

WASHINGTON STATE UNIVERSITY WRITING PORTFOLIO

Tenth Findings:

June 2011 – May 2013

Office of Writing Assessment
Washington State University

January 2014

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Internal Report #11

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I. Purpose

To date, more than 75,000 students have completed the Washington State University Writing Portfolio since it was first administered during Spring Semester of 1993. Continuing the trends noted in earlier reports, this biennium saw the greatest number of participants in the Writing Portfolio since the previous peak in 2009-2011, though academic year 2009 still saw the greatest number of participants of any individual year (see section IV.A.2.a). The Tenth Findings: June 2011-May 2013 succeeds previous findings in an ongoing assessment of the effectiveness of the Washington State University Writing Portfolio and examines progress made since 2005. This report describes and evaluates the Writing Portfolio and the Writing Assessment Program, and highlights strengths and potential deficit areas that may inform amendments to the assessment process in order to best serve the Washington State University community. This report presents data on the Writing Portfolio that can be used in decision making by current and future administrators of the examination; current and future composition program administrators and participants; campus-wide faculty; and those with oversight responsibilities, such as the Director of General Education, the Vice Provost of Undergraduate Education and the All-University Writing Committee, with regard to the writing abilities of WSU undergraduates.

II. Rationale

The writing program at Washington State University is an evolving series of processes based upon years of research and recognized best practices. Studies are conducted biennially and have been ongoing since 1993; however, earlier decisions to exclude data more than two biennia removed from the current study continue to be observed in much of the 2011-2013 report. This report presents data for the current and previous biennia based on updated core data; the core data timeframe chosen for this report dates back to 2007, but with particular emphasis on the last two calendar years. Readers are encouraged to consult previous biennial Writing Portfolio Findings for additional historical context. Comparisons made herein are intended to provide readers of this report with insight into the Writing Portfolio as it has evolved over time. This report is intended to provide a source of current data and analysis for administrative use.

Some significant trends continued from the 2009-2011 reporting period into the 2011-2013 reporting period. During the 1999-2001 reporting period, the Writing Assessment Office undertook several activities, including registration holds and amended advising to students, to assist participants in completing the Writing Portfolio at a time appropriate to their academic careers. Movement toward timely Portfolio submission was reported in the intervening reporting periods with general improvement during the 2007-2009 period, with a greater than 10% change among transfer students. The 2011-2013 biennium saw those trends remain largely static, suggesting that current processes may be reaching their effective limit. The 2007-2009 report also included the addition of two new subsections in order to assess Portfolio performance in conjunction with student-reported self-identification of racial group and first-generation college status. These new subsections have been continued through this reporting period.

III. Executive Summary

- More students are complying with the Writing Portfolio process closer to the start of their junior year. However, trends towards compliance at 60 credit hours are slowing in comparison to recent years, suggesting that current outreach and advising efforts may be reaching saturation.
- The last biennium saw a large surge in students not reporting their credit hours upon portfolio completion. More than half of students continue to complete their portfolios most often in April (over 30% in the reporting period) and November (over 20% in the reporting period), suggesting that additional Writing Program support may be necessary at these times to ensure that students complete their Cover Sheets.
- While the 2011-2013 biennium saw even greater numbers of students complying with the portfolio process (10,667) than the previous peak in 2009-2011, the biennium to biennium change was not as great. This correlates with the University's student population changes over the past few years. As more students continue to comply with the portfolio process nearer to the ideal 60-75 credit hour range, shifts in the total WSU population should mirror shifts in numbers of students complying with the portfolio process, leading to greater predictability of Writing Program staffing needs in regards to Writing Portfolio collection and processing.
- Performance on submitted course papers has been improving, with the 2012-2013 academic year seeing peak rates of Outstanding (44.2%) ratings on submitted papers. Papers rated "Okay," for which students are typically unable to locate an instructor to rate the paper (see IV.A.3.a for more information on the ratings), fell to an all-time low of 6.2% of total submissions in the same academic year. Efforts to encourage students to begin collecting papers and signatures early seem to be working.
- Paper submissions from upper-division courses continue to receive greater numbers of Acceptable ratings (over 50% in 300-, 400-, and 500-level courses), while submissions from lower-division courses continue seeing greater Outstanding ratings (44-50%). Nearly 50% of submissions from the 200-level receive Outstanding ratings, compared to 35% of 500-level submissions. Whether this is a result of students performing best under lower-division conditions or of instructors judging the writing differently for each level is not addressed in this report.

- Performance on the timed-writing portion of the Writing Portfolio (Tier I) has seen an increase in Needs Work ratings (up nearly 5% from the last reporting period), primarily at the expense of Pass ratings. Pass with Distinction ratings remained relatively stable at about 10% of Tier I ratings. Whether this is the result of the topics of the timed writing exam or student preparation for that type of writing task is an area for future study (see IV.B.3).
- Females generally outperformed males on Tier I, but by small margins in each rating category. The four topics that most often received Needs Work ratings were comprised of the top two Needs Work topics for each gender, suggesting that these topics may need to be reconsidered in light of trends in gender performance and overall student performance.
- Multi-lingual (L2) writers received Needs Work ratings on their timed writing exams at greater rates than the total population (31.8% compared to 29.6%), but roughly one quarter of L2 students received a final Pass at Tier II after a Needs Work at Tier I, suggesting that writing preparation for L2 students in a classroom situation – where there is typically much more time to research, plan, and revise – is providing substantial support even if these students’ ability to write for a timed exam is not being developed.
- Changes in the Registrar’s demographic data storage now allow students to identify as multiracial, and tables indicating performance by racial identification have been updated accordingly (IV.A.3.e).
- Student performance by race has largely leveled out, with most identifications performing at similar rates. The most pronounced shift from prior findings is that 62.7% of students identifying as Black/African American received Pass ratings at Tier I – an enormous increase over the 47.7% of students of similar identification in the Ninth Findings. It is unknown whether this shift is due to rater training, changes in student socialization to academic discourse, or the addition of student ability to identify as more than one race.
- After the 2011 consolidation of the Colleges of Liberal Arts and Sciences and the restructuring of many other academic units, it is difficult to compare trends between academic units during this reporting period and previous periods. The widely varying sizes of each academic unit also make it difficult to generalize in terms of programmatic writing preparation. For instance, the Colleges of Veterinary Medicine and of Arts and Sciences both had the greatest percentages of Pass with Distinction ratings: 14.1% and

9.1%, respectively. However, the College of Veterinary Medicine's 14.1% represents only 114 students, while the College of Arts and Sciences' 9.1% represents 1338 students – more than ten times as many. Data for each College and Major is provided for individual programs' use rather than administrative use across academic units.

- Although the 2011-2013 biennium saw a slightly reduced number of raters (from 108 in the previous biennium down to 105), there was nearly a 10% increase in multi-disciplinary representation, with 75% of the rater pool coming from academic units outside English and the Writing Program (up from 66% in the previous biennium).
- Greater proportions of students within and between Tier I and Tier II are receiving Needs Work ratings, across language, gender, race and other axes. It is unclear whether this is a result of (a) general decreased student performance in portfolios completed from 2011-2013 or (b) improved rater proficiency in identifying students who need extra support.

IV.A Descriptive Findings

The descriptive findings section of this report offers insights into the status of student writing performance at Washington State University through the Writing Portfolio. The Writing Assessment Office draws the majority of its descriptive findings from an internal database, as well as demographic data collected by the registrar. 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 varies from study to study. In addition to variance caused by fluctuations in student population, the number can vary given the number of students who may have completed a portion of the Writing Portfolio but have not yet finished it entirely, thereby resulting in different sample sizes for the various areas of study.

IV.A.1 Average Time to Exam

The optimal time to exam for the Writing Portfolio ranges from 61-90 credit hours (junior year); however, students are encouraged to complete the portfolio as early in that range as possible. While the 2009-2011 biennium saw more students completing the portfolio process closer to the start of their junior year, students in the 2011-2013 biennium maintained rather than improved these trends, with one exception: the 2012 academic year saw a nearly 10% increase in the portion of students not reporting their credit hours. Whether this is a result of the students themselves not fully completing their paperwork or the result of large numbers of students straining the Writing Program office staff is unknown, as surges in April and November of each year represent between 800 and 1500 student submissions. With such high numbers of students submitting paperwork, it can be difficult to ensure forms have been fully completed.

In Fall 2000, the Writing Assessment Office initiated aggressive steps designed to remind students to complete the Writing Portfolio at 60 credits. Some of the steps, like automatic billing of Writing Portfolio charges onto students' accounts and a registration hold at 60 credits, followed by another registration hold at 75 credit hours, have no doubt helped motivate students to complete the writing portfolio between 60 and 75 credit hours. Not only does this data suggest the effectiveness of these measures, but the stagnation of movement suggests that additional outreach activities would be well worth the resources invested. It should be noted that these outreach activities do not differ between student classifications.

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

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

When compared to the last three biennia, the reporting period shows a general trend towards portfolio completion at the beginning of the junior year. Among non-native speakers of English, portfolio completion at the beginning of the junior year saw a 3.9% increase, outmatched only by completion by non-transfer students (4.7%). As noted earlier, there is a pronounced increase in students not reporting credit hours at the time of portfolio completion, though it is difficult to say why this is the case. With the exception of this category, the general stasis in credit-hour categories suggests that current advising and outreach efforts may have reached the limit of their effectiveness. Although regular improvement for over a decade since implementation of these policies is impressive, new efforts may be required to continue gaining compliance by early junior year.

Significantly, the number of students with unreported credit hours increased nearly 10% in the last academic year, coinciding with the implementation of the Zzusi administrative interface. Whether this increase is the result of a lack of clarity in where students should be finding or reporting information or a result of strained office staff during times of peak submission is unclear.

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

Academic Period	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported hours	# of students
June 2009-May 2010	9.1%	29.4%	39.8%	14.1%	7.2%	0.6%	5497
June 2010-May 2011	5.9%	29.9%	41.8%	14.5%	5.7%	2.2%	4995
June 2011-May 2012	6.5%	31.3%	40.8%	12.7%	5.3%	3.5%	5197
June 2012-May 2013	7.9%	31.7%	32.0%	11.1%	5.7%	11.6%	5472
Change 09-10 to 12-13	-1.2%	2.3%	-7.8%	-3.0%	-1.5%	11.0%	-25

Time to Exam for All Students, Biennial Reporting Periods

Biennium	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more hours	Unreported hours	# of Students
2007-2009	6.8%	27.4%	37.5%	15.9%	12.1%	0.6%	9854
2009-2011	7.6%	29.6%	40.7%	14.3%	6.5%	1.3%	10492
2011-2013	7.2%	31.5%	36.3%	11.9%	5.5%	7.6%	10669
Change 07-09 to 11-13	0.4%	4.1%	-1.2%	-4.0%	-6.6%	7.0%	815

During the 2011-2013 period, 7646 students self-identified as transfer students, some admitted into WSU with greater than 60 hours already completed. 35.7% of transfer students had completed their Writing Portfolio by the 75th credit hour, compared to 49.6% of non-transfer students. However, nearly equal percentages of transfer students (36.2%) and non-transfer students (36.4%) completed their portfolios between 76 and 90. The largest difference in these credit-hour categories is the first semester, junior year, category (61-75 hours) with nearly a 9% gap between the groups. These numbers suggest that advising efforts could be increased towards students entering WSU after completing a two-year program elsewhere, as the gap between transfer and non-transfer students submitting a portfolio prior to junior year is only 5.2%.

In comparison to previous findings, this suggestion is strengthened by the fact that non-transfer students are increasingly submitting their portfolios earlier, with all credit-hour categories after the 75th credit hour reporting decreased percentages of submissions for both transfer and non-transfer students. However, transfer students generally show half of the improvement of the non-transfer counterparts.

While the 2009-2011 Biennial Report suggested that the demographic information collected during the Writing Portfolio process may be too restrictive, particularly in terms of gender, for students who identify beyond those categories, this report makes no suggestion to change the self-identification categories. The total number of students identifying as either Native English Speakers (L1) or English Foreign Language Speakers (L2) was 9946, while the total number of students identifying as male or female was 10,362. Each of these numbers represents 93.2% and 97.1% of the total participation, respectively. Even if non-reporting students neglected these portions of their portfolio cover sheet because they identified outside

these binaries, expanding these categories to include more possibilities would benefit less than 10% of the population. While expanding the identification categories for students would be a move towards greater social equity, the potential time and resource costs with adapting the current data collection system may outweigh the potential benefit. However, if students continue to neglect these categories in increasing numbers, future revision of data collection procedures may benefit from including more options for students.

Time to Exam—Comparison Between Student Classifications, June 2011-May 2013

Classification	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more hours	Unreported hours	# of Students
Females	8.1%	31.0%	35.6%	11.4%	6.1%	7.8%	5304
Males	6.4%	32.1%	37.4%	12.3%	4.7%	7.1%	5058
L1	7.4%	31.8%	36.7%	11.6%	5.5%	7.0%	8334
L2	7.9%	33.7%	34.7%	12.6%	4.8%	6.3%	1612
Transfer	6.0%	29.7%	36.2%	13.6%	6.8%	7.7%	7646
Non-Transfer	11.2%	38.4%	36.4%	7.0%	1.9%	5.0%	2650
Overall	7.8%	32.8%	36.2%	11.4%	5.0%	6.8%	10669

In order to accurately contextualize the data collected during the most recent time period, it is necessary that we consider changes in student participation over time. The following table shows the change in time to exam by student classification between the 2009-2011 and 2011-2013 Biennial Reports. Plus and minus signs denote positive and negative 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; however, as noted elsewhere, this data is self-reported and subject to student interpretation.

Change in Time to Exam by Student Classifications, 2009-2011 to 2011-2013

Classification	0-60 hours	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported hours	# of Students
Females	-0.3%	0.2%	-4.7%	-1.9%	-1.1%	6.5%	-1427
Males	0.4%	2.4%	-4.8%	-2.9%	-2.2%	6.0%	-967
L1	0.1%	1.8%	-4.1%	-2.0%	-1.5%	5.7%	-2760
L2	1.1%	3.9%	-4.8%	-3.6%	-1.7%	5.2%	-164
Transfer	-0.3%	1.3%	-5.1%	-1.7%	-1.0%	6.7%	-1543
Non-Transfer	1.5%	4.7%	-3.5%	-3.8%	-2.8%	3.8%	-968
Overall	0.6%	2.9%	-4.7%	-2.5%	-1.9%	5.6%	-2465

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

The next two tables provide “time to exam” sorted by transfer/non-transfer and English as a first language/multilingual writer classifications. The tables also indicate changes over time between the 2007-2009 and 2011-2013 reporting periods. As previously indicated, *all* students are similarly advised to turn in their portfolios during the optimal time in their academic career.

The first table reports student time to exam by transfer status and displays the amount of change in time to exam over the last three biennia. Both transfer and non-transfer students are increasingly completing the portfolio process by the beginning of their junior year, though non-transfer students nearly double the rate of increase of transfer students.

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

	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported	# of Students
2007-2009							
Transfer	6.8%	26.4%	36.3%	16.4%	14.0%	0.7%	6757
Non-Transfer	7.2%	29.7%	40.4%	15.1%	7.5%	0.6%	2793
2009-2011							
Transfer	6.7%	29.4%	40.2%	15.4%	7.6%	1.2%	9664
Non-Transfer	10.2%	34.8%	38.8%	10.4%	4.5%	1.3%	3782
2011-2013							
Transfer	6.0%	29.7%	36.2%	13.6%	6.8%	7.7%	7646
Non-Transfer	11.2%	38.4%	36.4%	7.0%	1.9%	5.0%	2650
Change 07-09 to 11-13							
Transfer	-0.8%	3.3%	-0.1%	-2.8%	-7.2%	7.0%	889
Non-Transfer	4.0%	8.7%	-4.0%	-8.1%	-5.6%	4.4%	-143

Similarly, the following table indicates that the trend of increased participation during the optimal timeframe continues regardless of native language status. In this table, changes in the time to exam are calculated over time; this table is designed to highlight trends in the data from the three most recent biennia. According to this data, all students demonstrated greater participation during the optimal period with little variance according to L1/L2 self-classification. This continues trends reported in previous findings and suggests that outreach efforts are neither privileging nor neglecting student groups based on primary language.

When considered alongside previous tables, this data does demonstrate one aspect of steady, if slow, undesirable increase in students not reporting their credit hours at the time of portfolio submission, particularly among non-native speakers of English. As WSU continues to draw a larger population of international students and students studying-abroad, this may be a result of unclear advising to these populations about the writing portfolio or the cover sheet accompanying it.

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

	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported	# of Students
2007-2009							
L1	6.8%	27.2%	37.9%	16.0%	11.9%	0.6%	8266
L2	6.7%	29.0%	38.6%	16.2%	9.5%	1.0%	930
2009-2011							
L1	7.7%	29.5%	40.9%	14.1%	6.5%	1.4%	8803
L2	7.4%	30.8%	38.0%	16.1%	6.6%	1.1%	1445
2011-2013							
L1	7.4%	31.8%	36.7%	11.6%	5.5%	7.0%	8334
L2	7.9%	33.7%	34.7%	12.6%	4.8%	6.3%	1612
Change 07-09 to 11-13							
L1	0.6%	4.6%	-1.2%	-4.4%	-6.4%	6.4%	68
L2	1.2%	4.7%	-3.9%	-3.6%	-4.7%	5.3%	682

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

The four tables in this section present data on the impact on rating of the Writing Portfolio in relation to the time to exam between 2007 and 2013. The first table displays combined data from the 2007-2009, 2009-2011, and 2011-2013 biennia. The next three tables present separate data for each of the three biennia. At Tier I, timed essays are rated Pass, Pass with Distinction, or Needs Work. Essays marked as Pass with Distinction or Needs Work progress to Tier II rating, shown as Final Results, where the entire Portfolio (the timed essay and paper submissions) is rated.

In the past three biennia, Pass with Distinction Ratings have decreased, with Needs Work ratings absorbing more of the difference than Pass ratings. Comparing each of the credit-hour categories shows that students who have waited until later in their academic careers tend to perform worse in the writing portfolio than those who complete the process closer to the optimal time. The 2009-2011 findings saw trends suggesting that students waiting until later in their academic career saw reduced Needs Work rates at both Tier I and Tier II, suggesting that more

course work provided students with the extra support necessary to earn a Pass rating. The data from 2007 through 2013 show the opposite, suggesting that one data set's population may be an outlier in terms of the effects of submission time. Because the greatest percentage of portfolios rated as Needs Work are turned in after the 106 hour mark (second semester, senior year), this could be a result of the last biennium's population rushing to finish the process in order to graduate, rather than a lack of preparation from the course work required of upper division students, as the difference of one semester's credit hours represents a 5% increase in Needs Work ratings, much more than any other semester to semester difference. This underscores the necessity of strong outreach and advisement to students entering their junior year.

However, other significant trends in both Tiers bear mentioning. Although Pass with Distinction rates are decreasing slowly, they show only minor fluctuation between early junior year and late senior year submission. Although greater numbers of students are being identified as needing extra support in their academic writing, the rating corps are made up of faculty who teach upper division writing courses across all disciplines (see IV.B.4). Training and expertise in the rating corps suggests that more students who would otherwise struggle in their upper division course work are getting the support they need.

Change in Time to Exam, Impact on Rating, 2007-2009 to 2011-2013

	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported
Tier I Results						
Simple Pass	2.7%	-1.3%	-3.0%	-1.3%	-5.4%	-3.2%
Distinction	-3.4%	-0.7%	0.2%	-0.1%	-0.6%	-6.6%
Needs Work	0.9%	2.0%	2.9%	1.4%	6.1%	9.9%
Tier II Results						
Simple Pass	3.9%	2.3%	-1.3%	0.3%	-5.1%	0.9%
Distinction	-4.5%	-2.8%	-0.4%	-0.1%	-0.2%	-5.7%
Needs Work	0.6%	0.6%	1.8%	-0.1%	5.4%	4.8%

Time to Exam, Impact on Rating, 2011-2013

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

Time to Exam, Impact on Rating, 2009-2011

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

Time to Exam, Impact on Rating, 2007-2009

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

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

This table is designed to reflect changes in time to exam by self-reported gender since 2009. As noted earlier, the most significant trend of the last biennium is in students not reporting their total credit hours at the time of portfolio completion. Greater numbers of students, both male and female, are completing their portfolio process during the optimal time; however, males showed a greater increase in the last three biennia than females.

Since 2007, there has been a significant and regular decrease in the number of students completing their writing portfolios during their senior year. While late junior year is not the most optimal time to complete the writing portfolio, these trends do show that advising and outreach efforts are increasing compliance rates among the very-late submitting students.

Time to Exam by Gender, Biennial Reporting Period

		60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more hours	Unreported hours	# of Students
2007-2009								
	Females	8.3%	27.3%	37.2%	15.9%	11.2%	1.8%	4694
	Males	5.1%	27.3%	38.2%	16.1%	13.2%	0.4%	4552
2009-2011								
	Females	8.7%	30.5%	39.6%	13.2%	6.6%	1.4%	5447
	Males	6.4%	28.7%	41.7%	15.6%	6.4%	1.3%	4844
2011-2013								
	Females	8.1%	31.0%	35.6%	11.4%	6.1%	7.8%	5304
	Males	6.4%	32.1%	37.4%	12.3%	4.7%	7.1%	5058
Change 07-09 to 11-13								
	Females	-0.2%	3.7%	-1.6%	-4.5%	-5.1%	6.0%	610
	Males	1.3%	4.8%	-0.8%	-3.8%	-8.5%	6.7%	506

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

The following table provides the average time to exam by major. The table displays data from 2005 through 2013, as well as data for the 2011-2013 reporting period. From 2005-2013,

majors with 30 or more students completing writing portfolios averaged 81 credit hours, or were in the second semester of their junior year. During the 2011-2013 period, the average was 79 credit hours. Although the trend is slowly making its way towards the optimal time for submission, students are still averaging the end of their junior year as the time to complete the portfolio process.

Two concerns must be noted in the following table. 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 and support for student submission, in the form of advising and course work with many writing assignments to draw from for the packet, and thus may display a higher or lower average time to exam than other majors. Also, majors that attract a high number of transfer students may have higher average credit hours because transfer students are allowed additional time to submit the Portfolio. Further, these findings are the first reported since the restructuring of academic units beginning in the 2011 academic year. The table presents majors and colleges under their current construction, with alterations appropriately labeled and/or moved. Majors that no longer exist or that had no reported students turning in Portfolios are omitted.

