

WASHINGTON STATE UNIVERSITY WRITING PORTFOLIO

NINTH FINDINGS:
JUNE 2009—MAY 2011

INTERNAL REPORT #10

Office of Writing Assessment
Washington State University

April 2012

MICHAEL SUTCLIFFE
Department of English
Washington State University

ROBERT OWENS
Department of
Educational Leadership &
Counseling Psychology
Washington State University

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**Michael Sutcliffe
Department of English
Washington State University Vancouver**

**Robert Owens
Department of Educational Leadership & Counseling Psychology
Washington State University**

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I. Purpose

To date more than 65,000 students have completed the Washington State University Writing Portfolio since it was first administered during Spring Semester 1993. Total participation in the Writing Portfolio reached an all time high during the period of these findings (2009-2011) and demonstrates a continuing trend of biennial increases for all years (section IV.A.2.a). The Ninth Findings: June 2009-May 2011 succeeds previous findings in an ongoing assessment of the effectiveness of the Washington State University Writing Portfolio and, in particular, 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, the 2005-2007 departure from including historical data since the Writing Portfolio's inception is continued in the 2009-2011 report. The 2009-2011 evaluation of the Writing Portfolio represents an assessment of the WSU writing program as a whole but assumes some conclusions made in previous findings. 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 2007-2009 reporting period into the 2009-2011 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, particularly among transfer students. This trend continued to improve in the 2009-2011 reporting period with a greater than 10% change among transfer students. 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 and suggest possibilities for further research or pilot programs regarding the categories used to report student demographics. As such, the writers of this report feel it is important to recognize that these findings both report on the existing and historical program and function as an active agent for the implementation of future writing program activities.

III. Executive Summary

The Writing Portfolio portion of the Writing Assessment Program at Washington State University continues to be a model diagnostic writing program and, as such, shared in the Writing Program's honor in 2009 of being awarded with the "Writing Program Certificate of Excellence" for its university-wide accomplishments by the Conference on College Composition and Communication's (CCCC). In addition, Washington State University's Writing Program was listed among top national writing programs under "Academic Programs to Look For" in the category of "Writing in the Disciplines" in the 2010 issue of *U.S. News & World Report's* "America's Best Colleges." The Writing Assessment Program staff and faculty should be commended for their ongoing efforts to monitor and maintain the Writing Portfolio as an outstanding means of supporting student writing and learning.

A record total of 10,492 students completed the WSU Writing Portfolio between June 1, 2009 and May 31, 2011. This represents an increase of 1506 students from the last reporting period and is the highest total number of participants in the history of the program. This summary provides conclusions supporting the Writing Portfolio's ability to guide and promote the writing of these undergraduate students in a university-wide setting. The summary also makes recommendations intended to assist the Writing Assessment Office with updating the Writing Portfolio in order to maintain it as a world-class model of diagnostic writing.

III.A. Principal Conclusions

- Washington State University undergraduate coursework includes writing in many disciplines, and the Junior Writing Portfolio continues to reflect the diversity and vibrancy of the undergraduate curriculum.
 - The number of courses represented by paper submissions has increased from over 4,200 in 2007-2009 to over 4,600, about a 10% increase (Appendix C).
 - The number of Writing Portfolio submissions per biennium continued to increase with the time period of these findings reporting higher rates of participation than ever before (section IV.A.2.a).
- Students are complying with the Writing Portfolio requirement closer to the optimal timeline than in previous years.

- Since 2007-2008, the number of students completing the Writing Portfolio between 76 and 90 credit hours increased 9.4%. This is a 5.4% increase from the previous reporting period.
 - Overall, 70.3% of all participating students completed their portfolio between 61 and 90 credit hours. This means that more students are completing the Writing Portfolio within their junior year.
- Percentages of Pass ratings (outstanding and acceptable ratings combined) increased from 2003-2009 for all students. Pass rates may have reached a ceiling of 90%. The overall pass rate for 2007-2009 was 90.4%. For the 2009-2011 reporting period the pass rate was 90.3%
- Multi-lingual writers (L2) continued to display the need for additional writing support as evidenced by their performance on the Writing Portfolio. However, some results show evidence of the positive effects of outreach and advising efforts targeted towards multilingual writers.
 - As in previous reporting periods, L2 writers continued to comply with Writing Portfolio timelines at a slightly higher rate than L1 writers. This may be attributable to advising efforts of both the Writing Program staff and faculty and L2 students' advisors in their home department.
 - L2 writers received Needs Work ratings at the Tier I level about twice as often as first language writers (L1) and Needs Work ratings at the Tier II level about three times as often as L1 writers. These ratios appear to have stabilized over several reporting periods.
- The continuation of ratings data for students who self-identified with race description or first-generation college status provided an evaluation of the Writing Portfolio oriented around improved support for specific student populations.

III.B. Recommendations for Action

The WSU Writing Assessment Program is a nationally recognized writing program that is being used as a model for changes around the country. In the pursuit of maintaining this level of efficacy and accessibility, we have identified several issues that could be considered as offering potentials for further research:

- L2 student Pass/Distinction rates remain far below those of L1 students and appear to be stabilizing/fossilizing. Further research should be conducted that considers the relationship between curriculum and assessment for this student population. Rater training for reading L2 student work should be reviewed, and attempts should be made to study the criteria by which students self-identify as first- and multi-lingual writers.
- Consider expanding self-reporting categories for gender expression. Currently, reporting is limited to cis-gender categories (male/female) and reinforces dominant but exclusive understandings of gender. The current categories do not offer options for transgender, gender-queer, and other non-normative gender expressions. Without this information, researchers are unable to assess the Writing Portfolio's role in supporting the university's mission of gender inclusiveness, and the report itself can be seen as validation of exclusive gender identification processes at the university.
- Continue to monitor performance of the use of race description. An additional category of "multiracial" should be considered. National debate is ongoing about the significance of race descriptors and their role in reinforcing systemic inequality. Further research should be conducted to scrutinize the limitations and uses of race descriptors at WSU and in writing assessment.
- While self-reporting seems to be adequate for demographic information as it allows for the possibility of change to students' identity categories, the complexity of admissions evaluation processes suggests that it may be less so for reporting credit hours. Writing Program staff may want to consider benefits and potential barriers to obtaining students' time-to-exam data from registrar databases.
- Assessment research should continue to be surveyed in relation to the efficacy of the timed exam component of the Writing Portfolio. The current WSU process that uses timed writing as a *supplementary* component of the assessment mechanism has been accepted by the field as a model that is far superior to those exclusively dependent upon timed writing assessments. Nevertheless, there is significant ongoing debate over the validity and reliability of timed writing as a means of measuring student writing proficiency, its relationship to authentic professional and academic writing tasks, and its accessibility to L2 student writers.
- Timed essay prompts should be recursively assessed to ensure fairness to all participants. Specifically, prompts should be evaluated for accessibility to multilingual writers and

international students using qualitative and quantitative data. Several web based engines exist that give numerical scores regarding the accessibility of words and phrases to multilingual writers but the importance of ideology and schema should not be overlooked in this process.

- Continue outreach and WAC efforts that invite departments to engage with Writing Portfolio scoring criteria in assigned writing. Additionally, faculty participation as paid readers should continue to be monitored and additional research should be supported. A study of “who” participates in the Writing Assessment Program over time may help administrators to better understand how faculty demographics influence/effect rater recruitment and retention as well as student pass rates.
- A more comprehensive study of the variance in assessment results across WSU campuses should be conducted and included with these findings, and a more detailed explanation of the relationship between the Pullman program and the urban campus programs included. The current reporting offers an adequate overview of urban campus assessment results but does not allow for consideration of the differing needs of the student populations at each location or analyses of how these needs effect the writing portfolio.
- Investigate the possibility of using online, ongoing reporting tools that could automate the collection and presentation of the assessment data that comprises this report. It may be possible to offer online access to real-time data with hyperlinked analyses to administrators and scholars seeking to better understand the functionality of this program.
- Continue data collection and reporting practices such as those that generate these findings.

IV. Findings

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

IV.A. Descriptive Findings

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

The number of student exam-takers, represented as N , varies from study to study. The N can vary given the number of students who may have completed the timed writing portion of the Writing Portfolio but have not yet finished it entirely, thereby resulting in different sample sizes for the various areas of study.

IV.A.1. Average Time to Exam

The optimal time to exam for the Writing Portfolio ranges from 61-90 credit hours; however, students are encouraged to complete the portfolio as early in their junior year as possible. The 2009-2011 report indicates a general movement towards that goal. Data show a 0.6% decrease since the last reporting period in the percentage of students completing the Writing Portfolio before the 60th credit hour and a 9.7% decrease in the percentage of students completing the Writing Portfolio beyond the 90th credit hour. The percentage of students completing the Writing Portfolio within the optimum window in the 2009-2011 reporting period is higher than that reported in any previous findings, increasing by 9.4% to 71.7%.

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 a continuation of these measures is warranted, but the movement suggests that additional outreach activities would be well worth the resources invested.

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.

During the 2009-2011 reporting period, more students completed their Writing Portfolios during the optimal time than ever before. The -10.7% change among submissions above 91 hours from June 2007 to May 2011 marks the greatest change with students completion times redistributing between 61 and 90 hours (junior year). There was a similar but smaller decrease, -0.6%, in the number of students submitting their portfolios before reaching their junior year during this same time. However, when averaged across the biennia represented by these findings, trends show a stable presence of 6-8% of portfolios being submitted prior to the completion of 60 hours. Yet the move of students away from late submission and towards the optimal time period remains consistent and demonstrates the effectiveness of outreach and advising activities.

Significantly, the number of students with unreported credit hours increased from 0.6% in 2007-2009 to 1.3% in the period covered by this report. The number of students submitting portfolios rose by over 1500, so one possible explanation is simply that the volume of incoming portfolios is making it difficult to double check students’ paperwork for completion. Anecdotal evidence suggests that data for this category is that which is most likely to be unknown to students. It may be worthwhile to reinforce advising efforts around self-reporting credit hours. In addition, self-reported data was collected that allows these findings to report student time to exam categorized by gender, linguistic background, and transfer status. However, it should be noted that the portfolio process (including registration holds) does not differ between any student classifications. These distinctions are made for the purpose of data collection.

Academic Period	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported hours	# of Students
June 2007-May 2008	6.5%	25.9%	36.4%	16.5%	14.4%	0.6%	4880
June 2008-May 2009	7.2%	28.8%	38.6%	15.3%	10.0%	0.5%	4974
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
Change 07-08 to 10-11	-0.6%	+4.0%	+5.4%	-2.0%	-8.7%	+1.6%	+115

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	Unreported hours	# of Students
2005-2007	8.2%	29.1%	36.3%	12.1%	14.1%	1.0%	9015
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
Change 05-07 to 09-11	-0.6%	+0.5%	+4.4%	+2.2%	-7.6%	+0.3%	+1506

During 2009-2011 period, 9189 students self-identified as transfer students and were admitted into WSU with greater than 60 hours already completed. 28.4% of transfer students had completed their Writing Portfolio by the 75th credit hour, compared to 33.7% of non-transfer students. However, 41.3% of transfer students completed their portfolios between 76 and 90 hours while 39.9% of non-transfer students waited until the latter half of their junior year. While this demonstrates that all students have a tendency to submit later in their junior year, it suggests that transfer students in particular may be in need of acclimation time before submitting their work. There is a possibility that this is related to academic advising and/or transfer credit evaluations; often, students begin their junior year without knowing exactly how many credit hours will transfer from their previous school.

Several additional trends continue from the findings of previous time periods. The 2007-2009 data for submission of Portfolios up to 75 credit hours demonstrated that non-transfer students showed the highest compliance for early Junior year submission compared to all other

student classifications, and the next highest percentages of students to complete Portfolio exams prior to 75 credit hours were females and multi-lingual writers (L2). While these have largely remained stable, there has been a shift among L2 student writers. Native English Speakers show an increase in the number of early junior year submissions at 30.0%. This data suggests that outreach efforts may need to be modified slightly to reinforce the benefits of early junior year submission for multilingual writers.

The self-reported data that categorizes students by gender does allow for a consideration of timely portfolio/exam submission within these student populations, but the data can also be misleading and/or excluding a significant student population. Self-reported data outlined by categorical choices limits student options to those foreseen by administrators who are bound by technological and bureaucratic processes. In other words, administrators may set categories that do not accurately represent the ways that students identify themselves. While the total number of transfer/non-transfer students is 12807, the total number of Native English Speakers/English Foreign Language Speakers is 12870 and the total number of Female/Male students is only 12756. While these may simply be lapses in students' use of the classification form, it also may suggest that students have difficulty fitting themselves into these narrowly defined categories, particularly those around the gender (female/male) binary. A small but significant population of WSU students represent alternative gender identities such as "gender queer," "gender neutral," and "transgender." Additionally, many students who use English as a dominant language at school but speak another language at home may have difficulty deciding how to classify themselves according to native/foreign categories. Alternative classification systems should be studied in order to minimize these difficulties and avoid reinforcing the stereotypes and exclusions that are often experienced by these student populations.

Time to Exam—Comparison between student classifications, January 2009-May 2011

Classification	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported hours	# of Students
Females	8.4%	30.8%	40.3%	13.3%	7.2%	1.3%	6731
Males	6.0%	29.7%	42.2%	15.2%	6.9%	1.1%	6025
L1	7.3%	30.0%	40.8%	13.6%	7.0%	1.3%	11094
L2	6.8%	29.8%	39.5%	16.2%	6.5%	1.1%	1776
Transfer	6.3%	28.4%	41.3%	15.3%	7.8%	1.0%	9189
Non-Transfer	9.7%	33.7%	39.9%	10.8%	4.7%	1.2%	3618
Overall	7.2%	29.9%	40.9%	13.9%	6.9%	1.2%	13134

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 2007-2009 and 2009-2011. Plus and minus signs denote the direction of the change in time to exam for each student classification group. The number of students reported also represents the change in student participation in the Writing Portfolio for the classification listed; however, as noted elsewhere, this data is self-reported and subject to student interpretation.

Change in Time to Exam by Student Classifications, 2007-2009 to 2009-2011

Classification	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported hours	# of Students
Females	0.0%	+3.6%	+2.9%	-2.9%	-3.4%	-0.6%	+813
Males	+0.9%	+2.3%	+3.7%	-0.9%	-5.8%	+0.7%	+552
L1	+0.4%	+2.8%	+2.9%	-2.4%	-4.8%	+0.0%	+781
L2	+0.2%	+1.1%	+1.0%	-0.4%	-2.9%	+1.1%	+551
Transfer	-0.4%	+2.0%	+4.5%	-1.2%	-5.5%	-0.7%	+1211
Non-Transfer	+2.7%	+3.7%	-0.6%	-4.5%	-2.9%	+1.2%	+181
Overall	+0.4%	+2.6%	+2.9%	-2.2%	-4.7%	0.0%	+582

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 (L1)/multilingual writer (L2) classifications. The tables also indicate changes over time between 2005-2007 and 2009-2011. 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. Transfer students have been significantly affected by outreach and advising efforts as shown by a 10.2% decrease in the number of submissions after the 106 hour mark. Non-transfer students showed an overall trend of moving into the optimal timeframe with decreases both before 60 hours and after 106 hours.

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
2005-2007							
Transfer	8%	26%	34.4%	13.5%	17.8%	1%	5934
Non-transfer	8.7%	35.2%	40%	9.4%	6.7%	0.5%	2968
2007-2009							
Transfer	6.8%	26.4%	36.3%	16.4%	14%	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
Change 05-07to 09-11							
Transfer	-1.3%	+3.4%	+5.8%	+1.9%	-10.2%	+0.2%	+3730
Non-transfer	+1.5%	-0.4%	-1.2%	+1%	-2.2%	+0.8%	+814

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 to time to exam are calculated over time; this table is designed to highlight trends in the data from the previous 3 findings. According to this data, all students demonstrated greater participation during

the optimal period with little variance according to L1/L2 self-classification. For L1 students, data shows an increase of 4.3% between 61-75 hours, a decrease of 0.6% prior to 60 hours, and 7.4% over 106 hours. Similarly, L2 student compliance increased by 6.5% in the 61-75 hour window, decreased by 0.7% before 60 hours, and by 9.4% after 106 hours. Both L1 and L2 students increased their participation during the 76-90 hour window, yet data reflects a very slight divergence in among students submitting portfolios at the beginning of their junior year. In the 61-75 hour window, L1 student participation increased by 0.4% while data on L2 student participation reflects a decrease of 0.1%. This demonstrates an overall move towards the optimal window at greater rates than in previous findings. Data for the past biennia indicated movement away from completion of the Writing Portfolio within the optimal timeline. This table demonstrates that outreach efforts may be effectively reversing this trend.

When considered alongside previous tables, this data does demonstrate one aspect of steady if slow undesirable increase. Among both L1 and L2 students, the number of portfolios with unreported hours has increased. Since the 2007-2009 findings, the number of L1 student portfolios with unreported hours increased by .8% while the number of L2 student portfolios with unreported hours increased by 0.1%. However, when considered alongside the data from previous biennia, this table shows a slight, steady increase in the number of L2 student portfolios with unreported credit hours. While fairly benign at this time, a steady increase over 6 years is significant and worthy of further investigation.

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
2005-2007							
L1	8.3%	29.1%	36.6%	11.9%	13.9%	1.0%	7979
L2	8.1%	30.9%	31.5%	13.3%	16.0%	0.4%	742
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
Change 05-07 to 09-11							
L1	-0.6%	+0.4%	+4.3%	+2.2%	-7.4%	+0.4%	+824
L2	-0.7%	-0.1%	+6.5%	+2.8%	-9.4%	+0.7%	+703

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 2005 and 2011. The first table displays combined data from the 2005-2007, 2007-2009, and 2009-2011 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 Portfolio (the timed essay and paper submissions) is rated.

In all three biennia, students who submitted portfolios after completing 106 or more credit hours had the lowest percentage of final Needs Work ratings when compared to those who submitted portfolios at any other time to exam. In 2009-2011, Needs Work ratings for portfolios submitted at 106 or more credit hours increased 8.7% from the 2005-2007 rate of 7.0% to 15.7%, which echoes a similar increase in Needs Work ratings across Tier II categories. Students who submitted portfolios later in their career might have benefited from having a larger number of course papers from which to select for portfolio submission, and they may also have benefited

from additional coursework at the upper division level that could contribute to improved writing skills and a greater familiarity with the genres and expectations of university academic writing.

Considered across the time periods represented in this and previous reports, this data suggests a complication in recommendations to optimal time for portfolio completion – students are urged to complete their portfolios earlier in their academic career but data suggests that students who wait until after 106 credit hours earn the lowest percentage of Needs Work ratings. However, this conflict is not marked by increased Pass rates among those students who wait to complete their portfolios. While in previous years (2007-2009) those students who had completed more than 106 hours were earning the highest percentage of Pass ratings at Tier 1, current data reflects a change in this trend. During the 2009-2011 findings, Tier 1 Pass rates among students with over 106 credit hours dropped to 66.1% thus partially reversing a trend from the previous findings.

The most significant trend represented by the data across these findings is that of steady increases in the number of Pass ratings at Tier 1, a steady decrease in the number of Pass ratings at Tier II, and an increase in the number of Needs Work at Tier II. While these numbers do reflect small but significant increases in the number of portfolios that earn Needs Work ratings, they also demonstrate an increase in the efficiency of the two tier rating system – fewer portfolios are requiring a second reader and fewer of those that do are being given a Pass rating. Ultimately, this data suggests an increase in the effectiveness of rater norming and training.

Change in Time to Exam, Impact on Rating, 2005-2007 to 2009-2011

	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported
Tier I Results						
Simple Pass	+5.7%	+6.2%	+5.4%	+6.4%	+8.2%	+0.7%
Distinction	-2.0%	-0.6%	-0.1%	-1.4%	-5.1%	+9.0%
Needs Work	-3.5%	-5.6%	-5.2%	-4.9%	-4.3%	-9.6%
Final Results						
Simple Pass	-9.9%	-9.6%	-12.4%	-12.3%	-11.3%	-18.9%
Distinction	+5.1%	+2.8%	+6.0%	+4.0%	+2.6%	+8.6%
Needs Work	+5.0%	+6.8%	+6.5%	+8.2%	+8.7%	+10.4%

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
Tier I Results						
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%
Final Results						
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
Tier I Results						
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%
Final Results						
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%

Time to Exam, Impact on Rating, 2005-2007

	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported
Tier I Results						
Simple Pass	62.30%	59.10%	60.80%	59.00%	57.90%	67.40%
Distinction	8.70%	8.20%	8.80%	10.80%	14.60%	2.30%
Needs Work	28.80%	32.60%	30.30%	30.10%	27.40%	30.20%
Final Results						
Simple Pass	76.10%	78.40%	80.00%	80.70%	82.10%	95.30%
Distinction	11.30%	8.50%	6.70%	8.60%	10.90%	2.30%
Needs Work	12.40%	13.00%	13.20%	10.70%	7.00%	2.30%

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 2005. As previously mentioned, these data sets should be read with some reservation as the cis-gender options disallow students to select non-normative categories thus potentially skewing data. Nevertheless, the data in the following table demonstrates that students in both of the available gender identification categories are being affected in similar ways. Data on both female identified and male identified students shows a general and significant move towards the optimal, recommended time to exam. The most significant changes are decreases in student submissions that are before and after optimal time and increases during the optimal time window. Among female identified students, 83.3% submitted their portfolios between 61-105 hours with a decrease of 6.3% among students with over 106 credit hours. Among male identified students, 86.0% completed their portfolio during the same time with a decrease of 9% after 106 credit hours. The most significant increases also reflect little difference across gender identification: 39.6% of female identified students and 41.7% of male identified students completed their portfolios between 76-90 credit hours which expresses an increase of 4.5% among female identified students and 4.2% among male identified students.

Since 2007, all categories of credit hours show similarities between female and male identified students except among those with unreported credit hours. In this category, female identified students demonstrated an increase from 0.0% to 1.8% followed by a decrease to 1.4%

while data on male identified students reflects the reverse. Male identified students with unreported credit hours decreased from .9% to .4% and then increased during the last two years to 1.3%. While these numbers are quite small, the interruption of a trend that is steady across all other times to completion is an interesting phenomenon and worthy of further investigation.

Credit Hours at Exam by Gender, Biennial Reporting Period

	60 hours or less	61-75 hours	76-90 hours	91-105 hours	106 or more	Unreported	# of Students
2005-2007							
Females	9.1%	30.1%	35.1%	12.6%	12.9%	0.0%	4690
Males	7.1%	28.2%	37.5%	11.6%	15.4%	0.9%	4244
2007-2009							
Females	8.3%	27.3%	37.2%	15.9%	11.2%	1.8%	4964
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
Change 05-07 to 09-11							
Females	-0.4%	+0.4%	+4.5%	+0.6%	-6.3%	+1.4%	+757
Males	-0.7%	+0.5%	+4.2%	+4.0%	-9.0%	+0.4%	+600

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

The following table provides the average time to exam by major. The table displays data from 2003 through 2011, as well as data for the 2009-2011 reporting period. From 2003 to 2011, all majors with 30 or more students had completed an average of 83 credit hours upon Writing Portfolio submission. During 2009-2011, the average was 81 credit hours. This is a decrease of 3 hours from the previous reporting period, which reflects the trend demonstrated in IV.A.1. of submission closer to the optimal time. The previous findings' report of a leveling of mean credit hours at exam across departments has been disrupted, and students are submitting portfolios earlier in their careers.

Data reported in the time to exam by major table must be placed in context by the department in which the major resides. Majors that contain highly structured programs may provide more guidance for student submission and thus may display a higher or lower average

time to exam than other majors. Also, majors that attract a high number of transfer students may have higher average credit hours because transfer students are allowed additional time to submit the Portfolio.

The trend for average credit hours at exam confirms the overall findings reported in previous sections and demonstrates the effectiveness of outreach and advising efforts both within academic departments and by Writing Program faculty and staff. These efforts should be continued.

Average Hours at Exam by Major, May 2009- June 2011 and May 2003 – June 2011

Major (listed by college)	2009-2011		2003-2011	
	Average Credit Hours	Students (n)	Average Credit Hours	Students (n)
Entire University	81	12961	83	39307
Agricultural, Human, and Natural Resource Sciences				
Agribusiness Economics and Business	82	17	80	223
Agricultural and Food Systems	89	3	89	3
Agricultural Education	75	19	75	19
Agricultural Technology and Management	83	5	83	20
Animal Sciences	77	21	81	332
Apparel Design, Merchandising and Textiles	80	123	81	478
Biological Systems Engineering	86	1	85	145
Crop Science	80	12	83	56
Design	68	2	68	2
Ecology	93	3	80	41
Economics	81	145	81	314
Food Science/Human Nutrition	83	30	80	128
Forestry	87	3	88	26
Horticulture	78	24	85	90
Human Development	79	325	83	1010
Integrated Plant Sciences	77	26	78	51

Major (listed by college)	2009-2011		2003-2011	
	Average Credit Hours	Students (n)	Average Credit Hours	Students (n)
Interior Design	80	61	85	294
Landscape Architecture	80	41	84	134
Natural Resource Sciences	82	39	84	110
Organic Agricultural	89	6	85	7
Soil Science	91	3	93	10
Wildlife Ecology	75	51	78	116
Business				
Accounting	81	350	32	1115
Business Administration	82	247	84	1301
Entrepreneurship	82	56	81	151
Finance	81	211	82	916
General Business	73	2	90	31
Hospitality Business Management	81	192	81	927
Human Resources and Personnel	83	13	88	52
International Business	80	123	81	414
Management and Operations	84	292	83	817
Management Information Systems	82	200	85	741
Marketing	83	120	82	610
Wine Business Management	80	1	80	1
Communication				
Communication	83	717	81	2683
Public Relations	85	3	85	3
Education				
Athletic Training	77	26	79	102
Education	78	300	82	1131
Health and Fitness	80	25	82	118
Movement Studies	79	128	77	470
Sport Management	79	92	79	432

Major (listed by college)	2009-2011		2003-2011	
	Average Credit Hours	Students (n)	Average Credit Hours	Students (n)
Engineering and Architecture				
Architecture	81	110	82	462
Bioengineering	78	37	81	107
Chemical Engineering	79	76	83	183
Civil Engineering	77	230	82	869
Computer Engineering	80	32	83	117
Computer Science	82	134	89	511
Construction Management	80	96	81	342
Electrical Engineering	82	146	86	519
Materials Science and Engineering	75	35	77	81
Mechanical Engineering	81	390	84	1134
Liberal Arts				
American Studies	72	1	91	8
Anthropology	83	70	84	241
Asian Studies	86	13	86	13
Chinese	96	7	92	13
Comparative Ethnic Studies	86	25	86	25
Criminal Justice	80	267	80	969
Digital Technology and Culture	82	187	84	457
English	80	258	83	807
Fine Arts	85	76	84	205
French	79	2	83	19
General Linguistics	82	4	88	19
General Social Sciences	86	567	87	1420
German	71	6	82	18
History	79	188	82	719
General Studies Humanities	82	268	86	912
Music	82	34	87	150

Major (listed by college)	2009-2011		2003-2011	
	Average Credit Hours	Students (n)	Average Credit Hours	Students (n)
Philosophy	78	39	83	152
Political Science	82	212	82	719
Psychology	79	16	87	1444
Public Affairs	81	24	92	75
Social Studies	81	8	86	142
Sociology	83	117	83	634
Spanish	76	31	81	137
Speech and Hearing Sciences	79	72	80	219
Theatre Arts and Drama	88	15	92	84
Women's Studies	85	12	87	53
Nursing				
Nursing	84	524	83	1548
Pharmacy				
Coordinated Program in Dietetics	79	7	80	50
Exercise Physiology	93	21	91	36
Nutrition and Exercise Physiology	83	2	75	21
Pharmacy	76	45	86	343
Sciences				
Biology	92	1	86	782
Biotechnology	74	8	82	57
Botany	78	1	78	1
Chemistry	83	29	84	105
Environmental Science	84	76	83	131
General Mathematics	78	76	80	232
General Studies Basic Medical Sciences	78	72	80	109
General Physical Sciences	88	1	83	334
Geology	82	27	83	69
Physics	83	42	84	111

Major (listed by college)	2009-2011		2003-2011	
	Average Credit Hours	Students (n)	Average Credit Hours	Students (n)
Zoology	77	109	79	477
Veterinary Medicine				
Biochemistry	80	51	81	188
Genetics and Cell Biology	78	41	82	89
Microbiology	81	34	81	208
Neuroscience	86	61	80	212
Veterinary Medicine	78	3	116	16

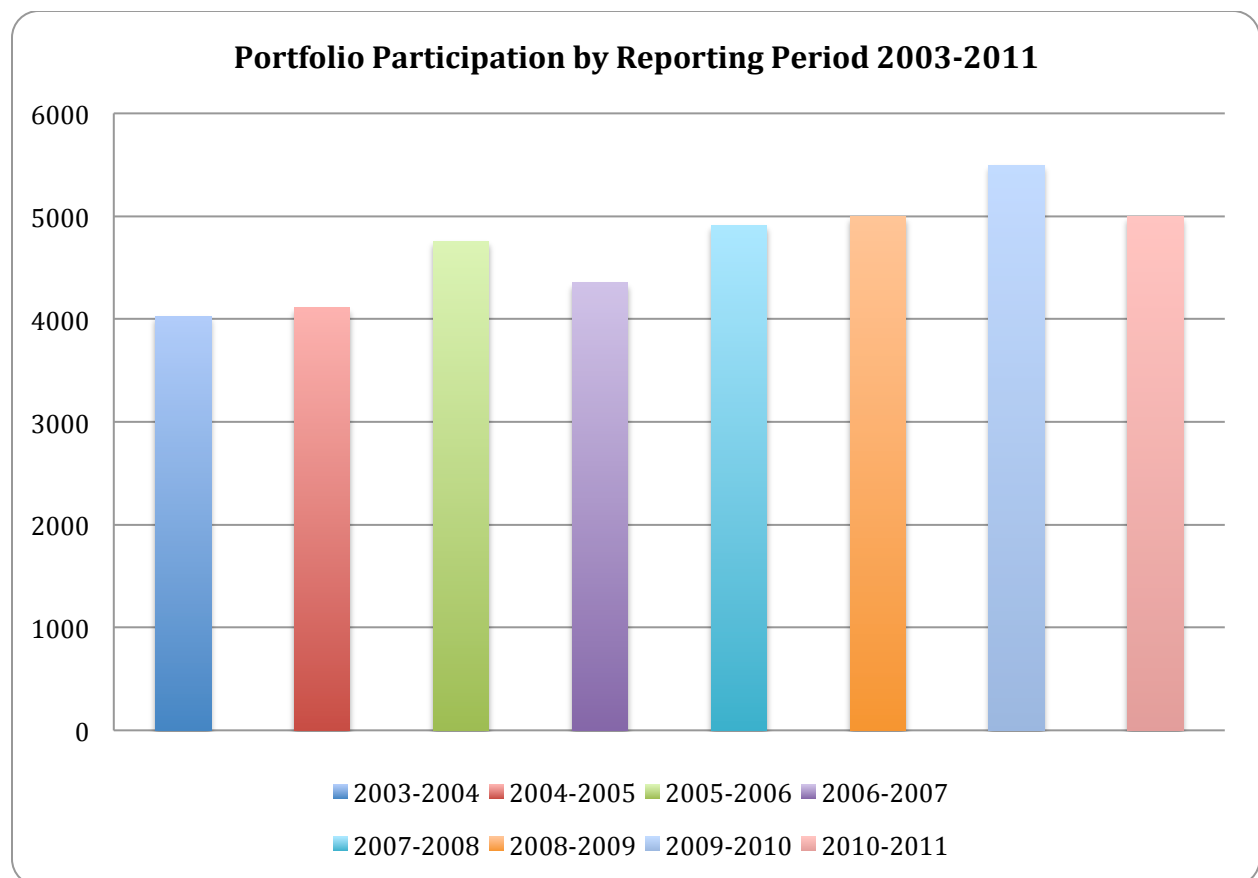
IV.A.2. Compliance with the Examination

The 2009-2011 reporting period showed gains in the number of students completing the Writing Portfolio, reflecting increased enrollments at the university. The 2005-2007 reporting period showed, on average, a slight increase in the number of students completing the Writing Portfolio over the previous reporting period. The 2007-2009 reporting period showed continued growth in enrollment, with portfolio participation at just under 5,000 students per year. During the time of these findings, participation reached an all time high with over 10,000 students submitting portfolios during the reporting period.

