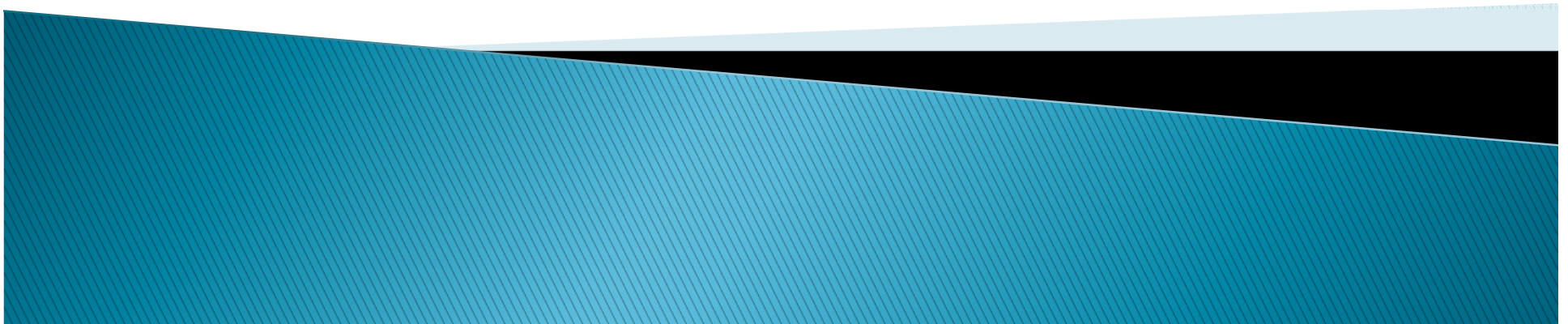


# **The Languages and Literature Department**

**SLO ASSESSMENT PRESENTATION**

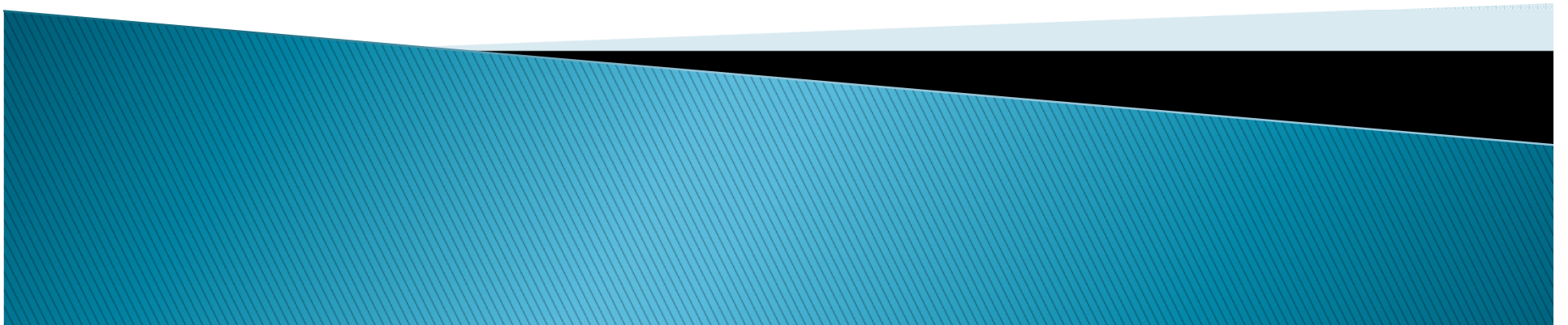


# DEFINED INSTITUTIONAL SLOs

- ▶ To be successful in the areas articulated in the American Samoa Community College institutional mission, graduates of all degree and certificate programs will achieve the following student learning outcomes:
  - ▶ COMMUNICATIONS SKILLS
  - ▶ LIFE SKILLS
  - ▶ JOB SKILLS



# COMMUNICATIONS



# Speaking and Writing

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



# READING

- ▶ Comprehend, interpret and evaluate information received through different media
- ▶ Understand and appreciate the meaning of literary expression

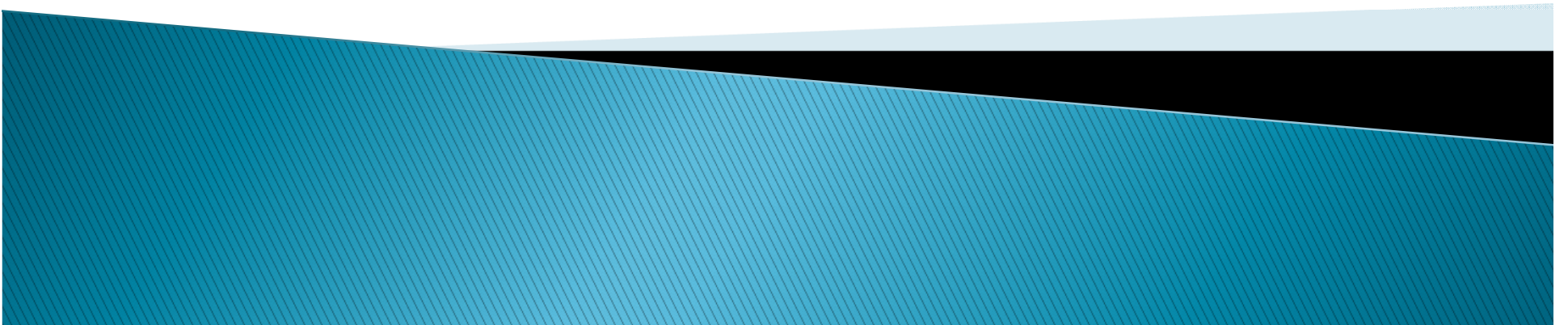


# LISTENING

- ▶ Follow instructions, procedures and guidelines effectively
- ▶ Provide and express meaningful and productive feedback
- ▶ Demonstrate active responsiveness to presenting issues and situations



