The University of Montana — Missoula

University-wide Program-level Writing Assessment (UPWA)
Annual Report for the Spring 2018 Writing Assessment

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Contents

Overview

The University-wide Program-level Writing Assessment (UPWA) was approved by the Faculty Senate in Fall 2013 and has replaced the Upper-division Writing Proficiency Assessment on the UM-Missoula campus. The new assessment provides relevant information about student writing proficiency by assessing and scoring student-revised papers from Intermediate Writing courses (formerly Approved Writing Courses) using a Holistic Scoring Rubric. The assessment process offers professional development opportunities for faculty and staff that are committed to improving student writing proficiency at UM-Missoula. The Fall 2014 and Spring 2015 student paper collection and the Spring 2015 retreat were the first completed post-pilot, with steadily improving results in all aspects of the program. The Spring 2016 was the second of this iteration, and the first to utilize two semesters worth of student samples. The Spring 2017 and 2018 UPWAs also drew from two semesters of student samples.

One of the core goals of the UPWA is cross-campus collaboration at all possible points in the assessment process. The coordination of the Spring 2018 UPWA was accomplished through the contributions of many people. Sherill Brown, Chair of the ASCRC Writing Committee, provided leadership throughout the process. Nathan Lindsay, Associate Provost, provided institutional support. Doug Raiford, a retired computer science professor and former member of the Writing Committee, provided a download program that helped tremendously with this year's process improvements. Amy Kinch of Faculty Development facilitated the registration process for participants. Nancy Clouse from UMOnline offered technical advice and support for the faculty and student Moodle shells. Amy Ratto Parks, UPWA Coordinator, facilitated communications with writing faculty, monitored and encourage student uploads, recruited for the workshop, prepared workshop documents, coordinated logistics for the workshop and facilitated the event. Ratto Parks also coordinated the Fall Writing Symposium and authored the final report.

The UPWA Annual Cycle

The annual UPWA cycle is one of the things that helps make it a unique writing assessment in higher education. At the end of each fall and spring semester, all students in Intermediate Writing courses take a short survey and submit their work to the UPWA Moodle shell. A confidential sample of the submissions is generated by a computer program and the resulting essays are read and scored by a volunteer collective group of faculty, staff, administrators, and local high school teachers during the spring Writing Assessment Workshop (WAW). The WAW is a day-long assessment workshop open to faculty, new writing teachers, graduate teaching assistants, high school teachers, and dual enrollment teachers. The group's hearty, cross-disciplinary conversations result in scoring and coding the writing; the scores and codes generate data that can be analyzed to make observations about the kinds of writing practices happening in Intermediate Writing courses at UM. The quantitative and qualitative data from the WAW then guides the development of the Fall Writing Symposium, a faculty development event focused on practical problem-solving in the higher education writing classroom.
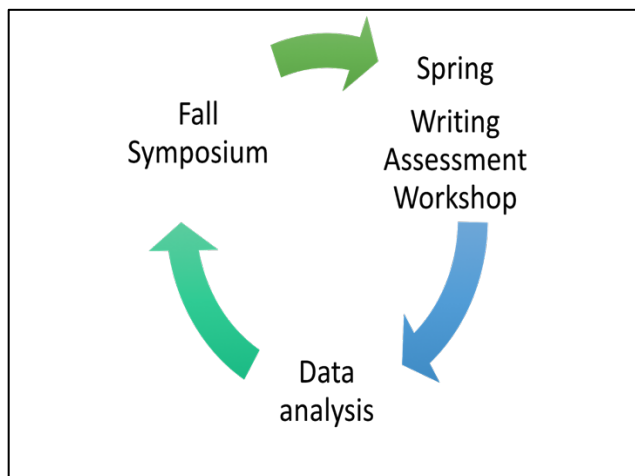
2017 Fall Writing Symposium

The fourth annual Fall Writing Symposium was held on Wednesday, November 1. The Writing Symposium is an annual gathering designed to foster a shared conversation about the teaching of writing across disciplines. Specifically, the topic of the conversation was drawn from observations and insights from the Spring 2017 UPWA and the small group assessment pilot. Conversations in these two groups led the Writing Committee to believe that faculty were interested in and in need of a discussion about how to design writing assignments.

