



**CAL STATE
EAST BAY**

**Graduation Writing
Assessment Requirement/
University Writing Skills Requirement
(GWAR/UWSR)**

**Annual Report
2017 – 2018**

**Prepared by
Meena Sharma
Testing Specialist**

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CAL STATE EAST BAY Current GWAR Policy

The California State University Chancellor's Office requires that all students, undergraduates as well as graduates, demonstrate competency in writing skills as a requirement for graduation; this CSU requirement is called Graduation Writing Assessment Requirement (GWAR).

Refer to Appendix A for Background of the policy and Appendix B for Historic Data of Writing Skills Test.

Beginning in the fall of 2004, undergraduates have the option to take the test or to enroll directly in a 1st tier course as soon as they attain junior level (assuming that GE Area A2 & 2nd Composition are satisfied), while graduate students are required to take steps to begin satisfaction of the requirement by the end of their first quarter/semester of attendance in a graduate degree program. Writing Skills Test (WST) can be taken two times to meet the requirement.

Scoring is reported on the WST in three categories, and two readers must agree on the score, or it goes to a third reader. These scores are as follows:

- Limited Competence (score of 6): Student must enroll in first-tier course (Quarter System Courses: ENGL 3000 or 3001; Semester System Courses: ENGL 300 or 301).
- Developing Competence (score of 7): Student must enroll in second-tier course (Quarter System Courses: ENGL 3003 or MKTG 3495; Semester System Courses: ENGL 302 or MKTG 305).
- Clear Competence (score of 8): 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. 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/semester by the Student Center for Academic Achievement.

Currently, since fall 2004 at the end of the 1st tier course, students create a portfolio that is evaluated for overall competence by a panel of faculty from various disciplines. A committee of 1st 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. Students receiving Limited Competence must repeat 1st tier course, students receiving Developing Competence must complete a 2nd tier course, and students receiving Clear Competence have completed the UWSR.

For the last few years, students have had the opportunity to take the WST throughout the academic year (in Hayward, Concord, and Oakland).

Converting from the Quarter system to the Semester starting from Fall 2018, UWSR policy will be similar to the current one:

- **Option One:** Register for and pass the Writing Skills Test.
- **Option Two:** Enroll in and pass a first-tier writing course (ENGL 300 or ENGL 301) and possibly a second-tier course (ENGL 302 or MKTG 305), as well.

Before attempting to satisfy the UWSR, undergraduate students are required to complete 60 semester units, GE area A2 and an approved 2nd composition course. Students are also required to complete the University Writing Skills Requirement to file for graduation.

TABLES 1 and 1A: TEST ADMINISTRATION NUMBERS

Table 1 shows that there were 5524 WSTs administered during the 2017 - 2018 academic year.

There were 145 non-standardized administrations to CSUEB students.

Table 1A shows WST attendance by quarter. The number of administrations over the years has varied greatly.

The WST was administered several times, throughout the 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 approved by Accessibility Services; this included Sabbath observers who are unable to take the test at the Hayward Campus, students with physical or verified learning disabilities, and students needing a special test for administrative reasons.

Each year the number of students requesting the computer version of the WST has increased. As a result, Testing Office has been able to administer the computer version of the WST using 'WordPad' application.

Testing Office also arranged 'Out of Area' tests for distance-learning students.

TABLE 1
TEST ADMINISTRATION NUMBERS (Academic Year 2017 - 2018)

Education Level	Total	Undergraduate	Graduate	Other
Total Test Administrations	5524	4867	634	23
First-Time Takers	4066	3599	449	18
Repeaters	1458	1268	185	5
Nonstandard Administrations Alternative Accommodations	145			

TABLE 1A
WST ATTENDANCE

Academic Year	QUARTER								TOTAL N
	FALL		WINTER		SPRING		SUMMER		
	N	%	N	%	N	%	N	%	
1999-2000	1559	31%	1390	28%	1148	23%	920	18%	5017
2000-2001	1234	32%	1064	27%	1021	26%	577	15%	3896
2001-2002	1368	34%	962	24%	1079	27%	563	14%	3972
2002-2003	1258	33%	1264	33%	804	21%	515	13%	3841
2003-2004	1004	29%	1160	33%	901	26%	437	12%	3502
2004-2005	763	21%	917	26%	1072	30%	806	23%	3558
2005-2006	1253	32%	1070	27%	937	24%	710	18%	3970
2006-2007	607	17%	1510	43%	870	25%	501	14%	3488
2007-2008	759	25%	1209	40%	671	22%	388	13%	3027
2008-2009	875	24%	1563	43%	812	22%	426	12%	3676
2009-2010	690	25%	889	32%	749	26%	469	17%	2797
2010-2011	695	24%	1068	38%	698	25%	377	13%	2838
2011-2012	889	24%	1174	32%	845	23%	721	20%	3629
2012-2013	702	20%	1262	36%	963	28%	544	16%	3471
2013-2014	1023	23%	1263	29%	1217	28%	882	20%	4385
2014-2015	933	21%	1215	28%	1309	30%	948	22%	4405
2015-2016	1113	22%	1376	28%	1450	29%	1040	21%	4979
2016-2017	1703	24%	1614	23%	2087	30%	1620	23%	7024
2017-2018	1537	28%	1463	26%	1474	27%	1050	19%	5524
AVERAGE	1051	26%	1233	31%	1058	26%	710	17%	4053

