California State University, East Bay

Graduation Writing Assessment Requirement (GWAR)

Annual Report

2006 – 2007

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February, 2008
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BACKGROUND

The California State University Chancellor's office requires that all students, graduates as well as undergraduates, demonstrate writing proficiency as a condition for receiving a degree; this CSU requirement is the Graduation Writing Assessment Requirement (GWAR). All CSU East Bay students who began work on their present degree after summer, 1977, are required to satisfy this requirement, called the CSUEB University Writing Skills Requirement (UWSR). This report, previously called the WST Annual Report, is now being called the GWAR report in order to facilitate standardization of terminology across the University at large.

A number of revisions of this requirement have been made by the Academic Senate and/or the Writing Skills Subcommittee since 1977. Perhaps the most notable of those changes are in the way in which the UWSR can be satisfied. Those who began degree work between fall, 1977, and summer, 1985, have the option of satisfying the requirement by passing the Writing Skills Test (WST) or taking an approved course. Those who began work from fall, 1985, through summer, 2004, were required take the WST: if they passed the WST, the requirement was satisfied; if not, the requirement could be satisfied by passing one or two UWSR approved upper division writing courses depending on the WST score achieved. Beginning in fall, 2004, students have been able to opt to take the WST once or twice or to enroll directly in a first-tier course. CSUEB accepts satisfaction of the GWAR while matriculated at any other CSU campus as proof of proficiency and accepts particular scores on certain other writing tests such as CBEST, GMAT, or GRE in lieu of the WST.

Until 1998, the WST consisted of a sixty-minute expository essay based on a prompt and an objective test, also sixty minutes long. The score was compiled using the total of scores given by two readers on the essay (on a 1-6 point scale) added to the score of the objective test. During this time, students took the WST repeatedly until they passed the test, passed an approved course, or were granted a waiver of the UWSR, in which case the permanent record stated that the student was allowed to graduate without having satisfied the UWSR. Beginning in fall, 1998, the nature of the essay prompt changed from expository to analytic, and the time allowed for the objective portion of the WST was reduced from sixty minutes to forty minutes, which is the standardized time for this nationally used objective test. After consideration of pass rates for the first year of implementation (1998-1999) of the revised WST, the sixty-minute time for the objective portion of the WST was reinstated, beginning with the winter, 2000, administration. Further, those who failed the WST were allowed to retake the test once only. If they failed or didn't choose to take the test again, they were required to pass one or more upper division writing courses, depending on their score, in order to satisfy the UWSR. This was a stricter enforcement of previously
recommended (but not monitored) course work, meant to ensure that all students become sufficiently proficient in writing to satisfy the UWSR.

Upon evaluation of the effectiveness of these upper-division writing courses and the pass rate on the WST, in fall, 2000, the UWSR was revised again. At this time, the two upper division writing courses (first tier and second tier) were made more rigorous. A further revision was made to the UWSR policy, beginning with the fall, 2002, quarter, when the objective portion of the WST was eliminated due to rising cost, and the WST essay passing score became an "8" (out of "12") with no other factor involved, applicable only for students first taking the WST in fall, 2002, or later. (NOTE: Prior to fall, 2002, inclusion of the objective test score did allow some students to pass the WST with essay scores of "6" or "7" out of "12" as the sum of two scores.)

From the mid-nineties until 2003, the WST was scored by outside agencies. In the spring of 2003, the Writing Skills Subcommittee decided to return essay scoring to CSUEB faculty starting in fall, 2004. A panel of faculty consisting of readers from across the disciplines was trained and began scoring essays for the fall administration of the test.

From winter, 2000, until fall, 2004, students were required to take the WST, and if they failed the test with a score of "7," they could elect to re-attempt the WST one time or pass a second-tier writing course (ENGL 3003, MKTG 3495, MLL 3119, MLL 3309, SCI 3010, or SCI 3020). Those who failed the WST with an essay score of "6" or less could not retake the WST and were required to pass a first-tier course (ENGL 3000/3001) before enrolling in a second-tier course. The first-tier course was taught to a common syllabus, and a common final essay was administered to all students at the end of the quarter, with all first-tier instructors participating in a holistic scoring session that included the test and portfolios submitted by the students. A first-tier score of "7" or higher on the essay or the portfolio was required for a student to receive credit for the course and register for a second-tier course. Upon passing a second-tier course, the UWSR was satisfied.

As a result of the positive pilot study in spring and summer, 2002, students are now offered the opportunity to compose the WST essay on a computer, using the WordPad application. This option is available to students at both Hayward and Contra Costa on a first-come, first-served basis.

Beginning fall, 2004, undergraduates have the option either to take the test or enroll directly in a first-tier course as soon as they attain junior level (assuming they have passed ENGL 1001 or the equivalent), while graduate students are required to take
steps to begin satisfaction of the requirement by the end of their first quarter of attendance in a graduate degree program. In all cases, students are reminded of the requirement by communication from Enrollment Services. Policy dictates that if students do not take the test or enroll in a course during the appropriate quarter, a hold will be placed on their registration for the following quarter with provisions being made for special cases. Programming changes were made to the SAIL student record database to allow enforcement of this policy beginning with the fall, 1997, quarter, resulting in a significant decline in the number who take the WST for the first time as seniors. Although this enforcement has not always been rigorous, Enrollment Services and the Testing Office continue the policy of sending out warnings and preventing those who do not take the WST at the appropriate time from registering for classes without formally petitioning for a postponement. This year, as last, this enforcement policy has been re-examined by Enrollment Services, the Testing Office, and the Writing Skills Subcommittee, and enforcement has been gradually heightened in 2005-2006. This is an ongoing process, and there is no way of knowing the result until more time has passed, but it appears that these measures are having the desired effect. These procedures include stricter enforcement of registration holds and increased strictness on the conditions of postponement. There is currently no procedure, however, to ensure that students, once they have either taken the WST or enrolled in a first-tier course and do not immediately complete the UWSR complete the UWSR in a timely manner.

At one time, the first-tier course culminated in a version of the WST; this is no longer the case. Now, it is possible for students to complete the UWSR at the end of first tier with a portfolio that demonstrates Clear Competence without ever being subjected to a high-stakes test.

Scoring is now reported on the WST in three categories rather than the old six (or twelve, adding two readers together), and two readers must agree on the score or it goes to a third reader, whereas under the old system, a score of "7" resulted from two readers disagreeing on the score. These scores are as follows:

- Limited Competence (old "6" or below): Student must enroll in first-tier course (ENGL 3000 or 3001).
- Developing Competence (old "7"): Student must enroll in second-tier course (ENGL 3003, MKTG 3495, or SCI 3010).
- Clear Competence (old "8" or above): Student has met the UWSR.

At this time, the WST consists of an analytic essay that assesses the student's ability to write effectively in a ninety-minute time period, fifteen minutes of which are devoted entirely to planning. The prompt is assigned for each WST administration from a bank of
analytic essay prompts that are developed by CSUEB faculty from the various colleges and departments, under the supervision of the Writing Skills Subcommittee and the Director of Testing. Until this year, prompts were published, but now, they are not published. Students are also given a choice between two prompts. Each essay prompt has been reviewed by a CSUEB faculty committee to ensure that it is free of bias (i.e., ethnic, gender, religious, cultural).

In order to help students prepare for the Writing Skill Test, the Testing Web page contains reader commentary on sample essays at each level. Additionally, several preparation workshops are given each quarter by the Testing Office and by the Student Center for Academic Achievement. These workshops focus on the nature of the task and strategies for approaching the prompt, the writing process, and essay planning as well as test logistics.

Currently, since fall, 2004, at the end of the first-tier course, students create a portfolio that is evaluated for overall competence by a panel of faculty from various disciplines. A committee of first-tier and other faculty creates standards by which the portfolios are developed to assure that all students receive fair and equal instruction. These portfolios receive the same three scores as the WST. This year, the name of the portfolio score indicating competence was changed from "Basic Competence" to "Clear Competence" to standardize the terminology in the Writing Skills program. Students receiving Limited Competence must repeat first tier; students receiving Developing Competence must complete a second-tier course, and students receiving Clear Competence have completed the UWSR.