There were 24 attendees this year. The group was comprised of a strong-cross section of writing instructors at UM; it included faculty, lecturers, staff, and graduate students from 11 different disciplines and programs. The beginning of the Symposium included a panel of students who talked about their experiences as writers at UM. Collectively, the students' majors and minors helped them represent many different programs (Psychology, Secondary English Education, Special Education, Women's and Gender Studies, Business, Social Work, Theater, and Theater Education). The students shared their wide-ranging experiences with navigating writing assignments, then took questions from the faculty.

Afterward, faculty moved into breakout discussion groups in order to respond to questions raised in the panel and to explore their experiences with helping students navigate writing assignments. Participants reflected upon and discussed their difficulties, strategies, and successes with creating writing assignments for their classes. The faculty raised questions about many pedagogical practices that surround the particulars of designing assignments. Some of the questions included: How can critical reflective work be included as part of the writing assignment? How might writing samples be used effectively to help students understand an assignment? At what point do directions become prescriptive and limit thinking? How can we offer guidelines without being prescriptive?

UPWA Analysis

2018 ASCRC Writing Assessment Workshop Participant Information

The ASCRC Writing Assessment Workshop is a day-long workshop designed to meet multiple purposes: to teach participants the basics of formal writing assessment, to encourage cross-disciplinary and cross-institutional collaboration and connection, and to gather data and information about the kinds of writing happening in Intermediate Writing Courses at UM. Participants learned how to apply the Holistic Scoring Rubric accurately, consistently, and efficiently to student papers.

The Spring 2018 Writing Assessment Workshop was held at the UM Canyon Club. The workshop was attended by 30 volunteer faculty, staff, and graduate students from 21 different programs at UM-Missoula, Bitterroot College, Missoula College, and as well as 5 teachers from local and regional high schools who teach AP, IB, and duel enrollment courses. Participants represented a variety of disciplines including Athletics, Wildlife Biology, Physical Therapy, Curriculum and Instruction, Educational Leadership, English, UM Graduate School, Geosciences, Library, Linguistics, Pharmacy, Sociology, Theater, and the Writing Center. They scored 135 papers in the course of the workshop.

2018 Program Model Advances

In response to feedback from attendees of the previous retreats/workshops and data analysis from the 2016 and 2017 UPWAs, the 2018 UPWA piloted revisions to the assessment procedure. Attendees of previous retreats and workshops have consistently requested more background and context, more time to norm their scoring, and more time to read and discuss as a group. Therefore, we developed a new assessment process.

In the old scoring process, a table group received a packet of 10-15 essays. Each reader read every essay and assigned a score, then the group discussed the scores until they were able to reach a consensus for each essay. This process required 5-7 copies of each essay and while the conversations were sometimes constructive, many participants felt they were laborious and encouraged debate even about essays that had near consensus from the initial score.

The new assessment model was a double-blind reading process. Each table group still received one packet of 10-15 essays. However, in the double-blind model, each essay was read by only two readers. Each reader assigned a hidden score but did not include his/her name. Once all the papers in the stack had been read, a group member compared the two anonymous scores; if those scores matched, it was considered a consensus score and that paper was done. When the two scores didn't match, a third reader acted as a tiebreaker. Papers that required a tiebreaker could be discussed by the group or the third score could just help it reach consensus. Any other difficult or confusing paper could be brought to the group for conversation. If a group couldn't decide on a score, they could just pass it to another group.

The results of the pilot were easily observable by many returning readers. Most notably, many papers were scored quickly without discussion, while the more challenging papers were identified by the group; this lead to more focused discussions. Also, because the initial scores were anonymous, readers were able to discuss the writing traits without feeling defensive (on their own or their discipline's behalf). The scorers could choose to personally defend the piece or not; it also left space for readers to just change their minds in the context of the conversation. Finally, and perhaps most unexpectedly, readers took pleasure in finding out that their scores were in agreement, which relieved tension around the more challenging papers and also encouraged a more genial, open connection between table members.

