

Electronic Writing Portfolio Report June 2005

With the final Writing Competency Exam given in Fall 2004, this academic year marks the beginning of the time when all students will be completing this graduation requirement. This report covers the EWP in its first five years.

The following table represents the number of submissions to the EWP by semester.

Semester	Submissions ¹	Increase/Decrease from Previous Year's Corresponding Semester
Fall 2000	460	
Spring 2001	660	
Summer 2001	27	
Fall 2001	421	-39
Spring 2002	1,117	+457
Summer 2002	34	+7
Fall 2002	1,524	+1103
Spring 2003	3,219	+2099
Summer 2003	426	+392
Fall 2003	1,840	+316
Spring 2004	4,023	+804
Summer 2004	535	+109
Fall 2004	2514	+674
Spring 2005	3952	-71
TOTAL	20,752	

The first year that submissions were collected, the vast majority of documents came from English 1001G and 1002G because only freshmen contributed to the EWP under the 2000-01 catalog. The EWP was required for all students—freshmen and transfers—beginning with the 2001-02 catalog. The following table indicates EWP submissions by academic year and by level.

AY	Level 1	Level 2	Level 3	Level 4	Total	Complete Portfolios
2000-2001	1,095	25	0	0	1,120	0
2001-2002	723	595	233	14	1,565	12
2002-2003	1,929	1,651	1,152	45	4,777	176
2003-2004	1,576	1,494	1,869	1,350	6,289	1,235
2004-2005	1,411	1,592	2,171	1,827	7,001	1,809
TOTAL	6,734	5,357	5,425	3,236	20,752	3,232

¹ Spring semester numbers include submissions over Intersession through intersession 2004; with the change in summer school scheduling, summer session submissions will be reported together for Summer 4, Summer 6, and Summer 8 beginning in 2005.

In AY05 142 submissions were not usable either because the submission was from a level the student had already completed or the course was not eligible for submission.

Each semester, holds are placed on student records for students who have achieved the requisite number of hours for each level (30, 60, 90) but who have neglected to submit to the EWP. These holds stop students from registering or changing their course schedule. CASA staff have found the holds to be vital reminders to students to comply with this graduation requirement at each level. Holds are removed when students submit a document or the student or his/her advisor indicates that the student will be taking appropriate classes in the next semester.

The following table shows the number of holds placed on student records by semester. This number has dramatically increased for this past academic year. This increase is due in part to the elimination of the writing competency exam, which placed more students in the EWP. The increase may also be due to the new hold program catching more students who have not submitted.

Semester	Holds	Increase/Decrease Over Previous Year's Semester
Fall 2002	617	
Spring 2003	1,143	
Fall 2003	1,063	+446
Spring 2004	1,198	+55
Fall 2004	2,667	+1,604
Spring 2005	2,853	+1,655

Students whose faculty members are not available to sign submission forms (due to sabbatical, illness, etc.) are sent to the Director of the Writing Center. In Spring 2005, 30 referrals were made to the Writing Center Director. The data for Fall 2004 was lost due to staffing changes. We do not track when or if students contact the Director of the Writing Center. In Spring 2005 a new duplicate form was created to give students referred to the Writing Center; the duplicate form should allow CASA to track better students who are referred.

Prior to Fall 2002, faculty members were asked to indicate on the submission forms whether the document was at least minimally competent as indicated by the EWP rubric. Beginning in Fall 2002, faculty members were asked to give each submission a holistic score based on the same rubric. The following tables indicate the holistic scores received by academic year.

AY03 Holistic Scores²

	4-Highly Competent	3-Competent	2-Minimally Competent	Total ³
Level 1	649	599	88	1,929
Level 2	540	415	63	1,651
Level 3	422	365	71	1,152
Level 4	18	23	4	45
Total	1,629	1,402	226	4,777

AY04 Holistic Scores

	4-Highly Competent	3-Competent	2-Minimally Competent	Total
Level 1	621	700	218	1,576
Level 2	603	715	157	1,494
Level 3	799	882	164	1,869
Level 4	489	691	117	1,350
Total	2,512	2,988	656	6,289

AY05 Holistic Scores

	4-Highly Competent	3-Competent	2-Minimally Competent	Total
Level 1	598	635	162	1,411
Level 2	651	724	197	1,592
Level 3	951	956	232	2,171
Level 4	742	1,426	88	1,827
Total	2,942	3,741	679	7,001

In AY05 91 submissions were received without a holistic score.

