

The University of Montana – Missoula
University-wide Program-level Writing Assessment (UPWA)
2019 Annual Report

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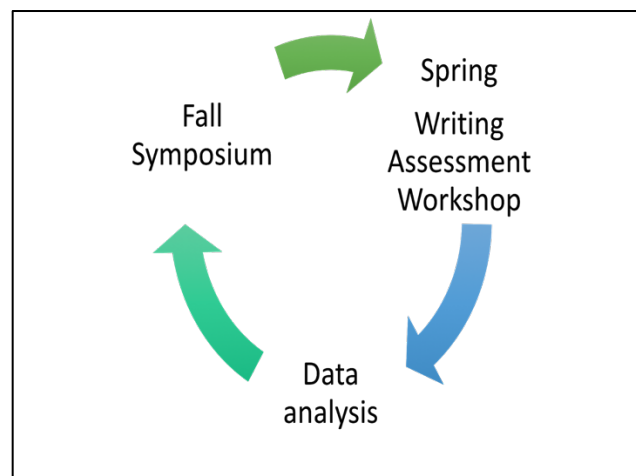
Overview/Background

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. Intermediate Writing course status is awarded by the Writing Committee based upon a course application; the proposed course must meet the required Intermediate Writing Course Guidelines (see Appendix A for details). Each year the committee reviews all applications for new courses or renewed status and issues a summary report (see Appendix B for the spring 2019 report). All sampled papers have come from courses who have Intermediate Writing Course status.

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. Erin Baucom, 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 UOnline 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.



2018 Fall Writing Symposium

The fifth annual Fall Writing Symposium was held on Friday, November 2, 2018. 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 2018 UPWA. Conversations at the assessment led the Writing Committee to believe that faculty were interested in and in need of a discussion about how to identify the hallmarks of strong writing assignments and integrate them into their classes.

The Symposium was titled, “Take 2: Knowing How and When to Revise Writing Assignments.” There were 18 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 many different disciplines and programs. Participants shared sample assignments from classes and discussed the qualities that lead to (or away from) clarity about how the assignment’s expectations were expressed. Afterward, faculty moved into breakout discussion groups in order to respond to personal pedagogical questions and to explore their experiences with designing writing assignments that elicit the writing they hope for. 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.

UPWA Analysis

2019 ASCRC Writing Assessment Workshop Participant Information

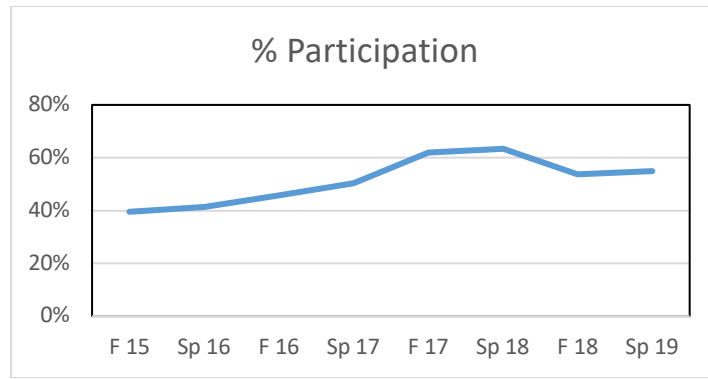
The ASCRC Writing Assessment Workshop is a day-long workshop designed to meet multiple purposes: to teach participants the basics of formal, holistic writing assessment, to encourage cross-disciplinary and cross-institutional collaboration and connection, and to gather data and information about the 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 2019 Writing Assessment Workshop was held in the University Center at the University of Montana. The workshop was attended by 26 faculty, staff, graduate students, and high school teachers from 19 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 dual enrollment courses. Participants represented a variety of disciplines including, Philosophy, Journalism, Curriculum and Instruction, Educational Leadership, English, UM Graduate School, Ecosystem and Conversation Sciences, Library, Anthropology, Pharmacy Practice, Interdisciplinary PhD Program, Native American Studies, the Davidson Honors College, and the Writing and Public Speaking Center. They scored 129 papers in the course of the workshop.

2018-2019 Submission Participation

During the fall of 2018, there were 30 instructors from 13 programs teaching 39 sections of Intermediate Writing. In the spring of 2019, there were 31 instructors from 14 programs teaching 48 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. In recent years, these faculty were more pointedly invited to the Fall Writing Symposium and Spring Writing Assessment Workshop.

