

The University of Montana – Missoula

University-wide Program-level Writing Assessment (UPWA)

2020 Annual Report

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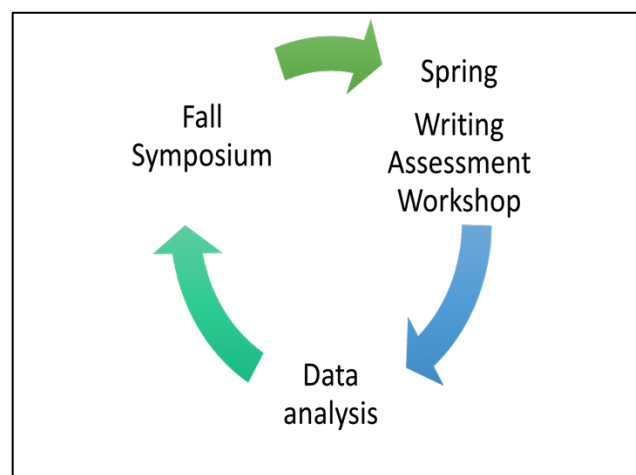
Overview/Background

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. 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 2020 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, 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.



2019 Fall Writing Symposium

The Writing Symposium is an annual gathering designed to foster a shared conversation about the teaching of writing across disciplines. Specifically, the topic of each annual conversation is drawn from observations and insights from the previous spring's workshop and subsequent analysis of the scoring data. Data analysis of the qualitative data from the 2019 UPWA workshop showed a pronounced weakness in organization of ideas; therefore, the topic of the fall 2019 Symposium focused on how to teach students to write well-organized essays.

Titled 'Wrangling Ideas, Teaching Students How to Write Organized Essays', the symposium was held on Friday, November 1, 2019, from 12-2 pm in room 225 of the University Center. Twenty staff, faculty, and graduate students attended the event, representing Communication Studies, Applied Arts and Sciences/ Missoula College, the Maureen and Mike Mansfield Library Archives and Special Collections, Pharmacy Practice, Geography, English, Anthropology, CSD, World Languages and Cultures, the Writing Center, and the Office of the Provost.

Shareen Grogan, Director of the Writing and Public Speaking Center, and Amy Ratto Parks, Assistant Director of the Compositing Program presented the workshop. During the first hour of the event, Grogan and Ratto Parks invited participants to consider the kinds of organizational challenges present in their own classrooms before introducing an annotated example of a well-organized essay; participants shared their experiences in talking with students about the organization in their writing. In the second hour, participants were each given a sample essay and were asked to consider, first alone and then as a group, how they would work with the student writer of the paper. Throughout the event, the group discussed the qualities of strongly-organized writing as well as the barriers to strong organization. At the end of the event, participants were asked to write notes to themselves to remind themselves about how they personally would like to approach challenging essays from students.

UPWA Analysis

2020 ASCRC Writing Assessment Workshop Participant Information

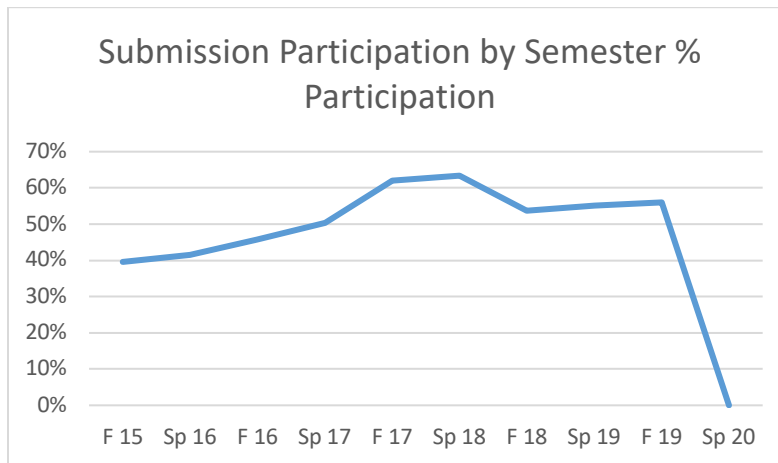
The ASCRC Writing Assessment Workshop is a day-long workshop designed to meet multiple purposes: to teach participants the basics of formal, holistic writing assessment, to encourage cross-disciplinary and cross-institutional collaboration and connection, and to gather data and information about the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