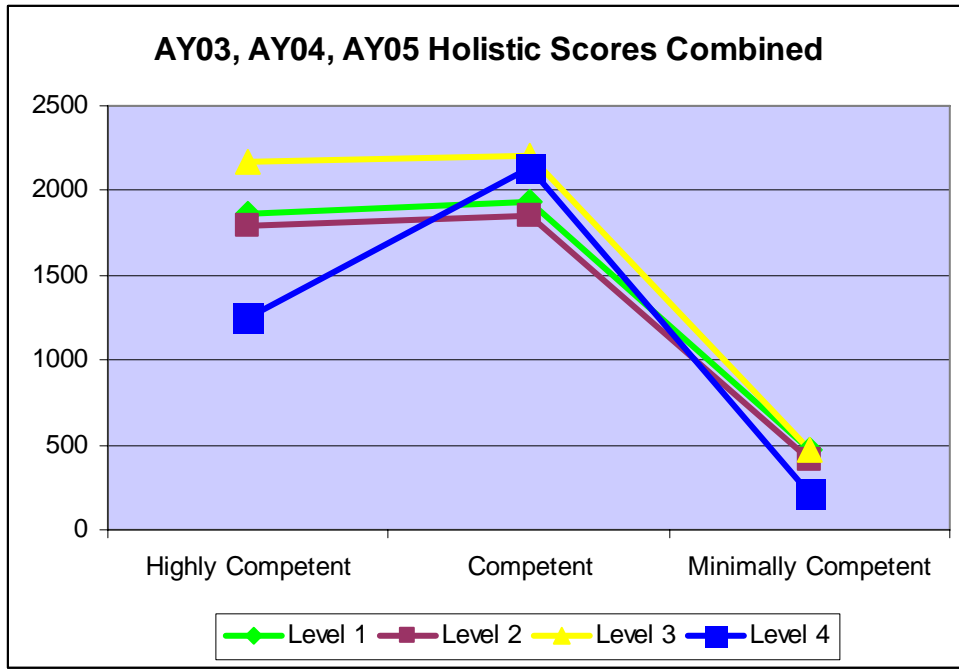
The number of students whose documents have been rated highly competent (4) or competent (3) in AY03 and AY04 were very close especially for levels 1, 2, and 3. Students whose work is rated as minimally competent show a similar trajectory across the levels; however, the numbers of students who receive that rating at each level are very low in comparison to the other scores. AY05 holistic scores more closely resemble a bell curve.

The chart below indicates the combined holistic scores for AY03, AY04, and AY05 and shows that fewer level 4 documents are deemed highly competent than any other level. Level 3

