

Electronic Writing Portfolio Report June 2008

The Electronic Writing Portfolio (EWP) began for first time freshmen in AY01 with the first submissions accepted in November 2000. In AY02, all students following this and subsequent undergraduate catalogs were subject to the EWP as a graduation requirement. This report covers the EWP since its inception. 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	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
Summer 2006	586	-112
Fall 2006	2806	+177
Spring 2007	4095	-199
Summer 2007		
Fall 2007		
Spring 2008		
TOTAL		

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. Since that first year, submissions have fallen into typical trends with the majority of submissions coming in during the spring semester—especially in the last month.

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.

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
2006-2007	1,367	1,657	2,192	2,186	7,402	2,196
2007-2008						
TOTAL						

In AY07 85 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.

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 following semester.

The table below 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 5th 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
Fall 2006	3,275	+301
Spring 2007	3,060	+291
Fall 2007		
Spring 2008		

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 2006, 90 referrals were made, which is an increase of 1 from the previous fall; 9 referrals were given in Summer 2006. In

Spring 2007, 81 referrals were made to the Writing Center Director, which was an increase of 6 referrals from Spring 2006. 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.

In the faculty survey conducted by CASL in AY07, 18.6% of faculty indicated that they were somewhat unfamiliar to very unfamiliar with the holistic competency score. Only 25% indicated that they use the rubric to assign the score; while 25% indicated that they use the student's grade to give the score. These results suggested to CASL that the holistic scores given by faculty do not necessarily correspond to the rubric. However since we have no way of knowing how faculty assigned the holistic scores, we must take the assignments at face value. The following tables indicate the holistic scores received by academic year.

AY03 Holistic Scores²

	4-Highly Competent	3-Competent	2-Minimally Competent	Total³
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

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

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.

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.

AY05 Holistic Scores

	4-Highly Competent	3-Competent	2-Minimally Competent	Total⁴
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.

AY06 Holistic Scores

	4-Highly Competent	3-Competent	2-Minimally Competent	Total⁵
Level 1	610	568	148	1331
Level 2	635	871	155	1669
Level 3	718	1106	528	2359
Level 4	721	1299	145	2167
Total	2684	3844	976	7526

In AY06 22 submissions were received without a holistic score, which is a decrease of 69 submissions from the previous year. This number was slightly higher in AY07 with 30 submissions received without a holistic score: 2 at level 1; 3 at level 2; 7 at level 3; and 18 at level 4.

AY07 Holistic Scores

	4-Highly Competent	3-Competent	2-Minimally Competent	Total⁶
Level 1	604	552	209	1367
Level 2	689	813	152	1657
Level 3	1010	897	278	2192
Level 4	832	1175	161	2186
Total	3135	3437	800	7402

⁴ Totals include submissions at each level without a holistic score.

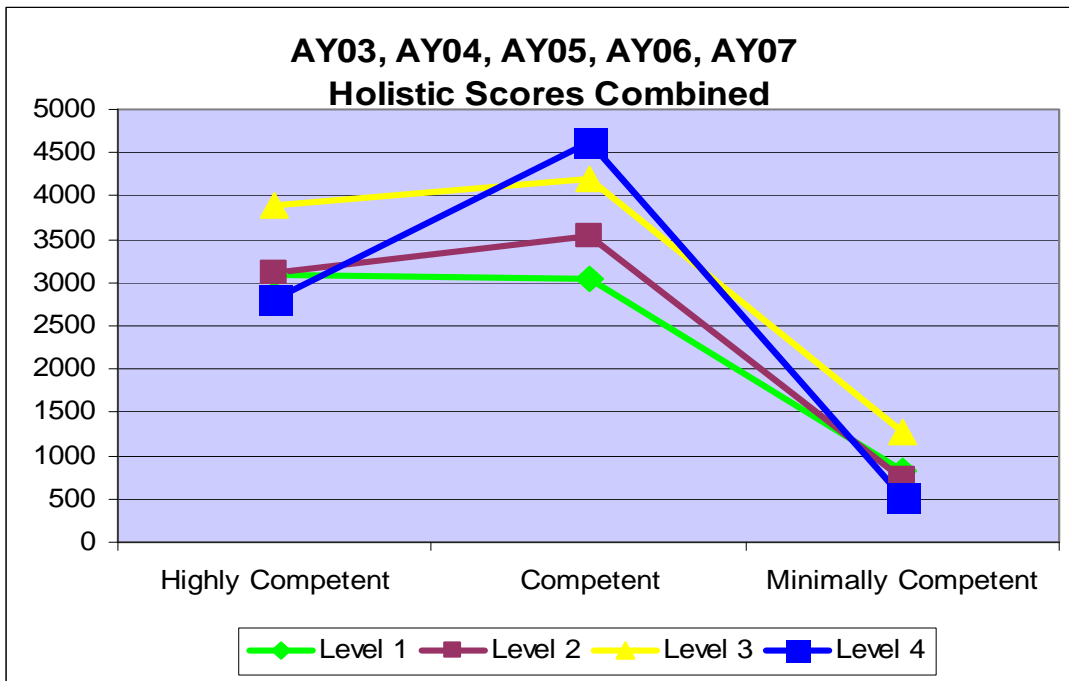
⁵ Totals include submissions at each level without a holistic score.