The Spring 2020 Writing Assessment Workshop was held in the University Center at the University of Montana. The workshop was attended by 13 faculty, staff, and graduate students from 14 different programs at UM-Missoula and Missoula College. Participants represented a variety of disciplines including Anthropology, Chemistry, English, UM Graduate School, Ecosystem and Conversation Sciences, Creative Writing, the Mansfield Library, the Provost's Office, Pharmacy Practice, the UM Entertainment Management Program, and the Writing and Public Speaking Center. They scored 80 papers in the course of the workshop.

2019-2020 Submission Participation

During the fall of 2019, there were 32 instructors from 13 programs teaching 44 sections of Intermediate Writing. In the spring of 2020, there were 34 instructors from 16 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.

In the fall of 2019, 56% of students in Intermediate Writing courses submitted work to the UPWA. However, due to the COVID-19 pandemic, submissions in spring 2020, were paused and there were no submissions from students.



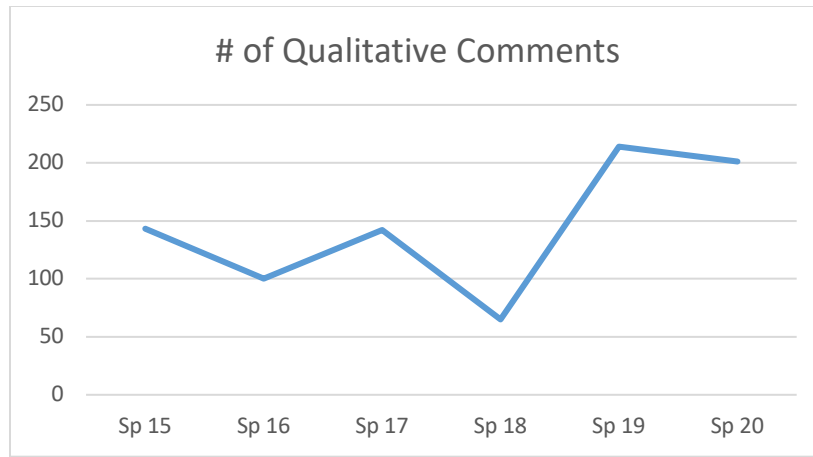
2014-2020 Scoring Percentage Comparison

At the Writing Assessment Workshop, scorers read each sample essay give it 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.

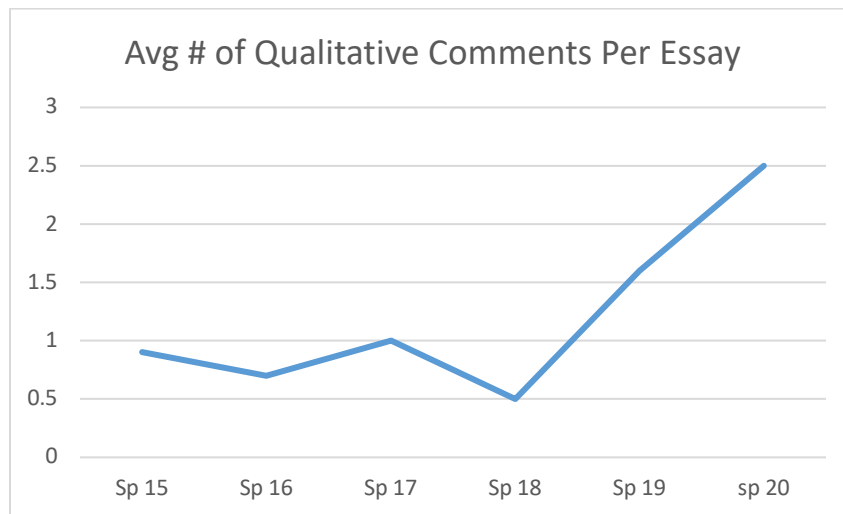
Score Point	% of sample						
	2014	2015	2016	2017	2018	2019	2020
1-1.5	5%	5%	14.58%	9.86%	6.67%	11%	8%
2-2.5	50%	50%	49.30%	42.96%	41.48%	45%	36%
3	27%	31%	24.30%	34.51%	37.04%	28%	45%
3.5-4	16%	8%	8.30%	12.86%	14.81%	15%	11%

