

**California State University, East Bay**

**Graduation Writing  
Assessment Requirement  
(GWAR)**

**Annual Report**

**2007 – 2008**

**Prepared by  
Jeanne Ekdahl, Director of Testing  
Atanas Maximov, Testing Coordinator**

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## BACKGROUND

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

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

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

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

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

From winter, 2000, until fall, 2004, students were required to take the WST, and if they failed the test with a score of "7," they could elect to re-attempt the WST one time or pass a second-tier

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

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

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

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

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

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

At this time, the WST consists of an analytic essay that assesses the student's ability to write effectively in a ninety-minute time period, fifteen minutes of which are devoted entirely to planning. The prompt is assigned for each WST administration from a bank of analytic essay

prompts that are developed by CSUEB faculty from the various colleges and departments, under the supervision of the Writing Skills Subcommittee and the Director of Testing. Until this year, prompts were published, but now, they are not published. Students are also given a choice between two prompts. Each essay prompt has been reviewed by a CSUEB faculty committee to ensure that it is free of bias (i.e., ethnic, gender, religious, cultural).

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

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

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

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

For the last few years, students have had the opportunity to take the WST three times during fall, winter, and spring quarter (twice in Hayward and once in Concord) and twice in summer, once on each campus. The number of computers available for these administrations has been very few, and each year the number of students requesting the computer grows. This year, we were able to acquire computers and set up a twelve-station testing room in which the WST is offered more frequently. The cost is \$50 (rather than the usual \$25), but the weekly or bi-weekly administrations are mostly full.

**TABLE 1  
TEST ADMINISTRATION NUMBERS**

<b>TOTAL ADMINISTRATIONS</b>					
<b>Education Level</b>	<b>Total</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Other</b>	<b>No response</b>
<b>CSUEB Regular Administrations</b>	<b>3027</b>	<b>2495</b>	<b>457</b>	<b>38</b>	<b>37</b>
First-Time Takers	2552	2114	379	33	26
Repeaters	466	374	78	5	9
No response	9	7	0	0	2
<b>CSUEB Special Administrations</b>					
Disabled	55				

**TABLE 1A  
WST ATTENDANCE BY QUARTER**

<b>Academic Year</b>	<b>QUARTER</b>								<b>TOTAL N</b>
	<b>FALL</b>		<b>WINTER</b>		<b>SPRING</b>		<b>SUMMER</b>		
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
<b>1999-2000</b>	1559	31%	1390	28%	1148	23%	920	18%	<b>5017</b>
<b>2000-1</b>	1234	32%	1064	27%	1021	26%	577	15%	<b>3896</b>
<b>2001-2</b>	1368	34%	962	24%	1079	27%	563	14%	<b>3972</b>
<b>2002-3</b>	1258	33%	1264	33%	804	21%	515	13%	<b>3841</b>
<b>2003-4</b>	1004	29%	1160	33%	901	26%	437	12%	<b>3502</b>
<b>2004-5</b>	763	21%	917	26%	1072	30%	806	23%	<b>3558</b>
<b>2005-6</b>	1253	32%	1070	27%	937	24%	710	18%	<b>3970</b>
<b>2006-7</b>	607	17%	1510	43%	870	25%	501	14%	<b>3488</b>
<b>2007-8</b>	759	25%	1209	40%	671	22%	388	13%	<b>3027</b>
<b>AVERAGE</b>	<b>1226</b>	<b>29%</b>	<b>1318</b>	<b>31%</b>	<b>1063</b>	<b>25%</b>	<b>677</b>	<b>16%</b>	<b>4284</b>

## **TEST ADMINISTRATION NUMBERS**

### **Table One and One A**

The WST was administered in two sessions on one Saturday during each quarter of the 2007-2008 academic year at the Hayward campus and in two sessions on a Monday each quarter at the Contra Costa campus, and with an additional large administration each quarter (except summer) later in the term in Hayward. In addition, the Testing Office administered the test on an individual basis to students needing special accommodations; this included Sabbath observers unable (or unwilling) to take the test at the Contra Costa campus, students with physical or verified learning disabilities, and students needing a special test for administrative reasons.

**Tables 1 and 1A** indicate that there were 3027 WSTs administered during the 2007-2008 academic year, the lowest number in the past eight years. There were 55 special and non-standardized administrations to CSUEB students.

Of the 3027 tests administered to CSUEB students under standardized conditions, 84% (N=2552) were to first-time test takers, similar to last year's number (83% N=2909). Of these first-time test takers, 83% (N=2114) were undergraduate students and 15% (N=379) were graduate students. These numbers are similar to those in previous years.

The percentage of repeat test administrations (15%) (N=465) is similar to last year's 17% (N=574).

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

**TABLE 2\***  
**PERFORMANCE ON THE WST**

	FIRST-TIME TAKERS N = 2489				REPEATERS N = 451			
	UNDERGRADUATES N = 2110		GRADUATES N = 379		UNDERGRADUATES N = 373		GRADUATES N = 78	
	N	%	N	%	N	%	N	%
<b>ESSAY</b>								
Limited Competence	232	11%	60	16%	65	17%	13	17%
Developing Competence	746	35%	107	28%	148	40%	37	47%
Clear Competence	1132	54%	212	56%	160	43%	28	36%
Mean	7.43		7.40		7.25		7.20	
Standard Dev.	0.68		0.75		0.73		0.70	
<b>PASS/FAIL</b>								
Pass	1132	54%	212	56%	160	43%	28	36%
Fail	978	46%	167	44%	213	57%	50	64%
<b>OVERALL</b>	<b>First-Time Takers</b>		<b>Pass</b>	54%	<b>Repeaters</b>		<b>Pass</b>	42%
			<b>Fail</b>	46%			<b>Fail</b>	58%
	<b>All students</b>		<b>Pass</b>	52%				
			<b>Fail</b>	48%				