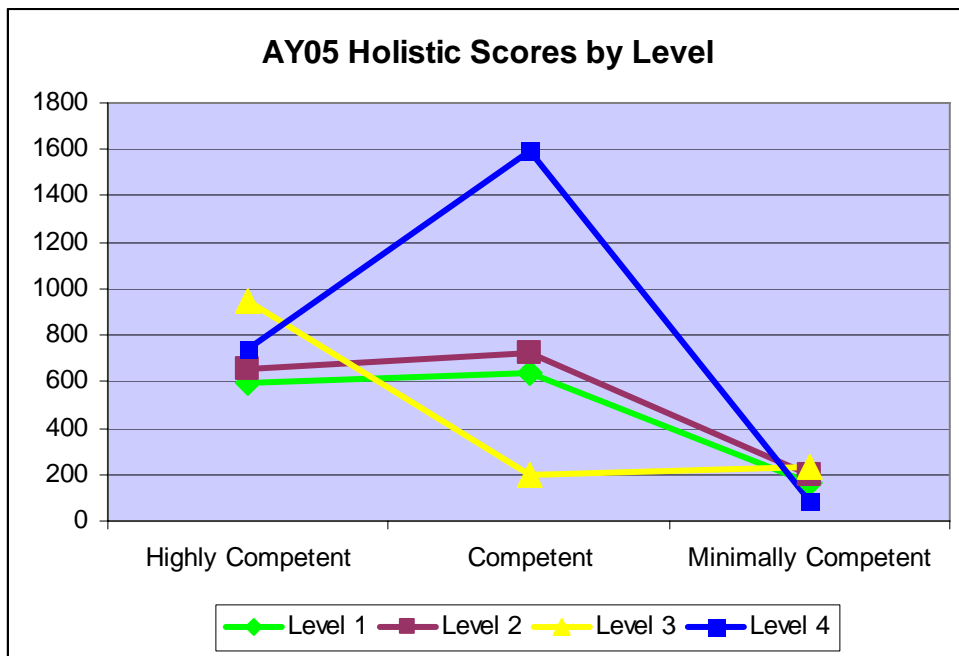
² Students may receive exemptions for levels 1 and 2. Level 1 exemptions are given for students who transfer in credit for ENG 1001G or ENG 1002G; level 2 exemptions are given to students who transfer 60 or more hours to Eastern. Students majoring in Clinical Laboratory Science or participating in the nursing program with Lakeview College of Nursing are exempt from level 4 because they are not required to take a senior seminar.

³ The numbers in this column and this same column in the next tables include submissions for which no holistic score was received. Some computers around campus still have the old submission forms cached, so students may complete the old forms unaware that new forms exist. Old forms are accepted by the EWP office, and we are working to remove those cached forms.

documents are scored highly competent more than any other level. This scoring is probably due to the courses from which level 3 documents are submitted; the majority of level 3 documents are submitted from 3000- and 4000-level courses in the major.

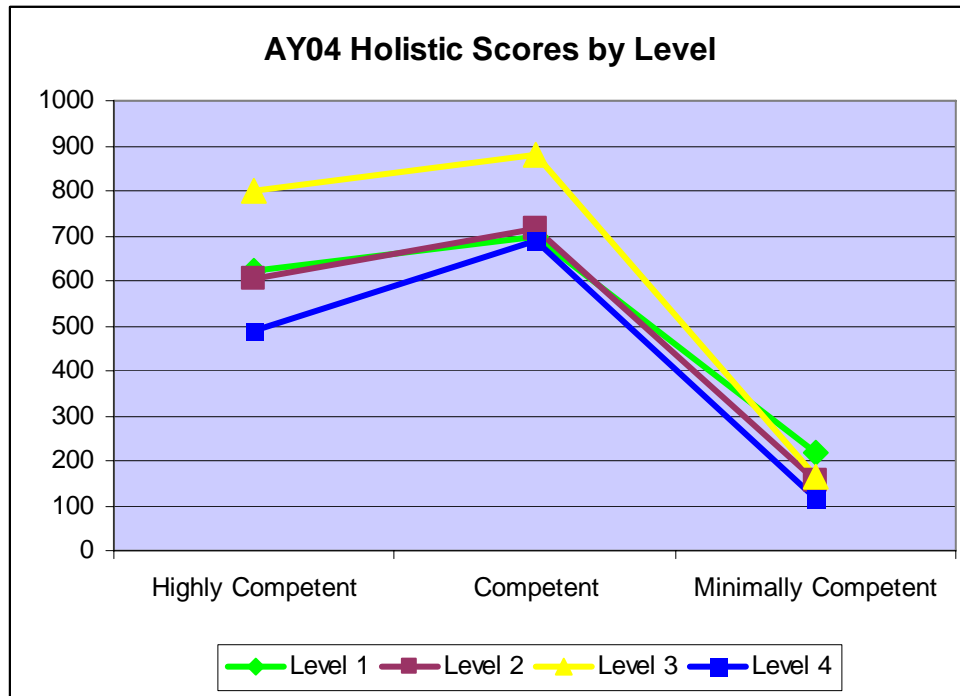


The following chart illustrates the holistic scores by level for AY05 only:



