

## Electronic Writing Portfolio Report June 2006

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 <sup>1</sup>	Increase/Decrease from Previous Year's Corresponding Semester
Fall 2000	460	
Spring 2001	660	
Summer 2001	27	
Fall 2001	421	-39
Spring 2002	1117	+457
Summer 2002	34	+7
Fall 2002	1524	+1103
Spring 2003	3219	+2099
Summer 2003	426	+392
Fall 2003	1840	+316
Spring 2004	4023	+804
Summer 2004	535	+109
Fall 2004	2514	+674
Spring 2005	3952	-71
Summer 2005	698	+163
Fall 2005	2629	-115
Spring 2006	4294	+342
<b>TOTAL</b>	<b>28,373</b>	

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.

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<sup>1</sup> 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.

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
2005-2006	1,331	1,669	2,359	2,167	7,526	2,186
<b>TOTAL</b>	<b>8,065</b>	<b>7,026</b>	<b>7,784</b>	<b>5,403</b>	<b>28,278</b>	<b>3,232</b>

In AY06 96 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. Students were notified via the email address they had provided or in person what they would need to do in order to be compliant with this graduation requirement. There were 24 level 4 submissions that were part of the pilot that are not included in the totals above.

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 has 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 both increased and decreased for this past academic year. Holds are placed on student records after the 5<sup>th</sup> day of each semester.

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
Fall 2005	2,974	+307
Spring 2006	2,769	-84

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 Fall 2005, 91 referrals were made; in Spring 2006, 75 referrals were made to the Writing Center Director. We do not track when or if students contact the Director of the Writing Center.

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 Scores<sup>2</sup>

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

### AY04 Holistic Scores

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

### AY05 Holistic Scores

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

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

<sup>2</sup> 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.

<sup>3</sup> 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.

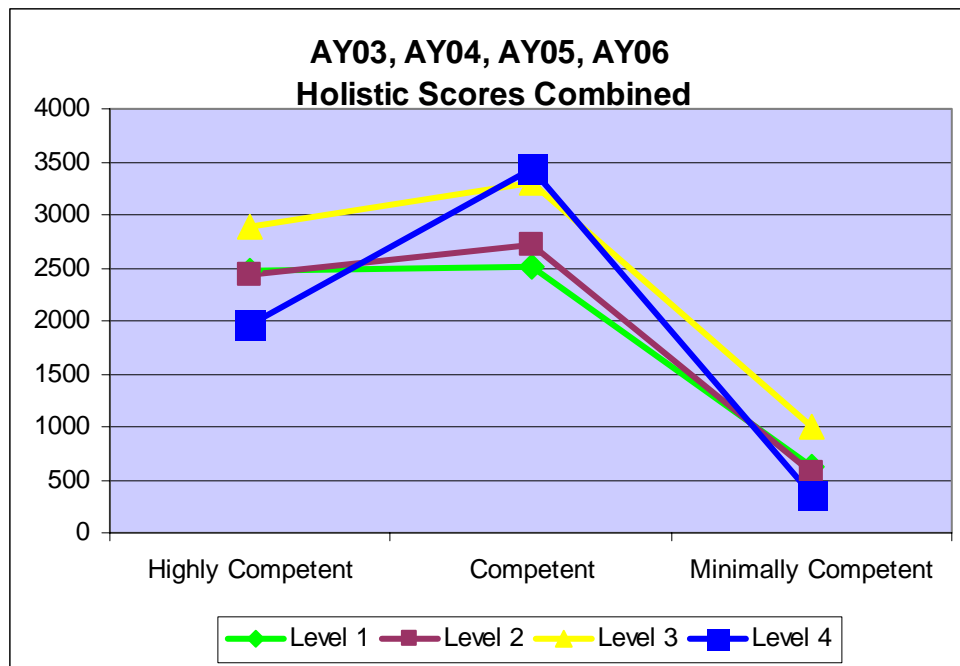
of students who receive that rating at each level are very low in comparison to the other scores. AY05 holistic scores more closely resemble a bell curve.