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AY08 Holistic Scores

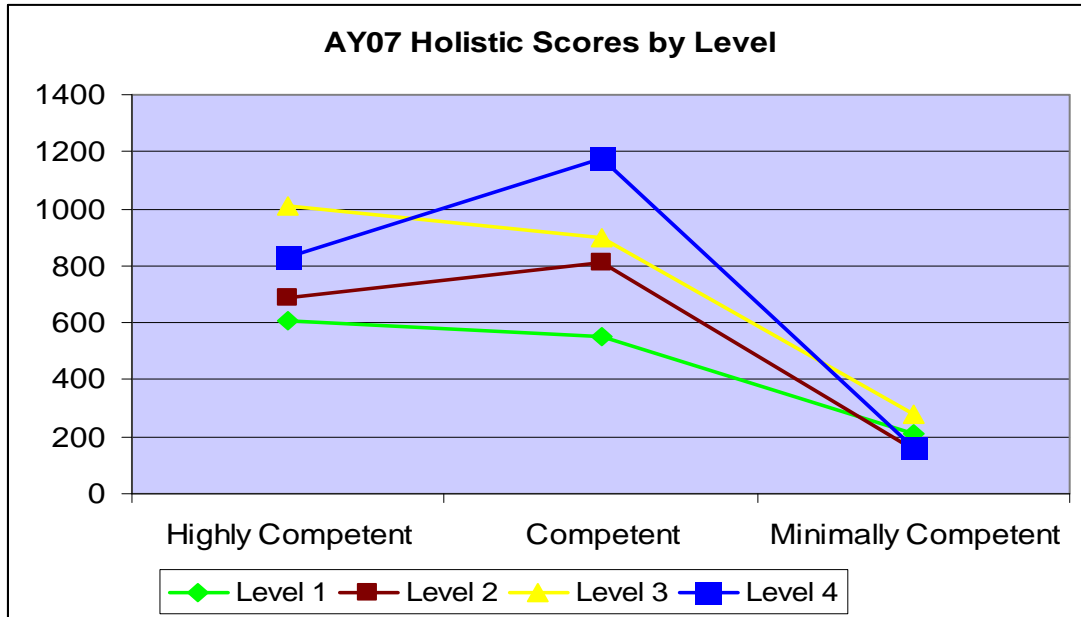
	4-Highly Competent	3-Competent	2-Minimally Competent	Total ⁷
Level 1				
Level 2				
Level 3				
Level 4				
Total				

The chart below indicates the combined holistic scores for AY03-AY07 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. However, readers in Fall 2006 indicated that there was less discrepancy between the level 3 and level 4 papers in the portfolios read than in the previous reading in Fall 2005.



