# Table of Contents

Background.................................................................................................................1

Test Administration Numbers: Tables 1-1A.................................................................4

Performance on the WST: Tables 2-2A........................................................................6

Demographic Variables: Table 3................................................................................8

Academic Variables: Table 4......................................................................................10

Performance by Gender, Primary Language, Full/Part-Time Status, and Freshmen at CSUEB: Table 5.........................................................................................12

Essay Scores at Various Levels by English Language: Table 6.................................14

Pass/Fail by Major: Table 7-7A-7B..............................................................................16

Performance on First-Tier Portfolio: Table 8..............................................................20

Performance in Second-Tier Courses: Table 9..........................................................22

Historical Performance on the WST for Overseas MBA Students: Table 10 ........24

Historical Background of Writing Skills Test: Table 11............................................26

Conclusion..................................................................................................................27
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 is 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 to 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 of 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 represented 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-1990s 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 take the WST one more 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.

Beginning in the fall of, 2004, undergraduates have the option to take the test or to 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.

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 course 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. 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, or MKTG 3495).
- 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. Until 2006, 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, or cultural biases).

In order to help students prepare for the Writing Skill Test, several preparation workshops are given each quarter 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 faculty from across the disciplines 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. Also in 2004, 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 2004, an overview of first-tier portfolio performance has been added to this report, and in 2005, tables indicating performance in second-tier courses were added.

Also a new table indicating WST attendance by quarter since the 1999-2000, academic year, was added from 2005 to show fluctuations over time in the number of students attempting the WST. At this time, there is no simple explanation for these fluctuations.

For the last few years, students have had the opportunity to take the WST various times during fall, winter, spring, and summer quarters (in Hayward, Concord, and Oakland). Each year the number of students requesting computers has risen. As a result, Testing Office has been able to administer the computer version of the WST using WordPad application. The cost is $50 (rather than the usual $25), but the weekly or bi-weekly administrations are mostly full.
### 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><strong>Regular and Limited Administrations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-Time Takers</td>
<td>3471</td>
<td>2683</td>
<td>454</td>
<td>43</td>
<td>111</td>
</tr>
<tr>
<td>Repeaters</td>
<td>686</td>
<td>545</td>
<td>121</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>No response</td>
<td>78</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>70</td>
</tr>
<tr>
<td><strong>Special Administrations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabled</td>
<td>33</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 N</th>
<th>WINTER N</th>
<th>SPRING N</th>
<th>SUMMER N</th>
<th>TOTAL N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td></td>
</tr>
<tr>
<td>1999-2000</td>
<td>1559</td>
<td>31%</td>
<td>1390</td>
<td>28%</td>
<td>1148</td>
</tr>
<tr>
<td>2000-1</td>
<td>1234</td>
<td>32%</td>
<td>1064</td>
<td>27%</td>
<td>1021</td>
</tr>
<tr>
<td>2001-2</td>
<td>1368</td>
<td>34%</td>
<td>962</td>
<td>24%</td>
<td>1079</td>
</tr>
<tr>
<td>2002-3</td>
<td>1258</td>
<td>33%</td>
<td>1264</td>
<td>33%</td>
<td>804</td>
</tr>
<tr>
<td>2003-4</td>
<td>1004</td>
<td>29%</td>
<td>1160</td>
<td>33%</td>
<td>901</td>
</tr>
<tr>
<td>2004-5</td>
<td>763</td>
<td>21%</td>
<td>917</td>
<td>26%</td>
<td>1072</td>
</tr>
<tr>
<td>2005-6</td>
<td>1253</td>
<td>32%</td>
<td>1070</td>
<td>27%</td>
<td>937</td>
</tr>
<tr>
<td>2006-7</td>
<td>607</td>
<td>17%</td>
<td>1510</td>
<td>43%</td>
<td>870</td>
</tr>
<tr>
<td>2007-8</td>
<td>759</td>
<td>25%</td>
<td>1209</td>
<td>40%</td>
<td>671</td>
</tr>
<tr>
<td>2008-9</td>
<td>875</td>
<td>24%</td>
<td>1563</td>
<td>43%</td>
<td>812</td>
</tr>
<tr>
<td>2009-10</td>
<td>690</td>
<td>25%</td>
<td>889</td>
<td>32%</td>
<td>749</td>
</tr>
<tr>
<td>2010-11</td>
<td>695</td>
<td>24%</td>
<td>1068</td>
<td>38%</td>
<td>698</td>
</tr>
<tr>
<td>2011-12</td>
<td>889</td>
<td>24%</td>
<td>1174</td>
<td>32%</td>
<td>845</td>
</tr>
<tr>
<td>2012-13</td>
<td>702</td>
<td>20%</td>
<td>1262</td>
<td>36%</td>
<td>963</td>
</tr>
<tr>
<td><strong>AVERAGE</strong></td>
<td>975</td>
<td>27%</td>
<td>1179</td>
<td>33%</td>
<td>898</td>
</tr>
</tbody>
</table>
The WST was administered several times during each quarter of the 2012-2013 academic year at the Hayward Campus, Concord Campus, and Oakland Center. 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 Concord 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 3471 WSTs administered during the 2012-2013 academic year. There were 33 special and non-standardized administrations to CSUEB students.

Of the 3471 tests administered to CSUEB students under standardized conditions, 78% (N=2707) were first-time test takers, compared to last year's number (75% N=2715). Of these first-time test takers, 85% (N=2312) were undergraduate students and 12% (N=331) were graduate students.

The percentage of repeat test administrations increased to 20% (N=686), compared to last year's 15% (N=557).