Since the year before last, an overview of first-tier portfolio performance has been added to this report, and last year, tables indicating performance in second-tier courses were added.

Although a new table indicating WST attendance by quarter since 1999-2000 academic year was added last year to show fluctuations over time in the number of students attempting the WST, at this time, there is no simple explanation for these fluctuations.
## TABLE 1
### TEST ADMINISTRATION NUMBERS

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Other</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSUEB Regular Administrations</td>
<td>3488</td>
<td>2793</td>
<td>592</td>
<td>46</td>
<td>57</td>
</tr>
<tr>
<td>First-Time Takers</td>
<td>2909</td>
<td>2344</td>
<td>483</td>
<td>34</td>
<td>48</td>
</tr>
<tr>
<td>Repeaters</td>
<td>574</td>
<td>445</td>
<td>108</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>No response</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CSUEB Special Administrations</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabled</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## TABLE 1A
### WST ATTENDANCE BY QUARTER

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>FALL</th>
<th></th>
<th>WINTER</th>
<th></th>
<th>SPRING</th>
<th></th>
<th>SUMMER</th>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>1999-2000</td>
<td>1559</td>
<td>31%</td>
<td>1390</td>
<td>28%</td>
<td>1148</td>
<td>23%</td>
<td>920</td>
<td>18%</td>
<td>5017</td>
</tr>
<tr>
<td>2000-1</td>
<td>1234</td>
<td>32%</td>
<td>1064</td>
<td>27%</td>
<td>1021</td>
<td>26%</td>
<td>577</td>
<td>15%</td>
<td>3896</td>
</tr>
<tr>
<td>2001-2</td>
<td>1368</td>
<td>34%</td>
<td>962</td>
<td>24%</td>
<td>1079</td>
<td>27%</td>
<td>563</td>
<td>14%</td>
<td>3972</td>
</tr>
<tr>
<td>2002-3</td>
<td>1258</td>
<td>33%</td>
<td>1264</td>
<td>33%</td>
<td>804</td>
<td>21%</td>
<td>515</td>
<td>13%</td>
<td>3841</td>
</tr>
<tr>
<td>2003-4</td>
<td>1004</td>
<td>29%</td>
<td>1160</td>
<td>33%</td>
<td>901</td>
<td>26%</td>
<td>437</td>
<td>12%</td>
<td>3502</td>
</tr>
<tr>
<td>2004-5</td>
<td>763</td>
<td>21%</td>
<td>917</td>
<td>26%</td>
<td>1072</td>
<td>30%</td>
<td>806</td>
<td>23%</td>
<td>3558</td>
</tr>
<tr>
<td>2005-6</td>
<td>1253</td>
<td>32%</td>
<td>1070</td>
<td>27%</td>
<td>937</td>
<td>24%</td>
<td>710</td>
<td>18%</td>
<td>3970</td>
</tr>
<tr>
<td>2006-7</td>
<td>607</td>
<td>17%</td>
<td>1510</td>
<td>43%</td>
<td>870</td>
<td>25%</td>
<td>501</td>
<td>14%</td>
<td>3488</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>1131</td>
<td>29%</td>
<td>1167</td>
<td>30%</td>
<td>979</td>
<td>25%</td>
<td>629</td>
<td>16%</td>
<td>3906</td>
</tr>
</tbody>
</table>
The WST was administered in two sessions on one Saturday during each quarter of the 2006-2007 academic year at the Hayward campus and in two sessions on either a Monday or a Tuesday each quarter at the Contra Costa campus, and this year an additional large administration was added each quarter later in the term. In addition, the Testing Office administered the test on an individual basis to students needing special accommodations; this included Sabbath observers unable (or unwilling) to take the test at the Contra Costa campus, students with physical or verified learning disabilities, and students needing a special test for administrative reasons.

Tables 1 and 1A indicate that there were 3488 WSTs administered during the 2006-2007 academic year, about the same as the overall average number as the last eight years. There were 43 special and non-standardized administrations to CSUEB students.

Of the 3488 tests administered to CSUEB students under standardized conditions, 83% (N=2909) were to first-time test takers, similar to last year's number. Of these first-time test takers, 81% (N=2344) were undergraduate students and 17% (N=483) were graduate students. These numbers are similar to those in previous years.

The percentage of repeat test administrations (17%) (N=574) is similar to last year. While this year students who failed the WST with any score were able to retake the test once, the number choosing to do so has not changed.

Table 1A indicates WST attendance by quarter. While the number of administrations over the years has varied greatly, it is interesting to note that this year the total attendance is at the lowest it has been in the past seven years.
### TABLE 2*
**PERFORMANCE ON THE WST**

<table>
<thead>
<tr>
<th></th>
<th><strong>FIRST-TIME TAKERS</strong></th>
<th><strong>REPEATERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>N = 2827</strong></td>
<td><strong>N = 553</strong></td>
</tr>
<tr>
<td><strong>UNDERGRADUATES</strong></td>
<td><strong>N = 2344</strong></td>
<td><strong>N = 483</strong></td>
</tr>
<tr>
<td><strong>GRADUATES</strong></td>
<td><strong>N = 483</strong></td>
<td><strong>N = 445</strong></td>
</tr>
<tr>
<td><strong>GRADUATES</strong></td>
<td><strong>N = 108</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ESSAY</strong></td>
<td><strong>N = 1330</strong></td>
<td><strong>N = 295</strong></td>
</tr>
<tr>
<td>Limited Competence</td>
<td>264 11%</td>
<td>102 23%</td>
</tr>
<tr>
<td>Developing Competence</td>
<td>750 32%</td>
<td>165 37%</td>
</tr>
<tr>
<td>Clear Competence</td>
<td>1330 57%</td>
<td>178 40%</td>
</tr>
<tr>
<td>Mean</td>
<td>7.45</td>
<td>7.17</td>
</tr>
<tr>
<td>Standard Dev.</td>
<td>0.69</td>
<td>0.78</td>
</tr>
<tr>
<td><strong>PASS/FAIL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>1330 57%</td>
<td>178 40%</td>
</tr>
<tr>
<td>Fail</td>
<td>1014 43%</td>
<td>267 60%</td>
</tr>
<tr>
<td><strong>OVERALL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-Time Takers</td>
<td>Pass 57%</td>
<td>Repeaters</td>
</tr>
<tr>
<td></td>
<td>Fail 43%</td>
<td>Pass 41%</td>
</tr>
<tr>
<td>All students</td>
<td>Pass 55%</td>
<td>Fail 43%</td>
</tr>
<tr>
<td></td>
<td>Fail 45%</td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 2A*
**WST PERFORMANCE TRENDS FOR FIRST-TIME TEST TAKERS**