2020 Retreat Strengths and Weakness Codes

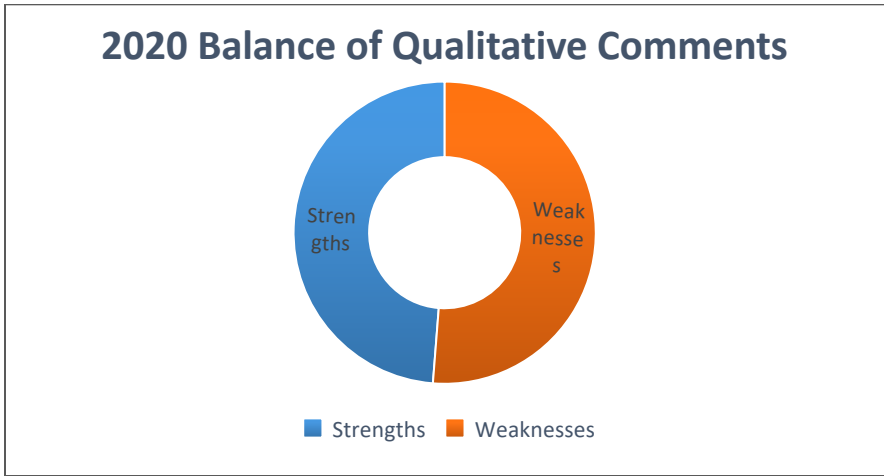
At each Writing Assessment Workshop student papers are coded for strengths and weaknesses. Scorers are instructed to give a paper a strengths or weaknesses code as a part of a holistic scoring method, so not every paper receives a code, and some receive more than one; instead, scorers or scoring groups add these comments when something stands out to them in the writing. 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 six scoring sessions.



It can be noted that the 2019 assessment data showed a dramatic increase in the total codes for strengths and weaknesses, thanks perhaps in part, to a shift in scoring methodology and possibly to the particularly friendly, comfortable experience of the 2019 assessment workshop. The 2020 assessment data showed yet another dramatic increase – though it is not quite apparent from this graph. In the past five years, the number of essays scored at each assessment has held relatively constant, but due to a combination of errors by a graduate student TA and a well-meaning print shop employee, one batch of essays became completely anonymous (and therefore untrackable), and we were unable to use half of our normal student sample. Instead of 160 available essays, we only had 80.

