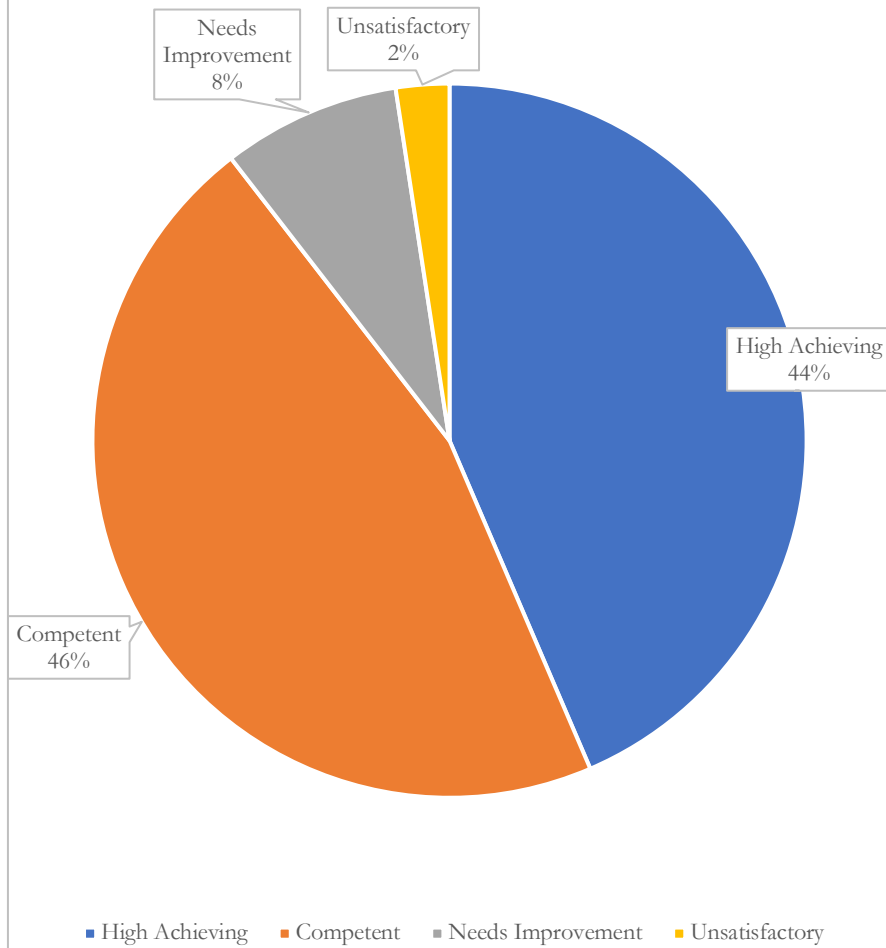**OVERVIEW**

On 26 May 2020, our department met (via Zoom) for our annual assessment meeting. We accomplished the following:
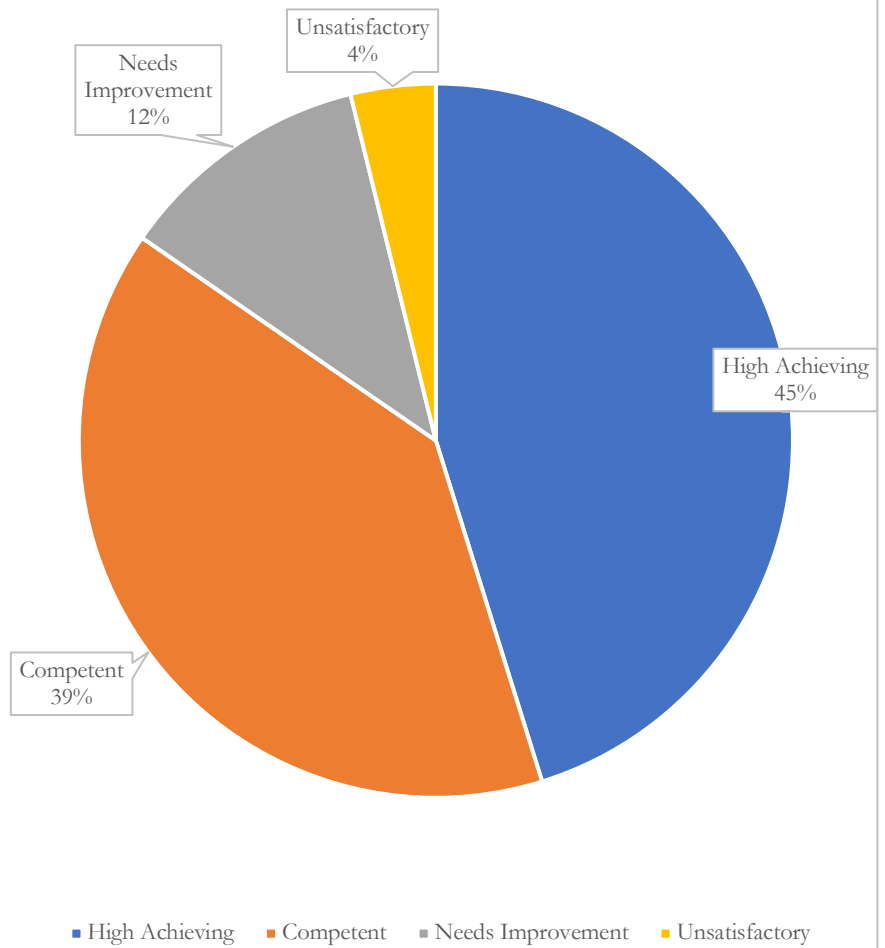1) Direct Assessment of "Reading and Textual Understanding" Learning Goal for the W1 Program
   a. Prior to our meeting, we each assessed the competence of our students in our W1 classes (both **Fall 2019** and **Spring 2020**) in relation to our learning goals rubric (see the pie charts below). During our meeting, we discussed our strengths and weaknesses (in our individual classes and as a group of W1 instructors) relative to the rubric.
   b. We compared our general trends in our courses, and we observed that, in comparison with other learning goals for the W1 Program, this "Reading and Textual Understanding" Learning Goal yields a greater number of students at the "high achieving" and "competent" level. We discussed how students often are trained to be good readers, and that these W1 classes carry the challenge of helping them to turn careful reading into accomplished writing. We further compared these trends with those previously discussed at our August 2019 English Department Retreat (at which we studied aggregate data, submitted from W1 instructors, that placed our students within levels of competency on our entire W1 Learning Goals rubric). The chart below (as pertains to **Spring 2019**) illustrates the percentages of students at each level of competency for the "Reading and Textual Understanding" Learning Goal.
   c. Our Fall 2019 direct assessment—in which faculty assessed over 80% of their students as high achieving or competent—suggest that we are already doing good work to help students achieve this learning goal. The Fall 2019 percentages track fairly closely with (and show some modest improvement over) the Spring 2019 direct assessment results on the same question, which suggests