Table 1A indicates WST attendance by quarter. The number of administrations over the years has varied greatly.
### TABLE 2*

**PERFORMANCE ON THE WST**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>UNDERGRADUATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 2643</td>
</tr>
<tr>
<td></td>
<td>N = 2312</td>
</tr>
<tr>
<td></td>
<td>N = 545</td>
</tr>
<tr>
<td></td>
<td>N = 121</td>
</tr>
<tr>
<td><strong>ESSAY</strong></td>
<td></td>
</tr>
<tr>
<td>Limited Competence</td>
<td>191 8%</td>
</tr>
<tr>
<td>Developing Competence</td>
<td>800 35%</td>
</tr>
<tr>
<td>Clear Competence</td>
<td>1321 57%</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>7.49</td>
</tr>
<tr>
<td><strong>Standard Dev.</strong></td>
<td>0.64</td>
</tr>
<tr>
<td><strong>PASS/FAIL</strong></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>1321 57%</td>
</tr>
<tr>
<td>Fail</td>
<td>991 43%</td>
</tr>
<tr>
<td><strong>OVERALL</strong></td>
<td>First-Time Takers</td>
</tr>
<tr>
<td>All students</td>
<td>Pass 54%</td>
</tr>
</tbody>
</table>

### TABLE 2A*

**WST PERFORMANCE TRENDS FOR FIRST-TIME TEST TAKERS**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>UNDERGRADUATES</th>
<th>GRADUATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Objective</td>
<td>Essay</td>
</tr>
<tr>
<td>2012-2013</td>
<td>None</td>
<td>7.49</td>
</tr>
<tr>
<td>2011-2012</td>
<td>None</td>
<td>7.48</td>
</tr>
<tr>
<td>2010-2011</td>
<td>None</td>
<td>7.45</td>
</tr>
<tr>
<td>2009-2010</td>
<td>None</td>
<td>7.43</td>
</tr>
<tr>
<td>2008-2009</td>
<td>None</td>
<td>7.47</td>
</tr>
<tr>
<td>2007-2008</td>
<td>None</td>
<td>7.43</td>
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<tr>
<td>2006-2007</td>
<td>None</td>
<td>7.45</td>
</tr>
<tr>
<td>2005-2006</td>
<td>None</td>
<td>7.37</td>
</tr>
<tr>
<td>2004-2005</td>
<td>None</td>
<td>7.37</td>
</tr>
<tr>
<td>2003-2004</td>
<td>None</td>
<td>7.51</td>
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<tr>
<td>2002-2003</td>
<td>None</td>
<td>7.23</td>
</tr>
<tr>
<td>2001-2002</td>
<td>63.93</td>
<td>7.36</td>
</tr>
<tr>
<td>2000-2001</td>
<td>63.77</td>
<td>7.64</td>
</tr>
<tr>
<td>1999-2000</td>
<td>62.25</td>
<td>7.65</td>
</tr>
<tr>
<td>1998-1999</td>
<td>60.35</td>
<td>7.73</td>
</tr>
<tr>
<td>1997-1998</td>
<td>64.73</td>
<td>8.12</td>
</tr>
<tr>
<td>1996-1997</td>
<td>64.16</td>
<td>8.02</td>
</tr>
<tr>
<td>1995-1996</td>
<td>64.92</td>
<td>8.63</td>
</tr>
<tr>
<td>1994-1995</td>
<td>64.69</td>
<td>8.05</td>
</tr>
<tr>
<td>1993-1994</td>
<td>63.34</td>
<td>8.11</td>
</tr>
<tr>
<td>1992-1993</td>
<td>63.68</td>
<td>8.03</td>
</tr>
<tr>
<td>1991-1992</td>
<td>64.08</td>
<td>8.17</td>
</tr>
</tbody>
</table>

* These tables use the values of 6, 7, and 8 for numeric comparison.
PERFORMANCE ON THE WST
Table 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 those who elect not to repeat the WST and 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, the percentage of students passing the WST, similar to last year’s 54%. The percentage of first-time takers passing the WST also similar to last year’s 57%. Students who are repeating the WST increased to 42% compared to last year’s 38%.

The overall pass rate for undergraduate first-time test takers decreased to 57% (N=1321) from last year’s 58% (N=1304), and the percentage of those receiving Limited Competence (the lowest of the three possible scores) decreased to 8% (N=191) from last year’s 10% (N=222). Giving the old values to the scores (Limited Competence = 6, Developing Competence = 7, and Clear Competence = 8), the essay mean of 7.49 this year is slightly higher than last year’s 7.48, though it has been steadily hovering around 7.4 for the past several years.

First time test taker Graduate students passed this year at a rate of 53% (N=176), compared to 57% for undergraduates, and the essay means were 7.39 and 7.49 respectively.

Table 2A shows changes from year 1991 for both undergraduate and graduate first-time test takers, as the WST has gone through its various revisions.
## TABLE 3
### DEMOGRAPHIC VARIABLES