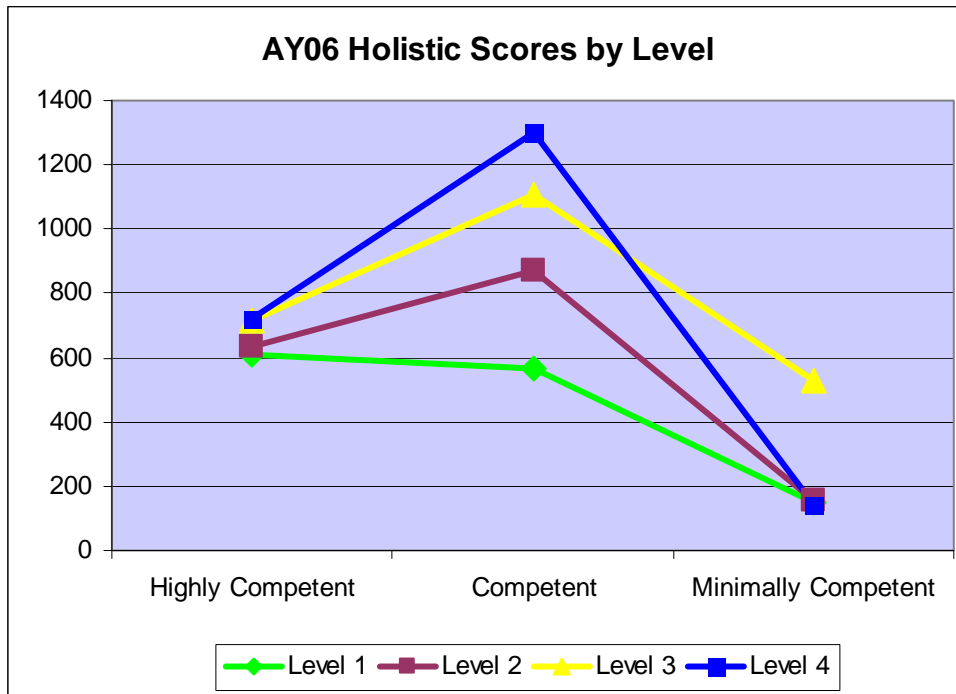
The following chart indicates the AY07 submissions by level and holistic score.

⁷ Totals include submissions at each level without a holistic score.



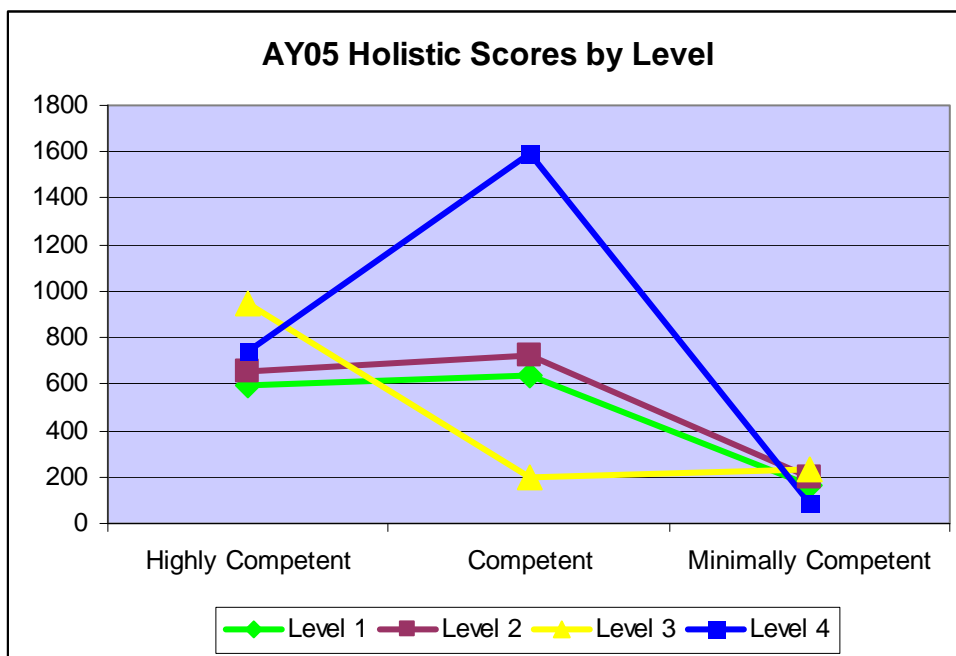
The trajectory of scores for AY07 very closely mirrors that of AY06, with level 3 submissions being rated as highly competent more often than other levels. With the exception of the competent ranking, level 3 submissions are slightly higher at each holistic score than the other levels. This chart actually indicates what we would expect to see if we were measuring growth throughout the student's academic career. Level 1 submissions are lower than level 2, which are in turn, lower than level 3. As mentioned previously, senior seminar submissions break this pattern by being rated lower than level 3.