TABLES 2 and 2A: STUDENT PERFORMANCE ON THE WST

Table 2 shows student performance on the WST based on the three scores used 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 (Quarter System Courses: ENGL 3000 or 3001; Semester System Courses: ENGL 300 or 301); those receiving Developing Competence must enroll in a second-tier course (Quarter System Courses: ENGL 3003 or MKTG 3495; Semester System Courses: ENGL 302 or MKTG 305); and those receiving Clear Competence have satisfied the UWSR.

Table 2A shows last year's performance for comparison.

TABLE 2*
PERFORMANCE ON THE WST (Academic Year 2017 - 2018)

	FIRST-TIME TAKERS N = 4048				REPEATERS N = 1453			
	UNDERGRADUATES N = 3599		GRADUATES N = 449		UNDERGRADUATES N = 1268		GRADUATES N = 185	
	N	%	N	%	N	%	N	%
ESSAY								
Limited Competence	196	5.4%	60	13%	85	7%	27	15%
Developing Competence	1553	43.2%	193	43%	611	48%	95	51%
Clear Competence	1850	51.4%	196	44%	572	45%	63	34%
Mean	7.46		7.30		7.38		7.19	
Standard Dev.	0.60		0.69		0.61		0.67	
OVERALL	First-Time Takers		Pass	51%	Repeaters		Pass	44%
	All students				Pass 49%			

TABLE 2A*
PERFORMANCE ON THE WST (Academic Year 2016 - 2017)

	FIRST-TIME TAKERS N = 5674				REPEATERS N = 1314			
	UNDERGRADUATES N = 5085		GRADUATES N = 589		UNDERGRADUATES N = 1083		GRADUATES N = 231	
	N	%	N	%	N	%	N	%
ESSAY								
Limited Competence	266	5%	87	15%	79	7%	45	19.5%
Developing Competence	1939	38%	276	47%	462	43%	128	55.4%
Clear Competence	2880	57%	226	38%	542	50%	58	25.1%
Mean	7.51		7.24		7.43		7.06	
Standard Dev.	0.60		0.69		0.63		0.67	
OVERALL	First-Time Takers		Pass	55%	Repeaters		Pass	46%
	All students				Pass 53%			

TABLE 3: STUDENT DEMOGRAPHICS

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 31 years.

GENDER: 63% (N=2263) of the first time undergraduate test takers were women. Undergraduate repeaters were also 60% (N=761) female. For first time graduate test takers, 62% (N=278) were women. Graduate repeaters were also 58% (N=107) female.

FIRST LEARNED LANGUAGE: For undergraduate first-time test takers, 50% (N=1793) reported English as their first learned language; 14% (N=495) said they learned an Asian language first (Chinese, Japanese, Korean, Vietnamese, Tagalog, or other Asian).

Only 29% (N=130) of the graduate first-time test takers reported their first language learned as English. 39% (N=174) reported an Asian language as first learned.

PRIMARY LANGUAGE: Although 48% (N=1923) of all first-time undergraduate and graduate test takers said they learned English as their first language, 83% (N=3351) claimed English as their primary (preferred use) language.