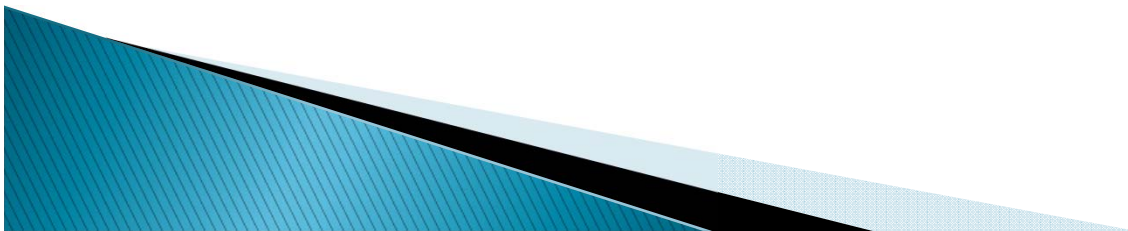
# JOB SKILLS





# TRANSFERABLE

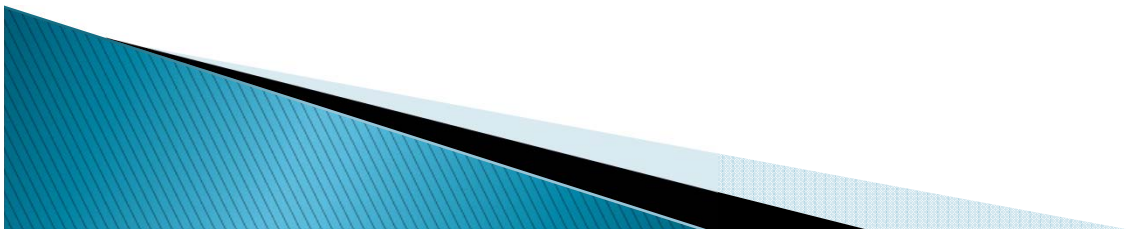
- ▶ Apply acquired knowledge and skills to assigned job or tasks (computer skill, communication skills, math skills, reading skills, etc.)





# JOB SPECIFIC

- ▶ Apply specific job skills and abilities to perform given tasks/projects effectively and efficiently
- ▶ Apply acquired knowledge and skills to real work situations
- ▶ Preparation for employment or increased competency in current occupation

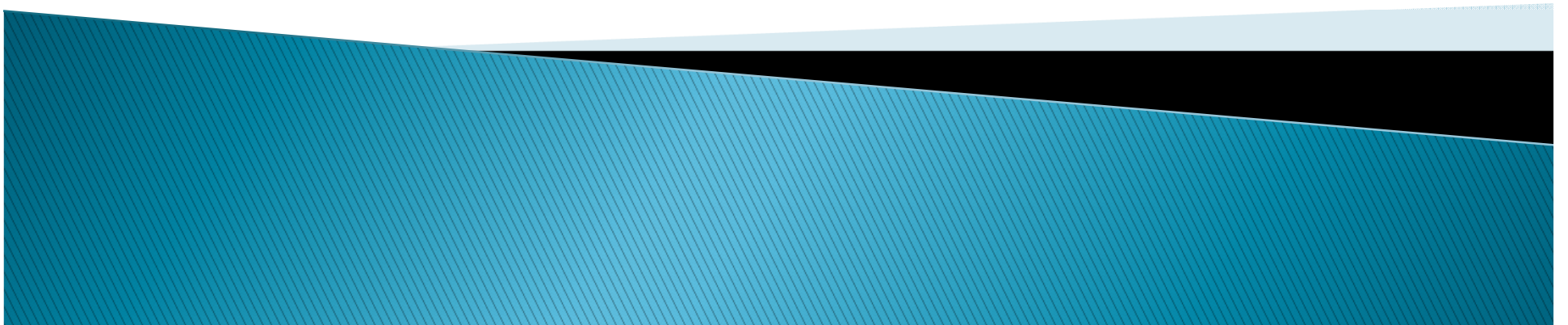


# ADAPTIVE

- ▶ Demonstrate important work qualities (promptness, dependability, initiative, etc.)
- ▶ Develop insights into human experience and apply to personal occupational and social relationships
- ▶ Recognize relevance of career choices of life-long learning

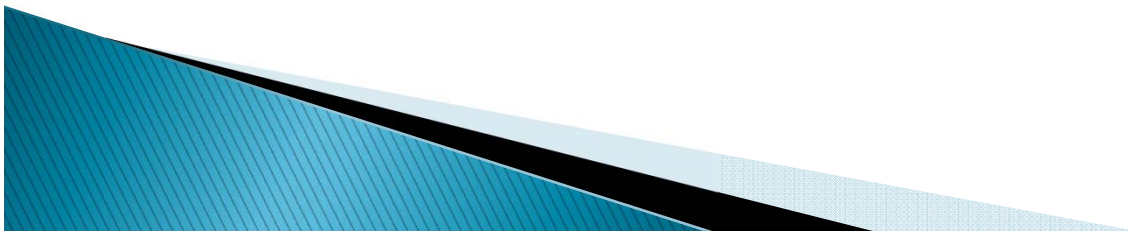


# LIFE SKILLS



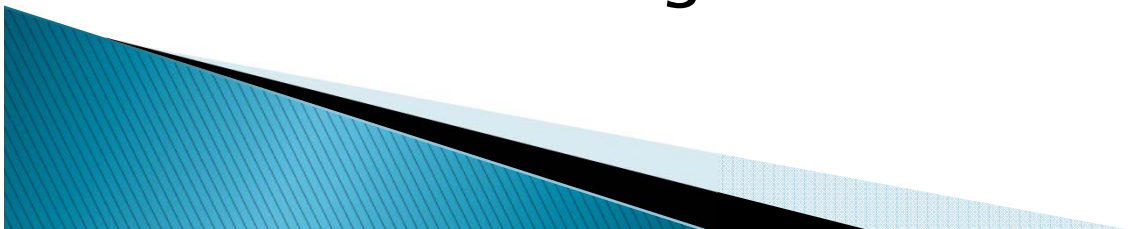
# PERSONAL RESPONSIBILITY

- ▶ Develop and apply ethical decision making in real life situations
- ▶ Develop a positive self-concept
- ▶ Understand a sense of responsibility
- ▶ Understand and value life-long learning
- ▶ Understand, demonstrate, and promote good health choices and practices



# RESPECT AND DIVERSITY

- ▶ Recognize and respect the perspective of others
- ▶ Contribute to the solution of interpersonal problems, issues or concerns
- ▶ Value cooperation/collaboration
- ▶ Develop an awareness of diverse attitudes, values and beliefs
- ▶ Demonstrate responsibility in being an active and contributing citizen of American Samoa, the Pacific Region and the world



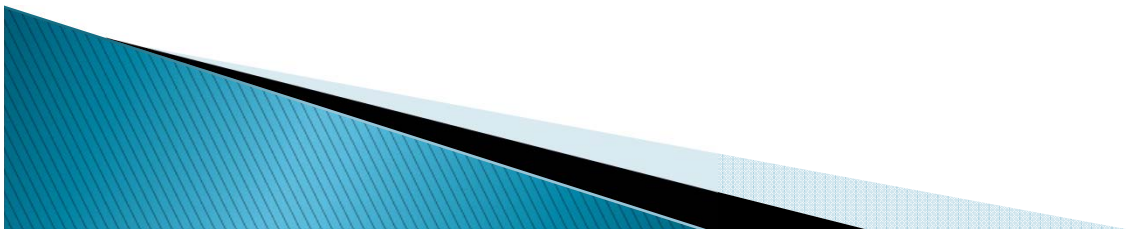
# PROBLEM SOLVING

- ▶ Know and apply the importance of persistence, amount of work and time allocated in addressing tasks
- ▶ Identify and assess real or potential problems and formulate effective solutions or options
- ▶ Formulate strategies and ideas and accept and use the ideas of others in solving problems
- ▶ Select, organize and effectively utilize appropriate resources