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

The number of Portfolio submissions trended upward in number between 2003 and 2009, reestablishing the steady increase from 1994 shown in the 2003-2005 Writing Portfolio findings. The chart below shows that submissions increased slightly over the 2003-2004 and 2004-2005 reporting periods; increased in 2005-2006 and then dropped in 2006-2007; and increased again in 2007-2008 and 2008-2009. The 2009-2010 reporting period shows the highest participation in Portfolio submissions in the Writing Assessment Program's history but was followed by a decrease in 2010-2011. However, this data is misleading as 2011 represents only a partial year. A continued increase in participation is likely as overall enrollment numbers have continued to rise.

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



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

The following table shows proportions of multi-lingual writers (L2) and transfer students to overall Portfolio participation between 2003 and 2011. L2 student participation in Portfolio Assessment increased in 2004-2005, dropped below 400 during the following three years, and increased in 2008-2009 and then again in 2009-2010. The 2010-2011 reporting period shows a slight decrease in the L2 percentage of students examined.

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 2009-2010 reporting period shows the highest number of transfer students participating with transfer students accounting for 70.3% of all portfolios examined.

L2 and Transfer Student Portfolio Completion Percentages, 2003-2011

Academic Year	L2 Students	Percentage of all Examined	Transfer Students	Percentage of all Examined
2003-2004	376	9.4%	2647	65.8%
2004-2005	438	10.5%	2793	67.8%
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%

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

Writing Portfolio completion by month over the last six years showed stabilization in some months and upward or downward trends in others. April continued to be the busiest month for Portfolio submissions in this reporting period and hit a high point in 2011 collecting 59.4% 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 the months of February and May over 2004-2008, and during those years, submissions increased in January. During 2010 and 2011, January submissions increased again after a drop in 2009. May showed an increase from a low of 2.2% in 2008 to 6.0 in 2010 and to 11.8% in 2011. However, 2011 and 2003 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 2004-2008. Nevertheless, the increase trend is still valid and likely reflects an overflow of the increased participation of the April registration period. Students clearing holds often require additional time and move into May before successful completion. Between 2009 and 2011, submissions during June and August also show decreases from previous years. July submissions, however, demonstrate an increase in participation.

Writing Portfolio Completion by Month, June 2003 – May 2011										
	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total
January	--	4.3%	3.9%	4.8%	6.4%	6.1%	4.6%	6.5%	7.2%	5.2%
February	--	5.5%	3.8%	3.6%	1.4%	1.3%	2.5%	2.5%	4.9%	2.9%
March	--	3.9%	8.3%	12.9%	11.8%	10.3%	6.5%	7.3%	15.5%	8.8%
April	--	29.9%	24.7%	26.8%	24.0%	31.7%	28.2%	32.2%	59.4%	29.1%
May	--	9.8%	8.4%	6.9%	6.1%	2.2%	8.6%	6.0%	11.8%	6.8%
June	5.2%	0.9%	5.7%	3.7%	3.7%	5.3%	2.1%	1.4%	1.0%	3.2%
July	0.6%	0.6%	0.2%	0.3%	0.2%	0.8%	2.4%	1.4%	--	0.8%
August	13.8%	7.4%	6.7%	6.4%	6.1%	6.7%	3.2%	3.1%	--	5.6%
September	7.2%	1.7%	4.7%	2.9%	0.9%	0.7%	2.5%	2.8%	--	2.4%
October	9.1%	8.4%	5.1%	6.8%	10.4%	8.8%	6.2%	7.3%	--	7.1%
November	25.2%	16.6%	19.0%	16.2%	20.2%	15.4%	21.5%	18.9%	--	17.4%
December	38.9%	11.1%	9.6%	8.7%	8.9%	10.9%	11.7%	10.6%	--	10.9%
# of Students	1846	4088	4506	4472	4709	4920	5180	5377	2577	37675

IV.A.3. Performance

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

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

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

The second tier is the evaluation of the entire Portfolio (Tier II), which constitutes the “Final Rating.”

Course submissions. Instructor evaluation of course writings submitted for the Writing Portfolio results in three possible ratings. Instructors rate papers as “Outstanding” or “Acceptable” when a paper is “Unacceptable,” students cannot submit the paper. When the instructor of the course is not available to rate the paper, the Writing Assessment Office may assign the third category of “Okay” to a paper if it meets certain criteria: (1) the paper was written at a community college, and so the teacher cannot be easily reached; or (2) the increase in the number of transfer students may partially account for the difficulty in returning to an original instructor for Writing Portfolio paper evaluation; or (3) the WSU faculty member has moved on because of different opportunities; or (4) the teacher was a graduate student who has completed study and left WSU. Students are strongly encouraged to get signatures from their instructors.

Evaluations of Writing Portfolio Paper Submissions, 2003-2011

Academic Year	Outstanding	Acceptable	Okay	Total Submissions
2003-2004	28.6%	37.7%	33.7%	11,983
2004-2005	29.9%	35.8%	34.3%	12,344
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
Overall	35.9%	43.5%	20.6%	109,810

The number of unsigned course papers, “Okay” ratings, has continued to decrease. During 2010-2011, 8.5% 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 .9% decline from end of the previous reporting period, a 25.2% decrease since 2003-2004, and is 12.1% below the mean average of the reported years. Efforts to get students to reach the

original teacher to sign off on the paper, when it is possible, have resulted in improved compliance.

During 2009-2010 academic year, total submissions increased by 2,949. This is not only the highest number of portfolios in a single year to date but also represents the largest single year increase. In 2010-2011, the number decreased slightly but still remained above the 2009-2010 total. During this time, the number of outstanding and acceptable portfolio submissions decreased in each category – during 2009-2010, acceptable papers decreased by 1.6% before an increase of 1.2%, and in 2010-2011, outstanding papers decreased by .8%. However, given the variety of papers submitted and the variability of the papers’ age, it is difficult to make specific correlations between given years and faculty attitudes about the assessment of their students’ papers. 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, 2003-2011

Academic Year	Outstanding	Acceptable	Needs Work	Total Submissions
2003-2004	10.8%	60.9%	28.1%	3,994
2004-2005	8.6%	58.7%	32.6%	4,088
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
Overall	9.1%	63.3%	27.6%	37,424

Tier II (Final Portfolio Review) Ratings, 2003-2011

Academic Year	Outstanding	Acceptable	Needs Work	Total Submissions
2003-2004	8.5%	80.9%	10.4%	3,997
2004-2005	8.5%	78.2%	13.2%	4,095
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
Overall	7.6%	82.3%	9.9%	37,445

The number of portfolios receiving Acceptable ratings has increased since 2003 despite intermittent years showing slight declines. Similarly, the number of portfolios rated as needing work has decreased over the same time period. In the period covered by these findings, the movement in these categories has occurred in smaller increments than in previous years. This suggests an overall leveling trend in these categories. 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.

Similarly, those portfolios receiving ratings of Outstanding also show an overall slowing of change over time. Since 2003-2004, 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 2003-2004, 10.8% of portfolios earned the Outstanding rating at Tier I and 8.5% earned the score at Tier II. In 2009-2010 and 2010-2011, 8.4% of portfolios earned an Outstanding at Tier I and 7.6% 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: 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%

Performance by Transfer and Language Status: 2003-2005

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	2251	62.1%	9.2%	28.6%	81.9%	8.1%	10.0%
L2	149	42.9%	6.7%	50.3%	67.1%	6.0%	26.8%
Transfer							
L1	3910	60.2%	11.5%	28.2%	80.5%	10.0%	9.9%
L2	639	37.0%	4.1%	58.8%	59.7%	3.6%	36.6%

During 2007-2009, multi-lingual students (L2) earned Needs Work ratings at the Tier I level about twice as often as first language writers (L1) and earned Needs Work ratings at the Tier II level slightly over three times more often than the overall population of Portfolio participants. During the 2009-2011 reporting period, these ratings changed rather dramatically. During the 2007-2009 period, 54% of non-transfer L2 students were given ratings of Needs Work at Tier I while 41% of transfer L2 students received the same rating on the same Tier. In 2009-2011, the number of non-transfer L2 students receiving a rating of Needs Work at Tier I decreased to 38.8%. However, during the same period, 49.0% of L2 transfer students received the rating. At Tier II, L2 students showed similar changes. 19.6% of non-transfer students earned ratings of Needs Work as opposed to 25.4% of transfer L2 students. This represents a slight increase among transfer students but a significant decrease among non-transfer L2 students. During the 2007-2009 reporting period, 28.3% 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 earned Pass rating at Tier 1 at an increased rate. 55.9% of these students earned the rating up from 41.2% in the previous reporting period. Concurrently, 71.0% of L1 non-transfer students earned a Pass rating at Tier 1. At Tier 2, students of almost all categories earned Pass ratings at increased rates. 74.7% of non-transfer L2 students earned the rating, which is an increase from the 67.7% of the previous reporting period. 87.2% of non-transfer L1 students earned a Tier II Pass while 85.2% of L1 transfer students earned Pass. However, 69.2% of non-transfer L2 students earned the Pass rating at Tier II, which is a decrease from 75.1% in the previous reporting period. At that time, these students demonstrated an increased rate up from 61.5% and 59.7% in the previous two reporting periods.

Compared to the findings of 2007-2009, greater percentages of students earned Pass with Distinction ratings in all categories but one. 7.7% of non-transfer L1 students earned this rating, which is a decrease of .8% from the previous findings. The greatest increases among students earning Pass with Distinction ratings were among L2 students. 1.3% more non-transfer L2 students earned this rating at Tier 1 while 1.8% more earned the rating at Tier II. Similarly, L2 transfer students increased their achievement of this rating at Tier II by 2.5%. L1 transfer students increased their acquisition of this rating by .6% at Tier I and .7% at Tier II, and L1 non-transfer students increased the rate by .8% at Tier II. However, .8% fewer non-transfer L1 students earned the rating at Tier I. Overall, these tables demonstrate a favorable trend towards more students earning the Pass with Distinction rating in almost all categories. Particularly among L2 students, this movement suggests an increased familiarity with the expectations of academic writing and increased participation in writing instruction by university faculty. The declining rates among non-transferring L1 students should be monitored for continuing trends.

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

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, 2009-2011

Status	All Students	Timed Writings			Final Portfolio Results		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
All Campuses	10,492	66%	8.4%	25.6%	83.6%	7.6%	8.8%
DDP	894	66.6%	12.0%	21.5%	84.9%	9.3%	5.8%
ICNE	70	65.7%	4.3%	30.0%	88.6%	1.4%	10.0%
Spokane	148	68.2%	15.5%	16.2%	81.8%	13.5%	4.7%
Tri-Cities	633	65.9%	7.1%	27.0%	86.1%	8.7%	5.2%
Vancouver	1477	67.3%	7.2%	25.5%	84.1%	8.7%	5.2%
Olympic College, Bremerton	12	58.3%	25.0%	16.7%	75.0%	16.7%	8.3%

Performance of Urban Campus Students, 2003-2011

Status	All Students	Timed Writings			Final Portfolio Results		
		Pass	Pass with Distinction	Needs Work	Pass	Pass With Distinction	Needs Work
All Campuses	31,121	62.8%	8.8%	28.4%	82.3%	7.1%	10.6%
DDP	2,511	64.3%	13.2%	22.5%	84.1%	9.6%	6.4%
ICNE	352	61.9%	6.5%	31.5%	85.2%	6.2%	8.6%
Spokane	348	68.7%	10.9%	20.4%	82.2%	10.1%	7.7%
Tri-Cities	1,899	63.1%	8.6%	28.3%	83.8%	8.7%	7.5%
Vancouver	4,386	66.2%	9.7%	24.1%	84.0%	10.5%	5.4%
Olympic College, Bremerton	12	58.3%	25.0%	16.7%	75.0%	16.7%	8.3%

Urban Campus Paper Submissions, 2003-2011

Campus	2003-2009			2009-2011		
	Acceptable	Outstanding	Okay	Acceptable	Outstanding	Okay
All Campuses	34.4%	42.1%	23.4%	48.0%	43.3%	8.7%
DDP	32.9%	39.7%	27.3%	49.0%	42.8%	8.2%
ICNE	33.7%	41.2%	25.1%	58.6%	22.4%	19.0%
Spokane	35.1%	41.8%	22.9%	42.3%	53.2%	4.5%
Tri-Cities	37.0%	36.8%	26.1%	43.8%	52.3%	3.9%
Vancouver	43.4%	42.5%	14.0%	42.0%	49.4%	8.6%
Olympic College, Bremerton	--	--	--	22.2%	77.8%	0.0%

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

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

Writing Portfolio Results by Gender, 2003-2011

	Tier I (Timed Writing) Results			Tier II (Final Portfolio) Results		
	Pass	Pass w/ Distinction	Needs Work	Pass	Pass w/ Distinction	Needs Work
Female	65.5%	9.6%	24.9%	83.9%	8.9%	7.2%
Male	61.4%	8.6%	30.0%	83.4%	6.2%	10.4%
Overall	63.6%	9.1%	27.3%	83.7%	7.6%	8.7%

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

The Eighth Findings marks the first biennium for which performance according to race description was reported. This process has been continued. Data regarding self-identification with race description were collected from students for statistical reporting purposes during the

university application process and include first language and multi-lingual writers. The column labeled “Not Indicated” includes students who opted not to self-identity with a listed race description. While inherently problematic and noticeably lacking a “multiracial” category, race descriptors match as closely as possible the categories used to gather demographic data in the university’s new and transfer student applications. These categories and their use should be carefully scrutinized through further research.

Tier I and Tier II Results, 2009-2011

Race Description	Tier I (Timed Writing) Results			Tier II (Final Portfolio) Results			# of Students (n)
	Pass	Pass w/ Distinction	Needs Work	Pass	Pass w/ Distinction	Needs Work	
Asian American /Pacific Islander	59.7%	6.1%	34.2%	79.5%	5.7%	14.8%	687
Black/African American	47.7%	2.9%	49.4%	77.8%	2.9%	19.2%	239
White/Caucasian	69.4%	9.2%	21.4%	85.7%	8.3%	6.0%	8001
Spanish/Hispanic American	64.7%	6.0%	29.3%	83.4%	5.7%	10.9%	722
Indian/Alaska Native	67.3%	7.5%	25.2%	91.6%	5.6%	2.8%	107
Not Indicated	51.4%	8.5%	40.1%	72.6%	6.4%	21.0%	1265

Students identifying as White/Caucasian continue to be assessed with higher scores than students from all other categorical identifications. This is suggestive that the WSU Writing Portfolio is not exempt from assessment biases that favor white students, although at a significantly lower rate than other assessment mechanisms. Students identifying as Black/African American earned the lowest percentage of Pass ratings at Tier I and succeeded only Not Identified students at Tier II. Fewer than half of all Black/African American students earned a Pass at Tier 1. Black/African American students also earned the fewest Pass with Distinction ratings at both Tier I and II by significant margins in both cases. While this is undoubtedly the result of a culmination of many systemic and pedagogical factors, the Writing Portfolio process, rater norming, and support for students of color should be carefully evaluated.

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

The findings reported during the 2007-2009 period were the first to include data on performance according to first-generation college status. Previously, most students opted not to identify either as having first-generation or second-or-higher-generation college status. During the 2009-2011 period, roughly 40% of all students reported data. While this is an improvement from the previous reporting period, the following information should be considered suggestive rather than conclusive.

Among reporting students, those identifying as first-generation college students appeared to have a slightly lower Pass rates at both Tier I and II. This is a change from the previous findings, which reported lower Pass rates at Tier I only. Needs Work ratings for first-generation students were 4.8% higher than second-or-higher-generation students at Tier II. Performance according to first-generation college status should continue to be monitored for trends.

Tier I and Tier II Results, 2009-2011

First-Generation College Student?	Tier I (Timed Writing) Results			Tier II (Final Portfolio) Results			# of Students (n)
	Pass	Pass w/ Distinction	Needs Work	Pass	Pass w/ Distinction	Needs Work	
Yes	66.0%	6.0%	28.0%	83.6%	5.7%	10.6%	2076
No	68.5%	9.6%	21.9%	84.4%	9.7%	5.8%	2877
Not Reported	64.6%	8.8%	26.5%	83.1%	7.3%	9.6%	6068

IV.A.4. Performance by Academic Area

The following analysis of academic areas—colleges and majors—is based on data from 2003-2011. Students are asked to report their current choice of major at the time of Writing Portfolio submission. 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.

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

The following analysis reflects Portfolio submissions from June 2003 through May 2011. Documentation distinguishes overall (Tier II) performance of first-language speakers (L1), multi-lingual speakers (L2), unreported language speakers, and a compilation of all three categories. Because each college and major creates an individual context for writing, comparisons between colleges and majors will not be made here. The data in the following table is for each college to use and interpret as it is relevant to their disciplinary contexts and conventions.

Overall Writing Portfolio Performance by College, 2003-2011

College	Language Status	Pass	Pass with Distinction	Needs Work	Total
Agricultural, Human, and Natural Resource Sciences	L1	2512 84.3%	194 6.5%	274 9.2%	2980
	L2	169 64.3%	5 1.9%	89 33.8%	263
	Unreported	164 79.6%	15 7.3%	27 13.1%	206
	Overall	2845 82.5%	214 6.2%	390 11.3%	3449
Business	L1	4765 86.7%	280 5.1%	452 8.2%	5497
	L2	802 63.9%	31 2.5%	423 33.7%	1256
	Unreported	297 81.8%	19 5.2%	47 12.9%	363
	Overall	5864 82.4%	330 4.6%	922 13.0%	7116
Communication	L1	2295 87.4%	158 6.0%	174 6.6%	2627
	L2	105 70.0%	7 4.7%	38 25.3%	150
	Unreported	106 82.2%	12 9.3%	11 8.5%	129
	Overall	2506 86.2%	177 6.1%	223 7.7%	2906
Education	L1	2099 86.8%	151 6.2%	169 7.0%	2419
	L2	97 70.3%	1 0.7%	40 29.0%	138
	Unreported	121 88.3%	5 3.6%	11 8.0%	137
	Overall	2317 86.0%	157 5.8%	220 8.2%	2694
Engineering and Architecture	L1	2957 84.6%	234 6.7%	303 8.7%	3494
	L2	377 62.9%	19 3.2%	203 33.9%	599
	Unreported	228 85.4%	15 5.6%	24 9.0%	267
	Overall	3562 81.7%	268 6.1%	530 12.2%	4360

College	Language Status	Pass		Pass with Distinction		Needs Work		Total
Liberal Arts	L1	6412	81.9%	833	10.6%	587	7.5%	7832
	L2	446	70.0%	49	7.7%	142	22.3%	637
	Unreported	418	82.0%	59	11.6%	33	6.5%	510
	Overall	7276	81.0%	941	10.5%	762	8.5%	8979
Nursing	L1	1084	86.0%	123	9.8%	53	4.2%	1260
	L2	163	79.5%	8	3.9%	34	16.6%	205
	Unreported	74	84.1%	10	11.4%	4	4.5%	88
	Overall	1321	85.1%	141	9.1%	91	5.9%	1553
Pharmacy	L1	287	86.4%	28	8.4%	17	5.1%	332
	L2	53	77.9%	3	4.4%	12	17.6%	68
	Unreported	14	77.8%	2	11.1%	2	11.1%	18
	Overall	354	84.7%	33	7.9%	31	7.4%	418
Sciences	L1	1656	82.0%	237	11.7%	126	6.2%	2019
	L2	193	67.5%	15	5.2%	78	27.3%	286
	Unreported	124	81.0%	16	10.5%	13	8.5%	153
	Overall	1973	80.3%	268	10.9%	217	8.8%	2458
Vet Medicine	L1	216	78.0%	58	20.9%	3	1.1%	277
	L2	44	73.3%	6	10.0%	10	16.7%	60
	Unreported	15	83.3%	3	16.7%	0	0.0%	18
	Overall	275	77.5%	67	18.9%	13	3.7%	355
Unreported	L1	1876	82.7%	195	8.6%	197	8.7%	2268
	L2	155	66.8%	13	5.6%	64	27.6%	232
	Unreported	124	85.5%	9	6.2%	12	8.3%	145
	Overall	2155	81.5%	217	8.2%	273	10.3%	2645

Overall Portfolio Performance by Major, 2003-2011

	Pass	Pass with distinction	Needs Work	Total
	Count (%)	Count (%)	Count (%)	
Overall	28474 (82.4%)	3481 (7.6%)	3491 (10.1%)	34567
CAHNERS				
Agribusiness economics & management	182 (80.5%)	29 (6.6%)	29 (12.8%)	226
Agricultural and food systems	14 (77.8%)	3 (5.6%)	3 (16.7%)	18
agricultural biotechnology	19 (82.6%)	2 (8.7%)	2 (8.7%)	23
Agricultural Education	23 (92%)	0 (8%)	0 (0%)	25
Agricultural Technology and Production Management	6 (85.7%)	1 (0%)	1 (14.3%)	7
Animal Sciences	255 (82.3%)	27 (9%)	27 (8.7%)	310
Apparel Design, Merchandising, And Textiles	415 (85.4%)	55 (3.3%)	55 (11.3%)	486
Biological Systems Engineering	1 (100%)	0 (0%)	0 (0%)	1
Crop Science	44 (78.6%)	9 (5.4%)	9 (16.1%)	56
Design	2 (100%)	0 (0%)	0 (0%)	2
Ecology	36 (87.8%)	4 (2.4%)	4 (9.8%)	41
Economics	231 (73.1%)	71 (4.4%)	71 (22.5%)	316
Food Science/Human Nutrition	128 (86.5%)	12 (5.4%)	12 (8.1%)	148
Forestry	23 (82.1%)	4 (3.6%)	4 (14.3%)	28
Horticulture	76 (84.4%)	8 (6.7%)	8 (8.9%)	90
Human Development	850 (83.5%)	103 (6.4%)	103 (10.1%)	1018

	Pass	Pass with distinction	Needs Work	Total
	Count (%)	Count (%)	Count (%)	
Integrated Plant Sciences	32 (91.4%)	3 (0%)	3 (8.6%)	35
Interior Design	253 (85.8%)	21 (7.1%)	21 (7.1%)	295
Landscape Architecture	103 (76.3%)	22 (7.4%)	22 (16.3%)	135
Natural Resource Sciences	94 (84.7%)	12 (4.5%)	12 (10.8%)	111
Organic Agricultural Systems	123 (80.4%)	23 (4.6%)	23 (15%)	153
Soil Science	8 (80%)	1 (10%)	1 (10%)	10
Wildlife Ecology	95 (80.5%)	9 (11.9%)	9 (7.6%)	118

Business				
Accounting	955 (83.6%)	136 (4.5%)	136 (11.9%)	1143
Business Administration	1097 (83.7%)	157 (4.3%)	157 (12%)	1310
Entrepreneurship	134 (87.6%)	9 (6.5%)	9 (5.9%)	153
Finance	752 (80.6%)	139 (4.5%)	139 (14.9%)	933
General Business	26 (83.9%)	2 (9.7%)	2 (6.5%)	31
Hospitality Business Management	754 (80.5%)	143 (4.3%)	143 (15.3%)	937
Human Resources and Personnel	38 (71.7%)	9 (11.3%)	9 (17%)	53
International Business	314 (75.5%)	77 (6%)	77 (18.5%)	416
Management and Operations	690 (84%)	89 (5.1%)	89 (10.8%)	821
Management Information Systems	175 (87.1%)	18 (4%)	18 (9%)	201
Marketing	519 (84.4%)	77 (3.1%)	77 (12.5%)	615
Wine Business Management	1 (100%)	0 (0%)	0 (0%)	1
				0

	Pass	Pass with distinction	Needs Work	Total
	Count (%)	Count (%)	Count (%)	
Communication				
Communication	2392 (86.5%)	215 (5.7%)	216 (7.8%)	2766
Public Relations	77 (87.5%)	7 (4.5%)	7 (8%)	88
Education				
Athletic Training	85 (82.5%)	14 (3.9%)	14 (13.6%)	103
Education	1341 (86.3%)	96 (7.5%)	96 (6.2%)	1553
Health and Fitness	102 (87.2%)	12 (2.6%)	12 (10.3%)	117
Movement Studies	409 (86.7%)	43 (4.2%)	43 (9.1%)	472
Sport Management	368 (84.8%)	55 (2.5%)	55 (12.7%)	434
Engineering and Architecture				
Architecture	370 (79.9%)	65 (6%)	65 (14%)	463
Bioengineering	95 (76%)	12 (14.4%)	12 (9.6%)	125
Chemical Engineering	150 (81.5%)	21 (7.1%)	21 (11.4%)	184
Civil Engineering	716 (80.9%)	113 (6.3%)	113 (12.8%)	885
Computer Engineering	94 (80.3%)	16 (6%)	16 (13.7%)	117
Computer Science	405 (79.1%)	62 (8.8%)	62 (12.1%)	512
Construction Management	299 (86.7%)	37 (2.6%)	37 (10.7%)	345
Electrical Engineering	418 (79.9%)	77 (5.4%)	77 (14.7%)	523
Materials Science and Engineering	68 (84%)	3 (12.3%)	3 (3.7%)	81
Mechanical Engineering	960 (84.1%)	126 (4.9%)	126 (11%)	1142
Liberal Arts				
American Studies	6 (75%)	0 (25%)	0 (0%)	8

	Pass	Pass with distinction	Needs Work	Total
	Count (%)	Count (%)	Count (%)	
Anthropology	196 (80.3%)	16 (13.1%)	16 (6.6%)	244
Asian Studies	10 (76.9%)	1 (15.4%)	1 (7.7%)	13
Chinese	11 (84.6%)	2 (0%)	2 (15.4%)	13
Comparative Ethnic Studies	25 (73.5%)	6 (8.8%)	6 (17.6%)	34
Criminal Justice	800 (82.1%)	122 (5.4%)	122 (12.5%)	975
Digital Technology and Culture	387 (84.5%)	36 (7.6%)	36 (7.9%)	458
English	581 (70.3%)	21 (27.2%)	21 (2.5%)	827
Fine Arts	165 (79.3%)	31 (5.8%)	31 (14.9%)	208
French	14 (82.4%)	1 (11.8%)	1 (5.9%)	17
General Linguistics	6 (75%)	0 (25%)	0 (0%)	8
General Social Sciences	1202 (85.5%)	103 (7.2%)	103 (7.3%)	1406
German	10 (55.6%)	3 (27.8%)	3 (16.7%)	18
History	572 (79.2%)	56 (13%)	56 (7.8%)	722
Humanities: General Studies	731 (76.6%)	146 (8.1%)	146 (15.3%)	954
Music	121 (78.6%)	16 (11%)	16 (10.4%)	154
Philosophy	108 (70.1%)	9 (24%)	9 (5.8%)	154
Political Science	180 (83.3%)	7 (13.4%)	7 (3.2%)	216
Psychology	1223 (84.1%)	108 (8.5%)	108 (7.4%)	1454
Public Affairs	58 (76.3%)	1 (22.4%)	1 (1.3%)	76
Russian	1 (100%)	0 (0%)	0 (0%)	1
Social Studies	119 (81.5%)	17 (6.8%)	17 (11.6%)	146
Sociology	509 (79.4%)	89 (6.7%)	89 (13.9%)	641
Spanish	109 (79%)	13 (11.6%)	13 (9.4%)	138
Speech and Hearing Sciences	192 (86.9%)	18 (5%)	18 (8.1%)	221
Theatre Arts and Drama	64 (75.3%)	12 (10.6%)	12 (14.1%)	85
Women's Studies	42 (79.2%)	4 (13.2%)	4 (7.5%)	53

	Pass	Pass with distinction	Needs Work	Total
	Count (%)	Count (%)	Count (%)	
Nursing				
Nursing	1321 (85.1%)	91 (9.1%)	92 (5.9%)	1553
Pharmacy				
Coordinated Program in Dietetics	50 (100%)	0 (0%)	0 (0%)	50
Exercise Physiology	31 (83.8%)	1 (13.5%)	1 (2.7%)	37
Nutrition and Exercise Physiology	1 (50%)	0 (50%)	0 (0%)	2
Pharmacy	284 (82.6%)	30 (8.7%)	30 (8.7%)	344
Sciences				
Biology	646 (82.2%)	69 (9%)	69 (8.8%)	786
Biotechnology	46 (80.7%)	10 (1.8%)	10 (17.5%)	57
Botany	1 (100%)	0 (0%)	0 (0%)	1
Chemistry	85 (80.2%)	8 (12.3%)	8 (7.5%)	106
Environmental Science	115 (87.8%)	5 (8.4%)	5 (3.8%)	131
Environmental Science & Regional Planning	1 (100%)	0 (0%)	0 (0%)	1
General Mathematics	186 (77.2%)	32 (9.5%)	32 (13.3%)	241
General Physical Sciences	271 (80.9%)	46 (5.4%)	46 (13.7%)	335
Geology	58 (84.1%)	5 (8.7%)	5 (7.2%)	69
GS Basic Medical Science	88 (80.7%)	10 (10.1%)	10 (9.2%)	109
Physics	91 (81.3%)	4 (15.2%)	4 (3.6%)	112
Zoology	373 (77.2%)	38 (14.9%)	38 (7.9%)	483

	Pass	Pass with distinction	Needs Work	Total
	Count (%)	Count (%)	Count (%)	
Veterinary Medicine				
Biochemistry	143 (75.7%)	14 (16.9%)	14 (7.4%)	189
Biochemistry Biophysics	1 (100%)	0 (0%)	0 (0%)	1
Genetics and Cell Biology	72 (76.6%)	7 (16%)	7 (7.4%)	94
Microbiology	176 (81.1%)	19 (10.1%)	19 (8.8%)	217
Neuroscience	159 (75%)	5 (22.6%)	5 (2.4%)	212
Veterinary Medicine	16 (94.1%)	0 (5.9%)	0 (0%)	17

IV.B. Findings—Validation

The following section provides information that validates the Writing Portfolio as an assessment of undergraduate writing ability. The Writing Portfolio was designed to provide diagnostic feedback regarding the preparedness of undergraduate students to write in their upper-level Writing in the Major courses. These areas of study were established in previous reports. Further validation studies 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 2009-2011, 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, 2009-2011

Course Level	Number of Papers	Percent of Total Papers
100-level	11496	37.0%
200-level	6054	19.5%
300-level	8704	28.0%
400-level	4768	15.4%
500-level	28	0.1%
Total	31050	100.0%

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

The following section examines ratings of course paper submissions for 2003-2011. Over the previous three reporting periods, percentages of Acceptable (AC) increased for 100-, 200-, 300-, and 400-level courses but decreased at the 500-level. Outstanding (EX) paper ratings from all academic levels similarly increased. The percentage of okay (OK) ratings decreased at all levels. During the 2009-2011 reporting period, these trends continued but with some exceptions.

OK ratings continued to decrease at every level with the greatest change among 100 level papers. 400 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.

While AC ratings largely continued the trend reported in previous findings, at the 100 and 200 level, the percentage of Outstanding rated papers superseded the percentage of Acceptable rated papers. This is the first instance of these ratios reversing since 2003. During the intervening time, there have been more AC papers than EX by percentile at every level in every findings period. During the 2009-2011 period, EX papers exceeded AC by 3.2% at the 100 level and by 4.1% at the 200 level. Coupled with an overall increase in the percentage of papers rated EX at all levels, this suggests an overall movement towards the EX rating. While the specific

factors that lead to improved rates of Outstanding papers are complicated and closely tied to faculty assumptions about writing in particular fields, this is suggestive that Writing Program outreach efforts that engage faculty across the curriculum with the writing program have been successful.