<table>
<thead>
<tr>
<th>FIRST-TIME TAKERS</th>
<th>REPEATERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATES</strong></td>
<td><strong>GRADUATES</strong></td>
</tr>
<tr>
<td><strong>N = 2312</strong></td>
<td><strong>N = 331</strong></td>
</tr>
<tr>
<td><strong>AGE</strong></td>
<td><strong>N</strong></td>
</tr>
<tr>
<td>18 - 21</td>
<td>154</td>
</tr>
<tr>
<td>22 - 25</td>
<td>1231</td>
</tr>
<tr>
<td>26 - 29</td>
<td>450</td>
</tr>
<tr>
<td>30 - 39</td>
<td>310</td>
</tr>
<tr>
<td>40+</td>
<td>165</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Standard Dev.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>875</td>
</tr>
<tr>
<td>Female</td>
<td>1437</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
</tr>
<tr>
<td><strong>FIRST LEARNED LANGUAGE</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>1267</td>
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<tr>
<td>Chinese</td>
<td>210</td>
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<tr>
<td>Japanese</td>
<td>9</td>
</tr>
<tr>
<td>Korean</td>
<td>10</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>90</td>
</tr>
<tr>
<td>Tagalog</td>
<td>84</td>
</tr>
<tr>
<td>Other Asian</td>
<td>55</td>
</tr>
<tr>
<td>Spanish</td>
<td>218</td>
</tr>
<tr>
<td>Other European</td>
<td>44</td>
</tr>
<tr>
<td>East Indian</td>
<td>44</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>43</td>
</tr>
<tr>
<td>Other</td>
<td>105</td>
</tr>
<tr>
<td>No Response</td>
<td>133</td>
</tr>
<tr>
<td><strong>PRIMARY LANGUAGE</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>1903</td>
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<tr>
<td>Not English</td>
<td>368</td>
</tr>
<tr>
<td>No Response</td>
<td>41</td>
</tr>
</tbody>
</table>
### Table 3

Table Three

**DEMOGRAPHIC VARIABLES**

**Table 3** shows age, gender, and language of the test takers.

**AGE:** The mean age of the undergraduate first-time test takers was about 27 years and the graduate students first-time test-takers’ mean age was about 32 years.

**GENDER:** Sixty-two percent (N=1437) of the first time undergraduate test takers were women, similar to last year’s 62%. Undergraduate repeaters were also 59% (N=321) female, which has fluctuated the last few years from 55% to 70%. For first time graduate test takers, 68% (N=226) were women, similar to last year’s 68%. Graduate repeaters were also 59% (N=71) female, compared to last year’s 67%.

**FIRST LEARNED LANGUAGE:** For undergraduate first-time test takers, 55% (N=1267) reported English as their first learned language, continuing a general decline from 67% from several years ago when this information was first reported; 20% (N=458) said they learned an Asian language first (Chinese, Japanese, Korean, Vietnamese, Tagalog, or other Asian). Only 41% (N=135) of the graduate first-time test takers reported their first language learned as English, similar to last year’s 41%, halting a continuing decline from 70% in 1993. Conversely, 30% (N=99) reported an Asian language as first learned, a steady increase from 18% several years ago. Reported first language percentages for all other sub-groups were similar to those of previous years.

**PRIMARY LANGUAGE:** Although 53% (N=1402) of all first-time undergraduate and graduate test takers said they learned English as their first language, 81% (N=2132) claimed English as their primary (preferred use) language.
### TABLE 4

**ACADEMIC VARIABLES**

<table>
<thead>
<tr>
<th></th>
<th>FIRST-TIME TAKERS</th>
<th>REPEATERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UNDERGRADUATES N = 2312</td>
<td>GRADUATES N = 331</td>
</tr>
<tr>
<td><strong>N % N Pass %</strong></td>
<td><strong>N % N Pass %</strong></td>
<td><strong>N % N Pass %</strong></td>
</tr>
<tr>
<td><strong>CLASS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>21 1% 9 43%</td>
<td>0</td>
</tr>
<tr>
<td>Junior</td>
<td>631 27% 310 49%</td>
<td>Not Relevant</td>
</tr>
<tr>
<td>Senior</td>
<td>1634 71% 984 60%</td>
<td>480 88% 208 43%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>26 1% 18 69%</td>
<td></td>
</tr>
<tr>
<td>Graduate School</td>
<td>Not Relevant</td>
<td>331 100% 176 53%</td>
</tr>
<tr>
<td><strong>LAST ENGLISH CLASS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSU East Bay</td>
<td>877 37.9% 496 57%</td>
<td>253 46.4% 101 40%</td>
</tr>
<tr>
<td>SJSU</td>
<td>9 0.4% 6 67%</td>
<td>4 0.7% 0 0%</td>
</tr>
<tr>
<td>Other CSU</td>
<td>25 1.1% 13 52%</td>
<td>4 0.7% 3 75%</td>
</tr>
<tr>
<td>Other 4-Year Institutions</td>
<td>47 2.0% 34 72%</td>
<td>7 1.3% 5 71%</td>
</tr>
<tr>
<td>Alameda CC</td>
<td>46 2.0% 28 61%</td>
<td>9 1.7% 1 11%</td>
</tr>
<tr>
<td>Chabot CC</td>
<td>180 7.8% 103 57%</td>
<td>38 7.0% 20 53%</td>
</tr>
<tr>
<td>Contra Costa CC</td>
<td>36 1.6% 19 53%</td>
<td>6 1.1% 4 67%</td>
</tr>
<tr>
<td>De Anza CC</td>
<td>47 2.0% 20 43%</td>
<td>9 1.7% 4 44%</td>
</tr>
<tr>
<td>Diablo Valley CC</td>
<td>179 7.7% 110 61%</td>
<td>44 8.1% 23 52%</td>
</tr>
<tr>
<td>Foothill CC</td>
<td>21 0.9% 10 48%</td>
<td>5 0.9% 0 0%</td>
</tr>
<tr>
<td>Laney CC</td>
<td>55 2.4% 17 31%</td>
<td>14 2.6% 3 21%</td>
</tr>
<tr>
<td>Los Medanos CC</td>
<td>70 3.0% 42 60%</td>
<td>12 2.2% 8 67%</td>
</tr>
<tr>
<td>Las Positas CC</td>
<td>95 4.1% 73 77%</td>
<td>15 2.8% 10 67%</td>
</tr>
<tr>
<td>Merritt CC</td>
<td>35 1.5% 17 49%</td>
<td>7 1.3% 1 14%</td>
</tr>
<tr>
<td>Mission CC</td>
<td>23 1.0% 9 39%</td>
<td>10 1.8% 5 50%</td>
</tr>
<tr>
<td>Ohlone CC</td>
<td>101 4.4% 58 57%</td>
<td>20 3.7% 7 35%</td>
</tr>
<tr>
<td>San Mateo CC</td>
<td>34 1.5% 19 56%</td>
<td>6 1.1% 3 50%</td>
</tr>
<tr>
<td>San Jose CC</td>
<td>13 0.6% 8 62%</td>
<td>7 1.3% 2 29%</td>
</tr>
<tr>
<td>San Francisco CC</td>
<td>27 1.2% 18 67%</td>
<td>2 0.4% 1 50%</td>
</tr>
<tr>
<td>Other 2-Year Institutions</td>
<td>203 8.8% 127 63%</td>
<td>29 5.3% 12 41%</td>
</tr>
<tr>
<td>Other</td>
<td>147 6.4% 76 52%</td>
<td>29 5.3% 18 62%</td>
</tr>
<tr>
<td>No Response</td>
<td>42 1.8% 18 43%</td>
<td>15 2.8% 7 47%</td>
</tr>
<tr>
<td><strong>FULL-TIME STATUS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time</td>
<td>1985 85.9% 1122 57%</td>
<td>277 83.7% 141 51%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>318 13.8% 195 61%</td>
<td>53 16.0% 34 64%</td>
</tr>
<tr>
<td>No Response</td>
<td>9 0.4% 4 44%</td>
<td>1 0.3% 1 100%</td>
</tr>
<tr>
<td><strong>FRESHMEN AT CSUEB</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>623 26.9% 337 54%</td>
<td>Not Relevant</td>
</tr>
<tr>
<td>No</td>
<td>1687 73.0% 984 58%</td>
<td>382 70% 165 43%</td>
</tr>
<tr>
<td>No Response</td>
<td>2 0.1% 0 0%</td>
<td>3 1% 1 33%</td>
</tr>
</tbody>
</table>
Table 4 shows the 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 71% (N=1634) of the undergraduate first-time test takers were seniors, up from last year’s 58%; this number fluctuates frequently. More than half (88% N=480) of the undergraduate repeaters were seniors, higher than last year’s 87%. This reflects the lack of enforcement of the revised writing skills policy, which requires most of those students 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.