The pilot assessment model was a clear success for a number of reasons. Readers enjoyed the suspense of "the big reveal" of the scores, they reported feeling as though the process moved more quickly *and* that they had more time to think. However, the most important reason is that it more directly supported our goal of offering constructive professional development for participants through conversation about our diverse writing assessment lenses. The new process allowed each group to identify the papers that would generate rich conversation while also allowing the group to recognize the moments when they're on the same page.

2017-2018 Submission Participation

During the 2017-2018 AY, 57 teachers from 20 programs teaching 95 sections of Intermediate Writing. While broad disciplinary stratification lends itself to strong cross-campus connections, it can also lead to pedagogically isolating situations; many people teaching Intermediate Writing courses do not have colleagues in their department with whom to collaborate, share, or problem-solve. These faculty were more pointedly invited to the Fall Writing Symposium and Spring Writing Assessment Workshop.

Analysis of the Spring 2018 UPWA submissions showed that participation among students remained strong. In the fall of 2017 57.8% of students in Intermediate Writing courses submitted work to the UPWA; in Spring 2018, 56.7% submitted work. Both of these submission rates represent growth from previous semesters.

% Participation
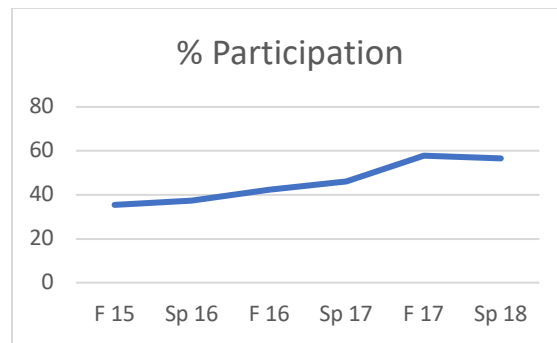
2014-2018 Scoring Percentage Comparison

At the Writing Assessment Workshop, each sample essay is read and given a score between one and four. A score of one represents novice-level work while a four represents advanced-level work. The complete UPWA scoring rubric is available in Appendix B.

	2014	**2015**	**2016**	**2017**	**2018**
1-1.5	5%	5%	14.58%	9.86%	6.67%
2-2.5	50%	50%	49.30%	42.96%	41.48%
3	27%	31%	24.30%	34.51%	37.04%
3.5-4	16%	8%	8.30%	12.86%	14.81%

2018 Retreat Strengths and Weakness Codes

At each Writing Assessment Workshop student papers are coded for strengths and weaknesses. Scorers were instructed to give a paper a strengths or weaknesses code as a part of a holistic scoring method, so not every paper receives a code, and some receive more than one. Scorers used the following codes to score papers: ideas (ID), organization (OR), information literacy (INF), writing style (WS), and grammar, usage, and mechanics (GUM). The following table shows how many and which codes were used to describe an attribute of a student paper as either a strength or a weakness for the last three scoring sessions.

There were many fewer codes attributed to essays. That was likely due to attention being given to the revised scoring procedure, which encouraged more engaged and lively conversation among participants. However, it is useful to note that even though there were fewer codes, the codes demonstrated readers' attention moving toward a balance between strengths and weaknesses. For example, in 2017, 39% of the comments were strengths and 60.1% were weaknesses. In 2018, 49.2% were strengths and 50.7% were weaknesses. The shift in attention signals that faculty attending the 2018 workshop gave nearly equal attention to what was working well in the student writing.

ID	**Year**	**2015**	**2016**	**2017**	**2018**
	Strength	17	12	17	14
	Weakness	17	14	23	6

OR	**Year**	**2015**	**2016**	**2017**	**2018**
	Strength	11	10	17	8
	Weakness	23	13	20	10

INF	Year	2015	2016	2017	2018
	Strength	11	7	9	5
	Weakness	15	9	17	5

WS	Year	2015	2016	2017	2018
	Strength	11	9	14	4
	Weakness	15	11	12	5

GUM	Year	2015	2016	2017	2018
	Strength	2	1	3	1
	Weakness	21	14	10	7

Score Point Analysis of Samples OLD

In the UPWA model, student essays are scored on a four-point scale (see Appendix B). Analysis represented here is derived from data gathered at the Spring 2018 Writing Assessment Workshop (WAW). Participants in the 2018 WAW scored samples from Spring and Fall 2017.

