

English Language Institute

Assessing Student Learning Outcomes



***ASCC* Mission Statement**

The mission of the American Samoa Community College is to foster successful student learning by providing educational programs and high quality services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.

To fulfill this mission, the College, as an open admissions United States accredited Land Grant institution, provides access to associate degree and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for:

- transfer to institutions of higher learning
- successful entry into the workforce
- research and extension in human and natural resources
- awareness of Samoa and the Pacific



***ELI* Mission Statement**

The mission of the English Language Institute (ELI) Department is to help students with English language deficiencies improve their reading and writing skills. Furthermore, these vital skills are reinforced by providing tutoring services in reading and writing tutoring to the students and through Service Learning activities in the community. The ELI Department offers developmental English courses to prepare students for regular college courses.

Role of ELI



ELI CLASSES BREAKDOWN

Fall 2008

Course	Teacher	Section	Total	Pass	NP
ENG 70	L. PURCELL	1	25	19	6
ENG 70	E. FA'ALAFI	2	22	9	13
ENG 70	L. PURCELL	3	23	17	6
ENG 70	E. FA'ALAFI	4	16	7	9
ENG 70	E. FA'ALAFI	15	9	6	3
Total:			95	58	37
ENG 71	J. MAREKO	1	22	11	11
ENG 71	L. PURCELL	2	17	15	2
Total:			39	26	13
ENG 80	J. MAREKO	1	24	14	10
ENG 80	J. MAREKO	2	22	14	8
ENG 80	S. ROPETI	3	23	14	9
ENG 80	S. ROPETI	4	24	14	10
ENG 80	E. SOKIMI	5	31	25	6
ENG 80	E. SOKIMI	6	27	5	22
ENG 80	S. ROPETI	7	32	19	13
Total:			183	105	78
ENG 81	J. MAREKO	1	24	15	9
ENG 81	S. ROPETI	2	24	15	9
ENG 81	S. ROPETI	3	25	6	19
ENG 81	J. MAREKO	4	22	15	7
ENG 81	J. MAREKO	5	25	15	10
ENG 81	J. MAREKO	6	23	15	8
ENG 81	S. LEOMIT	7	26	17	9
Total:			169	98	71
ENG 90	B. GOODWIN	1	20	10	10
ENG 90	B. GOODWIN	2	20	11	9
ENG 90	B. GOODWIN	3	24	11	13
ENG 90	E. SOKIMI	4	24	15	9
ENG 90	S. ROPETI	5	21	14	7
ENG 90	E. SOKIMI	6	22	6	16
ENG 90	B. GOODWIN	7	20	5	15
ENG 90	L. PURCELL	8	18	14	4
Total:			169	86	83
ENG 91	S. ROPETI	1	24	9	15
ENG 91	E. SOKIMI	2	25	17	8
ENG 91	E. SOKIMI	3	25	18	7
ENG 91	B. GOODWIN	4	24	12	12
ENG 91	B. GOODWIN	5	23	15	8
ENG 91	E. SOKIMI	6	28	16	12
ENG 91	L. GALEA'I	7	25	22	3
ENG 91	B. GOODWIN	8	22	12	10
Total:			196	121	75

English Language Institute- SLO

10/8/09 Presentation: Fall 2009

ELI TEACHER BREAKDOWN

Fall 2008

Course	Teacher	Section	Total	Pass	NP	% PASS	% FAIL
ENG 70	E. FA'ALAFI	2	22	9	13	41%	59%
ENG 70	E. FA'ALAFI	4	16	7	9	43.75%	56.25%
ENG 70	E. FA'ALAFI	15	9	6	3	66%	33%
Average						50%	49%
ENG 91	L. GALEA'I	7	25	22	3	88%	12%
Average						88%	12%
ENG 90	B. GOODWIN	1	20	10	10	50%	50%
ENG 90	B. GOODWIN	2	20	11	9	55%	45%
ENG 90	B. GOODWIN	3	24	11	13	46%	54%
ENG 90	B. GOODWIN	7	20	5	15	25%	75%
ENG 91	B. GOODWIN	4	24	12	12	50%	50%
ENG 91	B. GOODWIN	5	23	15	8	65%	35%
ENG 91	B. GOODWIN	8	22	12	10	54%	46%
Average						49%	51%
ENG 81	S. LEOMIT	7	26	17	9	65%	35%
Average						65%	35%
ENG 71	J. MAREKO	1	22	12	10	54%	46%
ENG 80	J. MAREKO	1	24	14	10	58%	42%
ENG 80	J. MAREKO	2	22	14	8	63%	37%
ENG 81	J. MAREKO	1	24	15	9	62%	38%
ENG 81	J. MAREKO	4	22	15	7	68%	22%
ENG 81	J. MAREKO	5	25	15	10	60%	40%
ENG 81	J. MAREKO	6	23	15	8	65%	35%
Average						61%	37%
ENG 70	L. PURCELL	1	25	19	6	76%	24%
ENG 70	L. PURCELL	3	23	17	6	73%	27%
ENG 71	L. PURCELL	2	17	15	2	88%	12%
ENG 90	L. PURCELL	8	18	14	4	77%	23%
Average						79%	22%
ENG 80	S. ROPETI	3	23	14	9	61%	39%
ENG 80	S. ROPETI	4	24	14	10	58%	42%
ENG 81	S. ROPETI	2	24	15	9	62%	38%
ENG 81	S. ROPETI	3	25	6	19	24%	76%
ENG 90	S. ROPETI	5	21	14	7	67%	33%
ENG 91	S. ROPETI	1	24	9	15	37.50%	62.50%
Average						52%	48%
ENG 80	E. SOKIMI	5	31	25	6	81%	19%
ENG 80	E. SOKIMI	6	27	5	22	18%	82%
ENG 90	E. SOKIMI	4	24	15	9	62.50%	37.50%
ENG 90	E. SOKIMI	6	22	6	16	27%	73%
ENG 91	E. SOKIMI	2	25	17	8	68%	32%
ENG 91	E. SOKIMI	3	25	18	7	72%	28%
ENG 91	E. SOKIMI	6	28	16	12	57%	43%
Average						55%	45%