<table>
<thead>
<tr>
<th><strong>Academic Year</strong></th>
<th><strong>Objective Mean</strong></th>
<th><strong>Essay Mean</strong></th>
<th><strong>Pass %</strong></th>
<th><strong>Objective Mean</strong></th>
<th><strong>Essay Mean</strong></th>
<th><strong>Pass %</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>None</td>
<td>7.45</td>
<td>57%</td>
<td>None</td>
<td>7.49</td>
<td>61%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>None</td>
<td>7.37</td>
<td>51%</td>
<td>None</td>
<td>7.45</td>
<td>57%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>None</td>
<td>7.37</td>
<td>57%</td>
<td>None</td>
<td>7.44</td>
<td>58%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>None</td>
<td>7.51</td>
<td>57%</td>
<td>None</td>
<td>7.68</td>
<td>59%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>None</td>
<td>7.23</td>
<td>49%</td>
<td>None</td>
<td>7.54</td>
<td>54%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>63.93</td>
<td>7.36</td>
<td>65%</td>
<td>65.15</td>
<td>7.54</td>
<td>69%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>63.77</td>
<td>7.64</td>
<td>66%</td>
<td>65.16</td>
<td>7.88</td>
<td>68%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>62.25</td>
<td>7.65</td>
<td>59%</td>
<td>63.63</td>
<td>7.89</td>
<td>63%</td>
</tr>
<tr>
<td>1998-1999</td>
<td>60.35</td>
<td>7.73</td>
<td>47%</td>
<td>62.88</td>
<td>8.15</td>
<td>62%</td>
</tr>
<tr>
<td>1997-1998</td>
<td>64.73</td>
<td>8.12</td>
<td>77%</td>
<td>66.78</td>
<td>8.73</td>
<td>85%</td>
</tr>
<tr>
<td>1996-1997</td>
<td>64.16</td>
<td>8.02</td>
<td>72%</td>
<td>67.19</td>
<td>8.33</td>
<td>86%</td>
</tr>
<tr>
<td>1995-1996</td>
<td>64.92</td>
<td>8.63</td>
<td>81%</td>
<td>67.10</td>
<td>9.41</td>
<td>87%</td>
</tr>
<tr>
<td>1994-1995</td>
<td>64.69</td>
<td>8.05</td>
<td>75%</td>
<td>67.65</td>
<td>9.00</td>
<td>88%</td>
</tr>
<tr>
<td>1993-1994</td>
<td>63.34</td>
<td>8.11</td>
<td>69%</td>
<td>66.13</td>
<td>8.80</td>
<td>82%</td>
</tr>
<tr>
<td>1992-1993</td>
<td>63.68</td>
<td>8.03</td>
<td>71%</td>
<td>66.37</td>
<td>8.80</td>
<td>84%</td>
</tr>
<tr>
<td>1991-1992</td>
<td>64.08</td>
<td>8.17</td>
<td>75%</td>
<td>66.50</td>
<td>9.00</td>
<td>86%</td>
</tr>
</tbody>
</table>

* These tables use the values of 6, 7, and 8 for numeric comparison.
PERFORMANCE ON THE WST
Tables Two and Two A

Table 2 shows test rates for the three scores currently in use for the WST: Limited Competence, Developing Competence, and Clear Competence. Students who have taken the WST twice or who elect not to repeat the WST who receive Limited Competence must enroll in a first-tier course, those receiving Developing Competence must enroll in a second-tier course, and those receiving Clear Competence have satisfied the UWSR. Overall, for all students, the percentage of students passing the WST is increased to 55% from last year's 50%. The only category in which the scores were not slightly higher this year was in graduates taking the test for the second or subsequent time. These slight changes are probably not significant as they seem to go up and down 5% or so every year or two.

While the overall pass rate for undergraduate first-time test takers is also up this year to 57% from last year's 51%, the percentage of those receiving Limited Competence (the lowest of the three possible scores) is actually down very slightly. Giving the old values to the scores (Limited Competence = 6, Developing Competence = 7, and Clear Competence = 8), the essay mean of 7.45 this year is slightly higher than last year's 7.37, it has been steady around 7.4 for the past four years.

It is interesting to note that the pass rate and essay mean for graduate and undergraduate first-time test takers, graduate and undergraduate, are more similar than might be expected. Graduates passed this year at a rate of 61% (compared to 57% for undergraduates), and the essay means were 7.47 and 7.45 respectively. This is similar to last year.

Table 2A shows changes over the last fifteen years for both undergraduate and graduate first-time test takers, as the WST has gone through its various revisions (including the fall, 1998, change in essay type, and the fall, 2002, elimination of the objective section). Since 1999, when the essay type changed, both undergraduate and graduate scores have decreased fairly steadily overall, although they are up slightly since the WST has been scored by local faculty. This change of scoring method is significant not because of any changes in the overall scores students receive but because the Chancellor's office directive for the GWAR is that the faculty at the individual CSU is to determine the standards for writing assessment.
### Table 3: Demographic Variables

<table>
<thead>
<tr>
<th></th>
<th>FIRST-TIME TAKERS</th>
<th>REPEATERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UNDERGRADUATES</td>
<td>GRADUATES</td>
</tr>
<tr>
<td></td>
<td>N = 2344</td>
<td>N = 483</td>
</tr>
</tbody>
</table>

#### AGE

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 - 21</td>
<td>427</td>
<td>18.2%</td>
<td>2</td>
<td>0.4%</td>
<td>25</td>
<td>5.6%</td>
</tr>
<tr>
<td>22 - 25</td>
<td>1091</td>
<td>46.5%</td>
<td>88</td>
<td>18.2%</td>
<td>240</td>
<td>53.9%</td>
</tr>
<tr>
<td>26 - 29</td>
<td>374</td>
<td>16.0%</td>
<td>112</td>
<td>23.2%</td>
<td>88</td>
<td>19.8%</td>
</tr>
<tr>
<td>30 - 39</td>
<td>246</td>
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</tr>
<tr>
<td>40+</td>
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<td>117</td>
<td>24.2%</td>
<td>32</td>
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<tr>
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<td>17</td>
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<td>8</td>
<td>1.7%</td>
<td>5</td>
<td>1.1%</td>
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#### Mean*

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#### Standard Dev.*

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#### GENDER

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</thead>
<tbody>
<tr>
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<td>156</td>
<td>35.1%</td>
</tr>
<tr>
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<td>1459</td>
<td>62.2%</td>
<td>312</td>
<td>64.6%</td>
<td>289</td>
<td>64.9%</td>
</tr>
<tr>
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<td>0</td>
<td>0.0%</td>
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</table>

#### FIRST LEARNED LANGUAGE

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<thead>
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<th>Language</th>
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<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
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<td>57.4%</td>
<td>215</td>
<td>44.5%</td>
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<td>114</td>
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<tr>
<td>Japanese</td>
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<td>1.5%</td>
<td>4</td>
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<td>15</td>
<td>3.4%</td>
</tr>
<tr>
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<td>1.0%</td>
<td>2</td>
<td>0.4%</td>
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<td>3</td>
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<td>49</td>
<td>11.0%</td>
</tr>
<tr>
<td>Tagalog</td>
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<td>1.9%</td>
<td>19</td>
<td>4.3%</td>
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<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
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<td>4.1%</td>
<td>42</td>
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<tr>
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<td>3.7%</td>
<td>7</td>
<td>1.6%</td>
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<tr>
<td>East Indian</td>
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<td>26</td>
<td>5.4%</td>
<td>14</td>
<td>3.1%</td>
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<tr>
<td>Middle Eastern</td>
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<td>1.4%</td>
<td>12</td>
<td>2.7%</td>
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<td>Other</td>
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<td>6.8%</td>
<td>22</td>
<td>4.9%</td>
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<tr>
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<td>4.4%</td>
<td>29</td>
<td>6.0%</td>
<td>15</td>
<td>3.4%</td>
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</table>

#### PRIMARY LANGUAGE

<table>
<thead>
<tr>
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<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
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<td>English</td>
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<td>348</td>
<td>72.0%</td>
<td>270</td>
<td>60.7%</td>
</tr>
<tr>
<td>Not English</td>
<td>429</td>
<td>18.3%</td>
<td>127</td>
<td>26.3%</td>
<td>170</td>
<td>38.2%</td>
</tr>
<tr>
<td>No Response</td>
<td>32</td>
<td>1.4%</td>
<td>8</td>
<td>1.7%</td>
<td>5</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

---

N = 2344
N = 483
N = 445
N = 108
Table 3 shows age, gender, and language of the test takers.

AGE: The mean age of the undergraduate first-time test takers was about 26 years, as it has been for the last eight years. The graduate first-time test taker mean age is about 34 years, also similar to prior years.

GENDER: Sixty-two percent (N=1459) of the first time undergraduate test takers were women, similar to last year. Undergraduate repeaters were also 65% (N=289) female, which has fluctuated the last few years from 54% to 64%. For first time graduate test takers, sixty-four percent (N=312) were women, same as last year. Graduate repeaters were also 69% (N=75) female.

FIRST LEARNED LANGUAGE: For undergraduate first-time test takers, 57.4% (N=1346) reported English as their first learned language, continuing a general decline from 67% thirteen years ago, when this information was first reported; 21.5% (N=506) said they learned an Asian language first (Chinese, Japanese, Korean, Vietnamese, Tagalog, other Asian), about the same as last year. Figures for all other languages are similar to previous years. Only 45% (N=215) of the graduate first-time test takers reported their first language learned as English, slightly lower than last year, halting a continuing decline from 70% in 1993. Conversely, 28% (N=135) reported an Asian language as first learned, a steady increase from 18% eleven years ago. Reported first language percentages for all other sub-groups were similar to those of previous years.