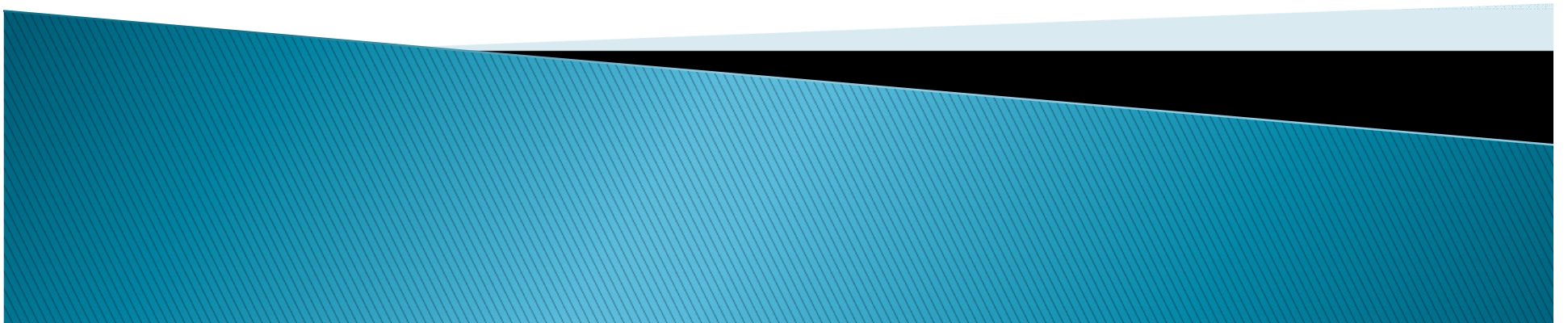
# USING TECHNOLOGY

- ▶ Utilize electronic media to communicate, locate and retrieve information
- ▶ Apply technology to locate, interpret, organize and present information





# LANGUAGES AND LITERATURE

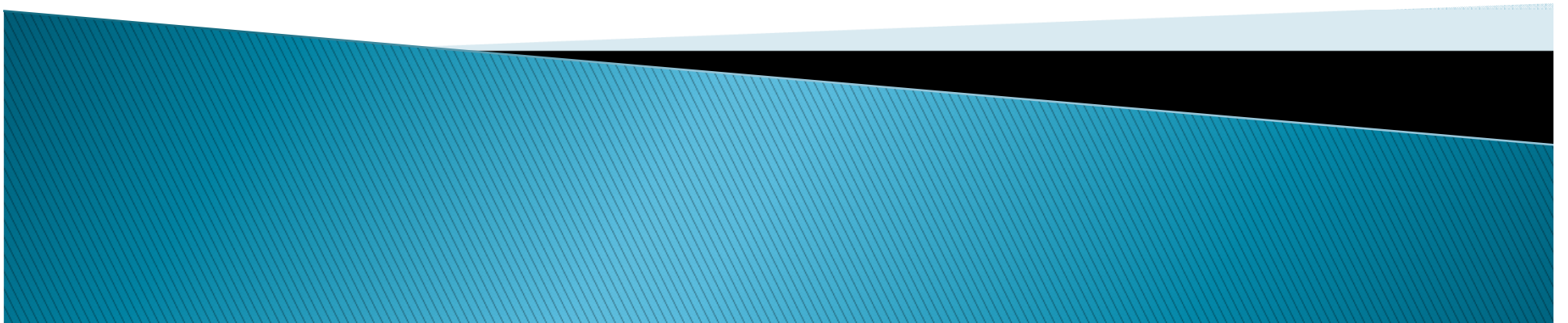


# LANGUAGES AND LITERATURE MISSION STATEMENT

The Language and Literature Department offers intensive English writing courses aimed at developing and strengthening critical thinking and proficient college level writing for effective communication. The writing courses focus on extensive coverage of combining rhetorical strategies to help students become more skillful and flexible writers. The literature courses provide students the opportunity to study terms and concepts that have shaped our world. Importantly, it is the best way to improve communication and analytical skills – – skills crucial to success in a wide range of studies and professions.



# DEPARTMENT STUDENT LEARNING OUTCOMES

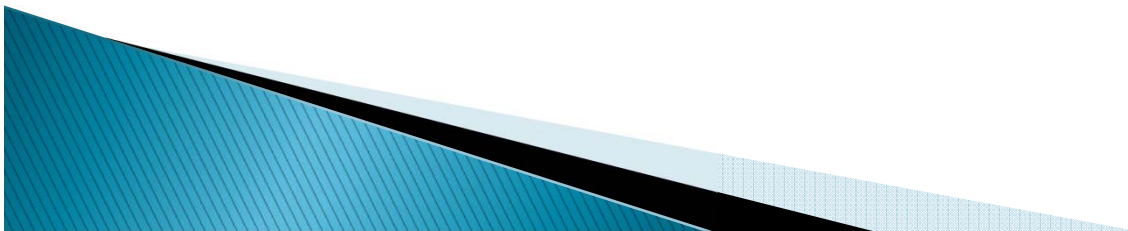


# EXPECTED COURSE SLOs DEFINED THROUGH DEPARTMENT SLOs

Upon completion of requirements, students will be able to:

Write college level essay or expository writing. Select a limited subject, assemble materials by reading texts, newspaper, magazines, books, or research by internet.

- ▶ Relate ideas in a logical order in forming and writing extensive essays.
- ▶ Write effective essays – – develop paragraphs and longer papers – – select subject, develop topic sentence, develop unified thoughts and coherent paragraphs.
- ▶ Formulate and evaluate information and finding independently, group ideas, outline, and unity in paragraph, write the first drafts, revise, and final revision.
- ▶ Illustrate and develop an appreciation for literature, which helps students grow, both personally and intellectually. Students will provide an objective base for knowledge and understanding of cultural, philosophic, and religious world of which we are a part.
- ▶ Exemplify and identify human perceptions and struggles from different cultures of the world—and develop mature sensibility, respect, and compassion for all living things.
- ▶ Gain knowledge and perception and to appreciate the beauty of the literary world.
- ▶ Interpret and analyze the major genres of literature (poetry, drama, prose fiction, and non-fiction) and apply critical thinking through expository essays or term-paper analysis or academic writing.