ELI ENROLLMENT STATISTICS

SUMMARY of ENTRY COHORT I

CLASSES

FALL 2008

	ENG 70	ENG 71	ENG 80	ENG 81	ENG 90	ENG 91
PASS	58	26	105	97	86	121
FAIL	37	13	78	71	83	75
TOTAL	95	39	183	168	169	196

Total Pass: 493

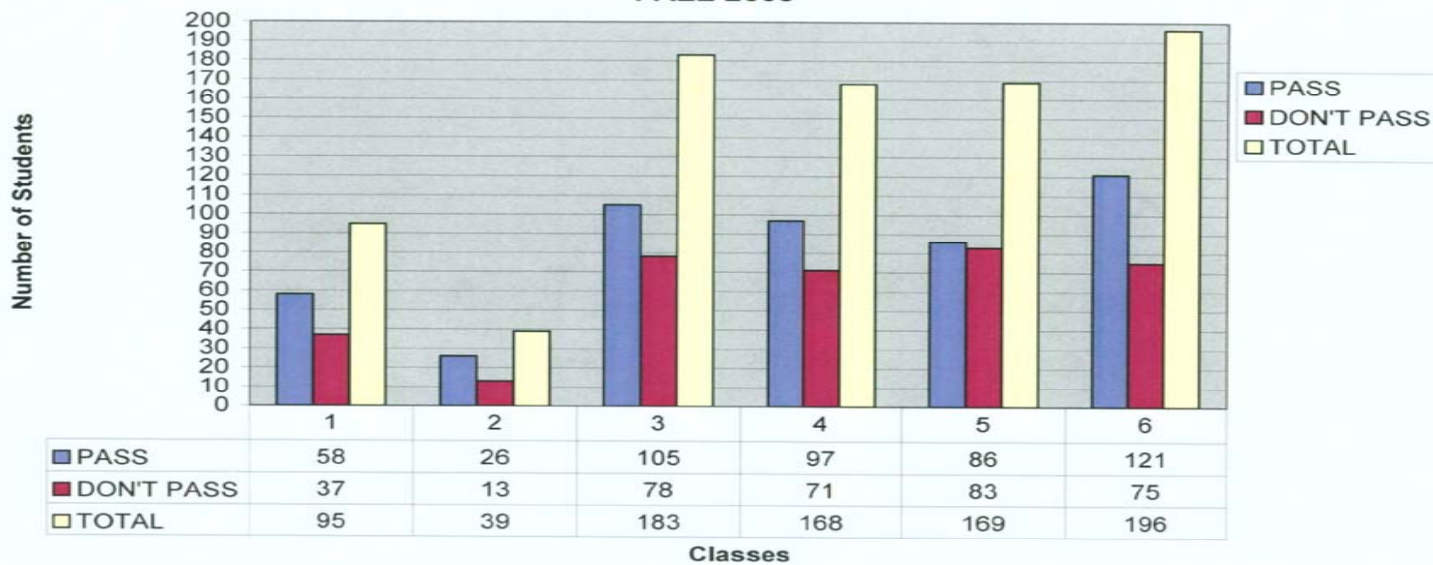
Total Fail: 357

TEACHERS

	B. GOODWIN		E. SOKIMI		L. PURCELL		E. FA'ALAFI	
ENG 70	---	---	---	---	36 - P	12 - NP	22 - P	25 - NP
ENG 71	---	---	---	---	15 - P	2 - NP	---	---
ENG 80	---	---	30 - P	28 - NP	---	---	---	---
ENG 81	---	---	---	---	---	---	---	---
ENG 90	37 - P	47 - NP	21 - P	25 - NP	14 - P	4 - NP	---	---
ENG 91	39 - P	30 - NP	51 - P	27 - NP	---	---	---	---

	J. MAREKO		S. ROPETI		L. SCANLAN		S. LEOMIT	
ENG 70	---	---	---	---	---	---	---	---
ENG 71	12 - P	10 - NP	---	---	---	---	---	---
ENG 80	28 - P	18 - NP	47 - P	32 - NP	---	---	---	---
ENG 81	59 - P	34 - NP	21 - P	28 - NP	---	---	17 - P	9 - NP
ENG 90	---	---	14 - P	7 - NP	---	---	---	---
ENG 91	---	---	9 - P	15 - NP	22 - P	3 - NP	---	---