PRIMARY LANGUAGE: Although about half (51%) of all first-time undergraduate and graduate test takers said they learned English as their first language, 76% claimed English as their primary (preferred use) language. Both of these numbers are about the same as last year.
## TABLE 4
### ACADEMIC VARIABLES

<table>
<thead>
<tr>
<th>CLASS</th>
<th>FIRST-TIME TAKERS</th>
<th>REPEATERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 2344</td>
<td>N = 483</td>
</tr>
<tr>
<td></td>
<td>N % Pass % Pass N % Pass % Pass N % Pass % Pass N % Pass % Pass</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>64 2.7% 34 53.1%</td>
<td>2 0.4% 1 50.0%</td>
</tr>
<tr>
<td>Junior</td>
<td>1970 84.0% 1104 56.0%</td>
<td>197 44.3% 75 38.1%</td>
</tr>
<tr>
<td>Senior</td>
<td>276 11.8% 167 60.5%</td>
<td>243 54.6% 99 40.7%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>34 1.5% 25 73.5%</td>
<td>3 0.7% 3 100.0%</td>
</tr>
<tr>
<td>Grad School</td>
<td>Not Relevant</td>
<td>483 100% 295 61.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>108 100% 48 44.4%</td>
</tr>
<tr>
<td>LAST ENGLISH CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSU East Bay</td>
<td>598 25.5% 348 58.2%</td>
<td>142 31.9% 60 42.3%</td>
</tr>
<tr>
<td>SJSU</td>
<td>9 0.4% 5 55.6%</td>
<td>7 1.6% 3 42.9%</td>
</tr>
<tr>
<td>Other CSU</td>
<td>48 2.0% 35 72.9%</td>
<td>5 1.1% 2 40.0%</td>
</tr>
<tr>
<td>Other 4-Year Institution</td>
<td>98 4.2% 80 81.6%</td>
<td>7 1.6% 3 42.9%</td>
</tr>
<tr>
<td>Alameda CC</td>
<td>71 3.0% 34 47.9%</td>
<td>9 2.0% 1 11.1%</td>
</tr>
<tr>
<td>Chabot CC</td>
<td>267 11.4% 143 53.6%</td>
<td>46 10.3% 20 43.5%</td>
</tr>
<tr>
<td>Contra Costa CC</td>
<td>47 2.0% 23 48.9%</td>
<td>12 2.7% 2 16.7%</td>
</tr>
<tr>
<td>De Anza CC</td>
<td>71 3.0% 25 35.2%</td>
<td>24 5.4% 4 16.7%</td>
</tr>
<tr>
<td>Diablo Valley CC</td>
<td>222 9.5% 137 61.7%</td>
<td>43 9.7% 19 44.2%</td>
</tr>
<tr>
<td>Foothill CC</td>
<td>16 0.7% 10 62.5%</td>
<td>3 0.7% 2 66.7%</td>
</tr>
<tr>
<td>Laney CC</td>
<td>103 4.4% 44 42.7%</td>
<td>25 5.6% 6 24.0%</td>
</tr>
<tr>
<td>Los Medanos CC</td>
<td>56 2.4% 33 58.9%</td>
<td>9 2.0% 5 55.6%</td>
</tr>
<tr>
<td>Las Positas CC *</td>
<td>N/A N/A N/A N/A</td>
<td>N/A N/A N/A N/A</td>
</tr>
<tr>
<td>Merritt CC</td>
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<td>7 1.6% 2 28.6%</td>
</tr>
<tr>
<td>Mission CC</td>
<td>27 1.2% 10 37.0%</td>
<td>5 1.1% 1 20.0%</td>
</tr>
<tr>
<td>Ohlone CC</td>
<td>111 4.7% 56 50.5%</td>
<td>22 4.9% 13 59.1%</td>
</tr>
<tr>
<td>San Mateo CC</td>
<td>29 1.2% 16 55.2%</td>
<td>7 1.6% 3 42.9%</td>
</tr>
<tr>
<td>San Jose CC</td>
<td>25 1.1% 5 20.0%</td>
<td>11 2.5% 1 9.1%</td>
</tr>
<tr>
<td>San Francisco CC</td>
<td>30 1.3% 16 53.3%</td>
<td>6 1.3% 5 83.3%</td>
</tr>
<tr>
<td>Other 2-Year Institutions</td>
<td>249 10.6% 162 65.1%</td>
<td>23 5.2% 11 47.8%</td>
</tr>
<tr>
<td>Other</td>
<td>195 8.3% 118 60.5%</td>
<td>26 5.8% 14 53.8%</td>
</tr>
<tr>
<td>No Response</td>
<td>28 1.2% 14 50.0%</td>
<td>6 1.3% 1 16.7%</td>
</tr>
</tbody>
</table>

### FULL-TIME STATUS

<table>
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<tr>
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<th>UNDERGRADUATES</th>
<th>GRADUATES</th>
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</thead>
<tbody>
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</tr>
<tr>
<td></td>
<td>N % Pass % Pass</td>
<td>N % Pass % Pass</td>
</tr>
<tr>
<td>Full-Time</td>
<td>1931 82.4% 1076 55.7%</td>
<td>325 67.3% 186 57.2%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>410 17.5% 252 61.5%</td>
<td>158 32.7% 109 69.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>3 0.1% 2 66.7%</td>
<td>0 0.0%</td>
</tr>
</tbody>
</table>

### FRESHMAN AT CSUEB

<table>
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<tr>
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<th>UNDERGRADUATES</th>
<th>GRADUATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 2344</td>
<td>N = 483</td>
</tr>
<tr>
<td></td>
<td>N % Pass % Pass</td>
<td>N % Pass % Pass</td>
</tr>
<tr>
<td>Yes</td>
<td>409 17.4% 219 53.5%</td>
<td>64 14.4% 22 34.4%</td>
</tr>
<tr>
<td>No</td>
<td>1519 64.8% 861 56.7%</td>
<td>316 71.0% 132 41.8%</td>
</tr>
<tr>
<td>No Response</td>
<td>416 17.7% 250 60.1%</td>
<td>65 14.6% 24 36.9%</td>
</tr>
</tbody>
</table>

*Unavailable information for Las Positas Community College. Missing field in the scantron sheet.*
Table 4 shows class level, place of last English class (undergraduates only), full-time status, and whether or not a student attended CSUEB as a freshman (undergraduates only). It also shows the percentage passing in the various categories.

CLASS LEVEL: About 12% (N=276) of the undergraduate first-time test takers were seniors, down slightly from last year’s 15%; this number fluctuates frequently. More than half (55%) (N=243) of the undergraduate repeaters were seniors, higher than last year's 51% but still continuing the decreasing trend of prior years (from over 80%) begun before 1998-1999. This reflects the lack enforcement of the revised writing skills policy, which requires most of those who fail the test to take one or more upper division writing courses without delay in order to complete satisfaction of the UWSR. This issue is being addressed with increasingly tighter enforcement.

Even though the percentage of the first-time undergraduate senior test takers was down to 12% from last year’s 15%, their pass rate was significantly up to 61% from last year’s 52%.

It is also interesting to note that graduate students and those with a prior Bachelors degree passed the WST at only about 1% higher rate than seniors and about 5% higher than juniors. While this is of interest, it may not mean what it appears to mean since many graduate students meet the GWAR in other ways such as through graduate level tests like the GRE and CBEST.

PLACE OF LAST ENGLISH CLASS: More than one fourth (26%) (N=598) of the undergraduate first-time test takers took their last baccalaureate English composition class at CSUEB, up from last year's 22%. CSUEB does not seem to have one major feeder school, although Chabot prepared about 11% of the undergraduate first-time test takers and Diablo Valley prepared 10%, approximately the same as they have for the past thirteen years. In addition, this year, first-time undergraduate test takers who took their last baccalaureate English composition class at other CSU (73%) or other 4-Year Institution (82%) showed a significantly higher pass rate than those who took the class elsewhere.