### AY06 Holistic Scores

	4-Highly Competent	3-Competent	2-Minimally Competent	Total <sup>4</sup>
<b>Level 1</b>	610	568	148	1331
<b>Level 2</b>	635	871	155	1669
<b>Level 3</b>	718	1106	528	2359
<b>Level 4</b>	721	1299	145	2167
<b>Total</b>	<b>2684</b>	<b>3844</b>	<b>976</b>	<b>7526</b>

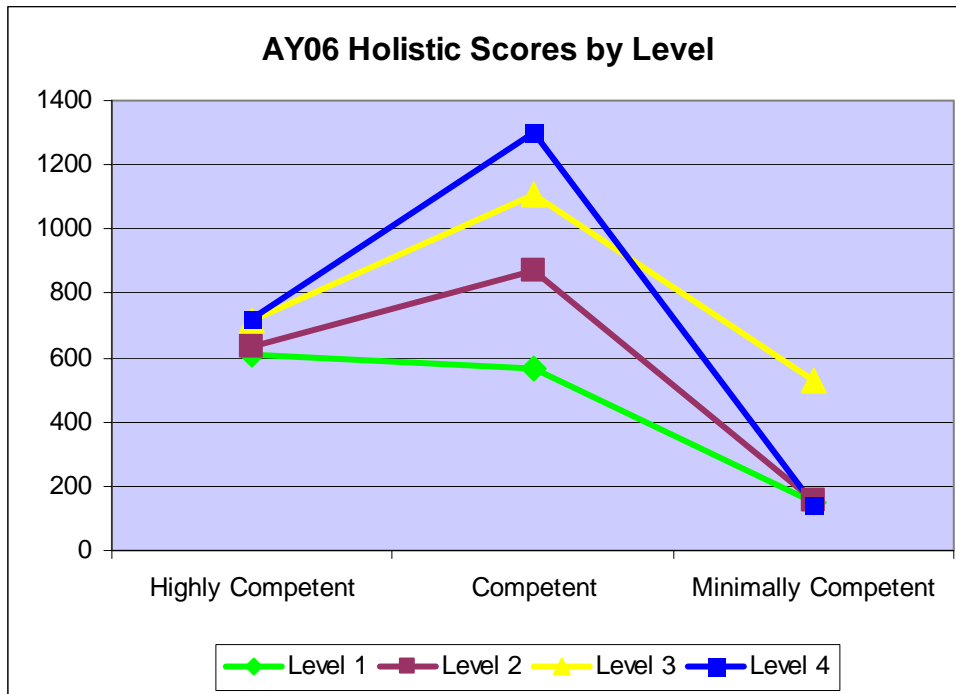
In AY06 22 submissions were received without a holistic score, which is a decrease of 69 submissions from the previous year.

The chart below indicates the combined holistic scores for AY03, AY04, AY05, and AY06 and shows that fewer level 4 documents are deemed highly competent than any other level. Level 3 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. Level 4 submissions all come from the senior seminar; the holistic scores given support the conclusions drawn by EWP readers that senior seminar submissions were weaker than other levels' submissions.

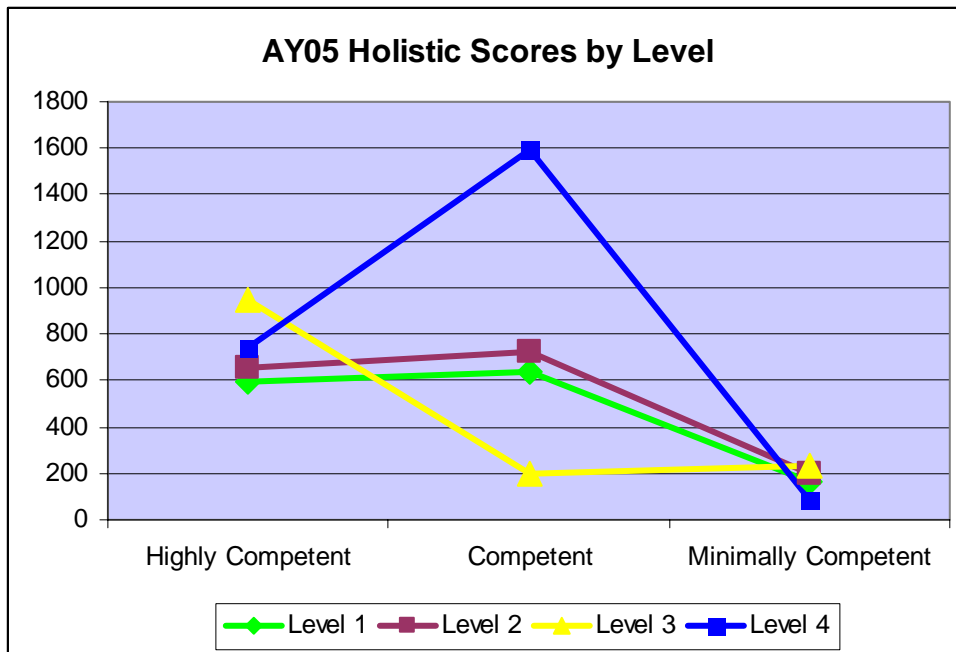


<sup>4</sup> Totals include submissions at each level without a holistic score.

