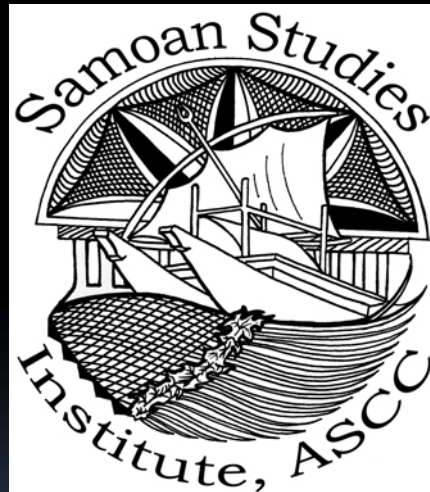


Samoaan Studies Institute

Academic Department



Outline of presentation

1. Integrated Educational Assessment Model

2. Alignment of SLOS

3. Assessing SLOs

4. Analyzing SLOs

5. Planning & Implementing changes

2. Alignment of SLOS

Academic Department Learning Outcomes

Upon completion of degree or certificate program requirements, students will be able to:

1. Develop and apply skills in the areas of speaking, writing, reading and listening; (Aligned to ISLO Domain of Communications)
2. (~~Delete~~ “Apply the acquired knowledge and skills to enhance and improve academic performances in English and other disciplines of ASCC curriculum”) (hold until dialoging with other academic depts)

2. Alignment of SLOS

3. Develop and apply skills of understanding and interpretations of Samoan Literature. (**Delete** “through its “solo”, myths and legends, the divine power of the god (Tagaloa and the contemporary stories and novels); **Aligned to ISLO Domain of Job Skills and Communications**)
 - Deleted part is summed up in the term “Samoan literature” and is specifically named in the Learning Objectives)

2. Alignment of SLOS

4. Demonstrate skills in executing activities that are endemic to the performance of Samoan material (**Add “and non”**) material culture; **Aligned to ISLO Domain of Job Skills and Life Skills**. **Added part is because non material culture encompasses *faia, tofa* .**
5. Demonstrate proficiencies in delivering cultural and contemporary speeches (**delete “when called upon”**); and, **(Aligned to ISLO Domain of Communications, Job and Life Skills)**
6. Demonstrate competence and ease in delivering English translations of Samoan (**add “information” (delete “speeches (cultural and contemporary)”**). **(Aligned to ISLO Domain of Communications, Job and Life Skills)**
Deleted to make it a general statement

2009 – 2010 Assessment Plan

Scheduling for Assessing

Spring 2009 – All courses will assess Communication Skills in the Speaking and Writing area

Summer 2009 – All courses offer in Summer will assess Communication Skills in the Reading area