FULL-TIME STATUS: Eighty-two percent (N=1931) of all undergraduate first-time test takers identified themselves as full-time students, about the same as last year and similar to all previous years except for a low of 72% in 1996-1997. Sixty-seven percent (N=325) of graduate first-time test takers identified themselves as full-time students, down from 71% last year but continuing an increase from only 40% fourteen years ago. Seventy-five percent (N=81) of the graduate repeaters
identified themselves as full time, higher than figures for the last thirteen years.

FRESHMEN AT CSUEB: Just 17% (N=409) percent of the undergraduate first-time test takers began their college career at CSUEB, up from last year's 15% but still down from 24% six years ago and slightly higher than percentages during 1994-1998.
### Table 5
PERFORMANCE BY GENDER, PRIMARY LANGUAGE, FULL/PART-TIME STATUS, AND FRESHMAN AT CSUEB

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates N = 2344</th>
<th>Graduates N = 483</th>
<th>Undergraduates N = 445</th>
<th>Graduates N = 108</th>
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</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>2344</td>
<td>483</td>
<td>445</td>
<td>108</td>
</tr>
<tr>
<td>Male</td>
<td>883</td>
<td>171</td>
<td>156</td>
<td>33</td>
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<tr>
<td>Female</td>
<td>1459</td>
<td>312</td>
<td>289</td>
<td>75</td>
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<td>0</td>
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<td>445</td>
<td>108</td>
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<td>English</td>
<td>1883</td>
<td>348</td>
<td>270</td>
<td>62</td>
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<td>ESL</td>
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<td>127</td>
<td>170</td>
<td>44</td>
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<tr>
<td>No Response</td>
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<td>8</td>
<td>5</td>
<td>0</td>
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<tr>
<td><strong>Full/Part-Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>2344</td>
<td>483</td>
<td>445</td>
<td>108</td>
</tr>
<tr>
<td>Full-Time</td>
<td>1931</td>
<td>325</td>
<td>379</td>
<td>81</td>
</tr>
<tr>
<td>Part-Time</td>
<td>410</td>
<td>158</td>
<td>66</td>
<td>27</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Freshman at CSUEB</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>2344</td>
<td>Not Relevant</td>
<td>445</td>
<td>108</td>
</tr>
<tr>
<td>Yes</td>
<td>409</td>
<td>64</td>
<td>22</td>
<td>34.4</td>
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<tr>
<td>No</td>
<td>1519</td>
<td>316</td>
<td>132</td>
<td>41.8</td>
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<tr>
<td>No Response</td>
<td>416</td>
<td>65</td>
<td>24</td>
<td>36.9</td>
</tr>
</tbody>
</table>
Performance by Gender, Primary Language, Full/part-time Status and Freshmen at CSUEB

Table Five

Table 5 shows the pass rate of students by gender, primary language (English or not English), full-time/part-time status, and whether or not the student began at CSUEB as a freshman.

Gender: Unlike the past few years, last year, the male and female pass rate was significantly different for the undergraduate first-time test takers (M=54% F=49%), but this year, there was no significant difference, with 56% of males passing and 57% of females passing. Conversely, there was once again a significant difference in the male and female pass rate for the graduate first-time test takers (M=57%, F=37%), while last year, their pass rate was about the same (M=59%, F=55%).

Primary Language: As expected, those who declared their primary language to be English passed the WST in significantly greater proportions than did those whose primary language was not English. For undergraduate first-time test takers, the pass rate of those reporting English as their primary language was 64%, while the non-English pass rate was 24%, both slightly up from last year but similar to previous years. For graduate first-time test takers whose primary language is English, the pass rate was 75%, while the non-English pass rate was 24%, approximately the same as last year.

Full-time Status: There was a slight difference in overall pass rates between full-time and part-time undergraduate students. For graduate students, on the other hand, part-time students showed a significantly higher pass rate than their counterparts (P=69%, F=57.2%), similar to last year (P=65%, F=53%).

Freshman at CSUEB: While first-time undergraduate test takers who began as freshmen at CSUEB have historically passed the WST at a slightly higher rate than those transferring from elsewhere, this has not been the case for the past three years. This year, similar to last year, 57% of transferred students passed the WST, while 54% of those who started as freshmen passed.
## Table 6
### Essay Scores
**At Various Score Levels by English Language**

<table>
<thead>
<tr>
<th></th>
<th><strong>First-Time Takers</strong></th>
<th></th>
<th><strong>Repeaters</strong></th>
<th></th>
</tr>
</thead>
<tbody>
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<td></td>
<td>N = 2827</td>
<td></td>
<td>N = 553</td>
<td></td>
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<tr>
<td></td>
<td>N = 2344</td>
<td></td>
<td>N = 483</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = 445</td>
<td></td>
<td>N = 108</td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>2344</td>
<td>483</td>
<td>445</td>
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<td>131 (27%)</td>
<td>165 (37%)</td>
<td>42 (39%)</td>
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* Students have not designated if English is their primary or secondary language.
Table 6 shows performance at the three essay score levels by whether the student indicated that English is the primary, or preferred use, language. Those who receive an essay score of Clear Competence have passed the WST and satisfied the UWSR. Those receiving a score of Developing Competence must either retake and pass the WST or pass a second-tier writing course to complete satisfaction of the UWSR. Those scoring Limited Competence must pass both a first-tier course and may be required to pass a second-tier writing course as well in order to satisfy the UWSR.

There was a significantly higher Clear Competence (pass) rate among first-time undergraduate test takers indicating English as their primary language (64%) than for those who still consider English as their second language (24%), and the essay mean of the former was somewhat higher as well (7.5 and 6.8). Seventy-five percent of first-time graduate test takers reporting English as their primary language received Clear Competence, similar to last year, compared to 24% of those for whom English is secondary, down from 27% last year and 36.7% prior year.
### TABLE 7
**PASS/FAIL BY MAJOR**
**FIRST-TIME TEST TAKERS**

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<th>N</th>
<th>PASS</th>
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## TABLE 7A
PASS/FAIL BY MAJOR
FIRST-TIME TEST TAKERS
UNDERGRADUATES

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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Undecided</td>
<td>16</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No Response</td>
<td>73</td>
<td>50</td>
<td>68%</td>
</tr>
</tbody>
</table>
### TABLE 7B
PASS/FAIL BY MAJOR
FIRST-TIME TEST TAKERS
GRADUATES

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>N</th>
<th>PASS</th>
<th>%</th>
<th>MAJOR</th>
<th>N</th>
<th>PASS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERALL</td>
<td>483</td>
<td>295</td>
<td>61%</td>
<td>Education and Allied Studies</td>
<td>85</td>
<td>72</td>
<td>85%</td>
</tr>
<tr>
<td>Arts, Letters, &amp; Social Sciences</td>
<td>138</td>
<td>96</td>
<td>70%</td>
<td>Counseling</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Anthropology</td>
<td>4</td>
<td>2</td>
<td>50%</td>
<td>Education</td>
<td>36</td>
<td>31</td>
<td>86%</td>
</tr>
<tr>
<td>Art</td>
<td>0</td>
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<td></td>
<td>Educational Leadership</td>
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<td>31</td>
<td>84%</td>
</tr>
<tr>
<td>Criminal Justice Administration</td>
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<td></td>
<td>Kinesiology</td>
<td>6</td>
<td>5</td>
<td>83%</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
<td>9</td>
<td>75%</td>
<td>Recreation</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>Special Education</td>
<td>3</td>
<td>2</td>
<td>67%</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Administration</td>
<td>28</td>
<td>18</td>
<td>64%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Development</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Studies</td>
<td>0</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
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<tr>
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<td>4</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>4</td>
<td>1</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>0</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Administration</td>
<td>28</td>
<td>21</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>29</td>
<td>20</td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>4</td>
<td>2</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Communication</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Pathology &amp; Audiology</td>
<td>15</td>
<td>9</td>
<td>60%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theater Arts</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>53</td>
<td>18</td>
<td>34%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>14</td>
<td>8</td>
<td>57%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taxation</td>
<td>2</td>
<td>1</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Economics</td>
<td>69</td>
<td>27</td>
<td>39%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia</td>
<td>7</td>
<td>5</td>
<td>71%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Major</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Telecommunication Systems</td>
<td>2</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>44</td>
<td>29</td>
<td>66%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>29</td>
<td>22</td>
<td>76%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FIRST-TIME TEST TAKERS**

