries	58.2%	8.9%	32.9%	60.3%	9.6%	30.1%
3 Zoos conceal a human antagonism to animals	58.6%	10.3%	31.1%	58.9%	12.2%	28.9%
20 Racial hate messages on campus	60.4%	10.0%	29.6%	60.6%	10.0%	29.4%
30 Web makes research appear easy	57.2%	14.5%	28.3%	56.4%	17.2%	26.4%
15 Television undermines the habit of book reading	62.3%	11.4%	26.3%	62.5%	9.9%	27.6%
<b>Total %</b>	<b>57.7%</b>	<b>9.0%</b>	<b>33.4%</b>	<b>59.8%</b>	<b>9.9%</b>	<b>30.3%</b>
<b>N =</b>	<b>2,099</b>	<b>326</b>	<b>1,215</b>	<b>8,020</b>	<b>1,325</b>	<b>4,065</b>

As noted in section IV.A.3.d, male students have a greater chance of earning needs work ratings than females. Reviewing male student ratings by topic provides little insight into the high percentages of needs work ratings. Immigration of wealthy internationals, topic 22, was male students' greatest struggle in the Writing Portfolio exam in 2003-2005. Topics 8, 14, and 10 received low Needs Work ratings for males last reporting period, but jumped to the top in recent years. Topic 10 has continued to receive a large number of Needs Work ratings in the past 4 years.

#### **Tier I Ratings, Ranked by Needs Work 2003-2005: Females Only 1993-2005 and 2003-2005**

Topic	2003-2005			1993-2005		
	AC	EX	NW	AC	EX	NW
27 Banning offensive language	56.2%	11.6%	32.2%	59.8%	14.8%	25.4%
19 American higher education shows strong class elitism	55.1%	13.2%	31.7%	66.5%	10.6%	23.0%
21 America as a warrior nation	59.7%	9.0%	31.3%	63.9%	11.5%	24.6%
26 Information Age	49.4%	20.0%	30.6%	56.5%	14.4%	29.1%
10 American idea of success is mere acquisition of goods	62.9%	6.5%	30.6%	65.3%	12.4%	22.4%
9 Consumerism should not be spread to other countries	59.8%	10.3%	29.9%	62.3%	12.0%	25.6%
22 Immigration of wealthy internationals	65.7%	6.1%	28.3%	62.3%	10.4%	27.3%
3 Zoos conceal a human antagonism to animals	62.0%	10.1%	27.9%	63.2%	12.8%	24.0%
7 Taking photographs of private citizens is unethical	64.3%	9.3%	26.4%	62.8%	11.9%	25.3%
14 Malls lead to consumerism	62.4%	11.6%	26.0%	64.8%	10.9%	24.3%
20 Racial hate messages on campus	63.6%	10.4%	25.9%	67.3%	10.1%	22.6%
8 "Schools for Scandal"	61.7%	12.9%	25.4%	62.2%	13.1%	24.7%
4 Read vs. Television	64.2%	10.6%	25.2%	62.2%	13.0%	24.8%



Topic	2003-2005			1993-2005		
	AC	EX	NW	AC	EX	NW
15 Television undermines the habit of book reading	64.2%	12.3%	23.5%	66.8%	11.5%	21.7%
30 Web makes research <i>appear</i> easy	66.2%	14.4%	19.4%	59.9%	15.2%	24.9%
Total %	61.7%	10.4%	27.9%	63.9%	12.1%	24.0%
N =	2,544	430	1,149	9,171	1,732	3,448

Topic 27, banning offensive language, proved troublesome for females taking the timed writing between 2003 and 2005. Thirty-two point two (32.2%) percent of females who wrote on topic 27 received a needs work rating. All other topics when compared between 1993-2003 and 2003-2005 show random difficulty for females.

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

As reported in section IV.A.3.b, multi-lingual writers 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 multi-lingual writers. Reviewing ratings by topic allows the Writing Assessment Office to identify topics that may cause multi-lingual writers an even greater chance of earning needs work ratings. Comparing the average from 1993-2003 and 2003-2005, the percentage of needs work ratings by topic is random across most topics. Multi-lingual writers struggle the most with topic 20 (racial hate messages on campus). Similar to the general population, there seems to be little consistency regarding which topics prove to be the most difficult between reporting periods.