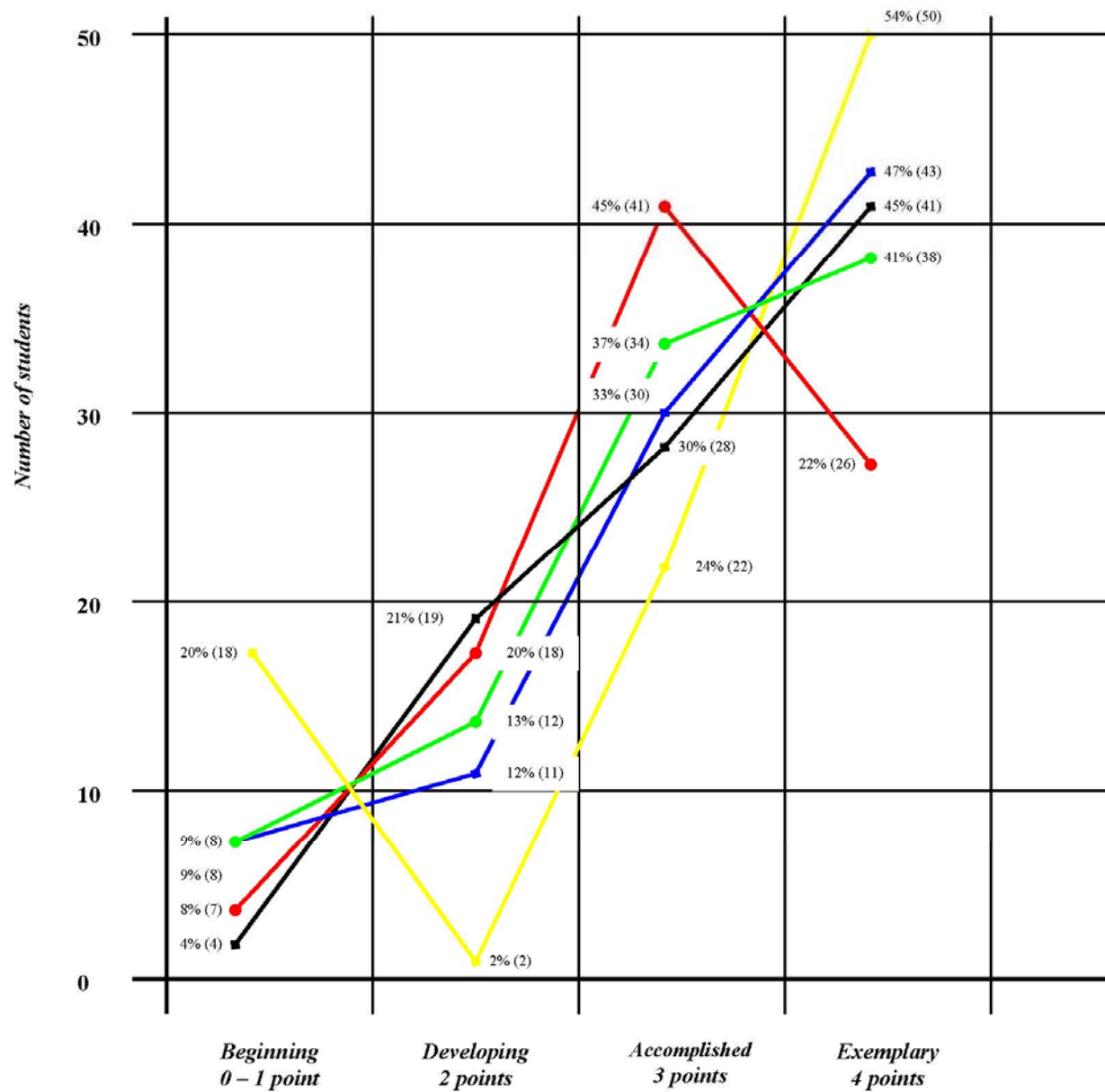
Fall 2009 – All courses offer will assess Communication Skills in the Listening area.

Spring 2010 – Courses that cover Job Skills in the adaptive area will be assessed

SSI Courses Assessed

Courses	Fall07	Spr 08	Summ 08	Fall 08	Spr 09 *	Sum 09	Fall09
SAM101				√	√		√
SAM111	√	√	√	√	√	√	√
SAM151	√	√	√	√	√	√	√
SAM152		√		√	√	√	√
SAM154				√	√		√
SAM172*						√ ASTEP	
SAM 204				√	√		√
SAM244							
SAM 251				√	√		√ASTEP
SAM 261				√	√		√
SAM271							
SAM281							
SAM291							