**Pass/Fail by Major**

**TABLE 7B**

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>N</th>
<th>PASS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Letters, &amp; Social Sciences</td>
<td>138</td>
<td>96</td>
<td>70%</td>
</tr>
<tr>
<td>Anthropology</td>
<td>4</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>Art</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal Justice Administration</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>12</td>
<td>9</td>
<td>75%</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Administration</td>
<td>28</td>
<td>18</td>
<td>64%</td>
</tr>
<tr>
<td>History</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Human Development</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>International Studies</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Communication</td>
<td>4</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Philosophy</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Public Administration</td>
<td>28</td>
<td>21</td>
<td>75%</td>
</tr>
<tr>
<td>Social Work</td>
<td>29</td>
<td>20</td>
<td>69%</td>
</tr>
<tr>
<td>Sociology</td>
<td>4</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>Spanish</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Communication</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Pathology &amp; Audiology</td>
<td>15</td>
<td>9</td>
<td>60%</td>
</tr>
<tr>
<td>Theater Arts</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>53</td>
<td>18</td>
<td>34%</td>
</tr>
<tr>
<td>Economics</td>
<td>14</td>
<td>8</td>
<td>57%</td>
</tr>
<tr>
<td>Taxation</td>
<td>2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>69</td>
<td>27</td>
<td>39%</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Multimedia</td>
<td>7</td>
<td>5</td>
<td>71%</td>
</tr>
<tr>
<td>Special Major</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telecommunication Systems</td>
<td>2</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>44</td>
<td>29</td>
<td>66%</td>
</tr>
<tr>
<td>Undecided</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>29</td>
<td>22</td>
<td>76%</td>
</tr>
</tbody>
</table>
Tables 7, 7A, and 7B show the number and percent passing by major for all first-time test takers and separately for undergraduate and graduate first-time test-takers.

For the College of Arts, Letters, and Social Sciences, the overall pass rate for first-time test takers was 63% and the undergraduate pass rate was 62%, both similar to last year. The graduate pass rate was 70%, down from 78% for last year but approximately the same as the year before.

For the College of Business and Economics, the overall pass rate for first-time test takers was 49%, up significantly from 39% last year and 45% in the prior year. The undergraduate pass rate was 49%, significantly up from last year's 38%. The graduate pass rate was 39%, down slightly from last year's 41% and the prior year's 47%.

For the College of Education, the overall pass rate for first-time test takers was 67%, up from 63% last year and 66% in the prior year. The undergraduate pass rate was 49%, down from last year's 55% and the prior year's 54%. The graduate pass rate was 85%, up from 74% last year.

For the College of Science, the overall pass rate for first-time test takers was 55%, up slightly from last year's 51%. For undergraduates, the pass rate was 57%, up slightly from last year's 53%. For graduates, the pass rate was 48%, up significantly from last year's 38%.

Because the newer Environmental Science, Multimedia and Telecommunications majors are cross-disciplinary programs, they have been included in the "Other" category and no past comparative data are available.
<table>
<thead>
<tr>
<th>SCORE</th>
<th>NO WST</th>
<th>1 TIME WST</th>
<th>2 OR MORE TIMES</th>
<th>NO RESPONSE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL 2006</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited Competence</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Developing Competence</td>
<td>28</td>
<td>22</td>
<td>16</td>
<td>5</td>
<td>71</td>
</tr>
<tr>
<td>Basic Competence</td>
<td>19</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>54</td>
<td>30</td>
<td>25</td>
<td>13</td>
<td>122</td>
</tr>
</tbody>
</table>

| **WINTER 2007** |        |            |                 |             |       |
| Limited Competence | 2      | 3          | 2               | 2           | 9     |
| Developing Competence | 33     | 27         | 13              | 5           | 78    |
| Basic Competence | 28     | 25         | 10              | 5           | 68    |
| **TOTAL**       | 63     | 55         | 25              | 12          | 155   |

| **SPRING 2007** |        |            |                 |             |       |
| Limited Competence | 6      | 6          | 4               | 3           | 19    |
| Developing Competence | 19     | 29         | 17              | 6           | 71    |
| Basic Competence | 12     | 12         | 3               | 2           | 29    |
| **TOTAL**       | 37     | 47         | 24              | 11          | 119   |

| **SUMMER 2007** |        |            |                 |             |       |
| Limited Competence | 1      | 5          | 3               | 4           | 13    |
| Developing Competence | 7      | 21         | 15              | 3           | 46    |
| Basic Competence | 14     | 12         | 10              | 6           | 42    |
| **TOTAL**       | 22     | 38         | 28              | 13          | 101   |

| **TOTALS ACADEMIC YEAR 2006-7** |        |            |                 |             |       |
| Limited Competence | 16     | 16         | 13              | 16          | 61    |
| Developing Competence | 87     | 99         | 61              | 19          | 266   |
| Basic Competence | 73     | 55         | 28              | 14          | 170   |
| **TOTAL**       | 176    | 170        | 102             | 49          | 497   |
Table 8 shows performance on the first-tier portfolio; this is the third year for this program. Since fall, 2004, students have had the option to either take the WST or enroll directly in a first-tier course.

Portfolios of writing, including both in and out-of-class work, are produced by students at the end of the first-tier courses, ENGL 3000 and 3001. These courses are created and monitored by a committee of first-tier and other writing teachers to maintain fairness to all students. The portfolios are evaluated holistically by faculty from across the disciplines so that, as with the WST, the CSUEB faculty ultimately determines the standard for adequacy.

While complete statistics on academic and demographic variables are not available for either year, this table does give a good indication of the efficacy of the program. While the quarters varied slightly,

34%, up slightly from last year's 32%, of students completing the first-tier course were able to meet the UWSR after only the one class and 12%, down from last year's 15%, had to repeat the class.

The majority of students completing the course, 54%, the same as last year, were able to move along to a second-tier course. These figures are expected to fluctuate as the program develops.
### TABLE 9
Second-Tier Pass Rates

<table>
<thead>
<tr>
<th>ENGL 3003</th>
<th>SCI 3010</th>
<th>MKTG 3495</th>
<th>TOTAL ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PASS</strong></td>
<td><strong>FAIL</strong></td>
<td><strong>% PASS</strong></td>
<td><strong>PASS</strong></td>
</tr>
<tr>
<td><strong>ACADEMIC YEAR 2004-5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 04</td>
<td>81</td>
<td>7</td>
<td>92%</td>
</tr>
<tr>
<td>Winter 05</td>
<td>101</td>
<td>11</td>
<td>90%</td>
</tr>
<tr>
<td>Spring 05</td>
<td>47</td>
<td>7</td>
<td>87%</td>
</tr>
<tr>
<td>Summer 05</td>
<td>42</td>
<td>3</td>
<td>93%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>271</td>
<td>28</td>
<td>91%</td>
</tr>
<tr>
<td><strong>% PASS</strong></td>
<td>91%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td><strong>ACADEMIC YEAR 2005-6</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 05</td>
<td>50</td>
<td>5</td>
<td>91%</td>
</tr>
<tr>
<td>Winter 06</td>
<td>59</td>
<td>8</td>
<td>88%</td>
</tr>
<tr>
<td>Spring 06</td>
<td>63</td>
<td>4</td>
<td>94%</td>
</tr>
<tr>
<td>Summer 06</td>
<td>42</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>214</td>
<td>17</td>
<td>93%</td>
</tr>
<tr>
<td><strong>% PASS</strong></td>
<td>93%</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td><strong>ACADEMIC YEAR 2006-7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 06</td>
<td>50</td>
<td>1</td>
<td>98%</td>
</tr>
<tr>
<td>Winter 07</td>
<td>76</td>
<td>2</td>
<td>97%</td>
</tr>
<tr>
<td>Spring 07</td>
<td>41</td>
<td>5</td>
<td>89%</td>
</tr>
<tr>
<td>Summer 07</td>
<td>53</td>
<td>1</td>
<td>98%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>220</td>
<td>9</td>
<td>96%</td>
</tr>
<tr>
<td><strong>% PASS</strong></td>
<td>96%</td>
<td>99%</td>
<td>97%</td>
</tr>
</tbody>
</table>