Average Hours at Exam by Major, May 2011 – June 2013 and May 2005 – June 2013

Major (listed by college)	2011-2013		2003-2013	
	Average credit hours	Students (n)	Average credit hours	Students (n)
Entire University	74	10669	81	49976
College of Agricultural, Human, and Natural Resources				
Agricultural and Food Business Economics	80	20	80	243
Agricultural and Food Systems	80	6	83	9
Agricultural Education	73	18	74	37
Agricultural Technology and Production Management	81	20	82	40
Agricultural Biotechnology	76	29	76	29
Animal Sciences	74	125	79	457

Apparel Design, Merchandising and Textiles	77	105	80	583
Crop Science	75	15	81	71
Design	0	0	68	2
Ecology	0	0	80	41
Economic Sciences	78	115	80	429
Food Science/Human Nutrition	72	22	79	150
Fruit and Vegetable Management	70	2	70	2
Forestry	0	0	88	26
Horticulture	77	21	84	111
Human Development	77	329	81	1339
Integrated Plant Sciences	75	4	78	55
Interior Design	84	55	85	349
Landscape Architecture	76	25	83	159
Landscape, Nursery and Greenhouse Management	69	1	69	1
Natural Resource Science	79	43	83	153
Organic Agriculture	90	5	87	12
Soil Science	78	4	89	14
Viticulture and Enology	86	8	86	8
Wildlife Ecology	74	58	77	174
College of Arts and Sciences				
American Studies	73	5	84	13
Anthropology	81	86	83	327
Asian Studies	81	7	84	20
Basic Medical Sciences	76	80	78	189
Biology	80	398	84	1180
Chemistry	76	41	82	146
Chinese	82	9	88	22
Comparative Ethnic Studies	82	24	84	49
Criminal Justice	80	320	80	1289
Digital Technology and Culture	80	208	83	665

English	78	188	82	995
Environmental Science	81	90	82	221
Fine Arts	79	48	83	253
Foreign Languages	78	5	78	5
French	84	8	83	27
General Linguistics	0	0	88	19
General Mathematics	79	85	80	317
General Physical Sciences	83	1	83	335
General Studies Humanities	81	360	85	1272
General Studies Social Sciences	84	430	86	1850
Geology	74	31	80	100
History	77	158	81	877
Music	84	44	86	194
Philosophy	79	37	82	189
Physics	85	40	84	151
Political Science	81	167	82	886
Psychology	80	663	85	2107
Public Affairs	82	66	87	141
Religious Studies	79	1	79	1
Social Studies Teaching ¹	83	4	86	146
Sociology	79	133	82	767
Spanish	82	30	81	167
Speech and Hearing Sciences	75	52	79	271
Theater Arts and Drama	115	1	92	85
Women's Studies	77	10	85	63
Zoology	78	113	79	560
College of Business				
Accounting	81	434	46	1549
Business Administration	83	360	84	1692
Entrepreneurship	88	34	82	185

Finance	80	245	81	1161
Hospitality Business Management	79	141	81	1068
Human Resources and Personnel Psychology	83	74	85	126
International Business	78	89	80	503
Management and Operations	82	199	83	1016
Management Information Systems	82	190	84	931
Marketing	79	152	81	762
Wine Business Management	69	2	72	3

Edward R. Murrow College of Communication

Communication	77	626	80	3309
Journalism and Media Production	76	4	76	4
Strategic Communication	85	7	85	10

College of Education

Athletic Training	68	32	76	134
Education	77	324	81	1455
Health and Fitness Teaching	69	10	81	128
Movement Studies	78	151	77	621
Sport Management	74	128	78	560
Sport Science ²	78	68	78	68

College of Engineering and Architecture

Architecture	78	71	82	533
Bioengineering	76	54	79	161
Chemical Engineering	79	79	82	262
Civil Engineering	77	276	81	1145
Computer Engineering	80	30	82	147
Computer Science	81	189	87	700
Construction Management	77	89	80	431
Electrical Engineering	83	226	85	745
Engineering	87	1	87	1

Materials Science and Engineering	75	30	76	111
Mechanical Engineering	83	481	83	615
College of Nursing				
Nursing	88	516	84	2064
College of Pharmacy				
Coordinated Program in Dietetics	69	3	79	53
Exercise Physiology	80	53	84	89
Nutrition and Exercise Physiology	80	45	78	66
Pharmacy	74	26	85	369
College of Veterinary Medicine				
Biochemistry	78	79	80	267
Genetics and Cell Biology	78	28	81	117
Microbiology	81	49	81	257
Neuroscience	77	53	79	265
University College ³				
Pre-Health Sciences	75	5	75	5
Pre-Pharmacy	75	4	75	4
Pre-Veterinary Medicine	75	11	75	11
Undecided	79	8	79	8
Unreported	80	69	80	69

¹ This was labeled Social Studies in the last Biennial Report.

² Kinesiology has been renamed Sport Science. The two are combined here.

³ These categories have traditionally not been reported, but are included in these findings to better understand these data after the University's restructuring of academic units.

IV.A.2 Compliance with the Examination

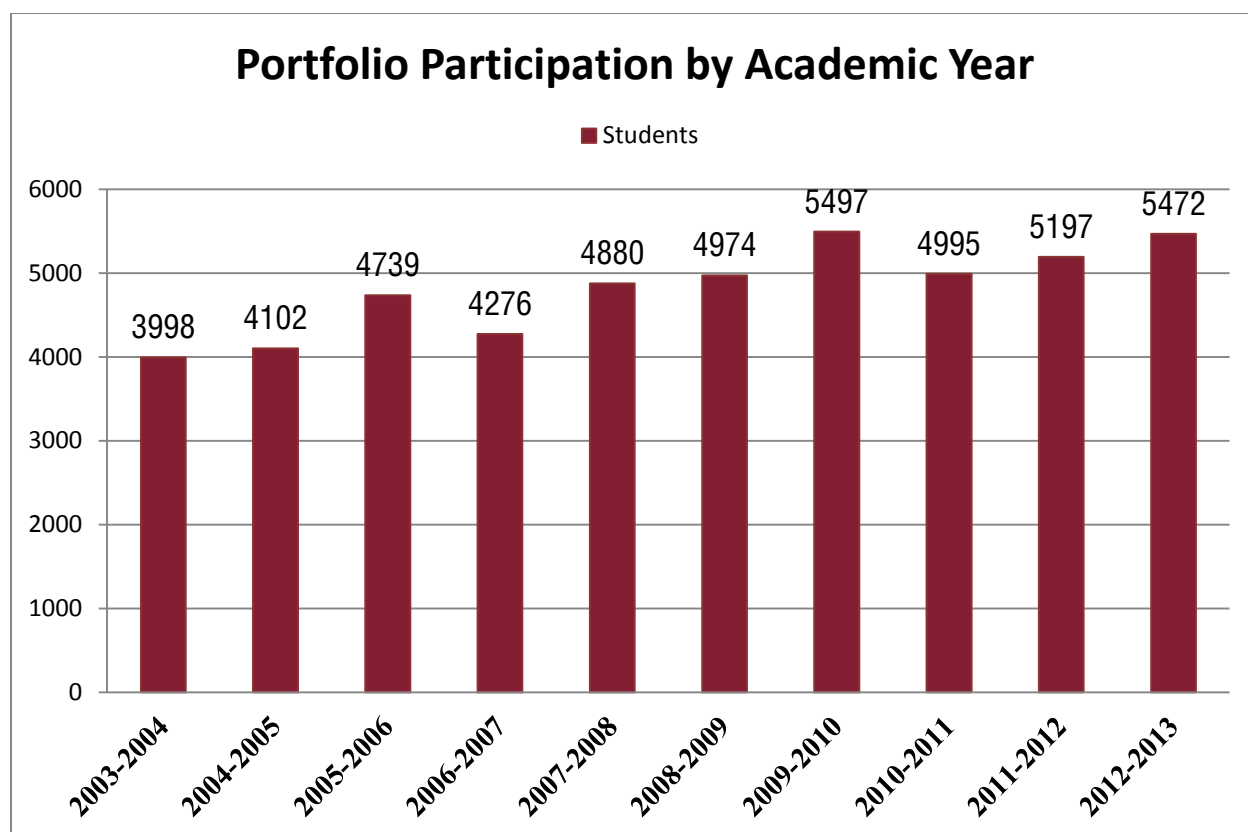
The 2011-2013 reporting period showed a small increase in the number of students completing the Writing Portfolio, reflecting increased enrollment and a move towards earlier submission. The 2007-2009 reporting period reflected growing enrollment with just under 5,000 students per year. The 2009-2011 period likewise reflected WSU's growing student body with over 10,000 submitted portfolios during its reporting period. While 2011-2013 shows a leveling-

off of the number of students completing the Writing Portfolio process, WSU's recent announcement of a four-year online degree is likely to increase the number of students completing the Portfolio at a distance, as well as the number of students participating overall.

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

The number of Portfolio Submissions trended upward in number between 2005 and 2011, reaching its peak during the 2009-2010 academic year. Although the 2012-2013 academic year shows a 25 student decrease from that peak, the three academic periods leading to this report indicate that participation is again on the rise, continuing the 3-4 year cycles of growth indicated below.

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



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

The following table shows proportions of multi-lingual writers (L2) and transfer students to overall Portfolio participation between 2005 and 2013. Since the drop in L2 students' participation in Portfolio Assessment in 2004-2005, there has been a steady increase in the number of L2 students assessed on the portfolio. The number of L2 students assessed dropped below the previous year in 2010-2011, but increased significantly within this reporting period. There was however a decrease in percentage of L2 students in 2012-2013 compared to the previous year.

The number of transfer students participating in the Writing Portfolio has increased over the past two biennia with only one exception. In 2006-2007, the number of transfer students reported dropped from the previous year by 134. However, in subsequent years, transfer student numbers increased until the 2010-2011 academic year when they again decreased slightly. The 2012-2013 reporting period shows the highest number of transfer

students participating, with transfer students accounting for 71.3% of all portfolios examined.

L2 and Transfer Student Portfolio Completion Percentages, 2005-2013

Academic Year	L2 Students	Percentage of all Examined	Transfer Students	Percentage of all Examined
2005-2006	382	8.0%	3078	64.7%
2006-2007	374	8.6%	2944	67.7%
2007-2008	395	8.1%	3352	68.3%
2008-2009	542	10.8%	3465	69.2%
2009-2010	745	13.6%	3867	70.3%
2010-2011	700	15.0%	3495	69.9%
2011-2012	804	15.5%	3747	72.1%
2012-2013	809	14.8%	3899	71.3%

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

Writing Portfolio completion by month over the last six years showed stabilization in some months and upward or downward trends in others. April continued to be the busiest month for Portfolio submissions in this reporting period and hit a high point in 2013, with 60.3% of portfolio submissions. November and December submissions also remained high due to winter graduation. High November submissions also coincide with registration for spring semester classes that require Writing Portfolio registration holds to be cleared and Writing Portfolio prerequisites to be met. Portfolio submissions decreased in March over 2006-2009. May showed an increase from a low of 2.2% in 2008 to 6.0 in 2010 and to 11.8% in 2011. 2013 and 2005 percentages are calculated based on six months of submission rather than a twelve-month period, and should not be compared to the corresponding months in 2006-2012.

Writing Portfolio Completion by Month, June 2005 – May 2013

	2005	2006	2007	2008	2009	2010	2011	2012	2013	Total
January	-	4.8%	6.4%	6.1%	4.6%	6.5%	3.6%	5.4%	10.5%	5.4%
February	-	3.6%	1.4%	1.3%	2.5%	2.5%	2.6%	0.7%	1.4%	1.9%
March	-	12.9 %	11.8%	10.3 %	6.5%	7.3%	7.9%	8.4%	15.6%	9.2%
April	-	26.8%	24.0%	31.7%	28.2%	32.2%	30.4%	33.7%	60.3%	30.3%
May	-	6.9%	6.1%	2.2%	8.6%	6.0%	6.1%	6.7%	12.2%	6.2%
June	11.1%	3.7%	3.7%	5.3%	2.1%	1.4%	5.2%	0.5%	-	3.3%
July	0.4%	0.3%	0.2%	0.8%	2.4%	1.4%	0.2%	0.5%	-	0.8%
August	13.1%	6.4%	6.1%	6.7%	3.2%	3.1%	6.4%	6.9%	-	5.5%
September	9.2%	2.9%	0.9%	0.7%	2.5%	2.8%	0.4%	0.3%	-	1.8%
October	10.0%	6.8%	10.4%	8.8%	6.2%	7.3%	10.5%	4.9%	-	7.3%
November	37.3%	16.2%	20.2%	15.4%	21.5%	18.9%	19.9%	20.4%	-	18.5%
December	18.9%	8.7%	8.9%	10.9%	11.7%	10.6%	6.7%	11.6%	-	9.9%
# of Students	2296	4472	4709	4920	5180	5377	5035	4985	3226	40200

IV.A.3 Performance

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

IV.A.3.a Overall Portfolio Performance

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

Course submissions. Instructor evaluation of course writings submitted for the Writing Portfolio results in three possible ratings. Instructors rate papers as “Outstanding” or “Acceptable”. If a paper is rated “Unacceptable,” students cannot submit the paper. When the

instructor 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: (1) the paper was written at a community college or other institution, and so the teacher cannot be easily reached; or (2) the increase in the number of transfer students may partially account for the difficulty in returning to an original instructor for Writing Portfolio paper evaluation; or (3) the WSU faculty member has moved on because of different opportunities; or (4) the teacher was a graduate student who has completed study and left WSU. Students are strongly encouraged to get signatures from their instructors.

Evaluations of Writing Portfolio Paper Submissions, 2005-2013

Academic Year	Outstanding	Acceptable	Okay	Total Submissions
2005-2006	29.1%	37.7%	33.0%	13,051
2006-2007	33.0%	42.1%	24.8%	12,903
2007-2008	38.8%	49.1%	12.0%	14,730
2008-2009	41.4%	49.1%	9.4%	13,528
2009-2010	43.6%	47.5%	8.9%	16,477
2010-2011	42.8%	48.7%	8.5%	14,794
2011-2012	44.0%	48.6%	7.4%	15,393
2012-2013	44.2%	49.6%	6.2%	16,315
Overall	39.9%	46.8%	13.2%	117,191

The number of unsigned course papers, “Okay” ratings, has continued to decrease. During 2012-2013, 6.2% of Writing Portfolio paper submissions were assigned a score of Okay, the lowest percentage reported since the implementation of the scoring system. This represents a 2.3% decline from the end of the previous reporting period, a 26.8% decrease since 2005-2006, and is 6.2% below the mean average of the reported years. Efforts to get students to reach the original teacher to sign off on the paper when possible have resulted in improved compliance.

Total submissions increased by 2,949 in the 2009-2010 academic year, which remains the highest number of portfolios in a single year to date, as well as the largest single year

increase. In 2010-2011, the number decreased slightly but still remained above the 2008-2009 total. There has been a steady increase in the total number of submission in the reporting period. During this time, the number of outstanding and acceptable portfolio submissions decreased in each category – during 2011-2012, acceptable papers decreased by 0.1% before an increase of 1.0%, and in 2012-2013, outstanding papers decreased by 2.3%. However, given the variety of papers submitted and the variability of the papers’ ages, it is difficult to make specific correlations between given years and faculty attitudes about the assessment of their students’ papers, as students with more than 90 credit hours may be submitting work from their first year of college. This data instead shows overall trends in faculty signing of students’ work.

The next two tables provide data on the Tier I and Tier II ratings over the last nine years. Both Tier I and Tier II rating data for generally showed leveling in all paper rating categories although each category did reflect particular overall trends.

Tier I (Timed Writings) Ratings, 2005-2013

Academic Year	Outstanding	Acceptable	Needs Work	Total Submissions
2005-2006	9.5%	62.1%	28.3%	4,736
2006-2007	9.8%	63.9%	26.2%	4,275
2007-2008	8.7%	64.2%	27.0%	4,876
2008-2009	8.7%	64.2%	27.0%	4,965
2009-2010	8.4%	66.9%	24.7%	5,495
2010-2011	8.4%	65.1%	26.5%	4,995
2011-2012	7.9%	63.2%	28.9%	4,907
2012-2013	8.4%	59.9%	31.6%	3,807
Overall	8.7%	63.9%	27.7%	38,056

Tier II (Final Portfolio Review) Ratings, 2005-2013

Academic Year	Outstanding	Acceptable	Needs Work	Total Submissions
2005-2006	7.5%	81.8%	10.6%	4,737
2006-2007	7.5%	83.0%	9.5%	4,276
2007-2008	6.6%	83.4%	9.8%	4,878
2008-2009	7.5%	83.2%	9.2%	4,970
2009-2010	7.6%	83.8%	8.6%	5,497
2010-2011	7.6%	83.4%	9.0%	4,995
2011-2012	5.5%	84.4%	10.1%	5,197
2012-2013	5.8%	82.2%	11.8%	5,472
Overall	6.9%	83.2%	9.8%	40,022

The number of portfolios receiving Acceptable ratings has increased since 2003, although there has been some intermittent decline along the years. There was a drop of 2.2% in the 2012-2013 academic year. The number of portfolios rated as needing work decreased between 2005-2010 academic years, but have increased since 2010-2011 – a 3.2% increase since then. In the period covered by these findings, the movement in these categories has occurred in smaller increments than in previous years. However, the overall percentage score in each of these ratings is within 3.5 percentage points of the numbers for any previous year. This suggests a high degree of consistency among raters across the years surveyed in these tables.

Portfolios receiving ratings of Outstanding had shown an overall slowing of change over time. The number of papers receiving Outstanding ratings decreased by 1.8% since the 2010-2011 reporting period. Since 2005-2006, both Tier I and Tier II ratings of Outstanding have remained within 3 percentage points. However, over time, these rating categories do show a gradual decline in the number of portfolios earning this score each year. In 2005-2006, 9.5% of portfolios earned the Outstanding rating at Tier I and 7.5% earned the score at Tier II. In 2011 -2012 and 2012-2013, 8.4% of portfolios earned an Outstanding at Tier I and 5.8% earned the rating at Tier II in each year. While the overall leveling trend is suggestive of

effective norming and reliable rating, the gradual decrease could be indicative of a decline in the overall quality of student writing or of a shift in how raters understand the rating scale. However, it is also possible that these trends parallel gradual increases in class size, decreases in timed writing instruction in classroom pedagogy, or other systemic factors. This trend should be closely monitored both in future reports and during the academic year.

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

In order to facilitate an analysis of portfolio rating data as it corresponds to student demographics, the following tables juxtapose students' self-reported language and transfer status with Tier I and Tier II rating data. Data for the previous 3 reporting periods has been included along with the most recent data to support analysis of change over time.

Performance by Transfer and Language Status: 2011-2013

Status	All Students	Tier I (Timed Writing)			Tier II (Final Portfolio Results)		
		Pass	Pass with Distinction	Needs Work	Pass	Pass with Distinction	Needs Work
Non-transfer							
L1	2176	67.9%	8.2%	23.9%	88.4%	4.3%	7.3%
L2	358	43.0%	4.5%	52.5%	70.4%	1.9%	27.7%
Transfer							
L1	5907	66.7%	9.2%	25.8%	85.2%	6.9%	7.8%
L2	1204	42.1%	3.9%	53.9%	69.5%	3.2%	27.3%

Performance by Transfer and Language Status: 2009-2011

Status	All Students	Tier I (Timed Writing)			Tier II (Final Portfolio Results)		
		Pass	Pass with Distinction	Needs Work	Pass	Pass with Distinction	Needs Work
Non-transfer							
L1	2586	71.0%	7.7%	21.3%	87.2%	6.5%	6.3%
L2	281	55.9%	5.3%	38.8%	74.7%	5.7%	19.6%
Transfer							
L1	6059	68.3%	9.5%	22.2%	85.2%	8.7%	6.1%
L2	1145	46.6%	4.4%	49.0%	69.2%	4.7%	25.4%

Performance by Transfer and Language Status: 2007-2009

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

Performance by Transfer and Language Status: 2005-2007

Status	All Students	Tier I (Timed Writing)			Tier II (Final Portfolio Results)		
		Pass	Pass with Distinction	Needs Work	Pass	Pass with Distinction	Needs Work
Non-transfer							
L1	2736	67.7%	8.7%	23.4%	86.2%	6.1%	7.7%
L2	140	45.0%	5.7%	49.2%	69.2%	2.1%	28.5%
Transfer							
L1	5167	63.8%	10.6%	25.5%	83.1%	8.9%	8.0%
L2	600	39.3%	4.8%	55.8%	61.5%	3.2%	35.3%

During 2011-2013, multi-lingual students (L2) earned Needs Work ratings at the Tier I level about twice as often as first language writers (L1). At the Tier II level, these L2 students earned Needs Work ratings over three times more often than the overall population of Portfolio participants, which is below the performance in 2009-2011. During the 2009-2011 reporting period, about 39% of non-transfer L2 students were given ratings of Needs Work at Tier I while 49% of transfer L2 students received the same rating on the same tier. In 2011-2013, the number of non-transfer L2 students receiving a rating of Needs Work at Tier I increased to 52.5%. Even more L2 transfer students (53.9%) received the Needs Work rating during the same period. At Tier II, L2 students did not differ on the Need Works rating. 27.7% of non-transfer students earned ratings of Needs Work compared with 27.3% of transfer L2 students. This represents a slight increase among transfer students and a

significant increase among non-transfer L2 students. During the 2009-2011 reporting period, 19.6% of non-transfer L2 students received this rating. Further research should be conducted to determine the exigency of this shift in portfolio performance.

Non-transfer L2 students decreased in the Pass rating at Tier I from the previous reporting period. Forty three percent of these students earned the rating, down from 55.9% in the previous reporting period. Concurrently, 67.9% of L1 non-transfer students earned a Pass rating at Tier I. At Tier II, students of almost all categories earned Pass ratings at increased rates. 70.4% of non-transfer L2 students earned the rating, a decrease from 74.7% in the previous reporting period, while 88.4% of non-transfer L1 students and 85.2% of L1 transfer students earned Tier II Pass. However, 69.5% of non-transfer L2 students earned the Pass rating at Tier II, which is a slight increase from 69.2% in the previous reporting period. This is far below performance in 2007-2009 period.

During the 2011-2013 biennium, in comparison with the 2009-2011 biennium, smaller percentages of students earned Pass with Distinction ratings in all categories except for non-transfer L1 students. In the 2011-2013 biennium, 8.2% of non-transfer L1 students earned this rating, which is an increase of 0.5% from the previous findings. Non-transfer L2 students had the largest decrease from the previous finding among students earning Pass with Distinction. In the 2011-2013 biennium, 0.8% fewer non-transfer L2 students earned this rating at Tier I; furthermore, 3.8% fewer earned the rating at Tier II. Similarly, L2 transfer students decreased their achievement of this rating at Tier II by 1.5%. L1 transfer students decreased their acquisition of this rating by .3% at Tier I and 1.8% at Tier II, and L1 non-transfer students decreased by 2.2% at Tier II. However, 0.5% more non-transfer L1 students earned the rating at Tier I. Overall, these tables reveal a decline from previous reporting period with fewer students earning the Pass with Distinction rating in almost all categories, and increase in the Needs Work category. Particularly among L2 students, this movement suggests less familiarity with the expectations of academic writing. These declining rates should be monitored for continuing trends.