The percentage of the first-time undergraduate senior test takers was up 71% (N=1634) from last year’s 58%, their pass rate slightly increased to 60% (N=984) from last year’s 58%.

**PLACE OF LAST ENGLISH CLASS:** Thirty-eight percent (38% N=877) of the undergraduate first-time test takers took their last baccalaureate English composition class at CSUEB, a decrease from last year’s 40%. CSUEB does not seem to have one major feeder school, although Chabot and Diablo Valley prepared about 8% each of the undergraduate first-time test takers.

**FULL-TIME STATUS:** Eighty-six percent (86% N=1985) of all undergraduate first time test takers identified themselves as full-time students, similar to all previous years. Eighty-four percent (N=277) of graduate first-time test takers identified themselves as full-time students, compared to 80% last year and continuing an increase from only 40% several years ago. Eighty-two percent (82% N=446) of undergraduate repeaters identified themselves as full-time, compared to last year’s 79%. Seventy-five percent (75% N=91) of the graduate repeaters identified themselves as full-time compared to last year’s 79%.

**FRESHMEN AT CSUEB:** Twenty-seven percent (27% N=623) of the undergraduate first-time test takers began their college career at CSUEB, compared to last year’s 30%.
### TABLE 5
PERFORMANCE BY GENDER, PRIMARY LANGUAGE, FULL/PART-TIME STATUS, AND FRESHMEN AT CSUEB

<table>
<thead>
<tr>
<th></th>
<th>First-Time Takers</th>
<th>Repeaters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduates N = 2643</td>
<td>Graduates N = 666</td>
</tr>
<tr>
<td></td>
<td>N = 2312</td>
<td>N = 331</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>PASS</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>2312</td>
<td>1321</td>
</tr>
<tr>
<td>Male</td>
<td>875</td>
<td>478</td>
</tr>
<tr>
<td>Female</td>
<td>1437</td>
<td>843</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Primary Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>2312</td>
<td>1321</td>
</tr>
<tr>
<td>English</td>
<td>1903</td>
<td>1210</td>
</tr>
<tr>
<td>ESL</td>
<td>368</td>
<td>90</td>
</tr>
<tr>
<td>No Response</td>
<td>41</td>
<td>21</td>
</tr>
<tr>
<td><strong>Full/Part-Time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>2312</td>
<td>1321</td>
</tr>
<tr>
<td>Full-Time</td>
<td>1985</td>
<td>1122</td>
</tr>
<tr>
<td>Part-Time</td>
<td>318</td>
<td>195</td>
</tr>
<tr>
<td>No Response</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td><strong>Freshmen at CSUEB</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>2312</td>
<td>1321</td>
</tr>
<tr>
<td>Yes</td>
<td>623</td>
<td>337</td>
</tr>
<tr>
<td>No</td>
<td>1687</td>
<td>984</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
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**: Compared to last year (M=56%, F=59%), there is a significant difference in the male and female pass rate for the undergraduate first-time test takers this year (M=55% F=59%). There was once again a significant difference in the male and female pass rate for the graduate first-time test takers (M=48%, F=56%).

**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%, similar to previous years. For graduate first-time test takers whose primary language is English, the pass rate was 72%, while the non-English pass rate was 9%.