### TABLE 9A
Second-Tier WST Control Test

<table>
<thead>
<tr>
<th>SCORE</th>
<th>ENGL 3003</th>
<th>SCI 3010</th>
<th>MKTG 3495</th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Limited Competence</td>
<td>7</td>
<td>28%</td>
<td>3</td>
<td>16%</td>
</tr>
<tr>
<td>Developing Competence</td>
<td>9</td>
<td>36%</td>
<td>8</td>
<td>42%</td>
</tr>
<tr>
<td>Clear Competence</td>
<td>9</td>
<td>36%</td>
<td>8</td>
<td>42%</td>
</tr>
<tr>
<td><strong>TOTAL ENROLLED</strong></td>
<td>25</td>
<td>19</td>
<td>34</td>
<td>78</td>
</tr>
</tbody>
</table>
Table 9 and 9A indicate performance in the second-tier courses. The second-tier courses are taught currently in three disciplines, Science, Marketing, and English. Students who have received a score of Developing Competence on the WST or in a first-tier course must pass a second-tier course to satisfy the UWSR.

Table 9 includes data for 2004-5, 2005-6, and 2006-7 academic years. Overall pass rates for the three years were similar, 96%, 95%, and 97% respectively. Pass rates for the three second-tier courses, ENGL 3003, SCI 3010, and MKTG 3495 were also similar, all within 4% this year, ranging from 96% for ENGL 3003 to 99% for SCI 3010.

Table 9A shows the results of a control test in 2005-6 academic year. The control test is required by the Academic Senate to be performed every three years, and it is included here for future comparison.

In this test, a class from each of the three areas, Marketing, English, and Science, was chosen at random to take the WST. It is hard to tell how valid these findings are since students have no stake in the outcome of these tests. Overall test results are not unexpected since many of these students take the courses because they did not pass the WST. Marketing 3495 is the only one of these three courses in which students who have passed the WST regularly enroll since it is a Business major requirement. Even so, the WST pass rate in this course was the lowest of the three at 26%, with ENGL 3003 students passing at 36% and SCI 3010 students passing at 42%. On the other hand, fewer students in the Marketing class received Limited Competence (6%) than in the other two courses (28% for English and 15% for Science.
**TABLE 10A**  
**PERFORMANCE ON THE WST FOR OVERSEAS MBA STUDENTS IN PROGRAMS NOT ACTIVE IN 2006-7**

<table>
<thead>
<tr>
<th>City</th>
<th>Total</th>
<th>Test Year</th>
<th>Test Month</th>
<th>N</th>
<th>Objective Mean</th>
<th>Essay Mean</th>
<th>% Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEIJING</strong></td>
<td>51</td>
<td>2000</td>
<td>July</td>
<td>34</td>
<td>60.09</td>
<td>6.53</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>December</td>
<td></td>
<td>17</td>
<td>61.06</td>
<td>6.24</td>
<td>29%</td>
</tr>
<tr>
<td><strong>VIENNA</strong></td>
<td>219</td>
<td>1998</td>
<td>January</td>
<td>13</td>
<td>-</td>
<td>7.31</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>April</td>
<td>13</td>
<td>-</td>
<td>9.31</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>June</td>
<td>14</td>
<td>-</td>
<td>8.36</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1999</td>
<td>March</td>
<td>30</td>
<td>-</td>
<td>8.30</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2000</td>
<td>April</td>
<td>26</td>
<td>-</td>
<td>5.23</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>October</td>
<td>19</td>
<td>-</td>
<td>8.11</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2001</td>
<td>January</td>
<td>17</td>
<td>-</td>
<td>6.24</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>June</td>
<td>9</td>
<td>-</td>
<td>6.11</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2002</td>
<td>March</td>
<td>27</td>
<td>-</td>
<td>7.89</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>October</td>
<td>27</td>
<td>-</td>
<td>7.37</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2003</td>
<td>January</td>
<td>12</td>
<td>-</td>
<td>8.42</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>February</td>
<td>9</td>
<td>-</td>
<td>7.67</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>July</td>
<td>3</td>
<td>-</td>
<td>8.67</td>
<td>100%</td>
</tr>
<tr>
<td><strong>HONG KONG</strong></td>
<td>339</td>
<td>1996</td>
<td>July</td>
<td>15</td>
<td>61.71</td>
<td>8.73</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1997</td>
<td>January</td>
<td>30</td>
<td>62.53</td>
<td>7.33</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>July</td>
<td>44</td>
<td>59.11</td>
<td>6.84</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>December</td>
<td>43</td>
<td>63.07</td>
<td>7.09</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1998</td>
<td>July</td>
<td>48</td>
<td>63.25</td>
<td>7.52</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>December</td>
<td>17</td>
<td>59.65</td>
<td>6.71</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1999</td>
<td>August</td>
<td>25</td>
<td>60.12</td>
<td>5.56</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>December</td>
<td>25</td>
<td>58.52</td>
<td>7.84</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2000</td>
<td>July</td>
<td>19</td>
<td>60.84</td>
<td>6.79</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>December</td>
<td>21</td>
<td>62.86</td>
<td>7.76</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2001</td>
<td>July</td>
<td>16</td>
<td>62.69</td>
<td>7.94</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>December</td>
<td>8</td>
<td>60.13</td>
<td>6.63</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2004</td>
<td>December</td>
<td>12</td>
<td>-</td>
<td>7.25</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2005</td>
<td>June</td>
<td>5</td>
<td>-</td>
<td>7.60</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>December</td>
<td>10</td>
<td>-</td>
<td>7.20</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2006</td>
<td>July</td>
<td>1</td>
<td>-</td>
<td>8.00</td>
<td>100%</td>
</tr>
<tr>
<td><strong>SINGAPORE</strong></td>
<td>326</td>
<td>2000</td>
<td>December</td>
<td>35</td>
<td>64.80</td>
<td>7.57</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2001</td>
<td>June</td>
<td>34</td>
<td>65.62</td>
<td>8.24</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>December</td>
<td>30</td>
<td>64.70</td>
<td>8.03</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2002</td>
<td>June</td>
<td>36</td>
<td>63.89</td>
<td>7.03</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>November</td>
<td>31</td>
<td>-</td>
<td>6.77</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2003</td>
<td>June</td>
<td>31</td>
<td>-</td>
<td>7.68</td>
<td>61%</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>December</td>
<td>33</td>
<td>-</td>
<td>7.61</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2004</td>
<td>July</td>
<td>38</td>
<td>-</td>
<td>8.15</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>December</td>
<td>26</td>
<td>-</td>
<td>7.58</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2005</td>
<td>June</td>
<td>16</td>
<td>-</td>
<td>7.44</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>December</td>
<td>16</td>
<td>-</td>
<td>7.44</td>
<td>47%</td>
</tr>
<tr>
<td><strong>GRAZ</strong></td>
<td>37</td>
<td>2005</td>
<td>March</td>
<td>13</td>
<td>-</td>
<td>7.69</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May</td>
<td></td>
<td>3</td>
<td>-</td>
<td>8.00</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June</td>
<td></td>
<td>15</td>
<td>-</td>
<td>7.53</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>September</td>
<td></td>
<td>6</td>
<td>-</td>
<td>7.67</td>
<td>67%</td>
</tr>
</tbody>
</table>
Table 10 shows a historical perspective objective test means, essay means, and pass rates for the only current overseas MBA program, Moscow.

Table 10A shows the Beijing Hong Kong, Singapore, and Vienna programs, which are no longer active. All groups, while predominately first-time test takers, may include repeaters as well.

OBJECTIVE TEST: From fall, 1998, to summer, 1999, when the objective test time was 40 minutes, the first-time test taker objective mean for all graduate students at the Hayward/Contra Costa campus was 63 and for Business graduates was 61. In 1999 the objective test time was reinstated to 60 minutes, and from 1999-2002 the objective mean for all Hayward/Contra Costa graduate first-time test takers ranged from 63.6 to 65.2, while the mean for the College of Business graduate first-time test takers ranged from 62.2-64.5.