Course Paper Ratings by Academic Level, 2003-2011

Academic Year	Academic Level of Course				
Rating	100	200	300	400	500
2003-2005					
AC	26.6%	22.4%	34.7%	32.3%	89.1%
EX	26.1%	29.3%	22.9%	25.6%	3.1%
OK	47.2%	48.2%	42.3%	42.0%	7.8%
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%

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

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

#1 Resolving differences of view: “Read the passage by [author], printed below, very carefully.

It expresses a point-of-view with which many people may well disagree. Indeed, on this complex issue there must be other viewpoints equally reasonable. The topic of your essay: How do you, personally, resolve the difference among these views?”

- #2 Solving complex problems:** “Read the passage by [author], printed below, very carefully. The issue it introduces is quite complex. Indeed, the issue entails a number of problems. Center on one of the problems. The topic for your essay: How would you suggest solving the problem in a workable way?”
- #3 Analyzing issues more accurately or honestly:** “Read the passage by [author], printed below, very carefully. It may well give a misleading picture. Clearly, the issue is complex and easy to over-simplify. The topic of your essay: How would you analyze the issue more fully or accurately or honestly?”
- #4 Choosing the best approach to an issue:** “Read the passage by [author], printed below, very carefully. It deals with an issue that may have more sides to it than the passage suggests. Clearly there are other ways to approach this complex issue. The topic of your essay: Which angle would you argue is the most useful to take?”

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

The following analysis compares the differences between outcomes from June 2009-May 2011 and June 2003-May 2011 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 2009-2011 and 2003-2011 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 used less often in recent years than the other three tasks because of its history of demonstrated difficulty for specific populations. In the 2007-2009 findings, it was reported that the Writing Assessment Office no longer administered Task 3. However, table IVB2c demonstrates that Task 3 is still in limited use. Given the low frequency of usage, it is interesting and possibly misleading that Task 3 percentile scores remain similar to those of other tasks. The Simple Pass percentile range between the highest and lowest rated tasks is 4.9% at Tier I and 1.5% at Tier II.

Nevertheless, when considered across reporting periods from 2003-2011, Task 3 reflects the lowest rates of simple Pass at both Tiers. 59.3% of students earned Simple Pass ratings at

Tier I and at 81.2% Tier II. Similarly, Task 3 carries the highest percentage of Needs Work ratings at both Tier I (30.1%) and Tier II (12.0%). However, during the 2009-2011 reporting period, Task 2 provided a higher degree of difficulty for all students at both Tier I and Tier II. Data show that 65.6% of students earned a Pass rating at Tier I on Task 2 while over 66% earned a Pass on the other 3 tasks. At Tier II, 82.8% of students earned a Pass rating. Interestingly, students facing Task 2 earned the highest percentage of Distinction ratings among the 3 tasks.

Tier I (Timed Writing) and Tier II (Final) Ratings: All Students, 2009-2011

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	66.6%	8.1%	25.2%	84.2%	6.9%	8.9%
#2 Solving	65.6%	8.3%	26.1%	82.8%	8.3%	8.8%
#3 Analyzing	66.4%	10.9%	22.7%	84.9%	5.0%	10.1%
#4 Choosing	66.0%	8.7%	25.3%	83.7%	7.6%	8.6%

Tier I (Timed Writing) and Tier II (Final) Ratings: All Students, 2009-2011

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	64.2%	9.4%	26.5%	82.3%	7.9%	9.8%
#2 Solving	63.1%	8.9%	28.0%	82.7%	7.7%	9.6%
#3 Analyzing	59.3%	10.5%	30.1%	81.2%	6.8%	12.0%
#4 Choosing	62.5%	8.8%	28.8%	81.8%	7.8%	10.4%

Tier I (Timed Writing) and Tier II (Final) Ratings: Males Only, 2009-2011

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	64.1%	7.4%	28.5%	83.5%	5.3%	11.2%
#2 Solving	62.0%	8.4%	29.6%	83.1%	6.7%	10.3%
#3 Analyzing	63.9%	9.7%	26.4%	83.3%	4.2%	12.5%

#4 Choosing	63.7%	8.0%	28.3%	83.7%	6.8%	9.5%
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Tier I (Timed Writing) and Tier II (Final) Ratings: Males Only, 2003-2011

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	62.5%	8.5%	29.0%	82.0%	6.1%	11.9%
#2 Solving	60.7%	8.7%	30.7%	82.5%	6.2%	11.3%
#3 Analyzing	56.8%	10.2%	32.9%	79.8%	6.3%	13.9%
#4 Choosing	60.7%	8.2%	31.1%	81.1%	6.7%	12.2%

Tier I (Timed Writing) and Tier II (Final) Ratings: Females Only, 2009-2011

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	69.4%	8.7%	21.8%	85.1%	8.3%	6.6%
#2 Solving	69.2%	8.2%	22.6%	82.7%	9.9%	7.4%
#3 Analyzing	69.6%	13.0%	17.4%	87.0%	6.5%	6.5%
#4 Choosing	68.6%	9.3%	22.2%	83.9%	8.5%	7.6%

Tier I (Timed Writing) and Tier II (Final) Ratings: Females Only, 2003-2011

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	65.8%	10.1%	24.1%	82.6%	9.5%	7.9%
#2 Solving	65.5%	9.0%	25.5%	82.9%	9.0%	8.1%
#3 Analyzing	61.9%	10.8%	27.3%	82.5%	7.2%	10.2%
#4 Choosing	64.1%	9.4%	26.5%	82.5%	8.6%	8.8%

The average percentage of Needs Work ratings for all four tasks between 2003 and 2011 was 28.4% at Tier I and 10.5% at Tier II. Male identified students' Needs Work ratings roughly paralleled these numbers during the 2009-2011 reporting period with 28.2% at Tier I and 10.88% at Tier II. Female identified students, however, did significantly better with all 4 tasks and earned only 21.0% Needs Work at Tier I and 7.0% at Tier II.

Among male students, Tier I Needs Work ratings were highest for Task 2. Male students earned Needs Work ratings on this task +1.2% above the historical average. In contrast, female students earned -5.8% less than the overall average, although Task 2 did earn +.4% more Needs Work than other tasks. Female students continued to outperform male students at Tier 1 and Tier 2 levels with lower percentages of Needs Work ratings and higher percentages of Distinction ratings. However, in 2009-2011, male students earned .2% more Distinction ratings on Task 2 at Tier I and .4% more Pass ratings on Task 2 at Tier II.

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

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

Tier I (Timed Writing) and Tier II (Final) Ratings: L2 Students Only, 2009-2011

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	48.6%	5.6%	45.9%	69.9%	4.7%	25.4%
#2 Solving	48.6%	4.3%	47.2%	71.7%	6.7%	21.5%
#3 Analyzing	42.9%	0.0%	57.1%	64.3%	0.0%	35.7%
#4 Choosing	48.6%	4.7%	46.7%	70.4%	3.3%	26.3%

Tier I (Timed Writing) and Tier II (Final) Ratings: L2 Students Only, 2003-2011

Task	Tier I (Timed Writing) Rating			Tier II (Final) Rating		
	Pass	Distinction	Needs Work	Pass	Distinction	Needs Work
#1 Resolving	43.7%	5.6%	50.7%	66.4%	4.0%	29.6%
#2 Solving	45.0%	4.3%	50.7%	69.3%	4.6%	26.1%
#3 Analyzing	34.7%	4.3%	61.0%	63.0%	3.1%	34.0%
#4 Choosing	43.6%	4.1%	52.3%	66.8%	3.5%	29.6%

At the Tier I and II levels in 2009-2011, L2 students had higher percentages of Needs Work ratings for all Tasks than any other student population. 49.2% of L2 students earned Needs Work at Tier I and 27.2% earned the rating at Tier II. During this time, Task 3 was clearly the most difficult task for L2 students and resulted in over 50% of L2 student portfolios with this task to be forwarded to Tier II. Further, no L2 students earned Distinction ratings with Task 3 during this time. The remaining 3 tasks are virtually the same at Tier I with 48.6% of L2 students earning Tier I Pass ratings on each task.

L2 students during the 2009-2011 time period did, however, demonstrate improvement when compared to historical average calculations. L2 students earned +20.8% more Needs Work ratings than the average of all students during 2003-2011, yet L2 students earned -4.5% less Needs Work ratings than L2 students during this same time. At Tier II, L2 students earned +16.8% more Needs Work ratings than all students during 2003-2011 yet earned -2.6% less than the L2

student totals for the same time. Over time, data demonstrates that L2 student performance is improving on all tasks, yet L2 students clearly have a disadvantage when facing Task 3. L2 students earned 8.9% fewer Pass ratings on Task 3 than on other tasks over the entire period. 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 2003. From 2003-2009, Task 4 use was the most stable with a low-to-high range of 497 uses, and Task 2 had the most variation with a low-to-high range of 1,310 uses. These trends continued despite the increased participation of the 2009-2011 reporting period. During this time, Task 2 continued to reflect the greatest degree of variation with a low-to-high range of 1,366 uses and Task 4 remained the most stable with a low-to-high range of 807 uses.

During the 2009-2011 reporting period, Task 3 continued to appear in low total numbers in comparison with the other tasks because of test biases for specific populations. Fewer portfolios including Task 3 are being completed by students, and Task 3 is not included in the stability calculations/conclusions above.

Number of Rhetorical Tasks Used by Academic Year: 2003-2011

Academic Year	Topic			
	#1 Resolving	#2 Solving	#3 Analyzing	#4 Choosing
2003-2004	1,598	937	632	837
2004-2005	1,819	450	410	1,298
2005-2006	1,557	801	156	1,106
2006-2007	1,071	913	26	1,095
2007-2008	1,573	1,760	5	1,334
2008-2009	1,824	1,526	42	1,334
2009-2010	1,932	1,761	109	1,678
2010-2011	1,502	1,816	10	1,644

IV.B.3. Equivalency of the Topics

Tier I Ratings, Ranked by Needs Work Rate, All Students, 2003-2011

Topic	2009-2011			2003-2011		
	AC	EX	NW	AC	EX	NW
#32 Sports clichés	53.8%	9.0%	37.2%	54.50%	8.80%	36.70%
#21 America as warrior nation	50.0%	6.6%	43.4%	56.10%	9.50%	34.40%
#19 American higher ed shows strong class bias	33.3%	0.0%	66.7%	55.20%	11.00%	33.80%
#10 American idea of success is acquisition of goods	100.0%	0.0%	0.0%	59.70%	8.00%	32.40%
#14 Malls lead to consumerism	60.5%	8.6%	30.9%	57.80%	10.30%	31.90%
#4 Read vs. television	66.4%	9.9%	23.7%	59.80%	10.30%	30.00%
#3 Zoos conceal human antagonism to animals	69.8%	11.6%	18.6%	60.00%	10.40%	29.60%
#7 Taking photos of private citizens is unethical	55.5%	11.8%	32.7%	62.20%	9.00%	28.80%
#26 Information age	100.0%	0.0%	0.0%	57.40%	14.30%	28.40%
#9 Consumerism should not be spread	66.7%	7.6%	25.8%	63.80%	8.00%	28.20%
#35 Living wage	63.7%	7.8%	28.5%	64.10%	7.80%	28.10%
#34 Nebraska farmers	65.6%	9.7%	24.7%	64.70%	7.50%	27.80%
#37 Immigration nation	65.0%	5.8%	29.2%	64.10%	8.10%	27.70%
#20 Racial hate messages on campus	100.0%	0.0%	0.0%	62.70%	9.80%	27.50%
#8 “Schools for Scandal”	60.8%	16.2%	23.1%	62.60%	10.80%	26.60%
#12 Overworked employees	65.2%	10.1%	24.7%	65.40%	8.20%	26.30%
#36 McDonaldization	68.6%	11.2%	20.2%	62.90%	11.20%	25.90%
#15 Television undermines book reading	66.7%	0.0%	33.3%	62.50%	12.00%	25.50%
#33 Video games	69.3%	11.8%	18.9%	65.50%	10.60%	23.90%
#30 Web makes research appear easy	67.2%	11.3%	21.5%	65.30%	11.40%	23.30%
Total %	65.1%	9.7%	25.1%	62.40%	9.50%	28.20%
n =	1894	283	731	18848	2865	8514

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

As well as the aforementioned gendered biases, Topic 21 previously showed the highest percentage of Needs Work ratings for all students. While Topic 32 has superseded it, the number of Needs Work ratings for Topic 21 increased by only .9%. During the 2007-2009 reporting period, this topic proved the most difficult of all topics for male identified and L2 students. During the 2009-2011 reporting period, Topic 21 remained the most difficult topic for L2 students and female identified students but was more easily accessed by male students than several other topics. Topic 19 appeared to be among the more accessible topics during the 2007-2009 reporting period. While students during that period did not earn any Distinction ratings on Topic 19, 69.2% earned Pass ratings – higher than on any other topic during the period. During the 2009-2011 period, however, 66.7% of students using Topic 19 earned Needs Work ratings demonstrating a +36% increase in Needs Work ratings. This topic now has the highest Needs Work percentage, although its average percentage over time remains only 5.6% higher than the average for all topics.

During the 2009-2011 reporting period, several Topics did carry 100% pass rates. Students earned 100% Pass ratings on Topic 10, Topic 20, and Topic 15. Students also earned a 100% Pass rate on Topic 26, which is particularly interesting because this topic previously had a Pass rate of only 52.6%, although 21.0% of students earned Distinction ratings on this Topic. The average Distinction ratings per Topic is 9.7% during the 2009-2011 rating period, which is an increase of .3% over the last period and .2% above the historical average. However, on Topic 8, 16.2% of students earned Distinction ratings. While 100% Pass rates are certainly an improvement over higher Needs Work ratings, consideration should be given as to why so many prompts awarded no Distinction ratings while others awarded several or many.

The problematic categories used for self-identification make any consideration of the relative difficulty of topics among specific populations difficult. Further, the variance in distribution of Topics among students can make data misleading. Nevertheless, some patterns have emerged that are worthy of consideration and further review. Among Female identified students, Topic 19 proved the most difficult with 100% earning Needs Work ratings. However, 100% of Male identified students earned Pass ratings on this Topic. When considered historically, Female students earned Needs Work ratings +5.9% more than the all Female average Needs Work rating for topics, and Male students earned the rating +5.3% more than the all Male average for Needs Work ratings. Among Male students, Topic 21 and Topic 7 both similarly reflect high ratios of Needs Work ratings and are both greater than +13% higher than the all Male average for the reporting period. While both Topic 7 and Topic 21 earned high rates of Needs Work ratings among Female students, Topic 21 earned +22.7% above the all Female average for the period and awarded Distinction ratings at a rate -4.3% below the all Female average.

Data from these findings should be carefully reviewed and used to support qualitative research into the role of gender in Topic accessibility. Many topics appear to reflect a gender based bias although inconsistently over time. Some prompts do suggest greater degrees of apparent gender neutrality than others and these could be studied for textual and ideological factors; however, as changes over time have shown, the realities of gender identities are too deeply contextual for conclusions based on biological gender identification alone. While conclusions may contribute towards the retirement of difficult topics, use of this data as a measure of gender integration at WSU should be strongly discouraged.

Tier I Ratings, Ranked by Needs Work: Males Only, 2003-2011

Topic	2009-2011			2003-2011		
	AC	EX	NW	AC	EX	NW
#19 American higher ed shows strong class bias	100.0%	0.0%	0.0%	55.5%	8.6%	35.8%
#32 Sports clichés	60.0%	4.0%	36.0%	57.6%	7.3%	35.1%
#10 American idea of success is acquisition of goods	100.0%	0.0%	0.0%	56.6%	8.4%	35.0%
#14 Malls lead to consumerism	56.3%	2.1%	41.7%	56.1%	9.0%	34.9%
#21 America as warrior nation	50.0%	7.1%	42.9%	53.6%	11.6%	34.8%
#4 Read vs. television	60.0%	10.8%	29.2%	56.4%	9.8%	33.8%
#3 Zoos conceal human antagonism to animals	68.4%	10.5%	21.1%	57.5%	10.5%	31.9%
#7 Taking photos of private citizens is unethical	52.5%	5.0%	42.5%	61.3%	7.0%	31.7%
#34 Nebraska farmers	63.1%	7.1%	29.8%	62.3%	7.1%	30.7%
#37 Immigration nation	58.2%	4.5%	37.3%	61.2%	8.4%	30.4%
#8 “Schools for Scandal”	58.3%	16.7%	25.0%	59.9%	10.0%	30.2%
#20 Racial hate messages on campus	100.0%	0.0%	0.0%	60.9%	9.1%	30.0%
#26 Information age	100.0%	0.0%	0.0%	60.1%	10.1%	29.7%
#35 Living wage	55.2%	10.4%	34.4%	63.0%	8.1%	28.9%
#9 Consumerism should not be spread	64.6%	7.4%	27.9%	63.2%	8.0%	28.8%
#36 McDonaldisation	67.0%	12.1%	20.9%	61.9%	9.4%	28.7%
#15 Television undermines book reading	100.0%	0.0%	0.0%	59.2%	12.2%	28.5%
#12 Overworked employees	57.4%	13.9%	28.7%	63.9%	8.2%	27.9%
#33 Video games	67.2%	10.4%	22.4%	63.9%	8.6%	27.5%
#30 Web makes research appear easy	64.4%	9.6%	26.0%	61.5%	11.5%	27.0%
Total %	61.9%	9.0%	29.0%	60.7%	8.8%	30.5%
n =	849	124	398	8442	1225	4244

Tier I Ratings, Ranked by Needs Work: Females Only, 2003-2011

Topic	2009-2011			2003-2011		
	AC	EX	NW	AC	EX	NW
#32 Sports clichés	42.9%	17.9%	39.3%	51.0%	10.6%	38.4%
#21 America as warrior nation	50.0%	5.9%	44.1%	58.3%	7.5%	34.2%
#19 American higher ed shows strong class bias	0.0%	0.0%	100.0%	55.1%	13.0%	31.9%
#10 American idea of success is acquisition of goods	0.0%	0.0%	0.0%	62.1%	7.6%	30.3%
#14 Malls lead to consumerism	66.7%	18.2%	15.2%	59.6%	11.6%	28.8%
#3 Zoos conceal human antagonism to animals	70.8%	12.5%	16.7%	62.2%	10.3%	27.5%
#9 Consumerism should not be spread	69.7%	7.6%	22.6%	64.6%	8.1%	27.4%
#35 Living wage	71.9%	5.2%	22.9%	65.0%	7.6%	27.4%
#26 Information age	0.0%	0.0%	0.0%	54.4%	18.8%	26.8%
#4 Read vs. television	72.7%	9.1%	18.2%	62.8%	10.6%	26.6%
#7 Taking photos of private citizens is unethical	57.1%	15.7%	27.1%	62.9%	10.7%	26.5%
#20 Racial hate messages on campus	0.0%	0.0%	0.0%	64.5%	10.4%	25.1%
#34 Nebraska farmers	68.3%	11.9%	19.8%	67.0%	7.8%	25.1%
#37 Immigration nation	72.7%	7.6%	19.7%	67.0%	7.9%	25.1%
#12 Overworked employees	71.3%	6.9%	21.9%	66.9%	8.3%	24.8%
#8 “Schools for Scandal”	62.2%	15.9%	22.0%	64.8%	11.5%	23.7%
#15 Television undermines book reading	50.0%	0.0%	50.0%	64.6%	11.9%	23.5%
#36 McDonaldization	70.2%	10.7%	19.1%	63.9%	13.1%	23.0%
#33 Video games	71.4%	12.4%	16.2%	67.1%	12.3%	20.5%
#30 Web makes research appear easy	70.8%	12.4%	16.9%	69.4%	11.3%	19.3%
Total %	68.4%	10.2%	21.4%	63.9%	10.1%	26.0%
n=	1032	154	322	9720	1536	3957

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

As reported in section IV.A.3.b., in 2009-2011 L2 writers earned Needs Work ratings at drastically higher rates than L1 students. During the 2009-2011 reporting period, L2 students continued to demonstrate this struggle with almost every Topic. Only Topic 3 reflects a Needs Work rating earned in less than 25% of its applications and only Topic 3 has a Pass rating of more than 70%. L2 students facing Topic 21 earned a Needs Work rating at a rate that is +17.3% higher than that for the L2 student average and +39.6% higher than the all student average. Topic 32, Topic 7, Topic 12, and Topic 9 all reflect students earning Needs Work ratings over 50% of the time. Topic 14 similarly reflects a Needs Work rating above 50% but also shows a rate of Distinction ratings awarded that is +7.2% above the L2 student average. Overall, L2 students earned Needs Work ratings at a rate that is 4.4% higher than the 2003-2011 L2 student average and 25.9% higher than the average for all students.

While there is consistent inconsistency around which topic will be the most difficult for a given reporting period, the data for the 2009-2011 reporting period reinforces the conclusion that almost every topic appears difficult for L2 students to a degree much greater than that of L1 students. Reviewed concurrently with data in section IV.B.3., this data confirms the high rate of Needs Work ratings for L2 writers. Reviewing ratings by topic allows the Writing Assessment Office to identify specific topics that may cause or contribute to L2 writers having a greater chance of earning Needs Work ratings. While some of this difficulty may be associated with Topic selection, rater norming, or the rating standards in use, consideration should also be given to systemic factors that may be contributing to high rates of Needs Work ratings among these students. Student advising and faculty development activities that specifically address the needs of L2 learners appear to be making overall improvements in the performance of L2 students and should be continued.

Tier I Ratings, Ranked by Needs Work: L2 Students Only, 2003-2011

Topic	2009-2011			2003-2011		
	AC	EX	NW	AC	EX	NW
#21 America as warrior nation	35.3%	0.0%	64.7%	35.7%	3.1%	61.2%
#32 Sports clichés	50.0%	0.0%	50.0%	36.6%	3.7%	59.7%
#14 Malls lead to consumerism	37.5%	12.5%	50.0%	34.8%	5.6%	59.6%
#7 Taking photos of private citizens is unethical	44.4%	0.0%	55.6%	38.9%	4.0%	57.1%
#34 Nebraska farmers	47.6%	9.5%	42.9%	41.5%	2.7%	55.8%
#12 Overworked employees	41.5%	2.4%	56.1%	40.7%	5.8%	53.4%
#26 Information age	0.0%	0.0%	0.0%	33.3%	13.3%	53.4%
#33 Video games	52.9%	9.8%	37.3%	41.5%	5.2%	53.3%
#3 Zoos conceal human antagonism to animals	100.0%	0.0%	0.0%	43.8%	3.4%	52.8%
#35 Living wage	37.5%	16.7%	45.8%	42.6%	6.0%	51.4%
#30 Web makes research appear easy	55.0%	0.0%	45.0%	45.7%	4.2%	50.1%
#9 Consumerism should not be spread	45.7%	4.3%	50.0%	43.8%	6.2%	50.0%
#8 “Schools for Scandal”	50.0%	14.3%	35.7%	48.6%	3.1%	48.3%
#36 McDonaldization	60.9%	0.0%	39.1%	47.8%	4.4%	47.8%
#37 Immigration nation	66.7%	4.8%	28.6%	48.9%	4.7%	46.4%
#4 Read vs. television	52.6%	0.0%	47.4%	49.8%	7.3%	43.0%
Total %	48.5%	5.3%	46.1%	42.9%	4.9%	52.2%
n =	182	20	173	1174	133	1428

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

The following table compares the Tier II ratings and percentage of ratings reverting to Pass from Tier I and Tier II between 2009-2011 and 2003-2011. The total number of ratings reverting to Pass in 2009-2011 decreased by 22.3% from the previous findings’ percentage of 65.1%. This does, however, represent an increase of 22.9% over the 2003-2011 percentages. Several topics showed significantly higher rates of reverting to Pass at Tier II during the 2009-2011 reporting period when compared to historical data. Topic 19 increased slightly from the

2007-2009 reporting period (+3.2%) but increased significantly over the 2003-2011 average (+28.8%). All the other topics show decreased rates when compared to 2007-2009 data.

Tier II Ratings, Ranked by Percent Reverting to Pass: All Students, 2003-2011

Topic	2009-2011				2003-2011			
	AC	EX	NW	Reverting to Pass	AC	EX	NW	Reverting to Pass
#19 American higher ed shows strong class bias	100.00%	0.00%	0.00%	66.70%	48.50%	4.60%	8.10%	38.90%
#15 Television undermines book reading	100.00%	0.00%	0.00%	33.30%	46.80%	6.70%	4.00%	42.50%
#7 Taking photos of private citizens is unethical	82.70%	9.10%	8.20%	32.70%	49.50%	5.10%	6.90%	38.60%
#14 Malls lead to consumerism	80.20%	7.40%	12.30%	25.90%	49.40%	4.40%	9.40%	36.90%
#3 Zoos conceal human antagonism to animals	90.70%	7.00%	2.30%	25.60%	49.20%	5.20%	7.20%	38.40%
#35 Living wage	87.00%	4.70%	8.30%	25.40%	50.00%	3.70%	5.40%	40.90%
#8 “Schools for Scandal”	81.50%	10.80%	7.70%	25.40%	48.70%	5.90%	6.30%	39.10%
#34 Nebraska farmers	86.00%	6.50%	7.50%	23.70%	50.90%	3.60%	6.10%	39.40%
#12 Overworked employees	85.00%	8.00%	7.00%	23.30%	50.30%	4.40%	5.90%	39.40%
#32 Sports clichés	75.60%	9.00%	15.40%	23.10%	48.90%	3.90%	9.30%	37.80%
#4 Read vs. television	87.80%	6.90%	5.30%	22.90%	48.40%	4.60%	6.10%	40.80%
#21 America as warrior nation	71.40%	5.20%	23.40%	22.10%	46.80%	4.90%	8.30%	40.00%
#30 Web makes research appear easy	87.20%	4.60%	8.20%	22.10%	51.30%	4.50%	6.40%	37.90%
#36 McDonaldization	84.30%	9.00%	6.70%	21.10%	50.20%	5.20%	6.30%	38.30%
#9 Consumerism should not be spread	81.60%	8.50%	9.80%	19.60%	48.40%	5.10%	6.20%	40.20%
#37 Immigration nation	80.30%	5.10%	14.60%	19.00%	49.70%	4.60%	6.80%	38.90%
#33 Video games	83.50%	8.40%	8.10%	17.00%	50.00%	6.30%	6.50%	37.20%
#10 American idea of success is acquisition of goods	100.00%	0.00%	0.00%	0.00%	47.90%	4.30%	6.00%	41.80%
#26 Information age	100.00%	0.00%	0.00%	0.00%	47.20%	6.80%	7.90%	38.10%
#20 Racial hate messages on campus	50.00%	50.00%	0.00%	0.00%	50.60%	4.80%	8.80%	35.70%
Total %	67.5%	12.9%	19.6%	42.8%	80.9%	8.0%	11.1%	19.9%
n =	894	171	259	567	19642	1948	2695	4841

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

One hundred eight (108) raters from 36 departments, offices, or centers participated in the Writing Portfolio Rating Corps in 2009-2011. This represents a slight decrease from the previous reporting period of 113 raters but a slight increase from 35 departments/affiliations. Appendix A lists recent raters by department/affiliation.

In this reporting period, papers came from more than 4,635 different courses, and were read and signed off by instructional faculty. For this purpose, instructors re-read papers they assigned for their own classes and judged them as acceptable or outstanding for the Portfolio. Papers submitted for the Portfolio came from nearly every program at Washington State University. Appendix C provides a list of courses and departments from which papers were submitted.

Tier I Rating Corps

	English or Writing Program	Other	Total
2009-2011	42 (39%)	66 (61%)	108

Almost two-thirds of all raters came from outside the English/Writing Program in 2009-2011. Eleven (11) new departments were represented, while 3 departments discontinued representation. New participants from sciences, mathematics, performing and fine arts, management, and teaching and learning communities increased the disciplinary diversity of the Rating Corps. Recruitment efforts across campus should continue and efforts should be made to continue the use of raters from all departments. Students are the ultimate beneficiaries of faculty members' investment in the writing assessment program, and the ratio of English/Writing Program rater to non-English/Writing Program raters shows encouraging signs of stabilizing near the current rates. A list of rater names and departments can be found in Appendix A.

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

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

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

2. **Tier I Pass/Tier II Pass:** The timed writing is judged an obvious “Pass,” but all three of the courses writings have been rated Outstanding; Tier II reading of the entire Portfolio rates it “Pass.” Or, the timed writing is judged “Pass,” but all three course papers were marked OK by the Writing Assessment Office—i.e., they were not rated by the course instructor; Tier II reading of the entire portfolio rates it “Pass.”
3. **Tier I Pass / Tier II Distinction:** The timed writing is judged no better or worse than an obvious “Pass,” but all three of the courses writings have been rated Outstanding; Tier II reading of the entire Portfolio rates it “Pass with Distinction.”
4. **Tier I Pass / Tier II Needs Work:** The timed writing is judged no better or worse than an obvious “Pass,” but upon consideration of the course writings, Tier II raters judge the entire Portfolio as “Needs Work.” The Portfolio is rated at the Tier II level because none of the course papers were evaluated by the original instructors, resulting in an “Okay” designation by the Writing Assessment Office.
5. **Tier I Distinction? / Tier II Pass:** The timed writing is judged as especially distinguished, but upon consideration of the course writings, Tier II raters judge the entire Portfolio as “Pass.”
6. **Tier I Distinction? / Tier II Distinction:** The timed writing is judged as especially distinguished, and on consideration of the course writings, Tier II raters judge the entire Portfolio as “Pass with Distinction.”
7. **Tier I Needs Work? / Tier II Pass:** The timed writing indicates that the writer may possibly be in need of additional coursework in writing, but upon consideration of the course papers, Tier II raters judge the entire Portfolio as “Pass.”
8. **Tier I Needs Work? / Tier II Needs Work:** The timed writing indicates that the writer may possibly be in need of additional coursework in writing, and upon consideration of the course papers, Tier II raters judge the entire Portfolio as “Needs Work.”

IV.B.5.a. Rating Sequences from Tier I to Tier II Over Time

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

Rating Sequences Over Time, All Students, 2003-2011

Year (n)	Tier I Result							
	Pass				Distinction		Needs Work	
	Tier II Result							
	Not read	Pass	Distinction	Needs Work	Pass	Distinction	Pass	Needs Work
2003-04 (4,021)	39.4%	46.4%	6.9%	7.5%	7.3%	3.2%	18.1%	9.5%
2004-05 (4,109)	36.3%	41.5%	7.7%	9.4%	5.2%	3.0%	20.2%	11.9%
2005-06 (4,758)	49.7%	42.1%	9.7%	10.1%	5.6%	3.6%	18.0%	10.1%
2006-07 (4,351)	52.1%	40.9%	10.2%	12.5%	6.7%	3.0%	16.8%	9.1%
2007-08 (4,911)	53.4%	41.1%	9.2%	13.3%	5.7%	2.6%	17.2%	9.6%
2008-09 (4,995)	51.1%	44.9%	9.7%	9.6%	6.0%	2.3%	17.8%	8.9%
2009-10 (5,497)	52.5%	22.9%	7.9%	0.6%	10.0%	4.7%	35.5%	18.0%
2010-11 (4,995)	52.1%	21.0%	6.8%	0.6%	9.0%	4.6%	38.4%	18.8%
2003-11 (27,145)	48.8%	37.8%	8.6%	8.0%	7.0%	3.4%	23.1%	12.1%

Rating sequences over the past six years have been fairly consistent. A higher percentage of Tier I Pass ratings appeared in 2005-2006 and stabilized after 2006. In 2008-2009, an upward trend in Needs Work reversed, declining 3.7% in the one-year reporting period. In the subsequent two reported years, the rate has dropped by 9.0% and become stable at .6%. In 2006, the Tier I Distinction rating category peaked with a .5% increase over the previous year. Since that time, the rate has declined to an all time low of 6.8%. At Tier II, the rating has remained relatively stable over the reported years.