# PROBLEMS:

- ▶ Department SLOs do not define expected SLOs for courses that are neither writing nor literature (Spanish I & II, for example)
- ▶ Assessing all course SLOs and analyzing results of assessments cannot be completed until all courses have been taught.



# RESULTS: Course SLO Completion Percentages

- ▶ Defining expected SLOs 75%
- ▶ Defining assessment of expected SLOs 50%
- ▶ Assessing SLOs 50%
- ▶ Analyzing results of assessment 40%
- ▶ Planning and implementing changes to courses. 100%





# Percentage of SLOs Defined:

- ▶ 50% of courses have been defined and aligned.
- ❖ The remaining literature courses have one of two options:
  1. Be dropped from the 2010–12 catalog.
  2. Change the catalog to allow 200–level literature courses, other than ENG 250, to count as Humanities credit.

An unscientific survey of students shows a willingness to take literature classes for a humanities credit, but not as an elective only credit.

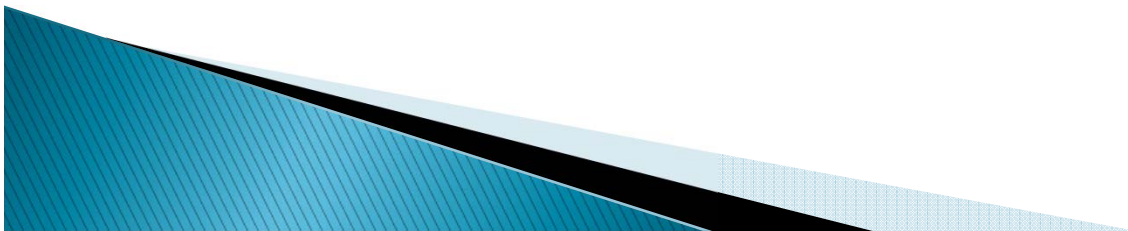
- ❖ ALL courses that will remain in the catalog to have fully aligned course objectives and SLOs by Spring 2010.





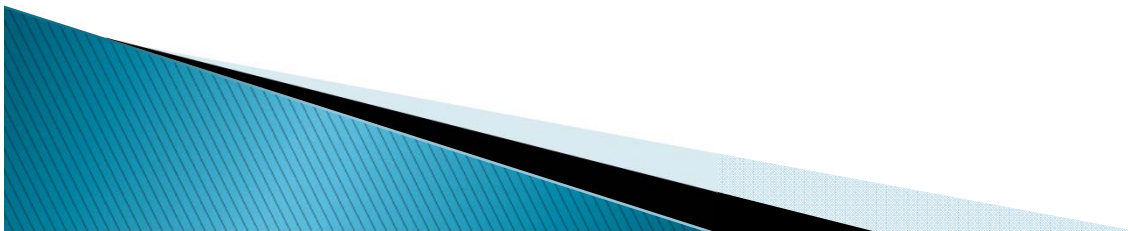
# COURSES NOT CURRENTLY OR RECENTLY OFFERED --but in the catalog

- ▶ LIT 270 World Literature
- ▶ LIT 272 American Literature
- ▶ LIT 274 Introduction to World Mythology
- ▶ LIT 276 Pacific Literature
- ▶ SPA 151 Spanish I
- ▶ SPA 152 Spanish II



# ENG 150 Introduction to Literature

- ▶ This course will focus on the four major genres of literature (poetry, drama, prose fiction, and nonfiction), including film production, and contemporary Pacific literature. The course will also explore and interpret terms and concepts from a variety of literary works. Students will apply critical thinking in writing analytical exposition papers/essays, and will be required to write four critical analysis essays by applying American Psychological Association (APA) and Modern Language Association (MLA) format.



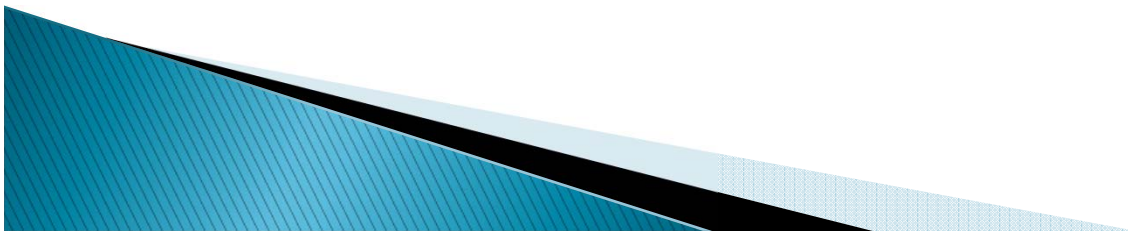
# ALIGNMENT OF SLOs

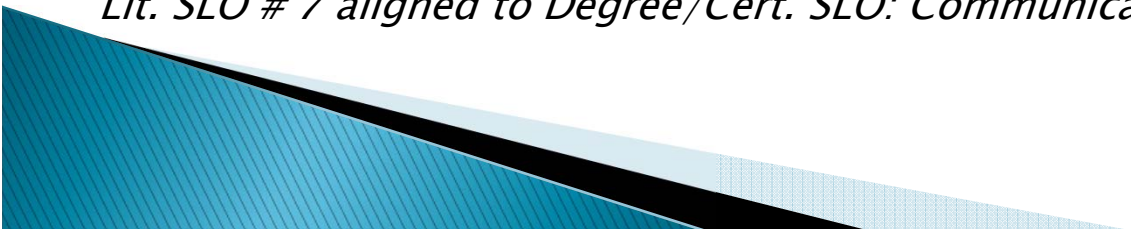
- ▶ **Course Student Learning Outcomes:** This course will introduce students to a wide range of literature and focus on how to respond to these works. Through the process of evaluating various examples of literature, students are encouraged to utilize critical thinking skills necessary in any academic or professional environment. A minimum grade of C in ENG 150 and ENG 151 is the prerequisite for enrolling in ENG 250 at ASCC.
- ▶
- ▶ **Learning Objectives:** Through analyzing and evaluating various literary works, students will:
  - ▶ Learn to read with attention to details.
  - ▶ Develop and improve their comprehension.
  - ▶ Deepen their appreciation for literature and its components.
  - ▶ Respond critically to a text and write an appropriate analysis utilizing APA or MLA citation.
- ▶
- ▶ **Student Learning Outcomes:**
  - ▶ Illustrate and develop an appreciation for literature; (*Language & Lit. SLO #4 aligned to Degree/Cert. SLO: Communication Skills*)
  - ▶ Students will provide an objective base for knowledge and understanding of cultural, philosophic, and religious world of which we are a part; (*Language & Lit. SLO #4 aligned to Degree/ Cert. SLO: Communication Skills, Life Skills*)
  - ▶ Gain knowledge and perception and to appreciate the beauty of the literary world; (*Language & Lit. SLO #6 aligned to Degree/Cert. SLO: Communication Skills, Life Skills*)
  - ▶ Interpret and analyze the major genres of literature and apply critical thinking through expository essays of term-paper analysis or academic writing; (*Language & Lit. SLO #7 aligned to Degree/ Cert. SLO: Communication Skills, Job Skills*),
- ▶