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

Academic Year	UNDERGRADUATES			GRADUATES		
	Objective Mean	Essay Mean	Pass %	Objective Mean	Essay Mean	Pass %
2007-2008	None	7.43	54%	None	7.40	56%
2006-2007	None	7.45	57%	None	7.49	61%
2005-2006	None	7.37	51%	None	7.45	57%
2004-2005	None	7.37	57%	None	7.44	58%
2003-2004	None	7.51	57%	None	7.68	59%
2002-2003	None	7.23	49%	None	7.54	54%
2001-2002	63.93	7.36	65%	65.15	7.54	69%
2000-2001	63.77	7.64	66%	65.16	7.88	68%
1999-2000	62.25	7.65	59%	63.63	7.89	63%
1998-1999	60.35	7.73	47%	62.88	8.15	62%
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%
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%

\* 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, for all students, the percentage of students passing the WST has slightly decreased to 52% from last year's 55%. The percentage of first-time takers passing the WST has also decreased to 54% from last year's 57%. The only category in which the scores are not slightly lower this year is in graduates taking the test for the second or subsequent time. These slight changes are probably not significant as they seem to be subject to a 5% variable every year or two.

While the overall pass rate for undergraduate first-time test takers is also down this year to 54% (N=1132) from last year's 57%, the percentage of those receiving Limited Competence (the lowest of the three possible scores) remains the same as last year's 11%. Giving the old values to the scores (Limited Competence = 6, Developing Competence = 7, and Clear Competence = 8), the essay mean of 7.43 this year is slightly lower than last year's 7.45, though it has been steadily hovering around 7.4 for the past four years.

It is interesting to note that the pass rate and essay mean for graduate and undergraduate first-time test takers are more similar than might be expected. Graduates passed this year at a rate of 56% (N=212), (compared to 54% for undergraduates), and the essay means were 7.40 and 7.43 respectively. This result is similar to last year.

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

**TABLE 3**  
**DEMOGRAPHIC VARIABLES**

	FIRST-TIME TAKERS N = 2489				REPEATERS N = 451			
	UNDERGRADUATES N = 2110		GRADUATES N = 379		UNDERGRADUATES N = 373		GRADUATES N = 78	
	N	%	N	%	N	%	N	%
<b>AGE</b>								
18 - 21	349	16.5%	1	0.3%	28	7.5%	0	0.0%
22 - 25	942	44.6%	96	25.3%	186	49.9%	9	11.5%
26 - 29	340	16.1%	95	25.1%	74	19.8%	22	28.2%
30 - 39	285	13.5%	102	26.9%	53	14.2%	32	41.0%
40+	183	8.7%	84	22.2%	30	8.0%	15	19.2%
No Response	11	0.5%	1	0.3%	2	0.5%	0	0.0%
Mean*	26.92		33.07		27.25		33.37	
Standard Dev.*	7.75		9.89		7.31		8.46	
<b>GENDER</b>								
Male	755	35.8%	141	37.2%	131	35.1%	31	39.7%
Female	1354	64.2%	238	62.8%	242	64.9%	47	60.3%
No Response	1	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>FIRST LEARNED LANGUAGE</b>								
English	1292	61.2%	166	43.8%	183	49.1%	20	25.6%
Chinese	139	6.6%	49	12.9%	31	8.3%	16	20.5%
Japanese	19	0.9%	6	1.6%	7	1.9%	2	2.6%
Korean	12	0.6%	5	1.3%	2	0.5%	4	5.1%
Vietnamese	93	4.4%	6	1.6%	33	8.8%	2	2.6%
Tagalog	73	3.5%	5	1.3%	12	3.2%	1	1.3%
Other Asian	61	2.9%	50	13.2%	18	4.8%	17	21.8%
Spanish	144	6.8%	14	3.7%	32	8.6%	3	3.8%
Other European	28	1.3%	7	1.8%	3	0.8%	1	1.3%
East Indian	50	2.4%	16	4.2%	9	2.4%	3	3.8%
Middle Eastern	34	1.6%	11	2.9%	5	1.3%	2	2.6%
Other	84	4.0%	25	6.6%	21	5.6%	5	6.4%
No Response	81	3.8%	19	5.0%	17	4.6%	2	2.6%
<b>PRIMARY LANGUAGE</b>								
English	1750	82.9%	260	68.6%	256	68.6%	41	52.6%
Not English	333	15.8%	110	29.0%	108	29.0%	37	47.4%
No Response	27	1.3%	9	2.4%	9	2.4%	0	0.0%

\* 8 were classified as around 100 years of age

## DEMOGRAPHIC VARIABLES

### Table Three

**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, as it has been for the last nine years. The graduate first-time test-taker's mean age is about 33 years, also similar to prior years.

**GENDER:** Sixty-four percent (N=1354) of the first time undergraduate test takers were women, similar to last year's 62%. Undergraduate repeaters were also 65% (N=242) female, which has fluctuated the last few years from 54% to 65%. For first time graduate test takers, 63% (N=238) were women, similar to last year's 65%. Graduate repeaters were also 60% (N=47) female, down significantly from last year's 69%.

**FIRST LEARNED LANGUAGE:** For undergraduate first-time test takers, 61% (N=1292) reported English as their first learned language, continuing a general decline from 67% fourteen years ago, when this information was first reported; 19% (N=397) said they learned an Asian language first (Chinese, Japanese, Korean, Vietnamese, Tagalog, other Asian). Figures for all other languages are similar to previous years. Only 44% (N=166) of the graduate first-time test takers reported their first language learned as English, similar to last year's 45%, halting a continuing decline from 70% in 1993. Conversely, 32% (N=121) reported an Asian language as first learned, a steady increase from 18% twelve years ago. Reported first language percentages for all other sub-groups were similar to those of previous years.