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

The following tables provide assessment data for WSU's urban campuses. Each campus has a distinctly different student population with differing needs and differing uses of writing.

As a result, assessment data can be misleading and should not be used without considering the particular context for writing on each campus.

Performance of Urban Campus Students, 2011-2013

Status	All Students	Tier I (Timed Writing)			Tier II (Final Portfolio Results)		
		Pass	Pass with Distinction	Needs Work	Pass	Pass with Distinction	Needs Work
All Campus	10,669	61.9%	8.1%	29.9%	83.3%	5.7%	11%
DDP	756	61.2%	14.3%	24.6%	85.2%	8.9%	5.9%
Spokane	173	60.1%	8.1%	31.8%	81.5%	8.1%	10.4%
Tri-Cities	676	64.1%	7.2%	28.7%	87.7%	4.6%	7.7%
Vancouver	1709	59.8%	8.5%	31.5%	82.4%	7.8%	9.8%
ICN-Yakima	44	63.6%	6.8%	29.5%	95.5%	0.0%	4.5%
Everest Community College	21	47.6%	4.8%	47.6%	80.9%	4.8%	14.3%
Olympic College, Bremerton	25	52.0%	16.0%	32.0%	84.0%	8.0%	8%

Performance of Urban Campus Students, 2005-2013

Status	All Students	Tier I (Timed Writing)			Tier II (Final Portfolio Results)		
		Pass	Pass with Distinction	Needs Work	Pass	Pass with Distinction	Needs Work
All Campus	40,022	63.9%	8.7%	27.3%	83.3%	6.9%	9.8%
DDP	2,857	63.8%	13.2%	22.8%	84.6%	9.2%	6.2%
Spokane	498	66.8%	8.8%	24.3%	82.4%	8.8%	8.8%
Tri-Cities	2255	63.9%	7.7%	28.3%	85.3%	6.9%	7.8%
Vancouver	5386	64.8%	8.9%	26.2%	83.2%	9.4%	7.3%
ICN-Yakima	344	61.9%	6.2%	31.8%	88.9%	3.5%	7.6%
Everest Community College	21	47.6%	4.8%	47.6%	80.9%	4.8%	14.3%
Olympic College, Bremerton	37	54.1%	18.9%	27.0%	81.9%	10.8%	8.1%

Urban Campus Paper Submissions, 2005-2013

	2005-2011			2011-2013		
	Acceptable	Outstanding	Okay	Acceptable	Outstanding	Okay
All Campus	45.9%	38.9%	15.1%	45.3%	47.5%	7.2%
DDP	44.6%	38.4%	17.0%	49.7%	42.9%	7.4%
Spokane	44.4%	42.4%	13.2%	50.5%	45.8%	3.7%
Tri-Cities	40.6%	43.7%	15.7%	48.3%	46.2%	5.5%
Vancouver	41.3%	46.9%	11.8%	41.9%	49.9%	8.2%
ICN-Yakima	45.9%	31.9%	22.2%	46.9%	39.4%	13.7%
Olympic College, Bremerton	20.0%	80.0%	0.0%	25.3%	70.7%	4.0%

IV.A.3.d Performance According to Gender

Male students continue to earn more Needs Work ratings and lower numbers of Pass with Distinction ratings compared to females at the Tier I and Tier II levels. These differences are consistent with studies showing that females tend to score higher than males in higher education in general.

Writing Portfolio Results by Gender, 2005-2013

Status	Tier I (Timed Writing)			Tier II (Final Portfolio Results)		
	Pass	Pass with Distinction	Needs Work	Pass	Pass with Distinction	Needs Work
Female	66.3%	9.2%	24.4%	83.8%	8.2%	7.9%
Male	61.7%	8.2%	30.0%	82.9%	5.6%	11.5%
Overall	64.1%	8.7%	27.1%	83.3%	6.9%	9.7%

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

Since the production of the Eighth Findings, the Writing Program Biennial Report has investigated correlations between portfolio performance and race identification. These findings continue this practice using demographic data supplied by the WSU Registrar's office. This data is self-reported by the students themselves, and is used here to investigate any possibilities of assessment bias.

Tier I and II Results, 2011-2013

Race Description	Tier I Results			Tier II Results			Number of Students (n)
	Pass	Pass w/Distinction	Needs Work	Pass	Pass w/Distinction	Needs Work	
Asian							
American/Pacific Islander	63.5%	8.3%	28.2%	80.2%	4.6%	15.2%	659
Black/African American	62.7%	7.5%	29.7%	74.9%	2.4%	22.7%	240
White/Caucasian	66.8%	9.1%	24.1%	85.5%	7.5%	7.0%	7718
Spanish/Hispanic American	66.1%	7.4%	26.5%	83.3%	4.6%	12.1%	676
Indian/Alaskan Native	67.3%	7.0%	25.8%	85.1%	7.2%	7.7%	105
Not indicated or unknown	58.7%	8.2%	33.1%	70.5%	6.2%	23.3%	1057
Two or more races	63.8%	9.8%	26.4%	83.6%	8.6%	7.8%	216

This data indicates two major departures from prior findings. During the last biennium, the WSU Registrar's office implemented a new system for recording student demographic data. Among the changes was the ability to track multiple racial identifications per student, easing concerns raised in the Tenth Findings (2009-2011). Because there is no "primary" identification, the data for these findings was consolidated to a single marker per student; those bearing multiple identifications have been classed as "Two or more races" in these findings in order to keep the data as meaningful as possible. At just above 2% of the reported population, a finer grained examination of these students would not have yielded information useful on a programmatic level. Future reports, however, should continue to take note of this population. Should a statistically significant population of students self-report as multiracial, these categories may require further revision.

The second major departure is of particular importance to raters, as previous findings have suggested the possibility of assessment bias along the basis of race. Although raters have no indication of an individual student's race or background beyond what appears in his or her writing, prior research in academic writing has found strong correlations between socialization into academic discourse and race. While the Eighth and Ninth findings each saw students identified as Black/African American receiving Tier I/II Pass ratings at 49.4%/76.9% and

47.7%/77.8% respectively, the past biennium saw a major shift in initial pass ratings: 62.7% of Black/African American students received a Pass rating at Tier I. Although the Tier II ratings do not display as significant a shift (74.9%, compared to the prior biennium's 77.8%), the Tier I shift indicates that students may be adopting academic discourse in greater numbers in their timed writing exams or that possible bias noted in previous years has subsided.

This major shift is difficult to explain with available data, as the number of students identifying as Black/African American has changed very little over the reporting periods. One possibility is that the new multiracial category may be absorbing students who might have received lower scores in previous years. However, this is doubtful, as multiracial students are performing at similar rates to their monoracial peers. Another possibility is that suggestions of "stereotype threat" raised in the Ninth Findings may have accurately described some difficulty of non-White, particularly Black/African American, students.

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

As with previously reported data relating success rates on the writing portfolio, the writing program has collected data since the Eighth Findings regarding student success rates related to first generation student status. This report continues the Ninth Findings' recommendation that these statistics be considered suggestive rather than conclusive, as 77.4% of students self-reported their status. However, this is a significant improvement over self-reporting statistics in the last biennium (40%).

The table below presents the rates of success according to students who reported whether they were first-generation students, second- or greater-generation students, or who did not report. The results show few variations from the rates reported in the Ninth Findings. Continuing trends reported elsewhere in these findings, many of the categories show increases in Needs Work ratings at Tiers I and II, at the expense of most of the Pass and Pass with Distinction ratings in both Tiers. Self-reported first-generation students, however, show an increased rate in Pass with Distinction ratings at Tier I (+2.3%) and Tier II (+0.4%). While this report cannot state causal relationships in this data, these preliminary findings would benefit from further investigation.

Tier I and II Results, 2011-2013

First Generation College Student	Tier I (Timed Writing) Results			Tier II (Final Portfolio) Results			# of Students (n)
	Pass	Pass with Distinction	Needs Work	Pass	Pass with Distinction	Needs Work	
Yes	65.6%	8.3%	26.0%	83.9%	6.1%	9.9%	2840
No	66.8%	9.2%	24.0%	84.7%	7.8%	7.5%	5414
Not reported	62.9%	8.5%	28.6%	79.2%	6.0%	14.8%	2415

IV.A.4 Performance by Academic Area

The following analysis of academic areas—colleges and majors—is based on data from 2005-2013. Students are asked to report their current choice of major at the time of Writing Portfolio submission. As noted in other areas, self-reporting can result in data that is difficult to categorize, leading to discrepancies in reported populations. For instance, students reporting a major in “Agriculture” are within the College of Agricultural, Human, and Natural Resource Sciences, but cannot be classified further within a particular major.

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

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

The following analysis reflects Portfolio submissions from June 2005 through May 2013. Documentation distinguishes overall (Tier II) performance of first-language speakers (L1), multi-lingual speakers (L2), unreported language speakers, and a compilation of all three categories. Because each college and major creates an individual context for writing, comparisons between colleges and majors will not be made here. The data in the following tables is for each college to use and interpret according to disciplinary contexts and conventions.

Overall Writing Portfolio Performance by College 2005-2013

College	Language Status	Pass		Pass with Distinction		Needs Work		Total (n)
Agricultural, Human, and Natural Resource Sciences	L1	2866	85.7%	201	6.0%	276	8.3%	3343
	L2	241	67.1%	10	2.8%	108	30.1%	359
	Unreported	147	79.5%	13	7.0%	25	13.5%	185
	Overall	3254	83.7%	224	5.8%	409	10.5%	3887
Arts and Sciences	L1	10496	83.3%	1183	9.4%	916	7.3%	12595
	L2	962	70.6%	84	6.2%	317	23.3%	1363
	Unreported	625	81.4%	71	9.2%	72	9.4%	768
	Overall	12083	82.1%	1338	9.1%	1305	8.9%	14726
Business	L1	4990	87.7%	278	4.9%	422	7.4%	5690
	L2	831	63.5%	27	2.1%	451	34.5%	1309
	Unreported	278	82.2%	15	4.4%	45	13.3%	338
	Overall	6099	83.1%	320	4.4%	918	12.5%	7337
Communication	L1	2053	88.0%	127	5.4%	153	6.6%	2333
	L2	140	72.2%	6	3.1%	48	24.7%	194
	Unreported	66	78.6%	5	6.0%	13	15.5%	84
	Overall	2259	86.5%	138	5.3%	214	8.2%	2611
Education	L1	2173	87.9%	131	5.3%	168	6.8%	2472
	L2	128	76.6%	2	1.2%	37	22.2%	167
	Unreported	85	87.6%	5	5.2%	7	7.2%	97
	Overall	2386	87.2%	138	5.0%	212	7.7%	2736
Engineering and Architecture	L1	3374	85.5%	247	6.3%	326	8.3%	3947
	L2	508	66.1%	24	3.1%	236	30.7%	768
	Unreported	198	80.8%	15	6.1%	32	13.1%	245
	Overall	4080	82.3%	286	5.8%	594	12.0%	4960
Nursing	L1	1256	87.8%	121	8.5%	53	3.7%	1430
	L2	204	80.6%	6	2.4%	43	17.0%	253
	Unreported	68	81.0%	11	13.1%	5	6.0%	84
	Overall	1528	86.5%	138	7.8%	101	5.7%	1767
Pharmacy	L1	269	89.1%	21	7.0%	12	4.0%	302
	L2	51	77.3%	2	3.0%	13	19.7%	66
	Unreported	10	71.4%	2	14.3%	2	14.3%	14
	Overall	330	86.4%	25	6.5%	27	7.1%	382
Veterinary Medicine	L1	503	80.7%	102	16.4%	18	2.9%	623
	L2	113	73.9%	9	5.9%	31	20.3%	153
	Unreported	31	91.2%	3	8.8%	0	0.0%	34
	Overall	647	79.9%	114	14.1%	49	6.0%	810

University College	L1	28	90.3%	1	3.2%	2	6.5%	31
	L2	8	80.0%	0	0.0%	2	20.0%	10
	Unreported	1	100.0%	0	0.0%	0	0.0%	1
	Overall	37	88.1%	1	2.4%	4	9.5%	42
Unreported	L1	140	80.0%	12	6.9%	23	13.1%	175
	L2	18	78.3%	0	0.0%	5	21.7%	23
	Unreported	34	87.2%	2	5.1%	3	7.7%	39
	Overall	192	81.0%	14	5.9%	31	13.1%	237

Overall Portfolio Performance by Major, 2005-2011

		Pass	Pass with Distinction	Needs Work	Total
		Count (%)	Count (%)	Count (%)	(n)
Overall		32599 (83.3%)	2719 (6.9%)	3815 (9.7%)	39133
Agricultural, Human, and Natural Resource Sciences					
Agricultural and Food Business Economics		70 (76.90%)	7 (7.7%)	14 (15.4%)	91
Agricultural and Food Systems		17 (89.50%)	1 (5.3%)	1 (5.3%)	19
Agricultural Biotechnology		99 (83.20%)	6 (5.0%)	14 (11.8%)	119
Agricultural Education		45 (84.90%)	6 (11.3%)	2 (3.8%)	53
Agricultural Technology and Production Management		50 (82.00%)	0 (0.0%)	11 (18.0%)	61
Animal Sciences		363 (85.80%)	37 (8.7%)	23 (5.4%)	423
Apparel Design, Merchandising and Textiles		421 (86.80%)	13 (2.7%)	51 (10.5%)	485
Biosystems Engineering		9 (75.00%)	2 (16.7%)	1 (8.3%)	12
Crop Science		52 (78.80%)	5 (7.6%)	9 (13.6%)	66
Ecology		36 (90.00%)	1 (2.5%)	3 (7.5%)	40
Economic Sciences		298 (74.70%)	16 (4.0%)	85 (21.3%)	399
Entomology		5 (100.00%)	0 (0.0%)	0 (0.0%)	5
Food Science and Human Nutrition		124 (85.50%)	9 (6.2%)	12 (8.3%)	145
Forestry		24 (80.00%)	2 (6.7%)	4 (13.3%)	30
Fruit and Vegetable Management		2 (100.00%)	0 (0.0%)	0 (0.0%)	2
Horticulture		79 (81.40%)	9 (9.3%)	9 (9.3%)	97
Human Development		921 (84.70%)	57 (5.2%)	110 (10.1%)	1088
Integrated Plant Science		9 (100.00%)	0 (0.0%)	0 (0.0%)	9
Interior Design		226 (87.60%)	16 (6.2%)	16 (6.2%)	258
Landscape Architecture		96 (78.70%)	9 (7.4%)	17 (13.9%)	122
Natural Resource Sciences		122 (88.40%)	7 (5.1%)	9 (6.5%)	138
Organic Agriculture		12 (75.00%)	4 (25.0%)	0 (0.0%)	16

Soil Science	10 (90.90%)	0 (0.0%)	1 (9.1%)	11
Turf Management	7 (87.50%)	0 (0.0%)	1 (12.5%)	8
Viticulture and Enology	15 (93.80%)	0 (0.0%)	1 (6.3%)	16
Wildlife Ecology	125 (83.30%)	14 (9.3%)	11 (7.3%)	150
Arts and Sciences				
American Studies	9 (90.00%)	1 (10.0%)	0 (0.0%)	10
Anthropology	216 (78.50%)	38 (13.8%)	21 (7.6%)	275
Asian Studies	28 (90.30%)	2 (6.5%)	1 (3.2%)	31
Basic Medical Sciences	195 (84.10%)	21 (9.1%)	16 (6.9%)	232
Biology	1123 (85.00%)	107 (8.1%)	91 (6.9%)	1321
Chemistry	106 (82.80%)	8 (6.3%)	14 (10.9%)	128
Chinese	20 (87.00%)	0 (0.0%)	3 (13.0%)	23
Comparative Ethnic Studies	61 (65.60%)	8 (8.6%)	24 (25.8%)	93
Creative Writing	3 (60.00%)	2 (40.0%)	0 (0.0%)	5
Criminal Justice	898 (82.50%)	56 (5.1%)	135 (12.4%)	1089
Digital Technology and Culture	520 (83.90%)	48 (7.7%)	52 (8.4%)	620
English	607 (72.80%)	208 (24.9%)	19 (2.3%)	834
Environmental Science	185 (84.10%)	20 (9.1%)	15 (6.8%)	220
Fine Arts	209 (78.90%)	15 (5.7%)	41 (15.5%)	265
French	14 (73.70%)	4 (21.1%)	1 (5.3%)	19
General Studies Humanities	1190 (78.80%)	120 (7.9%)	200 (13.2%)	1510
General Studies Sciences	76 (83.50%)	1 (1.1%)	14 (15.4%)	91
Geology	74 (87.10%)	4 (4.7%)	7 (8.2%)	85
German	11 (57.90%)	5 (26.3%)	3 (15.8%)	19
History	602 (80.50%)	85 (11.4%)	61 (8.2%)	748
Mathematics	210 (80.80%)	24 (9.2%)	26 (10.0%)	260
Music	134 (80.20%)	13 (7.8%)	20 (12.0%)	167
Philosophy	109 (73.20%)	36 (24.2%)	4 (2.7%)	149
Physics	108 (81.20%)	21 (15.8%)	4 (3.0%)	133
Political Science	636 (84.50%)	77 (10.2%)	40 (5.3%)	753
Psychology	1995 (85.90%)	148 (6.4%)	179 (7.7%)	2322
Public Affairs	85 (82.50%)	14 (13.6%)	4 (3.9%)	103
Public Relations	6 (85.70%)	0 (0.0%)	1 (14.3%)	7
Religious Studies	2 (100.00%)	0 (0.0%)	0 (0.0%)	2
Russian	1 (100.00%)	0 (0.0%)	0 (0.0%)	1
Social Studies Teaching	1427 (85.10%)	111 (6.6%)	139 (8.3%)	1677
Sociology	486 (80.50%)	34 (5.6%)	84 (13.9%)	604
Spanish	106 (80.30%)	14 (10.6%)	12 (9.1%)	132

Speech and Hearing Sciences	206 (86.60%)	13 (5.5%)	19 (8.0%)	238
Theater	43 (72.90%)	7 (11.9%)	9 (15.3%)	59
Women's Studies	35 (76.10%)	7 (15.2%)	4 (8.7%)	46
Zoology	345 (77.00%)	65 (14.5%)	38 (8.5%)	448
Business				
Accounting	1112 (83.0%)	63 (4.7%)	165 (12.3%)	1340
Advertising	16 (88.9%)	0 (0.0%)	2 (11.1%)	18
Business Administration	948 (85.4%)	40 (3.6%)	122 (11.0%)	1110
Entrepreneurship	156 (88.6%)	10 (5.7%)	10 (5.7%)	176
Finance	731 (80.2%)	34 (3.7%)	147 (16.1%)	912
Hospitality Business Management	624 (81.5%)	35 (4.6%)	107 (14.0%)	766
Human Resources/Personnel Psychology	113 (86.3%)	5 (3.8%)	13 (9.9%)	131
International Business	307 (76.4%)	22 (5.5%)	73 (18.2%)	402
Management and Operations	797 (83.0%)	53 (5.5%)	110 (11.5%)	960
Management Information Systems	627 (86.0%)	35 (4.8%)	67 (9.2%)	729
Marketing	518 (84.0%)	17 (2.8%)	82 (13.3%)	617
Wine Business Management	3 (100.0%)	0 (0.0%)	0 (0.0%)	3
Communication				
Communication	1919 (86.0%)	119 (5.3%)	193 (8.7%)	2231
Journalism and Media Production	128 (89.5%)	6 (4.2%)	9 (6.3%)	143
Strategic Communication	325 (88.1%)	18 (4.9%)	26 (7.0%)	369
Education				
Athletic Training	92 (86.0%)	4 (3.7%)	11 (10.3%)	107
Education	1259 (87.9%)	93 (6.5%)	81 (5.7%)	1433
Health and Fitness Teaching	80 (87.9%)	3 (3.3%)	8 (8.8%)	91
Leadership and Professional Studies	26 (74.3%)	6 (17.1%)	3 (8.6%)	35
Movement Studies	469 (87.2%)	20 (3.7%)	49 (9.1%)	538
Sports Management	468 (86.7%)	12 (2.2%)	60 (11.1%)	540

Engineering and Architecture				
Architecture	343 (79.4%)	27 (6.3%)	62 (14.4%)	432
Bioengineering	117 (81.3%)	16 (11.1%)	11 (7.6%)	144
Chemical Engineering	186 (81.9%)	10 (4.4%)	31 (13.7%)	227
Civil Engineering	799 (81.9%)	58 (5.9%)	118 (12.1%)	975
Computer Engineering	92 (80.7%)	5 (4.4%)	17 (14.9%)	114
Computer Science	435 (79.5%)	47 (8.6%)	65 (11.9%)	547
Construction Management	304 (85.6%)	10 (2.8%)	41 (11.5%)	355
Electrical Engineering	504 (79.6%)	30 (4.7%)	99 (15.6%)	633
Engineering	4 (80.0%)	0 (0.0%)	1 (20.0%)	5
Environmental Engineering	6 (75.0%)	1 (12.5%)	1 (12.5%)	8
Geotechnical Engineering	1 (100.0%)	0 (0.0%)	0 (0.0%)	1
Material Science and Engineering	81 (82.7%)	12 (12.2%)	5 (5.1%)	98
Mechanical Engineering	1207 (85.0%)	70 (4.9%)	143 (10.1%)	1420
Nursing				
Nursing	1528 (86.5%)	138 (7.8%)	101 (5.7%)	1767
Pharmacy				
Coordinated Program in Dietetics	46 (100.0%)	0 (0.0%)	0 (0.0%)	46
Nutrition and Exercise Physiology	92 (82.1%)	11 (9.8%)	9 (8.0%)	112
Pharmacy	184 (85.2%)	14 (6.5%)	18 (8.3%)	216
Veterinary Medicine				
Biochemistry	178 (78.1%)	32 (14.0%)	18 (7.9%)	228
Genetics and Cell Biology	115 (82.7%)	17 (12.2%)	7 (5.0%)	139
Microbiology	168 (82.8%)	21 (10.3%)	14 (6.9%)	203
Molecular Biology	3 (60.0%)	0 (0.0%)	2 (40.0%)	5
Neuroscience	165 (75.0%)	47 (21.4%)	8 (3.6%)	220
Veterinary Medicine	5 (100.0%)	0 (0.0%)	0 (0.0%)	5

IV.B Validational Findings

The following section provides information that validates the Writing Portfolio as an assessment of undergraduate writing ability. The Writing Portfolio was designed to provide

diagnostic feedback regarding the preparedness of undergraduate students to write in their upper-level Writing in the Major courses. These areas of study were established in previous reports. Further validation studies that explore issues of validity more fully are done in separate research projects

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

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

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

The percentage of submitted papers per academic level was calculated for 2011-2013, and this information has been compared to previous results from prior reports. Data continued the trend of previous findings in reflecting that students submitted fewer papers from 200-level courses than from 100-level courses.