**TABLE 3
DEMOGRAPHIC VARIABLES**

	FIRST-TIME TAKERS N = 4048				REPEATERS N = 1453			
	UNDERGRADUATES N = 3599		GRADUATES N = 449		UNDERGRADUATES N = 1268		GRADUATES N = 185	
	N	%	N	%	N	%	N	%
AGE								
Under 18	0		0		0		0	
18 - 21	496	14%	0		57	4%	0	
22 - 25	1632	45%	115	26%	615	49%	54	29%
26 - 29	700	19%	131	29%	296	23%	51	28%
30 - 39	530	15%	156	35%	215	17%	68	37%
40+	241	7%	47	10%	85	7%	12	6%
Mean	26.8		30.7		27.5		29.8	
Standard Dev.	7.01		7.35		7.09		6.17	
GENDER								
Male	1336	37%	171	38%	507	40%	78	42%
Female	2263	63%	278	62%	761	60%	107	58%
FIRST LEARNED LANGUAGE								
English	1793	49.8%	130	29.0%	530	41.8%	28	15.1%
Chinese	145	4.0%	73	16.3%	59	4.7%	30	16.2%
Japanese	5	0.1%	0		1	0.1%	0	
Korean	14	0.4%	2	0.4%	5	0.4%	1	0.5%
Vietnamese	112	3.1%	12	2.7%	49	3.9%	5	2.7%
Tagalog	120	3.3%	7	1.6%	60	4.7%	1	0.5%
Other Asian	99	2.8%	80	17.8%	47	3.7%	58	31.4%
Spanish	676	18.8%	22	4.9%	249	19.6%	9	4.9%
Other European	40	1.1%	7	1.6%	15	1.2%	2	1.1%
East Indian	38	1.1%	37	8.2%	7	0.6%	15	8.1%
Middle Eastern	84	2.3%	17	3.8%	36	2.8%	6	3.2%
Other	162	4.5%	34	7.6%	71	5.6%	21	11.4%
No Response	311	8.6%	28	6.2%	139	11.0%	9	4.9%
PRIMARY LANGUAGE								
English	3068	85%	283	63%	1009	79.574%	91	49%
Not English	393	11%	142	32%	200	15.773%	78	42%
No Response	138	4%	24	5%	59	4.653%	16	9%

TABLE 4: ACADEMIC VARIABLES

Table 4 shows the class level, place of last English class (undergraduates only), full-time status, whether or not a student attended CSUEB as a freshman (undergraduates only), gender, and primary language (English or not English). It also shows the percentage passing in the various categories.

CLASS LEVEL: About 54% (N=1959) of the undergraduate first-time test takers were seniors. 82% (N=1036) of the undergraduate repeaters were seniors.

PLACE OF LAST ENGLISH CLASS: 33% (N=1170) of the undergraduate first-time test takers took their last baccalaureate English composition class at CSUEB.

FULL-TIME STATUS: 89% (N=3597) of all first time test takers identified themselves as full-time students. 87% (N=1269) of all repeaters identified themselves as full-time.

FRESHMAN AT CSUEB: 30% (N=1080) of the undergraduate first-time test takers began their college career at CSUEB.

GENDER: There is a significant difference in the male and female pass rate.

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.

**TABLE 4
ACADEMIC VARIABLES**

	FIRST-TIME TAKERS N = 4048								REPEATERS N = 1453							
	UNDERGRADUATES N = 3599				GRADUATES N = 449				UNDERGRADUATES N = 1268				GRADUATES N = 185			
	N	%	Pass	%	N	%	Pass	%	N	%	Pass	%	N	%	Pass	%
CLASS																
Junior	1640	46%	834	51%	Not Relevant				232	18%	105	45%	Not Relevant			
Senior	1959	54%	1016	52%					1036	82%	467	45%				
Graduate School	Not Relevant				449	100%	196	44%	Not Relevant				185	100%	63	34%
LAST ENGLISH CLASS																
CSU East Bay	1170	32.5%	588	50%					471	37.1%	216	46%				
SJSU	13	0.4%	9	69%					8	0.6%	4	50%				
Other CSU	32	0.9%	16	50%					8	0.6%	6	75%				
Other 4-Year Institutions	36	1.0%	25	69%					12	0.9%	6	50%				
Alameda CC	51	1.4%	27	53%					20	1.6%	6	30%				
Chabot CC	264	7.3%	133	50%					90	7.1%	43	48%				
Contra Costa CC	58	1.6%	25	43%					21	1.7%	8	38%				
De Anza CC	104	2.9%	53	51%					51	4.0%	16	31%				
Diablo Valley CC	219	6.1%	119	54%					62	4.9%	33	53%				
Foothill CC	39	1.1%	21	54%					10	0.8%	5	50%				
Laney CC	91	2.5%	39	43%	Not Relevant				41	3.2%	17	41%	Not Relevant			
Los Medanos CC	108	3.0%	51	47%					31	2.4%	15	48%				
Las Positas CC	142	3.9%	96	68%					36	2.8%	19	53%				
Merritt CC	49	1.4%	26	53%					18	1.4%	7	39%				
Mission CC	42	1.2%	15	36%					11	0.9%	4	36%				
Ohlone CC	159	4.4%	78	49%					56	4.4%	28	50%				
San Mateo CC	49	1.4%	27	55%					16	1.3%	11	69%				
San Jose CC	30	0.8%	13	43%					14	1.1%	4	29%				
San Francisco CC	52	1.4%	26	50%					14	1.1%	7	50%				
Other 2-Year Institutions	277	7.7%	156	56%					91	7.2%	39	43%				
Other	323	9.0%	186	58%					93	7.3%	41	44%				
No Response	291	8.1%	121	42%					94	7.4%	37	39%				
FULL-TIME STATUS																
Full-Time	3227	90%	1667	52%	370	82%	147	40%	1113	88%	511	46%	156	84%	49	31%
Part-Time	372	10%	183	49%	79	18%	49	62%	155	12%	61	39%	29	16%	14	48%
FRESHMAN AT CSUEB																
Yes	1080	30%	531	49%	Not Relevant				391	31%	180	46%	Not Relevant			
No	2519	70%	1319	52%					877	69%	392	45%				
GENDER																
Male	1336	37%	650	49%	171	38%	62	36%	507	40%	220	43%	78	42%	18	23%
Female	2263	63%	1200	53%	278	62%	134	48%	761	60%	352	46%	107	58%	45	42%
PRIMARY LANGUAGE																
English	3068	85%	1704	56%	283	63%	157	55%	1009	79.6%	499	49%	91	49%	42	46%
ESL	393	11%	111	28%	142	32%	31	22%	200	15.8%	52	26%	78	42%	17	22%
No Response	138	4%	35	25%	24	5%	8	33%	59	4.7%	21	36%	16	9%	4	25%