The following chart illustrates the holistic scores for AY06 only:

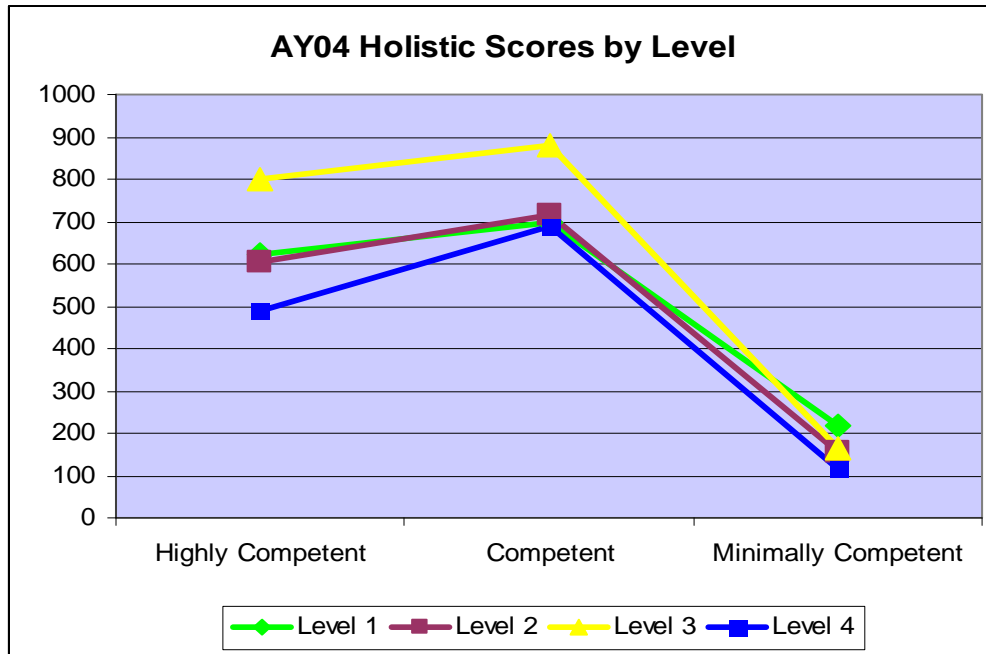


Holistic scores for AY06 show all levels clumped together around the number of submissions rated as highly competent. The competent submissions increase with each level, however, while levels 1, 2, and 4 clump together at minimally competent with only level 3 standing out as particularly high in the minimally competent category.

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



The following chart illustrates the holistic scores for AY04.

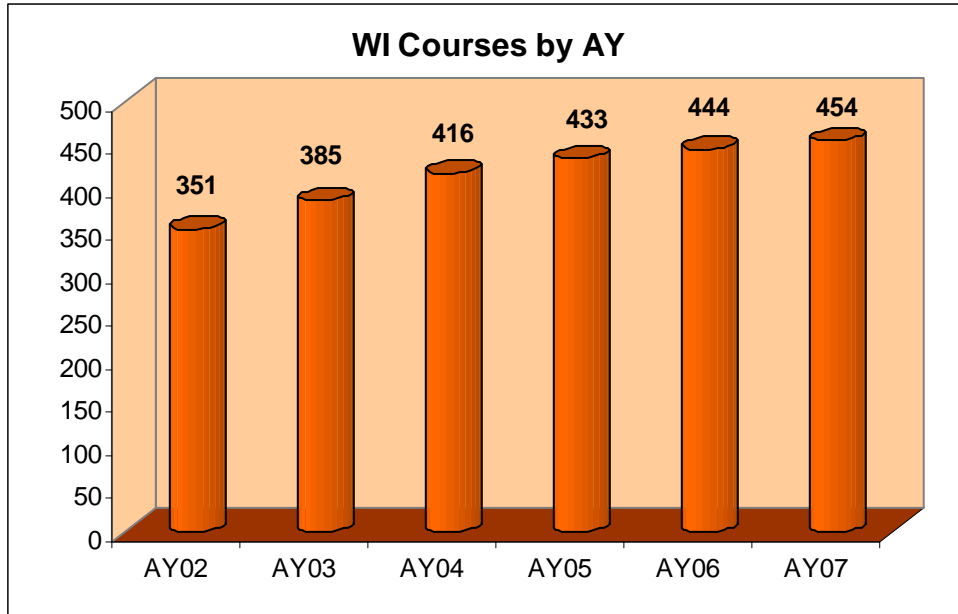


These charts indicate the mercurial nature of levels and submissions—especially for the third submission. Part of this fluctuation may be attributed to the number of courses to choose from at this level and the fact that many transfer students enter the EWP at the second and third levels.