Papers by Academic Level, 2011-2013

Course Level	Number of Papers	Percentage of Total Papers
100-level	12566	39.9%
200-level	6115	19.4%
300-level	8570	27.2%
400-level	4214	13.4%
500-level	14	0.04%
Total	31479	100%

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

Over the previous three reporting periods, percentages of Acceptable (AC) increased for 100-, 300-, and 400-level courses but decreased for 200- and 500-level courses. Outstanding (EX) paper ratings from all academic levels similarly increased. The percentage of Okay (OK) ratings decreased at all levels. These trends continued during the 2011-2013 reporting period, but

with some exceptions.

OK ratings continued to decrease at every level, with the greatest change among 500-level papers. 200-level papers did show slightly less decrease than in previous years, which placed 300-level papers as the category with the lowest percentage of OK rated papers. Significantly, the data in this table demonstrates that there has never been an increase in the rate of OK papers during the time period considered for this report. This strongly suggests that the Writing Assessment Office's efforts to monitor and reduce OK ratings have been successful.

AC ratings decreased in all levels except the 110- and 500-levels, as opposed to the trend reported in previous findings. The percentage of Acceptable rated papers exceeded the percentage of Outstanding rated papers for all except 200-level in the reporting period. During the 2011-2013 period, AC papers exceeded EX by 2.8% at the 100 level, 10.2% at the 300-level, 15.6% at 400-level and by 21.4% at the 500 level. Coupled with an overall increase in the percentage of papers rated AC at most levels, this suggests an overall decline in the EX rating. While the specific factors that lead to the declining of Outstanding rated papers are complicated, this suggests that the Writing Program should closely monitor the trends, and gear up its effort in engaging faculty across the curriculum for necessary improvements in student writing.

Course Paper Ratings by Academic Level, 2005-2013

Academic Year Rating	Academic Level of Course				
	100	200	300	400	500
2005-2007					
AC	32.3%	38.0%	43.2%	48.9%	50.9%
EX	30.8%	29.0%	34.6%	30.3%	28.3%
OK	36.8%	32.9%	22.0%	20.6%	20.7%
2007-2009					
AC	42.0%	46.6%	52.0%	53.7%	48.4%
EX	40.9%	40.6%	38.8%	37.5%	39.3%
OK	17.0%	12.7%	9.1%	8.7%	12.1%
2009-2011					
AC	42.9%	44.1%	54.0%	55.4%	46.4%
EX	46.1%	48.2%	39.8%	37.0%	42.9%
OK	11.0%	7.7%	6.2%	7.6%	10.7%
2011-2013					
AC	46.9%	44.0%	53.1%	55.2%	57.1%
EX	44.1%	49.5%	42.9%	39.6%	35.7%
OK	8.9%	6.4%	4.0%	5.2%	7.1%

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

Equivalency of the rhetorical tasks for gender and language at the Tier I and II levels is provided below. The tasks described are rotated among the timed writing topics and between timed writing examinations. Examinees are asked to address one topic using one rhetorical task in each timed writing. Task #3, “Analyzing issues more accurately or honestly,” which was used and reported through the 2009-2011 findings, has been discontinued. Following are the rhetorical tasks administered during the reporting period.

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

#2 Solving complex problems: “Read the following passage carefully. It introduces a complex problem that may have many solutions: [Paragraph inserted here]. Clearly, this complex issue

involves a number of problems. Center on one of the problems. How would you suggest solving it, in a workable way?”

#3 Analyzing issues more accurately or honestly: “Read the passage by [author], printed below, very carefully. It may well give a misleading picture. Clearly, the issue is complex and easy to 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 following passage carefully. It deals with an issue that may have more sides to it than just the one presented: [Paragraph inserted here] Clearly, there are other ways to approach this complex issue. Which angle would you argue is the most useful to take?”

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

The following analysis compares the differences between outcomes from June 2011-May 2013 and June 2005-May 2013 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 2011-2013 and 2005-2013 are presented in the following tables. Data is reported in these two groupings to allow for a comparison of current data with recent historical data. Historically, Task 3 has given students the most difficulty, yet all four tasks demonstrate similar scores in these findings. Task 3 has been discontinued ever since. However, table IVB2c demonstrates that Task 3 is still represented in the last biennium, due to students completing their timed writing at significantly earlier dates than their packets (n=3). The Simple Pass percentile range between the highest and lowest rated tasks is 2.3% at Tier I and 0.7% at Tier II.

When considered across reporting periods from 2005-2013, Task 3 reflects the lowest rates of simple Pass at Tiers I, Task #4 had the lowest Pass rates at Tier II. 62.0% of students earned Simple Pass ratings on Task #3 and 82.8% had Pass rate at Tier I on Task #4. Task #1 carries the highest percentage of Needs Work ratings at Tier I (28.8%) and Task #3 at Tier II (10.5%). However, during the 2011-2013 reporting period, Task #1 provided the highest degree of difficulty for all students at Tier I, while Task #4 provided the highest difficulty for students at Tier II. Data show that 59.4% of students earned a Pass rating at Tier I on Task #1. At Tier II,

82.7% of students earned a Pass rating on Task #4.

Tier I (Timed Writing) and Tier II (Final) Ratings: All Students, 2011-2013

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	59.4%	8.5%	32.1%	83.0%	5.8%	11.2%
#2 Solving	63.9%	7.8%	28.2%	84.3%	5.3%	10.3%
#3 Analyzing	66.7%	0.0%	33.3%	100.0%	0.0%	0.0%
#4 Choosing	62.2%	8.0%	29.8%	82.7%	5.7%	11.6%

Tier I (Timed Writing) and Tier II (Final) Ratings: All Students, 2005-2013

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	63.5%	7.7%	28.8%	83.2%	7.0%	9.8%
#2 Solving	64.3%	8.3%	27.4%	83.5%	6.9%	9.6%
#3 Analyzing	62.0%	11.9%	26.1%	82.9%	6.6%	10.5%
#4 Choosing	63.1%	8.5%	28.4%	82.8%	6.8%	10.4%

Tier I (Timed Writing) and Tier II (Final) Ratings: Males Only, 2011-2013

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	55.6%	8.5%	35.9%	81.2%	5.2%	13.5%
#2 Solving	61.7%	7.1%	31.2%	83.9%	4.2%	11.9%
#3 Analyzing	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
#4 Choosing	60.2%	7.2%	32.6%	81.9%	4.4%	13.7%

Tier I (Timed Writing) and Tier II (Final) Ratings: Males Only, 2005-2013

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	61.2%	8.5%	30.3%	82.3%	5.6%	12.1%
#2 Solving	62.1%	8.0%	29.9%	83.5%	5.5%	11.0%
#3 Analyzing	60.9%	11.7%	27.4%	81.7%	6.6%	11.7%
#4 Choosing	61.4%	7.9%	30.7%	82.2%	5.8%	12.0%

Tier I (Timed Writing) and Tier II (Final) Ratings: Females Only, 2011-2013

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	63.6%	8.3%	28.1%	85.3%	6.2%	8.5%
#2 Solving	66.3%	8.7%	25.0%	84.7%	6.6%	8.7%
#3 Analyzing	0.0%	0.0%	100%	100%	0.0%	0.0%
#4 Choosing	64.3%	8.6%	27.1%	83.8%	6.8%	9.4%

Tier I (Timed Writing) and Tier II (Final) Ratings: Females Only, 2005-2013

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	66.2%	9.3%	24.5%	82.7%	8.2%	9.1%
#2 Solving	66.4%	8.7%	24.9%	83.6%	8.3%	8.1%
#3 Analyzing	63.5%	12.4%	24.1%	84.7%	6.6%	8.7%
#4 Choosing	64.9%	8.9%	26.2%	83.6%	7.8%	8.6%

The average percentage of Needs Work ratings for all four tasks between 2005 and 2013 was 30.9% at Tier I and 11.0% at Tier II. Male-identified students' Needs Work ratings slightly reduced (29.6%) at Tier I, but exceeded it (13.0%) at Tier II during the 2011-2013 reporting period. Female-identified students, however, did significantly better on all 4 tasks, and earned only 26.7% Needs Work at Tier I and 8.6% at Tier II.

Among male students, Tier I Needs Work ratings were highest for Task 1. Male students earned Needs Work ratings on this task 5.0% above the historical average. In contrast, female students earned 2.8% less than the overall average. Female students continued to outperform male students at Tier I and Tier II levels with lower percentages of Needs Work ratings and higher percentages of Distinction ratings. However, in 2011-2013, male students earned 0.2% more Distinction ratings on Task 1 at Tier I, but earned less than females on all Tasks at Tier II.

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

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

contextualized with the results of each final rating. Students receiving a “Needs Work” rating are not punished for their performance, and instead are given additional support in the weaknesses identified by raters in the timed writing and portfolio packet.

Tier I (Timed Writing) and Tier II (Final) Ratings: L2 Students Only, 2011-2013

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	38.2%	4.3%	57.5%	70.6%	2.2%	27.2%
#2 Solving	44.3%	3.9%	51.7%	70.0%	2.7%	27.3%
#4 Choosing	45.6%	3.5%	50.9%	69.6%	3.3%	26.8%

Tier I (Timed Writing) and Tier II (Final) Ratings: L2 Students Only, 2005-2013

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	43.2%	5.1%	51.7%	68.8%	3.5%	27.7%
#2 Solving	46.2%	4.4%	49.4%	71.7%	4.2%	24.1%
#3 Analyzing	42.5%	5.0%	52.5%	60%	2.5%	37.5%
#4 Choosing	45.5%	3.7%	50.8%	69.2%	3.2%	27.6%

At the Tier I and II levels in 2011-2013, L2 students had higher percentages of Needs Work ratings for all Tasks than any other student population. 53.4% of L2 students earned Needs Work at Tier I and 27.1% earned the rating at Tier II. During this time, Task #1 was clearly the most difficult task for L2 students and resulted in over 57% of L2 student portfolios with this task to be forwarded to Tier II.

L2 students during the 2011-2013 time period did less than when compared to historical average calculations. L2 students earned +22.5% more Needs Work ratings than the average of all students during 2005-2011. L2 students earned 2.3% more Needs Work ratings than L2 students during this same time. At Tier II, L2 students earned +19.2% more Needs Work ratings than all students during 2005-2013 yet earned 2.1% less than the L2 student totals for the same time. Over time, data demonstrates that L2 student performance is declined on all tasks. L2 student performance should continue to be monitored with regard to task type.

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

The following table reports the use of rhetorical tasks since 2005. From 2005 to 2011, all tasks except #3 were administered more often with rising student population, but Task #2 has been assigned to increasing portions of students taking the timed writing exam. Task #3 continued to appear in the last biennium as a result of students completing their timed writing portion in an earlier reporting period and completing the portfolio overall in this period.

Number of Rhetorical Tasks Used by Academic Year: 2005-2013

Academic Year	Topic			
	#1 Resolving	#2 Solving	#3 Analyzing	#4 Choosing
2005-2006	1557	801	156	1106
2006-2007	1071	913	26	1095
2007-2008	1573	1760	5	1334
2008-2009	1824	1526	42	1334
2009-2010	1932	1761	109	1678
2010-2011	1502	1816	10	1644
2011-2012	1733	1960	1	1476
2012-2013	1787	2042	2	1585

IV.B.3 Equivalency of the Topics

The table below shows the Pass (AC), Pass with Distinction (EX), and Needs Work (NW) rates for topics administered in Tier I in the current reporting period. The rates for reporting periods 2005-2007 through 2011-2013 are included as a point of comparison.

Tier I Ratings, Ranked by Needs Work Rating, All Students, 2005-2013

Topic	2011-2013			Total (n)	2005-2013			Total (n)
	AC	EX	NW		AC	EX	NW	
#49 Malls lead to consumerism	61.9%	7.7%	30.4%	783	62.0%	9.2%	28.9%	1548
#43 Geo-engineering for a better future	64.9%	8.4%	26.7%	943	64.1%	7.2%	28.7%	1765
#38 Usefulness of words in fighting climate change	63.1%	8.8%	28.2%	674	64.1%	8.2%	27.8%	1030
#47 Education has a strong class bias	60.6%	8.0%	31.4%	1086	64.2%	8.4%	27.4%	1994
#41 Internet reduces our attention spans	62.5%	8.4%	29.1%	722	63.7%	9.2%	27.1%	1205
#45 Internet makes us read more, but read differently	60.6%	7.6%	31.8%	969	65.6%	8.4%	26.0%	1765
#33 Video games as a learning tool	61.6%	7.1%	31.3%	563	65.1%	9.0%	26.0%	2335
#3 Zoos conceal human antagonism to animals	72.3%	7.2%	20.5%	83	64.2%	10.2%	25.6%	636
#48 Cigarette advertising is unethical	62.2%	8.2%	29.5%	498	67.2%	7.9%	25.0%	865
#9 Consumerism should not be spread internationally	63.4%	8.0%	28.6%	437	65.9%	9.2%	24.8%	2640
#50 Cell phones make us less reflective	62.6%	8.1%	29.2%	431	66.6%	8.9%	24.5%	728
#12 American employees are overworked	63.7%	7.0%	29.4%	344	67.7%	8.2%	24.1%	1533
#44	63.6%	10.2%	26.2%	363	67.0%	9.3%	23.7%	985
#46 Ethics of government surveillance	59.2%	7.5%	33.3%	613	68.1%	8.3%	23.6%	1502
#40 Search engines reduce the need to remember	61.9%	7.2%	30.9%	761	67.2%	9.2%	23.6%	1282
#39 Multitasking is inefficient	61.3%	8.8%	29.9%	726	67.3%	10.1%	22.6%	1091
#42 Role of small actions in fighting climate change	59.4%	8.5%	32.2%	497	70.2%	7.7%	22.1%	924

In the 2011-2013 reporting period, Pass with Distinction ratings by topic remained relatively stable; however, others showed significant downward trends during this reporting period. With the exception of topics #3 and #9, all topics have more Needs Work ratings and less Pass ratings, with Needs Work rates generally increasing in the 2011-2013 reporting period.

The writing program continually adds and removes Tier I topics to compensate for rating trends that fall outside the norm. Compared to historical rates, current topics maintain a nearly 10% Pass with Distinction rate, but about 5% of the Pass ratings have shifted to the Needs Work category. However, topics like #45, which claims that the ubiquity of the Internet has Americans reading more often in a manner different from previous generations, show a substantial movement towards Needs Work ratings. Because students may neither prepare for these topics ahead of time nor use resources beyond their own knowledge during the exam, topics like this suggest that the pool may need to be revised again.

The tables below identify performance on each topic according to gender. It is interesting to note that the top four topics over time receiving Needs Work ratings are made up of the top two for each gender identification. Males tend to receive more Needs Work ratings on topics related to environmentalism, while females tend to receive more Needs Work ratings on topics about consumerism and social class. These ratings at Tier I are not necessarily based on the student's solution or rationale for the task. Instead, raters are instructed to look for how well a writer answers the task at hand, the organization and coherence of the writing, and the way a student supports his or her claims. These ratings, then, do not show what types of knowledge students may be lacking, and instead show what topics students have trouble addressing fully and coherently within the two-hour timed writing task.

Tier I Ratings, Ranked by Needs Work, Males Only: 2005-2011

Topic	2011-2013			Total (n)	2005-2013			Total (n)
	AC	EX	NW		AC	EX	NW	
#43 Geo-engineering for a better future	65.1%	9.1%	25.8%	481	61.0%	6.4%	32.5%	824
#38 Usefulness of words in fighting climate change	59.5%	9.4%	31.1%	299	58.5%	9.4%	32.1%	436
#41 Internet reduces our attention spans	62.9%	7.8%	29.3%	283	60.8%	9.0%	30.2%	490
#49 Malls lead to consumerism	61.9%	6.9%	31.2%	433	62.5%	8.7%	28.8%	861
#47 Education has a strong class bias	60.9%	7.6%	31.5%	540	63.6%	8.2%	28.3%	1005
#45 Internet makes us read more, but read differently	61.8%	7.6%	30.6%	497	64.0%	7.8%	28.2%	841
#48 Cigarette advertising is unethical	56.0%	7.9%	36.1%	241	64.6%	7.3%	28.1%	427
#33 Video games as a learning tool	63.0%	7.4%	29.6%	257	64.5%	8.3%	27.2%	1090
#40 Search engines reduce the need to remember	64.1%	5.3%	30.6%	340	64.8%	8.6%	26.6%	568
#50 Cell phones make us less reflective	59.2%	9.9%	30.9%	223	66.3%	7.4%	26.3%	365
#3 Zoos conceal human antagonism to animals	71.2%	8.5%	20.3%	59	61.8%	12.1%	26.1%	314
#46 Ethics of government surveillance	57.8%	6.5%	35.6%	306	66.8%	8.3%	24.9%	731
#9 Consumerism should not be spread internationally	59.6%	9.0%	31.3%	166	67.5%	7.8%	24.7%	1183
#12 American employees are overworked	63.2%	6.1%	30.7%	163	68.0%	8.6%	23.4%	719
#42 Role of small actions in fighting climate change	57.5%	8.2%	34.3%	207	68.3%	8.6%	23.2%	397
#44	57.4%	12.0%	30.6%	183	67.7%	9.5%	22.8%	474
#39 Multitasking is inefficient	55.6%	8.7%	35.7%	322	67.0%	10.9%	22.1%	466

Tier I Ratings, Ranked by Needs Work, Females Only, 2005-2013

Topic	2011-2013			Total (n)	2005-2013			Total (n)
	AC	EX	NW		AC	EX	NW	
#49 Malls lead to consumerism	62.9%	8.9%	28.2%	326	60.6%	10.0%	29.4%	639
#47 Education has a strong class bias	62.3%	8.1%	29.6%	506	65.5%	8.5%	26.0%	927
#3 Zoos conceal human antagonism to animals	82.4%	0.0%	17.6%	17	66.2%	8.4%	25.3%	308
#41 Internet reduces our attention spans	63.2%	9.0%	27.8%	421	66.1%	9.0%	25.0%	681
#33 Video games as a learning tool	60.9%	6.5%	32.6%	279	65.5%	9.6%	24.9%	1178
#9 Consumerism should not be spread internationally	66.8%	7.3%	25.9%	259	65.0%	10.2%	24.8%	1396
#43 Geo-engineering for a better future	65.7%	7.1%	27.2%	437	67.2%	8.0%	24.8%	900
#12 American employees are overworked	64.8%	8.5%	26.7%	165	67.7%	7.7%	24.6%	756
#38 Usefulness of words in fighting climate change	66.3%	8.4%	25.4%	347	68.5%	7.2%	24.3%	556
#44	72.2%	7.7%	20.1%	169	66.7%	9.0%	24.3%	489
#45 Internet makes us read more, but read differently	60.4%	7.3%	32.2%	450	66.9%	8.9%	24.2%	887
#39 Multitasking is inefficient	67.3%	8.4%	24.3%	379	66.9%	9.7%	23.3%	596
#50 Cell phones make us less reflective	67.7%	6.1%	26.3%	198	67.3%	10.5%	22.2%	352
#46 Ethics of government surveillance	60.9%	8.8%	30.3%	294	69.6%	8.3%	22.1%	736
#48 Cigarette advertising is unethical	68.9%	8.4%	22.7%	251	69.5%	8.7%	21.7%	423
#40 Search engines reduce the need to remember	60.0%	8.6%	31.4%	408	69.3%	9.6%	21.0%	685
#42 Role of small actions in fighting climate change	61.6%	8.5%	29.9%	284	72.3%	7.0%	20.7%	513

Interestingly, males and females tended to perform better (in terms of fewer Needs Work ratings) on topics that are more likely to include personal experience as support for claims. Topic #42, for instance, raises questions of small decisions in fighting climate change, focusing primarily on individuals choosing to use high-efficiency light-bulbs. Such a topic is closer to

personal experience of many students than topic #43’s massive geo-engineering efforts (modifying natural features to alter the Earth’s climate) or topic #47’s historically observed class bias in public school systems.

However, in looking at this reporting period against the past four, whether differentiated by gender or viewed in aggregate, students completing the portfolio process in the past two years have received a greater percentage of Needs Work ratings than the collection of students over the past eight years.

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

The table below shows the performance of non-native speakers of English (L2) on Tier I by the topics administered during the reporting period. As with the previous tables, this report adds the total number of students responding to each prompt in order to better understand prompts that look to be problematic. While topics #49 and #43 both rank near the top of the list, as with L1 students, L2 students have historically received fewer Pass and Pass with Distinction ratings than their L1 counterparts.

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

Topic	2011-2013			(n)	2005-2013			(n)
	AC	EX	NW		AC	EX	NW	
#49 Malls lead to consumerism	56.0%	9.0%	35.1%	134	43.4%	5.2%	51.4%	251
#43 Geo-engineering for a better future	67.8%	6.3%	25.9%	143	48.8%	4.0%	47.2%	252
#38 Usefulness of words in fighting climate change	49.5%	10.8%	39.6%	111	50.0%	5.8%	44.2%	156
#45 Internet makes us read more, but read differently	56.2%	5.3%	38.5%	169	51.2%	7.3%	41.5%	260
#41 Internet reduces our attention spans	66.7%	6.7%	26.7%	105	49.1%	10.5%	40.4%	171
#40 Search engines reduce the need to remember	57.3%	8.7%	34.0%	103	56.4%	5.6%	38.0%	179
#48 Cigarette advertising is unethical	58.0%	7.4%	34.6%	81	55.8%	7.0%	37.2%	129
#9 Consumerism should not be spread internationally	52.2%	8.7%	39.1%	46	57.6%	5.7%	36.7%	158
#47 Education has a strong class bias	63.3%	7.0%	29.7%	158	56.8%	6.8%	36.4%	308
#3 Zoos conceal human antagonism to animals	50.0%	9.1%	40.9%	22	57.5%	7.5%	35.0%	80
#42 Role of small actions in fighting climate change	64.0%	9.3%	26.7%	75	59.3%	5.9%	34.8%	135
#46 Ethics of government surveillance	63.1%	6.2%	30.8%	65	62.1%	4.1%	33.8%	195
#50 Cell phones make us less reflective	59.2%	9.2%	31.6%	76	59.0%	8.2%	32.8%	122
#12 American employees are overworked	62.0%	12.7%	25.4%	71	60.4%	6.9%	32.7%	275
#39 Multitasking is inefficient	63.4%	10.9%	25.7%	101	62.7%	7.2%	30.1%	153
#44	62.0%	12.0%	26.0%	50	58.4%	13.6%	28.0%	125
#33 Video games as a learning tool	50.6%	8.6%	40.7%	81	67.9%	4.7%	27.4%	277

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

The following table compares the ultimate portfolio ratings for students responding to each topic for reporting periods since 2005. During the 2011-2013 reporting period, performance on any topic results in a final Pass rating between 20% and 25% of the time. Compared to all

periods since 2005, this is a slight decrease in aggregate. However, as noted earlier, topics that allow students to draw on greater amounts of personal experience as evidence – #45, #42, and #46 especially – have seen up to a 2% positive variation in the last reporting period. The causes of general decrease in Pass ratings cannot be speculated upon here, but should be investigated in future research.