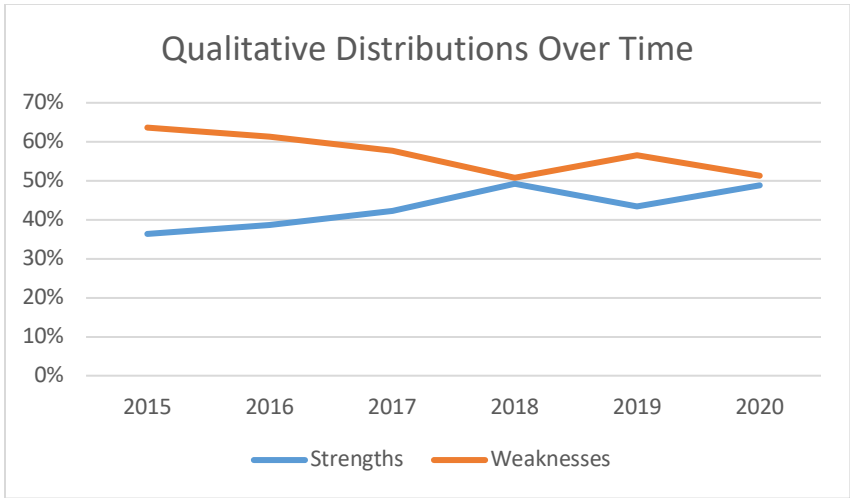


Because the number of essays changed so dramatically, it became important to shift the analytical view of this particular data. In the spring of 18, scorers were only making one qualitative comment for every two essays. In the 2020 workshop, there was an average of 2.5 qualitative comments made for each essay. It is even more striking to observe that among these comments almost exactly half were observing strengths (49%) and half (51%) were observing weaknesses.



Over a span of years, the qualitative comments have not demonstrated the same equanimity in observation from scorers. In 2015 and 2016, scorers were very dominantly commenting on the weaknesses in student writing. By 2018, the distribution of scores also moved toward 50/50, however, in 2018 there were the lowest number of comments made – only one comment per every two essays (though they had a good balance of strengths and weaknesses). By 2020, scorers were making an average of 2.5 comments per essay and the distribution of those comments was approaching 50/50.

	2015	2016	2017	2018	2019	2020
Strengths	36%	39%	42%	49%	43%	49%
Weaknesses	64%	61%	58%	51%	57%	51%



Collectively, this data suggests that some important things are beginning to happen for the overall character of writing instruction at UM. Not only are scorers demonstrating a consistent ability to use a holistic rubric to assign a numerical score, but the dramatic rise in qualitative comments also shows that they are beginning to be able to see the writing concepts at work within student writing – and they are noticing strengths in the work as well as weaknesses. When teachers are able to use consistent language to describe what works well and what doesn't work well in student writing, they are more likely to offer clear direction for revision. Clear direction

not only makes it more likely that a student will revise the paper, but (perhaps unexpectedly) it also improves the morale of the teacher, who would also like to see strength and revision in their students' work.

Writing Assessment Workshop Participant Feedback

Feedback from the workshop was overwhelmingly positive, with most scorers communicating that they loved discussing student papers with colleagues from across a variety of disciplines. Participants seem highly invested in the workshop as 1) a professional development activity, 2) as a way to interact with peers from across campus, and 3) a way to learn about the kinds of work they're doing in their own classrooms. 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). One comment suggested that we invite cohorts of department members or program teaching teams to the workshop so that they can use the time to learn about responding to student writing together and take away similar tools and strategies. (Essentially, they liked the idea of the professional development of the workshop operating as an academic team building exercise.)

2019/2020 Moodle Survey Data

Student Survey Data on Revision Fall 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 Intermediate Writing 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 from the fall of 2019 shows unanticipated inconsistencies. Despite the fact that the survey has always been set up to require an answer before moving on, the survey reported no results for any students for the first question about the number of revisions. Perhaps even more unexpectedly, 86% of students said that they considered their revisions to have been "major"; considering that in the past three years only 11-12% of students claimed major revisions, this is quite notable.

# of Revisions on Submissions	2017	2018	2019	2020
Once	32%	42%	34%	0
Twice	11%	24%	33%	0
2+	18%	20%	19%	0
None	39%	13%	12%	0

Kinds of Revisions	2017	2018	2019	2020
Major	12%	11%	12%	86%
Mid-level	55%	68%	64%	3%
Minor	33%	33%	33%	0%

Feedback from instructors remained the most common source of feedback for students while the other categories have remained generally consistent.