The following chart illustrates the holistic scores for AY06 only:



The following chart illustrates the holistic scores by level for AY05.

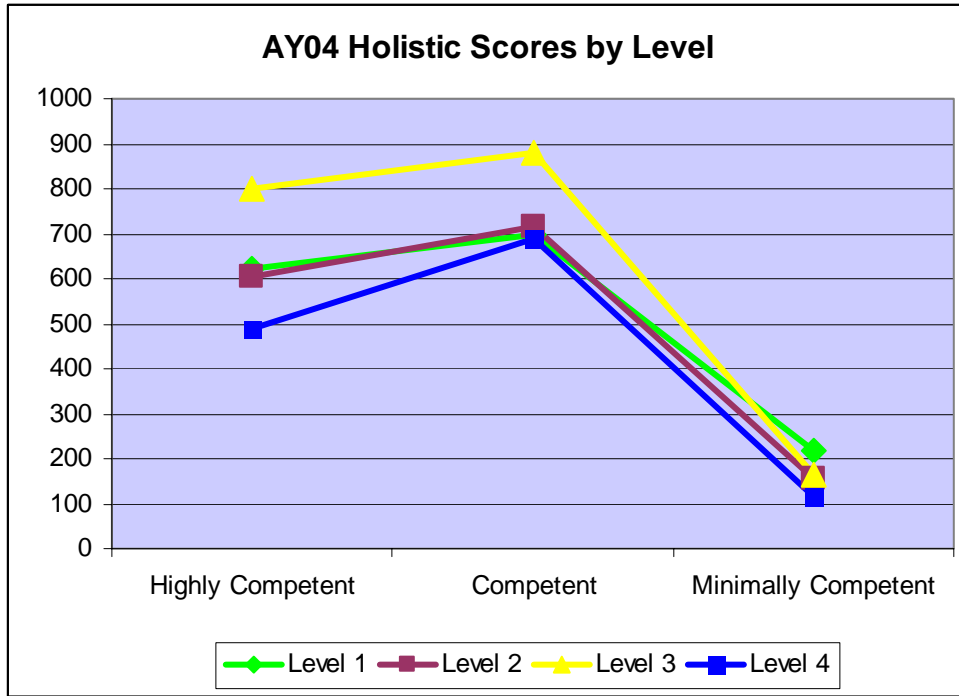


Holistic scores for AY06 show all levels clumped together around the number of submissions rated as highly competent. The competent submissions increase with each level, however, while levels 1, 2, and 4 clump together at minimally competent with only level 3 standing out as particularly high in the minimally competent category. These charts indicate the mercurial nature of levels and submissions—especially for the third submission. Part of this fluctuation may be

Karla Sanders, EWP Report AY06, p. 5

attributed to the number of courses to choose from at this level and the fact that many transfer students enter the EWP at the second and third levels.

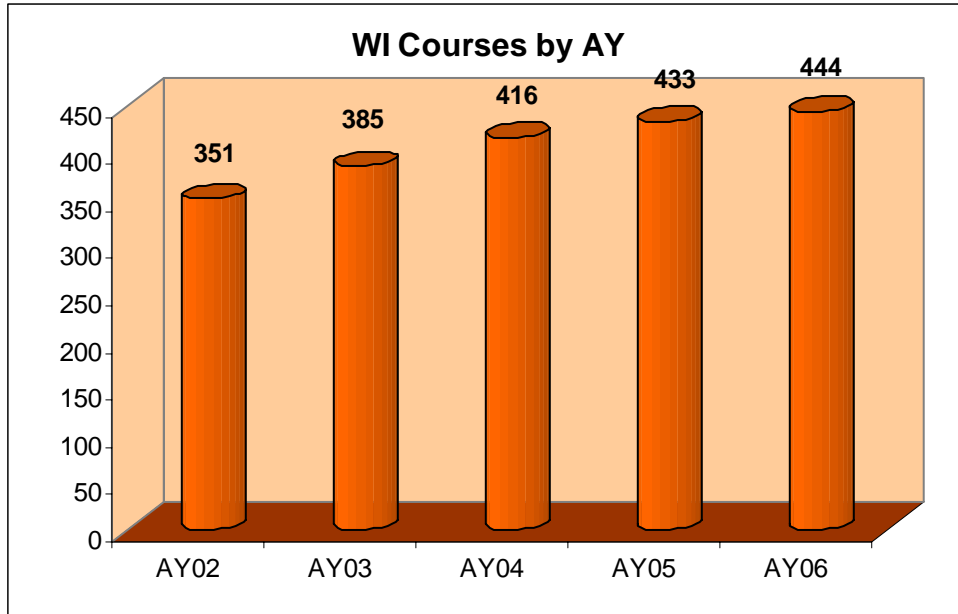
The following chart illustrates the holistic scores for AY04.