**PRIMARY LANGUAGE:** Although 59% (N=1458) of all first-time undergraduate and graduate test takers said they learned English as their first language, 81% (N=2010) claimed English as their primary (preferred use) language. Both of these numbers are slightly up from last year.

**TABLE 4  
ACADEMIC VARIABLES**

	FIRST-TIME TAKERS N = 2489								REPEATERS N = 451							
	UNDERGRADUATES N = 2110				GRADUATES N = 379				UNDERGRADUATES N = 373				GRADUATES N = 78			
	N	%	N Pass	% Pass	N	%	N	%	N	%	N	% Pass	N	%	N	%
<b>CLASS</b>																
Sophomore	55	2.6%	27	49.1%	Not Relevant				1	0.3%	1	100.0%	Not Relevant			
Junior	1657	78.5%	885	53.4%	Not Relevant				131	35.1%	57	43.5%	Not Relevant			
Senior	361	17.1%	201	55.7%	Not Relevant				230	61.7%	99	43.0%	Not Relevant			
Bachelors	37	1.8%	19	51.4%	Not Relevant				11	2.9%	3	27.3%	Not Relevant			
Graduate School	Not Relevant				100%				Not Relevant				100%			
<b>LAST ENGLISH CLASS</b>																
CSU East Bay	524	24.8%	293	55.9%	Not Relevant				129	34.6%	56	43.4%	Not Relevant			
SJSU	7	0.3%	3	42.9%	Not Relevant				9	2.4%	5	55.6%	Not Relevant			
Other CSU	46	2.2%	36	78.3%	Not Relevant				3	0.8%	2	66.7%	Not Relevant			
Other 4-Year Institution	92	4.4%	57	62.0%	Not Relevant				4	1.1%	2	50.0%	Not Relevant			
Alameda CC	49	2.3%	20	40.8%	Not Relevant				5	1.3%	4	80.0%	Not Relevant			
Chabot CC	260	12.3%	136	52.3%	Not Relevant				31	8.3%	11	35.5%	Not Relevant			
Contra Costa CC	46	2.2%	16	34.8%	Not Relevant				8	2.1%	2	25.0%	Not Relevant			
De Anza CC	51	2.4%	16	31.4%	Not Relevant				7	1.9%	3	42.9%	Not Relevant			
Diablo Valley CC	227	10.8%	134	59.0%	Not Relevant				43	11.5%	18	41.9%	Not Relevant			
Foothill CC	22	1.0%	12	54.5%	Not Relevant				8	2.1%	3	37.5%	Not Relevant			
Laney CC	74	3.5%	30	40.5%	Not Relevant				12	3.2%	4	33.3%	Not Relevant			
Los Medanos CC	63	3.0%	36	57.1%	Not Relevant				14	3.8%	6	42.9%	Not Relevant			
Las Positas CC *		N/A		N/A	Not Relevant					N/A		N/A	Not Relevant			
Merritt CC	47	2.2%	18	38.3%	Not Relevant				8	2.1%	1	12.5%	Not Relevant			
Mission CC	19	0.9%	5	26.3%	Not Relevant				4	1.1%	1	25.0%	Not Relevant			
Ohlone CC	96	4.5%	52	54.2%	Not Relevant				11	2.9%	6	54.5%	Not Relevant			
San Mateo CC	35	1.7%	15	42.9%	Not Relevant				7	1.9%	4	57.1%	Not Relevant			
San Jose CC	8	0.4%	3	37.5%	Not Relevant				5	1.3%	0	0.0%	Not Relevant			
San Francisco CC	28	1.3%	16	57.1%	Not Relevant				2	0.5%	0	0.0%	Not Relevant			
Other 2-Year Institutions	216	10.2%	131	60.6%	Not Relevant				28	7.5%	17	60.7%	Not Relevant			
Other	173	8.2%	94	54.3%	Not Relevant				28	7.5%	11	39.3%	Not Relevant			
No Response	27	1.3%	9	33.3%	Not Relevant				7	1.9%	4	57.1%	Not Relevant			
<b>FULL-TIME STATUS</b>																
Full-Time	1758	83.3%	934	53.1%	276	72.8%	141	51.1%	304	81.5%	125	41.1%	60	76.9%	19	31.7%
Part-Time	352	16.7%	198	56.3%	103	27.2%	71	68.9%	69	18.5%	35	50.7%	18	23.1%	9	50.0%
No Response	0	0.0%			0	0.0%			0	0.0%			0	0.0%		
<b>FRESHMAN AT CSUEB</b>																
Yes	350	16.6%	189	54.0%	Not Relevant				61	16.4%	27	44.3%	Not Relevant			
No	1430	67.8%	769	53.8%	Not Relevant				257	68.9%	104	40.5%	Not Relevant			
No Response	330	15.6%	174	52.7%	Not Relevant				55	14.7%	29	52.7%	Not Relevant			

\* Unavailable information for Las Positas Community College. Missing field in the scantron sheet.

## ACADEMIC VARIABLES

### Table Four

**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 17% (N=361) of the undergraduate first-time test takers were seniors, up slightly from last year's 12%; this number fluctuates frequently. More than half (62% N=230) of the undergraduate repeaters were seniors, higher than last year's 55% but still continuing the decreasing trend of prior years (from over 80%) begun before 1998-1999. 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.

Even though the percentage of the first-time undergraduate senior test takers was up 17% (N=361) from last year's 12%, their pass rate was significantly down to 56% (N=201) from last year's 61%.

Due to problems in the data, for the last two years, data about graduate students has not been available in this section.