Analysis of the Spring 2019 UPWA submissions showed that participation among students remained strong. In the fall of 2018 54% of students in Intermediate Writing courses submitted work to the UPWA; in Spring 2019, 55% submitted work. Both of these submission rates represent growth from previous semesters.



2014-2019 Scoring Percentage Comparison

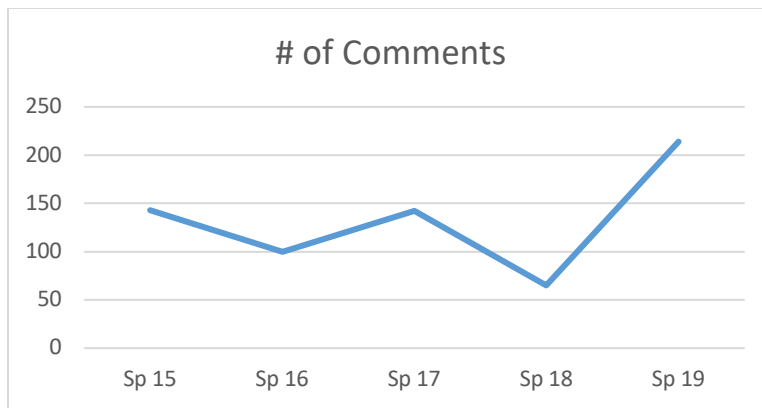
At the Writing Assessment Workshop, each sample essay is read and given a score between one and four. A score of one represents novice-level work while a four represents advanced-level work. The complete UPWA scoring rubric is available in Appendix B.

Score Point	2014	2015	2016	2017	2018	2019
1-1.5	5%	5%	14.58%	9.86%	6.67%	11%
2-2.5	50%	50%	49.30%	42.96%	41.48%	45%
3	27%	31%	24.30%	34.51%	37.04%	28%
3.5-4	16%	8%	8.30%	12.86%	14.81%	15%

2019 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.

It can be noted that the 2019 assessment data shows a dramatic increase in the total codes for strengths and weaknesses. Although the number of comments may be interpreted in a number of different ways, the data combined with the qualitative experience of the assessment shows that the number of comments bears out the particularly friendly, comfortable experience of the 2019 assessment workshop.



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% ⁰⁰	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 scoring procedure and felt that it gave them 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.

2019 Moodle Survey Data

Student Survey Data on Revision Fall 2018 & Spring 2019 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 relative consistency in the number of students who revised their writing once, twice or more. It shows a continued decrease in the number of students who say they did not revise at all, which shows growing attention to revision in the courses. The kinds of revisions they made varied slightly, with a small growth in major changes.

# of Revisions on Submissions	2017	2018	2019
Once	32%	42%	34%
Twice	11%	24%	33%
2+	18%	20%	19%
None	39%	13%	12%

Kinds of Revisions	2017	2018	2019
Major	12%	11%	12%
Mid-level	55%	68%	64%
Minor	33%	33%	33%

Feedback from instructors remained the most common source of feedback for students; the use of rubrics for feedback also showed small growth.

Feedback Source	2017	2018	2019
Written	31%	84%	80%
Rubric-based	7%	37%	38%
Line edits	18%	33%	27%
In-person discussion	16%	41%	44%
Email	9%	12%	17%
Group discussion	16%	28%	30%
Other	4%	5%	4%

Student Survey Data on Information Literacy

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. The data shows an increase in general research and library database usage as well as an increase in research from tutors.

Sources searched/consulted	2017	2018	2019
General research (Google)	27%	9%	66%
Library database	22%	34%	39%
Librarian	7%	3%	0%
Instructor	15%	42%	40%
Peer	16%	26%	24%
Tutor	2%	7%	13%
No resources	11%	9%	8%

Source Integration	2017	2018	2019
Direct quote	40%	78%	79%
Paraphrase	23%	60%	67%
Summary	26%	58%	61%
No sources	3%	6%	5%

Major Takeaways

There were three important takeaways from the 2018-2019 assessment cycle. First, despite general increased campus-wide demand on faculty, students and faculty continued to participate in this assessment. In the fall of 2018 54% of students in Intermediate Writing courses submitted work to the UPWA; in Spring 2019, 55% submitted work. Both of these submission rates represent growth from previous semesters.

Second, 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 and the number of students who say they have not revised continues to drop.