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

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

Compared to rating sequences for all students, multi-lingual writers have consistently shown a higher percentage of final Needs Work ratings (see section IV.A.3.b). Data for 2003-2011 shows that L2 students' portfolios were rated Needs Work/Needs Work almost three times more often than those of all students, and Pass/Pass half as often as all students. For 2003-2011, L2 student portfolios were rated Needs Work/Pass at less than half the rate of L1 students. The following table represents the rating outcomes for all students who declared themselves as multi-lingual writers (L2).

Rating Sequences Over Time, Multi-Lingual Writers (L2), 2003-2011

Year (n)	Tier I Result							
	Pass				Distinction		Needs Work	
	Tier II Result							
	Not read	Pass	Distinction	Needs Work	Pass	Distinction	Pass	Needs Work
2003-04 (376)	25.0%	25.7%	2.7%	10.6%	1.9%	1.3%	25.5%	29.5%
2004-05 (438)	23.9%	22.3%	1.8%	13.2%	3.2%	0.7%	23.9%	34.2%
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%
2003-11 (3,950)	34.3%	19.4%	2.7%	10.6%	3.0%	1.6%	28.3%	33.5%

Appendix A: 2009-2011 Portfolio Readers Listed by Department or Affiliation

American Studies
Khoza, Lombusa
Animal Science
Elson, Mark Macnamara, John
Anthropology
Baksi, Shila Chapman, Brandon Dillion, Michelle Fancher, Jason Lipe, William Spencer-Curtis, Dena
Apparel, Merchandising, And Textiles
Salusso, Carol
Architecture
Rahmani, Ayad
Biological Sciences
Omoto, Charlotte Miller, Don
Center For Teaching, Learning, & Technology
Yeidel, Joshua
Comparative Ethnic Studies
Dublin, Leola Guerrero, Lisa
Communications
Irby, Lisa McLaughlin, Michael
Critical Culture, Gender, And Race Studies
Streamas, John
Distance Degree Program

Almdale, Jacqueline

Educational Leadership

Durrant, Sue

Electrical Engineering

Wells, Carl

English

Anderson, Mary

Anthony, Jared

Arosteguy, Katie

Bell, Nancy

Bergfeld, Sarah

Bodley, Antonie

Bohle, Jillian

Butler, Todd

Cooper, Mary

Cornell, Caitlin

Cutler, Jennifer

Cutler, Kristen

Deome, Dorian

Dietrich, Rhonda

Drews, Marie

Durst, Pearce

Edwards, Jessica

Evans, Donna

Glade, Fiona

Gubele, Rose

Haendiges, Jim

Kellejian, Kris

Keller, Kristen

Luders, Lesa

Mccarthy, Jessica

Meloni, Julie

Moore, Emily

Oliver, Malcolm

Pang, Honzu

Petersen, Jerry

Rysdam, Sheri

Sanchez, Rachel

Sena, Leslie
Theile, Vernia
Vanlanan, Amanda
Weichert, Nora
Weidiger, Beth
Zhou, Han

Environmental Science

Hinman, George

Fine Arts

Deprano, Maria
Helm, Tamara
Lee, Pamela

Foreign Language

Gonzalez, Eloy

General Studies

Chow, Anna

Human Development

Hill, Laura
Porter, Norike

Health Science

Robertello, Kimberly

History

Chan, Roger
Faunce, Ken
Gerber, Lydia
Maxwell, Mary Jane
Stratton, Cliff

Horticulture

Fellman, John

Interior Design

Hermance, Becky

Libraries

Vetter, Susan

Management

Miskin, Val

Natural Resource Sciences

Zamora, Ben

Pharmacy

Reynolds, Jonathan

Philosophy

Grubic, Royce

Zimmerman, Paul

Physics

Harrop, Brooks

Political Science

Christensen, Erika

Christiansen, Ericka

Clark, Vickie Lynn

Day, Jacob

Searles, Kathleen

Stehr, Steven

Weber, Edward

Sociology

Brown, Christine

Crowe, Jessica

Evans, Michelle

Garcia, Mary

Glaze, Erin

Kmec, Julie

Lugo-Lugo, Carmen

Macmillan, Craig

Newman, Soren

Oakley, Christine

Sanders, James

Statistics

Bryan, Peggy

Teaching And Learning

Neider, Xyan

Writing Program

Johnson, Patrick

Kelly-Riley, Diane

Ritter, Annie

Appendix B: Portfolio Performance by Major and Language Status, 2009-2011

The following information is listed by college and academic major. L1 indicates English as a first-language. L2 indicates those who categorized themselves as Multi-lingual Speakers. UR indicates that students did not respond to the language classification question.

Summary by Major

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

College of Agricultural, Human, and Natural Resource Sciences

College of Agricultural, Human, and Natural Resource Sciences														
Major Language	Tier I						Final Portfolio						Total	
	Pass		Pass with distinction		Needs Work		Pass		Pass with distinction		Needs Work			
Agribusiness economics & management														
L1	11	69%	2	13%	3	19%	11	69%	3	19%	2	13%	16	
L2	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%	1	
UR	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	
Agricultural biotechnology														
L1	13	59%	2	9%	7	32%	19	86%	1	5%	2	9%	22	
L2	1	0%	0	0%	0	0%	0	0%	1	100%	0	0%	1	
UR	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	
Agricultural Education														
L1	12	63%	3	16%	4	21%	17	89%	2	11%	0	0%	19	
L2	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	
Apparel Design, Merchandising, And Textiles														
L1	88	79%	2	2%	22	20%	98	88%	4	4%	10	9%	112	
L2	3	38%	0	0%	5	63%	3	38%	1	13%	4	50%	8	
UR	2	29%	0	0%	5	71%	6	86%	0	0%	1	14%	7	

Crop Science													
L1	9	75%	0	0%	3	25%	10	83%	1	8%	1	8%	12
L2	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
Economics													
L1	69	64%	7	7%	31	29%	89	83%	4	4%	14	13%	107
L2	14	37%	1	3%	23	61%	19	50%	1	3%	18	47%	38
UR	1	33%	0	0%	2	67%	2	67%	0	0%	1	33%	3
Food Science/Human Nutrition													
L1	15	60%	5	20%	5	20%	17	68%	5	20%	3	12%	25
L2	2	67%	0	0%	1	33%	3	100%	0	0%	0	0%	3
UR	2	100%	0	0%	0	0%	2	100%	0	0%	0	0%	2
Horticulture													
L1	11	52%	2	10%	8	38%	20	95%	1	5%	0	0%	21
L2	0	0%	0	0%	2	100%	1	50%	0	0%	1	50%	2
UR	1	100%	0	0%	0	0%	0	0%	1	100%	0	0%	1
Human Development													
L1	198	67%	18	6%	78	27%	254	86%	17	6%	23	8%	294
L2	16	59%	1	4%	10	37%	20	74%	0	0%	7	26%	27
UR	5	63%	1	13%	2	25%	7	88%	0	0%	1	13%	8
Interior Design													
L1	43	80%	7	13%	4	7%	48	89%	6	11%		0%	54
L2	4	50%	2	25%	2	25%	8	100%	0	0%		0%	8
UR	1	50%	1	50%	0	0%	1	50%	1	50%		0%	2
Landscape Architecture													
L1	23	61%	2	5%	13	34%	32	84%	1	3%	5	13%	38
L2	1	33%	0	0%	2	67%	2	67%	0	0%	1	33%	3
UR	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%	1

Natural Resource Sciences													
L1	29	73%	5	13%	6	15%	37	93%	2	5%	1	3%	40
L2	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
Wildlife Ecology													
L1	36	71%	6	12%	9	18%	42	82%	7	14%	2	4%	51
L2	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
UR	0	0%	1	100%	0	0%	0	0%	1	100%	0	0%	1

College of Business

College of Business														
Major Language	Tier I							Final Portfolio						Total
	Pass		Pass with distinction		Needs Work		Pass		Pass with distinction		Needs Work			
Accounting														
L1	187	72%	22	8%	51	20%	242	93%	11	4%	7	3%	260	
L2	33	37%	4	4%	52	58%	57	64%	4	4%	28	31%	89	
UR	3	60%	1	20%	1	20%	4	80%	1	20%	0	0%	5	
Business Administration														
L1	137	67%	10	5%	58	28%	179	87%	10	5%	16	8%	205	
L2	23	66%	2	6%	10	29%	31	89%	1	3%	3	9%	35	
UR	7	78%	1	11%	1	11%	8	89%	0	0%	1	11%	9	
Entrepreneurship														
L1	36	71%	8	16%	7	14%	43	84%	5	10%	3	6%	51	
L2	2	33%	0	0%	4	67%	4	67%	0	0%	2	33%	6	
UR	0	0%	0	0%	1	100%	1	100%	0	0%	0	0%	1	
Finance														
L1	102	74%	7	5%	29	21%	128	93%	5	4%	5	4%	138	
L2	21	30%	4	6%	45	64%	40	57%	3	4%	27	39%	70	
UR	1	25%	0	0%	3	75%	3	75%	0	0%	1	25%	4	

Hospitality Business Management													
L1	112	74%	13	9%	27	18%	133	88%	10	7%	9	6%	152
L2	17	44%	2	5%	20	51%	27	69%	1	3%	11	28%	39
UR	4	67%	0	0%	2	33%	4	67%	0	0%	2	33%	6
Human Resources and Personnel													
L1	8	80%	1	10%	1	10%	8	80%	2	20%	0	0%	10
L2	2	67%	0	0%	1	33%	3	100%	0	0%	0	0%	3
UR	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
International Business													
L1	46	68%	10	15%	12	18%	53	78%	8	12%	7	10%	68
L2	23	43%	0	0%	30	57%	36	68%	1	2%	16	30%	53
UR	2	67%	0	0%	1	33%	2	67%	0	0%	1	33%	3
Management and Operations													
L1	151	65%	14	6%	69	29%	202	86%	8	3%	24	10%	234
L2	21	40%	2	4%	30	57%	41	77%	2	4%	10	19%	53
UR	5	83%	1	17%	0	0%	5	83%	1	17%	0	0%	6
Management Information Systems													
L1	105	67%	11	7%	41	26%	143	91%	6	4%	8	5%	157
L2	22	51%	3	7%	18	42%	32	74%	2	5%	9	21%	43
UR	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%	1
Marketing													
L1	73	74%	5	5%	20	20%	93	95%	2	2%	3	3%	98
L2	8	36%	0	0%	14	64%	10	45%	0	0%	12	55%	22
UR	2	67%	0	0%	1	33%	3	100%	0	0%	0	0%	3

College of Communication

Major Language	Tier I						Final Portfolio						Total
	Pass		Pass with distinction		Needs Work		Pass		Pass with distinction		Needs Work		
Communication													
L1	483	73%	54	8%	123	19%	580	88%	38	6%	43	7%	661
L2	32	60%	5	9%	16	30%	40	75%	3	6%	10	19%	53
UR	4	33%	1	8%	7	58%	11	92%	0	0%	1	8%	12

College of Education

Major Language	Tier I						Final Portfolio						Total
	Pass		Pass with distinction		Needs Work		Pass		Pass with distinction		Needs Work		
Athletic Training													
L1	1	100%	0	0%	0	0%	1	100%	0	0%	0	0%	1
L2	3	100%	0	0%	0	0%	2	67%	1	33%	0	0%	3
UR	18	69%	0	0%	8	31%	25	96%	0	0%	1	4%	26
Education													
L1	16	62%	0	0%	10	38%	23	88%	0	0%	3	12%	26
L2	1	50%	0	0%	1	50%	1	50%	0	0%	1	50%	2
UR	223	80%	14	5%	42	15%	248	89%	25	9%	6	2%	279
Health and Fitness													
L1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
L2	0	0%	0	0%	3	100%	2	67%	0	0%	1	33%	3
UR	18	78%	2	9%	3	13%	22	96%	1	4%	0	0%	23
Movement Studies													
L1	5	45%	0	0%	6	55%	10	91%	0	0%	1	9%	11
L2	1	100%	0	0%	0	0%	1	100%	0	0%	0	0%	1
UR	86	74%	10	9%	20	17%	100	86%	9	8%	7	6%	116

College of Engineering and Architecture

College of Engineering and Architecture													
Major Language	Tier I						Final Portfolio						Total
	Pass		Pass with distinction		Needs Work		Pass		Pass with distinction		Needs Work		
Architecture													
L1	44	54%	12	15%	25	31%	69	85%	4	5%	8	10%	81
L2	12	40%	0	0%	18	60%	16	53%	1	3%	13	43%	30
UR	1	100%	0	0%	0	0%	1	100%	0	0%	0	0%	1
Bioengineering													
L1	16	62%	4	15%	6	23%	20	77%	5	19%	1	4%	26
L2	5	56%	0	0%	4	44%	5	56%	0	0%	4	44%	9
UR	2	67%	0	0%	1	33%	3	100%	0	0%	0	0%	3
Chemical Engineering													
L1	43	65%	9	14%	14	21%	51	77%	7	11%	8	12%	66
L2	3	30%	0	0%	7	70%	5	50%	0	0%	5	50%	10
UR	0	0%	1	100%	0	0%	1	100%	0	0%	0	0%	1
Civil Engineering													
L1	132	67%	10	5%	56	28%	175	88%	8	4%	15	8%	198
L2	12	41%	1	3%	16	55%	20	69%	0	0%	9	31%	29
UR	5	71%	0	0%	2	29%	6	86%	0	0%	1	14%	7
Computer Engineering													
L1	18	69%	4	15%	4	15%	23	88%	1	4%	2	8%	26
L2	3	50%	0	0%	3	50%	5	83%	0	0%	1	17%	6
UR	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Computer Science													
L1	63	61%	12	12%	28	27%	89	86%	6	6%	8	8%	103
L2	10	37%	1	4%	16	59%	17	63%	1	4%	9	33%	27
UR	2	40%	1	20%	2	40%	4	80%	0	0%	1	20%	5

Construction Management													
L1	58	64%	8	9%	24	27%	84	93%	0	0%	6	7%	90
L2	3	75%	0	0%	1	25%	4	100%	0	0%	0	0%	4
UR	2	100%	0	0%	0	0%	2	100%	0	0%	0	0%	2
Electrical Engineering													
L1	73	70%	8	8%	24	23%	98	93%	3	3%	4	4%	105
L2	11	29%	1	3%	26	68%	27	71%	2	5%	9	24%	38
UR	2	33%	0	0%	4	67%	4	67%	0	0%	2	33%	6
Materials Science and Engineering													
L1	23	79%	2	7%	4	14%	22	76%	6	21%	1	3%	29
L2	2	40%	0	0%	3	60%	4	80%	0	0%	1	20%	5
UR	0	0%	0	0%	1	100%	1	100%	0	0%	0	0%	1
Mechanical Engineering													
L1	215	67%	28	9%	77	24%	286	89%	19	6%	15	5%	320
L2	32	45%	2	3%	37	52%	52	73%	1	1%	18	25%	71
UR	1	25%	0	0%	3	75%	3	75%	0	0%	1	25%	4

College of Liberal Arts

College of Liberal Arts													
Major Language	Tier I						Final Portfolio						Total
	Pass		Pass with distinction		Needs Work		Pass		Pass with distinction		Needs Work		
American Studies													
L1	1	100%	0	0%	0	0%	1	100%	0	0%	0	0%	1
L2	1	100%	0	0%	0	0%	1	100%	0	0%	0	0%	1
UR	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Anthropology													
L1	41	63%	14	22%	10	15%	52	80%	9	14%	4	6%	65
L2	2	50%	0	0%	2	50%	3	75%	0	0%	1	25%	4
UR	1	50%	0	0%	1	50%	2	100%	0	0%	0	0%	2
Asian Studies													

L1	3	33%	1	11%	5	56%	6	67%	2	22%	1	11%	9
L2	4	100%	0	0%	0	0%	4	100%	0	0%	0	0%	4
UR	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Comparative Ethnic Studies													
L1	11	65%	2	12%	4	24%	15	88%	2	12%	0	0%	17
L2	3	43%	0	0%	4	57%	3	43%	0	0%	4	57%	7
UR	0	0%	0	0%	1	100%	1	100%	0	0%	0	0%	1
Criminal Justice													
L1	152	67%	14	6%	62	27%	180	79%	16	7%	32	14%	228
L2	19	54%	0	0%	16	46%	26	74%	1	3%	8	23%	35
UR	5	63%	1	13%	2	25%	7	88%	0	0%	1	13%	8
Digital Technology and Culture													
L1	104	65%	16	10%	41	25%	137	85%	13	8%	11	7%	161
L2	12	50%	0	0%	12	50%	16	67%	1	4%	7	29%	24
UR	1	50%	1	50%	0	0%	1	50%	1	50%	0	0%	2
English													
L1	163	67%	44	18%	36	15%	171	70%	68	28%	4	2%	243
L2	10	71%	1	7%	3	21%	8	57%	4	29%	2	14%	14
UR	4	57%	3	43%	0	0%	5	71%	2	29%	0	0%	7
Fine Arts													
L1	38	57%	7	10%	22	33%	52	78%	4	6%	11	16%	67
L2	3	33%	0	0%	6	67%	6	67%	1	11%	2	22%	9
UR	2	67%	0	0%	1	33%	3	100%	0	0%	0	0%	3
General Social Sciences													
L1	368	70%	47	9%	109	21%	463	88%	37	7%	24	5%	524
L2	25	57%	4	9%	15	34%	37	84%	3	7%	4	9%	44
UR	3	50%	1	17%	2	33%	6	100%	0	0%	0	0%	6
German													
L1	2	100%	0	0%	0	0%	2	100%	0	0%	0	0%	2
L2	5	83%	0	0%	1	17%	4	67%	1	17%	1	17%	6
UR	3	75%	0	0%	1	25%	2	50%	1	25%	1	25%	4

History													
L1	1	33%	0	0%	2	67%	1	33%	1	33%	1	33%	3
L2	117	62%	27	14%	45	24%	149	79%	23	12%	17	9%	189
UR	112	62%	26	14%	42	23%	144	80%	21	12%	15	8%	180
Humanities: General Studies													
L1	5	42%	0	0%	7	58%	7	58%	0	0%	5	42%	12
L2	127	55%	20	9%	85	37%	173	75%	15	6%	44	19%	232
UR	117	57%	19	9%	71	34%	158	76%	15	7%	34	16%	207
Music													
L1	1	50%	0	0%	1	50%	1	50%	0	0%	1	50%	2
L2	25	69%	4	11%	7	19%	28	78%	4	11%	4	11%	36
UR	24	71%	4	12%	6	18%	27	79%	4	12%	3	9%	34
Philosophy													
L1	4	80%	1	20%	0	0%	4	80%	1	20%	0	0%	5
L2	26	67%	7	18%	6	15%	31	79%	7	18%	1	3%	39
UR	22	67%	5	15%	6	18%	26	79%	6	18%	1	3%	33
Political Science													
L1	21	60%	4	11%	10	29%	27	77%	6	17%	2	6%	35
L2	147	68%	29	13%	40	19%	180	83%	29	13%	7	3%	216
UR	123	70%	25	14%	27	15%	148	85%	23	13%	4	2%	175
Psychology													
L1	1	50%	0	0%	1	50%	2	100%	0	0%	0	0%	2
L2	11	69%	1	6%	4	25%	16	100%	0	0%	0	0%	16
UR	9	69%	1	8%	3	23%	13	100%	0	0%	0	0%	13
Public Affairs													
L1	1	50%	0	0%	1	50%	2	100%	0	0%	0	0%	2
L2	17	71%	2	8%	5	21%	21	88%	3	13%	0	0%	24
UR	15	75%	2	10%	3	15%	17	85%	3	15%	0	0%	20

Social Studies													
L1	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%	1
L2	5	63%	1	13%	2	25%	6	75%	0	0%	2	25%	8
UR	5	71%	1	14%	1	14%	6	86%	0	0%	1	14%	7
Sociology													
L1	13	52%	5	20%	7	28%	15	60%	4	16%	6	24%	25
L2	76	63%	14	12%	31	26%	94	78%	10	8%	17	14%	121
UR	61	65%	9	10%	24	26%	77	82%	6	6%	11	12%	94
Spanish													
L1	5	56%	1	11%	3	33%	7	78%	1	11%	1	11%	9
L2	24	75%	2	6%	6	19%	28	88%	2	6%	2	6%	32
UR	19	83%	1	4%	3	13%	21	91%	1	4%	1	4%	23
Speech and Hearing Sciences													
L1	6	55%	1	9%	4	36%	9	82%	0	0%	2	18%	11
L2	53	73%	2	3%	18	25%	67	92%	1	1%	5	7%	73
UR	47	76%	1	2%	14	23%	58	94%	1	2%	3	5%	62
Theatre Arts and Drama													
L1	0	0%	1	100%	0	0%	0	0%	1	100%	0	0%	1
L2	9	60%	3	20%	3	20%	11	73%	2	13%	2	13%	15
UR	9	64%	2	14%	3	21%	11	79%	1	7%	2	14%	14
Women's Studies													
L1	1	100%	0	0%	0	0%	0	0%	1	100%	0	0%	1
L2	7	58%	1	8%	4	33%	9	75%	2	17%	1	8%	12
UR	6	60%	0	0%	4	40%	8	80%	1	10%	1	10%	10

College of Nursing													
Major Language	Tier I						Final Portfolio						Total
	Pass		Pass with distinction		Needs Work		Pass		Pass with distinction		Needs Work		
Nursing													
L1	44	54%	12	15%	25	31%	69	85%	4	5%	8	10%	81
L2	12	40%	0	0%	18	60%	16	53%	1	3%	13	43%	30
UR	1	100%	0	0%	0	0%	1	100%	0	0%	0	0%	1
College of Pharmacy													
Major Language	Tier I						Final Portfolio						Total
	Pass		Pass with distinction		Needs Work		Pass		Pass with distinction		Needs Work		
Exercise Physiology													
L1	14	64%	3	14%	5	23%	19	86%	2	9%	1	5%	22
L2	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
Pharmacy													
L1	25	71%	3	9%	7	20%	31	89%	2	6%	2	6%	35
L2	5	50%	0	0%	5	50%	6	60%	1	10%	3	30%	10
UR	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
College of Sciences													
Major Language	Tier I						Final Portfolio						Total
	Pass		Pass with distinction		Needs Work		Pass		Pass with distinction		Needs Work		
Biotechnology													
L1	2	67%	0	0%	1	33%	3	100%	0	0%	0	0%	3
L2	5	63%	0	0%	3	38%	7	88%	0	0%	1	13%	8
UR	3	60%	0	0%	2	40%	4	80%	0	0%	1	20%	5

Chemistry													
L1	2	29%	0	0%	5	71%	4	57%	0	0%	3	43%	7
L2	16	55%	4	14%	9	31%	21	72%	3	10%	5	17%	29
UR	14	64%	4	18%	4	18%	17	77%	3	14%	2	9%	22
Environmental Science													
L1	6	75%	0	0%	2	25%	7	88%	0	0%	1	13%	8
L2	57	75%	2	3%	17	22%	66	87%	7	9%	3	4%	76
UR	49	74%	2	3%	15	23%	57	86%	7	11%	2	3%	66
General Mathematics													
L1	3	38%	0	0%	5	63%	6	75%	0	0%	2	25%	8
L2	52	68%	6	8%	18	24%	66	87%	3	4%	7	9%	76
UR	47	71%	6	9%	13	20%	59	89%	2	3%	5	8%	66
Geology													
L1	2	67%	0	0%	1	33%	2	67%	0	0%	1	33%	3
L2	16	59%	1	4%	10	37%	23	85%	3	11%	1	4%	27
UR	14	58%	1	4%	9	38%	21	88%	3	13%	0	0%	24
GS Basic Medical Science													
L1	8	44%	1	6%	9	50%	11	61%	2	11%	5	28%	18
L2	50	69%	6	8%	16	22%	58	81%	6	8%	8	11%	72
UR	42	78%	5	9%	7	13%	47	87%	4	7%	3	6%	54
Physics													
L1	0	0%	1	50%	1	50%	2	100%	0	0%	0	0%	2
L2	29	67%	5	12%	9	21%	37	86%	6	14%	0	0%	43
UR	29	73%	3	8%	8	20%	35	88%	5	13%	0	0%	40
Zoology													
L1	3	60%	0	0%	2	40%	3	60%	1	20%	1	20%	5
L2	82	75%	11	10%	17	15%	86	78%	18	16%	6	5%	110
UR	78	76%	11	11%	13	13%	82	80%	17	17%	3	3%	102

College of Veterinary Medicine

College of Veterinary Medicine													
Major Language	Tier I						Final Portfolio						Total
	Pass		Pass with distinction		Needs Work		Pass		Pass with distinction		Needs Work		
Biochemistry													
L1	22	63%	3	9%	10	29%	27	77%	7	20%	1	3%	35
L2	10	63%	2	13%	4	25%	12	75%	1	6%	3	19%	16
UR	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Genetics and Cell Biology													
L1	24	67%	4	11%	8	22%	31	86%	5	14%	0	0%	36
L2	3	60%	0	0%	2	40%	4	80%	0	0%	1	20%	5
UR	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Microbiology													
L1	12	52%	5	22%	6	26%	18	78%	5	22%	0	0%	23
L2	7	64%	0	0%	4	36%	8	73%	0	0%	3	27%	11
UR	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Neuroscience													
L1	35	69%	10	20%	6	12%	41	80%	10	20%	0	0%	51
L2	7	78%	0	0%	2	22%	8	89%	1	11%	0	0%	9
UR	1	100%	0	0%	0	0%	1	100%	0	0%	0	0%	1

Appendix C: Paper Submissions by Prefix and Course Number 2009-2011

Note: Not all prefixes are currently used by the university. Some papers were submitted from classes no longer offered, and some papers were submitted from classes completed at other institutions.

College of Agriculture, Human, and Natural Resource Sciences					
<u>Agriculture and Food Science</u>			AMT	130	1
AFS	101	34	AMT	150	1
AFS	102	1	AMT	200	1
AFS	201	15	AMT	201	1
AFS	321	1	AMT	204	1
AFS	445	3	AMT	208	2
			AMT	210	11
<u>Agricultural Education</u>			AMT	211	6
AG ED	440	4	AMT	212	13
			AMT	220	6
<u>General Agriculture</u>			AMT	300	1
AGRI	102	1	AMT	302	1
AGRI	221	1	AMT	307	1
AGRI	222	1	AMT	312	1
AGRI	261	1	AMT	314	2
			AMT	315	12
<u>Agricultural Technology and Management</u>			AMT	321	1
AGTM	202	1	AMT	324	1
AGTM	315	2	AMT	340	1
AGTM	402	1	AMT	351	1
AGTM	413	1	AMT	372	1
AGTM	457	1	AMT	402	1
			AMT	406	1
<u>Apparel, Merchandising and Textiles</u>			AMT	408	1
AMT	101	8	AMT	411	1
AMT	103	2	AMT	413	18
AMT	105	1	AMT	417	13
AMT	106	1	AMT	420	32
AMT	108	18	AMT	429	7
AMT	109	1	AMT	430	2
AMT	110	7	AMT	440	1
AMT	111	4	AMT	450	1
AMT	113	1			

AMT	460	2
AMT	481	1
AMT	490	4
AMT	495	1
AMT	496	4
AMT	498	5

AS	408	2
AS	427	2
AS	440	3
AS	450	1
AS	468	1
AS	474	2
AS	488	1

Animal Science

AS	101	10
AS	103	1
AS	105	2
AS	106	2
AS	111	2
AS	174	5
AS	180	2
AS	198	1
AS	201	1
AS	203	2
AS	205	16
AS	221	1
AS	265	1
AS	272	1
AS	285	14
AS	309	1
AS	313	10
AS	314	3
AS	320	1
AS	328	1
AS	330	6
AS	341	1
AS	345	1
AS	346	2
AS	350	10
AS	351	7
AS	360	1
AS	361	1
AS	372	1
AS	380	11
AS	399	5
AS	403	1
AS	404	2

Community and Rural Sociology

CRS	101	2
CRS	211	1
CRS	336	9
CRS	420	1
CRS	431	4
CRS	435	1
CRS	441	1

Crop Science

CROPS	101	4
CROPS	102	5
CROPS	110	1
CROPS	111	2
CROPS	202	3
CROPS	301	11
CROPS	305	1
CROPS	336	1
CROPS	360	12
CROPS	411	1
CROPS	413	1
CROPS	425	1
CROPS	435	1
CROPS	445	2
CROPS	499	1

Economic Science

ECONS	100	1
ECONS	101	26
ECONS	102	23
ECONS	108	1
ECONS	110	2
ECONS	111	1

ECONS	140	4
ECONS	198	11
ECONS	200	5
ECONS	201	37
ECONS	202	22
ECONS	204	3
ECONS	205	1
ECONS	213	1
ECONS	215	1
ECONS	216	1
ECONS	298	1
ECONS	301	1
ECONS	302	2
ECONS	304	2
ECONS	306	1
ECONS	311	24
ECONS	320	12
ECONS	321	9
ECONS	322	1
ECONS	323	4
ECONS	324	16
ECONS	326	2
ECONS	327	2
ECONS	330	1
ECONS	335	10
ECONS	345	1
ECONS	351	1
ECONS	352	1
ECONS	372	1
ECONS	391	3
ECONS	408	1
ECONS	409	1
ECONS	410	1
ECONS	427	3
ECONS	428	9
ECONS	430	14
ECONS	431	1
ECONS	433	2
ECONS	450	13
ECONS	452	1
ECONS	484	1

ECONS 490 3

Food Science and Human Nutrition

FSHN	101	6
FSHN	102	1
FSHN	103	1
FSHN	110	5
FSHN	111	2
FSHN	121	7
FSHN	130	30
FSHN	135	1
FSHN	201	5
FSHN	203	1
FSHN	204	1
FSHN	213	1
FSHN	220	10
FSHN	232	1
FSHN	251	1
FSHN	298	1
FSHN	300	1
FSHN	301	1
FSHN	312	1
FSHN	327	1
FSHN	330	3
FSHN	350	3
FSHN	370	1
FSHN	438	1
FSHN	462	1
FSHN	464	1
FSHN	465	1
FSHN	478	1
FSHN	483	1
FSHN	498	1
FSHN	499	1

Nutrition

NUTR	101	6
NUTR	103	1
NUTR	108	1
NUTR	130	2
NUTR	150	1

NUTR	245	1	HD	111	6
NUTR	300	1	HD	130	1
NUTR	427	1	HD	145	1
<hr/> Horticulture			HD	199	1
HORT	101	2	HD	200	1
HORT	102	8	HD	201	38
HORT	110	1	HD	202	36
HORT	113	5	HD	203	32
HORT	150	8	HD	204	180
HORT	198	1	HD	205	115
HORT	202	9	HD	209	1
HORT	220	1	HD	212	1
HORT	231	6	HD	214	1
HORT	232	4	HD	222	1
HORT	251	11	HD	240	4
HORT	300	1	HD	250	4
HORT	310	1	HD	251	2
HORT	313	5	HD	257	1
HORT	320	1	HD	260	1
HORT	331	3	HD	270	1
HORT	332	2	HD	272	2
HORT	342	1	HD	280	1
HORT	357	3	HD	294	1
HORT	372	1	HD	295	4
HORT	409	4	HD	298	1
HORT	413	2	HD	299	2
HORT	416	3	HD	300	55
HORT	418	1	HD	301	72
HORT	425	2	HD	302	89
HORT	447	1	HD	303	1
HORT	475	1	HD	304	5
<hr/> Human Development			HD	305	42
HD	101	71	HD	306	1
HD	102	8	HD	310	28
HD	103	1	HD	313	1
HD	105	4	HD	314	1
HD	107	1	HD	316	1
HD	108	1	HD	320	41
HD	110	8	HD	321	5
			HD	324	1
			HD	325	1