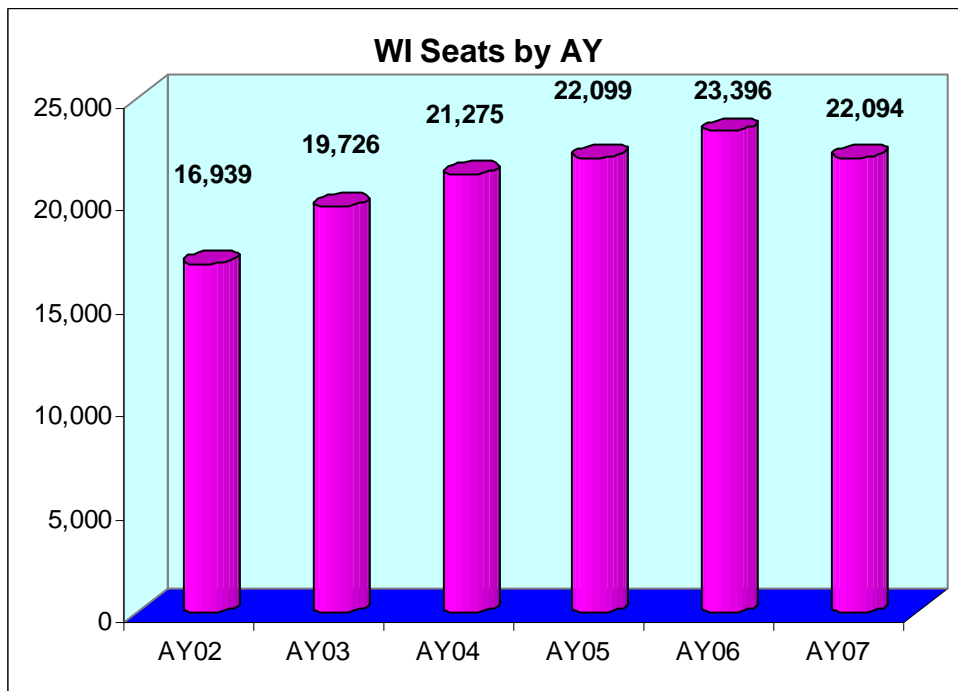
Each level shows the same trajectory of scores, which is a very different pattern from AY05 and moderately different from AY06 and AY07. In AY04, each level showed the same trajectory with slightly more submissions falling into the competent category than the highly competent and a sharp drop to the 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.

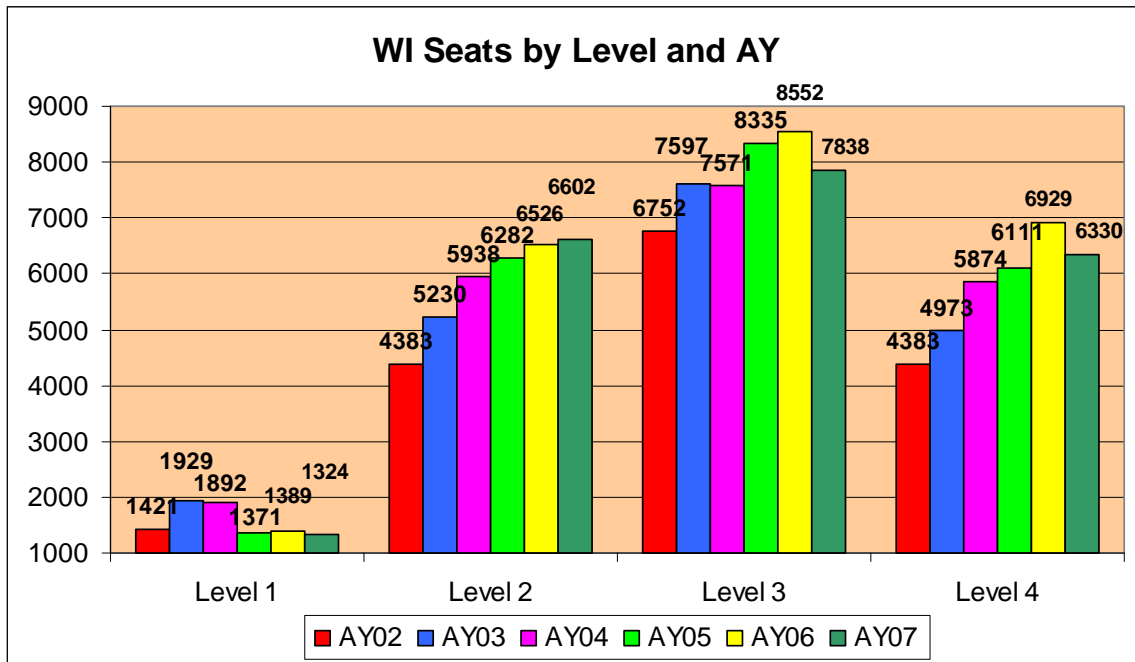


The following chart illustrates the total number of seats offered in writing-intensive courses by academic year. This chart does not include the writing-centered courses ENG 1001G or 1002G. The number of seats offered this past year declined by 1302 from the previous year. This loss crosses several categories. There are fewer seats offered at the major requirement and major elective at most levels (all but 2000 level electives); there are also fewer seats offered at the 1000 and 3000 level for honors courses. General education seats were higher or remained the same for all levels except the 4000 level.