OLD

Score Point	% of total sample	GPA
1-1.5	14.58%	2.94
2-2.5	49.30%	3.18
3	24.30%	3.39
3.5-4	8.30%	3.79

Path INTO Spring 2016 IW Course			
Score point	101	AP credit	Transfer Credit
1-1.5	81%	4.70%	14.30%
2-2.5	57.80%	9.80%	32.40%
3	51.40%	25.71%	20%
3.5-4	58.30%	33.30%	8.30%

Spring 2016 IW Grades						
Score point	A	B	C	D	W	MG
1-1.5	52.20%	34.80%	8.70%	4.30%	0.00%	0.00%
2-2.5	49.30%	38%	30.40%	1.40%	0.00%	1.40%
3	65.70%	22.80%	5.70%	2.80%	2.80%	0%
3.5-4	75%	16.70%	8.30%	0%	0%%	0%

Writing Assessment Workshop Participant Feedback

Feedback from the retreat was overwhelmingly positive, with most volunteers communicating that they loved discussing student papers with colleagues from across a variety of disciplines. Participants seem highly invested in the workshop as a professional development activity and as a way to interact with peers from across campus. In the past many participants wanted more time to spend on discussing and scoring the anchor and practice papers, as well as the student samples, but this year there were no complaints about the pace. Many respondents appreciated the new scoring procedure and felt that it gave them more time to have meaningful discussion (and spent less time discussing essays they agreed upon). There was a comment that questioned the purpose of using a rubric to assess writing in this way, but many participants left with new connections and ideas.

2018 Moodle Survey Data

Student Survey Data on Revision Fall 2017 & Spring 2018 Samples

Because drafting, feedback, and revision are at the heart of a strong writing process, these practices are structured into the requirements of all Writing designated courses at the University of Montana. Intermediate Writing courses require the instructor and students to commit to feedback and revision in writing throughout the course. In order to submit work to the UPWA Moodle shell, students first take a brief survey that asks them to comment on feedback, revisions, and information literacy engaged in their submitted writing sample(s).

Analysis of the survey data shows a marked increase in the number of students who revised their writing once, twice or more and a decrease the number of students who said they didn't revise at all. The kinds of revisions they made varied slightly, with a small growth in major changes. Feedback from instructors was

# of Revisions on Submissions	2017	2018
Once	32%	42%
Twice	11%	24%
2+	18%	20%
None	39%	13%

Kinds of Revisions	2017	2018
Major	12%	11%
Mid-level	55%	68%
Minor	33%	33%

Feedback from instructors was notably increased in every category, but most notably in students who said they received written feedback from their instructor and in the use of rubrics.

Feedback Source	2017	2018
Written	31%	84%
Rubric-based	7%	37%
Line edits	18%	33%
In-person discussion	16%	41%
Email	9%	12%
Group discussion	16%	28%
Other	4%	5%

Because information literacy another of the required outcomes of are Writing designated courses at UM, it is also included in the required Moodle survey. In response to the question, "Which of these sources did you search or consult to find, evaluate and synthesize information to write your paper?" students offered details about their information literacy practices.

Sources searched/consulted	2017	2018
General research (Google)	27%	9%
Library database	22%	34%
Librarian	7%	3%
Instructor	15%	42%
Peer	16%	26%
Tutor	2%	7%
No resources	11%	9%

Source Integration	2017	2018
Direct quote	40%	78%
Paraphrase	23%	60%
Summary	26%	58%
No sources	3%	6%

Major Takeaways

There were three important takeaways from the 2017-2018 assessment cycle. First, despite general increased campus-wide demand on faculty, students and faculty continued to participate in this assessment. In the fall of 2017 57.8% of students in Intermediate Writing courses submitted work to the UPWA; in the spring of 2018, 56.7% submitted work.

Second, the piloted change in the assessment process was a success. Shifting the scoring procedure to a double-blind reading model fostered friendly, engaged, constructive conversation. Readers' perception of the time spent as well as their perception of the intensity of the workload improved, while the group still scored an equivalent number of essays.