Third, this year we saw the fourth year of a slow but steady increase in the percentage of writing samples scores in the highest category (3.5/4). This year 15% of our samples scored in the highest category and 44% were in the top half of the spread. Although an overall higher set of scores isn’t one of the main expectations or goals of the UPWA, it is gratifying to think that the training in work with holistic rubrics, the workshops on designing better assignments, and the overall campus effort to deliver a powerful, inclusive writing program could result in stronger student writing.

Looking Toward the Future

During the 2019-2020 assessment cycle, we hope to add focus on exploring structural and process-based revisions. When this assessment began, Moodle was our only viable option for organizing the materials and data for the UPWA. However, because it is a learning management system and not a submissions-based software, we have found ourselves spending a significant amount of time in forcing Moodle to work with our assessment (and vice versa). During the next assessment cycle, we hope to be able to transition into a new software program that will allow for more efficient collecting, sorting, and storing of student samples and assessment data. A new, submissions-specific software will allow us to stop relying on a retired faculty member for algorithmic randomization and output reports and it will provide us with a simpler interface for collecting, organizing, and communicating data.

Along similar lines, we will be focusing pointed energy toward working with IT to find solutions to continued data integration issues that have hampered our ability to report data in a timely fashion. Since the loss of a valued IT specialist, we have been unable to integrate the output of Moodle data with the student information held in Banner. Conversations about this work have been in motion for the past year and we are hopeful to have a solution soon.

Finally, we also hope to reinvigorate the participation from Intermediate and Advanced Writing teachers as well as the members of the ASCRC Writing Committee. Although participation within our events is energetic and engaged, our numbers have lagged in the past year. Along with the Writing Committee, the Coordinator will continue to explore new methods of outreach and education for instructors of Intermediate Writing courses. As always, 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.

Number:	202.50
Procedure:	Writing Course Guidelines
Date Adopted:	11/13/08
Last Revision:	4/9/09 (8/12/15)
References:	
Approved by:	Faculty Senate
Appendix:	FAQs

I. Overview

The ability to write effectively is fundamental to a liberal arts education, essential to academic inquiry, and important for student success in academic, professional, and civic endeavors. Composition and writing courses at The University of Montana (UM) help students become adept at writing for a variety of audiences and purposes. Effective writing both strengthens and is strengthened by an understanding of critical thinking and information literacy. Students should learn to use writing as a means of finding, synthesizing, analyzing, and evaluating information, retaining course material, and using that information and material in order to form and express coherent thoughts and arguments.

Writing Requirements for Graduation

To fulfill the writing requirements at UM and to demonstrate writing proficiency, students should satisfy the following four requirements in order:

1. Introductory College Writing

2. Intermediate College Writing

3. Advanced College Writing

The Advanced College Writing requirement can be fulfilled using the following options:

- One advanced college writing course (numbered 300-400), with a grade of C- or better defined by the department and approved by the ASCRC Writing Committee, or
- An advanced college writing expectation defined by the department and approved by the ASCRC Writing Committee

A. Introductory College Writing Course

The Composition Program seeks to advance the University's mission to pursue academic excellence in the context of writing instruction. Introductory College Writing Courses facilitate students' achievements in exploring and enacting rhetorical knowledge; critical thinking, reading, writing and research processes; and knowledge of conventions. Writing is a powerful means of purposeful inquiry, communication, and action in

the classroom and in the world. (For current information, see: <http://www.cas.umt.edu/english/composition/curriculum.htm>.)

B. Intermediate College Writing Course

These courses use informal and formal writing to enhance writing skills and promote critical thinking in content areas. Information literacy is integrated into all general education courses approved for Group I: English Writing Skills. Students are required to complete Introductory College Writing, unless exempted, prior to taking An Intermediate College Writing Course.

C. Advanced College Writing Requirement by the Major

This writing requirement typically focuses on the student's major area of study. For this reason, faculty members within specific disciplines develop courses or expectations *based on the conventions for research, analysis, and writing in their field*.

Types of Acceptable Writing Tasks

Writing tasks may include formal and informal, graded and ungraded, and in-class or out-of-class exercises. The range of possible writing tasks includes journal entries, case studies, blogs, e-portfolios, hypertext, lab reports, free writing, annotated bibliography, essay, analyses, proposals, abstracts, reviews, field notes, electronic postings, research papers, or proofs. For more ideas, contact the [Writing Center](#).