TABLE 5: ESSAY SCORES AT VARIOUS LEVELS OF ENGLISH LANGUAGE

Table 5 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 (Quarter System Courses: ENGL 3003 or MKTG 3495; Semester System Courses: ENGL 302 or MKTG 305) to complete satisfaction of the UWSR.
- Those scoring Limited Competence must pass both a first-tier course (Quarter System Courses: ENGL 3000 or 3001; Semester System Courses: ENGL 300 or 301) 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 than for those who still consider English as their second language, and the essay mean was higher as well.

TABLE 5
ESSAY SCORES AT VARIOUS LEVELS OF ENGLISH LANGUAGE

	FIRST-TIME TAKERS N = 4048				REPEATERS N = 1453			
	UNDERGRADUATES N = 3599		GRADUATES N = 449		UNDERGRADUATES N = 1268		GRADUATES N = 185	
	N	%	N	%	N	%	N	%
OVERALL	3599		449		1268		185	
Limited Competence	196	5.4%	60	13%	85	7%	27	15%
Developing Competence	1553	43.2%	193	43%	611	48%	95	51%
Clear Competence	1850	51.4%	196	44%	572	45%	63	34%
Essay Mean	7.46		7.30		7.38		7.19	
ENGLISH PRIMARY	3068		283		1009		91	
Limited Competence	115	3.7%	17	6%	45	4.46%	6	7%
Developing Competence	1249	40.7%	109	39%	465	46.09%	43	47%
Clear Competence	1704	55.5%	157	55%	499	49.45%	42	46%
Essay Mean	7.52		7.49		7.45		7.40	
ENGLISH SECONDARY	393		142		200		78	
Limited Competence	60	15%	37	26%	32	16%	18	23%
Developing Competence	222	56%	74	52%	116	58%	43	55%
Clear Competence	111	28%	31	22%	52	26%	17	22%
Essay Mean	7.13		6.96		7.10		6.99	
No Response	138		24		59		16	

TABLES 6, 6A and 6B: PASS/FAIL BY MAJOR FOR FIRST-TIME TEST TAKERS

Tables 6, 6A, and 6B show the number and percent passing by major for all first-time test takers and separately for undergraduate and graduate students first-time test takers.

For the College of Letters, Arts, and Social Sciences, the average undergraduate pass rate was 52% (N=627) and graduate student average pass rate was 53% (N=66).

For the College of Business and Economics, the average undergraduate pass rate was 50% (N=395) and graduate student average pass rate was 32% (N=25).

For the College of Education and Allied Studies, the average undergraduate pass rate was 52% (N=122) and graduate student average pass rate was 76% (N=38).

For the College of Science, the average undergraduate pass rate was 52% (N=696) and graduate student average pass rate was 34% (N=55).

Cross-disciplinary programs have been included in the "Other" category. The average undergraduate pass rate was 38% (N=10) and graduate student average pass rate was 33% (N=12).