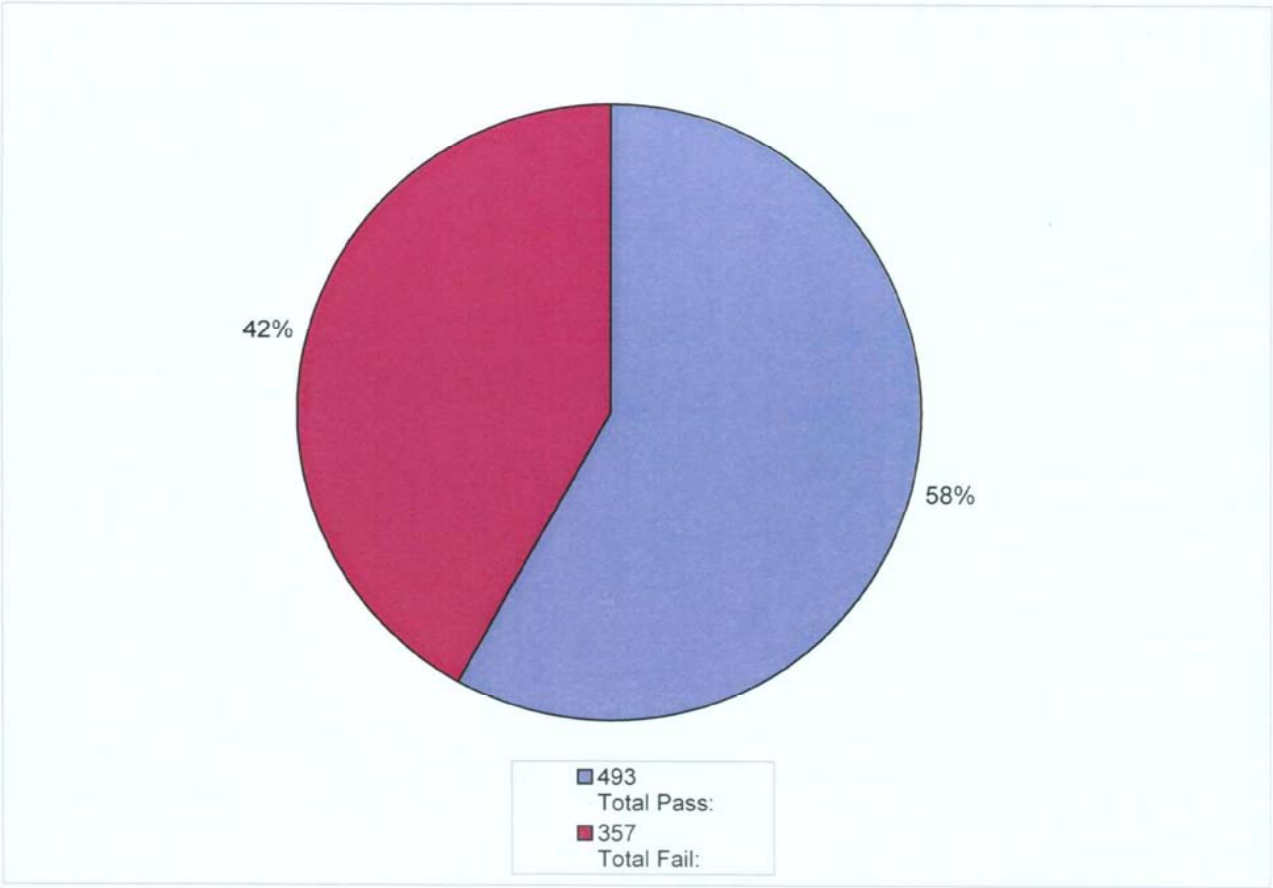
ELI ENROLLMENT STATISTICS OF GRADES FALL 2008