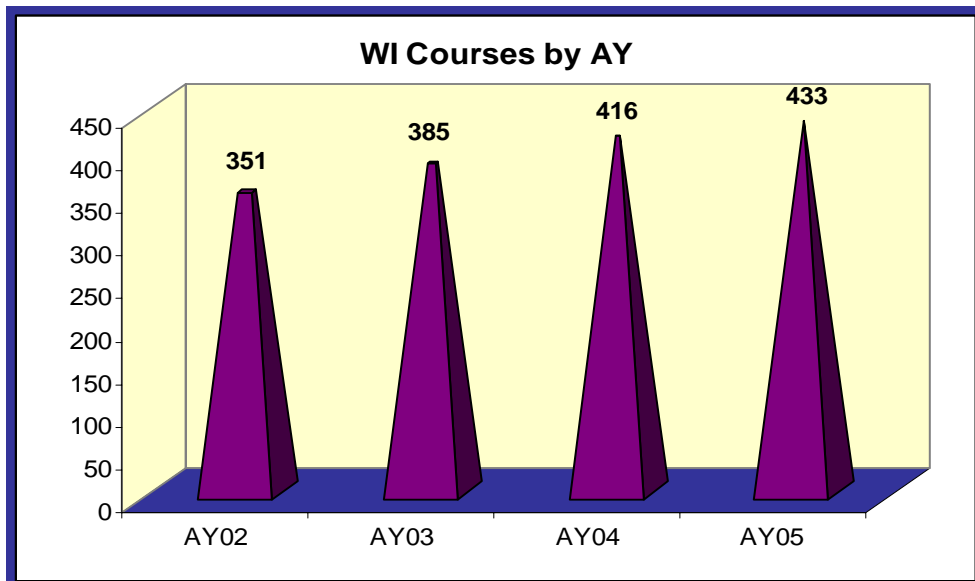
The scores for levels 1 and 2 are running on roughly the same pattern with competent scores slightly out-numbering highly competent scores. The level 4 scores create a bell curve while the level 3 documents have the highest number of highly competent scores and minimally competent scores just slightly more numerous than competent scores.

The following chart illustrates the holistic scores for AY04. Each level shows the same trajectory of scores, which is a very different pattern from the most recent academic year.