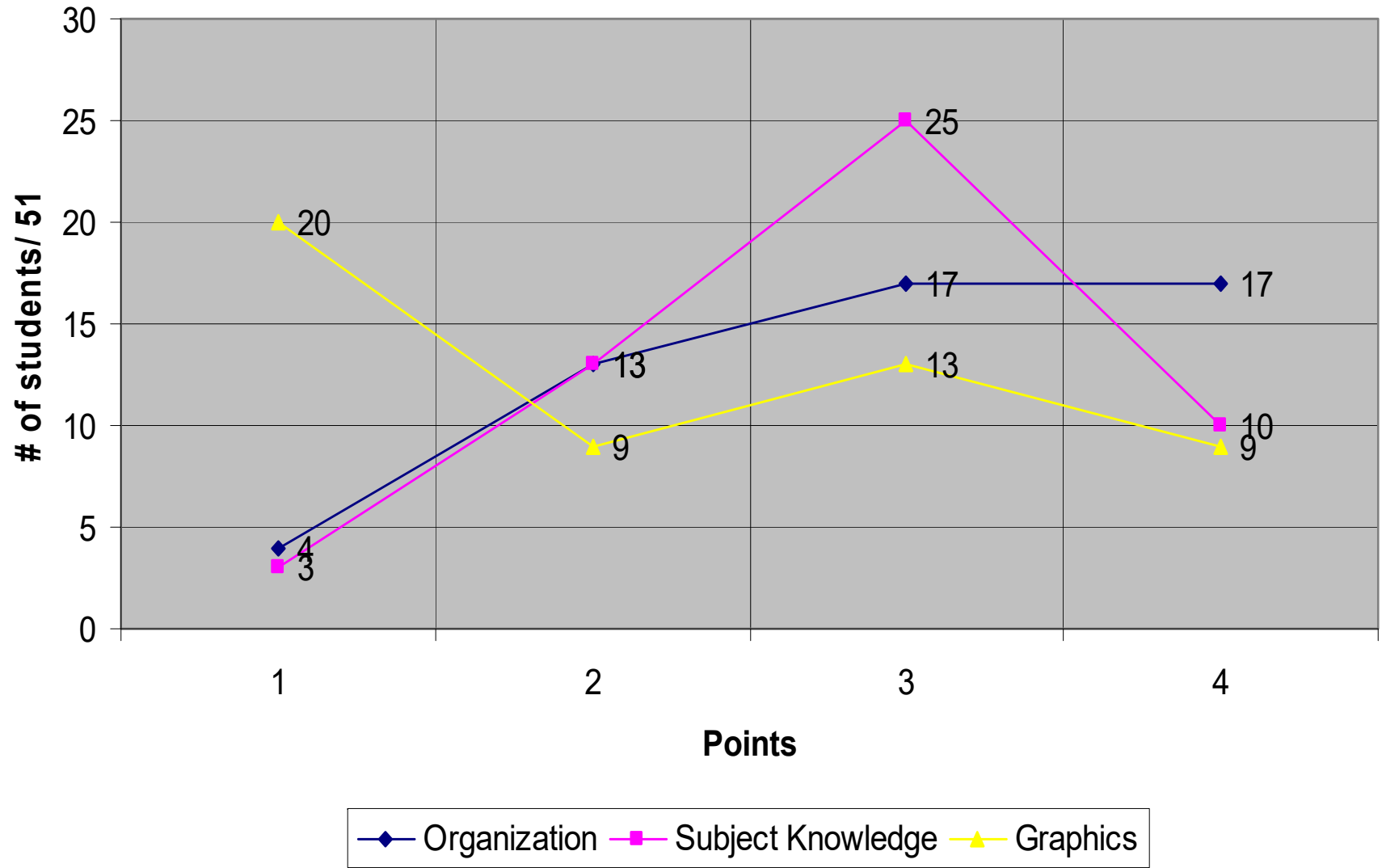
* 2009 -2010 SSD Assessment Plan /To Be Assessed Spring 2011