**PLACE OF LAST ENGLISH CLASS:** Approximately one fourth (24.8% N=524) of the undergraduate first-time test takers took their last baccalaureate English composition class at CSUEB, down from last year's 26%. CSUEB does not seem to have one major feeder school, although Chabot prepared about 12% of the undergraduate first-time test takers and Diablo Valley prepared 11%, approximately the same as they have for the past fourteen years.

In addition, this year, first-time undergraduate test takers who took their last baccalaureate English composition class at other CSUs (78%) showed a significantly higher pass rate than those who took the class elsewhere.

**FULL-TIME STATUS:** Eighty-three percent (83%) (N=1758) of all undergraduate first-time test takers identified themselves as full-time students, similar to all previous years except for a low of 72% in 1996-1997. Seventy-three percent (N=276) of graduate first-time test takers identified themselves as full-time students, up from 67% last year and continuing an increase from only 40% fifteen years ago. Eighty-two percent (82%) (N=304) of undergraduate repeaters identified themselves as full time, slightly lower than 85% last year. Seventy-seven percent (77%) (N=60) of the graduate repeaters identified themselves as full time, higher than figures for the last fourteen years.

**FRESHMEN AT CSUEB:** Just 17% (N=350) percent of the undergraduate first-time test takers began their college career at CSUEB, the same as last year but still down from 24% seven years ago and slightly higher than percentages during 1994-1998.

**TABLE 5  
PERFORMANCE BY GENDER, PRIMARY LANGUAGE,  
FULL/PART-TIME STATUS, AND FRESHMAN AT CSUEB**

	FIRST-TIME TAKERS N = 2489						REPEATERS N = 451					
	UNDERGRADUATES N = 2110			GRADUATES N = 379			UNDERGRADUATES N = 373			GRADUATES N = 78		
	N	PASS	%	N	PASS	%	N	PASS	%	N	PASS	%
<b>GENDER</b>												
Overall	2110	1132	53.6%	379	212	55.9%	373	160	42.9%	78	28	35.9%
Male	755	395	52.3%	141	71	50.4%	131	50	38.2%	31	11	35.5%
Female	1354	736	54.4%	238	141	59.2%	242	110	45.5%	47	17	36.2%
No Response	1	1	100.0%	0			0			0		
<b>PRIMARY LANGUAGE</b>												
Overall	2110	1132	53.6%	379	212	55.9%	373	160	42.9%	78	28	35.9%
English	1750	1042	59.5%	260	191	73.5%	256	137	53.5%	41	22	53.7%
ESL	333	78	23.4%	110	18	16.4%	108	21	19.4%	37	6	16.2%
No Response	27	12	44.4%	9	3	33.3%	9	2	22.2%	0		
<b>FULL/PART-TIME</b>												
Overall	2110	1132	53.6%	379	212	55.9%	373	160	42.9%	78	28	35.9%
Full-Time	1758	934	53.1%	276	141	51.1%	304	125	41.1%	60	19	31.7%
Part-Time	352	198	56.3%	103	71	68.9%	69	35	50.7%	18	9	50.0%
No Response	0			0			0			0		
<b>FRESHMAN AT CSUEB</b>												
Overall	2110	1132	53.6%				373	160	42.9%			
Yes	350	189	54.0%	Not Relevant			61	27	44.3%	Not Relevant		
No	1430	769	53.8%				257	104	40.5%			
No Response	330	174	52.7%				55	29	52.7%			

**PERFORMANCE BY GENDER, PRIMARY LANGUAGE, FULL/PART-TIME STATUS, AND  
FRESHMAN AT CSUEB  
Table Five**

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

**GENDER:** Similar to last year (M=56%, F=57%), there was no significant difference in the male and female pass rate for the undergraduate first-time test takers this year (M=52% F=54%). Conversely, there was once again a significant difference in the male and female pass rate for the graduate first-time test takers (M=50%, F=59%).

**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 60%, while the non-English pass rate was 23%, similar to previous years. For graduate first-time test takers whose primary language is English, the pass rate was 74%, while the non-English pass rate was 16%, significantly lower than last year's 24%.

**FULL-TIME STATUS:** There was a slight difference in overall pass rates between full-time and part-time undergraduate students. For graduate students, on the other hand, part-time students showed a significantly higher pass rate than their counterparts (P=69%, F=51%), similar to last year (P=69%, F=57%).

**FRESHMAN AT CSUEB:** While first-time undergraduate test takers who began as freshmen at CSUEB have historically passed the WST at a slightly higher rate than those transferring from elsewhere, this has not been the case for the past four years. This year, similar to last year, 53.8% of transferred students passed the WST, while 54% of those who started as freshmen passed.

**TABLE 6**  
**ESSAY SCORES**  
**AT VARIOUS SCORE LEVELS BY ENGLISH LANGUAGE**

	FIRST-TIME TAKERS N = 2489				REPEATERS N = 451			
	UNDERGRADUATES N = 2110		GRADUATES N = 379		UNDERGRADUATES N = 373		GRADUATES N = 78	
	N	%	N	%	N	%	N	%
<b>OVERALL</b>	<b>2110</b>		<b>379</b>		<b>373</b>		<b>78</b>	
Limited Competence	232	11%	60	16%	65	17%	13	17%
Developing Competence	746	35%	107	28%	148	40%	37	47%
Clear Competence	1132	54%	212	56%	160	43%	28	36%
Essay Mean	7.43		7.40		7.25		7.19	
<b>ENGLISH PRIMARY</b>	<b>1750</b>		<b>260</b>		<b>256</b>		<b>41</b>	
Limited Competence	122	7%	17	7%	26	10%	2	5%
Developing Competence	586	33%	52	20%	93	36%	17	41%
Clear Competence	1042	60%	191	73%	137	54%	22	54%
Essay Mean	7.53		7.67		7.43		7.49	
<b>ENGLISH SECONDARY</b>	<b>333</b>		<b>110</b>		<b>108</b>		<b>37</b>	
Limited Competence	105	32%	40	36%	36	33%	11	30%
Developing Competence	150	45%	52	47%	51	47%	20	54%
Clear Competence	78	23%	18	16%	21	19%	6	16%
Essay Mean	6.92		6.8		6.86		6.86	
No Response *	<b>27</b>		<b>9</b>		<b>9</b>		<b>0</b>	

\* Students have not designated whether English is their primary or secondary language.