# ENG 151 Freshman Composition

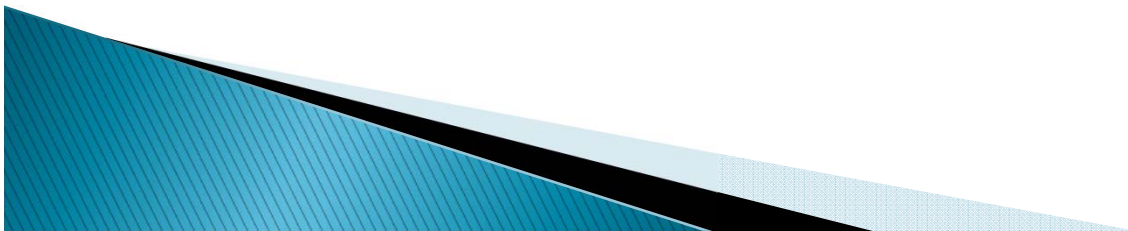
- ▶ This course is an introduction to college writing. This is an intensive and extensive writing course that requires in class and takes home writing assignment. This course is designed to help students recognize and critically evaluate important issues affecting the local population. The emphasis of writing is based on local issues, newspaper clips, and landscapes. Students will be required to write academic papers or essays and a research term-paper—Modern Language Association (MLA) and American Psychological Association (APA) format is required.



- ▶ **Course Student Learning Outcomes:** English 151 is designed to: 1. Provide students with a foundation in college writing skills, particularly in the area of research and essay writing. 2. The application of research, academic writing, and critical thinking skills are necessary for college classes and translate to any professional environment.
  
  - ▶ **Learning Objectives:** Students will:
    - ▶ Learn the various modes of discourse in essay writing.
    - ▶ Strengthen research and writing skills through the composition, revision, and editing of multiple essays.
    - ▶ Practice using MLA or APA documentation rules for citing sources in the text and the Works Cited page of their research paper.
  
  - ▶ **Student Learning Outcomes:** Upon completion of this course, students will:
    - ▶ Write effective college-level essay or expository writing; (*Language & Lit. SLO # 1 aligned to Degree/Cert. SLO: Communication Skills*)
    - ▶ Relate ideas in a logical order in forming and writing extensive essays; (*Language & Lit. SLO # 1 aligned to Degree/Cert. SLO: Communication Skills*)
    - ▶ Formulate and evaluate information and findings independently; (*Language & Lit. SLO # 3 aligned to Degree/Cert. SLO: Communication Skills*)
    - ▶ Exemplify and identify human perceptions and struggles from different cultures of the world; (*Language & Lit. SLO # 5 aligned to Degree/Cert. SLO: Communication Skills, Life Skills*)
    - ▶ Apply critical thinking through expository essays or term paper analysis; (*Language & Lit. SLO # 7 aligned to Degree/Cert. SLO: Communication Skills, Job Skills*)
- 

# ENG 201 Creative Writing

- ▶ An introduction to creative writing: poetry and prose. Students will be exposed to the different genres of writing, and will write their own poems and short fiction pieces in prose. Student writing will be published in a small anthology together with student's work from Samoan Creative Writing.







**Learning Objectives:** Through analyzing and evaluating the literary works of established writers, their peers and their own works, and by completing the creative writing assignments, the students will learn to:

- ▶ 1. Write in the four main genres of creative writing—with an emphasis on fiction and poetry, but also with a sufficient exposure to creative non-fiction and drama.
- ▶ 2. Practice the writing process of draft, revision and submission.
- ▶ 3. Write critical and analytical essays about literary works.
- ▶ 4. Apply the fundamentals of narrative theory in their discourse and creative writing.
- ▶ **Student Learning Outcomes:** Upon completion of this course, students will:
  - ▶ Relate ideas in a logical order in forming and writing extensive essays. (Language & Lit. SLO #1 aligned to Degree/Cert. SLO: Communication Skills.)
  - ▶ Develop unified thoughts and coherent paragraphs. (Language & Lit. SLO #2 aligned to Degree/Cert. SLO: Communication Skills.)
  - ▶ Write the first drafts, revise, and final revision. (Language & Lit. SLO #3 aligned to Degree/Cert. SLO: Communication Skills.)
  - ▶ Illustrate and develop an appreciation for literature. (Language & Lit. SLO #4 aligned to Degree/Cert. SLO: Communication Skills.)
  - ▶ Exemplify and identify human perceptions and struggles from different cultures of the world. (Language & Lit. SLO #5 aligned to Degree/Cert. SLO: Communication Skills, Life Skills.)
  - ▶ Gain knowledge and perception and to appreciate the beauty of the literary world. (Language & Lit. SLO #6 aligned to Degree/Cert. SLO: Communication Skills.)
  - ▶ Interpret and analyze the major genres of literature. (Language & Lit. SLO #7 aligned to Degree/Cert. SLO: Communication Skills, Job Skills.)
- ▶ **Course Requirements:** In addition to completing assigned readings, students are expected to:
  - ▶ Practice creative writing skills by doing various homework and in-class assignments. (Learning Objective 1, 2, 3; SLO 2, 3.)
  - ▶ Compose multiple drafts of their work in fiction, poetry, non-fiction and drama. (Learning Objective 1, 2, 3, 4; SLO 1, 2, 3, 4, 5, 6, 7.)
  - ▶ Maintain a portfolio containing all creative and critical assignments, culminating in an essay discussing, at length, the evolution of you creative/critical style.(Learning Objective1, 2, 3;SLO2, 3.)
  - ▶ Write a final project developed from earlier assignments, in the genre of their choice. (Learning Objective 1, 2, 3, 4; SLO 1, 2, 3, 4, 5, 6, 7.)
  - ▶ Present their work to the class through public readings. (Learning Objective 1, 2, 4; SLO 1, 2, 3, 4, 5, 6, 7.)



# ENG 250 Survey of Literature

- ▶ This is a second year literature course designed for close reading and surveying in depth analysis of the major genres of literature (poetry, drama, prose fiction, non-fiction), including film production, and contemporary Pacific literature. Students will write expository or argumentative essays by employing different methods of rhetorical strategies and demonstrate skills in critical thinking. Students are required to write critical analysis essays by applying MLA and APA styles.
- ▶ A grade of C or better in ENG 150 is required.