**FULL-TIME STATUS**: Part-time students showed a higher pass rate than their counterparts. First time test takers’ undergraduates pass rate this year (PT=61% FT=57%) compared to last year’s (PT=65% FT=57%). First time test takers graduate students’ pass rate this year (PT=64%, FT=51%), compared to last year’s (PT=63%, FT=51%).

**FRESHMEN 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 several years. This year, 58% of transferred students passed the WST, while 54% of those who started as freshmen passed.
<table>
<thead>
<tr>
<th></th>
<th>UNDERGRADUATES N = 2312</th>
<th>GRADUATES N = 331</th>
<th>UNDERGRADUATES N = 545</th>
<th>GRADUATES N = 121</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td><strong>OVERALL</strong></td>
<td>2312</td>
<td>331</td>
<td>545</td>
<td>121</td>
</tr>
<tr>
<td>Limited Competence</td>
<td>191</td>
<td>8%</td>
<td>84</td>
<td>15%</td>
</tr>
<tr>
<td>Developing Competence</td>
<td>800</td>
<td>35%</td>
<td>223</td>
<td>41%</td>
</tr>
<tr>
<td>Clear Competence</td>
<td>1321</td>
<td>57%</td>
<td>238</td>
<td>44%</td>
</tr>
<tr>
<td>Essay Mean</td>
<td>7.49</td>
<td>7.39</td>
<td>7.28</td>
<td>7.17</td>
</tr>
<tr>
<td><strong>ENGLISH PRIMARY</strong></td>
<td>1903</td>
<td>229</td>
<td>400</td>
<td>69</td>
</tr>
<tr>
<td>Limited Competence</td>
<td>62</td>
<td>3%</td>
<td>25</td>
<td>6.25%</td>
</tr>
<tr>
<td>Developing Competence</td>
<td>631</td>
<td>33%</td>
<td>169</td>
<td>42.25%</td>
</tr>
<tr>
<td>Clear Competence</td>
<td>1210</td>
<td>64%</td>
<td>206</td>
<td>51.50%</td>
</tr>
<tr>
<td>Essay Mean</td>
<td>7.60</td>
<td>7.67</td>
<td>7.45</td>
<td>7.41</td>
</tr>
<tr>
<td><strong>ENGLISH SECONDARY</strong></td>
<td>368</td>
<td>93</td>
<td>136</td>
<td>47</td>
</tr>
<tr>
<td>Limited Competence</td>
<td>122</td>
<td>33.15%</td>
<td>57</td>
<td>42%</td>
</tr>
<tr>
<td>Developing Competence</td>
<td>156</td>
<td>42.39%</td>
<td>50</td>
<td>37%</td>
</tr>
<tr>
<td>Clear Competence</td>
<td>90</td>
<td>24.46%</td>
<td>29</td>
<td>21%</td>
</tr>
<tr>
<td>Essay Mean</td>
<td>6.91</td>
<td>6.71</td>
<td>6.79</td>
<td>6.79</td>
</tr>
<tr>
<td><strong>No Response</strong></td>
<td>41</td>
<td>9</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>
ESSAY SCORES AT VARIOUS LEVELS
BY ENGLISH LANGUAGE

Table 6 shows performance at the three essay score levels according to whether the student indicated that English is the primary or preferred use language. Those who received 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% N=1210) than for those who still consider English as their second language (24% N=90), and the essay mean was higher as well (7.60 and 6.91).

Seventy-two percent (72% N=165) of first-time graduate student test takers reporting English as their primary language received Clear Competence, compared to 68% last year and 9% (N=8) of those for whom English is secondary, compared to 21% last year.
<table>
<thead>
<tr>
<th>MAJOR</th>
<th>N</th>
<th>PASS</th>
<th>PASS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERALL</td>
<td>2643</td>
<td>1497</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>Letters, Arts, and Social Sciences</td>
<td>898</td>
<td>541</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>8</td>
<td>6</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>64</td>
<td>38</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>78</td>
<td>48</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice Administration</td>
<td>132</td>
<td>66</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>53</td>
<td>36</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>15</td>
<td>12</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>5</td>
<td>3</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
<td>3</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Health Care Administration</td>
<td>49</td>
<td>33</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>34</td>
<td>24</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>Human Development</td>
<td>114</td>
<td>70</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>International Studies</td>
<td>10</td>
<td>7</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>0</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>85</td>
<td>52</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>19</td>
<td>7</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>6</td>
<td>4</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>27</td>
<td>20</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>Public Administration</td>
<td>13</td>
<td>9</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>30</td>
<td>18</td>
<td>60%</td>
<td></td>
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<tr>
<td>Sociology</td>
<td>108</td>
<td>55</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>6</td>
<td>2</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Speech Communication</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Speech Pathology &amp; Audiology</td>
<td>31</td>
<td>23</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>Theater Arts</td>
<td>6</td>
<td>4</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Business and Economics</td>
<td>568</td>
<td>252</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>546</td>
<td>240</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>21</td>
<td>12</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>Taxation</td>
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<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>155</td>
<td>98</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>5</td>
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<td>20%</td>
<td></td>
</tr>
<tr>
<td>Multimedia</td>
<td>9</td>
<td>3</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Special Major</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Telecommunication Systems</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>90</td>
<td>58</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
<td>1</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>49</td>
<td>35</td>
<td>71%</td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 7**

**PASS/FAIL BY MAJOR**

**FIRST-TIME TEST TAKERS**

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>N</th>
<th>PASS</th>
<th>PASS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Allied Studies</td>
<td>184</td>
<td>122</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>14</td>
<td>9</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>27</td>
<td>22</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>Kinesiology</td>
<td>108</td>
<td>69</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td>29</td>
<td>16</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>838</td>
<td>484</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>Biochemistry</td>
<td>14</td>
<td>9</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>Biological Science</td>
<td>98</td>
<td>62</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>15</td>
<td>11</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>89</td>
<td>31</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>29</td>
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GWAR Annual Report 2012-2013  Page 16
### TABLE 7A
**PASS/FAIL BY MAJOR**
**FIRST-TIME TEST TAKERS**
**UNDERGRADUATES**

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GWAR Annual Report 2012-2013
## TABLE 7B
### PASS/FAIL BY MAJOR
#### FIRST-TIME TEST TAKERS

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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 Letters, Arts, and Social Sciences, the overall pass rate for first-time test takers was 60% (N=541) and the undergraduate pass rate was 60% (N=472); both figures are lower from last year’s 65%. The graduate pass rate was 62% (N=69), decreased from 65% last year.