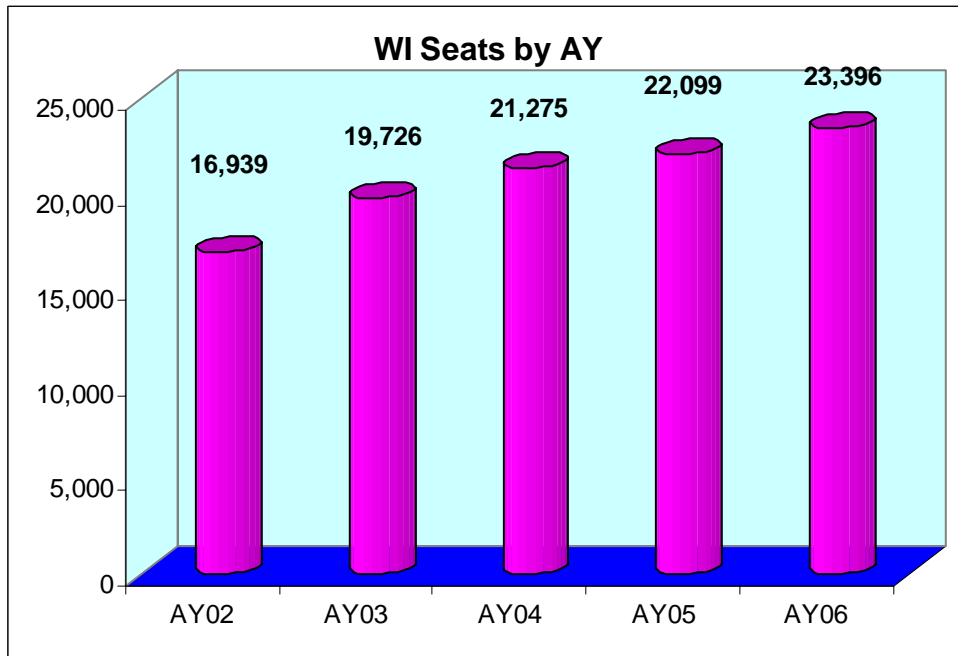
Each level shows the same trajectory of scores, which is a very different pattern from AY05 and moderately different from AY06. In AY04, each level showed the same trajectory with slightly more submissions falling into the competent category than the highly competent and a sharp drop to the minimally competent rating.

The number of courses designated as writing-intensive has steadily grown over the last five 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.