#### Tier I Ratings, Ranked by Needs Work 2003-2005: L2 Students Only, 1993-2005 and 2003-2005

Topic	2003-2005			1993-2003		
	AC	EX	NW	AC	EX	NW
20 Racial hate messages on campus	26.0%	5.2%	68.8%	39.2%	1.6%	59.2%
27 Banning offensive language	31.3%	6.3%	62.5%	28.6%	5.1%	66.3%
22 Immigration of wealthy internationals	32.4%	5.4%	62.2%	35.0%	1.6%	63.4%
9 Consumerism should not be spread to other countries	34.3%	4.5%	61.2%	42.5%	3.7%	53.9%
19 American higher education shows strong class elitism	40.3%	0.0%	59.7%	35.2%	3.8%	61.0%
30 Web makes research <i>appear</i> easy	31.0%	9.5%	59.5%	38.0%	0.0%	62.0%
10 American idea of success is mere acquisition of goods	35.9%	5.1%	59.0%	33.6%	4.8%	61.6%

Topic	2003-2005			1993-2003		
	AC	EX	NW	AC	EX	NW
21 America as a warrior nation	38.2%	2.9%	58.8%	33.9%	3.4%	62.7%
26 Information Age	41.7%	2.8%	55.6%	31.1%	1.6%	67.3%
14 Malls lead to consumerism	40.6%	4.7%	54.7%	35.0%	2.2%	62.7%
7 Taking photographs of private citizens is unethical	44.0%	1.3%	54.7%	37.1%	1.9%	60.9%
8 "Schools for Scandal"	41.9%	9.3%	48.8%	26.1%	1.0%	72.9%
3 Zoos conceal a human antagonism to animals	50.8%	3.3%	45.8%	36.0%	3.8%	60.2%
15 Television undermines the habit of book reading	48.3%	6.9%	44.8%	32.0%	5.7%	62.3%
4 Read vs. Television	55.3%	13.2%	31.6%	36.5%	2.7%	60.8%
Total %	39.7%	4.7%	55.6%	35.3%	3.2%	61.5%
N =	336	40	471	953	87	1,661

\*  $N < 15$ .

#### IV.B.3.b. Final Ratings and Equivalency of the Topics

The following table compares the Final ratings and percentage of ratings reverting to pass from Tier I and the Final rating between 1993-2003 and 2003-2005. The number of ratings reverting to pass between 1993-2003 and 2003-2005 has dropped by only 0.1%. Looking within the minimal changes between 2003-2005 and the 1993-2003 data, only topics 10, “American idea of success is mere acquisition of goods,” (+ 9%), 9 “Consumerism should not be spread to other countries” (+ 5.8%), 15, “Television undermines the habit of book reading” (+6.2%), and 21 “America as a warrior nation” (+ 4.6%) have shown a substantial increase in the number of ratings reverting to pass between Tier I and Final rating. Topics 27, “Banning offensive language” (-11.3%), 14, “Malls lead to consumerism” (-6%) and 7, “Taking photographs of private citizens is unethical” (-5.4%) have shown the greatest decrease in the number of needs work ratings at Tier I reverting to passing ratings at the Final rating.

#### Final Ratings, Ranked by Percent Reverting to Pass in 2003-2005: All Students, 1993-2003 and 2003-2005

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%

Topic	2001-2003				1993-2001			
	AC	EX	NW	% Reverting to Pass	AC	EX	NW	% Reverting to Pass
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

In 2003-2005 the number of raters increased due to heavy recruitment. Appendix A lists recent raters by department. It appears that many faculty do not continue participation beyond the first year. 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 Writing Portfolio. Papers submitted for the Writing Portfolio came from nearly every program at Washington State University. Appendix C provides a complete list of courses and departments from which papers were submitted.