For the College of Business and Economics, the overall pass rate for first-time test takers was 44% (N=252), compared to last year’s 46%. The undergraduate pass rate was 46% (N=250), similar to last year’s 46%. The graduate pass rate was 7% (N=2), compared to last year’s 44%.

For the College of Education and Allied Studies, the overall pass rate for first-time test takers was 66% (N=122), an increase from last year’s 63%. The undergraduate pass rate was 62% (N=81), compared to last year’s 56%. The graduate pass rate was 77% (N=41), compared to 74% last year.

For the College of Science, the overall pass rate for first-time test takers was 58% (N=484), up from last year’s 55%. For undergraduates, the pass rate was 61% (N=456), compared to last year’s 59%. For graduates, the pass rate was 32% (N=28), compared to last year’s 31%.

Because the Environmental Science, Multimedia, and Telecommunications majors are cross-disciplinary programs, they have been included in the "Other" category. The overall pass rate for first-time test takers was 63% (N=98) compared to last year’s 61%. The undergraduate pass rate was 61% (N=62) compared to last year’s 54%. The graduate pass rate was 68% (N=36), a decrease from last year’s 73%.
### TABLE 8

**PERFORMANCE ON FIRST-TIER PORTFOLIO 2012 - 2013**

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<th>SPRING 2013</th>
<th>SUMMER 2013</th>
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<tbody>
<tr>
<td></td>
<td>N %</td>
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<td>N %</td>
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</tr>
<tr>
<td>Limited Competence</td>
<td>8 10%</td>
<td>4 9%</td>
<td>15 16%</td>
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<td>30 12%</td>
</tr>
<tr>
<td>Developing Competence</td>
<td>40 49%</td>
<td>23 52%</td>
<td>47 50%</td>
<td>9 41%</td>
<td>119 49%</td>
</tr>
<tr>
<td>Clear Competence</td>
<td>33 41%</td>
<td>17 39%</td>
<td>32 34%</td>
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<td>92 38%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>81 50%</strong></td>
<td><strong>44 44%</strong></td>
<td><strong>94 41%</strong></td>
<td><strong>22 10%</strong></td>
<td><strong>241 12%</strong></td>
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<td>N %</td>
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<td>N %</td>
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<tr>
<td>Developing Competence</td>
<td>5 10%</td>
<td>6 11%</td>
<td>1 14%</td>
<td>0 6 15%</td>
<td>16</td>
</tr>
<tr>
<td>Clear Competence</td>
<td>12 24%</td>
<td>11 27%</td>
<td>13 46%</td>
<td>0 14 36%</td>
<td>32</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50 25%</strong></td>
<td><strong>26 25%</strong></td>
<td><strong>15 25%</strong></td>
<td><strong>18 25%</strong></td>
<td><strong>94 25%</strong></td>
</tr>
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**PASS**

<table>
<thead>
<tr>
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<th>N %</th>
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</thead>
<tbody>
<tr>
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<td>1 25%</td>
<td>4 22%</td>
<td>4 22%</td>
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<td>11</td>
</tr>
<tr>
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<td>3 28%</td>
<td>1 28%</td>
<td>0 19 49%</td>
<td>43</td>
</tr>
<tr>
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<td>3 28%</td>
<td>0 14 36%</td>
<td>21</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>26 13%</strong></td>
<td><strong>12 13%</strong></td>
<td><strong>12 13%</strong></td>
<td><strong>6 23%</strong></td>
<td><strong>44 13%</strong></td>
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**PASS**

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</thead>
<tbody>
<tr>
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<td>1 25%</td>
<td>1 25%</td>
<td>1 25%</td>
<td>0 6 15%</td>
<td>8</td>
</tr>
<tr>
<td>Developing Competence</td>
<td>2 50%</td>
<td>2 50%</td>
<td>3 50%</td>
<td>0 19 49%</td>
<td>20</td>
</tr>
<tr>
<td>Clear Competence</td>
<td>4 50%</td>
<td>1 28%</td>
<td>3 28%</td>
<td>0 14 36%</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6 15%</strong></td>
<td><strong>2 15%</strong></td>
<td><strong>4 15%</strong></td>
<td><strong>6 23%</strong></td>
<td><strong>16 15%</strong></td>
</tr>
</tbody>
</table>

**PASS**

<table>
<thead>
<tr>
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<th>N %</th>
<th>N %</th>
<th>N %</th>
<th>N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited Competence</td>
<td>1 25%</td>
<td>1 25%</td>
<td>1 25%</td>
<td>0 6 15%</td>
<td>8</td>
</tr>
<tr>
<td>Developing Competence</td>
<td>2 50%</td>
<td>2 50%</td>
<td>3 50%</td>
<td>0 19 49%</td>
<td>20</td>
</tr>
<tr>
<td>Clear Competence</td>
<td>4 50%</td>
<td>1 28%</td>
<td>3 28%</td>
<td>0 14 36%</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6 15%</strong></td>
<td><strong>2 15%</strong></td>
<td><strong>4 15%</strong></td>
<td><strong>6 23%</strong></td>
<td><strong>16 15%</strong></td>
</tr>
</tbody>
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**PASS**