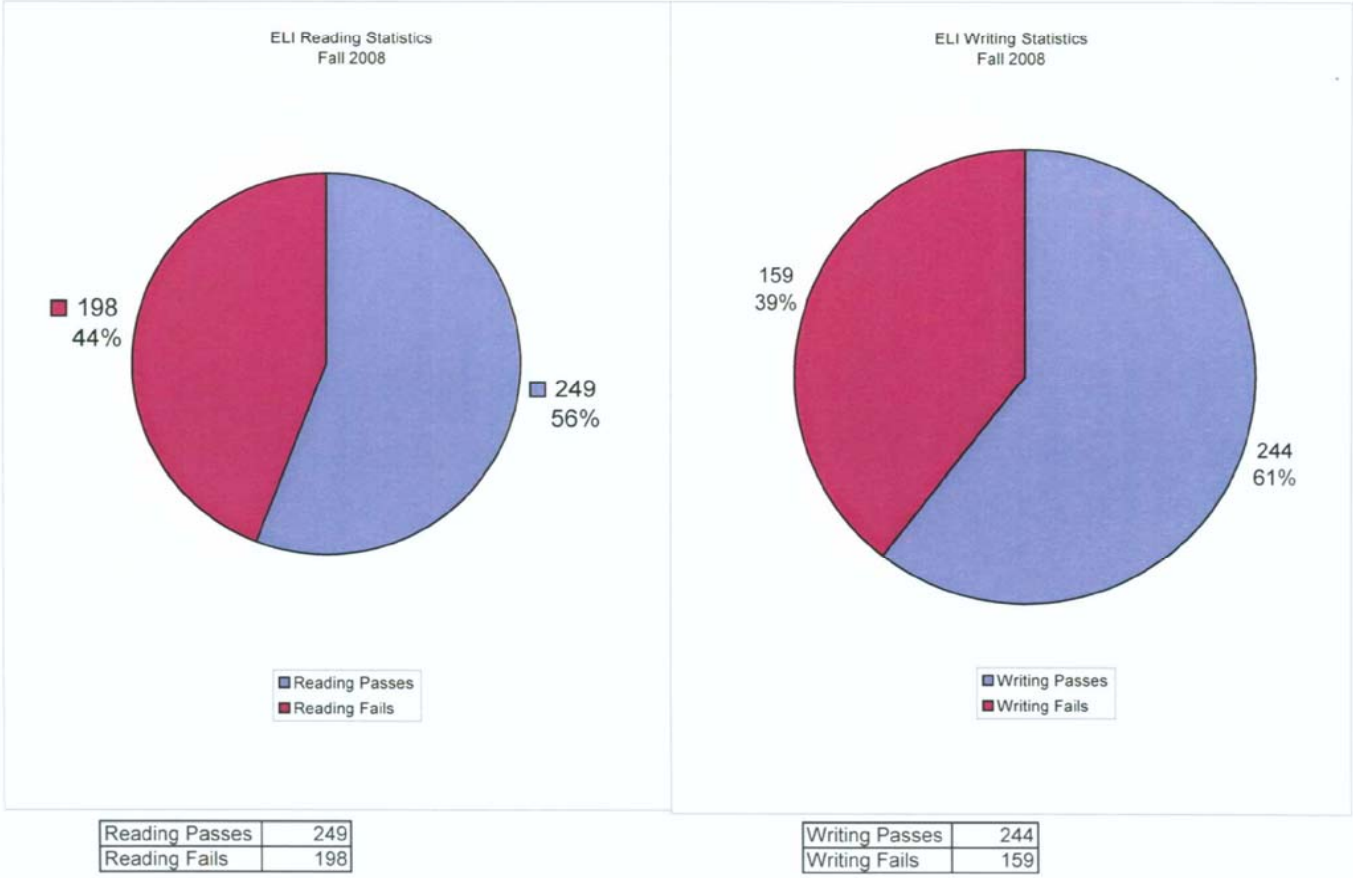


1 2 3 4 5 6
 ENG 70 ENG 71 ENG 80 ENG 81 ENG 90 ENG 91

ELI Overall Enrollment Graph

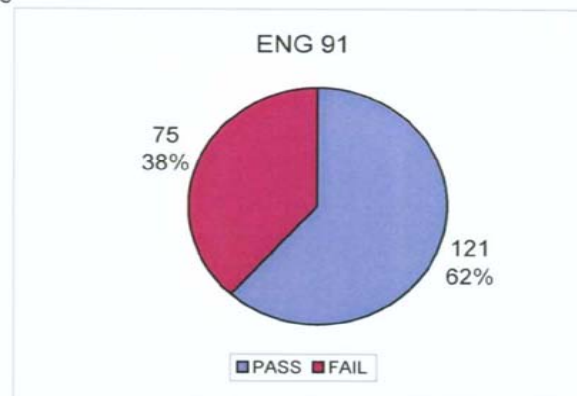
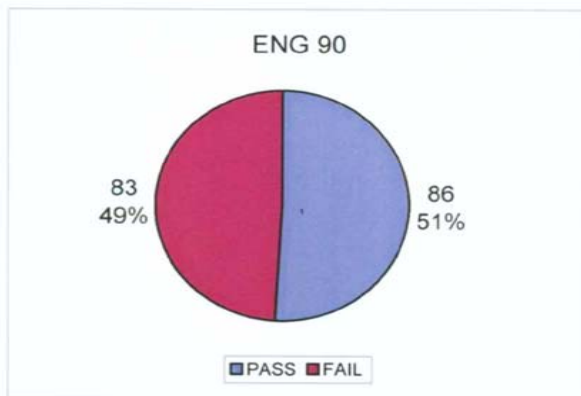
FALL 2008





ELI CLASSES PASS-FAIL RATIOS GRAPH

FALL 2008

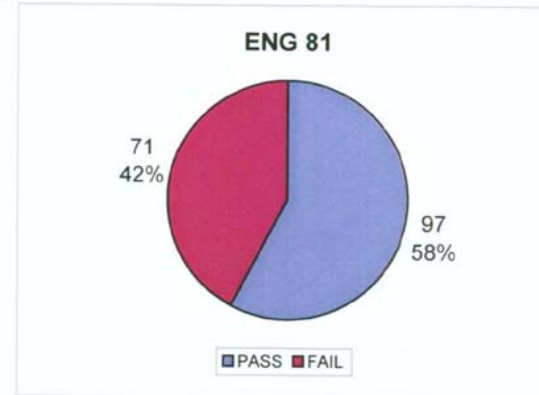
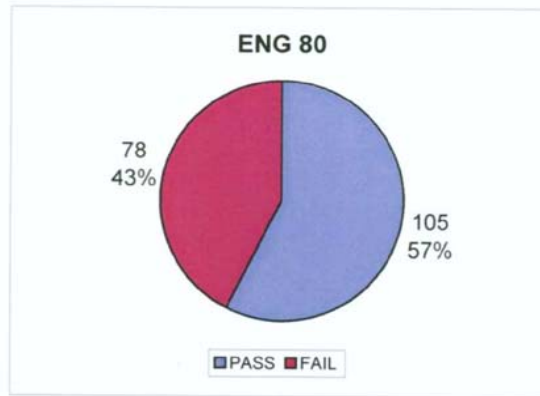


Course	Teacher	Section	Total	Pass	NP
ENG 90	B. GOODV	1	20	10	10
ENG 90	B. GOODV	2	20	11	9
ENG 90	B. GOODV	3	24	11	13
ENG 90	E. SOKIMI	4	24	15	9
ENG 90	S. ROPET	5	21	14	7
ENG 90	E. SOKIMI	6	22	6	16
ENG 90	B. GOODV	7	20	5	15
ENG 90	L. PURCEI	8	18	14	4

Course	Teacher	Section	Total	Pass	NP
ENG 91	S. ROPET	1	24	9	15
ENG 91	E. SOKIMI	2	25	17	8
ENG 91	E. SOKIMI	3	25	18	7
ENG 91	B. GOODV	4	24	12	12
ENG 91	B. GOODV	5	23	15	8
ENG 91	E. SOKIMI	6	28	16	12
ENG 91	L. GALEA'	7	25	22	3
ENG 91	B. GOODV	8	22	12	10