Tier II Ratings, Ranked by Percent Reverting to Pass: All Students, 2005-2013

Topic	2011-2013				2005-2013			
	AC	EX	NW	Revert to Pass	AC	EX	NW	Revert to Pass
#47 Education has a strong class bias	60.6%	8.0%	31.4%	25.0%	64.2%	8.4%	27.4%	25.8%
#45 Internet makes us read more, but read differently	60.6%	7.6%	31.8%	24.7%	65.6%	8.4%	26.0%	22.9%
#42 Role of small actions in fighting climate change	59.4%	8.5%	32.2%	24.3%	70.2%	7.7%	22.1%	22.2%
#46 Ethics of government surveillance	59.2%	7.5%	33.3%	24.1%	68.1%	8.3%	23.6%	22.8%
#41 Internet reduces our attention spans	62.5%	8.4%	29.1%	23.7%	63.7%	9.2%	27.1%	26.1%
#49 Malls lead to consumerism	61.9%	7.7%	30.4%	23.6%	62.0%	9.2%	28.9%	26.0%
#38 Usefulness of words in fighting climate change	63.1%	8.8%	28.2%	23.6%	64.1%	8.2%	27.8%	22.8%
#9 Consumerism should not be spread internationally	63.4%	8.0%	28.6%	23.3%	65.9%	9.2%	24.8%	26.1%
#40 Search engines reduce the need to remember	61.9%	7.2%	30.9%	23.0%	67.2%	9.2%	23.6%	22.2%
#39 Multitasking is inefficient	61.3%	8.8%	29.9%	22.9%	67.3%	10.1%	22.6%	22.3%
#48 Cigarette advertising is unethical	62.2%	8.2%	29.5%	22.5%	67.2%	7.9%	25.0%	22.4%
#12 American employees are overworked	63.7%	7.0%	29.4%	22.1%	67.7%	8.2%	24.1%	25.3%
#50 Cell phones make us less reflective	62.6%	8.1%	29.2%	22.0%	66.6%	8.9%	24.5%	22.8%
#33 Video games as a learning tool	61.6%	7.1%	31.3%	21.5%	65.1%	9.0%	26.0%	26.4%
#43 Geo-engineering for a better future	64.9%	8.4%	26.7%	21.3%	64.1%	7.2%	28.7%	25.4%
#44	63.6%	10.2%	26.2%	21.2%	67.0%	9.3%	23.7%	24.4%
#3 Zoos conceal human antagonism to animals	72.3%	7.2%	20.5%	16.9%	64.2%	10.2%	25.6%	27.0%

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

One hundred and five (105) raters from 37 departments, offices or centers participated in the Writing Portfolio Rating Corps in 2011-2013. Continuing the trend from the 2009-2011 findings, this does represent a small (3 rater) decrease in the corps, but an increase in departmental representation. Appendix A lists each participating rater by affiliation.

In this reporting period, papers came from 2,699 different courses, and were read and signed off by instructional faculty prior to student submission. For this purpose, instructors re-read papers they assigned for their own courses and judged them as acceptable or outstanding for the Portfolio. As noted earlier, if students could not contact their instructors (for instance, if a paper came from another school or was produced in a workplace) or otherwise could not have the instructor sign the submission sheet, Writing Program readers would judge it as OK if it was acceptable. Appendix C provides a list of courses and departments from which papers were submitted.

Tier I and II Rating Corps

	English or Writing Program	Other	Total
2011-2013	30 (28.5%)	75 (71.5%)	105

Nearly three-quarters of all raters came from outside the English and Writing Programs in 2011-2013, representing a nearly 10% shift towards greater multidisciplinary amongst raters. Recruitment efforts across campus have been successful in drawing a greater variety of disciplines and should continue to recruit more raters from across disciplines. Students are the ultimate beneficiaries of faculty members' investment and diversity in the writing assessment program, as timed writings and paper submissions can be more accurately judged within the context of the discipline they were produced.

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

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

1. Tier I Pass / Not Read: The timed-writing essays are obviously passable, and given that the three course writings have been judged acceptable by the instructors, the entire Portfolio is rated "Pass," without further reading.

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

Although performance on the topics has seen a downward trend, it is important to note that the last reporting period maintained the nearly 50% rate of final Pass ratings without reading the portfolio packet. That is, half of the students taking the timed writing exam during the reporting period showed strong enough writing skills that their previous writing (all rated

“Acceptable” by former instructors) did not need to be read to prove they were ready for upper division writing.

Of the portfolios read at Tier II, the 2011-2013 reporting period showed significantly decreased rates of final Needs Work ratings following initial Pass ratings. Although, in general, a greater number of students are reverting to final Pass ratings after initial Needs Work or Pass with Distinction ratings, the trends following an initial Pass rating suggest that Tier I raters are improving in their ability to judge a student’s writing based on the timed writing sample. However, the combination of Pass ratings following initial Distinction and Needs Work shows a major strength of the two-tier system in that students who excel or struggle under timed writing conditions are still judged by the writing they produce when given more time to prepare and revise, ensuring that students are not given an unfair rating for performance in a limited range of writing tasks.

Rating Sequences Over Time, All Students, 2005-2013

Year (Students)	Tier I Result							
	Pass				Distinction		Needs Work	
	Tier II Result				Pass	Distinction	Pass	Needs Work
	Not Read	Pass	Distinction	Needs Work				
2005-06 (4758)	49.7%	42.1%	9.7%	10.1%	5.6%	3.6%	18.0%	10.1%
2006-07 (4351)	52.1%	40.9%	10.2%	12.5%	6.7%	3.0%	16.8%	9.1%
2007-08 (4911)	53.4%	41.1%	9.2%	13.3%	5.7%	2.6%	17.2%	9.6%
2008-09 (4995)	51.1%	44.9%	9.7%	9.6%	6.0%	2.3%	17.8%	8.9%
2009-10 (5497)	52.5%	22.9%	7.9%	0.6%	10.0%	4.7%	35.5%	18.0%
2010-11 (4995)	52.1%	21.0%	6.8%	0.6%	9.0%	4.6%	38.4%	18.8%
2011-12 (5197)	48.7%	10.8%	2.0%	0.1%	4.4%	1.7%	19.0%	10.6%
2012-13 (5472)	51.2%	9.2%	1.5%	0.2%	4.3%	1.6%	18.7%	10.9%
2005-2013 (40176)	51.3%	28.4%	7.0%	5.6%	6.5%	3.0%	22.9%	12.1%

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

Although multi-lingual writers have expressed concern that a rater's knowledge of the writer's primary-language status may affect Tier I results, raters are not given this background information on writers when reading timed writing exams. As a result, exams are rated based solely on the writing produced, maintaining the primary concern of whether or not the student is ready for upper division writing. (It is important to note that this is true as well of credit hour status; readers do not know whether the student is submitting a portfolio late, at the end of senior year, or early, just prior to junior year.)

Compared to the results discussed in the previous section, multi-lingual writers show some different, but desirable trends in writing portfolio performance. Although the 2005-2013 average for students receiving Needs Work ratings at both tiers is nearly one in four students, the last reporting period halved that rate, suggesting that although L2 students may struggle more in the timed writing exam the writing from their courses is strong enough to earn two-thirds of initially Needs Work rated students a Pass. While this does suggest that the timed writing is not nearly as strong a predictor of complete writing skill for L2 students as it is for L1 students, the two-tier system does allow 35% of the 50-60% of students to not earning an initial Pass rating to Pass in Tier II.

Rating Sequences Over Time, Multi-Lingual Writers (L2), 2005-2013

Year (Students)	Tier I Result							
	Pass				Distinction		Needs Work	
	Tier II Result							
	Not Read	Pass	Distinction	Needs Work	Pass	Distinction	Pass	Needs Work
2005-06 (381)	32.2%	19.1%	1.8%	17.5%	2.6%	2.1%	22.0%	34.3%
2006-07 (373)	36.4%	23.0%	1.9%	17.4%	3.8%	0.8%	19.5%	32.7%
2007-08 (395)	35.9%	20.0%	2.5%	17.9%	3.0%	1.8%	24.0%	30.3%
2008-09 (542)	37.4%	25.8%	3.0%	17.3%	1.8%	0.7%	25.8%	24.3%
2009-10 (745)	38.4%	14.8%	2.9%	0.7%	3.8%	2.6%	36.6%	38.2%
2010-11 (700)	38.1%	10.0%	3.8%	1.4%	3.6%	1.9%	37.9%	40.5%
2011-12 (804)	50.9%	10.3%	2.1%	0.2%	3.6%	2.5%	18.8%	9.3%
2012-13 (808)	42.8%	10.3%	2.1%	0.1%	5.2%	1.6%	23.0%	12.5%
2005-2013 (4748)	40.2%	15.2%	2.6%	6.6%	3.6%	1.8%	26.7%	26.3%

Appendix A: 2011-2013 Portfolio Readers Listed by Department or Affiliation

Accounting

Costello, Darcie
Pearson, Nori
Wilson, Aaron

Animal Science

McNamara, John
Nelson, Mark

Anthropology

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

Apparel, Merchandising, and Textiles

Salusso, Carol

Architecture

Rahmani, Ayad

Biological Sciences

Miller, Don

Center For Teaching, Learning, & Technology

Yeidel, Joshua

Communication

Chalich, Linda
Miller, Gail
Typhina, Elizabeth
Wadleigh, Paul

Critical Culture, Gender and Race Studies

Nguyen, Xuan-Truong

Crop and Soil Science

Borrelli, Kristy

Goldberger, Jessica
Murphy, Kevin

Earth and Environmental Sciences

Cooper, Catherine

Economic Sciences

Briand, Genevieve

Education

Ward, Barbara
White, Lori

Educational Leadership

Durrant, Sue
Hunsu, Nathaniel

English

Anderson, Mary
Bell, Nancy
Bohle, Jillian
Butler, Todd
Cannard, Geoffrey
Clark, Kerry
Coleman, Elijah
De Hertogh, Lori Beth
Edwards, Jessica
Evans, Donna
Frye, Matthew
Grauman, Dale
Jeng, Way
Keller, Kristen
Luders, Lesa
Macklin, Tialitha
Mason, Andrea
Obara, Justin
O'Brien, Jennifer
Pickering, Thomas
Rysdam, Sheri
Sanchez, Rachel
Sena, Leslie
Skalicky, Stephen
Strawn, April

Szymanski, Erika
Watts, Katie

Entomology

Lavine, Laura

Environmental and Natural Resource Science

Davis, Klarissa
Moon-Nielsen, Leif
Newman, Soren

Finance and Management Science

Koal, Jan

Fine Arts

Lee, Pamela
Helm, Tamara

History

Chan, Roger
Faunce, Ken
Gerber, Lydia
Stratton, David
Thigpen, Jennifer

Horticulture

Fellman, John

Learning Communities

Weathermon, Karen

Libraries

Johnson, Corey
Vetter, Susan

Management

Miskin, Val

Mathematics

Cangelosi, Richard
Cooper, Sandra
Panchenko, Alexander

Nursing

Brown, Christine

Pharmacy

Reynolds, Jonathan

Philosophy

Levin, Noah

Nicol, Nathaniel

Physics and Astronomy

Khan, Enamul

Poole, Violet

Political Science

Christensen, Ericka

Day, Jacob

Stehr, Steven

Politics, Philosophy and Public Affairs

Salamone, Michael

Stevenson, Haley

Psychology

Daffin Jr, Lee

Nelson, Laurie

Wilson, Cristina

Sociology

Beilstein-Wedel, Erin

Estevez, Mychel

Harris, Elizabeth

Kmec, Julie

Knight, Kyle

Oakley, Christine

Teaching and Learning

Neider, Xyanthe

Writing Program

Ernest, Anne

Kelly-Riley, Diane

Zoology

Harrington, Karin

Appendix B: Portfolio Performance by Major and Language Status, 2011-2013

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

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			Tier I						Tier II					
Major	Language	Pass	Pass with Distinction		Needs Work			Pass	Pass with Distinction		Needs Work		Total	
College of Agricultural, Human, and Natural Resource Sciences														
Agricultural and Food Business Economics														
	1	15	53.6%	1	3.6%	12	42.9%	22	78.6%	2	7.1%	4	14.3%	28
	2	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	UR	2	40.0%	2	40.0%	1	20.0%	4	80.0%	0	0.0%	1	20.0%	5
Agricultural Biotechnology														
	1	22	84.6%	2	7.7%	2	7.7%	22	84.6%	2	7.7%	2	7.7%	26
	2	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%	1
	UR	1	50.0%	0	0.0%	1	50.0%	2	100.0%	0	0.0%	0	0.0%	2
Agricultural Education														
	1	9	50.0%	3	16.7%	6	33.3%	13	72.2%	4	22.2%	1	5.6%	18
	2	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 Technology and Production Management														
	1	13	68.4%	0	0.0%	6	31.6%	14	73.7%	0	0.0%	5	26.3%	19
	2	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	UR	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0

Animal Sciences

1	80	71.4%	9	8.0%	23	20.5%	101	90.2%	8	7.1%	3	2.7%	112
2	4	66.7%	0	0.0%	2	33.3%	6	100.0%	0	0.0%	0	0.0%	6
UR	7	100.0%	0	0.0%	0	0.0%	6	85.7%	1	14.3%	0	0.0%	7

Apparel Design, Merchandising and Textiles

1	65	74.4%	3	3.5%	19	22.1%	78	89.5%	1	1.2%	8	9.3%	86
2	4	50.0%	0	0.0%	4	50.0%	7	87.5%	0	0.0%	1	12.5%	8
UR	3	50.0%	0	0.0%	4	50.0%	6	83.3%	0	0.0%	1	16.7%	6

Crop Science

1	9	56.3%	2	12.5%	5	31.3%	13	81.3%	2	12.5%	1	6.3%	16
2	0	0.0%	0	0.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%	1
UR	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0

Economic Sciences

1	51	73.9%	5	7.2%	13	18.8%	59	85.5%	4	5.8%	6	8.7%	69
2	16	42.1%	2	5.3%	20	52.6%	21	55.3%	2	5.3%	15	39.5%	38
UR	4	66.7%	0	0.0%	2	33.3%	5	83.3%	0	0.0%	1	16.7%	6

Food Science and Human Nutrition

1	11	64.7%	1	5.9%	5	29.4%	14	82.4%	1	5.9%	2	11.8%	17
2	3	60.0%	0	0.0%	2	40.0%	5	100.0%	0	0.0%	0	0.0%	5
UR	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0

Horticulture

1	13	72.2%	2	11.1%	3	16.7%	16	88.9%	2	11.1%	0	0.0%	18
2	1	33.3%		0.0%	2	66.7%	2	66.7%	0	0.0%	1	33.3%	3
UR	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0

Human Development

1	152	59.1%	25	9.7%	80	31.1%	218	84.8%	14	5.4%	25	9.7%	257
2	19	51.4%	1	2.7%	17	45.9%	30	81.1%	1	2.7%	6	16.2%	37
UR	14	46.7%	3	10.0%	13	43.3%	24	80.0%	2	6.7%	4	13.3%	30

Interior Design														
1	29	69.0%	4	9.5%	9	21.4%	38	90.5%	4	9.5%	0	0.0%	42	
2	3	30.0%	0	0.0%	7	70.0%	7	70.0%	1	10.0%	2	20.0%	10	
UR	1	33.3%	0	0.0%	2	66.7%	3	100.0%	0	0.0%	0	0.0%	3	
Landscape Architecture														
1	18	75.0%	1	4.2%	5	20.8%	24	100.0%	0	0.0%	0	0.0%	24	
2	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	
UR	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	
Natural Resource Science														
1	26	63.4%	3	7.3%	12	29.3%	36	87.8%	3	7.3%	2	4.9%	41	
2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%	2	
UR	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	
Wildlife Ecology														
1	30	60.0%	5	10.0%	15	30.0%	44	88.0%	2	4.0%	4	8.0%	50	
2	0	0.0%	0	0.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%	1	
UR	3	60.0%	1	20.0%	1	20.0%	5	100.0%	0	0.0%	0	0.0%	5	
College of Arts and Sciences														
Anthropology														
1	49	73.1%	7	10.4%	11	16.4%	49	73.1%	11	16.4%	7	10.4%	67	
2	6	66.7%	1	11.1%	2	22.2%	3	33.3%	3	33.3%	3	33.3%	9	
UR	8	88.9%	0	0.0%	1	11.1%	9	100.0%	0	0.0%	0	0.0%	9	
Basic Medical Sciences														
1	40	70.2%	5	8.8%	12	21.1%	48	84.2%	6	10.5%	3	5.3%	57	
2	14	73.7%	1	5.3%	4	21.1%	18	94.7%	0	0.0%	1	5.3%	19	
UR	2	50.0%	0	0.0%	2	50.0%	4	100.0%	0	0.0%	0	0.0%	4	
Biology														
1	192	64.2%	28	9.4%	79	26.4%	253	84.6%	27	9.0%	19	6.4%	299	
2	32	49.2%	7	10.8%	26	40.0%	48	73.8%	4	6.2%	13	20.0%	65	
UR	21	67.7%	1	3.2%	9	29.0%	26	83.9%	1	3.2%	4	12.9%	31	

Chemistry														
1	21	72.4%	3	10.3%	5	17.2%	23	79.3%	3	10.3%	3	10.3%	29	
2	5	50.0%	0	0.0%	5	50.0%	6	60.0%	0	0.0%	4	40.0%	10	
UR	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%	2	
Comparative Ethnic Studies														
1	9	69.2%	1	7.7%	3	23.1%	9	69.2%	3	23.1%	1	7.7%	13	
2	3	60.0%	0	0.0%	2	40.0%	1	20.0%	0	0.0%	4	80.0%	5	
UR	3	75.0%	0	0.0%	1	25.0%	4	100.0%	0	0.0%	0	0.0%	4	
Criminal Justice														
1	166	64.3%	26	10.1%	66	25.6%	227	88.0%	11	4.3%	20	7.8%	258	
2	15	41.7%	4	11.1%	17	47.2%	21	58.3%	2	5.6%	13	36.1%	36	
UR	12	54.5%	2	9.1%	8	36.4%	14	63.6%	1	4.5%	7	31.8%	22	
Digital Technology and Culture														
1	97	59.5%	11	6.7%	55	33.7%	138	84.7%	11	6.7%	14	8.6%	163	
2	12	66.7%	0	0.0%	6	33.3%	17	94.4%	1	5.6%	0	0.0%	18	
UR	16	59.3%	2	7.4%	9	33.3%	19	70.4%	1	3.7%	7	25.9%	27	
English														
1	116	70.3%	19	11.5%	30	18.2%	133	80.6%	30	18.2%	2	1.2%	165	
2	4	57.1%	1	14.3%	2	28.6%	4	57.1%	3	42.9%	0	0.0%	7	
UR	9	60.0%	3	20.0%	3	20.0%	11	73.3%	4	26.7%	0	0.0%	15	
Environmental Science														
1	43	59.7%	7	9.7%	22	30.6%	59	81.9%	6	8.3%	7	9.7%	72	
2	5	55.6%	1	11.1%	3	33.3%	6	66.7%	1	11.1%	2	22.2%	9	
UR	4	50.0%	2	25.0%	2	25.0%	5	62.5%	2	25.0%	1	12.5%	8	
Fine Arts														
1	24	68.6%	1	2.9%	10	28.6%	29	82.9%	2	5.7%	4	11.4%	35	
2	7	63.6%	0	0.0%	4	36.4%	8	72.7%	0	0.0%	3	27.3%	11	
UR	0	0.0%	1	50.0%	1	50.0%	2	100.0%	0	0.0%	0	0.0%	2	

General Studies

1	124	63.3%	15	7.7%	57	29.1%	161	82.1%	10	5.1%	25	12.8%	196
2	3	15.8%	1	5.3%	15	78.9%	9	47.4%	0	0.0%	10	52.6%	19
UR	10	90.9%	0	0.0%	1	9.1%	11	100.0%	0	0.0%	0	0.0%	11

Geology

1	16	61.5%	4	15.4%	6	23.1%	23	88.5%	0	0.0%	3	11.5%	26
2	2	66.7%	1	33.3%	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
UR	1	50.0%	0	0.0%	1	50.0%	2	100.0%	0	0.0%	0	0.0%	2

History

1	92	68.1%	12	8.9%	31	23.0%	118	87.4%	6	4.4%	11	8.1%	135
2	4	66.7%	0	0.0%	2	33.3%	4	66.7%	0	0.0%	2	33.3%	6
UR	8	47.1%	1	5.9%	8	47.1%	10	58.8%	4	23.5%	3	17.6%	17

Humanities

1	64	58.7%	19	17.4%	26	23.9%	87	79.8%	14	12.8%	8	7.3%	109
2	9	64.3%	1	7.1%	4	28.6%	8	57.1%	2	14.3%	4	28.6%	14
UR	3	50.0%	2	33.3%	1	16.7%	5	83.3%	1	16.7%	0	0.0%	6

Mathematics

1	35	63.6%	9	16.4%	11	20.0%	45	81.8%	7	12.7%	3	5.5%	55
2	13	52.0%	0	0.0%	12	48.0%	17	68.0%	1	4.0%	7	28.0%	25
UR	4	100.0%	0	0.0%	0	0.0%	3	75.0%	0	0.0%	1	25.0%	4

Music

1	28	75.7%	2	5.4%	7	18.9%	31	83.8%	2	5.4%	4	10.8%	37
2	1	50.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	1	50.0%	2
UR	5	100.0%	0	0.0%	0	0.0%	5	100.0%	0	0.0%	0	0.0%	5

Philosophy

1	15	57.7%	5	19.2%	6	23.1%	20	76.9%	6	23.1%	0	0.0%	26
2	7	77.8%	1	11.1%	1	11.1%	9	100.0%	0	0.0%	0	0.0%	9
UR	1	50.0%	1	50.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	2

Physics

1	18	52.9%	8	23.5%	8	23.5%	28	82.4%	5	14.7%	1	2.9%	34
2	2	66.7%	0	0.0%	1	33.3%	3	100.0%	0	0.0%	0	0.0%	3
UR	1	50.0%	0	0.0%	1	50.0%	2	100.0%	0	0.0%	0	0.0%	2

Political Science

1	68	56.2%	11	9.1%	42	34.7%	96	79.3%	15	12.4%	10	8.3%	121
2	22	64.7%	1	2.9%	11	32.4%	26	76.5%	1	2.9%	7	20.6%	34
UR	9	75.0%	0	0.0%	3	25.0%	10	83.3%	1	8.3%	1	8.3%	12