HD	326	1
HD	327	2
HD	328	4
HD	330	2
HD	331	3
HD	334	1
HD	340	37
HD	341	16
HD	342	8
HD	343	1
HD	344	1
HD	345	2
HD	346	27
HD	350	48
HD	351	1
HD	360	11
HD	362	1
HD	363	1
HD	365	2
HD	367	1
HD	368	1
HD	379	1
HD	380	1
HD	385	13
HD	392	1
HD	401	1
HD	402	1
HD	403	148
HD	404	2
HD	405	2
HD	406	32
HD	408	29
HD	409	1
HD	410	22
HD	412	7
HD	413	1
HD	417	1
HD	420	29
HD	427	2
HD	429	1
HD	430	9

HD	446	1
HD	449	1
HD	450	1
HD	455	1
HD	458	1
HD	460	4
HD	462	1
HD	464	1
HD	465	1
HD	470	2
HD	480	1
HD	482	8
HD	485	1
HD	487	4
HD	491	1
HD	495	1
HD	496	1
HD	497	3
HD	498	2
HD	499	9

Integrated Pest Management

IPM	201	1
IPM	452	1

Interior Design

ID	101	13
ID	102	8
ID	103	6
ID	107	1
ID	110	2
ID	111	2
ID	172	1
ID	174	1
ID	175	1
ID	197	1
ID	201	2
ID	202	1
ID	203	8
ID	205	1
ID	250	11

ID	280	1
ID	296	1
ID	298	1
ID	303	1
ID	309	1
ID	312	12
ID	321	15
ID	325	13
ID	333	4
ID	350	8
ID	351	1
ID	360	2
ID	380	1
ID	392	5
ID	420	1
ID	425	5
ID	426	1
ID	485	1
ID	497	1

Landscape Architecture

LA	101	6
LA	110	3
LA	111	2
LA	121	1
LA	122	1
LA	198	1
LA	201	2
LA	202	1
LA	205	1
LA	222	5
LA	232	1
LA	250	2
LA	260	8
LA	262	2
LA	263	3
LA	280	2
LA	299	2
LA	300	1
LA	301	2
LA	310	1

LA	325	1
LA	327	5
LA	333	1
LA	335	1
LA	352	1
LA	353	1
LA	362	1
LA	363	1
LA	367	1
LA	392	1
LA	444	1
LA	450	1
LA	470	2
LA	475	2
LA	497	1

Natural Resource Sciences

NATRS	100	8
NATRS	101	4
NATRS	102	1
NATRS	103	1
NATRS	110	2
NATRS	201	1
NATRS	202	1
NATRS	204	10
NATRS	210	1
NATRS	215	1
NATRS	280	21
NATRS	300	28
NATRS	301	14
NATRS	302	1
NATRS	305	3
NATRS	312	5
NATRS	335	2
NATRS	416	1
NATRS	420	1
NATRS	430	1
NATRS	431	3
NATRS	435	2
NATRS	436	3
NATRS	450	7

NATRS	454	1	SOILS	202	1
NATRS	460	1	SOILS	203	1
NATRS	464	3	SOILS	204	1
NATRS	473	1	SOILS	262	1
Soil Science			SOILS	302	5
SOILS	101	6	SOILS	324	1
SOILS	106	1	SOILS	360	1
SOILS	110	1	SOILS	403	1
SOILS	200	1	SOILS	441	1
SOILS	201	43	SOILS	442	1

College of Business

Accounting			Business Administration		
ACCTG	101	4	B A	101	1
ACCTG	105	1	B A	200	4
ACCTG	110	1	B A	201	4
ACCTG	111	2	B A	202	1
ACCTG	200	1	B A	205	1
ACCTG	201	2	B A	207	1
ACCTG	202	1	B A	213	1
ACCTG	203	5	B A	220	1
ACCTG	220	1	B A	225	1
ACCTG	230	23	B A	240	3
ACCTG	231	105	B A	250	11
ACCTG	309	1	B A	251	2
ACCTG	322	1	B A	262	1
ACCTG	324	1	B A	315	1
ACCTG	330	16	Business		
ACCTG	331	11	BUS	100	4
ACCTG	335	41	BUS	101	14
ACCTG	338	11	BUS	103	2
ACCTG	345	1	BUS	111	1
ACCTG	372	1	BUS	114	1
ACCTG	430	1	BUS	120	2
ACCTG	433	9	BUS	144	1
ACCTG	438	2	BUS	171	1
ACCTG	439	3	BUS	201	19
ACCTG	443	1	BUS	205	1
ACCTG	481	1			
ACCTG	489	1			

BUS	206	1
BUS	209	1
BUS	210	1
BUS	211	2
BUS	223	1
BUS	224	4
BUS	225	1
BUS	240	4
BUS	241	1
BUS	245	2
BUS	250	30
BUS	254	2
BUS	360	1
BUS	380	2
BUS	478	1

Business Law

BLAW	101	12
BLAW	102	4
BLAW	103	2
BLAW	105	1
BLAW	110	3
BLAW	111	1
BLAW	201	15
BLAW	202	2
BLAW	204	1
BLAW	205	1
BLAW	206	1
BLAW	210	368
BLAW	215	1
BLAW	226	1
BLAW	240	1
BLAW	250	4
BLAW	251	1
BLAW	253	1
BLAW	284	1
BLAW	298	1
BLAW	301	1
BLAW	330	1
BLAW	331	1
BLAW	338	1

BLAW	360	1
BLAW	361	2
BLAW	367	1
BLAW	393	1
BLAW	402	2
BLAW	410	1
BLAW	415	1
BLAW	447	1
BLAW	468	1
BLAW	477	1

Business Technology

BTECH	130	1
BTECH	138	1
BTECH	150	4
BTECH	272	1

Entrepreneurship

ENTRP	101	3
ENTRP	105	1
ENTRP	331	1
ENTRP	335	1
ENTRP	350	1
ENTRP	403	1
ENTRP	418	1
ENTRP	425	1
ENTRP	485	1
ENTRP	486	1
ENTRP	489	4
ENTRP	490	10
ENTRP	496	2

Finance

FIN	101	12
FIN	102	2
FIN	105	1
FIN	110	2
FIN	111	4
FIN	160	1
FIN	201	1
FIN	210	1

FIN	231	1	HBM	280	12
FIN	265	1	HBM	284	7
FIN	295	1	HBM	295	1
FIN	301	1	HBM	320	1
FIN	305	1	HBM	337	1
FIN	309	1	HBM	350	1
FIN	316	1	HBM	358	2
FIN	325	20	HBM	360	1
FIN	345	13	HBM	368	1
FIN	350	1	HBM	380	1
FIN	363	1	HBM	381	9
FIN	402	1	HBM	398	1
FIN	404	1	HBM	402	1
FIN	421	3	HBM	421	1
FIN	425	18	HBM	435	4
FIN	427	29	HBM	468	1
FIN	437	5	HBM	491	3
FIN	438	1	HBM	494	14
FIN	451	1	HBM	495	2
FIN	481	4	HBM	497	1

General Business

GEN BUS	101	1
GEN BUS	160	1
GEN BUS	202	4

Hospitality Business Management

HBM	101	7
HBM	103	1
HBM	110	1
HBM	111	4
HBM	121	1
HBM	131	10
HBM	158	1
HBM	182	4
HBM	201	1
HBM	205	1
HBM	210	2
HBM	235	3
HBM	258	3
HBM	272	1

International Business

I BUS	101	3
I BUS	201	1
I BUS	216	1
I BUS	298	1
I BUS	301	1
I BUS	310	1
I BUS	368	1
I BUS	380	55
I BUS	415	1
I BUS	416	1
I BUS	435	1
I BUS	453	1
I BUS	470	1
I BUS	482	4
I BUS	496	3

Management and Operation

MGTOP	101	7
MGTOP	102	3

MGTOP	105	1
MGTOP	106	2
MGTOP	110	5
MGTOP	111	5
MGTOP	130	1
MGTOP	150	1
MGTOP	201	2
MGTOP	210	2
MGTOP	215	4
MGTOP	220	2
MGTOP	245	1
MGTOP	283	1
MGTOP	301	322
MGTOP	302	1
MGTOP	304	1
MGTOP	305	1
MGTOP	306	1
MGTOP	310	1
MGTOP	311	1
MGTOP	313	1
MGTOP	315	11
MGTOP	317	1
MGTOP	325	1
MGTOP	330	1
MGTOP	340	64
MGTOP	345	1
MGTOP	350	1
MGTOP	351	1
MGTOP	360	4
MGTOP	401	47
MGTOP	403	1
MGTOP	412	1
MGTOP	418	4
MGTOP	425	1
MGTOP	450	23
MGTOP	452	1
MGTOP	453	5
MGTOP	455	15
MGTOP	456	4
MGTOP	478	1
MGTOP	482	1

MGTOP	485	22
MGTOP	487	4
MGTOP	489	2
MGTOP	490	1
MGTOP	491	15
MGTOP	492	12
MGTOP	495	1
MGTOP	496	2

Management Information Systems

MIS	101	2
MIS	102	1
MIS	110	2
MIS	111	3
MIS	171	59
MIS	250	64
MIS	251	1
MIS	271	4
MIS	311	1
MIS	316	1
MIS	322	10
MIS	324	1
MIS	340	1
MIS	372	2
MIS	374	7
MIS	375	3
MIS	401	1
MIS	420	3
MIS	441	7
MIS	448	8
MIS	460	1

Marketing

MKTG	101	10
MKTG	102	2
MKTG	110	2
MKTG	111	3
MKTG	113	1
MKTG	171	1
MKTG	203	1
MKTG	205	1

MKTG	210	2	MKTG	417	3
MKTG	260	1	MKTG	438	1
MKTG	295	2	MKTG	455	1
MKTG	301	2	MKTG	460	1
MKTG	305	1	MKTG	461	8
MKTG	330	1	MKTG	470	2
MKTG	331	1	MKTG	477	17
MKTG	335	1	MKTG	478	6
MKTG	345	1	MKTG	480	2
MKTG	360	218	MKTG	481	1
MKTG	368	22	MKTG	482	9
MKTG	370	1	MKTG	483	1
MKTG	379	5	MKTG	487	1
MKTG	390	1	MKTG	490	7
MKTG	395	1	MKTG	494	1
MKTG	401	1	MKTG	495	11
MKTG	407	1	MKTG	496	1
MKTG	410	1			

College of Communication

<u>Advertising</u>			BDCST	313	1
ADVER	101	1	BDCST	350	1
ADVER	110	1	BDCST	360	5
ADVER	111	1	BDCST	365	5
ADVER	201	1	BDCST	368	1
ADVER	204	1	BDCST	410	1
ADVER	220	1	BDCST	436	1
ADVER	298	1	BDCST	481	7
ADVER	300	1			
ADVER	312	1	<u>Communication</u>		
ADVER	335	1	COM	100	1
ADVER	380	6	COM	101	41
ADVER	381	6	COM	102	22
ADVER	382	6	COM	103	1
ADVER	475	1	COM	105	4
ADVER	480	2	COM	110	7
			COM	111	3
<u>Broadcasting</u>			COM	140	1
BDCST	101	1	COM	145	1
BDCST	295	1	COM	150	1

COMST	171	2
COMST	201	2
COMST	202	3
COMST	203	1
COMST	204	1
COMST	205	1
COMST	210	12
COMST	220	16
COMST	225	1
COMST	227	7
COMST	230	11
COMST	235	7
COMST	240	1
COMST	243	1
COMST	245	1
COMST	273	1
COMST	280	1
COMST	295	2
COMST	298	1
COMST	301	1
COMST	304	1
COMST	305	1
COMST	311	1
COMST	312	2
COMST	314	1
COMST	321	2
COMST	324	5
COMST	330	2
COMST	335	8
COMST	340	2
COMST	360	1
COMST	361	1
COMST	365	1
COMST	374	1
COMST	381	1
COMST	401	2
COMST	411	1
COMST	418	1
COMST	421	5
COMST	429	1
COMST	435	8

COMST	440	1
COMST	460	1
COMST	468	2
COMST	916	1

Journalism

JOUR	100	1
JOUR	101	7
JOUR	102	6
JOUR	110	2
JOUR	111	1
JOUR	125	1
JOUR	140	1
JOUR	150	1
JOUR	170	1
JOUR	199	1
JOUR	201	2
JOUR	210	2
JOUR	220	1
JOUR	221	1
JOUR	265	1
JOUR	270	1
JOUR	280	1
JOUR	295	2
JOUR	305	66
JOUR	315	1
JOUR	317	1
JOUR	330	1
JOUR	335	3
JOUR	340	1
JOUR	360	1
JOUR	365	1
JOUR	404	1
JOUR	425	2
JOUR	428	1
JOUR	460	2
JOUR	471	1

Public Relations

PR	101	3
PR	252	1

PR	265	1	SPEECH	103	1
PR	295	1	SPEECH	105	1
PR	300	1	SPEECH	109	1
PR	312	14	SPEECH	110	6
PR	313	6	SPEECH	111	2
PR	412	1	SPEECH	115	1
PR	441	1	SPEECH	151	1
PR	460	2	SPEECH	152	1
PR	475	1	SPEECH	200	8
PR	481	1	SPEECH	209	1
			SPEECH	220	1
			SPEECH	230	2
			SPEECH	250	1
			SPEECH	260	4
			SPEECH	280	1
<u>Speech</u>					
SPEECH	100	12			
SPEECH	101	5			
SPEECH	102	1			

College of Education

<u>Athletic Training</u>			EDU	201	2
ATH T	102	1	EDU	202	2
ATH T	241	1	EDU	204	1
ATH T	267	2	EDU	210	2
ATH T	270	1	EDU	244	1
ATH T	275	3	EDU	310	1
ATH T	291	1	EDU	372	1
ATH T	301	1			
ATH T	305	1	<u>Educational Administration And Supervision</u>		
ATH T	311	2	ED AD	101	5
ATH T	361	1	ED AD	102	2
ATH T	364	3	ED AD	104	1
ATH T	365	1	ED AD	110	3
ATH T	392	4	ED AD	111	2
ATH T	491	1	ED AD	115	1
			ED AD	202	1
			ED AD	268	1
			ED AD	290	1
			ED AD	348	1
			ED AD	365	1
			ED AD	401	1
			ED AD	417	1
<u>Education</u>					
EDU	103	1			
EDU	115	1			
EDU	130	1			
EDU	135	1			
EDU	150	1			
EDU	151	1			

ED AD	435	1	MVTST	262	7
ED AD	468	1	MVTST	264	3
ED AD	497	21	MVTST	266	1
<u>Educational Psychology</u>			MVTST	271	1
EDPSY	101	2	MVTST	290	1
EDPSY	111	1	MVTST	298	1
EDPSY	199	1	MVTST	300	1
EDPSY	300	1	MVTST	301	1
EDPSY	302	1	MVTST	310	2
EDPSY	322	1	MVTST	311	1
EDPSY	362	1	MVTST	313	43
EDPSY	401	36	MVTST	314	17
EDPSY	461	1	MVTST	315	2
EDPSY	484	1	MVTST	318	1
EDPSY	499	1	MVTST	320	1
<u>Health And Fitness</u>			MVTST	321	1
HF	232	1	MVTST	330	1
HF	240	2	MVTST	360	1
HF	260	1	MVTST	362	17
HF	263	1	MVTST	364	1
HF	296	1	MVTST	365	2
HF	317	1	MVTST	367	3
HF	361	7	MVTST	380	5
HF	484	1	MVTST	385	1
HF	496	1	MVTST	388	1
<u>Movement Studies</u>			MVTST	401	1
MVTST	101	8	MVTST	450	1
MVTST	102	3	MVTST	461	14
MVTST	105	1	MVTST	468	1
MVTST	106	1	MVTST	489	1
MVTST	110	3	<u>Special Education</u>		
MVTST	111	4	SP ED	101	1
MVTST	130	1	SP ED	110	1
MVTST	160	1	SP ED	276	1
MVTST	199	69	SP ED	290	1
MVTST	201	4	SP ED	301	1
MVTST	202	1	SP ED	308	1
MVTST	210	1	SP ED	321	1
			SP ED	362	1
			SP ED	367	3

SP ED	401	2
SP ED	402	2
SP ED	403	1
SP ED	404	1
SP ED	409	2
SP ED	420	4
SP ED	488	2

Sport Management

SPMGT	101	9
SPMGT	102	2
SPMGT	106	1
SPMGT	110	5
SPMGT	111	1
SPMGT	199	1
SPMGT	200	2
SPMGT	201	2
SPMGT	205	1
SPMGT	210	1
SPMGT	211	1
SPMGT	220	1
SPMGT	240	1
SPMGT	267	1
SPMGT	276	29
SPMGT	290	41
SPMGT	300	1
SPMGT	301	1
SPMGT	307	1
SPMGT	309	1
SPMGT	315	1
SPMGT	321	2
SPMGT	322	1
SPMGT	350	1
SPMGT	357	1
SPMGT	362	2
SPMGT	363	1
SPMGT	365	39
SPMGT	366	1
SPMGT	367	35
SPMGT	374	1
SPMGT	376	1

SPMGT	394	1
SPMGT	395	1
SPMGT	401	2
SPMGT	428	1
SPMGT	446	1
SPMGT	456	1
SPMGT	460	1
SPMGT	468	9
SPMGT	483	1
SPMGT	485	1
SPMGT	486	1
SPMGT	488	3
SPMGT	496	14

Teaching and Learning

T & L	101	15
T & L	102	1
T & L	103	1
T & L	106	1
T & L	107	2
T & L	110	4
T & L	111	2
T & L	199	4
T & L	201	10
T & L	202	1
T & L	205	2
T & L	212	1
T & L	220	1
T & L	234	1
T & L	251	1
T & L	262	1
T & L	264	1
T & L	290	1
T & L	298	1
T & L	300	23
T & L	301	170
T & L	305	43
T & L	306	8
T & L	307	29
T & L	310	13
T & L	317	1

T & L	321	36	T & L	405	5
T & L	322	44	T & L	413	14
T & L	324	1	T & L	420	1
T & L	330	7	T & L	422	1
T & L	331	1	T & L	440	1
T & L	332	1	T & L	443	1
T & L	352	14	T & L	445	10
T & L	362	2	T & L	452	1
T & L	365	1	T & L	457	1
T & L	367	2	T & L	461	1
T & L	371	7	T & L	464	4
T & L	384	1	T & L	465	10
T & L	388	1	T & L	467	3
T & L	390	5	T & L	483	4
T & L	400	1	T & L	504	1
T & L	401	5	T & L	509	3
T & L	402	9	T & L	510	4
T & L	403	33	T & L	549	2
T & L	404	1	T & L	571	1

College of Engineering and Architecture

Architecture			ARCH	324	24
ARCH	101	21	ARCH	333	1
ARCH	103	5	ARCH	335	1
ARCH	104	1	ARCH	350	1
ARCH	106	1	ARCH	351	2
ARCH	107	2	ARCH	352	1
ARCH	108	1	ARCH	381	1
ARCH	110	5	ARCH	384	1
ARCH	111	4	ARCH	403	1
ARCH	201	2	ARCH	405	1
ARCH	202	29	ARCH	425	1
ARCH	205	1	ARCH	428	2
ARCH	209	1	ARCH	432	4
ARCH	220	30	ARCH	442	1
ARCH	272	1	ARCH	463	1
ARCH	304	1	ARCH	498	1
ARCH	309	20	ARCH	520	1
ARCH	317	2			
ARCH	320	1			

Bioengineering

B E	101	1
B E	140	1
B E	202	1
B E	205	6
B E	321	1
B E	322	4
B E	350	1
B E	414	1
B E	425	1
B E	436	1
B E	481	2

Civil Engineering

C E	101	7
C E	110	2
C E	115	1
C E	198	1
C E	201	2
C E	202	2
C E	211	58
C E	212	2
C E	215	26
C E	220	1
C E	234	2
C E	272	1
C E	275	1
C E	295	2
C E	300	1
C E	302	2
C E	313	1
C E	317	41
C E	320	1
C E	322	11
C E	330	14
C E	341	3
C E	345	1
C E	351	8
C E	352	1
C E	362	1
C E	402	3

C E	405	1
C E	410	1
C E	414	3
C E	463	7
C E	465	1
C E	480	4
C E	495	1
C E	499	1

Chemical Engineering

CH E	110	3
CH E	198	1
CH E	201	1
CH E	211	10
CH E	215	1
CH E	239	1
CH E	251	2
CH E	273	2
CH E	278	2
CH E	301	1
CH E	332	7
CH E	432	1
CH E	476	1

Computer Science

CPT S	100	2
CPT S	101	5
CPT S	103	1
CPT S	105	1
CPT S	110	1
CPT S	121	1
CPT S	122	2
CPT S	150	1
CPT S	201	1
CPT S	202	3
CPT S	220	2
CPT S	223	5
CPT S	224	7
CPT S	260	1
CPT S	262	1
CPT S	301	1

CPT S	303	1
CPT S	320	5
CPT S	322	22
CPT S	323	3
CPT S	334	1
CPT S	335	1
CPT S	355	5
CPT S	401	125
CPT S	402	35
CPT S	410	1
CPT S	420	1
CPT S	422	1
CPT S	434	1
CPT S	435	1
CPT S	443	2
CPT S	451	1
CPT S	460	3
CPT S	483	1
CPT S	489	1

Computer Science Vancouver

CS	101	1
CS	110	1
CS	112	1
CS	320	7
CS	330	1
CS	401	6
CS	402	3

Construction Management

CST M	101	8
CST M	102	4
CST M	107	1
CST M	111	2
CST M	150	1
CST M	201	21
CST M	202	7
CST M	203	1
CST M	206	1
CST M	220	2
CST M	252	8

CST M	298	1
CST M	321	1
CST M	362	8
CST M	370	3
CST M	371	2
CST M	403	1
CST M	450	1
CST M	451	1
CST M	473	2
CST M	475	1

Electrical Engineering

E E	101	6
E E	103	1
E E	106	1
E E	107	1
E E	110	4
E E	111	4
E E	181	1
E E	201	1
E E	202	2
E E	205	1
E E	214	6
E E	234	26
E E	252	1
E E	260	2
E E	262	14
E E	298	1
E E	304	1
E E	310	1
E E	321	16
E E	324	2
E E	332	1
E E	341	1
E E	352	33
E E	361	1
E E	362	4
E E	402	1
E E	415	1
E E	483	2
E E	489	2

Engineering		
ENGR	100	1
ENGR	101	2
ENGR	103	2
ENGR	109	2
ENGR	111	2
ENGR	114	3
ENGR	120	21
ENGR	123	1
ENGR	143	1
ENGR	200	1
ENGR	204	2
ENGR	210	1
ENGR	212	1
ENGR	213	1
ENGR	214	6
ENGR	215	8
ENGR	220	6
ENGR	224	10
ENGR	225	3
ENGR	228	2
ENGR	230	6
ENGR	231	3
ENGR	240	6
ENGR	250	3
ENGR	252	1
ENGR	253	1
ENGR	255	1
ENGR	260	1
ENGR	270	1
ENGR	280	1
ENGR	298	1
ENGR	309	1
ENGR	330	1

Mechanical Engineering		
M E	101	5
M E	103	1
M E	105	2
M E	110	1

M E	116	2
M E	120	2
M E	130	1
M E	200	1
M E	201	1
M E	202	1
M E	205	1
M E	211	4
M E	212	1
M E	215	2
M E	216	10
M E	220	57
M E	234	1
M E	262	1
M E	270	1
M E	298	1
M E	301	16
M E	303	2
M E	304	16
M E	305	13
M E	309	57
M E	310	28
M E	311	7
M E	313	7
M E	314	9
M E	316	11
M E	345	1
M E	348	3
M E	363	1
M E	402	3
M E	404	1
M E	405	11
M E	414	2
M E	438	1
M E	467	2
M E	476	1
M E	485	5

Materials Science and Engineering		
MSE	101	1
MSE	106	1

MSE	110	25	MSE	300	1
MSE	111	1	MSE	302	1
MSE	170	1	MSE	317	1
MSE	201	1	MSE	320	7
MSE	202	1	MSE	323	2
MSE	215	1	MSE	403	1
MSE	220	1	MSE	406	1
MSE	298	2	MSE	450	1

College of Liberal Arts

Aerospace Studies

AERO	102	2
AERO	202	1
AERO	212	1
AERO	262	1
AERO	312	1

American Studies

AM ST	102	1
AM ST	110	1
AM ST	111	1
AM ST	150	2
AM ST	180	1
AM ST	202	1
AM ST	208	1
AM ST	216	19
AM ST	225	1
AM ST	227	1
AM ST	360	1
AM ST	388	1
AM ST	402	1
AM ST	405	1
AM ST	460	1
AM ST	471	2
AM ST	472	3
AM ST	474	2
AM ST	475	6

Anthropology

ANTH	100	9
ANTH	101	312

ANTH	102	14
ANTH	103	4
ANTH	105	2
ANTH	106	3
ANTH	107	1
ANTH	108	2
ANTH	110	11
ANTH	111	17
ANTH	120	1
ANTH	130	37
ANTH	140	1
ANTH	150	3
ANTH	160	1
ANTH	171	1
ANTH	198	6
ANTH	199	1
ANTH	200	3
ANTH	201	84
ANTH	202	7
ANTH	203	72
ANTH	204	6
ANTH	205	13
ANTH	206	17
ANTH	210	3
ANTH	211	1
ANTH	214	1
ANTH	220	3
ANTH	230	12
ANTH	234	2
ANTH	245	1

ANTH	250	4	ANTH	345	1
ANTH	251	1	ANTH	350	76
ANTH	252	1	ANTH	351	3
ANTH	260	3	ANTH	357	1
ANTH	270	2	ANTH	360	8
ANTH	272	2	ANTH	361	3
ANTH	280	2	ANTH	365	1
ANTH	284	1	ANTH	368	1
ANTH	290	3	ANTH	370	1
ANTH	291	1	ANTH	371	1
ANTH	295	3	ANTH	372	1
ANTH	298	2	ANTH	380	2
ANTH	300	3	ANTH	381	6
ANTH	301	3	ANTH	390	7
ANTH	302	36	ANTH	393	2
ANTH	303	1	ANTH	395	4
ANTH	304	1	ANTH	401	3
ANTH	305	2	ANTH	402	5
ANTH	309	24	ANTH	403	1
ANTH	310	1	ANTH	404	56
ANTH	311	3	ANTH	405	10
ANTH	312	5	ANTH	406	2
ANTH	313	1	ANTH	410	1
ANTH	314	2	ANTH	414	1
ANTH	315	1	ANTH	417	8
ANTH	316	89	ANTH	418	2
ANTH	317	8	ANTH	420	3
ANTH	320	15	ANTH	427	1
ANTH	321	2	ANTH	428	1
ANTH	322	1	ANTH	430	1
ANTH	323	1	ANTH	431	1
ANTH	325	1	ANTH	436	2
ANTH	327	5	ANTH	444	2
ANTH	330	25	ANTH	452	1
ANTH	331	27	ANTH	460	1
ANTH	333	1	ANTH	461	1
ANTH	334	4	ANTH	462	1
ANTH	335	1	ANTH	465	1
ANTH	339	1	ANTH	468	108
ANTH	340	3	ANTH	476	1
ANTH	341	3	ANTH	478	1

ANTH	479	1
ANTH	480	1
ANTH	483	2
ANTH	490	7
ANTH	491	5
ANTH	492	1
ANTH	498	2
ANTH	499	2
ANTH	514	1

Art

ART	100	7
ART	101	1
ART	102	1
ART	103	1
ART	104	1
ART	105	1
ART	106	1
ART	107	1
ART	108	1
ART	110	4
ART	112	1
ART	114	1
ART	116	2
ART	117	3
ART	120	4
ART	126	1
ART	130	1
ART	151	1
ART	160	1
ART	200	1
ART	201	1
ART	205	1
ART	206	1
ART	211	1
ART	220	1
ART	221	4
ART	222	4
ART	225	3
ART	237	1
ART	240	1

ART	495	1
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Asia Program

ASIA	101	2
ASIA	105	2
ASIA	110	2
ASIA	111	2
ASIA	120	1
ASIA	121	2
ASIA	131	8
ASIA	201	1
ASIA	203	1
ASIA	271	1
ASIA	272	1
ASIA	273	1
ASIA	275	4
ASIA	280	1
ASIA	298	1
ASIA	301	8
ASIA	310	1
ASIA	311	1
ASIA	314	2
ASIA	315	8
ASIA	320	3
ASIA	321	1
ASIA	330	1
ASIA	373	5
ASIA	374	1
ASIA	382	1
ASIA	473	3
ASIA	475	1
ASIA	476	3
ASIA	477	1
ASIA	494	1
ASIA	496	1
ASIA	497	1

American Sign Language

ASL	101	3
ASL	102	1
ASL	105	1

ASL	121	2	CES	254	1
			CES	260	4
Chinese			CES	271	5
CHIN	101	1	CES	280	3
CHIN	102	1	CES	295	3
CHIN	110	1	CES	298	2
CHIN	111	2	CES	300	18
CHIN	120	1	CES	301	16
CHIN	121	2	CES	302	6
CHIN	311	2	CES	304	9
CHIN	321	1	CES	305	1
CHIN	322	1	CES	308	6
CHIN	330	2	CES	309	3
CHIN	365	1	CES	312	1
CHIN	420	1	CES	313	1
			CES	314	3
Comparative Ethnic Studies			CES	315	2
CES	100	1	CES	316	4
CES	101	149	CES	317	1
CES	102	3	CES	321	1
CES	103	4	CES	330	1
CES	106	1	CES	331	5
CES	110	8	CES	332	2
CES	111	22	CES	335	4
CES	131	6	CES	336	6
CES	150	1	CES	338	1
CES	151	5	CES	342	1
CES	158	1	CES	345	1
CES	171	6	CES	350	1
CES	200	1	CES	355	1
CES	201	7	CES	358	1
CES	202	2	CES	360	1
CES	203	1	CES	361	2
CES	204	1	CES	362	2
CES	205	3	CES	365	2
CES	207	1	CES	373	3
CES	209	1	CES	374	2
CES	210	1	CES	376	2
CES	220	7	CES	377	4
CES	250	1	CES	378	1
CES	251	1	CES	379	5

CES	380	9
CES	382	1
CES	384	1
CES	385	1
CES	400	1
CES	401	3
CES	403	2
CES	404	5
CES	405	5
CES	406	1
CES	411	2
CES	420	2
CES	421	4
CES	427	1
CES	430	1
CES	433	1
CES	435	4
CES	436	1
CES	440	17
CES	444	21
CES	450	3
CES	451	1
CES	454	4
CES	457	3
CES	460	1
CES	465	3
CES	468	2
CES	475	1
CES	486	1
CES	490	3
CES	491	4
CES	492	1

Criminal Justice

CRM J	100	1
CRM J	101	108
CRM J	102	3
CRM J	103	2
CRM J	104	1
CRM J	106	2
CRM J	107	1

CRM J	109	1
CRM J	110	1
CRM J	111	2
CRM J	112	2
CRM J	134	1
CRM J	140	1
CRM J	150	1
CRM J	154	1
CRM J	199	1
CRM J	200	3
CRM J	201	40
CRM J	202	1
CRM J	204	4
CRM J	205	41
CRM J	206	3
CRM J	210	4
CRM J	224	1
CRM J	248	2
CRM J	260	1
CRM J	261	1
CRM J	272	1
CRM J	275	1
CRM J	280	2
CRM J	284	1
CRM J	298	1
CRM J	299	1
CRM J	300	1
CRM J	301	4
CRM J	302	3
CRM J	305	2
CRM J	308	1
CRM J	309	1
CRM J	310	2
CRM J	311	10
CRM J	314	1
CRM J	316	2
CRM J	317	1
CRM J	320	30
CRM J	321	1
CRM J	322	2
CRM J	330	129