Third, feedback from instructors was notably increased in every category, but most notably in students who said they received written feedback from their instructor and in the use of rubrics. Both of these forms of feedback have been the subject of either the Writing Assessment Workshop, the Fall Symposium, or other targeted workshops hosted by the Writing and Public Speaking Center or the Faculty Development Office. Likely because of this increased feedback, students also say that they're revising more.

Looking Toward the Future

Looking forward into the 2018-2019 assessment cycle, the members of the ASCRC Writing Committee will host the 2018 Fall Symposium focused on the questions raised by the observations, ideas, and insights gleaned from the assessment events. Along with the Committee, the Coordinator will continue to explore new methods of outreach and education for instructors of Intermediate Writing courses. Because the base of IW course instructors are lecturers and adjuncts who may or may not return to teach the courses, the Coordinator will offer additional outreach and information for new IW instructors. Finally, during the next year, we will continue to revisit our vision and refine our processes in order to more fully meet the evolving needs of the students and instructors at the University of Montana.

Appendix A: UPWA Data Management Procedures

Background Information

The University of Montana University-wide Program-level Writing Assessment (UPWA) provides relevant information about our Intermediate Writing curriculum by assessing and scoring student-revised papers from Intermediate Writing courses. This is done using a Holistic Scoring Rubric. The assessment process offers professional development opportunities for faculty and staff who are committed to improving student writing proficiency at UM.

UPWA assessment data inform important decisions about teaching and learning; therefore, UPWA data should be protected and shared only with appropriate stakeholders. This document provides stewardship procedures for storing and providing access to UPWA data. Any new participant in UPWA data management should be informed of these stewardship policies. This document outlines procedures applicable to UPWA data files.

Expected Data

Types of UPWA data generated:

Data File	Types of data included	File Name	Format	Access/ Storage Location
Moodle Output Files (by retreat)	Student IDs, Essay Codes, Scores, Strength and Weakness Codes, Survey Answers	SpringYearRetreatData Ex: Spring15RetreatData	csv file	UPWA coordinator only/UM Box
Banner Upload Files (by retreat)	Same as above, reformatted for uploading	wpwaSpringYearRetreat Ex: wpwaSpring15Retreat	csv file	UPWA coordinator only/UM Box
Output Files (by retreat)	All data from a single retreat plus data pulled from Banner (e.g., grades, courses, credits earned)	SpringYearRetreatOutput Ex: Spring15RetreatOutput	csv file	UPWA coordinator only/UM Box
Master Files (all retreats)	Data from all retreats plus data pulled from Banner; output file for each retreat will be merged with this file	MasterRetreatOutput	csv file	UPWA coordinator only/UM Box
Master File Stripped	Data from all retreats plus data pulled from Banner; ALL SENSITIVE DATA STRIPPED	MasterRetreatOutputStripped	csv file	UM Box

Data Storage, Preservation and Retention

UPWA data is stored in UM Box,* which provides a secure location behind a UM login and which allows for varied levels of appropriate access. Other UPWA related files (procedures, communications, etc.) also are stored in UM Box.

The UPWA Program Assistant/Coordinator is responsible for stored data, backup and preservation. The UPWA Program Assistant/Coordinator is also responsible for the overall and day-to-day management of the data.

Data are stored for a period of five years in order to facilitate purposeful, longitudinal benchmarks.

Data Sharing and Dissemination

UPWA data must be protected from unauthorized acquisition or disclosure as well as accidental or intentional modification or loss. All sharing of UPWA data will happen in UM Box (e.g., not through email).

The following individuals should have full access (co-owner status) to UPWA data files in UM Box:

- UPWA Program Assistant/Coordinator
- Associate Provost for Dynamic Learning
- Director of the Writing Center

In an effort to ensure UPWA data are used to inform decisions that improve teaching and learning, additional stakeholders may be invited to view UPWA data files. For example, faculty should have access to the annual UPWA report, and other partners may be given access to assist in data analysis.