Psychology

1	349	65.8%	51	9.6%	130	24.5%	477	90.0%	20	3.8%	33	6.2%	530
2	43	55.1%	3	3.8%	32	41.0%	62	79.5%	2	2.6%	14	17.9%	78
UR	33	60.0%	3	5.5%	19	34.5%	51	92.7%	1	1.8%	3	5.5%	55

Public Affairs

1	28	65.1%	4	9.3%	11	25.6%	37	86.0%	5	11.6%	1	2.3%	43
2	6	66.7%	1	11.1%	2	22.2%	7	77.8%	0	0.0%	2	22.2%	9
UR	9	90.0%	1	10.0%	0	0.0%	9	90.0%	1	10.0%	0	0.0%	10

Social Studies Teaching

1	231	63.5%	42	11.5%	91	25.0%	308	84.6%	21	5.8%	35	9.6%	364
2	22	50.0%	4	9.1%	18	40.9%	35	79.5%	1	2.3%	8	18.2%	44
UR	15	71.4%	0	0.0%	6	28.6%	17	81.0%	1	4.8%	3	14.3%	21

Sociology

1	71	64.5%	9	8.2%	30	27.3%	90	81.8%	6	5.5%	14	12.7%	110
2	9	60.0%	2	13.3%	4	26.7%	11	73.3%	0	0.0%	4	26.7%	15
UR	4	57.1%	0	0.0%	3	42.9%	6	85.7%	0	0.0%	1	14.3%	7

Spanish

1	14	66.7%	2	9.5%	5	23.8%	18	85.7%	3	14.3%	0	0.0%	21
2	5	71.4%	1	14.3%	1	14.3%	5	71.4%	1	14.3%	1	14.3%	7
UR	0	0.0%	0	0.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%	1

Speech and Hearing Sciences														
1	30	75.0%	1	2.5%	9	22.5%	35	87.5%	2	5.0%	3	7.5%	40	
2	4	44.4%	0	0.0%	5	55.6%	8	88.9%	0	0.0%	1	11.1%	9	
UR	0	0.0%	0	0.0%	3	100.0%	1	33.3%	1	33.3%	1	33.3%	3	
Women's Studies														
1	5	55.6%	2	22.2%	2	22.2%	7	77.8%	1	11.1%	1	11.1%	9	
2	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	
UR	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	
Zoology														
1	68	70.1%	11	11.3%	18	18.6%	76	78.4%	14	14.4%	7	7.2%	97	
2	8	80.0%	0	0.0%	2	20.0%	7	70.0%	0	0.0%	3	30.0%	10	
UR	3	50.0%	1	16.7%	2	33.3%	5	83.3%	1	16.7%	0	0.0%	6	
College of Business														
Accounting														
1	192	63.4%	29	9.6%	82	27.1%	264	87.1%	19	6.3%	20	6.6%	303	
2	34	40.0%	4	4.7%	47	55.3%	48	56.5%	2	2.4%	35	41.2%	85	
UR	29	72.5%	2	5.0%	9	22.5%	32	80.0%	2	5.0%	6	15.0%	40	
Business Administration														
1	173	67.3%	16	6.2%	68	26.5%	230	89.5%	9	3.5%	18	7.0%	257	
2	31	51.7%	2	3.3%	27	45.0%	43	71.7%	1	1.7%	16	26.7%	60	
UR	24	66.7%	1	2.8%	11	30.6%	32	88.9%	0	0.0%	4	11.1%	36	
Entrepreneurship														
1	21	72.4%	1	3.4%	7	24.1%	27	93.1%	1	3.4%	1	3.4%	29	
2	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	
UR	2	66.7%	1	33.3%	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3	
Finance														
1	96	67.6%	14	9.9%	32	22.5%	129	90.8%	4	2.8%	9	6.3%	142	
2	37	44.6%	1	1.2%	45	54.2%	46	55.4%	0	0.0%	37	44.6%	83	
UR	11	61.1%	2	11.1%	5	27.8%	14	77.8%	1	5.6%	3	16.7%	18	

Hospitality Business Management													
1	70	70.0%	8	8.0%	22	22.0%	88	88.0%	4	4.0%	8	8.0%	100
2	11	36.7%	0	0.0%	19	63.3%	13	43.3%	0	0.0%	17	56.7%	30
UR	6	60.0%	0	0.0%	4	40.0%	9	90.0%	0	0.0%	1	10.0%	10
Human Resources/Personnel Psychology													
1	45	70.3%	1	1.6%	18	28.1%	58	90.6%	1	1.6%	5	7.8%	64
2	4	66.7%	0	0.0%	2	33.3%	6	100.0%	0	0.0%	0	0.0%	6
UR	1	25.0%	0	0.0%	3	75.0%	2	50.0%	0	0.0%	2	50.0%	4
International Business													
1	22	64.7%	4	11.8%	8	23.5%	27	79.4%	5	14.7%	2	5.9%	34
2	15	28.8%	0	0.0%	37	71.2%	34	65.4%	0	0.0%	18	34.6%	52
UR	3	100.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
Management and Operations													
1	103	66.0%	15	9.6%	38	24.4%	132	84.6%	12	7.7%	12	7.7%	156
2	15	45.5%	1	3.0%	17	51.5%	21	63.6%	1	3.0%	11	33.3%	33
UR	4	57.1%	1	14.3%	2	28.6%	6	85.7%	1	14.3%	0	0.0%	7
Management Information Systems													
1	83	58.0%	18	12.6%	42	29.4%	122	85.3%	12	8.4%	9	6.3%	143
2	10	31.3%	2	6.3%	20	62.5%	24	75.0%	0	0.0%	8	25.0%	32
UR	9	64.3%	1	7.1%	4	28.6%	10	71.4%	1	7.1%	3	21.4%	14
Marketing													
1	75	67.0%	7	6.3%	30	26.8%	99	88.4%	3	2.7%	10	8.9%	112
2	16	51.6%	1	3.2%	14	45.2%	14	45.2%	0	0.0%	17	54.8%	31
UR	5	62.5%	0	0.0%	3	37.5%	7	87.5%	1	12.5%	0	0.0%	8
College of Communication													
Communication													
1	359	70.3%	36	7.0%	116	22.7%	445	87.1%	20	3.9%	46	9.0%	511
2	41	48.8%	7	8.3%	36	42.9%	62	73.8%	1	1.2%	21	25.0%	84
UR	19	70.4%	1	3.7%	7	25.9%	23	85.2%	1	3.7%	3	11.1%	27

College of Education														
Athletic Training														
1	15	55.6%	3	11.1%	9	33.3%	24	88.9%	1	3.7%	2	7.4%	27	
2	3	100.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3	
UR	1	50.0%	0	0.0%	1	50.0%	2	100.0%	0	0.0%	0	0.0%	2	
Education														
1	204	73.9%	24	8.7%	48	17.4%	250	90.6%	13	4.7%	13	4.7%	276	
2	14	56.0%	2	8.0%	9	36.0%	22	88.0%	1	4.0%	2	8.0%	25	
UR	10	58.8%	2	11.8%	5	29.4%	13	76.5%	2	11.8%	2	11.8%	17	
Health and Fitness Teaching														
1	8	88.9%	0	0.0%	1	11.1%	9	100.0%	0	0.0%	0	0.0%	9	
2	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%	1	
UR	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	
Movement Studies														
1	91	65.9%	12	8.7%	35	25.4%	122	88.4%	3	2.2%	13	9.4%	138	
2	7	58.3%	0	0.0%	5	41.7%	8	66.7%	0	0.0%	4	33.3%	12	
UR	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	
Sport Management														
1	66	57.4%	4	3.5%	45	39.1%	98	85.2%	0	0.0%	17	14.8%	115	
2	5	83.3%	0	0.0%	1	16.7%	6	100.0%	0	0.0%	0	0.0%	6	
UR	1	20.0%	1	20.0%	3	60.0%	5	100.0%	0	0.0%	0	0.0%	5	
Sports Management														
1	36	66.7%	2	3.7%	16	29.6%	48	88.9%	2	3.7%	4	7.4%	54	
2	3	50.0%	1	16.7%	2	33.3%	5	83.3%	0	0.0%	1	16.7%	6	
UR	4	50.0%	0	0.0%	4	50.0%	7	87.5%	0	0.0%	1	12.5%	8	
College of Engineering and Architecture														
Architecture														
1	32	60.4%	2	3.8%	19	35.8%	42	79.2%	2	3.8%	9	17.0%	53	
2	6	42.9%	1	7.1%	7	50.0%	11	78.6%	1	7.1%	2	14.3%	14	
UR	4	100.0%	0	0.0%	0	0.0%	3	75.0%	0	0.0%	1	25.0%	4	

Bioengineering

1	26	70.3%	5	13.5%	6	16.2%	34	91.9%	2	5.4%	1	2.7%	37
2	5	38.5%	2	15.4%	6	46.2%	10	76.9%	1	7.7%	2	15.4%	13
UR	3	75.0%	1	25.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%	4

Chemical Engineering

1	29	51.8%	5	8.9%	22	39.3%	48	85.7%	1	1.8%	7	12.5%	56
2	7	35.0%	1	5.0%	12	60.0%	14	70.0%	0	0.0%	6	30.0%	20
UR	2	66.7%	0	0.0%	1	33.3%	2	66.7%	0	0.0%	1	33.3%	3

Civil Engineering

1	124	60.2%	23	11.2%	59	28.6%	170	82.5%	14	6.8%	22	10.7%	206
2	26	51.0%	1	2.0%	24	47.1%	36	70.6%	0	0.0%	15	29.4%	51
UR	11	68.8%	1	6.3%	4	25.0%	14	87.5%	0	0.0%	2	12.5%	16

Computer Engineering

1	12	57.1%	1	4.8%	8	38.1%	17	81.0%	1	4.8%	3	14.3%	21
2	3	42.9%	0	0.0%	4	57.1%	3	42.9%	0	0.0%	4	57.1%	7
UR	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%	2

Computer Science

1	87	60.8%	17	11.9%	39	27.3%	124	86.7%	8	5.6%	11	7.7%	143
2	11	33.3%	4	12.1%	18	54.5%	23	69.7%	2	6.1%	8	24.2%	33
UR	5	55.6%	0	0.0%	4	44.4%	7	77.8%	0	0.0%	2	22.2%	9

Construction Management

1	45	64.3%	9	12.9%	16	22.9%	57	81.4%	1	1.4%	12	17.1%	70
2	6	50.0%	1	8.3%	5	41.7%	8	66.7%	1	8.3%	3	25.0%	12
UR	4	80.0%	0	0.0%	1	20.0%	4	80.0%	0	0.0%	1	20.0%	5

Electrical Engineering

1	77	54.6%	10	7.1%	54	38.3%	120	85.1%	5	3.5%	16	11.3%	141
2	28	40.0%	3	4.3%	39	55.7%	40	57.1%	1	1.4%	29	41.4%	70
UR	11	73.3%	1	6.7%	3	20.0%	13	86.7%	1	6.7%	1	6.7%	15

Material Science Engineering														
1	14	66.7%	4	19.0%	3	14.3%	18	85.7%	2	9.5%	1	4.8%	21	
2	4	57.1%	0	0.0%	3	42.9%	6	85.7%	0	0.0%	1	14.3%	7	
UR	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	
Mechanical Engineering														
1	232	61.9%	33	8.8%	110	29.3%	323	86.1%	24	6.4%	28	7.5%	375	
2	30	45.5%	5	7.6%	31	47.0%	55	83.3%	1	1.5%	10	15.2%	66	
UR	19	52.8%	4	11.1%	13	36.1%	25	69.4%	1	2.8%	10	27.8%	36	
College of Nursing														
Nursing														
1	277	67.4%	32	7.8%	102	24.8%	370	90.0%	26	6.3%	15	3.6%	411	
2	39	48.8%	2	2.5%	39	48.8%	63	78.8%	1	1.3%	16	20.0%	80	
UR	21	91.3%	0	0.0%	2	8.7%	18	78.3%	4	17.4%	1	4.3%	23	
College of Pharmacy														
Nutrition and Exercise Physiology														
1	28	84.8%	2	6.1%	3	9.1%	28	84.8%	4	12.1%	1	3.0%	33	
2	6	66.7%	1	11.1%	2	22.2%	7	77.8%	0	0.0%	2	22.2%	9	
UR	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	
Pharmacy														
1	10	52.6%	2	10.5%	7	36.8%	16	84.2%	2	10.5%	1	5.3%	19	
2	6	100.0%	0	0.0%	0	0.0%	5	83.3%	0	0.0%	1	16.7%	6	
UR	0	0.0%	0	0.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%	1	
College of Veterinary Medicine														
Biochemistry														
1	35	61.4%	13	22.8%	9	15.8%	48	84.2%	6	10.5%	3	5.3%	57	
2	12	63.2%	0	0.0%	7	36.8%	15	78.9%	0	0.0%	4	21.1%	19	
UR	1	50.0%	1	50.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	2	
Genetics and Cell Biology														
1	16	76.2%	2	9.5%	3	14.3%	19	90.5%	2	9.5%	0	0.0%	21	
2	1	25.0%	0	0.0%	3	75.0%	2	50.0%	0	0.0%	2	50.0%	4	
UR	3	100.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3	

Microbiology

1	23	71.9%	5	15.6%	4	12.5%	26	81.3%	4	12.5%	2	6.3%	32
2	4	28.6%	2	14.3%	8	57.1%	10	71.4%	2	14.3%	2	14.3%	14
UR	1	50.0%	0	0.0%	1	50.0%	2	100.0%	0	0.0%	0	0.0%	2

Neuroscience

1	27	67.5%	3	7.5%	10	25.0%	35	87.5%	2	5.0%	3	7.5%	40
2	4	40.0%	1	10.0%	5	50.0%	8	80.0%	1	10.0%	1	10.0%	10
UR	1	33.3%	1	33.3%	1	33.3%	3	100.0%	0	0.0%	0	0.0%	3

Appendix C: Paper Submissions by Prefix and Course Number 2011-2013

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

College of Agricultural, Human, and Natural Resource Sciences			
Agriculture and Food Science			AMT 420 31
			AMT 430 3
AFS 101	40	AMT 440	7
AFS 201	9	AMT 450	2
AFS 302	3	AMT 460	5
AFS 401	1	AMT 468	1
AFS 445	1	AMT 488	1
			AMT 498 6
Agricultural Education			Animal Science
AGED 101	1	AS 101	16
AGED 132	1	AS 102	1
AGED 201	2	AS 174	1
AGED 205	1	AS 180	9
Agricultural Technology and Management			AS 205 25
AGTM 305	1	AS 274	1
AGTM 314	5	AS 285	22
AGTM 315	7	AS 313	9
AGTM 319	1	AS 314	1
AGTM 451	1	AS 345	1
Apparel, Merchandising, Design & Textiles			AS 350 17
AMT 108	25	AS 351	12
AMT 117	1	AS 359	1
AMT 208	5	AS 361	1
AMT 210	8	AS 372	1
AMT 211	1	AS 380	7
AMT 212	11	AS 402	1
AMT 220	1	AS 405	1
AMT 307	23	AS 408	9
AMT 314	5	AS 440	2
AMT 315	2	AS 450	1
AMT 316	1	AS 464	1
AMT 408	5	AS 472	1
AMT 412	1	AS 474	3
AMT 413	9	AS 485	3
AMT 417	13	AS 499	1

Biological Systems Engineering		
BSYSE	110	1
BSYSE	322	1

Community and Rural Sociology		
CRS	101	1
CRS	336	11

Crop Science		
CROPS	102	10
CROPS	202	11
CROPS	301	7
CROPS	302	1
CROPS	305	3
CROPS	360	4
CROPS	401	1
CROPS	411	2
CROPS	445	2
CROPS	495	1

Economic Sciences		
ECONS	101	39
ECONS	102	63
ECONS	110	1
ECONS	130	1
ECONS	198	10
ECONS	200	1
ECONS	201	22
ECONS	202	14
ECONS	212	1
ECONS	221	1
ECONS	302	5
ECONS	305	1
ECONS	311	30
ECONS	320	2
ECONS	321	8
ECONS	323	1
ECONS	324	2
ECONS	326	3
ECONS	327	1
ECONS	335	21
ECONS	340	1
ECONS	350	3
ECONS	351	8
ECONS	352	1
ECONS	427	2

ECONS	428	7
ECONS	430	6
ECONS	450	26
ECONS	451	1
ECONS	480	1
ECONS	483	2
ECONS	490	1

Entomology		
ENTOM	101	37
ENTOM	102	109
ENTOM	140	1
ENTOM	150	5
ENTOM	236	1
ENTOM	275	1
ENTOM	340	1
ENTOM	343	10
ENTOM	346	1
ENTOM	350	2
ENTOM	401	11
ENTOM	446	1
ENTOM	498	1

Food Science and Human Nutrition		
FSHN	101	4
FSHN	102	1
FSHN	103	1
FSHN	110	4
FSHN	121	2
FSHN	130	2
FSHN	233	1
FSHN	303	1
FSHN	330	1
FSHN	423	1
FSHN	460	1
FSHN	478	1
FSHN	496	1

General Agriculture		
AGRI	221	2
AGRI	222	1
AGRI	262	1
AGRI	298	1
AGRI	360	2

Horticulture		
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HORT	102	6
HORT	113	1
HORT	150	6
HORT	201	1
HORT	202	19
HORT	231	5
HORT	232	10
HORT	251	2
HORT	313	2
HORT	321	1
HORT	331	4
HORT	357	5
HORT	409	2
HORT	413	1
HORT	416	5
HORT	418	5
HORT	425	6
HORT	495	1

Human Development

HD	100	1
HD	101	38
HD	102	1
HD	116	1
HD	135	1
HD	136	1
HD	173	1
HD	201	33
HD	202	33
HD	203	61
HD	204	130
HD	2041	1
HD	205	148
HD	208	1
HD	209	1
HD	221	1
HD	230	2
HD	240	2
HD	241	2
HD	300	78
HD	301	60
HD	302	94
HD	305	48
HD	310	48
HD	320	51
HD	334	13

HD	340	40
HD	341	32
HD	342	2
HD	346	1
HD	350	63
HD	360	20
HD	385	37
HD	401	1
HD	402	1
HD	403	110
HD	405	2
HD	406	13
HD	408	23
HD	410	14
HD	412	3
HD	420	24
HD	430	25
HD	449	1
HD	470	1
HD	479	2
HD	482	4
HD	487	8
HD	491	1
HD	497	3

Integrated Pest Management

IPM	452	3
IPM	456	1

Interior Design

ID	101	4
ID	102	7
ID	103	1
ID	105	1
ID	113	1
ID	174	1
ID	201	2
ID	202	2
ID	203	9
ID	203	1
ID	205	1
ID	215	2
ID	250	11
ID	300	1
ID	305	1
ID	312	14

ID	321	5
ID	325	7
ID	350	16
ID	392	1
ID	490	2
ID	498	2

NATRS	419	1
NATRS	431	7
NATRS	435	4
NATRS	450	17
NATRS	454	2
NATRS	454	1
NATRS	464	7
NATRS	479	1

Landscape Architecture

LA	205	1
LA	260	2
LA	262	1
LA	263	2
LA	327	3
LA	367	1
LA	410	1
LA	450	2
LA	467	1
LA	475	2
LA	497	1

Natural Resource Science

NATRS	100	3
NATRS	204	2
NATRS	280	2
NATRS	300	42
NATRS	301	22
NATRS	302	1
NATRS	305	12
NATRS	310	1
NATRS	311	1
NATRS	312	1
NATRS	411	1

Nutrition

NUTR	100	1
NUTR	101	4
NUTR	103	2
NUTR	204	1
NUTR	300	1
NUTR	463	1

Soil Science

SOILS	101	5
SOILS	201	42
SOILS	302	4
SOILS	360	1
SOILS	441	2
SOILS	442	1
SOILS	498	1
SOILS	499	1

Viticulture and Enology

VIT	113	1
VIT	313	2

College of Arts and Sciences

Aerospace Studies

AERO	102	2
AERO	202	1
AERO	213	1
AERO	301	1
AERO	302	1
AERO	303	1
AERO	311	2
AERO	313	5

American Sign Language

ASL	121	1
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American Studies

AM ST	101	4
AM ST	160	1
AM ST	212	1
AM ST	216	20
AM ST	220	1
AM ST	313	1
AM ST	417	3
AM ST	420	1

AM ST	470	1	ANTH	317	4
AM ST	475	6	ANTH	320	9
<u>Anthropology</u>			ANTH	327	8
ANTH	100	5	ANTH	330	6
ANTH	101	424	ANTH	331	22
ANTH	102	3	ANTH	332	1
ANTH	106	1	ANTH	334	3
ANTH	120	2	ANTH	340	4
ANTH	130	43	ANTH	350	80
ANTH	137	1	ANTH	372	1
ANTH	152	1	ANTH	380	2
ANTH	180	1	ANTH	381	6
ANTH	200	1	ANTH	389	1
ANTH	201	73	ANTH	390	5
ANTH	202	1	ANTH	395	3
ANTH	203	95	ANTH	400	1
ANTH	204	2	ANTH	401	1
ANTH	205	9	ANTH	404	18
ANTH	206	18	ANTH	405	19
ANTH	210	3	ANTH	406	3
ANTH	215	1	ANTH	417	2
ANTH	220	1	ANTH	418	3
ANTH	225	1	ANTH	430	1
ANTH	230	34	ANTH	441	1
ANTH	231	1	ANTH	450	1
ANTH	232	1	ANTH	454	1
ANTH	234	2	ANTH	463	1
ANTH	250	1	ANTH	468	121
ANTH	253	1	ANTH	469	2
ANTH	260	7	ANTH	486	1
ANTH	265	1	ANTH	490	1
ANTH	266	1	<u>Art</u>		
ANTH	267	4	ART	100	14
ANTH	270	1	ART	101	4
ANTH	272	1	ART	107	1
ANTH	275	1	ART	108	1
ANTH	291	2	ART	110	2
ANTH	301	6	ART	111	4
ANTH	302	34	ART	112	2
ANTH	303	1	ART	114	1
ANTH	305	1	ART	122	1
ANTH	307	1	ART	124	1
ANTH	309	21	ART	126	1
ANTH	311	4	ART	141	1
ANTH	316	112	ART	142	1