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

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

Strong recruiting for raters in 2003 helped increase the number of raters. The majority of raters continue to come from outside the English Department and the Writing Program. A list of rater names and departmental affiliation 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

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

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

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

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

	<b>95-03</b> <b>N=2,488</b>	<b>02-03</b> <b>N=308</b>	<b>01-02</b> <b>N=279</b>	<b>00-01</b> <b>N=375</b>	<b>99-00</b> <b>N=445</b>	<b>98-99</b> <b>N=271</b>	<b>97-98</b> <b>N=322</b>	<b>96-97</b> <b>N=266</b>	<b>95-96</b> <b>N=222</b>
<b>1. Pass/Not Read</b>	28.4%	25.3%	31.2%	31.2%	25.3%	25.4%	34.2%	23.2%	31.4%
<b>2. Pass/Pass</b>	4.6%	3.9%	3.6%	5.6%	4.7%	5.2%	5.6%	4.9%	3.6%
<b>3. Pass/Distinction</b>	1.7%	1.6%	2.9%	1.6%	2.2%	1.1%	1.6%	1.5%	1.4%
<b>4. Pass/Needs Work</b>	0.2%	0.0%	0.0%	0.8%	0.4%	0.0%	0.0%	0.4%	0.0%
<b>5. Distinction/Pass</b>	1.9%	1.3%	1.8%	2.1%	2.0%	2.6%	2.5%	1.9%	0.9%
<b>6. Distinction/Distinction</b>	1.6%	2.9%	1.4%	2.7%	2.0%	1.5%	1.2%	0.8%	0.5%
<b>7. Needs Work/Pass</b>	28.5%	22.1%	25.8%	25.1%	30.8%	33.6%	30.4%	31.6%	28.4%
<b>8. Needs Work/Needs Work</b>	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, multi-lingual writers have consistently shown a higher percentage of final ratings of needs work (see section IV.A.3.b). With the exception of rating sequence 8 (needs work/needs work), each rating sequence for multi-lingual writers is proportional to the same sequences for all students (i.e. Pass/Pass--all students is 10.6% whereas multi-lingual Pass/Pass is 6.1%). Sequence 8—needs work/needs work--is three times more likely to be assigned to multi-lingual writers than all students combined.

## Appendix A: 2001-2003 Writing Portfolio Readers Listed by Department

Reader Name	Departmental Affiliation
Gill, Sue	Accounting
Linville, Mark	Accounting
Leid, R. Wesley	Animal Sciences
Terry, Karisa	Anthropology
Reed, Margaret	Anthropology
Rahmani, Ayad	Architecture and Construction Management
Gruen, Phil	Architecture and Construction Management
Shaw, M. Alex	Biochemistry/Biophysics
House, Brent	Biological Sciences
Miller, Don E.	Biological Sciences
Pitts, Marvin	Biological Systems Engineering
Kulik, Brian	Business
Rauk, Jan	Business
Reed, Margaret	Business
Salimath, Manjula	Business
Paxson, Chris	Business
Brown, Gary	Center for Teaching, Learning, & Technology
Yeidel, Joshua	Center for Teaching, Learning, & Technology
Inouye, Trevor	Civil/Environmental Engineering
Tedescoe, Joe	Communication
Busselle, Rick	Communications
Hindman, Elizabeth	Communications
Hust, Stacey	Communications
Irby, John	Communications
Irby, Lisa	Communications
Lee, Tien-Tsung	Communications
Robison, Neal	Communications
Niemann, Yolanda	Comparative Ethnic Studies
Lugo-Lugo, Carmen	Comparative Ethnic Studies
Verstrat, Patti	Comparative Ethnic Studies
Kidwell, Kimberlee	Crop/Soil Sciences
Almdale, Jaqueline	Distance Degree Program
Kuzyk, Patricia	Economics
Sodorff, Christine	Education
Beller, Jennifer	Educational Leadership
Durrant, Sue	Educational Leadership
Johnson, Todd	Educational Leadership
Washburn, Jo	Educational Leadership
Fallon, Clifford	Electrical Engineering
Wells, Carl	Electrical Engineering
Anderson, Mary	English
Austin, Melanie	English
Birrer, Doryjane	English
Blankenship, Bethany	English
Butler, Todd	English
Delahoyde, Michael	English
Diederich, Rhonda	English