CRM J	333	1	DISST	108	1
CRM J	340	3	DISST	111	2
CRM J	350	1	DISST	140	1
CRM J	351	1	DISST	201	1
CRM J	355	2	DISST	202	1
CRM J	357	1	DISST	250	20
CRM J	360	1	DISST	305	1
CRM J	361	5	DISST	350	2
CRM J	362	3	DISST	372	1
CRM J	365	27	DISST	389	1
CRM J	368	1	DISST	401	1
CRM J	370	43	DISST	410	1
CRM J	371	1	DISST	431	1
CRM J	373	1	DISST	460	1
CRM J	376	1	DISST	461	1
CRM J	380	18	DISST	464	1
CRM J	381	1	DISST	482	1
CRM J	385	43	DISST	489	20
CRM J	400	26	DISST	496	1
CRM J	401	1	Digital Technology And Culture		
CRM J	402	4	DTC	101	2
CRM J	403	36	DTC	111	1
CRM J	404	2	DTC	254	1
CRM J	405	7	DTC	280	1
CRM J	415	1	DTC	302	1
CRM J	420	18	DTC	323	1
CRM J	421	1	DTC	333	1
CRM J	424	2	DTC	335	7
CRM J	426	2	DTC	336	7
CRM J	427	9	DTC	338	3
CRM J	428	5	DTC	354	5
CRM J	444	1	DTC	355	2
CRM J	450	18	DTC	356	19
CRM J	459	1	DTC	360	1
CRM J	460	1	DTC	365	1
CRM J	464	1	DTC	375	9
CRM J	480	1	DTC	408	1
CRM J	490	1	DTC	420	1
Disabilities Studies			DTC	475	28
DISST	101	2	DTC	477	3

DTC	478	4	ENGL	132	1
			ENGL	133	5
			ENGL	135	2
Education Abroad			ENGL	139	2
EA	101	3	ENGL	140	4
EA	110	1	ENGL	143	5
EA	201	1	ENGL	145	1
EA	234	1	ENGL	149	1
EA	262	3	ENGL	150	14
EA	302	1	ENGL	151	7
EA	352	2	ENGL	152	3
EA	367	1	ENGL	155	1
			ENGL	159	2
English			ENGL	160	4
ENGL	100	23	ENGL	161	3
ENGL	101	1736	ENGL	165	1
ENGL	102	578	ENGL	170	1
ENGL	103	60	ENGL	171	5
ENGL	104	42	ENGL	173	1
ENGL	105	87	ENGL	175	1
ENGL	106	10	ENGL	182	1
ENGL	107	14	ENGL	185	1
ENGL	108	32	ENGL	198	9
ENGL	109	1	ENGL	199	23
ENGL	110	98	ENGL	200	23
ENGL	111	98	ENGL	201	402
ENGL	112	13	ENGL	202	34
ENGL	113	30	ENGL	203	16
ENGL	114	3	ENGL	204	8
ENGL	115	3	ENGL	205	123
ENGL	117	1	ENGL	206	2
ENGL	120	12	ENGL	207	3
ENGL	121	9	ENGL	208	3
ENGL	122	7	ENGL	209	2
ENGL	123	4	ENGL	210	23
ENGL	124	1	ENGL	211	5
ENGL	125	4	ENGL	212	6
ENGL	126	4	ENGL	214	2
ENGL	127	6	ENGL	215	3
ENGL	128	11	ENGL	216	13
ENGL	130	9	ENGL	218	1
ENGL	131	22			

ENGL	219	1	ENGL	278	1
ENGL	220	22	ENGL	280	12
ENGL	221	5	ENGL	281	1
ENGL	222	2	ENGL	284	2
ENGL	223	2	ENGL	285	1
ENGL	225	6	ENGL	290	3
ENGL	227	3	ENGL	291	2
ENGL	230	9	ENGL	294	1
ENGL	231	9	ENGL	295	14
ENGL	232	3	ENGL	298	132
ENGL	233	6	ENGL	299	1
ENGL	234	1	ENGL	300	20
ENGL	235	30	ENGL	301	255
ENGL	236	8	ENGL	302	158
ENGL	237	1	ENGL	303	2
ENGL	239	4	ENGL	304	4
ENGL	240	9	ENGL	305	37
ENGL	241	1	ENGL	306	29
ENGL	242	1	ENGL	307	11
ENGL	245	11	ENGL	308	20
ENGL	246	2	ENGL	309	36
ENGL	247	1	ENGL	310	4
ENGL	249	3	ENGL	311	21
ENGL	250	9	ENGL	312	6
ENGL	251	72	ENGL	313	5
ENGL	252	2	ENGL	314	8
ENGL	254	2	ENGL	315	1
ENGL	260	3	ENGL	316	8
ENGL	261	5	ENGL	317	5
ENGL	262	5	ENGL	320	5
ENGL	264	2	ENGL	321	22
ENGL	265	6	ENGL	322	14
ENGL	266	3	ENGL	323	8
ENGL	268	6	ENGL	324	17
ENGL	269	6	ENGL	325	19
ENGL	270	27	ENGL	326	4
ENGL	271	12	ENGL	327	1
ENGL	272	9	ENGL	328	2
ENGL	274	2	ENGL	330	5
ENGL	275	2	ENGL	331	8
ENGL	277	1	ENGL	332	2

ENGL	333	2	ENGL	390	2
ENGL	334	2	ENGL	392	1
ENGL	335	4	ENGL	395	2
ENGL	336	1	ENGL	398	3
ENGL	338	7	ENGL	400	2
ENGL	339	23	ENGL	401	17
ENGL	340	5	ENGL	402	428
ENGL	341	5	ENGL	403	9
ENGL	342	5	ENGL	404	3
ENGL	345	20	ENGL	405	4
ENGL	347	1	ENGL	408	1
ENGL	350	9	ENGL	409	12
ENGL	351	38	ENGL	410	6
ENGL	352	8	ENGL	411	1
ENGL	353	14	ENGL	412	1
ENGL	355	7	ENGL	413	4
ENGL	356	1	ENGL	414	1
ENGL	357	4	ENGL	415	6
ENGL	359	8	ENGL	417	7
ENGL	360	17	ENGL	419	14
ENGL	361	2	ENGL	420	6
ENGL	362	8	ENGL	421	1
ENGL	363	3	ENGL	422	1
ENGL	364	2	ENGL	424	1
ENGL	365	10	ENGL	425	4
ENGL	366	5	ENGL	427	1
ENGL	367	1	ENGL	428	1
ENGL	368	26	ENGL	430	2
ENGL	369	1	ENGL	433	2
ENGL	370	10	ENGL	437	2
ENGL	371	21	ENGL	438	2
ENGL	372	34	ENGL	440	2
ENGL	373	37	ENGL	445	1
ENGL	374	1	ENGL	446	9
ENGL	375	3	ENGL	450	2
ENGL	376	1	ENGL	451	10
ENGL	379	1	ENGL	456	1
ENGL	380	10	ENGL	458	3
ENGL	381	2	ENGL	460	9
ENGL	385	1	ENGL	461	1
ENGL	388	2	ENGL	464	1

ENGL	465	5	FA	212	1
ENGL	466	1	FA	220	1
ENGL	468	13	FA	221	1
ENGL	470	5	FA	222	1
ENGL	471	2	FA	226	2
ENGL	472	13	FA	227	1
ENGL	475	4	FA	250	1
ENGL	477	1	FA	290	1
ENGL	478	1	FA	295	1
ENGL	480	5	FA	300	3
ENGL	482	1	FA	301	6
ENGL	483	1	FA	302	1
ENGL	484	2	FA	303	4
ENGL	485	3	FA	304	2
ENGL	486	3	FA	305	1
ENGL	487	2	FA	307	6
ENGL	488	2	FA	308	11
ENGL	489	6	FA	310	8
ENGL	490	2	FA	311	1
ENGL	491	1	FA	313	1
ENGL	492	2	FA	315	1
ENGL	494	2	FA	320	1
ENGL	495	3	FA	331	39
ENGL	496	1	FA	332	2
ENGL	497	2	FA	338	1
ENGL	498	2	FA	355	1
ENGL	499	8	FA	362	1
Fine Arts			FA	365	2
			FA	372	1
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FA	101	64	FA	381	1
FA	102	19	FA	382	2
FA	103	7	FA	390	1
FA	105	1	FA	401	1
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FA	207	1	FA	492	1
FA	210	1			

FA	493	1
FA	498	2

Foreign Languages And Cultures

FOR L	100	1
FOR L	101	14
FOR L	102	4
FOR L	110	4
FOR L	120	1
FOR L	161	1
FOR L	202	1
FOR L	204	1
FOR L	210	1
FOR L	265	1
FOR L	312	1
FOR L	313	1
FOR L	391	1
FOR L	410	1
FOR L	441	1

French

FREN	101	2
FREN	102	1
FREN	110	1
FREN	120	2
FREN	201	1
FREN	295	1
FREN	301	2
FREN	308	6
FREN	320	1
FREN	365	1
FREN	372	1
FREN	380	2
FREN	410	5
FREN	428	1
FREN	430	5
FREN	440	1
FREN	444	1
FREN	454	1
FREN	497	1

General Education

GENED	101	129
GENED	102	14
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GENED	105	25
GENED	106	4
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GENED	110	1134
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GENED	150	4
GENED	158	1
GENED	160	3
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GENED	202	3
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German

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HUM	410	25
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HUM	450	45
HUM	460	1
HUM	483	1

Japanese

JAPN	101	2
JAPN	102	2
JAPN	120	7
JAPN	130	1
JAPN	131	1
JAPN	202	1
JAPN	320	2
JAPN	331	1

Liberal Arts

LIB A	123	1
LIB A	271	1
LIB A	331	1
LIB A	497	4

Literature

LIT	102	1
LIT	110	1
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LIT	227	3	MUS	152	1
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MUS	437	1
MUS	438	1
MUS	444	1
MUS	460	1
MUS	465	1
MUS	480	1
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MUS	490	1
MUS	491	4
MUS	496	1

Naval Science

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NS	328	1
NS	330	1
NS	335	1
NS	359	1
NS	395	1
NS	401	5
NS	421	1

Philosophy

PHIL	100	11
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PHIL	102	8
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PHIL	507	1
PHIL	510	1
PHIL	535	1

Political Science

POL S	100	3
POL S	101	195
POL S	102	90
POL S	103	84
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Psychology

PSYCH	100	37
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Religious Studies					
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Spanish

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SPAN	317	1
SPAN	325	1
SPAN	345	2
SPAN	351	1
SPAN	353	1
SPAN	385	1
SPAN	405	1
SPAN	408	4
SPAN	420	14

SPAN	450	1
SPAN	451	1
SPAN	490	1
SPAN	491	1

Speech And Hearing Sciences

SHS	101	3
SHS	111	1
SHS	200	1
SHS	202	1
SHS	205	28
SHS	300	1
SHS	302	2
SHS	315	2
SHS	320	1
SHS	326	1
SHS	331	1
SHS	341	1
SHS	371	6
SHS	372	6
SHS	373	1
SHS	376	14
SHS	377	8
SHS	378	3
SHS	390	2
SHS	440	1
SHS	461	5
SHS	472	3
SHS	475	1
SHS	478	2
SHS	480	1
SHS	482	3

Theatre Arts

THEAT	101	5
THEAT	102	2
THEAT	107	1
THEAT	111	1
THEAT	145	9
THEAT	150	8
THEAT	160	41

THEAT	209	1
THEAT	215	1
THEAT	260	2
THEAT	270	2
THEAT	272	1
THEAT	280	1
THEAT	295	2
THEAT	300	1
THEAT	301	1
THEAT	305	1
THEAT	315	1
THEAT	324	1
THEAT	326	1
THEAT	331	1
THEAT	345	1
THEAT	351	1
THEAT	362	7
THEAT	402	4
THEAT	420	1
THEAT	444	1
THEAT	457	1
THEAT	460	2
THEAT	462	4
THEAT	465	2
THEAT	467	1
THEAT	475	1
THEAT	477	1
THEAT	491	1
THEAT	496	4
THEAT	497	1

Writing

WRIT	100	1
WRIT	101	25
WRIT	102	10
WRIT	105	22
WRIT	111	1
WRIT	115	1
WRIT	121	10
WRIT	122	5
WRIT	123	2

WRIT	140	1	WST	250	1
WRIT	143	1	WST	260	1
WRIT	201	1	WST	270	1
WRIT	205	2	WST	280	1
WRIT	222	1	WST	282	1
WRIT	227	4	WST	285	1
WRIT	251	1	WST	295	1
WRIT	391	1	WST	300	25
World Religions			WST	301	2
WR	121	4	WST	302	5
WR	122	9	WST	303	1
WR	123	4	WST	305	3
WR	227	3	WST	308	1
Women's Studies			WST	309	4
WST	101	19	WST	310	1
WST	102	4	WST	311	5
WST	103	1	WST	315	40
WST	105	2	WST	316	8
WST	106	2	WST	317	4
WST	107	2	WST	321	5
WST	108	1	WST	324	7
WST	110	3	WST	325	1
WST	111	6	WST	331	1
WST	120	2	WST	332	13
WST	140	2	WST	333	1
WST	155	1	WST	335	8
WST	160	1	WST	336	1
WST	200	71	WST	338	26
WST	201	6	WST	340	17
WST	204	1	WST	342	1
WST	205	3	WST	351	4
WST	206	2	WST	357	2
WST	210	3	WST	359	1
WST	211	1	WST	360	1
WST	214	1	WST	361	1
WST	216	2	WST	362	1
WST	220	17	WST	363	10
WST	230	1	WST	365	1
WST	237	1	WST	369	2
			WST	370	1
			WST	379	1

WST	384	2	WST	445	1
WST	398	10	WST	454	5
WST	399	1	WST	458	1
WST	401	2	WST	460	15
WST	403	12	WST	462	1
WST	405	1	WST	470	1
WST	406	19	WST	473	1
WST	407	2	WST	475	2
WST	409	2	WST	481	2
WST	413	1	WST	484	11
WST	421	1	WST	485	1
WST	424	1	WST	489	1
WST	427	1	WST	491	1
WST	435	1	WST	495	2
WST	444	1	WST	499	3

College of Nursing

Nursing			NURS	226	2
NURS	103	2	NURS	230	3
NURS	107	1	NURS	235	5
NURS	110	1	NURS	298	1
NURS	111	3	NURS	306	1
NURS	113	1	NURS	308	103
NURS	116	1	NURS	309	39
NURS	130	1	NURS	311	1
NURS	132	1	NURS	315	61
NURS	199	1	NURS	317	2
NURS	200	2	NURS	322	13
NURS	201	3	NURS	324	3
NURS	202	1	NURS	325	4
NURS	203	2	NURS	328	18
NURS	204	1	NURS	330	2
NURS	207	1	NURS	350	1
NURS	210	6	NURS	360	79
NURS	211	6	NURS	365	53
NURS	212	2	NURS	366	28
NURS	215	3	NURS	372	1
NURS	220	3	NURS	392	2
NURS	221	1	NURS	400	37
NURS	225	3	NURS	401	1

NURS	405	7	NURS	465	8
NURS	406	4	NURS	477	34
NURS	408	1	NURS	478	1
NURS	415	1	NURS	495	6
NURS	440	13	NURS	498	6
NURS	454	1	NURS	499	3
NURS	462	15	NURS	577	1

College of Pharmacy

Pharmacy

PHARP	573	1
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College of Sciences

Astronomy

ASTR	101	6
ASTR	102	1
ASTR	105	2
ASTR	110	3
ASTR	115	1
ASTR	120	1
ASTR	135	17
ASTR	138	2
ASTR	150	5
ASTR	201	1
ASTR	212	1
ASTR	230	1
ASTR	301	1
ASTR	302	1
ASTR	330	1
ASTR	332	1
ASTR	390	1
ASTR	418	1
ASTR	441	1
ASTR	450	16

Biology

BIOL	100	19
BIOL	101	85
BIOL	102	106

BIOL	103	1
BIOL	104	2
BIOL	105	8
BIOL	106	100
BIOL	107	183
BIOL	108	1
BIOL	109	2
BIOL	110	3
BIOL	111	16
BIOL	112	4
BIOL	113	1
BIOL	119	1
BIOL	120	7
BIOL	121	1
BIOL	122	1
BIOL	128	1
BIOL	130	1
BIOL	139	2
BIOL	140	1
BIOL	141	3
BIOL	143	1
BIOL	150	4
BIOL	151	1
BIOL	158	1
BIOL	160	4
BIOL	161	1

BIOL	175	1	BIOL	313	1
BIOL	180	2	BIOL	314	1
BIOL	182	1	BIOL	315	3
BIOL	198	1	BIOL	320	3
BIOL	199	2	BIOL	321	9
BIOL	200	2	BIOL	328	1
BIOL	201	11	BIOL	330	25
BIOL	202	5	BIOL	331	1
BIOL	203	2	BIOL	346	1
BIOL	204	1	BIOL	349	1
BIOL	205	6	BIOL	350	6
BIOL	210	1	BIOL	352	1
BIOL	211	9	BIOL	353	18
BIOL	212	10	BIOL	354	1
BIOL	213	7	BIOL	359	2
BIOL	214	1	BIOL	365	4
BIOL	221	3	BIOL	370	1
BIOL	222	8	BIOL	371	1
BIOL	223	6	BIOL	372	67
BIOL	225	1	BIOL	374	1
BIOL	230	1	BIOL	380	1
BIOL	231	3	BIOL	390	2
BIOL	238	1	BIOL	392	1
BIOL	240	2	BIOL	393	14
BIOL	241	2	BIOL	394	4
BIOL	242	4	BIOL	398	1
BIOL	251	45	BIOL	400	1
BIOL	253	1	BIOL	401	4
BIOL	260	18	BIOL	402	3
BIOL	270	3	BIOL	403	2
BIOL	272	1	BIOL	405	4
BIOL	275	1	BIOL	406	1
BIOL	295	1	BIOL	407	13
BIOL	298	3	BIOL	408	8
BIOL	300	3	BIOL	410	7
BIOL	301	11	BIOL	412	5
BIOL	302	3	BIOL	413	1
BIOL	304	1	BIOL	418	16
BIOL	306	2	BIOL	423	4
BIOL	308	10	BIOL	427	1
BIOL	311	1	BIOL	430	2

BIOL	438	10	CHEM	142	2
BIOL	447	1	CHEM	143	8
BIOL	454	1	CHEM	144	1
BIOL	460	1	CHEM	150	3
BIOL	462	2	CHEM	151	1
BIOL	463	1	CHEM	152	2
BIOL	465	1	CHEM	153	9
BIOL	474	1	CHEM	160	4
BIOL	480	10	CHEM	161	12
BIOL	490	2	CHEM	162	8
BIOL	492	4	CHEM	163	8
BIOL	495	2	CHEM	182	1
BIOL	496	2	CHEM	198	1
BIOL	499	18	CHEM	200	1
BIOL	589	1	CHEM	201	4
Chemistry			CHEM	202	1
CHEM	100	2	CHEM	203	2
CHEM	101	66	CHEM	204	1
CHEM	102	18	CHEM	205	2
CHEM	103	3	CHEM	209	8
CHEM	105	109	CHEM	210	4
CHEM	106	137	CHEM	211	4
CHEM	107	4	CHEM	212	2
CHEM	109	2	CHEM	214	1
CHEM	110	3	CHEM	215	1
CHEM	111	6	CHEM	220	1
CHEM	112	2	CHEM	221	2
CHEM	113	6	CHEM	222	2
CHEM	116	5	CHEM	223	2
CHEM	120	1	CHEM	231	1
CHEM	121	2	CHEM	234	1
CHEM	122	1	CHEM	238	1
CHEM	123	1	CHEM	241	1
CHEM	131	3	CHEM	242	1
CHEM	132	3	CHEM	243	3
CHEM	133	5	CHEM	251	1
CHEM	134	1	CHEM	252	3
CHEM	135	1	CHEM	253	3
CHEM	140	5	CHEM	254	1
CHEM	141	3	CHEM	260	1
			CHEM	262	1

CHEM	263	4
CHEM	265	1
CHEM	298	3
CHEM	301	1
CHEM	317	1
CHEM	321	1
CHEM	331	2
CHEM	333	1
CHEM	334	2
CHEM	341	1
CHEM	343	1
CHEM	345	79
CHEM	346	2
CHEM	347	3
CHEM	350	3
CHEM	351	1
CHEM	362	1
CHEM	365	1
CHEM	368	1
CHEM	370	1
CHEM	372	1
CHEM	402	1
CHEM	408	1
CHEM	412	1
CHEM	413	1
CHEM	415	2
CHEM	418	1
CHEM	425	1
CHEM	468	3
CHEM	483	1
CHEM	490	1
CHEM	497	2

Entomology

ENTOM	101	26
ENTOM	102	46
ENTOM	111	2
ENTOM	122	2
ENTOM	150	3
ENTOM	201	3
ENTOM	251	1

ENTOM	273	1
ENTOM	284	1
ENTOM	321	1
ENTOM	331	1
ENTOM	340	2
ENTOM	343	6
ENTOM	345	1
ENTOM	350	1
ENTOM	353	1
ENTOM	359	1
ENTOM	360	2
ENTOM	382	1
ENTOM	401	14
ENTOM	403	1
ENTOM	405	1
ENTOM	409	1
ENTOM	418	1
ENTOM	420	1
ENTOM	428	1
ENTOM	433	1
ENTOM	478	1
ENTOM	491	1

Environmental Science & Regional Planning

ES/RP	100	8
ES/RP	101	156
ES/RP	102	4
ES/RP	104	2
ES/RP	110	1
ES/RP	140	1
ES/RP	150	8
ES/RP	200	1
ES/RP	201	3
ES/RP	204	1
ES/RP	212	1
ES/RP	215	1
ES/RP	216	1
ES/RP	220	1
ES/RP	262	1
ES/RP	265	1

MATH	102	1
MATH	105	2
MATH	107	2
MATH	113	1
MATH	115	1
MATH	119	1
MATH	121	1
MATH	124	2
MATH	125	3
MATH	126	4
MATH	143	3
MATH	146	1
MATH	151	3
MATH	152	2
MATH	157	1
MATH	164	1
MATH	172	1
MATH	182	2
MATH	201	4
MATH	202	1
MATH	210	2
MATH	212	3
MATH	216	1
MATH	220	33
MATH	221	1
MATH	224	4
MATH	230	2
MATH	238	2
MATH	240	1
MATH	252	3
MATH	253	1
MATH	254	2
MATH	256	1
MATH	280	1
MATH	298	1
MATH	301	3
MATH	303	6
MATH	314	1
MATH	320	2
MATH	324	1
MATH	351	1

MATH	364	1
MATH	365	1
MATH	380	1
MATH	393	1
MATH	398	7
MATH	401	1
MATH	431	1

Microbiology

MICRO	305	1
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Molecular Biosciences

MBIOS	101	83
MBIOS	102	3
MBIOS	105	1
MBIOS	107	3
MBIOS	110	2
MBIOS	111	1
MBIOS	130	6
MBIOS	200	1
MBIOS	201	2
MBIOS	203	1
MBIOS	210	1
MBIOS	222	1
MBIOS	245	1
MBIOS	251	2
MBIOS	255	1
MBIOS	260	2
MBIOS	262	1
MBIOS	270	1
MBIOS	273	1
MBIOS	280	1
MBIOS	285	1
MBIOS	290	1
MBIOS	298	4
MBIOS	301	6
MBIOS	302	3
MBIOS	303	3
MBIOS	304	8
MBIOS	305	9
MBIOS	306	24

MBIOS	308	1	PHYS	106	3
MBIOS	312	1	PHYS	110	6
MBIOS	313	2	PHYS	111	12
MBIOS	320	1	PHYS	113	1
MBIOS	336	1	PHYS	121	2
MBIOS	345	1	PHYS	122	4
MBIOS	350	2	PHYS	123	7
MBIOS	365	4	PHYS	124	1
MBIOS	401	4	PHYS	130	1
MBIOS	404	3	PHYS	131	1
MBIOS	411	3	PHYS	133	2
MBIOS	430	2	PHYS	182	1
MBIOS	452	1	PHYS	198	1
MBIOS	454	3	PHYS	200	1
MBIOS	494	1	PHYS	201	181
MBIOS	499	1	PHYS	202	122
MBIOS	526	4	PHYS	203	20
<hr/> Physical Sciences			PHYS	205	15
PHS	101	1	PHYS	206	5
PHS	103	1	PHYS	208	2
PHS	251	1	PHYS	210	1
PHS	365	1	PHYS	211	7
<hr/> Plant Pathology			PHYS	212	1
PLP	101	1	PHYS	213	3
PLP	110	1	PHYS	215	2
PLP	150	13	PHYS	220	4
PLP	251	1	PHYS	221	17
PLP	260	1	PHYS	222	20
PLP	300	1	PHYS	223	14
PLP	427	1	PHYS	232	5
PLP	429	2	PHYS	233	3
PLP	490	1	PHYS	251	5
<hr/> Physics			PHYS	252	1
PHYS	100	2	PHYS	253	4
PHYS	101	88	PHYS	254	1
PHYS	102	40	PHYS	255	2
PHYS	103	1	PHYS	256	1
PHYS	105	2	PHYS	272	1
			PHYS	273	1
			PHYS	298	2
			PHYS	303	3

PHYS	304	1	SCI	110	3
PHYS	309	1	SCI	119	1
PHYS	312	1	SCI	199	1
PHYS	320	1	SCI	204	1
PHYS	321	1	SCI	205	1
PHYS	322	1	SCI	210	2
PHYS	323	1	SCI	230	2
PHYS	324	1	SCI	250	1
PHYS	331	2	SCI	295	1
PHYS	333	1	SCI	298	1
PHYS	334	1	SCI	299	3
PHYS	336	2	SCI	304	1
PHYS	342	1	SCI	309	1
PHYS	345	1	SCI	343	1
PHYS	350	3	SCI	405	1
PHYS	351	1	SCI	450	1
PHYS	353	1			
PHYS	362	1			
PHYS	365	2	Statistics		
PHYS	370	1	STAT	105	1
PHYS	380	5	STAT	110	3
PHYS	381	1	STAT	111	1
PHYS	398	1	STAT	143	2
PHYS	410	1	STAT	200	1
PHYS	415	5	STAT	201	2
PHYS	417	1	STAT	211	1
PHYS	430	1	STAT	212	57
PHYS	436	1	STAT	250	1
PHYS	440	1	STAT	298	1
PHYS	443	1	STAT	316	1
PHYS	489	1	STAT	328	1
PHYS	497	1	STAT	360	1
			STAT	370	1
			STAT	372	1
			STAT	385	1
			STAT	410	1
			STAT	412	7
Science					
SCI	100	1			
SCI	101	2			
SCI	104	1			

Appendix C: Paper Submissions by Prefix and Course Number 2009-2011

Note: Not all prefixes are currently used by the university. Some papers were submitted from classes no longer offered, and some papers were submitted from classes completed at other institutions.

College of Agriculture, Human, and Natural Resource Sciences					
<u>Agriculture and Food Science</u>			AMT	130	1
AFS	101	34	AMT	150	1
AFS	102	1	AMT	200	1
AFS	201	15	AMT	201	1
AFS	321	1	AMT	204	1
AFS	445	3	AMT	208	2
			AMT	210	11
<u>Agricultural Education</u>			AMT	211	6
AG ED	440	4	AMT	212	13
			AMT	220	6
<u>General Agriculture</u>			AMT	300	1
AGRI	102	1	AMT	302	1
AGRI	221	1	AMT	307	1
AGRI	222	1	AMT	312	1
AGRI	261	1	AMT	314	2
			AMT	315	12
<u>Agricultural Technology and Management</u>			AMT	321	1
AGTM	202	1	AMT	324	1
AGTM	315	2	AMT	340	1
AGTM	402	1	AMT	351	1
AGTM	413	1	AMT	372	1
AGTM	457	1	AMT	402	1
			AMT	406	1
<u>Apparel, Merchandising and Textiles</u>			AMT	408	1
AMT	101	8	AMT	411	1
AMT	103	2	AMT	413	18
AMT	105	1	AMT	417	13
AMT	106	1	AMT	420	32
AMT	108	18	AMT	429	7
AMT	109	1	AMT	430	2
AMT	110	7	AMT	440	1
AMT	111	4	AMT	450	1
AMT	113	1			

AMT	460	2
AMT	481	1
AMT	490	4
AMT	495	1
AMT	496	4
AMT	498	5

AS	408	2
AS	427	2
AS	440	3
AS	450	1
AS	468	1
AS	474	2
AS	488	1

Animal Science

AS	101	10
AS	103	1
AS	105	2
AS	106	2
AS	111	2
AS	174	5
AS	180	2
AS	198	1
AS	201	1
AS	203	2
AS	205	16
AS	221	1
AS	265	1
AS	272	1
AS	285	14
AS	309	1
AS	313	10
AS	314	3
AS	320	1
AS	328	1
AS	330	6
AS	341	1
AS	345	1
AS	346	2
AS	350	10
AS	351	7
AS	360	1
AS	361	1
AS	372	1
AS	380	11
AS	399	5
AS	403	1
AS	404	2

Community and Rural Sociology

CRS	101	2
CRS	211	1
CRS	336	9
CRS	420	1
CRS	431	4
CRS	435	1
CRS	441	1

Crop Science

CROPS	101	4
CROPS	102	5
CROPS	110	1
CROPS	111	2
CROPS	202	3
CROPS	301	11
CROPS	305	1
CROPS	336	1
CROPS	360	12
CROPS	411	1
CROPS	413	1
CROPS	425	1
CROPS	435	1
CROPS	445	2
CROPS	499	1

Economic Science

ECONS	100	1
ECONS	101	26
ECONS	102	23
ECONS	108	1
ECONS	110	2
ECONS	111	1

ECONS	140	4
ECONS	198	11
ECONS	200	5
ECONS	201	37
ECONS	202	22
ECONS	204	3
ECONS	205	1
ECONS	213	1
ECONS	215	1
ECONS	216	1
ECONS	298	1
ECONS	301	1
ECONS	302	2
ECONS	304	2
ECONS	306	1
ECONS	311	24
ECONS	320	12
ECONS	321	9
ECONS	322	1
ECONS	323	4
ECONS	324	16
ECONS	326	2
ECONS	327	2
ECONS	330	1
ECONS	335	10
ECONS	345	1
ECONS	351	1
ECONS	352	1
ECONS	372	1
ECONS	391	3
ECONS	408	1
ECONS	409	1
ECONS	410	1
ECONS	427	3
ECONS	428	9
ECONS	430	14
ECONS	431	1
ECONS	433	2
ECONS	450	13
ECONS	452	1
ECONS	484	1

ECONS 490 3

Food Science and Human Nutrition

FSHN	101	6
FSHN	102	1
FSHN	103	1
FSHN	110	5
FSHN	111	2
FSHN	121	7
FSHN	130	30
FSHN	135	1
FSHN	201	5
FSHN	203	1
FSHN	204	1
FSHN	213	1
FSHN	220	10
FSHN	232	1
FSHN	251	1
FSHN	298	1
FSHN	300	1
FSHN	301	1
FSHN	312	1
FSHN	327	1
FSHN	330	3
FSHN	350	3
FSHN	370	1
FSHN	438	1
FSHN	462	1
FSHN	464	1
FSHN	465	1
FSHN	478	1
FSHN	483	1
FSHN	498	1
FSHN	499	1

