



**AMERICAN SAMOA COMMUNITY
COLLEGE**
Language and Literature

Action Plan 2015-2016

DIVISION OF ACADEMIC AFFAIRS

LANGUAGES AND LITERATURE ASSESSMENT SUMMARY

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Assessment Findings:

English 150- In the Literary Analysis Rubric, there is not enough assessment of poetic devices and comprehension and analysis of poetry. How can we be sure that students are effectively learning to analyze and think critically about poetry?

Suggested improvement: Create another rubric specifically for poetry analysis; or provide additional dimensions to the current rubric in order to adequately assess student learning in the poetry genre. **Department decision:** Add dimensions and criteria to the current Literary Analysis rubric to better include comprehension of poetry.

English 250- According to the assessment data, there are no students leaving English 250 in the Beginning level. However, the majority of students are still in the Developing level. Since this is a sophomore-level class, what can we do to ensure that more students are leaving English 250 at a Proficient level? **Suggested improvement:** Not sure what can be done to resolve this. English 250 is an option in the Humanities cluster and students taking this class have a variety of majors. Since students are not English majors, is it fair to expect them to be proficient in a subject that may or may not be their interest, strength, or major? **Department decision:** Continue to follow the curriculum and rubrics, but try to encourage more critical thinking by giving assignments and having lectures/discussion using the higher levels of Bloom's Taxonomy.

English 151 and 251- In both classes, students score well on introduction, thesis statement, body paragraphs, transitions, and conclusion. Students score well on resume and cover letter. Unfortunately, many students struggle with using college-level grammar, spelling, and punctuation, as well as APA and MLA formatting and citation rules. Students do not know how to create margins, create headers, etc. **Suggested improvement:** The new textbook for English 151 and 251 has a section entitled, "Handbook: Writing Problems and How to Improve Them." This handbook reviews proper use grammar, common spelling issues, and punctuation rules and will be a required textbook starting Spring 2016 (the textbook has been in Procurement since summer 2015, but we needed to sell the current books before putting the new books on the shelf). Students can also access the SLAC Lab for proofreading or editing help on their papers. Tutors can help students to identify the problems in their papers. For APA and MLA formatting- the department needs to be consistent in our teaching of the rules. We need to teach the full and proper formats; format and requirements should not vary according to instructor. All students should have a small APA and MLA handbook as part of their required textbooks for the classes. **Department decision:** The grammar handbook in the new textbook should help to address common problems in student writing. The SLAC Lab is not qualified to edit or proofread papers, so students cannot seek assistance there. Students can always see their instructor during office hours or by appointment for help. Department will not refer or encourage students to go to SLAC Lab for help. For APA/MLA- the

department will make one PowerPoint presentation detailing APA/MLA formatting and citation rules. All faculty will use this presentation and all students will see it. Vesi will research and recommend an appropriate APA/MLA handbook for students to purchase as a required textbook, hopefully starting Fall 2016. Mele will share ITC 150 concerns in Curriculum Committee—what are students being taught with regards to formatting documents in Word?

Rubrics for English 151 and 251 will also be modified to better assess the Learning Outcomes for those courses.