**Eastern West Virginia Community and Technical College**

**SEMESTER COURSE ASSESSMENT REPORT**

The purpose of this report is to gather an objective, insightful, and critical analysis of the course so that the college can continue to assess and improve upon the quality and effectiveness of the instruction we provide our students. This is not an evaluation of the instructor. Information contained within this report is for course assessment purposes only. Honest, data-informed insights into each course are the most effective way to continue to improve and grow.

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| **Course Name: ENL102 – English Composition 2 CRN: TEE** |
| **Semester: Spring 2021 Date Submitted: 6/29/2021** |
| **Submitted by (Instructor): Joe McGee** |
| **Live, Online, or Hybrid? Online** | **Adult or Early Entrance? Early Entrance** |

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| **Measuring Student Success** |
| ***Indicate two of your most successful* major*****measurements/assignments of student success. Please check the most applicable form of learner interaction (see below for definitions):*** |
| **Assignment (and brief description)** | **Learning Outcomes best associated with?** | **Learner -Instructor** | **Learner-Learner** | **Learner - Content** |
| **Essay – writing in response to the sciences (Artificial Intelligence)** | **1c, 2d, 2g, 3b, 4c** |  |  | **X** |
| **Major Research Paper (6-8 pages)** | **2b, 2c, 2e, 2f, 4c** |  |  | **X** |
| ***Indicate one or two* major *measurements/assignments of student success that students struggled with the most. Please check the most applicable form of learner interaction (see below for definitions):*** |
| **Assignment (and brief description)** | **Learning Outcomes best associated with?** | **Learner -Instructor** | **Learner-Learner** | **Learner - Content** |
| **Research Proposal** | **1f, 2a, 2h, 3d** |  |  | **X** |
| **Annotated Bibliography** | **1d, 1g, 2b, 2c, 3d** | **X** |  | **X** |
| ***Learner – Instructor = Instructor presence; actively teaching, instructing, delivering course material*** |
| ***Learner – Learner = Learners interact with one another to achieve learning objectives*** |
| ***Learner – Content = Learning activities that prompt learners to engage with the course content*** |

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| **Student Success Outcome** |
| **Grade Distribution** |
| **A** | **B** | **C** | **D** | **F** | **UF** | **W** | **Total** |
| **8** | **4** | **2** | **2** | **0** | **0** | **0** | **16** |
| **Raw Pass Rate (# passing students divided by total enrolled at start of semester) = 100%** |
| **Completer’s Pass Rate (# passing students divided by total cohort with non-completing students removed) = 100%** |
| **Top Two Learning Outcomes** |
| **Learning Outcome** | **Description** | **Class Performance** |
| **1b** | **Participate in Classroom Discussions** | **95.4%** |
| **1f** | **Apply various rhetorical theories, putting them into practice in a range of situations** | **89.4%** |
| **Three Lowest Scoring Learning Outcomes** |
| **Learning Outcome** | **Description** | **Class Performance** |
| **2b** | **Demonstrate library and research skills** | **70.9%** |
| **2e** | **Use academic databases and library sources for research** | **70.9%** |
| **4b** | **Recognize and edit errors in their own writing** | **74.7%** |

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| **Overall Performance** |
| **How do you feel your class performed overall, with 1 being the lowest and 10 being the highest?** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
|  |  |  |  |  |  | **X** |  |  |  |
| **What factors led to this decision?** |
| **The research part of the semester contained too many moving parts that did not translate well to an online model, especially for an early entrance class. I think it became overwhelming and the instruction, without face to face interaction was not adequate enough to produce their best work (overall) and was not the most conducive to learning.**  |

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| **Recommendations** |
| **What suggestions do you have that might make this course even better?**  |
| **Remove the research proposal and spend more time in honing database and library research skills – perhaps more along the lines of the “A closer examination of your source” assignment, where students did an in-depth, objective analysis of a source – looking for credentials, associations, bias, etc. Students also need more time with revision and self-editing (as evident by the low class performance in learning outcome 4b.**  |