<table>
<thead>
<tr>
<th></th>
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<th>N %</th>
<th>N %</th>
<th>N %</th>
<th>N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited Competence</td>
<td>1 25%</td>
<td>1 25%</td>
<td>1 25%</td>
<td>0 6 15%</td>
<td>8</td>
</tr>
<tr>
<td>Developing Competence</td>
<td>2 50%</td>
<td>2 50%</td>
<td>3 50%</td>
<td>0 19 49%</td>
<td>20</td>
</tr>
<tr>
<td>Clear Competence</td>
<td>4 50%</td>
<td>1 28%</td>
<td>3 28%</td>
<td>0 14 36%</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6 15%</strong></td>
<td><strong>2 15%</strong></td>
<td><strong>4 15%</strong></td>
<td><strong>6 23%</strong></td>
<td><strong>16 15%</strong></td>
</tr>
</tbody>
</table>

**PASS**
Table 8 shows performance on the first-tier portfolio. Since fall, 2004, students have had the option to either take the WST or enroll directly in a first-tier course.

First-tier writing portfolios, 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.

This table gives a good indication of the efficacy of the program. While the quarters varied slightly, 32% (N=188) similar to last year’s 32%, students completing the first-tier course were able to meet the UWSR after only the one class, and 14% (N=81), increased from last year’s 13%, had to repeat the class.

The majority of students completing the course, 54% (N=315), similar to last year’s 54%, 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></th>
<th>ENGL 3003</th>
<th></th>
<th>MARK 3495</th>
<th></th>
<th>TOTAL</th>
<th>ENROLLED</th>
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<tr>
<td></td>
<td>PASS</td>
<td>NO PASS</td>
<td>% PASS</td>
<td>PASS</td>
<td>NO PASS</td>
<td>% PASS</td>
</tr>
<tr>
<td>FALL 2011-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 10</td>
<td>86</td>
<td>4</td>
<td>96%</td>
<td>227</td>
<td>0</td>
<td>100%</td>
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<tr>
<td>Winter 11</td>
<td>108</td>
<td>10</td>
<td>92%</td>
<td>189</td>
<td>17</td>
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<tr>
<td>Spring 11</td>
<td>113</td>
<td>0</td>
<td>100%</td>
<td>215</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Summer 11</td>
<td>122</td>
<td>11</td>
<td>92%</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>429</td>
<td>25</td>
<td>94%</td>
<td>631</td>
<td>17</td>
<td>97%</td>
</tr>
<tr>
<td>% PASS</td>
<td></td>
<td>94%</td>
<td></td>
<td>97%</td>
<td></td>
<td>96%</td>
</tr>
<tr>
<td>WINTER 2011-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 11</td>
<td>115</td>
<td>12</td>
<td>91%</td>
<td>153</td>
<td>8</td>
<td>95%</td>
</tr>
<tr>
<td>Winter 12</td>
<td>141</td>
<td>9</td>
<td>94%</td>
<td>123</td>
<td>9</td>
<td>93%</td>
</tr>
<tr>
<td>Spring 12</td>
<td>146</td>
<td>10</td>
<td>94%</td>
<td>157</td>
<td>11</td>
<td>93%</td>
</tr>
<tr>
<td>Summer 12</td>
<td>62</td>
<td>6</td>
<td>91%</td>
<td></td>
<td></td>
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</tr>
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<td>37</td>
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<td>433</td>
<td>28</td>
<td>94%</td>
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<tr>
<td>% PASS</td>
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<td>93%</td>
<td></td>
<td>94%</td>
<td></td>
<td>93%</td>
</tr>
<tr>
<td>SUMMER 2012-13</td>
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<tr>
<td>Fall 12</td>
<td>145</td>
<td>11</td>
<td>93%</td>
<td>173</td>
<td>8</td>
<td>96%</td>
</tr>
<tr>
<td>Winter 13</td>
<td>139</td>
<td>12</td>
<td>92%</td>
<td>103</td>
<td>2</td>
<td>98%</td>
</tr>
<tr>
<td>Spring 13</td>
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<td>179</td>
<td>12</td>
<td>94%</td>
</tr>
<tr>
<td>Summer 13</td>
<td>110</td>
<td>12</td>
<td>90%</td>
<td>58</td>
<td>2</td>
<td>97%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>575</td>
<td>47</td>
<td>92%</td>
<td>513</td>
<td>24</td>
<td>96%</td>
</tr>
<tr>
<td>% PASS</td>
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<td>92%</td>
<td></td>
<td>96%</td>
<td></td>
<td>94%</td>
</tr>
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</table>
PERFORMANCE IN SECOND-TIER COURSES
Table Nine

Table 9 indicates performance in the second-tier courses. Students who have received a score of Developing Competence on the WST or in a first-tier course must pass a second-tier course with a C- or better to satisfy the UWSR.

Table 9 includes data for 2010-2011, 2011-2012, and 2012-2013 academic years. Overall pass rates for the three years were 96%, 93%, and 94% respectively.