ART	171	1	ASTR	436	1
ART	173	1	ASTR	450	16
ART	201	1			
ART	205	1	Biology		
ART	206	1	BIOL	100	12
ART	220	3	BIOL	101	34
ART	221	2	BIOL	102	154
ART	222	3	BIOL	104	1
ART	225	1	BIOL	105	6
ART	226	1	BIOL	106	147
ART	252	1	BIOL	107	395
ART	255	1	BIOL	110	3
ART	320	1	BIOL	112	1
			BIOL	118	1
Art History			BIOL	120	13
ART H	309	1	BIOL	122	1
			BIOL	130	1
Asia Program			BIOL	139	4
ASIA	111	11	BIOL	140	39
ASIA	120	1	BIOL	141	1
ASIA	121	1	BIOL	143	1
ASIA	122	4	BIOL	144	1
ASIA	131	5	BIOL	160	13
ASIA	270	5	BIOL	165	1
ASIA	271	2	BIOL	167	1
ASIA	272	2	BIOL	171	1
ASIA	275	2	BIOL	172	1
ASIA	301	8	BIOL	180	1
ASIA	315	4	BIOL	200	1
ASIA	320	1	BIOL	201	7
ASIA	370	1	BIOL	203	1
ASIA	373	3	BIOL	210	2
ASIA	374	5	BIOL	211	11
ASIA	387	1	BIOL	212	8
ASIA	475	1	BIOL	213	14
ASIA	476	2	BIOL	221	1
ASIA	477	4	BIOL	222	14
ASIA	490	1	BIOL	223	11
			BIOL	230	2
Astronomy			BIOL	231	1
ASTR	101	7	BIOL	241	6
ASTR	130	1	BIOL	242	4
ASTR	135	15	BIOL	251	78
ASTR	138	2	BIOL	255	1
ASTR	150	5	BIOL	257	2
ASTR	390	1	BIOL	260	21

BIOL	266	1	CHEM	100	3
BIOL	270	1	CHEM	101	135
BIOL	291	1	CHEM	102	32
BIOL	301	3	CHEM	103	1
BIOL	305	1	CHEM	105	107
BIOL	308	11	CHEM	106	183
BIOL	315	1	CHEM	107	1
BIOL	320	1	CHEM	109	1
BIOL	321	9	CHEM	110	4
BIOL	322	5	CHEM	111	3
BIOL	324	1	CHEM	115	1
BIOL	328	1	CHEM	116	12
BIOL	330	6	CHEM	121	3
BIOL	332	1	CHEM	122	1
BIOL	343	2	CHEM	123	1
BIOL	350	6	CHEM	131	3
BIOL	353	18	CHEM	135	1
BIOL	354	5	CHEM	140	1
BIOL	365	3	CHEM	141	9
BIOL	372	45	CHEM	142	4
BIOL	383	1	CHEM	143	20
BIOL	390	2	CHEM	151	4
BIOL	393	35	CHEM	152	1
BIOL	394	7	CHEM	153	10
BIOL	395	1	CHEM	160	1
BIOL	401	2	CHEM	161	13
BIOL	403	1	CHEM	162	20
BIOL	405	12	CHEM	163	17
BIOL	407	27	CHEM	171	2
BIOL	408	4	CHEM	181	2
BIOL	410	1	CHEM	182	1
BIOL	412	2	CHEM	183	1
BIOL	418	15	CHEM	209	4
BIOL	420	1	CHEM	210	3
BIOL	423	1	CHEM	211	2
BIOL	432	1	CHEM	213	1
BIOL	438	4	CHEM	220	1
BIOL	450	1	CHEM	221	1
BIOL	462	1	CHEM	222	7
BIOL	470	2	CHEM	223	2
BIOL	480	1	CHEM	230	2
BIOL	490	5	CHEM	242	2
BIOL	492	4	CHEM	243	2
BIOL	499	5	CHEM	245	1
			CHEM	251	2
			CHEM	252	5

Chemistry

CHEM	253	3
CHEM	261	3
CHEM	262	2
CHEM	263	2
CHEM	305	1
CHEM	315	1
CHEM	331	1
CHEM	332	1
CHEM	333	7
CHEM	343	1
CHEM	345	185
CHEM	347	3
CHEM	348	3
CHEM	365	1
CHEM	382	1
CHEM	383	1
CHEM	395	1
CHEM	425	1
CHEM	452	1

Chinese

CHIN	111	8
CHIN	120	3
CHIN	121	6
CHIN	131	8
CHIN	320	1
CHIN	373	1
CHIN	450	1

Comparative Ethnic Studies

CES	100	1
CES	101	182
CES	102	2
CES	105	1
CES	111	13
CES	121	1
CES	131	11
CES	151	10
CES	171	22
CES	191	1
CES	201	11
CES	209	3
CES	216	1
CES	220	11
CES	240	2
CES	244	1

CES	254	2
CES	260	9
CES	265	1
CES	271	8
CES	300	28
CES	301	5
CES	304	3
CES	308	5
CES	309	5
CES	311	1
CES	313	5
CES	314	1
CES	315	5
CES	325	7
CES	327	1
CES	330	1
CES	331	7
CES	332	1
CES	338	3
CES	353	1
CES	357	3
CES	358	5
CES	369	1
CES	373	1
CES	375	1
CES	376	3
CES	377	1
CES	378	1
CES	379	3
CES	380	1
CES	404	3
CES	405	8
CES	440	27
CES	444	8
CES	451	1
CES	454	2
CES	465	5
CES	491	10
CES	498	1

Criminal Justice

CRM J	100	1
CRM J	101	40
CRM J	102	2
CRM J	112	1
CRM J	123	1

CRM J	150	1	DTC	331	1
CRM J	201	58	DTC	334	1
CRM J	203	1	DTC	335	3
CRM J	205	53	DTC	336	6
CRM J	219	1	DTC	338	12
CRM J	220	1	DTC	353	1
CRM J	230	1	DTC	354	8
CRM J	245	1	DTC	355	25
CRM J	248	1	DTC	356	34
CRM J	305	1	DTC	375	23
CRM J	311	5	DTC	386	1
CRM J	314	1	DTC	475	32
CRM J	320	37	DTC	476	1
CRM J	321	1	DTC	477	1
CRM J	330	106	DTC	478	11
CRM J	358	1			
CRM J	361	4	Education Abroad		
CRM J	364	1	EA	102	1
CRM J	365	16	EA	201	1
CRM J	370	45	EA	343	1
CRM J	375	1	EA	351	1
CRM J	380	50	EA	352	1
CRM J	381	15			
CRM J	385	49	English		
CRM J	400	37	ENGL	100	23
CRM J	403	51	ENGL	101	2028
CRM J	405	1	ENGL	102	620
CRM J	420	21	ENGL	103	32
CRM J	424	11	ENGL	104	31
CRM J	426	3	ENGL	105	154
CRM J	427	23	ENGL	106	3
CRM J	428	14	ENGL	107	10
CRM J	444	1	ENGL	108	43
CRM J	450	26	ENGL	109	5
CRM J	460	1	ENGL	110	21
CRM J	490	1	ENGL	111	39
CRM J	499	1	ENGL	112	6
CRM J	530	1	ENGL	113	7
			ENGL	114	2
			ENGL	115	2
			ENGL	118	1
			ENGL	120	16
			ENGL	121	13
			ENGL	122	6
			ENGL	123	6
			ENGL	124	2
Disabilities Studies					
DISST	250	2			
DISST	489	2			
Digital Technology and Culture					
DTC	101	2			
DTC	325	1			

ENGL	125	8	ENGL	216	3
ENGL	126	15	ENGL	218	1
ENGL	127	10	ENGL	220	11
ENGL	128	12	ENGL	221	2
ENGL	129	1	ENGL	224	1
ENGL	130	4	ENGL	225	3
ENGL	131	19	ENGL	226	1
ENGL	133	3	ENGL	228	3
ENGL	135	2	ENGL	230	10
ENGL	137	1	ENGL	231	3
ENGL	138	1	ENGL	232	3
ENGL	140	3	ENGL	234	1
ENGL	143	2	ENGL	235	88
ENGL	145	1	ENGL	236	8
ENGL	149	1	ENGL	237	1
ENGL	150	17	ENGL	238	2
ENGL	151	3	ENGL	240	8
ENGL	153	2	ENGL	244	6
ENGL	158	1	ENGL	245	4
ENGL	160	1	ENGL	246	7
ENGL	161	3	ENGL	247	5
ENGL	165	1	ENGL	249	1
ENGL	168	2	ENGL	250	2
ENGL	170	2	ENGL	251	58
ENGL	172	1	ENGL	252	7
ENGL	175	3	ENGL	253	2
ENGL	178	2	ENGL	254	2
ENGL	180	3	ENGL	256	1
ENGL	191	1	ENGL	260	4
ENGL	192	1	ENGL	261	2
ENGL	195	2	ENGL	262	1
ENGL	199	2	ENGL	265	2
ENGL	200	7	ENGL	266	3
ENGL	201	335	ENGL	268	3
ENGL	202	22	ENGL	269	4
ENGL	203	11	ENGL	270	8
ENGL	204	1	ENGL	271	11
ENGL	205	66	ENGL	272	6
ENGL	206	1	ENGL	275	3
ENGL	207	1	ENGL	280	1
ENGL	209	1	ENGL	281	2
ENGL	210	9	ENGL	284	2
ENGL	211	4	ENGL	286	2
ENGL	212	3	ENGL	290	1
ENGL	213	1	ENGL	298	129
ENGL	215	3	ENGL	301	221

ES/RP	383	1
ES/RP	250	2
ES/RP	275	5
ES/RP	285	1
ES/RP	335	2
ES/RP	336	1
ES/RP	372	1
ES/RP	402	1
ES/RP	404	1
ES/RP	411	2
ES/RP	415	1
ES/RP	435	1
ES/RP	440	1
ES/RP	444	1
ES/RP	445	1
ES/RP	490	1
ES/RP	491	1
ES/RP	499	2

Exercise Physiology and Metabolism

EXMET	300	4
EXMET	314	1
EXMET	320	2
EXMET	351	1
EXMET	427	3
EXMET	450	1
EXMET	458	1
EXMET	465	8
EXMET	467	1
EXMET	470	1
EXMET	479	1

Fine Arts

FA	100	3
FA	101	68
FA	102	26
FA	103	8
FA	105	1
FA	106	1
FA	110	6
FA	145	1
FA	201	1
FA	202	3
FA	220	2
FA	221	4
FA	227	2

FA	228	1
FA	242	1
FA	250	1
FA	301	6
FA	304	1
FA	305	3
FA	307	4
FA	308	7
FA	310	5
FA	316	1
FA	320	6
FA	331	9
FA	332	1
FA	337	1
FA	340	1
FA	350	1
FA	380	5
FA	381	2
FA	385	2
FA	404	6
FA	483	1
FA	487	2
FA	498	2
FA	499	1

Foreign Languages and Cultures

FORL	101	12
FORL	102	1
FORL	110	2
FORL	120	9
FORL	207	1
FORL	220	5
FORL	350	1
FORL	410	8
FORL	420	1

French

FREN	101	2
FREN	110	12
FREN	120	2
FREN	203	4
FREN	308	5
FREN	310	1
FREN	400	1
FREN	401	1
FREN	408	1

FREN	410	22	GEOL	210	31
FREN	420	5	GEOL	230	28
FREN	430	2	GEOL	260	1
General Education			GEOL	277	1
GENED	101	7	GEOL	285	1
GENED	102	3	GEOL	303	2
GENED	104	12	GEOL	307	1
GENED	105	3	GEOL	311	1
GENED	110	911	GEOL	315	1
GENED	111	1071	GEOL	320	3
GENED	120	1	GEOL	332	1
GENED	121	1	GEOL	340	3
GENED	128	1	GEOL	350	1
GENED	200	2	GEOL	356	5
GENED	201	1	GEOL	390	13
GENED	210	1	GEOL	396	2
GENED	211	1	GEOL	405	2
GENED	230	1	German		
GENED	302	1	GER	101	1
GENED	303	1	GER	102	1
GENED	311	1	GER	150	1
GENED	321	1	GER	202	1
GENED	328	1	GER	305	2
GENED	395	1	GER	308	2
Geography			GER	310	1
GEOG	100	2	History		
GEOG	101	2	HIST	100	2
GEOG	105	1	HIST	101	52
GEOG	108	1	HIST	102	86
GEOG	141	1	HIST	103	8
GEOG	250	1	HIST	104	3
GEOG	105	1	HIST	105	17
Geology			HIST	106	1
GEOL	101	166	HIST	107	2
GEOL	102	17	HIST	108	1
GEOL	105	2	HIST	110	38
GEOL	106	1	HIST	111	47
GEOL	110	2	HIST	112	3
GEOL	150	1	HIST	113	1
GEOL	200	1	HIST	115	2
GEOL	201	1	HIST	116	8
GEOL	202	1	HIST	117	4
GEOL	208	2	HIST	118	4
			HIST	120	66

HIST	121	33	HIST	273	2
HIST	126	18	HIST	274	7
HIST	127	11	HIST	275	13
HIST	128	32	HIST	280	1
HIST	130	1	HIST	285	1
HIST	131	1	HIST	286	1
HIST	132	1	HIST	290	1
HIST	133	1	HIST	295	1
HIST	134	1	HIST	298	10
HIST	136	12	HIST	300	44
HIST	137	13	HIST	306	7
HIST	140	2	HIST	308	23
HIST	141	3	HIST	311	1
HIST	144	1	HIST	314	18
HIST	146	18	HIST	315	1
HIST	147	18	HIST	319	1
HIST	148	15	HIST	322	5
HIST	150	59	HIST	331	41
HIST	151	1	HIST	335	17
HIST	152	1	HIST	341	20
HIST	156	3	HIST	342	1
HIST	157	1	HIST	345	3
HIST	158	1	HIST	350	5
HIST	163	1	HIST	352	1
HIST	200	1	HIST	355	5
HIST	202	1	HIST	360	1
HIST	203	2	HIST	362	1
HIST	205	3	HIST	365	1
HIST	211	1	HIST	372	2
HIST	214	4	HIST	373	24
HIST	215	1	HIST	374	16
HIST	216	4	HIST	375	2
HIST	217	1	HIST	380	1
HIST	219	6	HIST	386	7
HIST	220	1	HIST	387	6
HIST	221	1	HIST	388	6
HIST	230	15	HIST	390	17
HIST	231	10	HIST	394	1
HIST	243	1	HIST	395	125
HIST	245	1	HIST	396	3
HIST	250	2	HIST	398	21
HIST	252	3	HIST	400	4
HIST	253	1	HIST	401	1
HIST	270	7	HIST	404	1
HIST	271	7	HIST	405	1
HIST	272	37	HIST	407	1

HIST	409	22	HIST	494	21
HIST	410	1	HIST	495	22
HIST	411	2	HIST	498	1
HIST	412	2	HIST	499	1
HIST	413	5	HIST	518	1
HIST	414	12	HIST	578	1
HIST	415	3			
HIST	416	24	Humanities		
HIST	417	7	HUM	100	2
HIST	418	24	HUM	101	40
HIST	419	57	HUM	102	2
HIST	421	5	HUM	103	54
HIST	422	29	HUM	105	2
HIST	425	4	HUM	107	1
HIST	426	4	HUM	110	5
HIST	427	1	HUM	116	1
HIST	430	1	HUM	117	1
HIST	432	1	HUM	118	5
HIST	433	2	HUM	120	2
HIST	435	19	HUM	121	1
HIST	436	17	HUM	125	2
HIST	440	7	HUM	130	1
HIST	441	3	HUM	131	3
HIST	444	18	HUM	133	2
HIST	445	1	HUM	141	3
HIST	446	1	HUM	147	1
HIST	447	6	HUM	151	1
HIST	450	1	HUM	152	4
HIST	454	2	HUM	200	1
HIST	455	7	HUM	201	3
HIST	457	1	HUM	202	2
HIST	459	1	HUM	205	1
HIST	462	1	HUM	206	4
HIST	464	1	HUM	210	3
HIST	466	32	HUM	213	1
HIST	468	18	HUM	214	1
HIST	469	3	HUM	220	3
HIST	472	2	HUM	222	1
HIST	473	22	HUM	224	1
HIST	475	11	HUM	225	1
HIST	476	13	HUM	230	1
HIST	477	8	HUM	257	1
HIST	480	2	HUM	270	3
HIST	483	1	HUM	285	1
HIST	486	3	HUM	293	1
HIST	491	2	HUM	301	1

HUM	302	3	MATH	107	3
HUM	303	5	MATH	112	1
HUM	304	18	MATH	141	3
HUM	305	1	MATH	146	7
HUM	320	5	MATH	147	1
HUM	321	1	MATH	151	1
HUM	335	5	MATH	152	4
HUM	350	17	MATH	153	2
HUM	350	1	MATH	173	1
HUM	401	1	MATH	201	2
HUM	403	1	MATH	202	7
HUM	410	25	MATH	203	1
HUM	450	8	MATH	208	2
HUM	490	1	MATH	212	3
Japanese			MATH	216	2
JAPN	101	2	MATH	220	36
JAPN	102	1	MATH	221	2
JAPN	111	1	MATH	225	1
JAPN	120	14	MATH	238	3
JAPN	130	1	MATH	241	1
JAPN	131	3	MATH	251	6
JAPN	171	1	MATH	252	1
JAPN	305	1	MATH	254	7
JAPN	320	2	MATH	256	1
JAPN	343	1	MATH	264	2
Liberal Arts			MATH	298	1
LIB A	122	1	MATH	300	1
LIB A	231	1	MATH	301	4
LIB A	497	2	MATH	303	8
Literature			MATH	315	13
LIT	131	1	MATH	330	2
LIT	150	2	MATH	351	6
LIT	205	1	MATH	356	1
LIT	206	1	MATH	364	1
LIT	210	1	MATH	398	11
LIT	226	1	MATH	421	1
LIT	240	1	MATH	432	2
LIT	247	1	MATH	453	3
Mathematics			MATH	494	2
MATH	103	1	Medical Science		
MATH	105	38	MED S	202	1
MATH	106	1	MED S	324	1
			Microbiology		
			MICRO	101	2

MICRO	260	1
Military Science		
MIL S	101	1
MIL S	102	1
MIL S	200	1
Molecular Biosciences		
MBIOS	101	107
MBIOS	130	3
MBIOS	201	1
MBIOS	260	1
MBIOS	301	7
MBIOS	303	1
MBIOS	304	34
MBIOS	305	8
MBIOS	306	16
MBIOS	313	1
MBIOS	320	7
MBIOS	360	2
MBIOS	380	1
MBIOS	401	4
MBIOS	402	1
MBIOS	404	1
MBIOS	405	2
MBIOS	411	1
MBIOS	440	2
MBIOS	442	1
MBIOS	446	4
MBIOS	450	1
MBIOS	454	1
MBIOS	494	1
Music		
MUS	100	2
MUS	102	2
MUS	103	1
MUS	104	1
MUS	105	9
MUS	106	8
MUS	110	3
MUS	115	1
MUS	116	3
MUS	117	2
MUS	118	1
MUS	124	1

MUS	125	1
MUS	127	3
MUS	151	1
MUS	153	16
MUS	157	1
MUS	160	34
MUS	161	6
MUS	162	2
MUS	163	1
MUS	181	2
MUS	183	1
MUS	199	2
MUS	202	1
MUS	212	1
MUS	230	1
MUS	259	3
MUS	262	5
MUS	265	2
MUS	267	1
MUS	281	2
MUS	302	2
MUS	303	6
MUS	314	1
MUS	318	1
MUS	359	29
MUS	360	9
MUS	361	4
MUS	362	32
MUS	363	7
MUS	371	1
MUS	388	16
MUS	428	2
MUS	437	1
MUS	452	1
MUS	465	2
MUS	480	1
MUS	482	2
MUS	483	2
MUS	488	3
MUS	491	3
MUS	494	3
MUS	498	2

Naval Science		
NS	101	3
NS	150	1

NS	202	2	PHIL	243	1
NS	215	2	PHIL	250	1
NS	225	2	PHIL	251	3
NS	235	1	PHIL	260	2
NS	306	1	PHIL	265	1
NS	308	3	PHIL	267	1
NS	309	4	PHIL	281	1
NS	315	1	PHIL	306	1
NS	317	1	PHIL	314	17
NS	322	1	PHIL	315	32
NS	325	1	PHIL	320	7
NS	328	1	PHIL	321	5
NS	360	1	PHIL	322	1
NS	366	1	PHIL	330	1
NS	400	4	PHIL	350	2
NS	401	3	PHIL	360	2
NS	440	2	PHIL	361	1
NS	465	1	PHIL	365	262
NS	477	2	PHIL	370	12
Organizational Psychology			PHIL	375	1
ORGPSY 308			PHIL	380	1
Philosophy			PHIL	390	1
PHIL	101	122	PHIL	406	1
PHIL	102	6	PHIL	407	3
PHIL	103	31	PHIL	413	9
PHIL	105	2	PHIL	420	4
PHIL	107	1	PHIL	421	4
PHIL	110	1	PHIL	425	2
PHIL	111	2	PHIL	427	1
PHIL	115	3	PHIL	431	10
PHIL	116	1	PHIL	435	6
PHIL	117	1	PHIL	442	1
PHIL	120	5	PHIL	446	1
PHIL	125	1	PHIL	460	2
PHIL	140	1	PHIL	470	4
PHIL	150	3	PHIL	471	1
PHIL	200	37	PHIL	472	2
PHIL	201	6	PHIL	507	1
PHIL	207	19	PHIL	522	1
PHIL	210	14	PHIL	535	1
PHIL	215	1	Physical Sciences		
PHIL	222	1	PHS	101	3
PHIL	230	1	PHS	201	1
PHIL	240	7	PHS	207	1
			PHS	365	2

Physics

PHYS	100	4
PHYS	101	121
PHYS	102	55
PHYS	103	1
PHYS	106	2
PHYS	114	1
PHYS	116	1
PHYS	120	1
PHYS	121	5
PHYS	122	8
PHYS	123	9
PHYS	188	2
PHYS	200	1
PHYS	201	240
PHYS	201	1
PHYS	202	180
PHYS	203	8
PHYS	204	1
PHYS	205	12
PHYS	206	10
PHYS	211	1
PHYS	212	2
PHYS	213	1
PHYS	220	2
PHYS	221	18
PHYS	222	18
PHYS	223	33
PHYS	224	1
PHYS	225	1
PHYS	231	2
PHYS	232	1
PHYS	233	10
PHYS	252	1
PHYS	253	1
PHYS	254	2
PHYS	255	6
PHYS	256	5
PHYS	262	1
PHYS	303	1
PHYS	321	1
PHYS	324	2
PHYS	333	7
PHYS	336	1
PHYS	360	1

PHYS	363	1
PHYS	365	1
PHYS	380	4
PHYS	415	3
PHYS	443	1
PHYS	470	3

Plant Pathology

PLP	150	28
PLP	300	3
PLP	375	1

Political Science

POL S	100	2
POL S	101	149
POL S	102	68
POL S	103	140
POL S	104	1
POL S	107	1
POL S	111	5
POL S	113	1
POL S	121	1
POL S	125	4
POL S	153	1
POL S	200	2
POL S	201	4
POL S	202	32
POL S	203	8
POL S	204	1
POL S	206	11
POL S	210	2
POL S	220	1
POL S	226	1
POL S	230	1
POL S	270	1
POL S	280	1
POL S	300	77
POL S	301	3
POL S	305	18
POL S	310	1
POL S	314	12
POL S	316	96
POL S	317	16
POL S	320	2
POL S	340	57
POL S	350	1