TABLE 6
PASS/FAIL BY MAJOR
FIRST-TIME TEST TAKERS

MAJOR	N	PASS	%	MAJOR	N	PASS	%
OVERALL	4048	2046	51%				
Letters, Arts, and Social Sciences	1335	693	52%	Education and Allied Studies	286	160	56%
Anthropology	18	9	50%	Counseling	16	14	88%
Art	91	41	45%	Education	19	16	84%
Communication	131	71	54%	Educational Leadership	4	2	50%
Criminal Justice Administration	198	88	44%	Kinesiology	191	102	53%
English	54	38	70%	Recreation	54	24	44%
Environmental Studies	17	11	65%	Special Education	2	2	100%
Ethnic Studies	17	11	65%				
French	1	0	0%	Science	1503	751	50%
Geography	1	0	0%	Biochemistry	18	12	67%
Health Care Administration	54	26	48%	Biological Science	186	92	49%
History	38	24	63%	Chemistry	16	11	69%
Human Development	190	112	59%	Computer Science	209	86	41%
International Studies	9	5	56%	Engineering	107	44	41%
Latin American Studies	0			Environmental Science	13	9	69%
Liberal Studies	120	64	53%	Geology	7	5	71%
Multimedia	4	0	0%	Health Science	391	184	47%
Music	9	6	67%	Marine Science	0		
Philosophy	5	1	20%	Mathematics	32	21	66%
Political Science	48	28	58%	Nursing	145	85	59%
Public Administration	25	13	52%	Physics	6	1	17%
Social Work	25	13	52%	Psychology	327	178	54%
Sociology	224	99	44%	Statistics	46	23	50%
Spanish	10	3	30%				
Speech Pathology & Audiology	37	28	76%	Other	62	22	35%
Theater Arts	9	2	22%	Special Major	0		
				Other	61	22	36%
Business and Economics	862	420	49%	Undecided	1	0	0%
Business Administration	823	406	49%				
Economics	39	14	36%				

TABLE 6A
PASS/FAIL BY MAJOR
FIRST-TIME TEST TAKERS - UNDERGRADUATES

MAJOR	N	PASS	%	MAJOR	N	PASS	%
OVERALL	3599	1850	51%				
Letters, Arts, and Social Sciences	1210	627	52%	Education and Allied Studies	236	122	52%
Anthropology	18	9	50%	Kinesiology	185	100	54%
Art	91	41	45%	Recreation	51	22	43%
Communication	127	69	54%				
Criminal Justice Administration	198	88	44%	Science	1343	696	52%
English	48	34	71%	Biochemistry	18	12	67%
Environmental Studies	17	11	65%	Biological Science	175	85	49%
Ethnic Studies	17	11	65%	Chemistry	12	9	75%
French	1	0	0%	Computer Science	146	76	52%
Geography	1	0	0%	Engineering	67	29	43%
History	38	24	63%	Environmental Science	13	9	69%
Human Development	190	112	59%	Geology	6	4	67%
International Studies	9	5	56%	Health Science	391	184	47%
Latin American Studies	0			Mathematics	24	16	67%
Liberal Studies	120	64	53%	Nursing	145	85	59%
Music	9	6	67%	Physics	6	1	17%
Philosophy	5	1	20%	Psychology	327	178	54%
Political Science	48	28	58%	Statistics	13	8	62%
Social Work	3	1	33%				
Sociology	224	99	44%	Business and Economics	784	395	50%
Spanish	10	3	30%	Business Administration	751	381	51%
Speech Pathology & Audiology	27	19	70%	Economics	33	14	42%
Theater Arts	9	2	22%	Other	26	10	38%
				Special Major	0		
				Other	25	10	40%
				Undecided	1	0	0%

TABLE 6B
PASS/FAIL BY MAJOR
FIRST-TIME TEST TAKERS - GRADUATES

MAJOR	N	PASS	%	MAJOR	N	PASS	%
OVERALL	449	196	44%				
Letters, Arts, and Social Sciences	125	66	53%	Education and Allied Studies	50	38	76%
Communication	4	2	50%	Counseling	16	14	88%
English	6	4	67%	Education	19	16	84%
Health Care Administration	54	26	48%	Educational Leadership	4	2	50%
History	0			Kinesiology	6	2	33%
Multimedia	4	0	0%	Recreation	3	2	67%
Music	0			Special Education	2	2	100%
Public Administration	25	13	52%				
Social Work	22	12	55%	Science	160	55	34%
Speech Pathology & Audiology	10	9	90%	Biological Science	11	7	64%
				Chemistry	4	2	50%
Business and Economics	78	25	32%	Computer Science	63	10	16%
Business Administration	72	25	35%	Engineering	40	15	38%
Economics	6	0	0%	Geology	1	1	100%
				Marine Science	0		
				Mathematics	8	5	63%
				Statistics	33	15	45%
				Other	36	12	33%
				Other	36	12	33%

TABLES 7 and 7A: PERFORMANCE IN WST BOOT CAMP PROGRAMS

Table 7 shows performance on the SCAA WST Boot Camp Program.