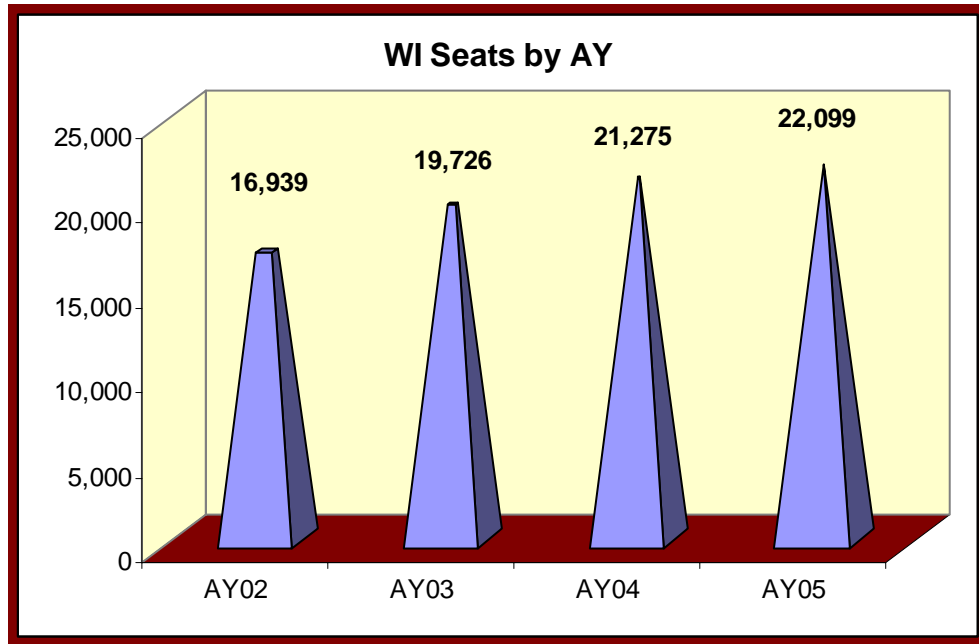


The number of courses designated as writing-intensive has steadily grown over the last three years as departments have seen student needs in major courses and as new courses have been added to the curriculum. These numbers include all writing-intensive courses except for English 1001G and 1002G and their honors equivalents.

The chart below illustrates the growth in the number of courses designated as writing-intensive by academic year. The number of courses with this designation has steadily grown each year.

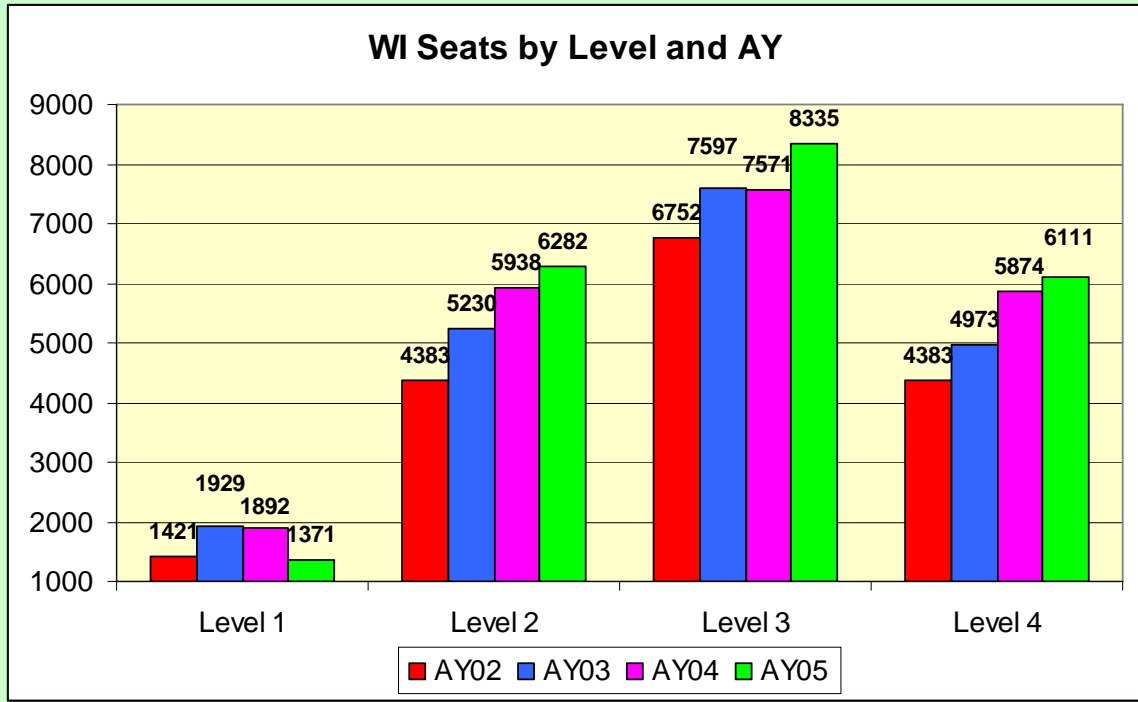


The chart below illustrates the total number of seats offered in writing-intensive courses by academic year. This chart does not include the writing-centered courses ENG 1001G or 1002G. The number of seats offered this past year increased by 824 seats from the previous year.