POL S	381	2
POL S	400	11
POL S	401	1
POL S	402	48
POL S	404	33
POL S	405	2
POL S	416	1
POL S	417	15
POL S	418	5
POL S	420	2
POL S	421	1
POL S	422	1
POL S	424	11
POL S	427	38
POL S	428	19
POL S	429	9
POL S	430	11
POL S	432	11
POL S	435	1
POL S	436	2
POL S	437	6
POL S	438	5
POL S	442	9
POL S	443	9
POL S	446	8
POL S	450	2
POL S	455	2
POL S	475	1
POL S	476	7
POL S	490	1
POL S	497	1
POL S	499	1
POL S	517	1
POL S	533	1

Psychology

PSYCH	100	50
PSYCH	101	21
PSYCH	103	2
PSYCH	104	1
PSYCH	105	50
PSYCH	110	1
PSYCH	116	4
PSYCH	120	1
PSYCH	160	3
PSYCH	166	1

PSYCH	175	1
PSYCH	180	2
PSYCH	200	48
PSYCH	201	4
PSYCH	202	2
PSYCH	203	3
PSYCH	205	3
PSYCH	207	1
PSYCH	209	1
PSYCH	210	3
PSYCH	211	1
PSYCH	212	1
PSYCH	214	1
PSYCH	215	1
PSYCH	218	1
PSYCH	220	14
PSYCH	222	1
PSYCH	230	32
PSYCH	231	1
PSYCH	235	1
PSYCH	250	2
PSYCH	265	2
PSYCH	270	2
PSYCH	290	1
PSYCH	300	1
PSYCH	301	4
PSYCH	304	1
PSYCH	306	9
PSYCH	308	17
PSYCH	309	9
PSYCH	311	40
PSYCH	312	64
PSYCH	314	1
PSYCH	318	1
PSYCH	320	15
PSYCH	321	130
PSYCH	324	123
PSYCH	328	31
PSYCH	330	2
PSYCH	331	1
PSYCH	332	1
PSYCH	333	164
PSYCH	342	6
PSYCH	350	27
PSYCH	351	4
PSYCH	360	2

PSYCH	361	28	SCI	101	7
PSYCH	362	1	SCI	102	1
PSYCH	363	4	SCI	106	1
PSYCH	365	2	SCI	150	1
PSYCH	370	1	SCI	201	1
PSYCH	372	32	SCI	230	1
PSYCH	388	1	SCI	239	1
PSYCH	390	3	SCI	298	1
PSYCH	401	35	SCI	299	6
PSYCH	403	6	SCI	306	1
PSYCH	403	2	SCI	490	1
PSYCH	407	1			
PSYCH	411	1	Sociology		
PSYCH	412	1	SOC	100	2
PSYCH	424	1	SOC	101	730
PSYCH	425	1	SOC	102	125
PSYCH	430	1	SOC	103	1
PSYCH	440	39	SOC	105	1
PSYCH	442	2	SOC	110	3
PSYCH	444	2	SOC	120	2
PSYCH	445	1	SOC	131	1
PSYCH	464	13	SOC	135	2
PSYCH	466	6	SOC	150	22
PSYCH	470	44	SOC	160	2
PSYCH	473	10	SOC	180	1
PSYCH	488	1	SOC	181	1
PSYCH	490	20	SOC	201	12
PSYCH	491	4	SOC	202	1
PSYCH	495	2	SOC	204	1
Religious Studies			SOC	205	2
			SOC	206	2
			SOC	208	1
			SOC	210	5
RELIG	125	1	SOC	213	1
RELIG	127	1	SOC	220	2
RELIG	221	1	SOC	222	1
RELIG	301	1	SOC	225	1
Rural Sociology			SOC	226	1
			SOC	230	2
			SOC	232	1
			SOC	235	2
Russian			SOC	240	1
			SOC	241	1
			SOC	245	1
			SOC	248	1
Science			SOC	250	2

SOC	253	1	SPAN	110	3
SOC	255	1	SPAN	111	3
SOC	256	2	SPAN	115	1
SOC	292	1	SPAN	120	2
SOC	300	27	SPAN	121	21
SOC	301	2	SPAN	122	1
SOC	302	7	SPAN	201	1
SOC	305	1	SPAN	203	5
SOC	310	12	SPAN	204	27
SOC	317	15	SPAN	306	1
SOC	320	30	SPAN	307	1
SOC	321	2	SPAN	308	16
SOC	331	6	SPAN	310	3
SOC	332	14	SPAN	316	1
SOC	333	12	SPAN	408	4
SOC	338	1	SPAN	420	12
SOC	340	15	SPAN	450	2
SOC	341	2	SPAN	453	1
SOC	343	6			
SOC	345	3	Speech and Hearing Sciences		
SOC	346	13	SHS	185	1
SOC	347	3	SHS	205	4
SOC	350	9	SHS	371	20
SOC	351	56	SHS	372	19
SOC	360	50	SHS	376	5
SOC	361	66	SHS	377	8
SOC	362	12	SHS	378	1
SOC	372	10	SHS	460	1
SOC	373	8	SHS	471	1
SOC	375	1	SHS	472	2
SOC	384	32	SHS	473	1
SOC	391	5	SHS	478	1
SOC	415	8	SHS	480	1
SOC	430	12	SHS	482	1
SOC	433	10			
SOC	461	1	Statistics		
SOC	480	4	STAT	146	2
SOC	484	1	STAT	150	1
SOC	491	5	STAT	212	66
SOC	493	1	STAT	215	2
SOC	495	3	STAT	216	1
			STAT	311	1
			STAT	412	2
			STAT	452	1
Spanish			Theatre Arts		
SPAN	101	6			
SPAN	102	4			
SPAN	103	1			

THEAT	101	3	W ST	210	5
THEAT	102	1	W ST	211	2
THEAT	145	3	W ST	216	1
THEAT	150	2	W ST	220	16
THEAT	160	36	W ST	230	1
THEAT	201	1	W ST	240	1
THEAT	210	1	W ST	251	1
THEAT	221	2	W ST	298	1
THEAT	294	1	W ST	300	11
THEAT	366	1	W ST	309	4
THEAT	462	1	W ST	310	1
Writing			W ST	315	21
			W ST	316	5
WRIT	100	1	W ST	317	2
WRIT	101	6	W ST	321	1
WRIT	102	1	W ST	322	1
WRIT	105	1	W ST	324	5
WRIT	121	7	W ST	332	19
WRIT	122	1	W ST	335	3
WRIT	123	1	W ST	338	43
WRIT	141	1	W ST	340	9
WRIT	201	1	W ST	351	1
WRIT	205	1	W ST	363	9
WRIT	235	1	W ST	369	4
World Religions			W ST	373	1
			W ST	384	3
WR	121	3	W ST	398	4
WR	122	7	W ST	399	2
WR	210	1	W ST	403	12
WR	224	1	W ST	406	10
WR	227	3	W ST	407	4
WR	321	1	W ST	409	3
Women's Studies			W ST	415	1
			W ST	425	1
W ST	101	14	W ST	454	1
W ST	155	2	W ST	481	5
W ST	200	58	W ST	484	8
W ST	201	11	W ST	485	1
W ST	204	4			

College of Business

Accounting			ACCTG	202	8
ACCTG	101	1	ACCTG	203	12
ACCTG	133	1	ACCTG	230	36
ACCTG	201	1	ACCTG	231	219

ACCTG	235	1
ACCTG	251	1
ACCTG	260	1
ACCTG	265	1
ACCTG	280	1
ACCTG	302	1
ACCTG	321	4
ACCTG	330	32
ACCTG	331	3
ACCTG	335	48
ACCTG	338	6
ACCTG	420	3
ACCTG	433	3
ACCTG	438	5
ACCTG	439	4
ACCTG	433	1

Business Administration

B A	200	2
B A	240	3
B A	250	1
B A	254	1
B A	301	1
B A	339	1
B A	340	1

Business

BUS	101	13
BUS	120	1
BUS	151	1
BUS	197	1
BUS	200	1
BUS	201	31
BUS	208	1
BUS	210	2
BUS	211	1
BUS	215	1
BUS	220	1
BUS	224	1
BUS	240	2
BUS	250	19
BUS	275	1
BUS	292	1
BUS	301	1
BUS	380	3
BUS	411	1

BUS	473	1
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Business Law

B LAW	110	1
B LAW	160	1
B LAW	200	2
B LAW	201	8
B LAW	210	240
B LAW	211	1
B LAW	230	1
B LAW	415	1

Business Technology

B TECH	107	1
B TECH	150	1
B TECH	250	1

Entrepreneurship

ENTRP	426	1
ENTRP	428	1
ENTRP	489	8
ENTRP	490	4
ENTRP	492	12
ENTRP	498	2

Finance

FIN	101	3
FIN	120	1
FIN	301	2
FIN	325	11
FIN	345	8
FIN	350	1
FIN	405	1
FIN	421	1
FIN	425	31
FIN	427	10
FIN	437	1
FIN	438	1
FIN	481	6
FIN	498	1

Hospitality Business Management

HBM	131	3
HBM	182	7
HBM	235	2
HBM	258	1

HBM	280	20	MGTOP	450	8
HBM	284	1	MGTOP	453	3
HBM	381	14	MGTOP	454	1
HBM	384	2	MGTOP	455	7
HBM	414	1	MGTOP	456	1
HBM	491	6	MGTOP	461	1
HBM	494	17	MGTOP	470	2
HBM	497	2	MGTOP	478	1
			MGTOP	483	1
			MGTOP	484	1
International Business			MGTOP	485	14
I BUS	135	1	MGTOP	487	9
I BUS	310	1	MGTOP	491	10
I BUS	380	43	MGTOP	492	1
I BUS	415	2	MGTOP	496	2
I BUS	435	3			
I BUS	453	10	Management Information Systems		
I BUS	482	10	MIS	171	18
I BUS	491	1	MIS	221	1
I BUS	492	1	MIS	250	70
I BUS	496	7	MIS	271	7
			MIS	290	1
Management			MIS	322	15
MGMT	273	1	MIS	350	2
MGMT	301	101	MIS	372	4
MGMT	302	2	MIS	374	3
MGMT	303	1	MIS	411	1
MGMT	315	1	MIS	420	5
MGMT	360	1	MIS	441	5
MGMT	401	11	MIS	448	3
MGMT	485	4			
MGMT	491	3	Marketing		
			MKTG	101	2
Management and Operation			MKTG	154	1
MGTOP	101	3	MKTG	201	1
MGTOP	130	1	MKTG	221	1
MGTOP	201	3	MKTG	231	1
MGTOP	210	1	MKTG	282	1
MGTOP	215	7	MKTG	306	1
MGTOP	282	1	MKTG	310	1
MGTOP	301	364	MKTG	331	1
MGTOP	315	14	MKTG	338	1
MGTOP	330	1	MKTG	360	185
MGTOP	340	19	MKTG	363	1
MGTOP	351	1	MKTG	368	10
MGTOP	360	2	MKTG	377	1
MGTOP	401	38			

MKTG	379	8	MKTG	477	23
MKTG	401	1	MKTG	478	4
MKTG	407	7	MKTG	480	3
MKTG	421	2	MKTG	482	3
MKTG	438	1	MKTG	490	8
MKTG	461	6	MKTG	495	6
MKTG	468	3	MKTG	496	1
MKTG	470	1			

College of Communication

Advertising

ADVER	332	1
ADVER	380	7
ADVER	381	11
ADVER	382	1
ADVER	475	4

Broadcasting

BDCST	350	3
BDCST	360	3
BDCST	365	3
BDCST	461	1
BDCST	481	15

Communication

COM	101	13
COM	102	32
COM	105	52
COM	110	2
COM	150	1
COM	151	1
COM	153	1
COM	201	1
COM	204	1
COM	207	1
COM	210	7
COM	220	4
COM	225	1
COM	226	1
COM	227	3
COM	230	2
COM	235	2
COM	245	2
COM	250	1
COM	256	1

COM	265	208
COM	265	1
COM	287	1
COM	295	274
COM	300	1
COM	301	6
COM	305	1
COM	310	1
COM	312	1
COM	317	1
COM	321	41
COM	324	5
COM	333	16
COM	335	3
COM	336	1
COM	340	1
COM	350	1
COM	360	1
COM	380	1
COM	381	5
COM	395	1
COM	400	2
COM	401	1
COM	404	1
COM	409	2
COM	410	5
COM	415	2
COM	420	19
COM	421	7
COM	425	2
COM	435	2
COM	440	17
COM	445	1
COM	460	59
COM	470	6

[illegible]

ATH T	267	6	KINES	199	15
ATH T	275	9	KINES	275	2
ATH T	291	7	KINES	291	2
ATH T	309	1	KINES	305	2
ATH T	311	2	KINES	311	5
ATH T	316	3	KINES	313	12
ATH T	330	1	KINES	314	14
			KINES	361	1
Education			KINES	380	2
EDU	101	1	KINES	461	1
EDU	110	1	KINES	484	1
EDU	115	1	KINES	496	2
EDU	200	1			
EDU	201	3	Movement Studies		
EDU	202	2	MVT ST	101	1
EDU	313	1	MVT ST	199	79
Educational Administration and Supervision			MVT ST	263	1
ED AD	109	1	MVT ST	267	2
ED AD	165	1	MVT ST	275	1
ED AD	205	1	MVT ST	291	1
ED AD	401	1	MVT ST	304	1
ED AD	492	1	MVT ST	305	2
ED AD	497	2	MVT ST	310	1
Educational Psychology			MVT ST	311	4
ED PSY	301	2	MVT ST	313	41
ED PSY	401	33	MVT ST	314	21
ED PSY	430	2	MVT ST	341	1
ED PSY	468	1	MVT ST	362	3
Educational Research			MVT ST	364	1
ED RES	109	1	MVT ST	380	7
ED RES	202	1	MVT ST	392	3
Health and Fitness			MVT ST	415	5
HF	101	2	MVT ST	461	6
HF	135	1	MVT ST	481	2
HF	240	1	MVT ST	484	1
HF	263	2	MVT ST	496	4
HF	311	1	Physical Activity		
HF	317	1	PEACT	114	1
HF	361	3	Special Education		
HF	496	5	SPED	102	1
Kinesiology			SPED	121	1
			SPED	301	9
			SPED	402	1
			SPED	420	10

<u>Sport Management</u>			T&L	306	14
SP MGT	101	1	T&L	307	47
SP MGT	267	1	T&L	310	22
SP MGT	270	1	T&L	312	1
SP MGT	276	81	T&L	317	3
SP MGT	290	59	T&L	321	35
SP MGT	294	1	T&L	322	46
SP MGT	302	1	T&L	330	4
SP MGT	311	1	T&L	333	12
SP MGT	364	1	T&L	339	2
SP MGT	365	64	T&L	340	1
SP MGT	366	1	T&L	352	9
SP MGT	367	41	T&L	371	2
SP MGT	368	1	T&L	385	2
SP MGT	374	2	T&L	390	3
SP MGT	376	1	T&L	401	12
SP MGT	394	2	T&L	402	17
SP MGT	461	1	T&L	403	11
SP MGT	464	12	T&L	405	16
SP MGT	468	8	T&L	413	3
SP MGT	488	4	T&L	420	1
SP MGT	496	12	T&L	426	2
SP MGT	497	3	T&L	427	1
<u>Teaching and Learning</u>			T&L	445	13
T&L	102	1	T&L	464	3
T&L	300	2	T&L	483	2
T&L	301	115	T&L	490	2
T&L	302	1	T&L	499	2
T&L	305	11	T&L	510	1
			T&L	549	1

College of Engineering and Architecture

<u>Architecture</u>			ARCH	432	1
ARCH	101	3	ARCH	433	1
ARCH	103	4	ARCH	492	2
ARCH	202	35	<u>Bioengineering</u>		
ARCH	203	2	BE	105	1
ARCH	215	12	BE	205	7
ARCH	220	29	BE	225	1
ARCH	280	1	BE	250	2
ARCH	309	11	BE	321	2
ARCH	324	15	BE	322	8
ARCH	350	1	BE	350	2
ARCH	351	1			

Civil Engineering

CE	101	1
CE	102	1
CE	115	1
CE	201	1
CE	211	16
CE	215	15
CE	240	1
CE	245	1
CE	265	1
CE	302	4
CE	317	43
CE	322	21
CE	330	19
CE	341	4
CE	351	10
CE	380	1
CE	401	2
CE	403	2
CE	404	1
CE	414	1
CE	418	1
CE	428	1
CE	463	13
CE	480	14
CE	495	2
CE	499	1

Chemical Engineering

CHE	101	1
CHE	105	1
CHE	106	1
CHE	110	1
CHE	111	1
CHE	211	4
CHE	310	1
CHE	332	1
CHE	345	1
CHE	353	1
CHE	398	1
CHE	432	1
CHE	475	1

Computer Science

CPTS	101	2
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CPTS	121	2
CPTS	122	4
CPTS	223	7
CPTS	224	1
CPTS	234	2
CPTS	302	1
CPTS	322	14
CPTS	323	6
CPTS	401	77
CPTS	402	16
CPTS	421	2
CPTS	422	3
CPTS	450	1
CPTS	453	1
CPTS	483	2

Computer Science – Vancouver

CS	322	1
CS	100	2
CS	110	1
CS	120	1
CS	122	1
CS	201	1
CS	202	2
CS	223	2
CS	224	1
CS	260	1
CS	320	23
CS	323	1
CS	355	3
CS	401	1
CS	402	2
CS	440	2
CS	443	3
CS	447	1
CS	466	1

Construction Management

CSTM	102	9
CSTM	201	9
CSTM	202	7
CSTM	220	1
CSTM	245	1
CSTM	252	5
CSTM	254	1
CSTM	362	4

CSTM	368	1
CSTM	451	3
CSTM	452	1
CSTM	499	1

Electrical Engineering

EE	101	1
EE	103	1
EE	114	1
EE	121	1
EE	202	1
EE	211	2
EE	214	5
EE	234	44
EE	252	1
EE	260	5
EE	261	1
EE	262	2
EE	304	3
EE	321	13
EE	324	12
EE	331	5
EE	351	1
EE	352	32
EE	353	1
EE	362	3
EE	366	1
EE	413	1
EE	415	1
EE	421	2
EE	494	1
EE	496	3

Electrical Engineering – Vancouver

ECE	100	2
ECE	105	2
ECE	170	1
ECE	214	2
ECE	260	1
ECE	324	2

Engineering

ENGR	100	1
ENGR	101	2
ENGR	102	2
ENGR	104	1

ENGR	111	5
ENGR	112	1
ENGR	114	4
ENGR	120	73
ENGR	152	1
ENGR	171	4
ENGR	201	1
ENGR	204	6
ENGR	214	18
ENGR	215	16
ENGR	220	1
ENGR	223	1
ENGR	224	5
ENGR	225	21
ENGR	231	4
ENGR	240	3
ENGR	250	8
ENGR	252	5
ENGR	253	12
ENGR	270	5
ENGR	300	1
ENGR	360	1

Mechanical Engineering

ME	101	1
ME	103	2
ME	211	2
ME	212	2
ME	215	2
ME	216	4
ME	220	61
ME	225	1
ME	242	1
ME	301	24
ME	303	2
ME	304	2
ME	305	12
ME	309	50
ME	310	21
ME	311	1
ME	313	7
ME	314	23
ME	316	5
ME	317	1
ME	319	1
ME	322	1

ME	323	1			
ME	401	2			
ME	402	2			
ME	404	3			
ME	405	9			
ME	406	1			
ME	414	4			
ME	431	1			
ME	438	1			
ME	485	1			
ME	509	1			
			Materials Science and Engineering		
			MSE	101	1
			MSE	110	19
			MSE	170	1
			MSE	201	3
			MSE	232	1
			MSE	320	6
			MSE	323	7
			MSE	421	1

College of Nursing

Nursing			NURS	241	1
NURS	100	1	NURS	248	2
NURS	101	2	NURS	255	1
NURS	103	1	NURS	295	1
NURS	110	1	NURS	308	65
NURS	111	1	NURS	309	66
NURS	112	2	NURS	311	1
NURS	121	3	NURS	314	1
NURS	122	1	NURS	315	24
NURS	130	2	NURS	316	1
NURS	131	2	NURS	317	11
NURS	132	1	NURS	322	29
NURS	141	1	NURS	324	13
NURS	149	1	NURS	325	13
NURS	150	1	NURS	328	5
NURS	153	1	NURS	331	1
NURS	200	1	NURS	340	1
NURS	201	5	NURS	360	51
NURS	202	3	NURS	365	60
NURS	203	3	NURS	366	40
NURS	210	16	NURS	392	1
NURS	211	5	NURS	400	96
NURS	212	1	NURS	405	1
NURS	215	5	NURS	406	5
NURS	220	7	NURS	408	2
NURS	221	9	NURS	415	4
NURS	222	2	NURS	417	1
NURS	223	1	NURS	422	1
NURS	225	3	NURS	440	36
NURS	230	12	NURS	455	6
NURS	231	10	NURS	456	2
NURS	235	4	NURS	462	29

NURS	465	3	NURS	498	3
NURS	477	42	NURS	499	2
NURS	495	10			

College of Pharmacy

Nutrition and Exercise Physiology			NEP	470	1
NEP	300	4	NEP	537	1
NEP	370	1			
NEP	427	7	Pharmacy		
NEP	465	7	PHARP	405	1

College of Veterinary Medicine

Neuroscience			Veterinary Clinical Medicine and Surgery		
NEURO	138	3	VMS	200	1
NEURO	301	1	VMS	361	14
NEURO	302	5	VMS	367	1
NEURO	403	4			
NEURO	404	2	Veterinary Medicine		
NEURO	430	1	V M	361	1
NEURO	463	1			
NEURO	495	1	Veterinary Physiology and Pharmacology		
			V AN	308	1

Honors College

University Honors			UH	298	18
UH	100	1	UH	301	1
UH	104	1	UH	330	1
UH	112	1	UH	370	26
UH	198	1	UH	380	30
UH	201	1	UH	390	13
UH	211	1	UH	397	1
UH	212	1	UH	398	8
UH	250	1	UH	440	2
UH	270	60	UH	450	1
UH	280	117	UH	499	1
UH	290	21			

University College

International Student Exchange

ISE	321	1
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University College

UCOLL	100	4
UCOLL	101	9
UCOLL	104	14
UCOLL	270	3
UCOLL	300	1
UCOLL	301	5
UCOLL	303	4
UCOLL	304	65
UCOLL	308	1
UCOLL	402	1
UCOLL	437	1
UCOLL	479	1
UCOLL	487	1
UCOLL	497	55