

2021 W1 ASSESSMENT HENDRIX COLLEGE

OVERVIEW

On 13 May 2021, the W1 committee met (via Teams) for our annual assessment meeting. Attendees included the following: Hope Coulter, Josh Glick, Erin Hoover, Ty Jaeger, Toni Jaudon, Kristi McKim, and Carol West.

During this meeting, we accomplished the following:

1. DIRECT ASSESSMENT OF “WRITING: IDEAS” LEARNING GOAL FOR THE W1 PROGRAM:
 - a. We assessed our W1 students’ competence in relation to our learning goals rubric.
 - b. We considered our assessment in relation to students’ responses on Fall 2020 course evaluations.
2. INDIRECT ASSESSMENT OF “WRITING: IDEAS” THROUGH STUDENT FEEDBACK AND STUDENT SELF-ASSESSMENT (COURSE EVALUATIONS, CONFERENCES).

W1 DIRECT ASSESSMENT

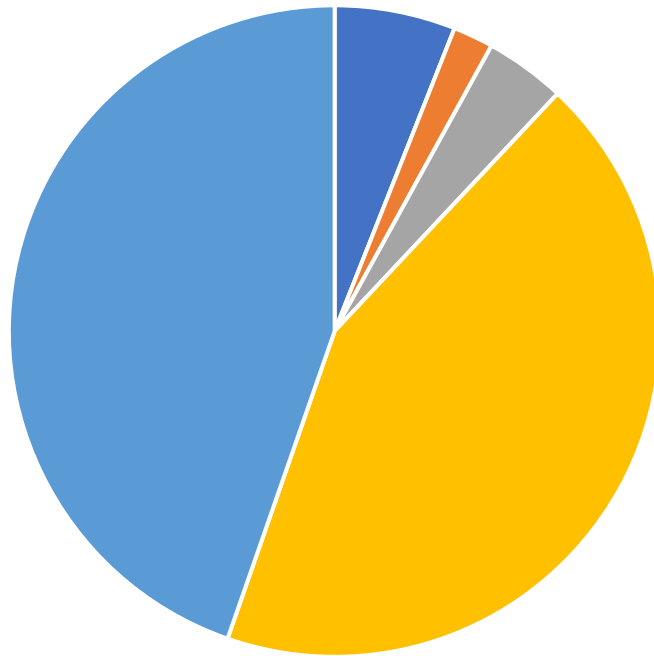
Our rubric

	Learning Goal	High Achieving	Competent	Needs Improvement	Unsatisfactory
Writing: Ideas	To generate insight; to convey significant ideas in writing.	Develops a rich, possibly novel insight that unfolds throughout an essay. The idea captures the source’s complexities inventively.	Develops a clear, well-defined idea across the essay. The idea does justice to the source’s complexities, but may not manifest the creativity of a high achieving essay.	Offers suggestive comments that could form the beginning of an idea, but doesn’t develop them fully, or offers a tentative idea that does not fully consider the source’s complexities.	Does not display a unifying idea, or simply reiterates the source text’s ideas with no additional development. Text or ideas may be plagiarized.

Student evaluations (Fall 2020)

Learning Goal	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Respondents/enrollment	Mean	STD
Writing--Ideas: This Writing Level 1 Course has enhanced my ability to generate insight; to convey significant ideas in writing.	9 (6%)	3 (2%)	6 (4%)	65 (43.33%)	67 (44.67%)	150/214 (70.09%)	4.19	1.04

W1 Course Evaluations, Student Responses to the following: 'Writing--Ideas: This Writing Level 1 Course has enhanced my ability to generate insight; to convey significant ideas in writing.'



- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Thanks to excellent support from the Office of Assessment and cooperating technical help regarding course evaluations, Fall 2020 marked an historical expansion of WI self-assessment data gathered from students. Not only did we ask students about their experience specifically with writing pedagogy but also we asked them about their relative competency and progress regarding each WI Learning Goal. Furthermore, we had access to a master document that included this data, broken down by section and also aggregated. As a WI Program Committee, we discussed the aggregate data in comparison with our experience of teaching students relative to these categories. We feel pleased to discern that a significant percentage of our WI students found that the course enhanced their performance relative to each learning goal. We considered the WI students we'd taught in AY 20-21 relative to the above categories, such that we could reflect on how these cumulative numbers resonate with our individual experiences.

WI INDIRECT ASSESSMENT

Our assessment of students' achievements in "Writing: Ideas" matches what we have indirectly ascertained—through conferences, course evaluations, etc.—regarding students' achievements and their awareness of their achievements.

Given this evidence, we do not propose any changes for AY 21-22.

Appendix A: Student Self-Assessment of W1 Learning Goals, as reported on Fall 2020 Course Evaluations

Learning Goals	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Respondents/enrollment	Mean	STD
Reading & Textual Understanding: This Writing Level 1 Course has enhanced my ability to draw on, engage, and cite the ideas of source texts.	7 (4.61%)	8 (5.26%)	8 (5.26%)	62 (40.79%)	67 (44.08%)	152/214 (73.03%)	4.14	1.05
Writing—Ideas: This Writing Level 1 Course has enhanced my ability to generate insight; to convey significant ideas in writing.	9 (6%)	3 (2%)	6 (4%)	65 (43.33%)	67 (44.67%)	150/214 (70.09%)	4.19	1.04
Writing—Structure: This Writing Level 1 Course has enhanced my ability to write with organizational purpose, reflecting a coherent and meaningful order, both at the paragraph level and in the essay as a whole.	6 (3.95%)	5 (3.29%)	9 (5.92%)	59 (38.82%)	73 (48.03%)	152/214 (71.03%)	4.24	.99
Writing—Mechanics & Style: This Writing Level 1 Course has enhanced my ability to write effective prose in keeping with standard English patterns of grammar, usage, punctuation, sentence structure, and style.	7 (4.61%)	7 (4.61%)	14 (9.21%)	52 (34.21%)	72 (47.37%)	152/214 (71.03%)	4.15	1.07

<p>Process: This Writing Level I Course has enhanced my ability to develop an understanding of how a process of preliminary writings, drafting, and revision can improve an essay's ideas and shape as well as the writer's control over written language and prose style.</p>	<p>6 (3.97%)</p>	<p>1 (.66%)</p>	<p>9 (5.96%)</p>	<p>61 (40.4%)</p>	<p>74 (49.01%)</p>	<p>151/214 (70.56%)</p>	<p>4.30</p>	<p>.92</p>
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