A co-owner (listed above), may provide access (*but not editing or downloading privileges*) to appropriate audiences. This can happen in two ways:

- A stakeholder may be granted non-editing access to a folder in UM Box. Privileges should be set up so that data may not be changed or downloaded.
- A co-owner can create a url for a specific folder or file. This url can then be sent to stakeholders for viewing of specific files.

Statement about Privacy and Confidentiality

The purpose of UPWA data collection is to improve instruction, but the collected data includes potentially-sensitive student information. To ensure minimal exposure to potentially-sensitive information, the UPWA Assistant/Coordinator will remove FERPA-protected information and other individually-identifying information from the files before they are stored in UM Box.

Statement about Institutional Review of Human Subject Research

The mission of UM's Institutional Review Board (IRB) is to ensure the protection of human participants in research, maintain federal regulatory compliance, and facilitate research at the University of Montana. The University's Federal-wide Assurance number is FWA00000078.

UM Policy 460 requires that all projects involving **human subjects research** be approved by the IRB when UM faculty, staff, or students are **engaged** in the research. Grant applications for these projects also must show evidence of IRB approval before they are processed by the Office of Research and Creative Scholarship. Please contact the IRB if you have any questions about your research.

Resources Consulted

FERPA Exceptions Summary
  http://ptac.ed.gov/sites/default/files/FERPA%20Exceptions_HANDOUT_horizontal_0.pdf
North Carolina State University Libraries Elements of a Data Management Plan
  http://www.lib.ncsu.edu/guides/datamanagement/how_to_dmp
University of Nebraska-Lincoln Data Management Plan Template
  http://libraries.unl.edu/images/Services/Data_management_plan_template.pdf
University of Montana Institutional Review Board (IRB) for the Protection of Human Subjects in Research
  http://www.umt.edu/research/compliance/IRB/
University of Montana University-wide Program-level Writing Assessment
  http://www.umt.edu/facultysenate/committees/writing_committee/UPWA.php

*UM Box tips

- User must be online to use UM Box
- User should install Box for Office (on a PC)
- User should install Box Edit (on a PC or Mac) to be able to edit documents directly in UM Box to ensure only one version exists.
    - To edit directly in UM Box, click on the downward arrow next to the file. Select "Open with …" Edit the file and save.
- User must be inside a folder before inviting people to that folder
- User must set up his or her UM Box account with @umontana.edu before accessing
- User may share files with people who don't have access to or prefer not to use UM Box by creating a url and allowing "people with a link" to access the file

T h e   U n i v e r s i t y   o f   M o n t a n a — M i s s o u l a

University-wide Program-level Writing Assessment Holistic Rubric
(Created by the ASCRC Writing Committee, Revised May 13, 2013)

Learning Outcomes for Approved Writing Courses

1. Compose written documents that are appropriate for a given audience or purpose
2. Formulate and express opinions and ideas in writing
3. Use writing to learn and synthesize new concepts
4. Revise written work based on constructive feedback
5. Find, evaluate, and use information effectively
6. Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
7. Demonstrate appropriate English language usage

Score 4: Advanced

The texts show a strong sense of purpose and audience. Expression of ideas is articulate, developed, and well-organized. These texts demonstrate a clear ability to synthesize concepts. The texts consistently show the writer's ability to evaluate and use information effectively. Writing style (word choice and sentence fluency) is highly effective for the purpose and audience. The writer is beginning to use discipline-specific writing conventions with general success. While there may be a few errors in grammar, usage, and mechanics, a strong command of English language usage is clearly evident.

Score 3: Proficient

The texts show a clear sense of purpose and audience. Expression of ideas is generally developed and organized. These texts demonstrate an ability to synthesize concepts. The texts show the writer's ability to evaluate and use information. Writing style (word choice and sentence fluency) is effective for the purpose and audience. The writer is beginning to use discipline-specific writing conventions with uneven success. While there may be some errors in grammar, usage, and mechanics, a competency in English language usage is evident.

Score 2: Nearing Proficiency

The texts show some attention to purpose and audience. Expression of ideas may be vague, unclear, and/or unorganized at times. These texts demonstrate developing ability to synthesize concepts.   The texts reveal the writer's uneven ability to use information; use of information may be insufficient.   Writing style (word choice and sentence fluency) is sometimes ineffective for the purpose and audience. The writer shows minimal knowledge of discipline-specific writing conventions. A basic control of English language usage is apparent, even though frequent errors in grammar, usage, or mechanics may occasionally hinder understanding.