Nutrition

NUTR	101	6
NUTR	103	1
NUTR	108	1
NUTR	130	2
NUTR	150	1

NUTR	245	1	HD	111	6
NUTR	300	1	HD	130	1
NUTR	427	1	HD	145	1
<hr/>			HD	199	1
Horticulture			HD	200	1
HORT	101	2	HD	201	38
HORT	102	8	HD	202	36
HORT	110	1	HD	203	32
HORT	113	5	HD	204	180
HORT	150	8	HD	205	115
HORT	198	1	HD	209	1
HORT	202	9	HD	212	1
HORT	220	1	HD	214	1
HORT	231	6	HD	222	1
HORT	232	4	HD	240	4
HORT	251	11	HD	250	4
HORT	300	1	HD	251	2
HORT	310	1	HD	257	1
HORT	313	5	HD	260	1
HORT	320	1	HD	270	1
HORT	331	3	HD	272	2
HORT	332	2	HD	280	1
HORT	342	1	HD	294	1
HORT	357	3	HD	295	4
HORT	372	1	HD	298	1
HORT	409	4	HD	299	2
HORT	413	2	HD	300	55
HORT	416	3	HD	301	72
HORT	418	1	HD	302	89
HORT	425	2	HD	303	1
HORT	447	1	HD	304	5
HORT	475	1	HD	305	42
<hr/>			HD	306	1
Human Development			HD	310	28
HD	101	71	HD	313	1
HD	102	8	HD	314	1
HD	103	1	HD	316	1
HD	105	4	HD	320	41
HD	107	1	HD	321	5
HD	108	1	HD	324	1
HD	110	8	HD	325	1

HD	326	1
HD	327	2
HD	328	4
HD	330	2
HD	331	3
HD	334	1
HD	340	37
HD	341	16
HD	342	8
HD	343	1
HD	344	1
HD	345	2
HD	346	27
HD	350	48
HD	351	1
HD	360	11
HD	362	1
HD	363	1
HD	365	2
HD	367	1
HD	368	1
HD	379	1
HD	380	1
HD	385	13
HD	392	1
HD	401	1
HD	402	1
HD	403	148
HD	404	2
HD	405	2
HD	406	32
HD	408	29
HD	409	1
HD	410	22
HD	412	7
HD	413	1
HD	417	1
HD	420	29
HD	427	2
HD	429	1
HD	430	9

HD	446	1
HD	449	1
HD	450	1
HD	455	1
HD	458	1
HD	460	4
HD	462	1
HD	464	1
HD	465	1
HD	470	2
HD	480	1
HD	482	8
HD	485	1
HD	487	4
HD	491	1
HD	495	1
HD	496	1
HD	497	3
HD	498	2
HD	499	9

Integrated Pest Management

IPM	201	1
IPM	452	1

Interior Design

ID	101	13
ID	102	8
ID	103	6
ID	107	1
ID	110	2
ID	111	2
ID	172	1
ID	174	1
ID	175	1
ID	197	1
ID	201	2
ID	202	1
ID	203	8
ID	205	1
ID	250	11

ID	280	1
ID	296	1
ID	298	1
ID	303	1
ID	309	1
ID	312	12
ID	321	15
ID	325	13
ID	333	4
ID	350	8
ID	351	1
ID	360	2
ID	380	1
ID	392	5
ID	420	1
ID	425	5
ID	426	1
ID	485	1
ID	497	1

Landscape Architecture

LA	101	6
LA	110	3
LA	111	2
LA	121	1
LA	122	1
LA	198	1
LA	201	2
LA	202	1
LA	205	1
LA	222	5
LA	232	1
LA	250	2
LA	260	8
LA	262	2
LA	263	3
LA	280	2
LA	299	2
LA	300	1
LA	301	2
LA	310	1

LA	325	1
LA	327	5
LA	333	1
LA	335	1
LA	352	1
LA	353	1
LA	362	1
LA	363	1
LA	367	1
LA	392	1
LA	444	1
LA	450	1
LA	470	2
LA	475	2
LA	497	1

Natural Resource Sciences

NATRS	100	8
NATRS	101	4
NATRS	102	1
NATRS	103	1
NATRS	110	2
NATRS	201	1
NATRS	202	1
NATRS	204	10
NATRS	210	1
NATRS	215	1
NATRS	280	21
NATRS	300	28
NATRS	301	14
NATRS	302	1
NATRS	305	3
NATRS	312	5
NATRS	335	2
NATRS	416	1
NATRS	420	1
NATRS	430	1
NATRS	431	3
NATRS	435	2
NATRS	436	3
NATRS	450	7

NATRS	454	1	SOILS	202	1
NATRS	460	1	SOILS	203	1
NATRS	464	3	SOILS	204	1
NATRS	473	1	SOILS	262	1
Soil Science			SOILS	302	5
SOILS	101	6	SOILS	324	1
SOILS	106	1	SOILS	360	1
SOILS	110	1	SOILS	403	1
SOILS	200	1	SOILS	441	1
SOILS	201	43	SOILS	442	1

College of Business

Accounting			Business Administration		
ACCTG	101	4	B A	101	1
ACCTG	105	1	B A	200	4
ACCTG	110	1	B A	201	4
ACCTG	111	2	B A	202	1
ACCTG	200	1	B A	205	1
ACCTG	201	2	B A	207	1
ACCTG	202	1	B A	213	1
ACCTG	203	5	B A	220	1
ACCTG	220	1	B A	225	1
ACCTG	230	23	B A	240	3
ACCTG	231	105	B A	250	11
ACCTG	309	1	B A	251	2
ACCTG	322	1	B A	262	1
ACCTG	324	1	B A	315	1
ACCTG	330	16	Business		
ACCTG	331	11	BUS	100	4
ACCTG	335	41	BUS	101	14
ACCTG	338	11	BUS	103	2
ACCTG	345	1	BUS	111	1
ACCTG	372	1	BUS	114	1
ACCTG	430	1	BUS	120	2
ACCTG	433	9	BUS	144	1
ACCTG	438	2	BUS	171	1
ACCTG	439	3	BUS	201	19
ACCTG	443	1	BUS	205	1
ACCTG	481	1			
ACCTG	489	1			

BUS	206	1
BUS	209	1
BUS	210	1
BUS	211	2
BUS	223	1
BUS	224	4
BUS	225	1
BUS	240	4
BUS	241	1
BUS	245	2
BUS	250	30
BUS	254	2
BUS	360	1
BUS	380	2
BUS	478	1

Business Law

BLAW	101	12
BLAW	102	4
BLAW	103	2
BLAW	105	1
BLAW	110	3
BLAW	111	1
BLAW	201	15
BLAW	202	2
BLAW	204	1
BLAW	205	1
BLAW	206	1
BLAW	210	368
BLAW	215	1
BLAW	226	1
BLAW	240	1
BLAW	250	4
BLAW	251	1
BLAW	253	1
BLAW	284	1
BLAW	298	1
BLAW	301	1
BLAW	330	1
BLAW	331	1
BLAW	338	1

BLAW	360	1
BLAW	361	2
BLAW	367	1
BLAW	393	1
BLAW	402	2
BLAW	410	1
BLAW	415	1
BLAW	447	1
BLAW	468	1
BLAW	477	1

Business Technology

BTECH	130	1
BTECH	138	1
BTECH	150	4
BTECH	272	1

Entrepreneurship

ENTRP	101	3
ENTRP	105	1
ENTRP	331	1
ENTRP	335	1
ENTRP	350	1
ENTRP	403	1
ENTRP	418	1
ENTRP	425	1
ENTRP	485	1
ENTRP	486	1
ENTRP	489	4
ENTRP	490	10
ENTRP	496	2

Finance

FIN	101	12
FIN	102	2
FIN	105	1
FIN	110	2
FIN	111	4
FIN	160	1
FIN	201	1
FIN	210	1

FIN	231	1	HBM	280	12
FIN	265	1	HBM	284	7
FIN	295	1	HBM	295	1
FIN	301	1	HBM	320	1
FIN	305	1	HBM	337	1
FIN	309	1	HBM	350	1
FIN	316	1	HBM	358	2
FIN	325	20	HBM	360	1
FIN	345	13	HBM	368	1
FIN	350	1	HBM	380	1
FIN	363	1	HBM	381	9
FIN	402	1	HBM	398	1
FIN	404	1	HBM	402	1
FIN	421	3	HBM	421	1
FIN	425	18	HBM	435	4
FIN	427	29	HBM	468	1
FIN	437	5	HBM	491	3
FIN	438	1	HBM	494	14
FIN	451	1	HBM	495	2
FIN	481	4	HBM	497	1

General Business

GEN BUS	101	1
GEN BUS	160	1
GEN BUS	202	4

Hospitality Business Management

HBM	101	7
HBM	103	1
HBM	110	1
HBM	111	4
HBM	121	1
HBM	131	10
HBM	158	1
HBM	182	4
HBM	201	1
HBM	205	1
HBM	210	2
HBM	235	3
HBM	258	3
HBM	272	1

International Business

I BUS	101	3
I BUS	201	1
I BUS	216	1
I BUS	298	1
I BUS	301	1
I BUS	310	1
I BUS	368	1
I BUS	380	55
I BUS	415	1
I BUS	416	1
I BUS	435	1
I BUS	453	1
I BUS	470	1
I BUS	482	4
I BUS	496	3

Management and Operation

MGTOP	101	7
MGTOP	102	3

MGTOP	105	1
MGTOP	106	2
MGTOP	110	5
MGTOP	111	5
MGTOP	130	1
MGTOP	150	1
MGTOP	201	2
MGTOP	210	2
MGTOP	215	4
MGTOP	220	2
MGTOP	245	1
MGTOP	283	1
MGTOP	301	322
MGTOP	302	1
MGTOP	304	1
MGTOP	305	1
MGTOP	306	1
MGTOP	310	1
MGTOP	311	1
MGTOP	313	1
MGTOP	315	11
MGTOP	317	1
MGTOP	325	1
MGTOP	330	1
MGTOP	340	64
MGTOP	345	1
MGTOP	350	1
MGTOP	351	1
MGTOP	360	4
MGTOP	401	47
MGTOP	403	1
MGTOP	412	1
MGTOP	418	4
MGTOP	425	1
MGTOP	450	23
MGTOP	452	1
MGTOP	453	5
MGTOP	455	15
MGTOP	456	4
MGTOP	478	1
MGTOP	482	1

MGTOP	485	22
MGTOP	487	4
MGTOP	489	2
MGTOP	490	1
MGTOP	491	15
MGTOP	492	12
MGTOP	495	1
MGTOP	496	2

Management Information Systems

MIS	101	2
MIS	102	1
MIS	110	2
MIS	111	3
MIS	171	59
MIS	250	64
MIS	251	1
MIS	271	4
MIS	311	1
MIS	316	1
MIS	322	10
MIS	324	1
MIS	340	1
MIS	372	2
MIS	374	7
MIS	375	3
MIS	401	1
MIS	420	3
MIS	441	7
MIS	448	8
MIS	460	1

Marketing

MKTG	101	10
MKTG	102	2
MKTG	110	2
MKTG	111	3
MKTG	113	1
MKTG	171	1
MKTG	203	1
MKTG	205	1

MKTG	210	2	MKTG	417	3
MKTG	260	1	MKTG	438	1
MKTG	295	2	MKTG	455	1
MKTG	301	2	MKTG	460	1
MKTG	305	1	MKTG	461	8
MKTG	330	1	MKTG	470	2
MKTG	331	1	MKTG	477	17
MKTG	335	1	MKTG	478	6
MKTG	345	1	MKTG	480	2
MKTG	360	218	MKTG	481	1
MKTG	368	22	MKTG	482	9
MKTG	370	1	MKTG	483	1
MKTG	379	5	MKTG	487	1
MKTG	390	1	MKTG	490	7
MKTG	395	1	MKTG	494	1
MKTG	401	1	MKTG	495	11
MKTG	407	1	MKTG	496	1
MKTG	410	1			

College of Communication

<u>Advertising</u>			BDCST	313	1
ADVER	101	1	BDCST	350	1
ADVER	110	1	BDCST	360	5
ADVER	111	1	BDCST	365	5
ADVER	201	1	BDCST	368	1
ADVER	204	1	BDCST	410	1
ADVER	220	1	BDCST	436	1
ADVER	298	1	BDCST	481	7
ADVER	300	1			
ADVER	312	1	<u>Communication</u>		
ADVER	335	1	COM	100	1
ADVER	380	6	COM	101	41
ADVER	381	6	COM	102	22
ADVER	382	6	COM	103	1
ADVER	475	1	COM	105	4
ADVER	480	2	COM	110	7
			COM	111	3
<u>Broadcasting</u>			COM	140	1
BDCST	101	1	COM	145	1
BDCST	295	1	COM	150	1

COMST	171	2
COMST	201	2
COMST	202	3
COMST	203	1
COMST	204	1
COMST	205	1
COMST	210	12
COMST	220	16
COMST	225	1
COMST	227	7
COMST	230	11
COMST	235	7
COMST	240	1
COMST	243	1
COMST	245	1
COMST	273	1
COMST	280	1
COMST	295	2
COMST	298	1
COMST	301	1
COMST	304	1
COMST	305	1
COMST	311	1
COMST	312	2
COMST	314	1
COMST	321	2
COMST	324	5
COMST	330	2
COMST	335	8
COMST	340	2
COMST	360	1
COMST	361	1
COMST	365	1
COMST	374	1
COMST	381	1
COMST	401	2
COMST	411	1
COMST	418	1
COMST	421	5
COMST	429	1
COMST	435	8

COMST	440	1
COMST	460	1
COMST	468	2
COMST	916	1

Journalism

JOUR	100	1
JOUR	101	7
JOUR	102	6
JOUR	110	2
JOUR	111	1
JOUR	125	1
JOUR	140	1
JOUR	150	1
JOUR	170	1
JOUR	199	1
JOUR	201	2
JOUR	210	2
JOUR	220	1
JOUR	221	1
JOUR	265	1
JOUR	270	1
JOUR	280	1
JOUR	295	2
JOUR	305	66
JOUR	315	1
JOUR	317	1
JOUR	330	1
JOUR	335	3
JOUR	340	1
JOUR	360	1
JOUR	365	1
JOUR	404	1
JOUR	425	2
JOUR	428	1
JOUR	460	2
JOUR	471	1

Public Relations

PR	101	3
PR	252	1

PR	265	1	SPEECH	103	1
PR	295	1	SPEECH	105	1
PR	300	1	SPEECH	109	1
PR	312	14	SPEECH	110	6
PR	313	6	SPEECH	111	2
PR	412	1	SPEECH	115	1
PR	441	1	SPEECH	151	1
PR	460	2	SPEECH	152	1
PR	475	1	SPEECH	200	8
PR	481	1	SPEECH	209	1
			SPEECH	220	1
			SPEECH	230	2
			SPEECH	250	1
			SPEECH	260	4
			SPEECH	280	1
<u>Speech</u>					
SPEECH	100	12			
SPEECH	101	5			
SPEECH	102	1			

College of Education

<u>Athletic Training</u>			EDU	201	2
ATH T	102	1	EDU	202	2
ATH T	241	1	EDU	204	1
ATH T	267	2	EDU	210	2
ATH T	270	1	EDU	244	1
ATH T	275	3	EDU	310	1
ATH T	291	1	EDU	372	1
ATH T	301	1			
ATH T	305	1	<u>Educational Administration And Supervision</u>		
ATH T	311	2	ED AD	101	5
ATH T	361	1	ED AD	102	2
ATH T	364	3	ED AD	104	1
ATH T	365	1	ED AD	110	3
ATH T	392	4	ED AD	111	2
ATH T	491	1	ED AD	115	1
			ED AD	202	1
			ED AD	268	1
			ED AD	290	1
			ED AD	348	1
			ED AD	365	1
			ED AD	401	1
			ED AD	417	1
<u>Education</u>					
EDU	103	1			
EDU	115	1			
EDU	130	1			
EDU	135	1			
EDU	150	1			
EDU	151	1			

ED AD	435	1	MVTST	262	7
ED AD	468	1	MVTST	264	3
ED AD	497	21	MVTST	266	1
<u>Educational Psychology</u>			MVTST	271	1
EDPSY	101	2	MVTST	290	1
EDPSY	111	1	MVTST	298	1
EDPSY	199	1	MVTST	300	1
EDPSY	300	1	MVTST	301	1
EDPSY	302	1	MVTST	310	2
EDPSY	322	1	MVTST	311	1
EDPSY	362	1	MVTST	313	43
EDPSY	401	36	MVTST	314	17
EDPSY	461	1	MVTST	315	2
EDPSY	484	1	MVTST	318	1
EDPSY	499	1	MVTST	320	1
<u>Health And Fitness</u>			MVTST	321	1
HF	232	1	MVTST	330	1
HF	240	2	MVTST	360	1
HF	260	1	MVTST	362	17
HF	263	1	MVTST	364	1
HF	296	1	MVTST	365	2
HF	317	1	MVTST	367	3
HF	361	7	MVTST	380	5
HF	484	1	MVTST	385	1
HF	496	1	MVTST	388	1
<u>Movement Studies</u>			MVTST	401	1
MVTST	101	8	MVTST	450	1
MVTST	102	3	MVTST	461	14
MVTST	105	1	MVTST	468	1
MVTST	106	1	MVTST	489	1
MVTST	110	3	<u>Special Education</u>		
MVTST	111	4	SP ED	101	1
MVTST	130	1	SP ED	110	1
MVTST	160	1	SP ED	276	1
MVTST	199	69	SP ED	290	1
MVTST	201	4	SP ED	301	1
MVTST	202	1	SP ED	308	1
MVTST	210	1	SP ED	321	1
			SP ED	362	1
			SP ED	367	3

SP ED	401	2
SP ED	402	2
SP ED	403	1
SP ED	404	1
SP ED	409	2
SP ED	420	4
SP ED	488	2

Sport Management

SPMGT	101	9
SPMGT	102	2
SPMGT	106	1
SPMGT	110	5
SPMGT	111	1
SPMGT	199	1
SPMGT	200	2
SPMGT	201	2
SPMGT	205	1
SPMGT	210	1
SPMGT	211	1
SPMGT	220	1
SPMGT	240	1
SPMGT	267	1
SPMGT	276	29
SPMGT	290	41
SPMGT	300	1
SPMGT	301	1
SPMGT	307	1
SPMGT	309	1
SPMGT	315	1
SPMGT	321	2
SPMGT	322	1
SPMGT	350	1
SPMGT	357	1
SPMGT	362	2
SPMGT	363	1
SPMGT	365	39
SPMGT	366	1
SPMGT	367	35
SPMGT	374	1
SPMGT	376	1

SPMGT	394	1
SPMGT	395	1
SPMGT	401	2
SPMGT	428	1
SPMGT	446	1
SPMGT	456	1
SPMGT	460	1
SPMGT	468	9
SPMGT	483	1
SPMGT	485	1
SPMGT	486	1
SPMGT	488	3
SPMGT	496	14

Teaching and Learning

T & L	101	15
T & L	102	1
T & L	103	1
T & L	106	1
T & L	107	2
T & L	110	4
T & L	111	2
T & L	199	4
T & L	201	10
T & L	202	1
T & L	205	2
T & L	212	1
T & L	220	1
T & L	234	1
T & L	251	1
T & L	262	1
T & L	264	1
T & L	290	1
T & L	298	1
T & L	300	23
T & L	301	170
T & L	305	43
T & L	306	8
T & L	307	29
T & L	310	13
T & L	317	1

T & L	321	36	T & L	405	5
T & L	322	44	T & L	413	14
T & L	324	1	T & L	420	1
T & L	330	7	T & L	422	1
T & L	331	1	T & L	440	1
T & L	332	1	T & L	443	1
T & L	352	14	T & L	445	10
T & L	362	2	T & L	452	1
T & L	365	1	T & L	457	1
T & L	367	2	T & L	461	1
T & L	371	7	T & L	464	4
T & L	384	1	T & L	465	10
T & L	388	1	T & L	467	3
T & L	390	5	T & L	483	4
T & L	400	1	T & L	504	1
T & L	401	5	T & L	509	3
T & L	402	9	T & L	510	4
T & L	403	33	T & L	549	2
T & L	404	1	T & L	571	1

College of Engineering and Architecture

Architecture			ARCH	324	24
ARCH	101	21	ARCH	333	1
ARCH	103	5	ARCH	335	1
ARCH	104	1	ARCH	350	1
ARCH	106	1	ARCH	351	2
ARCH	107	2	ARCH	352	1
ARCH	108	1	ARCH	381	1
ARCH	110	5	ARCH	384	1
ARCH	111	4	ARCH	403	1
ARCH	201	2	ARCH	405	1
ARCH	202	29	ARCH	425	1
ARCH	205	1	ARCH	428	2
ARCH	209	1	ARCH	432	4
ARCH	220	30	ARCH	442	1
ARCH	272	1	ARCH	463	1
ARCH	304	1	ARCH	498	1
ARCH	309	20	ARCH	520	1
ARCH	317	2			
ARCH	320	1			

Bioengineering

B E	101	1
B E	140	1
B E	202	1
B E	205	6
B E	321	1
B E	322	4
B E	350	1
B E	414	1
B E	425	1
B E	436	1
B E	481	2

Civil Engineering

C E	101	7
C E	110	2
C E	115	1
C E	198	1
C E	201	2
C E	202	2
C E	211	58
C E	212	2
C E	215	26
C E	220	1
C E	234	2
C E	272	1
C E	275	1
C E	295	2
C E	300	1
C E	302	2
C E	313	1
C E	317	41
C E	320	1
C E	322	11
C E	330	14
C E	341	3
C E	345	1
C E	351	8
C E	352	1
C E	362	1
C E	402	3

C E	405	1
C E	410	1
C E	414	3
C E	463	7
C E	465	1
C E	480	4
C E	495	1
C E	499	1

Chemical Engineering

CH E	110	3
CH E	198	1
CH E	201	1
CH E	211	10
CH E	215	1
CH E	239	1
CH E	251	2
CH E	273	2
CH E	278	2
CH E	301	1
CH E	332	7
CH E	432	1
CH E	476	1

Computer Science

CPT S	100	2
CPT S	101	5
CPT S	103	1
CPT S	105	1
CPT S	110	1
CPT S	121	1
CPT S	122	2
CPT S	150	1
CPT S	201	1
CPT S	202	3
CPT S	220	2
CPT S	223	5
CPT S	224	7
CPT S	260	1
CPT S	262	1
CPT S	301	1

CPT S	303	1
CPT S	320	5
CPT S	322	22
CPT S	323	3
CPT S	334	1
CPT S	335	1
CPT S	355	5
CPT S	401	125
CPT S	402	35
CPT S	410	1
CPT S	420	1
CPT S	422	1
CPT S	434	1
CPT S	435	1
CPT S	443	2
CPT S	451	1
CPT S	460	3
CPT S	483	1
CPT S	489	1

Computer Science Vancouver

CS	101	1
CS	110	1
CS	112	1
CS	320	7
CS	330	1
CS	401	6
CS	402	3

Construction Management

CST M	101	8
CST M	102	4
CST M	107	1
CST M	111	2
CST M	150	1
CST M	201	21
CST M	202	7
CST M	203	1
CST M	206	1
CST M	220	2
CST M	252	8

CST M	298	1
CST M	321	1
CST M	362	8
CST M	370	3
CST M	371	2
CST M	403	1
CST M	450	1
CST M	451	1
CST M	473	2
CST M	475	1

Electrical Engineering

E E	101	6
E E	103	1
E E	106	1
E E	107	1
E E	110	4
E E	111	4
E E	181	1
E E	201	1
E E	202	2
E E	205	1
E E	214	6
E E	234	26
E E	252	1
E E	260	2
E E	262	14
E E	298	1
E E	304	1
E E	310	1
E E	321	16
E E	324	2
E E	332	1
E E	341	1
E E	352	33
E E	361	1
E E	362	4
E E	402	1
E E	415	1
E E	483	2
E E	489	2

Engineering		
ENGR	100	1
ENGR	101	2
ENGR	103	2
ENGR	109	2
ENGR	111	2
ENGR	114	3
ENGR	120	21
ENGR	123	1
ENGR	143	1
ENGR	200	1
ENGR	204	2
ENGR	210	1
ENGR	212	1
ENGR	213	1
ENGR	214	6
ENGR	215	8
ENGR	220	6
ENGR	224	10
ENGR	225	3
ENGR	228	2
ENGR	230	6
ENGR	231	3
ENGR	240	6
ENGR	250	3
ENGR	252	1
ENGR	253	1
ENGR	255	1
ENGR	260	1
ENGR	270	1
ENGR	280	1
ENGR	298	1
ENGR	309	1
ENGR	330	1

Mechanical Engineering		
M E	101	5
M E	103	1
M E	105	2
M E	110	1

M E	116	2
M E	120	2
M E	130	1
M E	200	1
M E	201	1
M E	202	1
M E	205	1
M E	211	4
M E	212	1
M E	215	2
M E	216	10
M E	220	57
M E	234	1
M E	262	1
M E	270	1
M E	298	1
M E	301	16
M E	303	2
M E	304	16
M E	305	13
M E	309	57
M E	310	28
M E	311	7
M E	313	7
M E	314	9
M E	316	11
M E	345	1
M E	348	3
M E	363	1
M E	402	3
M E	404	1
M E	405	11
M E	414	2
M E	438	1
M E	467	2
M E	476	1
M E	485	5

Materials Science and Engineering		
MSE	101	1
MSE	106	1

MSE	110	25	MSE	300	1
MSE	111	1	MSE	302	1
MSE	170	1	MSE	317	1
MSE	201	1	MSE	320	7
MSE	202	1	MSE	323	2
MSE	215	1	MSE	403	1
MSE	220	1	MSE	406	1
MSE	298	2	MSE	450	1

College of Liberal Arts

Aerospace Studies

AERO	102	2
AERO	202	1
AERO	212	1
AERO	262	1
AERO	312	1

American Studies

AM ST	102	1
AM ST	110	1
AM ST	111	1
AM ST	150	2
AM ST	180	1
AM ST	202	1
AM ST	208	1
AM ST	216	19
AM ST	225	1
AM ST	227	1
AM ST	360	1
AM ST	388	1
AM ST	402	1
AM ST	405	1
AM ST	460	1
AM ST	471	2
AM ST	472	3
AM ST	474	2
AM ST	475	6

Anthropology

ANTH	100	9
ANTH	101	312

ANTH	102	14
ANTH	103	4
ANTH	105	2
ANTH	106	3
ANTH	107	1
ANTH	108	2
ANTH	110	11
ANTH	111	17
ANTH	120	1
ANTH	130	37
ANTH	140	1
ANTH	150	3
ANTH	160	1
ANTH	171	1
ANTH	198	6
ANTH	199	1
ANTH	200	3
ANTH	201	84
ANTH	202	7
ANTH	203	72
ANTH	204	6
ANTH	205	13
ANTH	206	17
ANTH	210	3
ANTH	211	1
ANTH	214	1
ANTH	220	3
ANTH	230	12
ANTH	234	2
ANTH	245	1

ANTH	250	4	ANTH	345	1
ANTH	251	1	ANTH	350	76
ANTH	252	1	ANTH	351	3
ANTH	260	3	ANTH	357	1
ANTH	270	2	ANTH	360	8
ANTH	272	2	ANTH	361	3
ANTH	280	2	ANTH	365	1
ANTH	284	1	ANTH	368	1
ANTH	290	3	ANTH	370	1
ANTH	291	1	ANTH	371	1
ANTH	295	3	ANTH	372	1
ANTH	298	2	ANTH	380	2
ANTH	300	3	ANTH	381	6
ANTH	301	3	ANTH	390	7
ANTH	302	36	ANTH	393	2
ANTH	303	1	ANTH	395	4
ANTH	304	1	ANTH	401	3
ANTH	305	2	ANTH	402	5
ANTH	309	24	ANTH	403	1
ANTH	310	1	ANTH	404	56
ANTH	311	3	ANTH	405	10
ANTH	312	5	ANTH	406	2
ANTH	313	1	ANTH	410	1
ANTH	314	2	ANTH	414	1
ANTH	315	1	ANTH	417	8
ANTH	316	89	ANTH	418	2
ANTH	317	8	ANTH	420	3
ANTH	320	15	ANTH	427	1
ANTH	321	2	ANTH	428	1
ANTH	322	1	ANTH	430	1
ANTH	323	1	ANTH	431	1
ANTH	325	1	ANTH	436	2
ANTH	327	5	ANTH	444	2
ANTH	330	25	ANTH	452	1
ANTH	331	27	ANTH	460	1
ANTH	333	1	ANTH	461	1
ANTH	334	4	ANTH	462	1
ANTH	335	1	ANTH	465	1
ANTH	339	1	ANTH	468	108
ANTH	340	3	ANTH	476	1
ANTH	341	3	ANTH	478	1

ANTH	479	1	ART	495	1
ANTH	480	1			
ANTH	483	2			
ANTH	490	7			
ANTH	491	5			
ANTH	492	1			
ANTH	498	2			
ANTH	499	2			
ANTH	514	1			
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Art			Asia Program		
ART	100	7	ASIA	101	2
ART	101	1	ASIA	105	2
ART	102	1	ASIA	110	2
ART	103	1	ASIA	111	2
ART	104	1	ASIA	120	1
ART	105	1	ASIA	121	2
ART	106	1	ASIA	131	8
ART	107	1	ASIA	201	1
ART	108	1	ASIA	203	1
ART	110	4	ASIA	271	1
ART	112	1	ASIA	272	1
ART	114	1	ASIA	273	1
ART	116	2	ASIA	275	4
ART	117	3	ASIA	280	1
ART	120	4	ASIA	298	1
ART	126	1	ASIA	301	8
ART	130	1	ASIA	310	1
ART	151	1	ASIA	311	1
ART	160	1	ASIA	314	2
ART	200	1	ASIA	315	8
ART	201	1	ASIA	320	3
ART	205	1	ASIA	321	1
ART	206	1	ASIA	330	1
ART	211	1	ASIA	373	5
ART	220	1	ASIA	374	1
ART	221	4	ASIA	382	1
ART	222	4	ASIA	473	3
ART	225	3	ASIA	475	1
ART	237	1	ASIA	476	3
ART	240	1	ASIA	477	1
			ASIA	494	1
			ASIA	496	1
			ASIA	497	1
			<hr/>		
			American Sign Language		
			ASL	101	3
			ASL	102	1
			ASL	105	1

ASL	121	2	CES	254	1
			CES	260	4
Chinese			CES	271	5
CHIN	101	1	CES	280	3
CHIN	102	1	CES	295	3
CHIN	110	1	CES	298	2
CHIN	111	2	CES	300	18
CHIN	120	1	CES	301	16
CHIN	121	2	CES	302	6
CHIN	311	2	CES	304	9
CHIN	321	1	CES	305	1
CHIN	322	1	CES	308	6
CHIN	330	2	CES	309	3
CHIN	365	1	CES	312	1
CHIN	420	1	CES	313	1
			CES	314	3
Comparative Ethnic Studies			CES	315	2
CES	100	1	CES	316	4
CES	101	149	CES	317	1
CES	102	3	CES	321	1
CES	103	4	CES	330	1
CES	106	1	CES	331	5
CES	110	8	CES	332	2
CES	111	22	CES	335	4
CES	131	6	CES	336	6
CES	150	1	CES	338	1
CES	151	5	CES	342	1
CES	158	1	CES	345	1
CES	171	6	CES	350	1
CES	200	1	CES	355	1
CES	201	7	CES	358	1
CES	202	2	CES	360	1
CES	203	1	CES	361	2
CES	204	1	CES	362	2
CES	205	3	CES	365	2
CES	207	1	CES	373	3
CES	209	1	CES	374	2
CES	210	1	CES	376	2
CES	220	7	CES	377	4
CES	250	1	CES	378	1
CES	251	1	CES	379	5