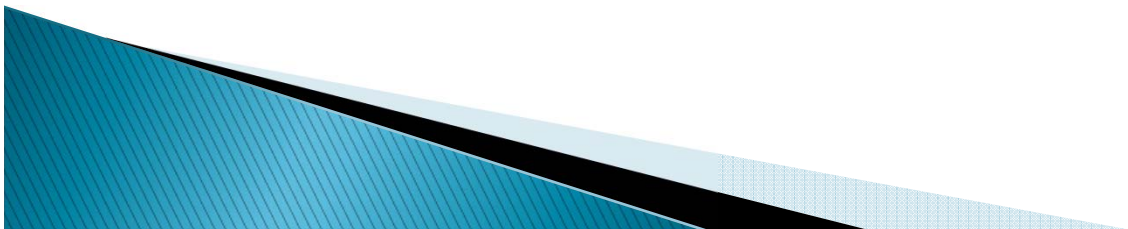


- ▶ **Learning Objectives:** Through analyzing and evaluating various literary works, students will:
- ▶ Learn and apply critical theories of literary interpretation to selected poetry, fiction, drama and novel.
- ▶ Be able to respond critically to a text and write an appropriate analysis utilizing APA or MLA citation.
- ▶
- ▶ **Student Learning Outcomes:**
- ▶ Illustrate and develop an appreciation for literature; (*Language & Lit. SLO #4 aligned to Degree/Cert. SLO: Communication Skills*)
- ▶ Students will provide an objective base for knowledge and understanding of cultural, philosophic, and religious world of which we are a part; (*Language & Lit. SLO #4 aligned to Degree/ Cert. SLO: Communication Skills, Life Skills*)
- ▶ Gain knowledge and perception and to appreciate the beauty of the literary world; (*Language & Lit. SLO #6 aligned to Degree/Cert. SLO: Communication Skills*)
- ▶ Interpret and analyze the major genres of literature and apply critical thinking through expository essays of term-paper analysis or academic writing; (*Language & Lit. SLO #7 aligned to Degree/ Cert. SLO: Communication Skills*)
- ▶
- ▶
- ▶
- ▶ **Course Requirements:** In this course, students will be assessed on:
- ▶ Completing and understanding assigned readings; (*Learning Objectives 1, 2, 3; Student Learning Outcomes 1, 2, 3*)
- ▶ Various in- class and homework assignments entailing critical analysis of assigned readings; (*Learning Objectives 1, 2, 3, 4; Student Learning Outcomes 1, 4*)
- ▶ Weekly quizzes; (*Learning Objectives 1, 2, 4; Student Learning Outcomes 1, 4*)
- ▶ Composition of an original poem; (*Learning Objectives 1, 2, 3, 4; Student Learning Outcomes 1, 3*)
- ▶ In-class dramatic presentations; (*Learning Objectives 2, 3; Student Learning Outcome 1*)
- ▶ Both a midterm and a final exam; (*Learning Objectives 1, 2, 3, 4; Student Learning Outcomes 1, 3, 4*)

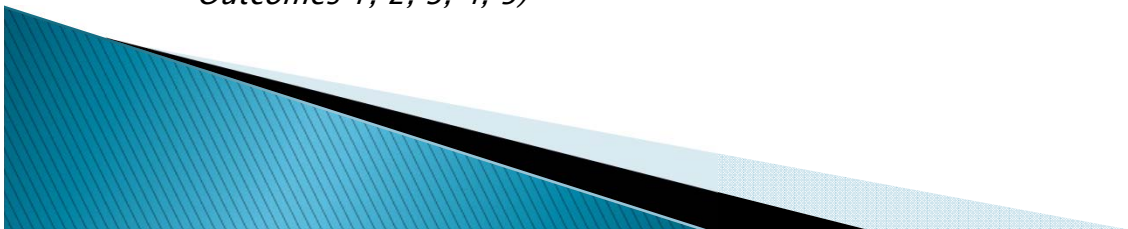


# ENG 251 Sophomore Composition

- ▶ This is a second year composition course designed for advanced prose writing, with an emphasis on three important components of effective writing: sentence, paragraph, and essay. Students will write lengthy expository or argumentative essays reflecting on varieties of issues affecting the local population and abroad. Students are required to write critical analysis essays and a research term paper applying Modern Language Association (MLA) or American Psychological Association (APA) format.
- ▶ A grade of C or better in ENG 151 is required.

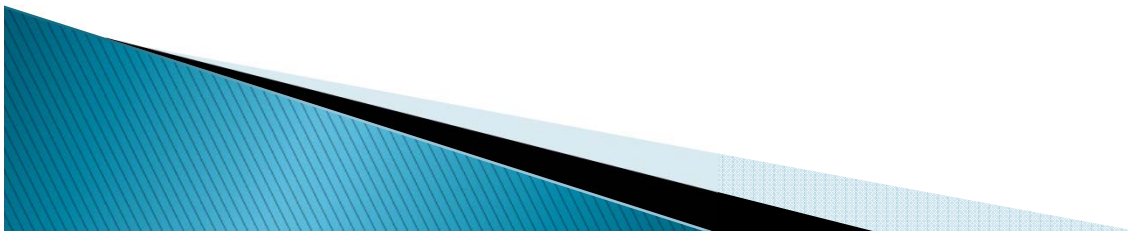


- ▶ **Course Student Learning Outcomes:** English 251 is designed to provide students with an advanced foundation in college writing skills, particularly in the area of research and essay writing. The application of research, academic writing, and critical thinking skills are necessary for college classes and translate to any professional environment.
- ▶
- ▶ **Learning Objectives:** Students will:
  - ▶ Learn the various modes of discourse in essay writing.
  - ▶ Strengthen research and writing skills through the composition, revision, and editing of essays written in at least four of the modes of discourse.
  - ▶ Practice using APA or MLA documentation rules for citing sources in the text and works cited page of their research paper.
- ▶
- ▶ **Student Learning Outcomes:** Upon completion of this course, students will:
  - ▶ Write effective college-level essay or expository writing. (Language & Lit. SLO #1 and #2 aligned to Degree/Cert. SLO: Communication Skills.)
  - ▶ Relate ideas in a logical order in forming and writing extensive essays. (Language & Lit. SLO #1 aligned to Degree/Cert. SLO: Communication Skills.)
  - ▶ Formulate and evaluate information and findings independently. Language & Lit. SLO #3 aligned to Degree/Cert. SLO: Communication Skills; Job Skills.)
  - ▶ Exemplify and identify human perceptions and struggles from different cultures of the world. (Language & Lit. SLO #5 aligned to Degree/Cert. SLO: Communication Skills; Life Skills.)
  - ▶ Apply critical thinking through expository essays or term paper analysis. Language & Lit. SLO #7 aligned to Degree/Cert. SLO: Communication Skills, Job Skills.)
- ▶
- ▶
- ▶
- ▶ **Course Requirements:** In addition to completing assigned readings, students are expected to:
  - ▶ Practice writing skills by doing various homework and in-class assignments. (*Learning Objectives 1, 2, 3; Student Learning Outcomes 1, 2, 3, 4, 5*)
  - ▶ Compose multiple drafts of essays within the modes of discourse. (*Learning Objectives 1, 2, 3; Student Learning Outcomes 1, 2, 3, 4, 5*)
  - ▶ Write a research paper and present their findings to the class. (*Learning Objectives 1, 2, 3; Student Learning Outcomes 1, 2, 3, 4, 5*)