Score 1: Novice

The texts show little understanding of purpose and/or audience. Expression of ideas is confusing, minimal, or irrelevant; the organization is illogical or weak. These texts demonstrate difficulty in synthesizing concepts. The writer's use of information is inaccurate, inappropriate, or missing. Writing style (word choice and sentence fluency) is not effective for the purpose and audience. The writer shows little to no awareness of discipline-specific writing conventions. Severe problems with grammar, usage, and mechanics show poor control of English language and impede understanding.

Appendix C: Writing Retreat Evaluation

Your name (optional) _____

Please respond to this evaluation. Your comments will help the Writing Committee write its 2015 report and will assist in our implementation of next year's University-wide Program-Level Writing Assessment. Thank you.

A. Please check the statement that best reflects your knowledge and experience with writing assessment <u>before</u> this retreat.

      _____1. I have created and used rubrics to assess students' writing.

      _____2. I knew about rubrics, but have not used them regularly in my assessment of students' writing.

      _____3. I did not know about rubrics for assessment of students' writing.

      _____4. I use a different method for assessing students' writing. Please describe that method below:

B. Please place a check in the column that represents your opinion.

	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
1. This retreat helped me understand and apply a holistic rubric to students' writing.	☐	☐	☐	☐	☐
2. This retreat helped me assess students' writing accurately and efficiently.	☐	☐	☐	☐	☐
3. Identifying strengths and weaknesses in students' writing was a worthwhile process.	☐	☐	☐	☐	☐
4. This retreat was a valuable professional development experience for me.	☐	☐	☐	☐	☐
5. I would recommend this retreat to my colleagues.	☐	☐	☐	☐	☐

C. Please write your responses to these 2 items. Feel free to continue your responses on the back of this page.
      1. What aspects of this retreat were most useful for you?

      2. What might be changed to improve this retreat?

Appendix D: Additional Data Analysis

Following the creation of this report, further analysis was conducted on the Spring 2017 Writing Assessment Workshop data. In some cases, multi-year data analysis was available and is presented.

Score Point Analysis

Score Point	% of total sample			
	2014	**2015**	**2016**	**2017**
1-1.5	5%	5%	14.58%	9.86%
2-2.5	50%	50%	49.30%	42.96%
3	27%	31%	24.30%	34.51%
3.5-4	16%	8%	8.30%	12.86%

Score Point	GPA	
	2016	**2017**
1-1.5	2.94	2.86
2-2.5	3.18	3.24
3	3.39	3.39
3.5-4	3.79	3.51

Score Point	% Credit Completion	
	2016	**2017**
1-1.5	86.51%	77%
2-2.5	87.81%	91%
3	93.67%	91%
3.5-4	95.56%	92%

Score Point	1st Gen Student	
	2016	**2017**
1-1.5	52.2%%	14.30%
2-2.5	50.70%	46.00%
3	48.60%	39.00%
3.5-4	50%%	67.00%

Score Point	US Citizenship	
	2016	**2017**
1-1.5	96%	93%
2-2.5	99%	100%
3	100%	98%
3.5-4	100%	100%

Score Point	Sex	
	2016	**2017**
1-1.5	39% W	50% W
2-2.5	65% W	50% W
3	57% W	84% W
3.5-4	58% W	72% W

Score Point	Path into IW			
	101	**101**	**AP**	**AP**
	2016	**2017**	**2016**	**2017**
1-1.5	81%	78.60%	4.70%	0%
2-2.5	57.80%	62%	9.80%	16.30%
3	51.40%	69%	25.71%	18.40%
3.5-4	58.30%	45%	33.30%	34%

Score Point	Path into IW			
	IB	**IB**	**Transfer Credit**	**Transfer Credit**
	2016	**2017**	**2016**	**2017**
1-1.5	0%	0%	14.30%	50%
2-2.5	0%	3.20%	32.40%	39.30%
3	0%	0%	20%	43%
3.5-4	0%	5%	8.30%	39%