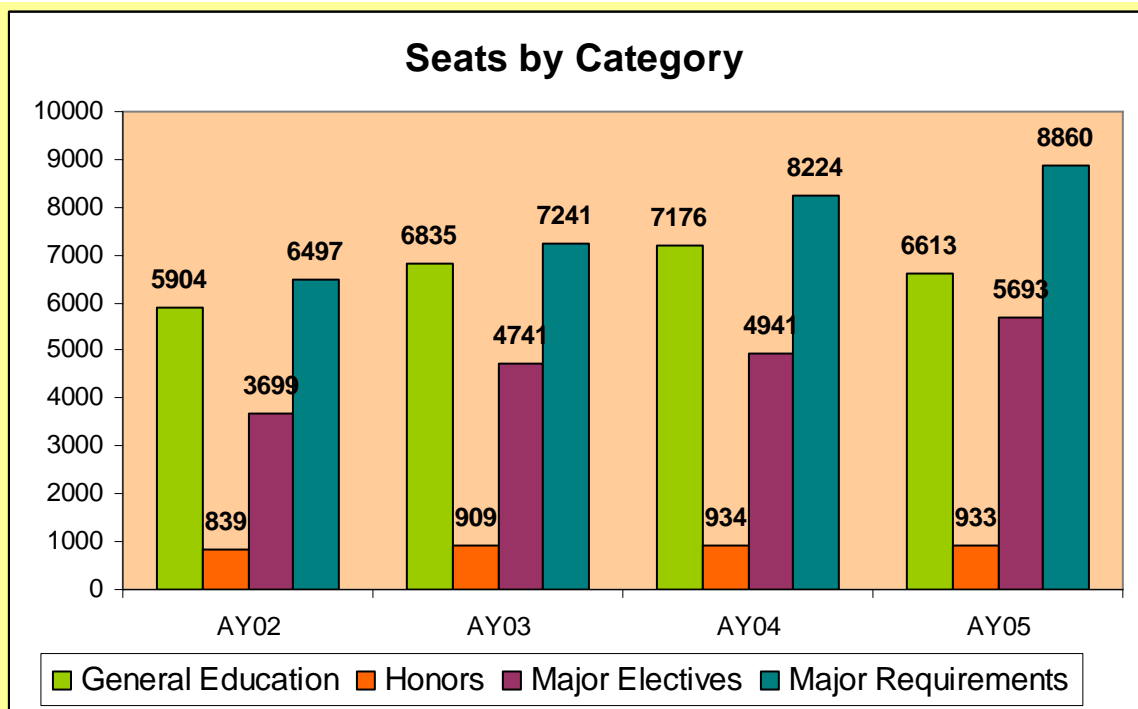


In order to ascertain whether sufficient numbers of seats are available for students to complete their EWP requirements by level, CASA tracks the number of writing-intensive seats offered each semester and academic year by level. Level 1 seats do not include English 1001G, 1002G, or their honors equivalents. For their second submission, students may submit from 1000 level courses other than ENG 1001G and 1002G, 2000-level courses and 3000-level courses. For the third submission, students submit from a 3000-level or 4000-level course, and the final submission comes from the Senior Seminar.

The following table offers a graphic view of the number of seats offered by level. It illustrates that in AY05 fewer seats were offered at the 1000-level than in previous years with 3000-level seat offerings being at an all-time high. These seat patterns more closely follow the requirements and course needs for Eastern students. Since many of our students transfer in 60 or more hours, more seats are needed at the 3000- and 400-level for those students who only complete two submissions. More 3000-level seats are needed than any other because students may use this level of course for either their second or third submission.



When the EWP began, concern was expressed over whether WI courses were offered in the appropriate categories for students to be able to take courses and submit without having to take additional courses outside of the General Education and their major. To track these needs, CASA follows WI courses by category. While some majors have abundant WI courses (English and History), others struggle with only one or none (Mathematics and Computer Science, Psychology, and others). The following table illustrates the categories for WI courses.



In addition to tracking WI courses and seats by category, CASA also looks at seats by General Education requirement. General Education offered 563 fewer seats in AY05 than in AY04; this reduction is due in part to Biological Sciences removing two courses from the WI list. The College of Arts and Humanities offers the lion’s share of the WI courses as it offers WI courses in the Fine Arts and Humanities as well as the Constitution and in the Social and Behavioral Sciences. All Colleges contribute to the Senior Seminar course offerings.