# JOU 155 Introduction to Journalism

- ▶ Various styles of news writing, interviewing, and reporting techniques are taught while students participate in newspaper production.



- ▶ **Course Student Learning Outcomes:** Journalism 155 is designed to provide students with an advanced foundation in college writing skills, particularly in the area of research and essay writing. The application of research, academic writing, and critical thinking skills are necessary for college classes and translate to any professional environment.
- ▶
- ▶ **Learning Objectives:** Students will:
  - ▶ Learn the various modes of journalistic writing.
  - ▶ Strengthen research and writing skills through the composition, revision, and editing of newsworthy articles.
  - ▶ Practice using the Associated Press style rules for grammar and citing sources in the text.
  - ▶ Learn basic layout of a newspaper, including the artistic placement of text and images.
  - ▶ Learn interview techniques, story development and a forming a feature series.
- ▶
- ▶ **Student Learning Outcomes:** Upon completion of this course, students will:
  - ▶ Write effective, college-level, newsworthy articles. (Language & Lit. SLO #1, #2, #3 aligned to Degree/Cert. SLO: Communication Skills.)
  - ▶ Relate ideas in a logical order in forming and writing articles and article series. (Language & Lit. SLO #1 and #2 aligned to Degree/Cert. SLO: Communication Skills.)
  - ▶ Formulate and evaluate information and findings independently through research, draft and revision. (Language & Lit. SLO #3 aligned to Degree/Cert. SLO: Communication Skills; Job Skills.)
  - ▶ Exemplify and identify human perceptions and struggles from different cultures of the world. (Language & Lit. SLO #5 aligned to Degree/Cert. SLO: Communication Skills; Life Skills.)
  - ▶ Apply critical thinking skills. (Language & Lit. SLO #7 aligned to Degree/Cert. SLO: Communication Skills, Job Skills.)
  - ▶ Exhibit skills in interview techniques. (Language & Lit. SLO #3 aligned to Degree/Cert. SLO: Communication Skills, Job Skills.)



## *Course Objective Development: Goals*

- ▶ Develop well-articulated, potentially measurable learning objectives that align with the substantive expectations of a course and course activities.
- ▶ Narrow focus to critical objectives in the cognitive, affective, and/or skill domains (10-too many, 1-not enough.)
- ▶ Utilize Bloom's taxonomy or similar tool to specify level of expectation.





# Course Objective Development: Bloom's Taxonomy: Cognitive Domain

## Cognitive Domain

### Learning Outcomes Related To Knowledge

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Student remembers or recognizes information or specifics as communicated with little personal assimilation.	Student grasps the meaning behind the information and interprets, translates, or comprehends the information.	Student uses information to relate and apply it to a new situation with minimal instructor input.	Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.	Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.	Student judges or evaluates information based upon standards and criteria, values and opinions.
Cite Label List Enumerate Identify Imitate Match Name Quote Recall Reproduce State Write	Convert Define Describe Discuss Estimate Explain Generalize Identify Illustrate Locate Paraphrase Restate Summarize	Apply Chart Compute Demonstrate Determine Dramatize Establish Make Manipulate Prepare Project Solve Use	Analyze Compare Contrast Correlate Diagram Dissect Differentiate Distinguish Infer Investigate Limit Outline Separate	Assemble Create Construct Design Develop Formulate Generate Hypothesize Initiate Invent Modify Reframe Synthesize	Access Appraise Conclude Critique Decide Defend Diagnose Evaluate Judge Justify Rank Recommend Support

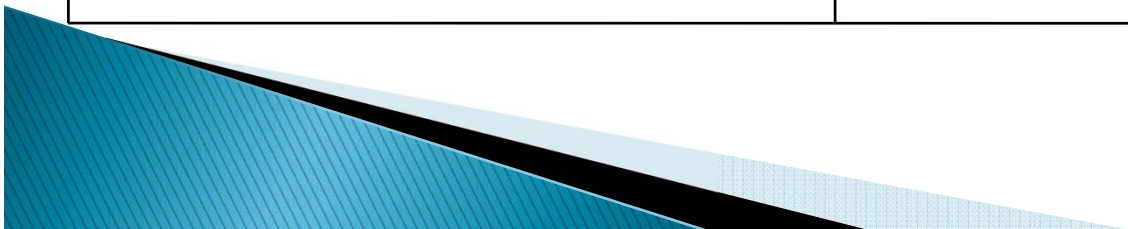
Basic  
Knowledge  
Level

More Sophisticated  
Higher Level Thinking  
Critical Thinking

# *Transformation of Course Objectives to Course SLOs*

## *SAMPLE*

Course Objective	Statement of Desired SLO
Write well-organized, accurate and significant content.	<p><b>Context:</b> Given an in-class writing task based on an assigned reading,</p> <p><b>Objective:</b> demonstrate appropriate and competent writing</p>
	<p><b>Traits:</b> which states a thesis, supports assertions, maintains unity of thought and purpose, is organized, and is technically correct in paragraph composition, sentence structure, grammar, spelling, and word use.</p>



# *Direct and Indirect Measures of Student Learning*

## Direct measures

Specific results from:

Exams, Quizzes, Assignments

Writing assignments

Portfolio assessments

Performances

Standardized tests

Oral presentations

## Indirect Measures

Survey results from:

Students, faculty, outside sources

Focus groups

Retention

Persistence

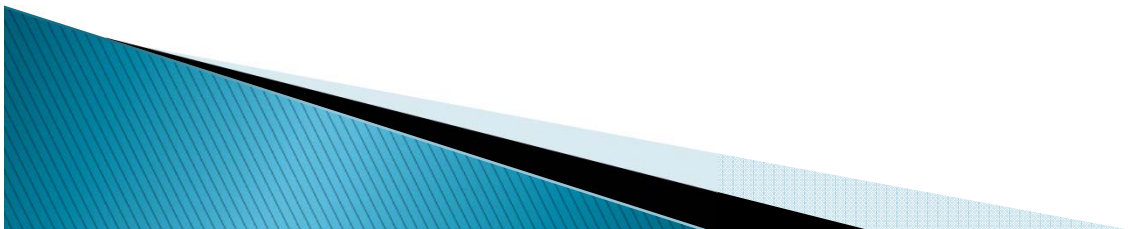
Course progression



## *Key Considerations for SLO Development*

Always . . .

