SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
STUDENT LEARNING ASSESSMENT COURSE-LEVEL REPORT

Course Number	EN 101E
Course Title	English 101 Enhanced
Faculty Name	Nathan Freeman
Semester/Year	Fall 2024 CRN 452

OBJECTIVE	ASSESSMENT	RESULTS	REFLECTION AND PLAN OF ACTION
State the Gen Ed Goal / Course-Level Objective that is being assessed	State the assignment and rubric / assessment tool used to complete the assessment	State the results of the rubric / assessment tool used to complete the assessment	Reflect on the results of the assessment and how/if you plan on implementing changes in the future
EXAMPLE: English 101E – Course Objective 5: Locate and evaluate scholarly sources for credibility, accuracy, and bias.	EXAMPLE: English Source Evaluation Rubric embedded in the Final Research Essay	EXAMPLE: 7/25 students met expectation 12/25 students approached expectation 6/25 students did not meet expectation	EXAMPLE: Based on these results, it is clear that most students are able to access research materials and comprehend them, but it is unclear to many students how to properly vet and evaluate sources for accuracy. Next semester, I will provide a recording demonstrating how best to evaluate sources

			for accuracy in my online section. I will also incorporate an assignment where students locate an unreliable source and a reliable source and then write a reflection on the differences between them.

STUDENT LEARNING COURSE-LEVEL ASSESSMENT;
"CLOSING THE LOOP" ON PREVIOUS ACTION PLAN

<mark>Table 2</mark>

REFLECTION AND PLAN OF ACTION	CLOSING THE LOOP
Restate the Reflection and Plan of Action from the relevant Course-Level Report	Reflect on the results of the adjustment you made to this course, how this adjustment affected students' ability to meet this course objective, and what future adjustments you might consider in the future as a result
EXAMPLE: Based on these results, it is clear that most students are able to access research materials and comprehend them, but it is unclear to many students how to properly vet and evaluate sources for accuracy. Next semester, I will provide a recording demonstrating how best to evaluate sources for accuracy in my online section. I will also incorporate an assignment where students locate an unreliable source and a reliable source and then write a reflection on the differences between them.	EXAMPLE: Students, for the most part, reacted very well to the new assignment in which they compared and contrasted reliable/unreliable sources. This had a noticeable impact on the quality of research they provided in their essays as well. One drawback was that some students still did not understand proper vetting and evaluation, and as a result provided two sources that were not viable or properly vetted. In the future, I am considering making this a group assignment where students can share their evaluation techniques and collaborate on what they think makes a source quality versus what makes a source biased or unreliable.