Feedback Source	2017	2018	2019	2020
Written	31%	84%	80%	80%
Rubric-based	7%	37%	38%	39%
Line edits	18%	33%	27%	34%
In-person discussion	16%	41%	44%	43%
Email	9%	12%	17%	9%
Group discussion	16%	28%	30%	30%
Other	4%	5%	4%	4%

Student Survey Data on Information Literacy

Because information literacy another of the required outcomes of are Intermediate 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 a decrease in the use of Google for research and a dramatic increase in conversation with a librarian. Perhaps one of the most notable turns in the survey data this time takes place in the discussion of their source integration. The data shows that very few students report using quotes, paraphrase, or summary – and 25% say they used no sources at all. The scorers made 37 comments about information literacy in this sample and 19 were strengths and 18 weaknesses; so scorers were not perceiving an overall weakness in the writing. While there could many reasons for the results to fall in such a way, it could be likely that students are unaware of the names for the ways they integrate research; perhaps this could indicate that this might not be a useful survey question to pursue in future years.

Sources searched/consulted	2017	2018	2019	2020
General research (Google)	27%	9%	66%	14%
Library database	22%	34%	39%	40%
Librarian	7%	3%	0%	60%
Instructor	15%	42%	40%	55%
Peer	16%	26%	24%	0%
Tutor	2%	7%	13%	13%
No resources	11%	9%	8%	14%

Source Integration	2017	2018	2019	2020
Direct quote	40%	78%	79%	8%
Paraphrase	23%	60%	67%	6%
Summary	26%	58%	61%	0%
No sources	3%	6%	5%	25%

Major Takeaways

The 2019-2020 assessment cycle turned out to be anomalous and enlightening in a number of ways. There were a number of unexpected circumstances related to the submission and scoring of student samples:

- The COVID-19 pandemic led us to close submissions of student work during the spring 2020 semester. Since faculty and students were working to adjust to such rapidly changing conditions, we decided to wait and resume our regular assessment cycle with the fall 2020 semester.
- The analysis in this report covers only student submissions from the fall of 2019; we were not able to use the submissions from spring of 2019 because they were accidentally rendered anonymous rather than confidential. Because we would not be able to connect anonymous samples back to a student, we held the samples which could be used in a later workshop. In a second anomaly, there were only about half the number of scorers and the two unexpected circumstances seemed to balance each other in terms of pace and workload.
- Roughly half of the number of essays (80) were scored in the workshop. Although this smaller number resulted in a more narrow quantitative scope, it also perhaps led to more qualitative comments. It also led participants to consider the potential benefits of a cohort model for the spring workshop; they suggested that a cohort model might allow one or two small groups to learn about and practice writing assessment with their own colleagues and pedagogical teammates.
- The first question in the Moodle survey did not record student answers and therefore, we were unable to report data about how many times they revised their essays before submitting them.

However, the data show:

- That the number of qualitative comments (the strength and weakness codes) rose sharply. In the past two years, the number of qualitative comments has risen dramatically. In 2018, scorers commented once for every two essays, in 2019, they made 1.6 comments per essay, and this year, the scorers averaged 2.5 comments per essay. The rise in these scores indicates the strength of this professional development opportunity for instructors; as they learn to more efficiently identify writing concepts, they will also become more confident and consistent in the feedback they offer students.
- That the scorers identified strengths as well as weaknesses in the essays. In early years of the assessment, scorers commented on weaknesses 60+% of the time, but the data from 2020 shows that they commented on strengths 49% of the time and weaknesses 51% of the time.
- That the scorers think that our student writers have interesting ideas. In the “ideas” category, there were 32 nods to ideas as a strength and only 7 comments that it was a weakness. This has been consistently true for the past three years, but was most dramatic in this year’s data.

Looking Toward the Future

During the 2020-2021 assessment cycle, we look forward to moving to the Submittable platform for management of all UPWA submissions. We are excited 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. This 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 some of our long-term 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 anticipate working to adapt our processes to the changing needs of UM's students, faculty and staff as we all navigate the COVID-19 pandemic. 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?