

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

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

<b>OBJECTIVE</b>	<b>ASSESSMENT</b>	<b>RESULTS</b>	<b>REFLECTION AND PLAN OF ACTION</b>
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
<p><u>EXAMPLE:</u></p> <p>English 101E – Course Objective 5: Locate and evaluate scholarly sources for credibility, accuracy, and bias.</p>	<p><u>EXAMPLE:</u></p> <p>English Source Evaluation Rubric embedded in the Final Research Essay</p>	<p><u>EXAMPLE:</u></p> <p>7/25 students met expectation</p> <p>12/25 students approached expectation</p> <p>6/25 students did not meet expectation</p>	<p><u>EXAMPLE:</u></p> <p>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.</p> <p>Next semester, I will provide a recording demonstrating how best to evaluate sources</p>

			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.
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**STUDENT LEARNING COURSE-LEVEL ASSESSMENT;  
“CLOSING THE LOOP” ON PREVIOUS ACTION PLAN**

**Table 2**

REFLECTION AND PLAN OF ACTION	CLOSING THE LOOP
<p>Restate the Reflection and Plan of Action from the relevant Course-Level Report</p>	<p>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</p>
<p><u>EXAMPLE:</u></p> <p>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.</p> <p>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.</p>	<p><u>EXAMPLE:</u></p> <p>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.</p> <p>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.</p>