**ESSAY SCORES AT VARIOUS LEVELS  
BY ENGLISH LANGUAGE  
Table 6**

**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 receive an essay score of Clear Competence have passed the WST and satisfied the UWSR. Those receiving a score of Developing Competence must either retake and pass the WST or pass a second-tier writing course to complete satisfaction of the UWSR. Those scoring Limited Competence must pass both a first-tier course and may be required to pass a second-tier writing course as well in order to satisfy the UWSR.

There was a significantly higher Clear Competence (pass) rate among first-time undergraduate test takers indicating English as their primary language (60% N=1042) than for those who still consider English as their second language (23% N=78), and the essay mean of the former was somewhat higher as well (7.5 and 6.9).

Seventy-three percent (73%)(N=191) of first-time graduate test takers reporting English as their primary language received Clear Competence, similar to last year, compared to 16% (N=18) of those for whom English is secondary, down from 24% last year and 27% the prior year.

**TABLE 7  
PASS/FAIL BY MAJOR  
FIRST-TIME TEST TAKERS**

<b>MAJOR</b>	<b>N</b>	<b>N</b>	<b>%</b>	<b>MAJOR</b>	<b>N</b>	<b>N</b>	<b>%</b>
		<b>PASS</b>	<b>PASS</b>			<b>PASS</b>	<b>PASS</b>
<b>OVERALL</b>	<b>2489</b>	<b>1344</b>	<b>54%</b>				
<b>Arts, Letters, &amp; Social Sciences</b>	<b>940</b>	<b>548</b>	<b>58%</b>	<b>Education and Allied Studies</b>	<b>157</b>	<b>93</b>	<b>59%</b>
Anthropology	19	14	74%	Counseling	7	5	71%
Art	56	25	45%	Education	35	25	71%
Criminal Justice Administration	85	41	48%	Educational Leadership	27	22	81%
English	62	49	79%	Kinesiology	67	32	48%
Environmental Studies	9	1	11%	Recreation	19	8	42%
Ethnic Studies	4	4	100%	Special Education	2	1	50%
French	0						
Geography	9	5	56%				
Health Care Administration	20	7	35%	<b>Science</b>	<b>670</b>	<b>345</b>	<b>51%</b>
History	52	37	71%	Biochemistry	16	7	44%
Human Development	121	65	54%	Biological Science	107	51	48%
International Studies	12	6	50%	Chemistry	16	6	38%
Latin American Studies	2	0	0%	Computer Science	85	23	27%
Liberal Studies	134	82	61%	Engineering	15	10	67%
Communication	82	50	61%	Geology	4	3	75%
Music	14	10	71%	Health Science	80	45	56%
Philosophy	6	3	50%	Marine Science	2	1	50%
Political Science	37	22	59%	Mathematics	18	7	39%
Public Administration	29	23	79%	Nursing	161	102	63%
Social Work	36	20	56%	Physics	8	4	50%
Sociology	106	59	56%	Psychology	128	72	56%
Spanish	7	3	43%	Statistics	30	14	47%
Speech Communication	4	0	0%				
Speech Pathology & Audiology	27	19	70%				
Theater Arts	7	3	43%				
				<b>Other</b>	<b>122</b>	<b>76</b>	<b>62%</b>
<b>Business and Economics</b>	<b>600</b>	<b>282</b>	<b>47%</b>	Environmental Science	8	3	38%
Business Administration	569	262	46%	Multimedia	13	5	38%
Economics	30	20	67%	Special Major	1	1	100%
Taxation	1	0	0%	Telecommunication System	3	3	100%
				Other	24	16	67%
				Undecided	16	11	69%
				No Response	57	37	65%

**TABLE 7A  
PASS/FAIL BY MAJOR  
FIRST-TIME TEST TAKERS  
UNDERGRADUATES**

<b>MAJOR</b>	<b>N</b>	<b>N</b>	<b>%</b>	<b>MAJOR</b>	<b>N</b>	<b>N</b>	<b>%</b>
		<b>PASS</b>	<b>PASS</b>			<b>PASS</b>	<b>PASS</b>
<b>OVERALL</b>	<b>2110</b>	<b>1132</b>	<b>54%</b>				
<b>Arts, Letters, &amp; Social Sciences</b>	<b>828</b>	<b>478</b>	<b>58%</b>	<b>Education and Allied Studies</b>	<b>92</b>	<b>42</b>	<b>46%</b>
Anthropology	15	11	73%	Counseling	0		
Art	56	25	45%	Education	7	2	29%
Criminal Justice Administration	85	41	48%	Educational Leadership	0		
English	56	46	82%	Kinesiology	66	32	48%
Environmental Studies	9	1	11%	Recreation	19	8	42%
Ethnic Studies	4	4	100%	Special Education	0		
French	0						
Geography	7	4	57%				
Health Care Administration	2	0	0%				
History	49	35	71%	<b>Science</b>	<b>552</b>	<b>300</b>	<b>54%</b>
Human Development	120	64	53%	Biochemistry	15	6	40%
International Studies	12	6	50%	Biological Science	92	43	47%
Latin American Studies	2	0	0%	Chemistry	9	3	33%
Liberal Studies	133	82	62%	Computer Science	38	17	45%
Communication	80	48	60%	Engineering	7	5	71%
Music	11	7	64%	Geology	1	0	0%
Philosophy	6	3	50%	Health Science	80	45	56%
Political Science	37	22	59%	Marine Science	2	1	50%
Public Administration	0			Mathematics	11	2	18%
Social Work	9	5	56%	Nursing	161	102	63%
Sociology	98	54	55%	Physics	8	4	50%
Spanish	7	3	43%	Psychology	123	68	55%
Speech Communication	4	0	0%	Statistics	5	4	80%
Speech Pathology & Audiology	19	14	74%				
Theater Arts	7	3	43%				
				<b>Other</b>	<b>78</b>	<b>44</b>	<b>56%</b>
<b>Business and Economics</b>	<b>560</b>	<b>268</b>	<b>48%</b>	Environmental Science	7	2	29%
Business Administration	538	253	47%	Multimedia	4	2	50%
Economics	22	15	68%	Special Major	1	1	100%
Taxation	0			Telecommunication Systems	0		
				Other	13	8	62%
				Undecided	16	11	69%
				No Response	37	20	54%