Drews, Marie	English
Eddy, Bob	English
Garceau, Jeanette	English
Glade, Fiona	English
Goodrich, Rebecca	English
Gruber, Laura	English
Hillebrand, Romana	English
Kimmel, Heather	English
Luders, Lesa	English
Peterson, Jerry	English
Richardson, Shelly	English
Rimpau, Sydney	English
Schnackenberg, Matt	English
Siler, Liz	English
Webb, Paula	English
Helm, Tamara	Fine Arts
Lee, Pamela	Fine Arts
Brewer, John	Foreign Language
Gonzalez, Eloy	Foreign Language
Baksi, Shila	General Education
Faunce, Ken	General Education
Gerber, Lydia	General Education
Meinert, Larry	Geology
Pope, Mike	Geology
Chan, Roger	History
Coon, David	History
Crane, Jeffrey	History
Gerber, Lydia	History
Kicza, John	History
Maxwell, Mary Jane	History
Rutherford, Janice	History
Smith, Bill	History
Vetter, Susan	History
Watrous, Mary	History
Cassleman, Jessica	Honors
Fellman, John	Horticulture
Boyd, Brenda	Human Development
Rodgers, Kathleen	Human Development
Rose, Hilary	Human Development
Griffin, Jill	Human Relations
Johnson, E. Carolyn	Kinesiology
Spitzer, Alice	Libraries
Becker, Steven	Libraries
Connole, Heidi	Management Decision Sciences
Johnson, Roy	Mathematics
Carroll, Matt	Natural Resource Sciences
Zamora, Ben	Natural Resource Sciences
Pergola, Joe	Philosophy
Shier, David	Philosophy
Morris, Lisa	Physics
Capowich, George	Political Science
Clark, Vickie Lynn	Political Science
Lutze, Faith	Political Science

Mizrahi, Stephanie	Political Science
Otte, Erin	Political Science
Russell, Gregory	Political Science
Shay, Steven	Political Science
Stehr, Steven	Political Science
Weber, Edward	Political Science
Becker, Stephen	Psychology
Miller, Robert	Psychology
Shorter, Stephanie	Psychology
Swindell, Samantha	Psychology
Bitter, Becky	Registrar's Office
Biga, Christopher	Sociology
Cuevas, Maria	Sociology
Evans, Michelle	Sociology
Getz, Vicki	Sociology
Kmec, Julie	Sociology
Lugo-Lugo, Carmen	Sociology
Maldonado, Marta	Sociology
Oakley, Christine	Sociology
Rotolo, Thomas	Sociology
Tsushima, Teresa	Sociology
Jones, Carla	Speech & Hearing Sciences
Ratsch, Melissa	Speech & Hearing Sciences
Ray, Jayanti	Speech & Hearing Sciences
Baldwin, Ellie	Teaching & Learning
Shinew, Dawn	Teaching & Learning
Omohundro, Ellen	Unknown
Bill Condon	Writing Programs
Johnson, Patrick	Writing Programs
Johnson-Shull, Lisa	Writing Programs
Kelly-Riley, Diane	Writing Programs
Maloney, Theresa	Writing Programs
Weathermon, Karen	Writing Programs
Galvin, Kathey	WSU Vancouver

## 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 multi-lingual writers 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

		Tier I Reading						Tier II (Final) Reading						
Major & Language		N =	Pass		Pass with Distinction		Needs Work		Pass		Pass with Distinction		Needs Work	
Biological Chemistry	L1	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

		Tier I Reading							Tier II (Final) Reading					
Major & Language		N =	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
Agriculture Technology and Management		AS474	1
		Apparel, Merchandising, and Textiles	
AGTM374	1	AMT108	14
AGTM433	4	AMT208	4
AGTM451	2	AMT215	12
AGTM481	1	AMT216	2
Animal Science		AMT220	38
		AMT314	11
AS166	1	AMT413	1
AS174	1	AMT417	36
AS180	2	AMT419	1
AS198	13	AMT420	52
AS202	1	AMT428	1