ELI CLASSES PASS-FAIL RATIOS GRAPH

FALL 2008

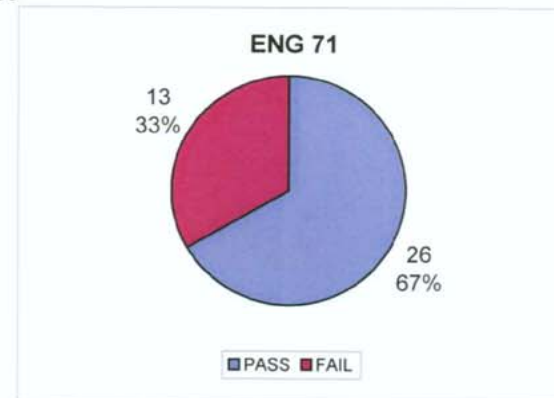
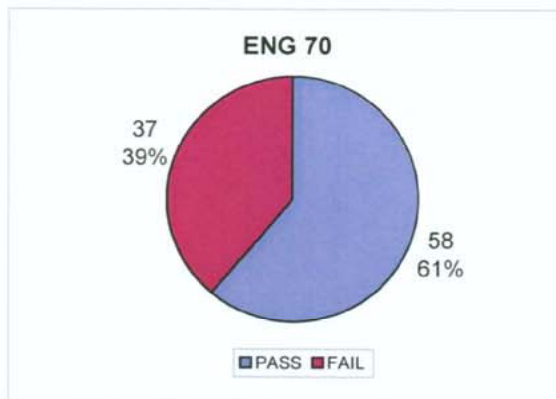


Course	Teacher	Section	Total	Pass	NP
ENG 80	J. MAREK	1	24	14	10
ENG 80	J. MAREK	2	22	14	8
ENG 80	S. ROPET	3	23	14	9
ENG 80	S. ROPET	4	24	14	10
ENG 80	E. SOKIMI	5	31	25	6
ENG 80	E. SOKIMI	6	27	5	22
ENG 80	S. ROPET	7	32	19	13

Course	Teacher	Section	Total	Pass	NP
ENG 81	J. MAREK	1	24	15	9
ENG 81	S. ROPET	2	24	15	9
ENG 81	S. ROPET	3	25	6	19
ENG 81	J. MAREK	4	22	15	7
ENG 81	J. MAREK	5	25	15	10
ENG 81	J. MAREK	6	23	15	8
ENG 81	S. LEOMIT	7	26	17	9

ELI CLASSES PASS-FAIL RATIOS GRAPH

FALL 2008

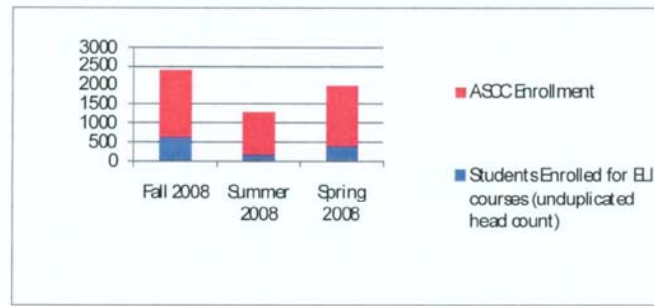


Course	Teacher	Section	Total	Pass	NP
ENG 70	L. PURCEI	1	25	19	6
ENG 70	E. FA'ALAF	2	22	9	13
ENG 70	L. PURCEI	3	23	17	6
ENG 70	E. FA'ALAF	4	16	7	9
ENG 70	E. FA'ALAF	15	9	6	3

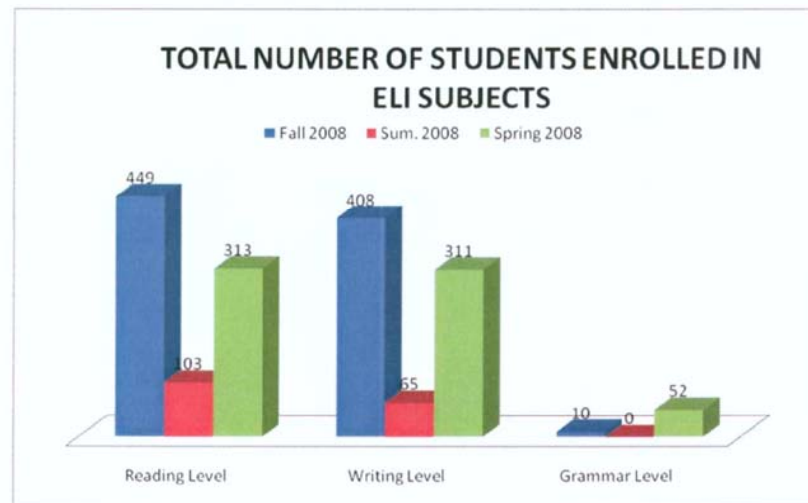
Course	Teacher	Section	Total	Pass	NP
ENG 71	J. MAREK	1	22	12	10
ENG 71	L. PURCEI	2	17	15	2