**TABLE 7B  
PASS/FAIL BY MAJOR  
FIRST-TIME TEST TAKERS  
GRADUATES**

MAJOR	N	N PASS	% PASS	MAJOR	N	N PASS	% PASS
<b>OVERALL</b>	<b>379</b>	<b>212</b>	<b>56%</b>				
<b>Arts, Letters, &amp; Social Sciences</b>	<b>112</b>	<b>70</b>	<b>63%</b>	<b>Education and Allied Studies</b>	<b>65</b>	<b>51</b>	<b>78%</b>
Anthropology	4	3	75%	Counseling	7	5	71%
Art	0			Education	28	23	82%
Criminal Justice Administration	0			Educational Leadership	27	22	81%
English	6	3	50%	Kinesiology	1	0	0%
Environmental Studies	0			Recreation	0		
Ethnic Studies	0			Special Education	2	1	50%
French	0						
Geography	2	1	50%				
Health Care Administration	18	7	39%	<b>Science</b>	<b>118</b>	<b>45</b>	<b>38%</b>
History	3	2	67%	Biochemistry	1	1	100%
Human Development	1	1	100%	Biological Science	15	8	53%
International Studies	0			Chemistry	7	3	43%
Latin American Studies	0			Computer Science	47	6	13%
Liberal Studies	1	0	0%	Engineering	8	5	63%
Communication	2	2	100%	Geology	3	3	100%
Music	3	3	100%	Health Science	0		
Philosophy	0			Marine Science	0		
Political Science	0			Mathematics	7	5	71%
Public Administration	29	23	79%	Nursing	0		
Social Work	27	15	56%	Physics	0		
Sociology	8	5	63%	Psychology	5	4	80%
Spanish	0			Statistics	25	10	40%
Speech Communication	0						
Speech Pathology & Audiology	8	5	63%	<b>Other</b>	<b>44</b>	<b>32</b>	<b>73%</b>
Theater Arts	0			Environmental Science	1	1	100%
				Multimedia	9	3	33%
<b>Business and Economics</b>	<b>40</b>	<b>14</b>	<b>35%</b>	Special Major	0		
Business Administration	31	9	29%	Telecommunication Systems	3	3	100%
Economics	8	5	63%	Other	11	8	73%
Taxation	1	0	0%	Undecided	0		
				No Response	20	17	85%

**PASS/FAIL BY MAJOR FOR FIRST-TIME TEST TAKERS**  
**Tables Seven, Seven A, and Seven B**

**Tables 7, 7A, and 7B** show the number and percent passing by major for all first-time test takers and separately for undergraduate and graduate first-time test takers.

For the College of Arts, Letters, and Social Sciences, the overall pass rate for first-time test takers was 58% (N=548) and the undergraduate pass rate was 58% (N=478); both figures are down from last year's 63% and 62%, respectively. The graduate pass rate was 63% (N=70), down significantly from 70% last year.

For the College of Business and Economics, the overall pass rate for first-time test takers was 47% (N=282), down slightly from 49% last year but up from 39% in the prior year. The undergraduate pass rate was 48% (N=268), similar to last year's 49%. The graduate pass rate was 35% (N=14), down slightly from last year's 39% and the prior year's 41%.

For the College of Education, the overall pass rate for first-time test takers was 59% (N=93), down from 67% last year and 63% in the prior year. The undergraduate pass rate was 46% (N=42), down from last year's 49% and the prior year's 55%. The graduate pass rate was 78% (N=51), down from 85% last year and up from the year before (74%).

For the College of Science, the overall pass rate for first-time test takers was 51% (N=345), down slightly from last year's 55%. For undergraduates, the pass rate was 54% (N=300), down slightly from last year's 57%. For graduates, the pass rate was 38% (N=45), down significantly from last year's 48%.

Because the newer Environmental Science, Multimedia and Telecommunications majors are cross-disciplinary programs, they have been included in the "Other" category and no past comparative data are available.