<b>Biological Systems Engineering</b>		ES/RP335	17
BSYSE411	2	ES/RP350	1
BSYSE483	1	ES/RP355	1
<b>Crops Science</b>		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	<b>Food Science and Human Nutrition</b>	
CROPS360	20	FSHN130	26
CROPS411	1	FSHN150	1
CROPS445	5	FSHN180	3
<b>Entomology</b>		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
<b>Environmental Science and Regional Planning</b>		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	<b>Horticulture</b>	
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
<b>Human Development</b>		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	<b>Interior Design</b>	
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	<b>Landscape Architecture</b>	
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



HA215	1		
HA220	5		Management
HA235	4	MGT101	2
HA250	1	MGT126	1
HA256	1	MGT141	1
HA280	24	MGT158	1
HA301	3	MGT201	1
HA311	2	MGT202	1
HA320	3	MGT210	3
HA350	1	MGT251	1
HA356	1	MGT300	1
HA356	39	MGT301	297
HA358	4	MGT305	1
HA365	1	MGT310	2
HA380	1	MGT315	7
HA381	25	MGT321	1
HA383	3	MGT360	5
HA435	2	MGT361	1
HA480	3	MGT401	103
HA495	10	MGT409	1
HA497	8	MGT441	2
		MGT450	25
International Business		MGT453	2
IBUS230	1	MGT455	11
IBUS300	1	MGT456	7
IBUS367	1	MGT477	1
IBUS380	65	MGT483	12
IBUS415	1	MGT485	4
IBUS435	1	MGT487	14
IBUS453	1	MGT489	1
IBUS480	1	MGT490	1
IBUS482	7	MGT491	77
IBUS492	2	MGT492	14
IBUS496	1	MGT495	2
		MGT496	1
Insurance		MGT593	1
INS320	2		
INS410	1		Management Information Systems
INS420	5	MIS111	1
INS540	1	MIS250	5
		MIS271	54
		MIS301	1



EDAD390	1	MVTST484	5
EDAD398	1		
EDAD420	1	<b>Recreation and Leisure Studies</b>	
EDAD440	3	RLS275	1
EDAD497	7	RLS276	1
EDAD498	2	RLS284	1
EDAD520	1	RLS290	1
		RLS388	1
<b>Educational Psychology</b>		RLS482	1
EDPSY401	3		
EDPSY402	2	<b>Special Education</b>	
		SPED301	2
<b>Exercise Science</b>		SPED363	1
EXSCI102	1	SPED402	1
EXSCI263	1	SPED420	10
EXSCI264	1	SPED467	1
EXSCI364	1		
EXSCI470	1	<b>Sport Management</b>	
		SPMGT201	1
<b>Health Education</b>		SPMGT216	1
HED361	1	SPMGT240	1
		SPMGT270	1
<b>Kinesiology</b>		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
<b>Movement Studies</b>		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	<b>Mechanical Engineering</b>	
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
<b>Electrical Engineering</b>			1
			4
			1
			5
			2
			3
			9
			1
			1
			1

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

### University Honors College

<b>University Honors</b>		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

<b>American Studies</b>		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
<b>Anthropology</b>		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		
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	CHIN111	1
ANTH336	1	CHIN320	1
ANTH341	1		
ANTH346	1		
ANTH350	33	CAC101	283
ANTH351	1	CAC111	17
ANTH360	1	CAC130	1
ANTH362	1	CAC131	25
ANTH371	1	CAC151	19
ANTH390	1	CAC171	20
ANTH399	1	CAC198	2
ANTH404	1	CAC201	3
ANTH405	14	CAC210	1
ANTH417	2	CAC212	4
ANTH419	10	CAC220	2
ANTH428	2	CAC231	1
ANTH440	1	CAC235	6
ANTH450	1	CAC254	1
ANTH464	1	CAC271	21
ANTH465	2	CAC300	16
ANTH466	1	CAC301	3