that the program is relatively stable in this respect. *We did not prepare a separate chart for Spring 2020 assessments, given the unorthodox nature of our semesters with our pandemic-necessitated turn online, though we did factor these assessments into our AY 2019-20 chart, which suggests that—even under these extreme conditions and changes in educational platform—instruction and learning in relation to our "Reading and Textual Understanding" Learning Goal is stable.*
   d. The number of our students who are "high achieving" in relation to this learning goal does not reflect in our students' final grades; many of our students can read and understand texts with great nuance, yet their interpretive skills in incorporating textual analysis into quality written work yields more of a challenge (in other words, "reading and textual understanding" seems to be one of the more accessible of our learning goals for the W1 program, a foundational skill upon which the other learning goals seem to build).
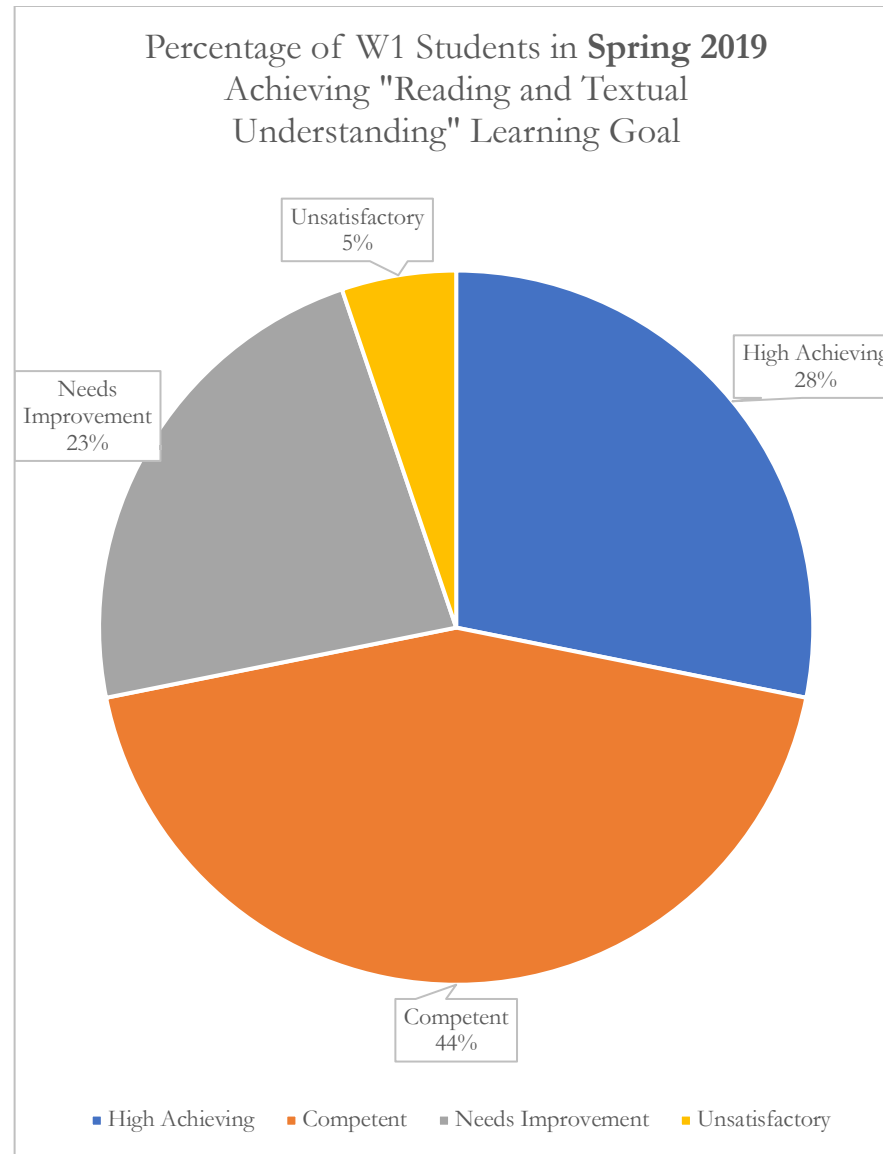
	Learning Goal	High Achieving	Competent	Needs Improvement	Unsatisfactory
Reading & Textual Understanding	To draw on, engage, and cite the ideas of source texts to lend clarity, insight, and rhetorical force to one's own writing.	Demonstrates a nuanced, interpretive understanding of the source and smoothly integrates the quotation or paraphrased account of the source into the body of the essay.	Shows an accurate comprehension of source texts. The exact purpose for using the source text(s) could be more strongly articulated.	Exhibits a vague and intermittent understanding of the source. Parts of the source text(s) may appear in the body of the essay with minimal analysis. May rely on long quotations and basic summary.	Displays minimal understanding of source texts, and makes little distinction between the ideas of the source text(s) and other ideas present in the essay.