**TABLE 8**  
**PERFORMANCE ON FIRST-TIER PORTFOLIO 2007 - 2008**

<b>SCORE</b>	<b>NO WST</b>		<b>1 TIME WST</b>		<b>2 OR MORE</b>		<b>NO RESPONSE</b>		<b>TOTAL</b>	
<b>FALL 2007</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Limited Competence	1	3%	4	12%	1	5%	0	0%	<b>6</b>	6%
Developing Competence	18	45%	13	39%	11	50%	7	54%	<b>49</b>	45%
Clear Competence	21	53%	16	48%	10	45%	6	46%	<b>53</b>	<b>49% PASS</b>
<b>TOTAL</b>	<b>40</b>		<b>33</b>		<b>22</b>		<b>13</b>		<b>108</b>	
<b>WINTER 2008</b>										
Limited Competence	3	9%	2	6%	5	31%	7	32%	<b>17</b>	16%
Developing Competence	14	40%	19	59%	6	38%	10	45%	<b>49</b>	47%
Clear Competence	18	51%	11	34%	5	31%	5	23%	<b>39</b>	<b>37% PASS</b>
<b>TOTAL</b>	<b>35</b>		<b>32</b>		<b>16</b>		<b>22</b>		<b>105</b>	
<b>SPRING 2008</b>										
Limited Competence	7	16%	3	10%	1	6%	3	12%	<b>14</b>	12%
Developing Competence	24	56%	20	65%	9	53%	12	46%	<b>65</b>	56%
Clear Competence	12	28%	8	26%	7	41%	11	42%	<b>38</b>	<b>32% PASS</b>
<b>TOTAL</b>	<b>43</b>		<b>31</b>		<b>17</b>		<b>26</b>		<b>117</b>	
<b>SUMMER 2008</b>										
Limited Competence	1	3%	12	31%	0	0%	10	20%	<b>23</b>	19%
Developing Competence	12	40%	22	56%	3	75%	21	42%	<b>58</b>	47%
Clear Competence	17	57%	5	13%	1	25%	19	38%	<b>42</b>	<b>34% PASS</b>
<b>TOTAL</b>	<b>30</b>		<b>39</b>		<b>4</b>		<b>50</b>		<b>123</b>	
<b>TOTALS ACADEMIC YEAR 2007- 8</b>										
Limited Competence	12	8%	21	16%	7	12%	20	18%	<b>60</b>	13%
Developing Competence	68	46%	74	55%	29	49%	50	45%	<b>221</b>	49%
Clear Competence	68	46%	40	30%	23	39%	41	37%	<b>172</b>	<b>38% PASS</b>
<b>TOTAL</b>	<b>148</b>		<b>135</b>		<b>59</b>		<b>111</b>		<b>453</b>	

**PERFORMANCE ON FIRST-TIER PORTFOLIO**  
**Table Eight**

**Table 8** shows performance on the first-tier portfolio; this is the fourth year for this program. Since fall, 2004, students have had the option to either take the WST or enroll directly in a first-tier course.

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.

While complete statistics on academic and demographic variables are not available for either year, this table does give a good indication of the efficacy of the program. While the quarters varied slightly, 38% (N=172) up slightly from last year's 34%, of students completing the first-tier course were able to meet the UWSR after only the one class, and 13% (N=60), up slightly from last year's 12%, had to repeat the class.

The majority of students completing the course, 49% (N=221), down significantly from 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**

	ENGL 3003			SCI 3010			MKTG 3495			TOTAL COMPLETED
	PASS	NO PASS	%PASS	PASS	NO PASS	%PASS	PASS	NO PASS	%PASS	
<b>ACADEMIC YEAR 2005-6</b>										
Fall 05	50	5	91%	11	1	92%	259	9	97%	335
Winter 06	59	8	88%	16	1	94%	308	14	96%	406
Spring 06	63	4	94%	10	0	100%	305	18	94%	400
Summer 06	42	0	100%	14	1	93%	262	6	98%	325
<b>TOTAL</b>	214	17	93%	51	3	94%	1134	47	96%	1466
<b>% PASS</b>			<b>93%</b>			<b>94%</b>			<b>96%</b>	<b>95%</b>
<b>ACADEMIC YEAR 2006-7</b>										
Fall 06	50	1	98%	10	1	91%	629	19	97%	710
Winter 07	76	2	97%	18	0	100%	224	8	97%	328
Spring 07	41	5	89%	18	0	100%	312	11	97%	387
Summer 07	53	1	98%	21	0	100%	233	10	96%	318
<b>TOTAL</b>	220	9	96%	67	1	99%	1398	48	97%	1743
<b>% PASS</b>			<b>96%</b>			<b>99%</b>			<b>97%</b>	<b>97%</b>
<b>ACADEMIC YEAR 2007-8</b>										
Fall 07	62	15	81%	394	12	97%	411	26	94%	920
Winter 08	65	9	88%	240	6	98%	240	19	93%	579
Spring 08	39	6	87%	344	7	98%	396	22	95%	814
Summer 08	39	5	89%	254	6	98%	254	21	92%	579
<b>TOTAL</b>	205	35	85%	1232	31	98%	1301	88	94%	2892
<b>% PASS</b>			<b>85%</b>			<b>98%</b>			<b>94%</b>	<b>95%</b>



**Performance in Second-Tier Courses**  
**Table Nine**

**Table 9** indicates performance in the second-tier courses. The second-tier courses are taught currently in three disciplines, Science, Marketing, and English. Students who have received a score of Developing Competence on the WST or in a first-tier course must pass a second-tier course with a C- or better to satisfy the UWSR.

**Table 9** includes data for 2005-6, 2006-7, and 2007-8 academic years. Overall pass rates for the three years were similar, 95%, 97%, and 95% respectively. Unlike prior years, when pass rates for the three second-tier courses, ENGL 3003, SCI 3010, and MKTG 3495 were fairly similar, all within 4%, this year, they range from 85% (English) to 98% (Science).