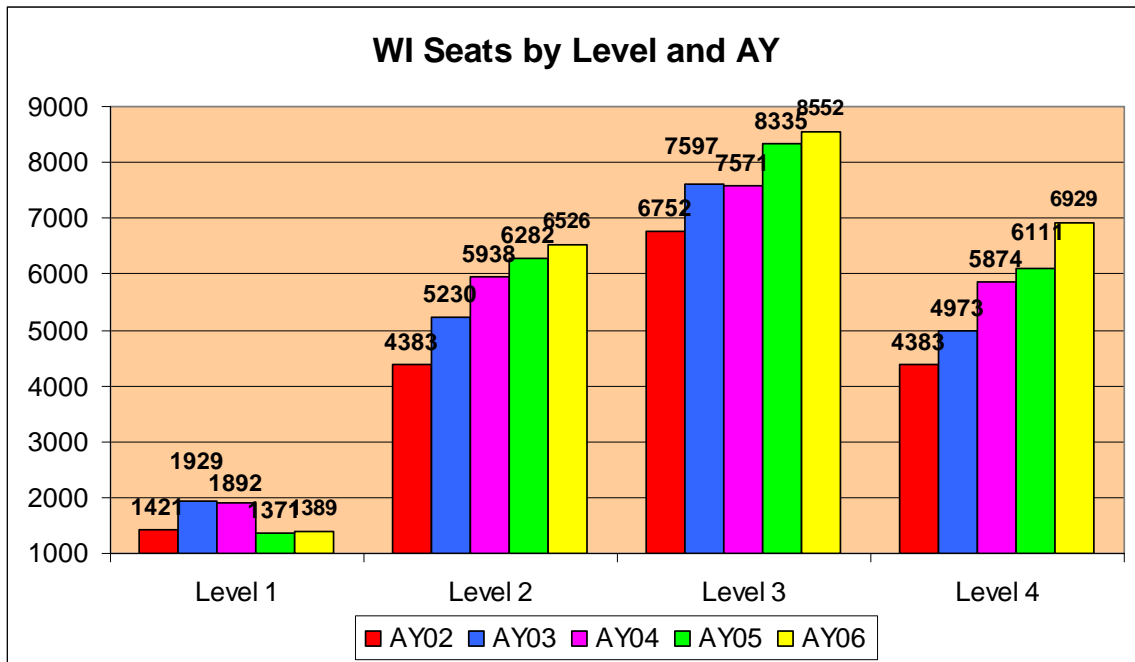


The following chart illustrates the total number of seats offered in writing-intensive courses by academic year. This chart does not include the writing-centered courses ENG 1001G or 1002G. The number of seats offered this past year increased by 1,297 seats from the previous year. This gain is primarily in seats offered for major requirements and electives.



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.

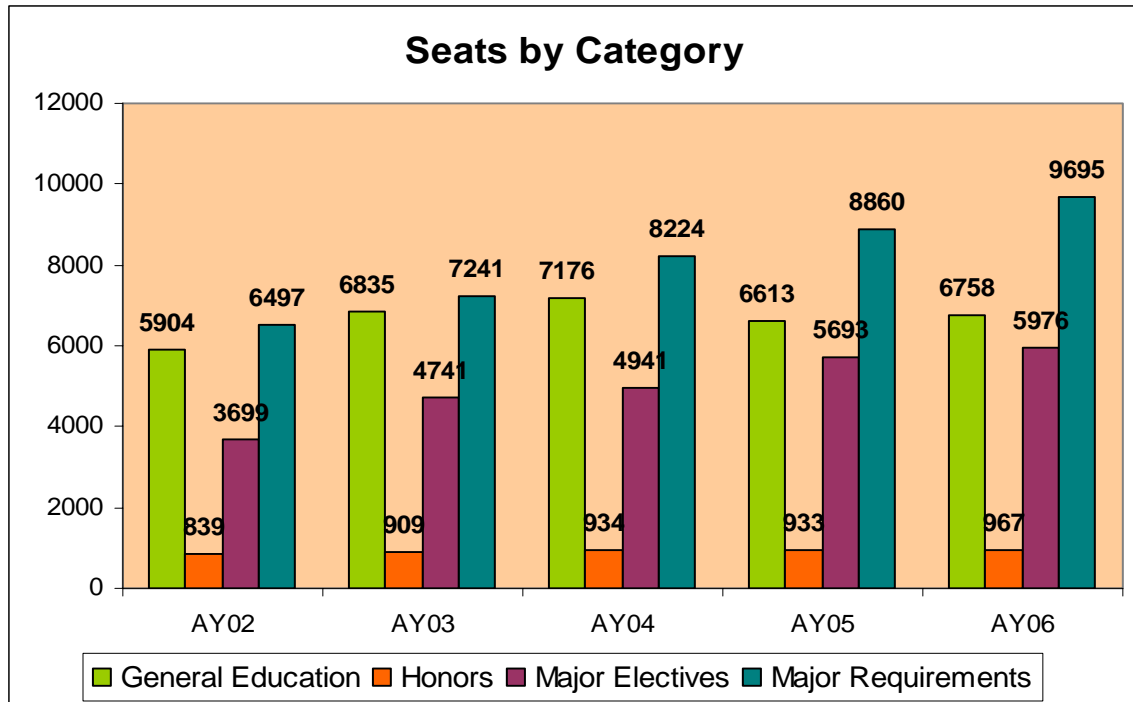
The following table offers a graphic view of the number of seats offered by level. It illustrates that in AY06 with the exception of level 1000 courses, more seats are offered at each level than in previous years. These seat patterns more closely follow the requirements and course needs for Eastern students. Since many of our students transfer in 60 or more hours, more seats are needed at the 3000- and 4000-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).

As the following table illustrates, we have seen a steady growth in seats offered for major requirements, which is very helpful since students must take these classes. Over the five years of tracking EWP seats, honors seats have gradually grown. With the increase in honors students in the coming year, additional seats may be needed. As the number of seats in major courses has grown, the number of seats in general education courses decreased although in AY06 general education offered 145 more seats than in AY05 reversing the previous trend of decreasing seats in

this category. This has not yet posed a major problem for students. 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. 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.

### General Education Seats by Requirement