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.

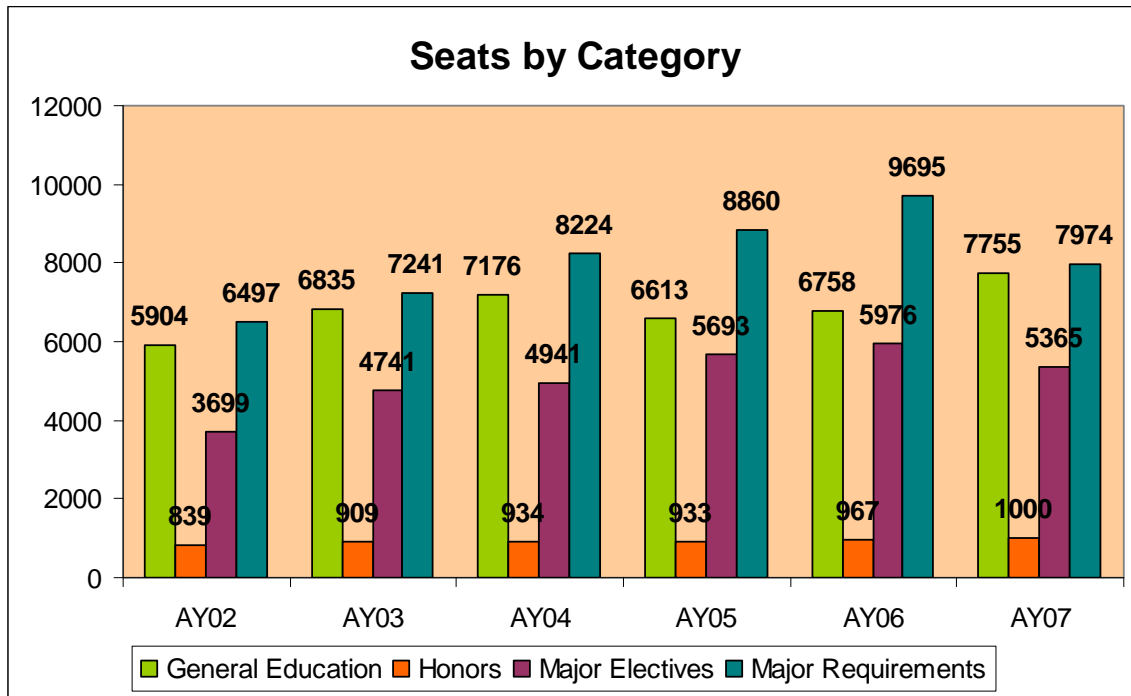
The following table offers a graphic view of the number of seats offered by level. It illustrates that in AY07 with the exception of level 2000 courses, fewer seats were offered at each level than in AY06. These seat patterns more closely follow the requirements and course needs for Eastern students. 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 six 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. The increase trend in general education seats continued in AY07 with 997 more seats offered in this category than in the previous academic year; this high increase is largely due to HIS 2010 and 2020 moving from a major requirement to general education. AY07 indicates a new trend with 1,721 fewer seats offered this academic year in the major requirement category, and 611 fewer major electives offered. Some of this dip can be attributed to the changes to the general education, but not all. With over 2,300 fewer major seats offered this year, some students may have difficulty finding submissions for their level 2000 and 3000 requirements and/or CASA may place more holds this coming fall than in previous years.

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 Social and Behavioral Sciences. All Colleges contribute to the Senior Seminar course offerings.

The following chart indicates the number of seats offered each year by general education segment. In 2006-2007, the constitution requirement was no longer a part of general education. One WI course, HIS 3600G, was listed in that category. It was moved to Social and Behavioral Sciences, so in years prior to AY07, the seats categorized as belonging to the constitution segment were moved to this category as well for the sake of comparison. AY07 saw a significant increase in seats in the Humanities and Fine Arts categories—primarily due to the new history courses in the general education. The seats offered in the mathematics and scientific awareness segment has decreased steadily since AY03.

General Education WI Seats by Requirement