This Program is a 6-hour WST Preparation Workshop series that has been offered by Student Center for Academic Achievement every quarter/semester. The 'Boot Camp' WST workshop series has two sessions: a 3.5 hour session (session A) and a 2.5 hour session (session B). If students complete both a session A and B, they are then eligible to take the WST at no charge on a specific date.

The purpose of the Program is to prepare students for the WST, especially those students who have fulfilled many of their other graduation requirements except for satisfying the UWSR. The participation in the Program is by invitation only.

In addition, several preparation workshops are given each quarter/semester by the Student Center for Academic Achievement, in order to help students prepare for the Writing Skill Test. 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.

Table 7A shows performance on TAPASS WST Boot Camp Program.

Starting summer 2017, this program is offered by Transfer Asian Pacific American Student Success for incoming Asian Pacific transfer students.

Refer to Appendix C for Historic Data.

**TABLE 7
PERFORMANCE ON SCAA WST BOOT CAMP PROGRAM**

2017-2018	FALL 2017		WINTER 2018		SPRING 2018		SUMMER 2018		TOTAL		
Limited Competence	1	0.72%	2	1%	6	5%	2	1.5%	11	2%	PASS
Developing Competence	34	24.64%	44	30%	33	28%	34	25.8%	145	27%	
Clear Competence	103	74.64%	103	69%	79	67%	96	72.7%	381	71%	
TOTAL	138		149		118		132		537		

**TABLE 7A
PERFORMANCE ON TAPASS WST BOOT CAMP PROGRAM**

2017-2018	Spring 2018		Summer 2018				TOTAL		
Limited Competence	0		0				0		PASS
Developing Competence	3	14%	6	30%			9	22%	
Clear Competence	18	86%	14	70%			32	78%	
TOTAL	21		20				41		

TABLES 8 and 8A: PERFORMANCE RATES IN FIRST-TIER PORTFOLIO

Table 8 shows performance on the first-tier portfolio for the academic year 2017 - 2018.

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. (Quarter System Courses: ENGL 3000 or 3001; Semester System Courses: ENGL 300 or 301). 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, 46% (N=219) students completed the first-tier course were able to meet the UWSR after only the one class, and 6% (N=30), had to repeat the class.

The majority of students completing the course, 48% (N=228) were able to move along to a second-tier course (Quarter System Courses: ENGL 3003 or MKTG 3495; Semester System Courses: ENGL 302 or MKTG 305).

Refer to appendix D for historic data.

**TABLE 8
PERFORMANCE ON FIRST-TIER PORTFOLIO 2017 - 2018**

SCORE	NO WST		1 TIME WST		2 OR MORE		Total		
FALL 2017	N	%	N	%	N	%	N	%	
Limited Competence	6	6.5%	1	2%	2	11%	9	5.7%	PASS
Developing Competence	44	47.3%	27	59%	9	47%	80	50.6%	
Clear Competence	43	46.2%	18	39%	8	42%	69	43.7%	
TOTAL	93		46		19		158		
WINTER 2018									
Limited Competence	4	5%	3	7%	5	20%	12	8%	PASS
Developing Competence	34	41%	22	49%	15	60%	71	46%	
Clear Competence	45	54%	20	44%	5	20%	70	46%	
TOTAL	83		45		25		153		
SPRING 2018									
Limited Competence	2	3%	0		2	8%	4	3%	PASS
Developing Competence	23	40%	12	32%	14	56%	49	41%	
Clear Competence	33	57%	25	68%	9	36%	67	56%	
TOTAL	58		37		25		120		
SUMMER 2018									
Limited Competence	1	5%	1	7%	2	15.4%	4	8.7%	PASS
Developing Competence	12	63%	6	43%	9	69.2%	27	58.7%	
Clear Competence	6	32%	7	50%	2	15.4%	15	32.6%	
TOTAL	19		14		13		46		
TOTALS ACADEMIC YEAR 2017-18									
Limited Competence	13	5%	5	4%	11	13.4%	29	6%	PASS
Developing Competence	113	45%	67	47%	47	57.3%	227	48%	
Clear Competence	127	50%	70	49%	24	29.3%	221	46%	
TOTAL	253		142		82		477		

TABLES 9 and 9A: PERFORMANCE RATE IN SECOND-TIER COURSES

Table 9 shows performance on the second-tier courses.

Students who have received a score of Developing Competence on the WST or in a 1st tier course must pass a 2nd tier course with a C-, CR, or better to satisfy the UWSR.