Objective test means were more variable in the overseas MBA programs, from administration to administration, than those at the Hayward/Contra Costa campus, and there were noticeable performance differences among the various sites. The 1998-1999 overseas objective mean (only Hong Kong and Moscow had programs) was about 60. The 1999-2002 Hong Kong means, ranging from 58.5 to 62.8 were consistently several points lower than the Hayward means; the Moscow means, centered around 63, were close to the Hayward means, and the Singapore means (about 64-65) were on a par with the Hayward means. There have been no WST administrations in Beijing for several years, and Vienna conducted its last administration in 2003, while Hong Kong, Singapore, and Graz conducted their last administrations in 2005-2006.

ESSAY SECTION: There has been much more variability from administration to administration in the essay means than in the objective means, both between and within the various overseas programs. With the implementation of the analytic essay in 1998 the Hong Kong essay means were significantly below the Hayward/Contra Costa campus graduate student average mean of 8.15 and Business student average mean of 7.73, while the Moscow and Vienna means were higher at 8.25 and 8.30.

PASS/FAIL: In keeping with the wide variability in objective and essay score means, the overseas pass rates were erratic within and across programs. From 1998-1999 the overseas pass rates were for the most part below those for local graduate first-time test takers, which were 62% overall and 49% for CBE students. The 1999-2002 overseas pass rates generally compared more favorably with the Hayward/Contra Costa pass rates for these years of 63%–69% for all graduate students and 49%–63% for Business students. The 2003–2004 overseas pass rates varied greatly, ranging from 55% (Moscow, December 2003) to 92% (Vienna, January 2003) but overall are not far out of line with the Hayward/Contra Costa graduate student pass rates.

Over the past two years, pass rates for the Moscow WST's have varied, but essay means have been similar to US administrations. In working with students for whom English is a second language, the well-established Moscow MBA program continues to provide instructional support for the improvement of student writing and guidance to students for successful completion of the UWSR.
## Table 11: Historical Background of Writing Skills Test

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate First-Time Takers</th>
<th>Graduated First-Time Takers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Objective Mean</td>
<td>Essay Mean</td>
</tr>
<tr>
<td>WST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006-2007</td>
<td>NO OBJECTIVE SECTION</td>
<td>ANALYTIC - 90 min&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>2005-2006</td>
<td>NO OBJECTIVE SECTION</td>
<td>ANALYTIC - 90 min&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>2004-2005</td>
<td>NO OBJECTIVE SECTION</td>
<td>ANALYTIC - 90 min&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>2003-2004</td>
<td>NO OBJECTIVE SECTION</td>
<td>ANALYTIC - 90 min&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>2002-2003</td>
<td>NO OBJECTIVE SECTION</td>
<td>ANALYTIC - 90 min&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>WST</td>
<td>CAAP - 60 min</td>
<td>ANALYTIC - 75 min&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>2001-2002</td>
<td>CAAP - 60 min&lt;sup&gt;3&lt;/sup&gt;</td>
<td>ANALYTIC - 60 min</td>
</tr>
<tr>
<td>WST</td>
<td>CAAP - 60 min</td>
<td>ANALYTIC - 60 min</td>
</tr>
<tr>
<td>1999-2000</td>
<td>CAAP - 40 min</td>
<td>ANALYTIC - 60 min</td>
</tr>
<tr>
<td>WST</td>
<td>CAAP - 60 min</td>
<td>NARRATIVE - 60 min</td>
</tr>
<tr>
<td>1997-1998</td>
<td>CAAP - 60 min</td>
<td>NARRATIVE - 60 min</td>
</tr>
<tr>
<td>1996-1997</td>
<td>CAAP - 60 min</td>
<td>NARRATIVE - 60 min</td>
</tr>
<tr>
<td>1995-1996</td>
<td>CAAP - 60 min</td>
<td>NARRATIVE - 60 min</td>
</tr>
<tr>
<td>1994-1995</td>
<td>CAAP - 60 min</td>
<td>NARRATIVE - 60 min</td>
</tr>
<tr>
<td>WST</td>
<td>CAAP - 45 min</td>
<td>NARRATIVE - 60 min</td>
</tr>
<tr>
<td>1993-1994</td>
<td>CAAP - 45 min</td>
<td>NARRATIVE - 60 min</td>
</tr>
<tr>
<td>1992-1993</td>
<td>CAAP - 45 min</td>
<td>NARRATIVE - 60 min</td>
</tr>
<tr>
<td>1991-1992</td>
<td>CAAP - 45 min</td>
<td>NARRATIVE - 60 min</td>
</tr>
<tr>
<td>WST</td>
<td>CAAP - 40 min</td>
<td>NARRATIVE - 60 min</td>
</tr>
<tr>
<td>1989-1990</td>
<td>CAAP - 40 min</td>
<td>NARRATIVE - 60 min</td>
</tr>
<tr>
<td>WSGT</td>
<td>ETS - 30 min</td>
<td>NARRATIVE - 60 min</td>
</tr>
<tr>
<td>1988-1989</td>
<td>ETS - 30 min</td>
<td>NARRATIVE - 60 min</td>
</tr>
<tr>
<td>1987-1988</td>
<td>ETS - 30 min</td>
<td>NARRATIVE - 60 min</td>
</tr>
</tbody>
</table>

<sup>1</sup> Fifteen minute timed planning period, followed by a seventy-five minute writing period.

<sup>2</sup> Fifteen minute timed planning period, followed by a sixty minute writing period.

<sup>3</sup> For the Fall 1999 quarter administration the CAAP objective test time was 40 minutes, as it was for Fall 1998 through Summer 1999; beginning with the Winter 2000 administrations, the CAAP objective test time was increased to 60 minutes, as it had been from Fall 1994 through Summer 1998.
Conclusion

With implementation of various revisions to the UWSR policy from 1998 through 2004, the WST performance statistics varied greatly. More recent changes have resulted in much less variation in these statistics.

This year marks the fourth year that CSUEB faculty from across the disciplines have scored the WST and the third that faculty from various colleges and departments have evaluated first-tier portfolios. At the beginning, there was concern that regular faculty would not want to participate in this process, but partly because of the decision to pay readers well, this has not been a problem. Many faculty evaluators report that they have become more comfortable in assigning writing in their own classes because they have a better idea of what to look for and how to assess writing, and there is a renewed interest in reviving the recently reactivated Writing Across the Curriculum Program.

The pass rate for undergraduate first-time test takers was up this year to 57% from 51% last year, and the essay mean for these students was also slightly up to 7.45 (using the three scale score consisting of 6, 7, and 8) from last year’s 7.37. For graduate, first-time test takers, the pass rate was also up to 61% from last year’s 57%, and the essay mean was slightly up from 7.45 to 7.49 this year. The similarity of graduate and undergraduate pass rates and essay means seems significant, particularly in light of the ongoing discussion about whether graduate students should have to meet this requirement in the same way as undergraduates do although it must be noted that many graduate students are exempt from the requirement for one reason or another.

Historically all WST test score means and pass rates for native English speakers have been significantly higher than for non-native speakers as was generally the case this year. The percentages of undergraduate first-time test takers who identified their native language as English, as well as those who considered English to be their primary language were close to those of previous years.

This year, as in the last two years, enforcement of the current UWSR policy continued to be stepped up gradually. Due to these measures, most students take the opportunity to at least begin satisfaction of the University Writing Skills Requirement earlier rather than later. The Writing Skills Sub-committee will continue to proactively examine the process and recommend changes to the UWSR so that CSUEB students may successfully demonstrate a level of writing proficiency commensurate with the expectations for all CSU graduates.

Finally, it should be noted that the combination of the placement of registration holds and a process for releasing holds that is not instantaneous increases the chances that students will not wait until they could otherwise graduate before commencing work on this requirement. The hope is that this will create a CSUEB culture in which students begin to satisfy this requirement as soon as they are eligible rather than, as has been the case in the past, as late as possible.