CES	380	9	CRM J	109	1
CES	382	1	CRM J	110	1
CES	384	1	CRM J	111	2
CES	385	1	CRM J	112	2
CES	400	1	CRM J	134	1
CES	401	3	CRM J	140	1
CES	403	2	CRM J	150	1
CES	404	5	CRM J	154	1
CES	405	5	CRM J	199	1
CES	406	1	CRM J	200	3
CES	411	2	CRM J	201	40
CES	420	2	CRM J	202	1
CES	421	4	CRM J	204	4
CES	427	1	CRM J	205	41
CES	430	1	CRM J	206	3
CES	433	1	CRM J	210	4
CES	435	4	CRM J	224	1
CES	436	1	CRM J	248	2
CES	440	17	CRM J	260	1
CES	444	21	CRM J	261	1
CES	450	3	CRM J	272	1
CES	451	1	CRM J	275	1
CES	454	4	CRM J	280	2
CES	457	3	CRM J	284	1
CES	460	1	CRM J	298	1
CES	465	3	CRM J	299	1
CES	468	2	CRM J	300	1
CES	475	1	CRM J	301	4
CES	486	1	CRM J	302	3
CES	490	3	CRM J	305	2
CES	491	4	CRM J	308	1
CES	492	1	CRM J	309	1
Criminal Justice			CRM J	310	2
CRM J	100	1	CRM J	311	10
CRM J	101	108	CRM J	314	1
CRM J	102	3	CRM J	316	2
CRM J	103	2	CRM J	317	1
CRM J	104	1	CRM J	320	30
CRM J	106	2	CRM J	321	1
CRM J	107	1	CRM J	322	2
			CRM J	330	129

CRM J	333	1	DISST	108	1
CRM J	340	3	DISST	111	2
CRM J	350	1	DISST	140	1
CRM J	351	1	DISST	201	1
CRM J	355	2	DISST	202	1
CRM J	357	1	DISST	250	20
CRM J	360	1	DISST	305	1
CRM J	361	5	DISST	350	2
CRM J	362	3	DISST	372	1
CRM J	365	27	DISST	389	1
CRM J	368	1	DISST	401	1
CRM J	370	43	DISST	410	1
CRM J	371	1	DISST	431	1
CRM J	373	1	DISST	460	1
CRM J	376	1	DISST	461	1
CRM J	380	18	DISST	464	1
CRM J	381	1	DISST	482	1
CRM J	385	43	DISST	489	20
CRM J	400	26	DISST	496	1
CRM J	401	1	<hr/> Digital Technology And Culture <hr/>		
CRM J	402	4			
CRM J	403	36	DTC	101	2
CRM J	404	2	DTC	111	1
CRM J	405	7	DTC	254	1
CRM J	415	1	DTC	280	1
CRM J	420	18	DTC	302	1
CRM J	421	1	DTC	323	1
CRM J	424	2	DTC	333	1
CRM J	426	2	DTC	335	7
CRM J	427	9	DTC	336	7
CRM J	428	5	DTC	338	3
CRM J	444	1	DTC	354	5
CRM J	450	18	DTC	355	2
CRM J	459	1	DTC	356	19
CRM J	460	1	DTC	360	1
CRM J	464	1	DTC	365	1
CRM J	480	1	DTC	375	9
CRM J	490	1	DTC	408	1
<hr/> Disabilities Studies <hr/>			DTC	420	1
			DTC	475	28
DISST	101	2	DTC	477	3

DTC	478	4	ENGL	132	1
			ENGL	133	5
			ENGL	135	2
Education Abroad			ENGL	139	2
EA	101	3	ENGL	140	4
EA	110	1	ENGL	143	5
EA	201	1	ENGL	145	1
EA	234	1	ENGL	149	1
EA	262	3	ENGL	150	14
EA	302	1	ENGL	151	7
EA	352	2	ENGL	152	3
EA	367	1	ENGL	155	1
			ENGL	159	2
English			ENGL	160	4
ENGL	100	23	ENGL	161	3
ENGL	101	1736	ENGL	165	1
ENGL	102	578	ENGL	170	1
ENGL	103	60	ENGL	171	5
ENGL	104	42	ENGL	173	1
ENGL	105	87	ENGL	175	1
ENGL	106	10	ENGL	182	1
ENGL	107	14	ENGL	185	1
ENGL	108	32	ENGL	198	9
ENGL	109	1	ENGL	199	23
ENGL	110	98	ENGL	200	23
ENGL	111	98	ENGL	201	402
ENGL	112	13	ENGL	202	34
ENGL	113	30	ENGL	203	16
ENGL	114	3	ENGL	204	8
ENGL	115	3	ENGL	205	123
ENGL	117	1	ENGL	206	2
ENGL	120	12	ENGL	207	3
ENGL	121	9	ENGL	208	3
ENGL	122	7	ENGL	209	2
ENGL	123	4	ENGL	210	23
ENGL	124	1	ENGL	211	5
ENGL	125	4	ENGL	212	6
ENGL	126	4	ENGL	214	2
ENGL	127	6	ENGL	215	3
ENGL	128	11	ENGL	216	13
ENGL	130	9	ENGL	218	1
ENGL	131	22			

ENGL	219	1	ENGL	278	1
ENGL	220	22	ENGL	280	12
ENGL	221	5	ENGL	281	1
ENGL	222	2	ENGL	284	2
ENGL	223	2	ENGL	285	1
ENGL	225	6	ENGL	290	3
ENGL	227	3	ENGL	291	2
ENGL	230	9	ENGL	294	1
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ENGL	232	3	ENGL	298	132
ENGL	233	6	ENGL	299	1
ENGL	234	1	ENGL	300	20
ENGL	235	30	ENGL	301	255
ENGL	236	8	ENGL	302	158
ENGL	237	1	ENGL	303	2
ENGL	239	4	ENGL	304	4
ENGL	240	9	ENGL	305	37
ENGL	241	1	ENGL	306	29
ENGL	242	1	ENGL	307	11
ENGL	245	11	ENGL	308	20
ENGL	246	2	ENGL	309	36
ENGL	247	1	ENGL	310	4
ENGL	249	3	ENGL	311	21
ENGL	250	9	ENGL	312	6
ENGL	251	72	ENGL	313	5
ENGL	252	2	ENGL	314	8
ENGL	254	2	ENGL	315	1
ENGL	260	3	ENGL	316	8
ENGL	261	5	ENGL	317	5
ENGL	262	5	ENGL	320	5
ENGL	264	2	ENGL	321	22
ENGL	265	6	ENGL	322	14
ENGL	266	3	ENGL	323	8
ENGL	268	6	ENGL	324	17
ENGL	269	6	ENGL	325	19
ENGL	270	27	ENGL	326	4
ENGL	271	12	ENGL	327	1
ENGL	272	9	ENGL	328	2
ENGL	274	2	ENGL	330	5
ENGL	275	2	ENGL	331	8
ENGL	277	1	ENGL	332	2

ENGL	333	2	ENGL	390	2
ENGL	334	2	ENGL	392	1
ENGL	335	4	ENGL	395	2
ENGL	336	1	ENGL	398	3
ENGL	338	7	ENGL	400	2
ENGL	339	23	ENGL	401	17
ENGL	340	5	ENGL	402	428
ENGL	341	5	ENGL	403	9
ENGL	342	5	ENGL	404	3
ENGL	345	20	ENGL	405	4
ENGL	347	1	ENGL	408	1
ENGL	350	9	ENGL	409	12
ENGL	351	38	ENGL	410	6
ENGL	352	8	ENGL	411	1
ENGL	353	14	ENGL	412	1
ENGL	355	7	ENGL	413	4
ENGL	356	1	ENGL	414	1
ENGL	357	4	ENGL	415	6
ENGL	359	8	ENGL	417	7
ENGL	360	17	ENGL	419	14
ENGL	361	2	ENGL	420	6
ENGL	362	8	ENGL	421	1
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ENGL	364	2	ENGL	424	1
ENGL	365	10	ENGL	425	4
ENGL	366	5	ENGL	427	1
ENGL	367	1	ENGL	428	1
ENGL	368	26	ENGL	430	2
ENGL	369	1	ENGL	433	2
ENGL	370	10	ENGL	437	2
ENGL	371	21	ENGL	438	2
ENGL	372	34	ENGL	440	2
ENGL	373	37	ENGL	445	1
ENGL	374	1	ENGL	446	9
ENGL	375	3	ENGL	450	2
ENGL	376	1	ENGL	451	10
ENGL	379	1	ENGL	456	1
ENGL	380	10	ENGL	458	3
ENGL	381	2	ENGL	460	9
ENGL	385	1	ENGL	461	1
ENGL	388	2	ENGL	464	1

ENGL	465	5	FA	212	1
ENGL	466	1	FA	220	1
ENGL	468	13	FA	221	1
ENGL	470	5	FA	222	1
ENGL	471	2	FA	226	2
ENGL	472	13	FA	227	1
ENGL	475	4	FA	250	1
ENGL	477	1	FA	290	1
ENGL	478	1	FA	295	1
ENGL	480	5	FA	300	3
ENGL	482	1	FA	301	6
ENGL	483	1	FA	302	1
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ENGL	485	3	FA	304	2
ENGL	486	3	FA	305	1
ENGL	487	2	FA	307	6
ENGL	488	2	FA	308	11
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ENGL	492	2	FA	315	1
ENGL	494	2	FA	320	1
ENGL	495	3	FA	331	39
ENGL	496	1	FA	332	2
ENGL	497	2	FA	338	1
ENGL	498	2	FA	355	1
ENGL	499	8	FA	362	1
Fine Arts			FA	365	2
			FA	372	1
			FA	380	6
			FA	381	1
FA	101	64	FA	382	2
FA	102	19	FA	390	1
FA	103	7	FA	401	1
FA	105	1	FA	403	5
FA	106	1	FA	404	9
FA	110	12	FA	405	6
FA	111	3	FA	445	1
FA	150	1	FA	460	1
FA	201	5	FA	491	1
FA	202	2	FA	492	1
FA	207	1			
FA	210	1			

FA	493	1
FA	498	2

Foreign Languages And Cultures

FOR L	100	1
FOR L	101	14
FOR L	102	4
FOR L	110	4
FOR L	120	1
FOR L	161	1
FOR L	202	1
FOR L	204	1
FOR L	210	1
FOR L	265	1
FOR L	312	1
FOR L	313	1
FOR L	391	1
FOR L	410	1
FOR L	441	1

French

FREN	101	2
FREN	102	1
FREN	110	1
FREN	120	2
FREN	201	1
FREN	295	1
FREN	301	2
FREN	308	6
FREN	320	1
FREN	365	1
FREN	372	1
FREN	380	2
FREN	410	5
FREN	428	1
FREN	430	5
FREN	440	1
FREN	444	1
FREN	454	1
FREN	497	1

General Education

GENED	101	129
GENED	102	14
GENED	103	6
GENED	105	25
GENED	106	4
GENED	107	3
GENED	108	2
GENED	110	1134
GENED	111	1076
GENED	112	1
GENED	121	2
GENED	130	2
GENED	135	1
GENED	150	4
GENED	158	1
GENED	160	3
GENED	188	1
GENED	198	2
GENED	199	1
GENED	201	20
GENED	202	3
GENED	204	1
GENED	205	10
GENED	206	1
GENED	207	2
GENED	209	1
GENED	210	10
GENED	211	3
GENED	215	3
GENED	220	8
GENED	234	1
GENED	247	1
GENED	250	4
GENED	251	6
GENED	254	1
GENED	262	1
GENED	270	2
GENED	271	1
GENED	272	2
GENED	280	4

GENED	289	1	GENED	371	1
GENED	290	3	GENED	372	2
GENED	291	1	GENED	373	2
GENED	295	3	GENED	381	1
GENED	298	4	GENED	390	1
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Japanese

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JAPN	320	2
JAPN	331	1

Liberal Arts

LIB A	123	1
LIB A	271	1
LIB A	331	1
LIB A	497	4

Literature

LIT	102	1
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MUS	496	1

Naval Science

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NS	395	1
NS	401	5
NS	421	1

Philosophy

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Political Science

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Psychology

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PSYCH	384	1	RS	369	1
PSYCH	390	8			
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Speech And Hearing Sciences

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SHS	390	2
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SHS	461	5
SHS	472	3
SHS	475	1
SHS	478	2
SHS	480	1
SHS	482	3

Theatre Arts

THEAT	101	5
THEAT	102	2
THEAT	107	1
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THEAT	145	9
THEAT	150	8
THEAT	160	41

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THEAT	420	1
THEAT	444	1
THEAT	457	1
THEAT	460	2
THEAT	462	4
THEAT	465	2
THEAT	467	1
THEAT	475	1
THEAT	477	1
THEAT	491	1
THEAT	496	4
THEAT	497	1

Writing

WRIT	100	1
WRIT	101	25
WRIT	102	10
WRIT	105	22
WRIT	111	1
WRIT	115	1
WRIT	121	10
WRIT	122	5
WRIT	123	2

WRIT	140	1	WST	250	1
WRIT	143	1	WST	260	1
WRIT	201	1	WST	270	1
WRIT	205	2	WST	280	1
WRIT	222	1	WST	282	1
WRIT	227	4	WST	285	1
WRIT	251	1	WST	295	1
WRIT	391	1	WST	300	25
World Religions			WST	301	2
WR	121	4	WST	302	5
WR	122	9	WST	303	1
WR	123	4	WST	305	3
WR	227	3	WST	308	1
Women's Studies			WST	309	4
WST	101	19	WST	310	1
WST	102	4	WST	311	5
WST	103	1	WST	315	40
WST	105	2	WST	316	8
WST	106	2	WST	317	4
WST	107	2	WST	321	5
WST	108	1	WST	324	7
WST	110	3	WST	325	1
WST	111	6	WST	331	1
WST	120	2	WST	332	13
WST	140	2	WST	333	1
WST	155	1	WST	335	8
WST	160	1	WST	336	1
WST	200	71	WST	338	26
WST	201	6	WST	340	17
WST	204	1	WST	342	1
WST	205	3	WST	351	4
WST	206	2	WST	357	2
WST	210	3	WST	359	1
WST	211	1	WST	360	1
WST	214	1	WST	361	1
WST	216	2	WST	362	1
WST	220	17	WST	363	10
WST	230	1	WST	365	1
WST	237	1	WST	369	2
			WST	370	1
			WST	379	1

WST	384	2	WST	445	1
WST	398	10	WST	454	5
WST	399	1	WST	458	1
WST	401	2	WST	460	15
WST	403	12	WST	462	1
WST	405	1	WST	470	1
WST	406	19	WST	473	1
WST	407	2	WST	475	2
WST	409	2	WST	481	2
WST	413	1	WST	484	11
WST	421	1	WST	485	1
WST	424	1	WST	489	1
WST	427	1	WST	491	1
WST	435	1	WST	495	2
WST	444	1	WST	499	3

College of Nursing

Nursing			NURS		
NURS	103	2	NURS	226	2
NURS	107	1	NURS	230	3
NURS	110	1	NURS	235	5
NURS	111	3	NURS	298	1
NURS	113	1	NURS	306	1
NURS	116	1	NURS	308	103
NURS	130	1	NURS	309	39
NURS	132	1	NURS	311	1
NURS	199	1	NURS	315	61
NURS	200	2	NURS	317	2
NURS	201	3	NURS	322	13
NURS	202	1	NURS	324	3
NURS	203	2	NURS	325	4
NURS	204	1	NURS	328	18
NURS	207	1	NURS	330	2
NURS	210	6	NURS	350	1
NURS	211	6	NURS	360	79
NURS	212	2	NURS	365	53
NURS	215	3	NURS	366	28
NURS	220	3	NURS	372	1
NURS	221	1	NURS	392	2
NURS	225	3	NURS	400	37
			NURS	401	1

NURS	405	7	NURS	465	8
NURS	406	4	NURS	477	34
NURS	408	1	NURS	478	1
NURS	415	1	NURS	495	6
NURS	440	13	NURS	498	6
NURS	454	1	NURS	499	3
NURS	462	15	NURS	577	1

College of Pharmacy

Pharmacy

PHARP	573	1
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College of Sciences

Astronomy

ASTR	101	6
ASTR	102	1
ASTR	105	2
ASTR	110	3
ASTR	115	1
ASTR	120	1
ASTR	135	17
ASTR	138	2
ASTR	150	5
ASTR	201	1
ASTR	212	1
ASTR	230	1
ASTR	301	1
ASTR	302	1
ASTR	330	1
ASTR	332	1
ASTR	390	1
ASTR	418	1
ASTR	441	1
ASTR	450	16

Biology

BIOL	100	19
BIOL	101	85
BIOL	102	106

BIOL	103	1
BIOL	104	2
BIOL	105	8
BIOL	106	100
BIOL	107	183
BIOL	108	1
BIOL	109	2
BIOL	110	3
BIOL	111	16
BIOL	112	4
BIOL	113	1
BIOL	119	1
BIOL	120	7
BIOL	121	1
BIOL	122	1
BIOL	128	1
BIOL	130	1
BIOL	139	2
BIOL	140	1
BIOL	141	3
BIOL	143	1
BIOL	150	4
BIOL	151	1
BIOL	158	1
BIOL	160	4
BIOL	161	1

BIOL	175	1	BIOL	313	1
BIOL	180	2	BIOL	314	1
BIOL	182	1	BIOL	315	3
BIOL	198	1	BIOL	320	3
BIOL	199	2	BIOL	321	9
BIOL	200	2	BIOL	328	1
BIOL	201	11	BIOL	330	25
BIOL	202	5	BIOL	331	1
BIOL	203	2	BIOL	346	1
BIOL	204	1	BIOL	349	1
BIOL	205	6	BIOL	350	6
BIOL	210	1	BIOL	352	1
BIOL	211	9	BIOL	353	18
BIOL	212	10	BIOL	354	1
BIOL	213	7	BIOL	359	2
BIOL	214	1	BIOL	365	4
BIOL	221	3	BIOL	370	1
BIOL	222	8	BIOL	371	1
BIOL	223	6	BIOL	372	67
BIOL	225	1	BIOL	374	1
BIOL	230	1	BIOL	380	1
BIOL	231	3	BIOL	390	2
BIOL	238	1	BIOL	392	1
BIOL	240	2	BIOL	393	14
BIOL	241	2	BIOL	394	4
BIOL	242	4	BIOL	398	1
BIOL	251	45	BIOL	400	1
BIOL	253	1	BIOL	401	4
BIOL	260	18	BIOL	402	3
BIOL	270	3	BIOL	403	2
BIOL	272	1	BIOL	405	4
BIOL	275	1	BIOL	406	1
BIOL	295	1	BIOL	407	13
BIOL	298	3	BIOL	408	8
BIOL	300	3	BIOL	410	7
BIOL	301	11	BIOL	412	5
BIOL	302	3	BIOL	413	1
BIOL	304	1	BIOL	418	16
BIOL	306	2	BIOL	423	4
BIOL	308	10	BIOL	427	1
BIOL	311	1	BIOL	430	2

BIOL	438	10	CHEM	142	2
BIOL	447	1	CHEM	143	8
BIOL	454	1	CHEM	144	1
BIOL	460	1	CHEM	150	3
BIOL	462	2	CHEM	151	1
BIOL	463	1	CHEM	152	2
BIOL	465	1	CHEM	153	9
BIOL	474	1	CHEM	160	4
BIOL	480	10	CHEM	161	12
BIOL	490	2	CHEM	162	8
BIOL	492	4	CHEM	163	8
BIOL	495	2	CHEM	182	1
BIOL	496	2	CHEM	198	1
BIOL	499	18	CHEM	200	1
BIOL	589	1	CHEM	201	4
Chemistry			CHEM	202	1
CHEM	100	2	CHEM	203	2
CHEM	101	66	CHEM	204	1
CHEM	102	18	CHEM	205	2
CHEM	103	3	CHEM	209	8
CHEM	105	109	CHEM	210	4
CHEM	106	137	CHEM	211	4
CHEM	107	4	CHEM	212	2
CHEM	109	2	CHEM	214	1
CHEM	110	3	CHEM	215	1
CHEM	111	6	CHEM	220	1
CHEM	112	2	CHEM	221	2
CHEM	113	6	CHEM	222	2
CHEM	116	5	CHEM	223	2
CHEM	120	1	CHEM	231	1
CHEM	121	2	CHEM	234	1
CHEM	122	1	CHEM	238	1
CHEM	123	1	CHEM	241	1
CHEM	131	3	CHEM	242	1
CHEM	132	3	CHEM	243	3
CHEM	133	5	CHEM	251	1
CHEM	134	1	CHEM	252	3
CHEM	135	1	CHEM	253	3
CHEM	140	5	CHEM	254	1
CHEM	141	3	CHEM	260	1
			CHEM	262	1

CHEM	263	4
CHEM	265	1
CHEM	298	3
CHEM	301	1
CHEM	317	1
CHEM	321	1
CHEM	331	2
CHEM	333	1
CHEM	334	2
CHEM	341	1
CHEM	343	1
CHEM	345	79
CHEM	346	2
CHEM	347	3
CHEM	350	3
CHEM	351	1
CHEM	362	1
CHEM	365	1
CHEM	368	1
CHEM	370	1
CHEM	372	1
CHEM	402	1
CHEM	408	1
CHEM	412	1
CHEM	413	1
CHEM	415	2
CHEM	418	1
CHEM	425	1
CHEM	468	3
CHEM	483	1
CHEM	490	1
CHEM	497	2

Entomology

ENTOM	101	26
ENTOM	102	46
ENTOM	111	2
ENTOM	122	2
ENTOM	150	3
ENTOM	201	3
ENTOM	251	1

ENTOM	273	1
ENTOM	284	1
ENTOM	321	1
ENTOM	331	1
ENTOM	340	2
ENTOM	343	6
ENTOM	345	1
ENTOM	350	1
ENTOM	353	1
ENTOM	359	1
ENTOM	360	2
ENTOM	382	1
ENTOM	401	14
ENTOM	403	1
ENTOM	405	1
ENTOM	409	1
ENTOM	418	1
ENTOM	420	1
ENTOM	428	1
ENTOM	433	1
ENTOM	478	1
ENTOM	491	1

Environmental Science & Regional Planning

ES/RP	100	8
ES/RP	101	156
ES/RP	102	4
ES/RP	104	2
ES/RP	110	1
ES/RP	140	1
ES/RP	150	8
ES/RP	200	1
ES/RP	201	3
ES/RP	204	1
ES/RP	212	1
ES/RP	215	1
ES/RP	216	1
ES/RP	220	1
ES/RP	262	1
ES/RP	265	1

ES/RP	280	1
ES/RP	285	1
ES/RP	295	1
ES/RP	298	1
ES/RP	300	1
ES/RP	302	1
ES/RP	305	1
ES/RP	308	1
ES/RP	310	3
ES/RP	320	1
ES/RP	322	1
ES/RP	324	1
ES/RP	331	1
ES/RP	335	4
ES/RP	340	1
ES/RP	341	1
ES/RP	355	1
ES/RP	365	1
ES/RP	372	1
ES/RP	381	1
ES/RP	410	1
ES/RP	411	2
ES/RP	435	1
ES/RP	444	13
ES/RP	476	1
ES/RP	481	1
ES/RP	484	1
ES/RP	490	4
ES/RP	491	4
ES/RP	492	1
ES/RP	495	2

Exercise Physiology and Metabolism

EXMET	300	5
EXMET	340	2
EXMET	400	4
EXMET	427	3
EXMET	450	1
EXMET	465	10
EXMET	470	3
EXMET	479	2

Geology

GEOL	101	1
GEOL	101	121
GEOL	102	13
GEOL	105	2
GEOL	107	1
GEOL	108	2
GEOL	110	1
GEOL	111	1
GEOL	120	1
GEOL	121	1
GEOL	148	1
GEOL	188	1
GEOL	200	2
GEOL	201	1
GEOL	204	1
GEOL	205	1
GEOL	208	1
GEOL	210	28
GEOL	212	1
GEOL	230	17
GEOL	260	1
GEOL	277	1
GEOL	280	1
GEOL	301	2
GEOL	304	1
GEOL	306	1
GEOL	310	1
GEOL	315	2
GEOL	320	1
GEOL	356	2
GEOL	370	1
GEOL	384	1
GEOL	390	3
GEOL	405	1
GEOL	445	2

Mathematics

MATH	100	1
MATH	101	9

MATH	102	1
MATH	105	2
MATH	107	2
MATH	113	1
MATH	115	1
MATH	119	1
MATH	121	1
MATH	124	2
MATH	125	3
MATH	126	4
MATH	143	3
MATH	146	1
MATH	151	3
MATH	152	2
MATH	157	1
MATH	164	1
MATH	172	1
MATH	182	2
MATH	201	4
MATH	202	1
MATH	210	2
MATH	212	3
MATH	216	1
MATH	220	33
MATH	221	1
MATH	224	4
MATH	230	2
MATH	238	2
MATH	240	1
MATH	252	3
MATH	253	1
MATH	254	2
MATH	256	1
MATH	280	1
MATH	298	1
MATH	301	3
MATH	303	6
MATH	314	1
MATH	320	2
MATH	324	1
MATH	351	1

MATH	364	1
MATH	365	1
MATH	380	1
MATH	393	1
MATH	398	7
MATH	401	1
MATH	431	1

Microbiology

MICRO	305	1
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Molecular Biosciences

MBIOS	101	83
MBIOS	102	3
MBIOS	105	1
MBIOS	107	3
MBIOS	110	2
MBIOS	111	1
MBIOS	130	6
MBIOS	200	1
MBIOS	201	2
MBIOS	203	1
MBIOS	210	1
MBIOS	222	1
MBIOS	245	1
MBIOS	251	2
MBIOS	255	1
MBIOS	260	2
MBIOS	262	1
MBIOS	270	1
MBIOS	273	1
MBIOS	280	1
MBIOS	285	1
MBIOS	290	1
MBIOS	298	4
MBIOS	301	6
MBIOS	302	3
MBIOS	303	3
MBIOS	304	8
MBIOS	305	9
MBIOS	306	24

MBIOS	308	1	PHYS	106	3
MBIOS	312	1	PHYS	110	6
MBIOS	313	2	PHYS	111	12
MBIOS	320	1	PHYS	113	1
MBIOS	336	1	PHYS	121	2
MBIOS	345	1	PHYS	122	4
MBIOS	350	2	PHYS	123	7
MBIOS	365	4	PHYS	124	1
MBIOS	401	4	PHYS	130	1
MBIOS	404	3	PHYS	131	1
MBIOS	411	3	PHYS	133	2
MBIOS	430	2	PHYS	182	1
MBIOS	452	1	PHYS	198	1
MBIOS	454	3	PHYS	200	1
MBIOS	494	1	PHYS	201	181
MBIOS	499	1	PHYS	202	122
MBIOS	526	4	PHYS	203	20
<hr/> Physical Sciences			PHYS	205	15
PHS	101	1	PHYS	206	5
PHS	103	1	PHYS	208	2
PHS	251	1	PHYS	210	1
PHS	365	1	PHYS	211	7
<hr/> Plant Pathology			PHYS	212	1
PLP	101	1	PHYS	213	3
PLP	110	1	PHYS	215	2
PLP	150	13	PHYS	220	4
PLP	251	1	PHYS	221	17
PLP	260	1	PHYS	222	20
PLP	300	1	PHYS	223	14
PLP	427	1	PHYS	232	5
PLP	429	2	PHYS	233	3
PLP	490	1	PHYS	251	5
<hr/> Physics			PHYS	252	1
PHYS	100	2	PHYS	253	4
PHYS	101	88	PHYS	254	1
PHYS	102	40	PHYS	255	2
PHYS	103	1	PHYS	256	1
PHYS	105	2	PHYS	272	1
			PHYS	273	1
			PHYS	298	2
			PHYS	303	3

PHYS	304	1	SCI	110	3
PHYS	309	1	SCI	119	1
PHYS	312	1	SCI	199	1
PHYS	320	1	SCI	204	1
PHYS	321	1	SCI	205	1
PHYS	322	1	SCI	210	2
PHYS	323	1	SCI	230	2
PHYS	324	1	SCI	250	1
PHYS	331	2	SCI	295	1
PHYS	333	1	SCI	298	1
PHYS	334	1	SCI	299	3
PHYS	336	2	SCI	304	1
PHYS	342	1	SCI	309	1
PHYS	345	1	SCI	343	1
PHYS	350	3	SCI	405	1
PHYS	351	1	SCI	450	1
PHYS	353	1			
PHYS	362	1			
PHYS	365	2	Statistics		
PHYS	370	1	STAT	105	1
PHYS	380	5	STAT	110	3
PHYS	381	1	STAT	111	1
PHYS	398	1	STAT	143	2
PHYS	410	1	STAT	200	1
PHYS	415	5	STAT	201	2
PHYS	417	1	STAT	211	1
PHYS	430	1	STAT	212	57
PHYS	436	1	STAT	250	1
PHYS	440	1	STAT	298	1
PHYS	443	1	STAT	316	1
PHYS	489	1	STAT	328	1
PHYS	497	1	STAT	360	1
			STAT	370	1
			STAT	372	1
			STAT	385	1
			STAT	410	1
			STAT	412	7
Science					
SCI	100	1			
SCI	101	2			
SCI	104	1			

College of Veterinary Sciences				
Neuroscience			Veterinary Medicine	
NEURO	101	1	V M	361 3
NEURO	111	1	V M	394 1
NEURO	250	1		
NEURO	298	1	Veterinary Clinical Medicine And Surgery	
NEURO	301	9	VMS	101 1
NEURO	302	6	VMS	110 1
NEURO	403	4	VMS	203 1
NEURO	404	2	VMS	301 1
NEURO	430	1	VMS	320 1
			VMS	336 1
			VMS	361 14
			VMS	400 1
Honors College				
University Honors			U H	290 4
U H	100	1	U H	295 1
U H	101	15	U H	298 14
U H	102	4	U H	299 2
U H	103	1	U H	300 27
U H	105	2	U H	301 11
U H	108	1	U H	302 2
U H	110	7	U H	305 1
U H	111	4	U H	306 2
U H	130	1	U H	330 14
U H	198	3	U H	332 1
U H	199	2	U H	335 1
U H	200	1	U H	340 2
U H	201	1	U H	345 1
U H	202	3	U H	350 10
U H	203	1	U H	370 16
U H	205	2	U H	380 10
U H	220	1	U H	385 1
U H	230	1	U H	390 6
U H	270	28	U H	398 5
U H	280	55	U H	400 2

U H	401	1	U H	417	1
U H	411	1	U H	438	1
U H	440	13	U H	468	1
U H	447	1	U H	492	1
U H	450	2			

University College

University College		
UCOLL	101	2
UCOLL	104	1
UCOLL	105	1
UCOLL	152	1
UCOLL	302	1
UCOLL	303	3
UCOLL	304	16
UCOLL	487	1
UCOLL	497	10

College of Veterinary Sciences				
Neuroscience			Veterinary Medicine	
NEURO	101	1	V M	361 3
NEURO	111	1	V M	394 1
NEURO	250	1		
NEURO	298	1	Veterinary Clinical Medicine And Surgery	
NEURO	301	9	VMS	101 1
NEURO	302	6	VMS	110 1
NEURO	403	4	VMS	203 1
NEURO	404	2	VMS	301 1
NEURO	430	1	VMS	320 1
			VMS	336 1
			VMS	361 14
			VMS	400 1
Honors College				
University Honors			U H	290 4
U H	100	1	U H	295 1
U H	101	15	U H	298 14
U H	102	4	U H	299 2
U H	103	1	U H	300 27
U H	105	2	U H	301 11
U H	108	1	U H	302 2
U H	110	7	U H	305 1
U H	111	4	U H	306 2
U H	130	1	U H	330 14
U H	198	3	U H	332 1
U H	199	2	U H	335 1
U H	200	1	U H	340 2
U H	201	1	U H	345 1
U H	202	3	U H	350 10
U H	203	1	U H	370 16
U H	205	2	U H	380 10
U H	220	1	U H	385 1
U H	230	1	U H	390 6
U H	270	28	U H	398 5
U H	280	55	U H	400 2

U H	401	1	U H	417	1
U H	411	1	U H	438	1
U H	440	13	U H	468	1
U H	447	1	U H	492	1
U H	450	2			

University College

University College		
UCOLL	101	2
UCOLL	104	1
UCOLL	105	1
UCOLL	152	1
UCOLL	302	1
UCOLL	303	3
UCOLL	304	16
UCOLL	487	1
UCOLL	497	10