- ▶ Design SLO assessments that tap the cognitive, affective or performance level established for associated objective.
- ▶ Establish systematic criteria for determining level of achievement.
- ▶ Communicate SLOs and achievement criteria to students.



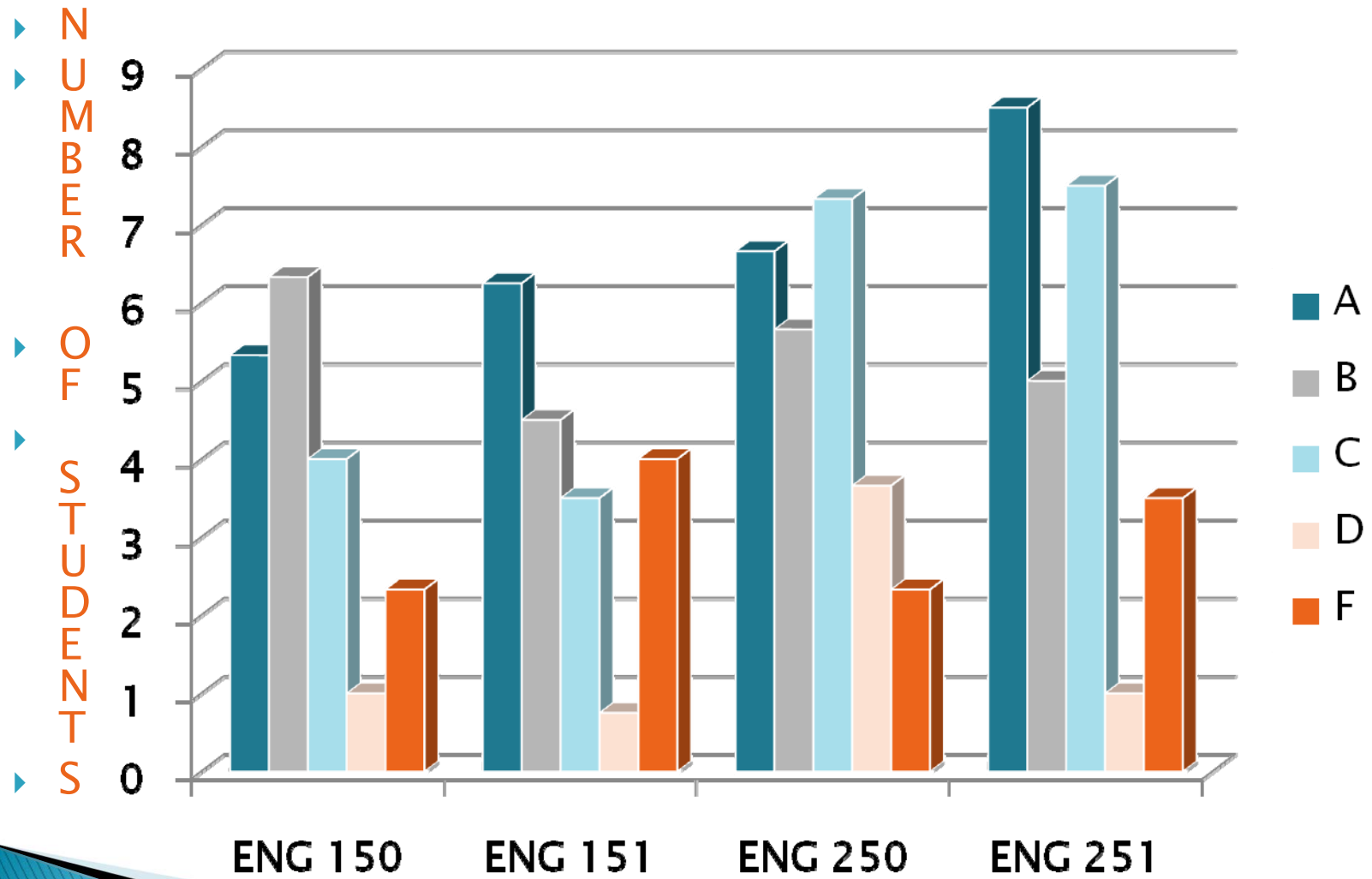
## *Key Considerations for SLO Development*

*Whenever possible...*

- ▶ Identify and/or create *direct* measures of assessment.
- ▶ Incorporate context, objective and specific trait information in measure.
- ▶ Utilize multiple measures of various types (e.g. exams, papers, projects, peer-assessment)
- ▶ Design course/program-embedded measures.
- ▶ Determine how outcome measures will be integrated with course/program evaluation.
- ▶ Examine other factors that may influence student's achievement of stated objective and assess the impact that these may have on your measures.



# GRADE SPREAD FOR CORE CLASSES



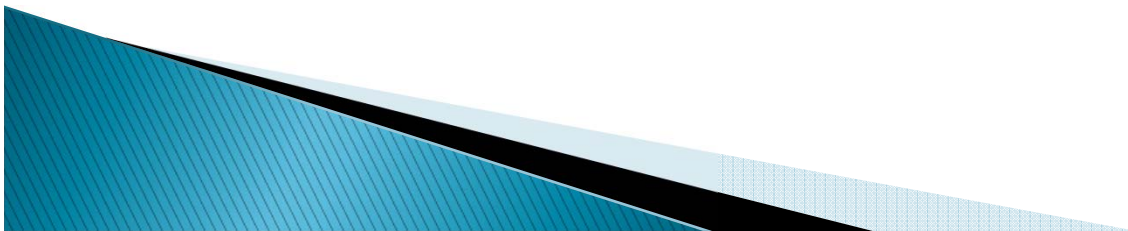
# CAN WE ELIMINATE THE GRADE F?

- ▶ The majority of F grades were given to students who simply quit attending and failed to drop.
- ▶ The other students failed because of blatant and repeated plagiarism—especially on the research paper component.
- ▶ Students who show up, do the work, tend to do well.



# RECOMMENDATIONS

- ▶ Adding the final withdrawal period option of an administrative withdrawal
- ▶ Giving the student a grade of WX (Withdrawn/Quit Attending)





...and here is my quote:

“Be ashamed to die until  
you have won some  
victory for mankind.”

Horace Mann