Enrollment in ELI courses in 2008

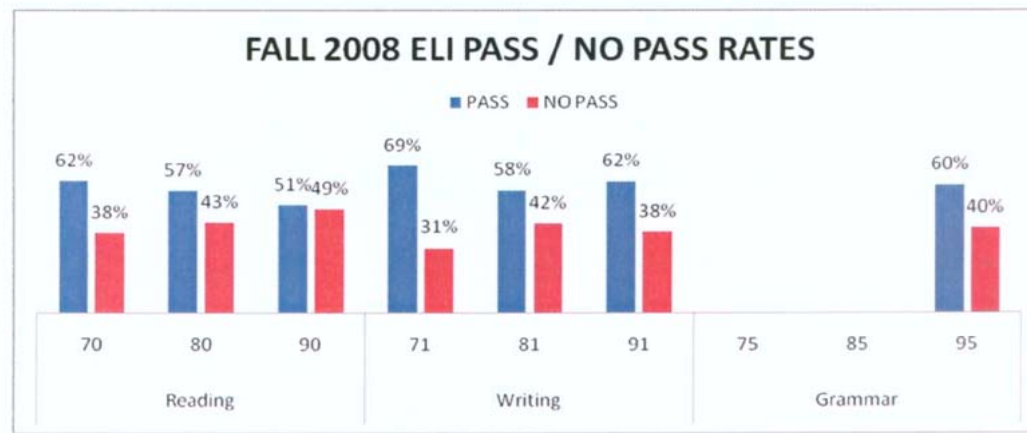
	Students Enrolled for ELI courses (Unduplicated Head Count)	ASCC Enrollment	% of students enrolled in ELI
Fall 2008	607	1826	33%
Summer 2008	134	1149	12%
Spring 2008	397	1621	24%

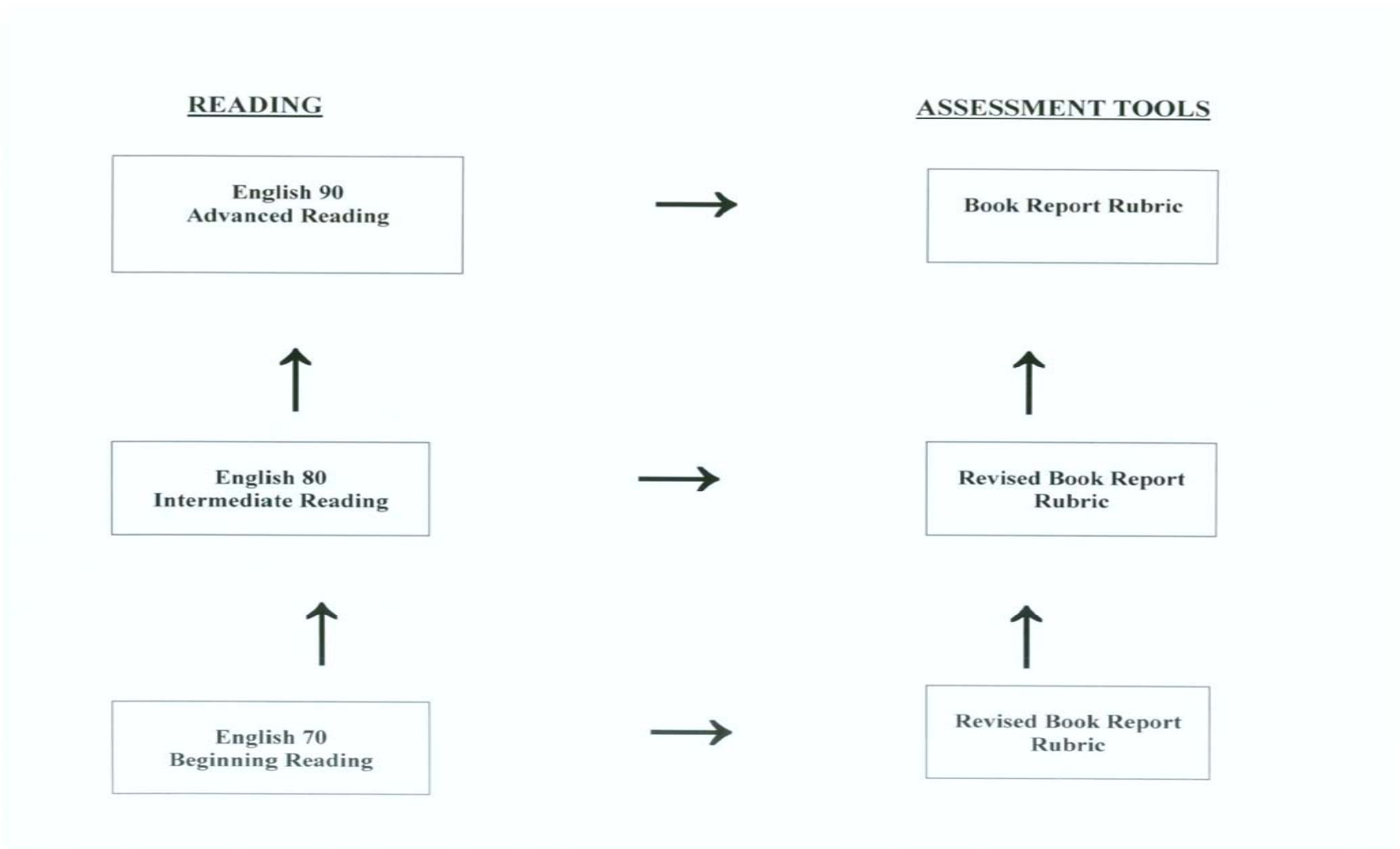


Number of students enrolled in ELI by English Subject



COURSES	FALL 2008					
	PASS	%	NO PASS	%	Total	
Reading	70	59	62%	36	38%	95
	80	105	57%	78	43%	183
	90	86	51%	83	49%	169
Writing	71	27		12		
	81	97		71		
	91	121		75		
Grammar	75	-		-		
	85	-		-		
	95	6	60%	4	40%	10







READING

English 90
Advanced Reading



English 80
Intermediate Reading



English 70
Beginning Reading



ASSESSMENT TOOLS

Book Report Rubric
Department S-L: Reflection
Portfolio
Fall 2009: Participation Rubric



Revised Book Report Rubric
Department S-L: Reflection
Portfolio
Fall 2009: Participation Rubric



Revised Book Report Rubric
Department S-L: Reflection
Portfolio
Fall 2009: Participation Rubric