Overall 91% (N=1515) students pass the second-tier course and satisfied the requirement.

Approximately 18% enrollment in the second-tier courses increased from the last academic year 2016-17.

Table 9A shows performance rate by academic year.

**TABLE 9
PERFORMANCE ON SECOND-TIER COURSES**

ACADEMIC YEAR 2017 - 2018	ENGL 3003			MKTG 3495			TOTAL ENROLLED
	N	PASS	% PASS	N	PASS	% PASS	
Fall 2017	233	209	90%	188	174	93%	421
Winter 2018	287	264	92%	162	150	93%	449
Spring 2018	341	304	89%	199	176	88%	540
Summer 2018	186	167	90%	71	71	100%	257
TOTAL	1047	944	90%	620	571	92%	1667

**TABLE 9A
HISTORIC PERFORMANCE ON SECOND-TIER COURSES BY ACADEMIC YEAR**

ACADEMIC YEAR	ENGL 3003			MKTG 3495			TOTAL
	N	PASS	% PASS	N	PASS	% PASS	
2017-2018	1047	944	90%	620	571	92%	1667
2016-2017	900	809	90%	512	497	97%	1412
2015-2016	689	646	94%	552	536	97%	1241
2014-2015	646	610	94%	479	464	97%	1125
2013-2014	619	572	92%	487	450	92%	1106
2012-2013	622	575	92%	537	513	96%	1159
2011-2012	501	464	93%	461	433	94%	962
2010-2011	454	429	94%	648	631	97%	1102

CONCLUSION

In Academic Year 2017 – 2018, the pass rate for undergraduate first-time test takers is 51% and the essay mean is 7.46 (using the three scale score consisting of 6, 7, and 8). For first-time test taker graduate students, the pass rate is 44% and the essay mean is 7.30.

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.

Enforcement of the UWSR policy as stipulated by the Academic Senate was implemented for the Academic Year 2017 - 2018. Due to these measures, most students take the opportunity to begin satisfaction of the University Writing Skills Requirement earlier rather than later.

Enforcing the UWSR policy in Academic Year 2018 – 2019, will help students to meet the requirement in their junior standing and before they apply for the graduation.

Converting from the Quarter system to the Semester starting from Fall 2018, [UWSR](#) policy will be similar to the current one.

APPENDIX A

BACKGROUND

All CSU East Bay students who began work on their present baccalaureate degree after summer, 1977, or students admitted to graduate programs after summer, 1980, are required to satisfy the University Writing Skills Requirement (UWSR) as GVAR.

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 GVAR 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, which was meant to ensure that all students became sufficiently proficient in writing to satisfy the UWSR.

The old essay score, in combination with the objective score, determined pass/fail as follows:

Essay 9-12	PASS regardless of Objective Score
Essay 8	PASS with Objective Score of 61 or higher, FAIL with 60 or less
Essay 7	PASS with Objective Score of 63 or higher, FAIL with 62 or less
Essay 6	PASS with Objective Score of 65 or higher, FAIL with 64 or less
Essay 1-5	FAIL regardless of Objective Score

Upon evaluation of the effectiveness of the upper-division writing courses and the pass rate on the WST, in fall quarter 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 fall 2002, 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 quarter 2000, until fall quarter 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 with 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.

Overseas MBA Programs in Beijing, Hong Kong, Singapore, and Vienna are no longer active since 2006-2007. In Moscow (Russia), this program is no longer active since June 2014.