Percentage of W1 Students in **AY 19-20**
Achieving "Reading and Textual
Understanding" Learning Goal

Percentage of W1 Students in **Fall 2019**
Achieving "Reading and Textual
Understanding" Learning Goal

Needs
Improvement
8%

Unsatisfactory
2%

High Achieving
44%

Competent
46%

- High Achieving
- Competent
- Needs Improvement
- Unsatisfactory

Needs
Improvement
12%

Unsatisfactory
4%

High Achieving
45%

Competent
39%

- High Achieving
- Competent
- Needs Improvement
- Unsatisfactory

Percentage of W1 Students in **Spring 2019** Achieving "Reading and Textual Understanding" Learning Goal

- Unsatisfactory 5%
- High Achieving 28%
- Needs Improvement 23%
- Competent 44%

■ High Achieving   ■ Competent   ■ Needs Improvement   ■ Unsatisfactory

2) Indirect Assessment of "Reading and Textual Understanding" Learning Goal for the W1 Program
   a. We discussed our students' self-assessment on our course evaluations (all teachers of W1 classes include a question that asks students to evaluate their learning of writing in the course). We compared our students' assessment—evident in their response to this question, as well as in a variety of exercises in class (designed to both practice and reflect upon writing as a process that involves reading)—with those of our collective direct assessment.

b. We realize that our current question on student course evaluations doesn't yield the precision of data that would be most helpful in our assessing our particular strengths and weaknesses. To improve upon this weakness, we have decided to add a question (or replace the existing one) to our W1 course evaluations that explicitly asks students to position themselves in relation to our W1 rubric (not just with regard to writing in general, which is how our question currently is phrased). Thanks to the guidance of Hendrix's Assessment Team, we realized that it would be useful to know how the independent W1 learning goals contribute to students' overall sense of their writing's improvement throughout the semester. Such a question would allow us the chance to focus on the specific learning goal that we're measuring each year.

c. We also discussed the possibility of attaching such self-assessment to assignments or surveying students earlier in the semester, such that we have a clearer benchmark of students' improvement.

d. We discussed the possibility of collaborating to calibrate our assessments as a faculty, i.e. do we have a truly shared notion of what "high achievement" in reading means, say? We discussed the challenge of judging "reading" apart from interpretative writing, and we will think about, in future years, whether our learning rubric would benefit from revision. For now, we feel satisfied both with our students' performance and with our means of evaluation.

e. The data suggests, and we concur, that our work in relation to this learning goal is such that we don't need to make changes to our rubric or our W1 pedagogy, in relation to "Reading and Textual Understanding," at this point.