The legend was changed this year from Pass/Fail to Pass/No Pass to more accurately reflect what the numbers actually say. Pass means that they 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 10**  
**PERFORMANCE ON THE WST**  
**FOR MOSCOW MBA STUDENTS**

City	Total	Test		N	Objective	Essay	%
		Year	Test Month		Mean	Mean	Pass
MOSCOW	1280	1995	April	53	-	7.23	60%
		1996	April	89	63.28	7.76	70%
		1997	April	41	62.78	6.93	56%
		1998	April	75	64.48	7.40	71%
			May	35	63.00	8.03	63%
			July	97	62.62	7.25	56%
		1999	April	63	59.60	8.25	56%
			July	66	60.12	8.30	58%
		2000	April	50	63.00	7.08	54%
			July	44	62.82	6.95	50%
			October	15	63.07	7.93	67%
		2001	February	56	62.95	7.50	59%
			April	62	63.65	7.77	63%
			December	49	63.35	7.57	65%
		2002	September	48	-	7.10	40%
			December	52	-	6.88	31%
		2003	June	45	-	7.62	56%
			December	54	-	7.46	55%
		2004	July	31	-	7.68	68%
		2005	February	53	-	7.11	42%
			June	44	-	7.32	50%
			December	48	-	7.46	52%
		2006	July	38	-	7.26	34%
		2007	January	72	-	7.46	57%
2008	January	88	-	7.59	64%		

**TABLE 10A**  
**PERFORMANCE ON THE WST FOR OVERSEAS MBA STUDENTS**  
**IN PROGRAMS NOT ACTIVE SINCE 2006-7 OR BEFORE**

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

**HISTORICAL PERFORMANCE ON THE WST  
FOR OVERSEAS MBA STUDENTS  
Tables Ten and Ten A**

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

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

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

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

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

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

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

**TABLE 11  
HISTORICAL BACKGROUND OF WRITING SKILLS TEST**

	UNDERGRADUATE FIRST-TIME TAKERS			GRADUATE FIRST-TIME TAKERS		
	OBJ. MEAN	ESSAY MEAN	% PASS	OBJ. MEAN	ESSAY MEAN	% PASS
<b>WST</b>		ANALYTIC - 90 min <sup>1</sup>			ANALYTIC - 90 min <sup>1</sup>	
<b>2007-2008</b>	NO OBJ. SECTION	7.43	54%	NO OBJ. SECTION	7.40	56%
<b>2006-2007</b>	NO OBJ. SECTION	7.45	57%	NO OBJ. SECTION	7.49	61%
<b>2005-2006</b>	NO OBJ. SECTION	7.37	51%	NO OBJ. SECTION	7.45	57%
<b>2004-2005</b>	NO OBJ. SECTION	7.37	57%	NO OBJ. SECTION	7.44	58%
<b>2003-2004</b>	NO OBJ. SECTION	7.51	57%	NO OBJ. SECTION	7.68	59%
<b>2002-2003</b>	NO OBJ. SECTION	7.23	49%	NO OBJ. SECTION	7.54	54%
<b>WST</b>	CAAP - 60 min	ANALYTIC - 75 min <sup>2</sup>		CAAP - 60 min	ANALYTIC - 75 min <sup>2</sup>	
<b>2001-2002</b>	63.93	7.36	65%	65.15	7.54	69%
<b>2000-2001</b>	63.77	7.64	66%	65.16	7.88	68%
<b>WST</b>	CAAP - 60 min <sup>3</sup>	ANALYTIC - 60 min		CAAP - 60 min <sup>3</sup>	ANALYTIC - 60 min	
<b>1999-2000</b>	62.25	7.65	59%	63.63	7.89	63%
<b>WST</b>	CAAP - 40 min	ANALYTIC - 60 min		CAAP - 40 min	ANALYTIC - 60 min	
<b>1998-1999</b>	60.35	7.73	47%	62.88	8.15	62%
<b>WST</b>	CAAP - 60 min	NARRATIVE - 60 min		CAAP - 60 min	NARRATIVE - 60 min	
<b>1997-1998</b>	64.73	8.12	77%	66.78	8.73	85%
<b>1996-1997</b>	64.16	8.02	72%	67.19	8.33	86%
<b>1995-1996</b>	64.92	8.63	81%	67.10	9.41	87%
<b>1994-1995</b>	64.69	8.05	75%	67.65	9.00	88%
<b>WST</b>	CAAP - 45 min	NARRATIVE - 60 min		CAAP - 45 min	NARRATIVE - 60 min	
<b>1993-1994</b>	63.34	8.11	69%	66.13	8.80	82%
<b>1992-1993</b>	63.68	8.03	71%	66.37	8.80	84%
<b>1991-1992</b>	64.08	8.17	75%	66.50	9.00	86%
<b>1990-1991</b>	65.51	8.26	72%	66.20	9.28	87%
<b>WST</b>	CAAP - 40 min	NARRATIVE - 60 min		CAAP - 40 min	NARRATIVE - 60 min	
<b>1989-1990</b>	64.08	8.22	76%	66.70	9.04	89%
<b>WSGT</b>	ETS - 30 min	NARRATIVE - 60 min		ETS - 30 min	NARRATIVE - 60 min	
<b>1988-1989</b>	25.90	8.66	81%	30.31	9.25	90%
<b>1987-1988</b>	28.08	8.44	81%	31.12	9.05	91%
<b>1986-1987</b>	29.68	8.22	85%	30.36	8.71	86%

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

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

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

## Conclusion

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

This year marks the fifth year that CSUEB faculty from across the disciplines have scored the WST and the fourth that faculty from various colleges and departments have evaluated first-tier portfolios. At the beginning, there was concern that regular faculty would not want to participate in this process, but partly because of the decision to pay readers well, this has not been a problem. Many faculty evaluators 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 was down this year slightly from 57% to 54%, but still up from the prior year's 51%, and the essay mean for these students remained also slightly up to at 7.45 (compared to 7.43 (using the three scale score consisting of 6, 7, and 8) from the prior year's 7.37. For graduate, first-time test takers, the pass rate was back to near what it has been in prior years, at 56% (up last year to 61%), and the essay mean was down significantly from 7.49 last year to 7.4 this year, but is in keeping with prior years. 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.

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

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