## Chinese

## Comparative American Cultures





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
<b>French</b>		HIST106	2
		HIST107	2
		HIST110	68
		HIST111	52
		HIST112	6
		HIST114	1
		HIST120	1
		HIST121	1
		HIST122	2
		HIST125	1
		HIST131	2
		HIST132	2
		HIST133	2
		HIST141	3
		HIST142	4
		HIST144	1
<b>General Education</b>		HIST150	24
		HIST152	1
		HIST155	1
		HIST156	4
		HIST157	4
		HIST168	2
		HIST173	1
		HIST198	35
		HIST200	4
		HIST201	5
		HIST202	2
		HIST203	6
		HIST205	2
		HIST206	1
		HIST208	1
		HIST210	9
<b>German</b>		HIST212	1
		HIST214	1
		HIST216	5
		HIST220	2
		HIST221	1
		HIST222	1
<b>History</b>		HIST230	13
HIST100	1		
HIST101	62		
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
	<b>Humanities</b>		
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
		<b>Music</b>	

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
		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		
			<b>Political Science</b>
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



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	<b>Rural Sociology</b>	
PSYCH310	2	RS305	1
PSYCH311	2	RS431	10
PSYCH312	96	RS435	2
PSYCH315	2		
PSYCH320	2	<b>Russian</b>	
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	<b>Social Work</b>	
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	<b>Speech and Hearing Sciences</b>	
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	<b>Theatre Arts</b>	
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	<b>Women's Studies</b>	
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
<b>Spanish</b>			
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

---

<b>Advertising</b>		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
<b>Broadcasting</b>		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
<b>Communication</b>		COM309	1
COM101	61	COM321	44
COM102	22	COM321	1
COM105	1	COM324	16
COM110	1	COM335	4
		COM345	1

[illegible]

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

## College of Sciences

			BIOL202	1
	<b>Astronomy</b>		BIOL203	7
ASTR101	2		BIOL205	1
ASTR135	10		BIOL206	2
ASTR150	2		BIOL210	2
ASTR205	1		BIOL212	1
ASTR217	3		BIOL240	1
ASTR250	1		BIOL251	10
ASTR340	1		BIOL260	1
ASTR390	2		BIOL270	2
ASTR450	18		BIOL298	3
			BIOL300	1
	<b>Biology</b>		BIOL301	1
BIOL100	3		BIOL302	3
BIOL101	45		BIOL314	1
BIOL102	115		BIOL320	2
BIOL103	71		BIOL330	3
BIOL104	18		BIOL341	3
BIOL105	4		BIOL353	3
BIOL109	2		BIOL372	49
BIOL110	3		BIOL374	1
BIOL111	2		BIOL390	1
BIOL112	1		BIOL393	8
BIOL113	2		BIOL401	18
BIOL118	1		BIOL407	2
BIOL120	2		BIOL410	1
BIOL121	1		BIOL418	3
BIOL122	1		BIOL432	1
BIOL123	2		BIOL438	1
BIOL127	1		BIOL450	1
BIOL128	2		BIOL452	1
BIOL135	1		BIOL474	2
BIOL150	4		BIOL490	7
BIOL160	1		BIOL499	11
BIOL162	1			
BIOL170	1			
BIOL172	1			<b>Botany</b>
BIOL180	3		BOT110	2
BIOL181	1		BOT120	2
BIOL201	32		BOT320	2

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
	<b>Statistics</b>	ZOOL417	5
STAT208	1	ZOOL423	3
STAT212	28	ZOOL428	1
STAT215	1	ZOOL430	1
STAT217	1	ZOOL438	5
STAT412	7	ZOOL490	4
		ZOOL498	1
	<b>Zoology</b>	ZOOL499	1
ZOOL135	3		
ZOOL215	2		

## College of Veterinary Medicine

---

	<b>Neuroscience</b>	VM536	1
NEURO138	1	VM545	1
NEURO403	10	VM551	1
	<b>Veterinary Medicine</b>		
VM500	1		

## Other Departments

---

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