WRITING

English 91
Basic Essay→Modes

- Narration
- Description
- Compare/Contrast
- Cause & Effect
- Persuasive



ASSESSMENT TOOLS

Essay Rubric



English 81
Paragraph→Basic Essay



Essay Rubric



English 71
Sentences→Basic Paragraph



Paragraph Rubric





WRITING

English 91
Basic Essay→Modes

- Narration
- Description
- Compare/Contrast
- Cause & Effect
- Persuasive



English 81
Paragraph→Basic Essay



English 71
Sentences→Basic Paragraph



ASSESSMENT TOOLS

Essay Rubric
Future: Resume



Essay Rubric
Future: Resume



Paragraph Rubric
Future: Resume





ELI STUDENT LEARNING OUTCOMES
DEPARTMENTAL SLO LETTER INDICATORS

Upon completion of requirements, student will be able to:

- A. understand and apply basic college reading skills to describe, analyze, interpret, summarize and react to any reading selection;**
- B. recognize hidden meanings in readings and make analytical judgments;**
- C. understand and appreciate how authors use basic elements of literature to create work of fiction and nonfiction;**
- D. gain an understanding of the importance of reading and have a desire to continue learning through reading;**
- E. understand and apply the basic steps of the writing process;**
- F. effectively communicate thoughts through writing;**
- G. make a point and use relevant information to support that point;**
- H. write basic, well structure essays such as those included in college entrance applications;**
- I. Improve study skills and develop required disciplines to succeed at the college level and in the workplace; and**
- J. Experience what it means to be a contributing member of the community by participating in Service Learning Reading Programs.**

English Language Institute SLO

ELI COURSES	DEPARTMENTAL SLO INDICATORS	INSTITUTIONAL SLO INDICATORS
ENGLISH 90		
Speaking and Writing (3)	A	1.3
Reading (1 & 2)	B, C, D	2.1, 2.2
Listening (3)	A, D, I	3.3
ENGLISH 80		
Speaking and Writing (2)	A, B	1.2
Reading (1)	A, B	2.1
Listening (1 & 2)	C, D	3.1, 3.2
ENGLISH 70		
Speaking and Writing (1)	A, D	1.1
Reading (1 & 2)	A, D	2.1, 2.2
Listening (1 & 2)	B	3.1, 3.2
ENGLISH 91		
Speaking and Writing (3 & 4).	F, H, I	1.3, 1.4
Reading (2)	B, C	2.2
Listening (3)	D	3.3
ENGLISH 81		
Speaking and Writing (2)	E, F, G	1.2
Reading (1)	D	2.1
Listening (2&3)	G	3.2, 3.3
ENGLISH 71		
Speaking and Writing (1)	E, F, G	1.1
Reading (1)	D	2.1
Listening (1)	G	3.1

English 91

Course Objectives

1. Demonstrate the writing process
2. Construct a basic essay
3. Develop different modes of essay
4. Construct and develop personal essay based on personal experiences

Department SLOs

- E. Understand and apply the basic steps of writing
- F. Effectively communicate thoughts through writing
- G. Make a point and use relevant information to support that point
- H. Write basic well structured essays such as those included in college entrance examinations
- I. Improve study skills and develop required disciplines to succeed at the college level and in the workplace.

Institutional SLOs

Communication

- 1.1 Speak and write clearly to a variety of audiences
- 1.2 Use oral and written skills to organize, deliver, and evaluate
- 1.3 Use interpretation and evaluation of information received through different media
- 1.4 Illustrate, compose, edit and justify source

Job Skills

- 4.1 Apply acquired knowledge and skills to assigned jobs or tasks (computer skill, communication skills, math skills, reading skills, etc.)
- 5.2 Develop insights into human experience and apply to personal occupational and social relationships
- 6.1 Apply specific job skills and abilities to perform given tasks/projects effectively and efficiently
- 6.2 Apply acquired knowledge and skills to real work situations
- 6.3 Preparation for employment or increased competency in current occupation

Life Skills

- 7.2 Develop a positive self-concept
- 8.1 Recognize and respect the perspective of others
- 8.4 Develop an awareness of diverse attitudes values and beliefs
- 9.4 Select, organize and effectively utilize appropriate resources

English 81

Course Objectives

1. Demonstrate the writing process
2. Construct a basic paragraph
3. Organize thoughts in logical sequence
4. Construct different types of paragraphs
5. Construct a basic essay

Department SLOs

- E. Understand and apply the basic steps of the writing process
- F. Effectively communicate thoughts through writing
- G. Make a point and use relevant information to support that point
- H. Write basic, well structure essays such as those included in college entrance applications
- J. Experience what it means to be a contributing member of the community by participating in Service Learning Reading Programs.

Institutional SLOs

Communication

- I.1 Speaking & Writing to a variety of audiences
- 1.2 Use oral and written skills to organize, deliver, and evaluate
- 1.4 Illustrate, compose, edit and justify sources

Job Skills

- 4.1 Apply acquired knowledge and skills to assigned job or tasks
- 5.1 Demonstrate important work qualities (promptness, dependability, initiative, etc)
- 6.1 Apply specific job skills and abilities to perform given tasks/projects effectively and efficiently
- 6.2 Apply acquired knowledge and skills to real work situations

Life Skills

- 7.1 Develop and apply ethical decision making in real life situations
- 7.2 Develop a positive self-concept
- 7.3 Understand a sense of responsibility
- 8.1 Recognize and respect the perspective of others
- 8.3 Value cooperation/collaboration
- 9.1 Know and apply the importance of persistence, amount of work and time allocated in addressing tasks
- 9.3 Formulate strategies and ideas and accept and use the ideas of others in solving problems
- 10.1 Utilize electronic media to communicate, locate and retrieve information
- 10.2 Apply technology to locate, interpret, organize and present information