The legend was changed from 'Pass/Fail' to 'Pass/No Pass' to more accurately reflect what the numbers actually say. Pass means that students met the UWSR; No Pass means that they did not meet the requirement (D’s technically pass the course but do not meet the UWSR).
<table>
<thead>
<tr>
<th>City</th>
<th>Test Total</th>
<th>Year</th>
<th>Test Month</th>
<th>N</th>
<th>Objective Mean</th>
<th>Essay Mean</th>
<th>Pass</th>
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<td></td>
<td></td>
<td>1995</td>
<td>April</td>
<td>53</td>
<td>7.23</td>
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<tr>
<td></td>
<td></td>
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<td>89</td>
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<tr>
<td></td>
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<tr>
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<td>7.40</td>
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<tr>
<td></td>
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<td></td>
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<td>July</td>
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<td>7.25</td>
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<tr>
<td></td>
<td></td>
<td>1999</td>
<td>April</td>
<td>63</td>
<td>8.25</td>
<td>56%</td>
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<td></td>
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<td>July</td>
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<td>58%</td>
<td></td>
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<tr>
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<td>54%</td>
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<tr>
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<td>July</td>
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<td>6.95</td>
<td>50%</td>
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<td></td>
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<td>October</td>
<td>15</td>
<td>7.93</td>
<td>67%</td>
<td></td>
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<tr>
<td></td>
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<td>7.50</td>
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<td>April</td>
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<td>December</td>
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<td></td>
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<td>2002</td>
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<td></td>
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<td>December</td>
<td>52</td>
<td>6.88</td>
<td>31%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2003</td>
<td>June</td>
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<td>7.62</td>
<td>56%</td>
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<td></td>
<td></td>
<td>December</td>
<td>54</td>
<td>7.46</td>
<td>55%</td>
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<tr>
<td></td>
<td></td>
<td>2004</td>
<td>July</td>
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<td>7.68</td>
<td>68%</td>
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<td></td>
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<td>2005</td>
<td>February</td>
<td>53</td>
<td>7.11</td>
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<td></td>
<td></td>
<td></td>
<td>June</td>
<td>44</td>
<td>7.32</td>
<td>50%</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>December</td>
<td>48</td>
<td>7.46</td>
<td>52%</td>
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<tr>
<td></td>
<td></td>
<td>2006</td>
<td>July</td>
<td>38</td>
<td>7.26</td>
<td>34%</td>
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<tr>
<td></td>
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<td>2007</td>
<td>January</td>
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<td>7.46</td>
<td>57%</td>
<td></td>
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<td></td>
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<td>7.59</td>
<td>64%</td>
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<td></td>
<td>2009</td>
<td>January</td>
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<td>6.88</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2010</td>
<td>January</td>
<td>31</td>
<td>7.65</td>
<td>65%</td>
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<td></td>
<td></td>
<td>June</td>
<td>6</td>
<td>7.17</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2011</td>
<td>April</td>
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<td>7.68</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2012</td>
<td>May</td>
<td>20</td>
<td>7.6</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2013</td>
<td>April</td>
<td>12</td>
<td>7.42</td>
<td>42%</td>
<td></td>
</tr>
</tbody>
</table>
HISTORICAL PERFORMANCE ON THE WST
FOR OVERSEAS MBA STUDENTS
Tables Ten

Table 10 shows a historical perspective objective test means, essay means, and pass rates for the only current overseas MBA program, Moscow.

MBA program in Beijing, Hong Kong, Singapore, and Vienna programs, are no longer active since 2006-2007.

OBJECTIVE TEST: Objective Mean varied from administration to administration for the Moscow WSTs. Beginning with the fall, 2002, the objective portion of the WST was eliminated.

ESSAY SECTION: There has been much more variability from administration to administration in the essay means than in the objective means.

PASS/NO PASS: Pass rate varied significantly from administration to administration.

Over the past few years, pass rates for the Moscow WSTs have varied, but the ‘essay mean’ has 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>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate First-Time Takers</th>
<th>Graduate 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>2012-2013</td>
<td>NO OBJECTIVE SECTION</td>
<td>7.49</td>
</tr>
<tr>
<td>2011-2012</td>
<td>NO OBJECTIVE SECTION</td>
<td>7.48</td>
</tr>
<tr>
<td>2010-2011</td>
<td>NO OBJECTIVE SECTION</td>
<td>7.45</td>
</tr>
<tr>
<td>2009-2010</td>
<td>NO OBJECTIVE SECTION</td>
<td>7.43</td>
</tr>
<tr>
<td>2008-2009</td>
<td>NO OBJECTIVE SECTION</td>
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<td>2007-2008</td>
<td>NO OBJECTIVE SECTION</td>
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<td>2003-2004</td>
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<tr>
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<td>CAAP - 60 min</td>
<td>Analytic - 75 min²</td>
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<td>2001-2002</td>
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<tr>
<td>WST</td>
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<td>Narrative - 60 min</td>
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<td>Narrative - 60 min</td>
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<td>ETS - 30 min</td>
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¹ Fifteen minute timed planning period, followed by a seventy-five minute writing period.
² Fifteen minute timed planning period, followed by a sixty minute writing period.
³ 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.

From 2002, CSUEB faculty members from across the disciplines have scored the WST and from 2003, faculty members from various colleges and departments have evaluated first-tier portfolios. At the beginning of this shift back to CSU campuses for scoring the WST, there was a 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 continue to 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 is 57% this year compared to last year’s 58%, and the essay mean for these students increased to 7.49 (using the three scale score consisting of 6, 7, and 8) from the prior year’s 7.48. For first-time test taker graduate students, the pass rate is 53% similar to last year’s 53%, and the essay mean increased from 7.37 last year to 7.39 this year. The similarity of graduate and undergraduate pass rates and essay means continues and still 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.

Enforcement of the UWSR policy has continued to be stepped up gradually. Due to these measures, most students take the opportunity to begin satisfaction of the University Writing Skills Requirement earlier rather than later. The Writing Skills Sub-Committee will continue to examine the process and recommend changes proactively 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 placement of a warning has not yet demonstrated that students will avoid waiting until just before graduation before they commence work on this requirement. The hope is that eventually the warning will create a CSUEB culture in which students will 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.