II. Guidelines

Writing requirements establish a logical progression of development as students move through the college curriculum. Therefore, intermediate and advanced college writing courses have different outcomes. The courses are reviewed and approved by the Writing Subcommittee and Academic Standards and Curriculum Review Committee (ASCRC). Proposals for all writing courses and expectations should specifically address how they will achieve the learning outcomes. Faculty who propose writing courses or are assigned to teach departmental courses are encouraged to seek guidance from the Mansfield Library, the Writing Center, and other campus resources. Specifically, collaboration with library faculty is encouraged for addressing information literacy. Departments will determine the criteria for graders, if used.

A. Intermediate College Writing Courses

Students should plan to take the intermediate college writing course after completing the introductory college writing course and prior to taking the advanced writing course specified by their major. Upon completing the intermediate writing course, students should understand writing as means to practice academic inquiry and demonstrate the ability to formulate and express opinions and ideas in writing. Upon completing the intermediate writing course, the student should be able to:

1. Learning Outcomes

- Use writing to learn and synthesize new concepts
- Formulate and express written opinions and ideas that are developed, logical, and organized
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively and ethically
- Begin to use discipline-specific writing conventions

- Demonstrate appropriate English language usage

2. Requirements for Approved Writing Courses*

Instructors must:

- Limit enrollment to [25 students per instructor or grader](#) (FAQ 8)
- Identify course outcomes in the syllabus
- Provide students with detailed written instructions, including criteria for evaluation, for all [formal writing assignments](#) (FAQ 3)
- Provide adequate instruction and require students to write frequently for specified audiences, purposes, and genres
 - Formal or informal
 - Graded or ungraded
 - In-class or out-of-class
- Provide feedback on students' writing and require students to revise and resubmit at least one [formal writing assignment](#) (FAQ 3)
- Require each student individually to compose at least 16 pages of [writing for assessment](#)(FAQ 5/6) over the course of the semester
- Base a significant portion (at least 50% of a 3 credit course or equivalent hours) of the course grade on student performance on [writing assignments](#) (FAQ2)
- Incorporate information literacy into learning outcomes, instruction, and assignments

* Proposals requesting approval for writing courses that do not meet the requirements should include justifications for these changes that address how learning outcomes will still be achieved.

B. Advanced College Writing Requirement

The advanced college writing requirement is defined for the major and may be met by either a course or an expectation as articulated by the program. Upon completing the advanced writing requirement, students should be more active, confident, and effective contributors to a body of knowledge and should understand the ethical dimensions of inquiry. Upon completing the advanced college writing requirement, the student should be able to:

1. Learning Outcomes

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

2. Requirements for advanced College Writing Courses*

Instructors must:

- Limit enrollment to [25 students per instructor or grader](#) (FAQ 8)

- Identify course outcomes in the syllabus
- Provide students with detailed written instructions, including criteria for evaluation, for all formal writing assignments (FAQ 3)
- Provide students with tools and strategies for effective writing and editing in the major
- Require students to write frequently for specified audiences, purposes, and genres
 - Formal or informal (FAQ 4)
 - Graded or ungraded
 - In-class or out-of-class
- Provide feedback on students' writing and require students to revise and resubmit at least one formal writing assignment (FAQ 3)
- Require each student to individually compose at least 20 pages of writing for assessment (FAQ5/6) over the course of the semester
- Base a significant portion (at least 50% of a 3 credit course or equivalent hours) of the course grade on student performance on written assignments(FAQ 1)
- Incorporate information literacy into learning outcomes, instruction, and assignments

3. Requirements for Advanced College Writing Requirement not fulfilled by a Course**

- This approach to fulfilling the advanced college writing requirement should be designed to produce learning outcomes similar to those described for advanced college writing courses.

* Proposals requesting approval for advanced college writing that do not meet the requirements should include justifications for these changes that address how learning outcomes will still be achieved.(FAQ 9)

** Proposals requesting approval for advanced college writing that are not fulfilled by a course or combination of courses must clearly articulate how the learning outcomes will still be achieved.

Appendix C: 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

The University of Montana – Missoula

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 E: 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 before 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. This retreat helped me assess students' writing accurately and efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identifying strengths and weaknesses in students' writing was a worthwhile process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. This retreat was a valuable professional development experience for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I would recommend this retreat to my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?