English 71

Course Objectives

1. Construct different types of sentences
2. Develop a topic sentence with major and minor details
3. Organized thoughts in logical sequence
4. Construct a basic paragraph
5. Write a basic paragraph based on personal experience

Department SLOs

- E Understand and apply the basic steps of the writing process
- F Effectively communicate thoughts through writing
- G Make a point and use relevant information to support that point

Institution SLOs

Communication:

- 1:2 Use oral and written skills to organize deliver and evaluate
- 2:1 Speak and write clearly to a variety of audiences

Job Skills

- 4:1 Apply acquired knowledge and skills to assigned job or tasks
- 6:1 Apply specific skills and abilities to perform given tasks/projects effectively and efficiently
- 6:2 Apply acquired knowledge and skills to real work situations

Life Skills

- 7:1 Develop and apply ethical decision making in real life situation
- 7:3 Understand a sense of responsibility
- 8:4 Develop an awareness of diverse attitude, values, and beliefs

English 90

Course Objectives

1. Identify and implement basic reading skills and elements of literature
2. Demonstrate critical thinking through various media
3. Establish reading strategies to encourage continuous reading and building general knowledge
4. Recognize and evaluate how authors use basic elements of literature and different genres
5. Examine and respond to community need to upgrade reading through Service Learning

Department SLOs

- A. Understand and apply basic college reading skills to describe, analyze, interpret, summarize and react to any reading selections.
- B. Recognize hidden meanings in readings and make analytical judgments.
- C. Understand and appreciate how authors use basic elements of literature to create works of fiction and nonfiction
- D. Gain an understanding of the importance of reading and have a desire to continue learning through reading
- J. Experience what it means to be contributing member of the community by participating in Service Learning Reading Programs.

Institutional SLOs

Communication

- 2.1 Comprehend, interpret and evaluate information received through different media; illustrate, compose, edit and justify
- 2.2 Understand and appreciate the meaning of literacy
- 3.1 Follow instructions, procedures and guidelines

Job Skills

- 4.1 Apply acquired knowledge and skills to assign job or tasks
- 5.1 Demonstrate important work qualities (promptness, dependability, initiative, etc.)
- 5.2 Develop insights into human experience and apply to personal occupational and social relationships

Life Skills

- 7.1 Develop and apply ethical decision making in real life situations
- 7.2 Develop a positive self-concept
- 7.4 Understand and value life-long learning
- 8.4 Develop an awareness of diverse attitudes values and beliefs

English 80

Course Objectives

1. Identify and implement basic reading skills
2. Demonstrate critical thinking through various mediums
3. Establish reading strategies to encourage continuous reading and building general knowledge
4. Recognize and evaluate how authors use basic elements of literature and different genres

Department SLOs

- A. Understand and apply basic college reading skills to describe, analyze, interpret, summarize and react to any reading selection
- B. Recognize hidden meanings in readings and make analytical judgments
- C. Understand and appreciate how authors use basic elements of literature to create work of fiction and nonfiction
- D. Gain an understanding of the importance of reading and have a desire to continue learning through reading
- J. Experience what it means to be a contributing member of the community by participating in Service Learning Reading Programs.

Institutional SLOs

Communication

- 2.1 Comprehend, interpret, and evaluate
- 2.2 Understand and appreciate the meaning of literacy
- 3.1 Follow instructions, procedures, and guidelines
- 3.2 Provide and express meaningful and productive feedback

Job Skills

- 5.2 Develop insights into human experience and apply to personal occupational and social relationships
- 6.1 Apply specific job skills and abilities to perform given tasks/projects effectively and efficiently
- 6.2 Apply acquired knowledge and skills to real work situations

Life Skills

- 7.1 Develop and apply ethical decision making in real life situations
- 7.2 Develop a positive self-concept
- 7.3 Understand a sense of responsibility
- 8.1 Recognize and respect the perspective of others
- 8.3 Value cooperation/collaboration
- 9.1 Know and apply the importance of persistence, amount of work and time allocated in addressing tasks
- 10.1 Utilize electronic media to communicate, locate and retrieve information
- 10.2 Apply technology to locate, interpret, organize and present information

English 70

Course Objectives

1. Recognize and apply basic reading skills
2. Develop and demonstrate critical thinking through class discussions on different topics
3. Establish reading strategies to encourage continuous reading and building general knowledge
4. Determine and discuss writer's opinions through written reactions
5. Examine and respond to community need and to upgrade reading through Service Learning

Department SLOs

- A Understand and apply basic college reading skills to describe, analyze, interpret, summarize, and react to any reading selection
- B Recognize hidden meaning in readings and make analytical judgments
- D Gain understanding of the importance of reading and have a desire to continue learning through reading
- J Experience what it means to be a contributing member of the community by participating in Service Learning Reading Programs

Institutional SLOs

Communication:

- 2:1 Comprehend, interpret and evaluate information received through different media; illustrate, compose, edit and justify
- 2:2 Understand and appreciate the meaning of literacy
- 3:1 Follow instructions, procedures and guidelines

Job Skills

- 4:1 Transferable: Apply acquired knowledge and skills to assign job or tasks
- 5:1 Adaptive: Demonstrate important work qualities (promptness, dependability, initiative, etc.)

Life Skills

- 7:1 Personal Responsibility: Develop and apply ethical decision making in real life situations
- 7:2 Develop a positive self-concept
- 8:1 Recognize and respect the perspective of others
- 8:4 Respect and Diversity: Develop an awareness of diverse attitudes, values, and beliefs