APPENDIX B

HISTORIC DATA

HISTORICAL BACKGROUND OF WRITING SKILLS TEST WITH OBJECTIVE SECTION

	UNDERGRADUATE FIRST-TIME TAKERS			GRADUATE FIRST-TIME TAKERS		
	OBJECTIVE MEAN	ESSAY MEAN	% PASS	OBJECTIVE MEAN	ESSAY MEAN	% PASS
WST	CAAP - 60 min	ANALYTIC - 75 min*		CAAP - 60 min	ANALYTIC - 75 min*	
2001-2002	63.93	7.36	65%	65.15	7.54	69%
2000-2001	63.77	7.64	66%	65.16	7.88	68%
WST	CAAP - 60 min**	ANALYTIC - 60 min		CAAP - 60 min**	ANALYTIC - 60 min	
1999-2000	62.25	7.65	59%	63.63	7.89	63%
WST	CAAP - 40 min	ANALYTIC - 60 min		CAAP - 40 min	ANALYTIC - 60 min	
1998-1999	60.35	7.73	47%	62.88	8.15	62%
WST	CAAP - 60 min	NARRATIVE - 60 min		CAAP - 60 min	NARRATIVE - 60 min	
1997-1998	64.73	8.12	77%	66.78	8.73	85%
1996-1997	64.16	8.02	72%	67.19	8.33	86%
1995-1996	64.92	8.63	81%	67.10	9.41	87%
1994-1995	64.69	8.05	75%	67.65	9.00	88%
WST	CAAP - 45 min	NARRATIVE - 60 min		CAAP - 45 min	NARRATIVE - 60 min	
1993-1994	63.34	8.11	69%	66.13	8.80	82%
1992-1993	63.68	8.03	71%	66.37	8.80	84%
1991-1992	64.08	8.17	75%	66.50	9.00	86%
1990-1991	65.51	8.26	72%	66.20	9.28	87%
WST	CAAP - 40 min	NARRATIVE - 60 min		CAAP - 40 min	NARRATIVE - 60 min	
1989-1990	64.08	8.22	76%	66.70	9.04	89%
WST	ETS - 30 min	NARRATIVE - 60 min		ETS - 30 min	NARRATIVE - 60 min	
1988-1989	25.90	8.66	81%	30.31	9.25	90%
1987-1988	28.08	8.44	81%	31.12	9.05	91%
1986-1987	29.68	8.22	85%	30.36	8.71	86%

*Fifteen minute timed planning period, followed by a sixty minute writing period.

**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.

HISTORICAL BACKGROUND OF WRITING SKILLS TEST*

	UNDERGRADUATE FIRST-TIME TEST TAKERS		GRADUATE FIRST-TIME TEST TAKERS	
	ESSAY MEAN	% PASS	ESSAY MEAN	% PASS
WST	ANALYTIC - 90 min¹		ANALYTIC - 90 min¹	
2017-2018	7.46	51%	7.30	44%
2016-2017	7.51	57%	7.24	38%
2015-2016	7.51	57%	7.34	49%
2014-2015	7.55	61%	7.26	43%
2013-2014	7.52	60%	7.31	48%
2012-2013	7.49	57%	7.39	53%
2011-2012	7.48	58%	7.37	53%
2010-2011	7.45	56%	7.25	44%
2009-2010	7.43	55%	7.39	52%
2008-2009	7.47	55%	7.35	52%
2007-2008	7.43	54%	7.40	56%
2006-2007	7.45	57%	7.49	61%
2005-2006	7.37	51%	7.45	57%
2004-2005	7.37	57%	7.44	58%
2003-2004	7.51	57%	7.68	59%
2002-2003	7.23	49%	7.54	54%

¹ Fifteen minute timed planning period, followed by a seventy-five minute writing period.

* These tables use the values of 6, 7, and 8 for numeric comparison.

APPENDIX C

HISTORIC PERFORMANCE ON SCAA WST BOOT CAMP PROGRAM

Academic Year	Limited Competence		Developing Competence		Clear Competence		Total
2017-2018	11	2%	145	27%	381	71%	537
2016-2017	9	2%	85	21%	318	77%	412
2015-2016	11	3%	98	27%	252	70%	361
2014-2015	40	12%	150	46%	134	41%	324
2013-2014	17	6%	92	30%	195	64%	304
2012-2013	2	2%	21	19%	86	79%	109

HISTORIC PERFORMANCE ON TAPASS WST BOOT CAMP PROGRAM

Academic Year	Limited Competence		Developing Competence		Clear Competence		Total
2017-2018	0		9	22%	32	78%	41
2016-2017	1	7%	5	36%	8	57%	14

APPENDIX D
HISTORIC PERFORMANCE ON FIRST-TIER PORTFOLIO BY ACADEMIC YEAR

Academic Year	Limited Competence		Developing Competence		Clear Competence		Total	
2017-2018	29	6%	227	48%	221	46%	477	100%
2016-2017	33	7%	249	50%	212	43%	494	100%
2015-2016	40	9%	234	51%	186	40%	460	100%
2014-2015	63	11%	289	52%	209	37%	561	100%
2013-2014	68	13%	272	53%	178	34%	518	100%
2012-2013	81	14%	315	54%	188	32%	584	100%
2011-2012	73	13%	294	54%	176	32%	543	100%
2010-2011	96	18%	289	54%	150	28%	535	100%
2009-2010	100	24%	232	56%	83	20%	415	100%
2008-2009	122	22%	263	48%	160	29%	545	100%
2007-2008	60	13%	221	49%	172	38%	453	100%
2006-2007	61	12%	266	54%	170	34%	497	100%
2005-2006	69	15%	252	54%	148	32%	469	100%
2004-2005	68	11%	319	53%	213	36%	600	100%
Average		16%		53%		32%		100%