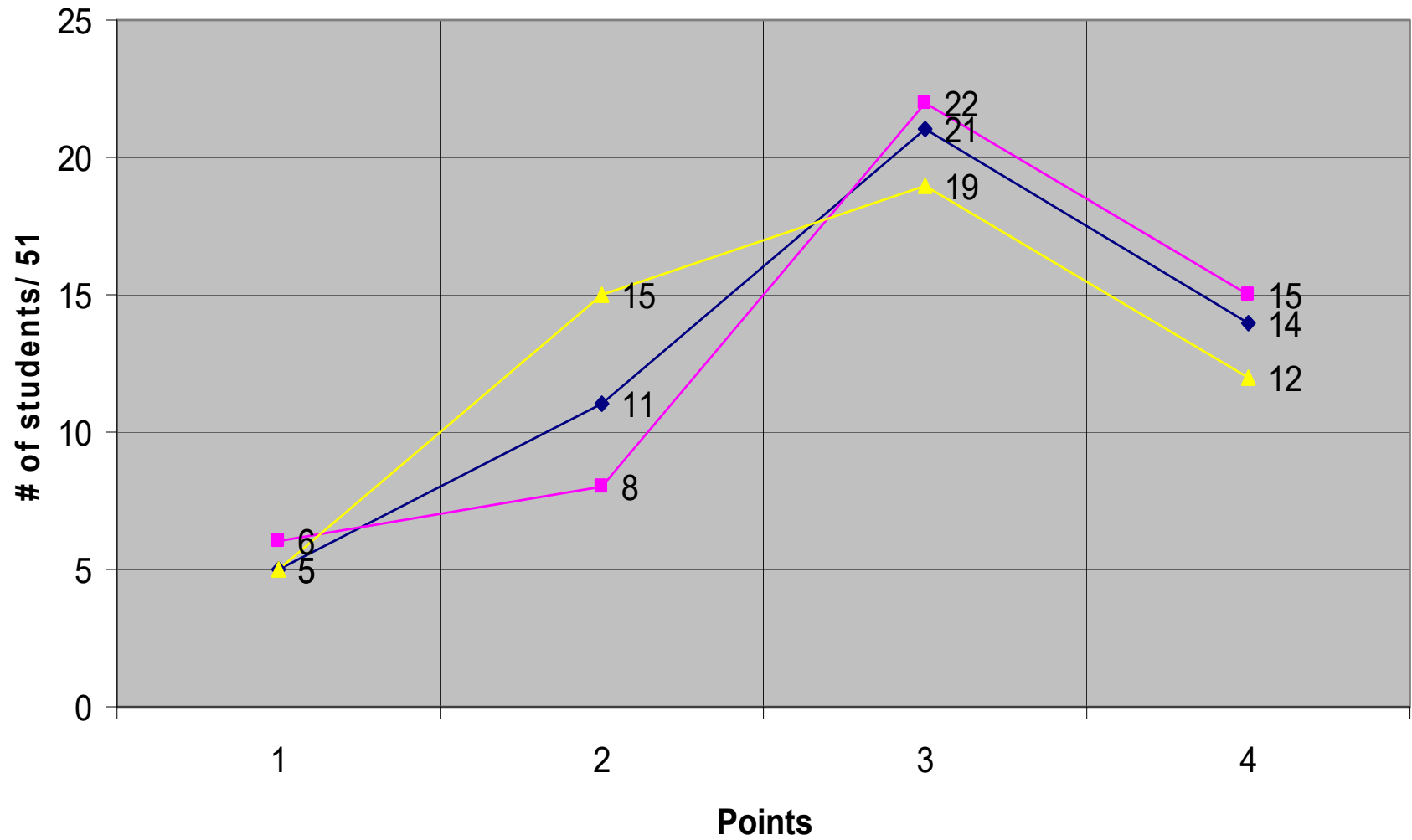
Rubric: Group Presentation
 SLO Domain: Communication
 Semester: Spring 2008
 Total number of students: 92



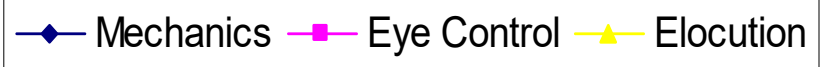
Individual Presentation SP 08



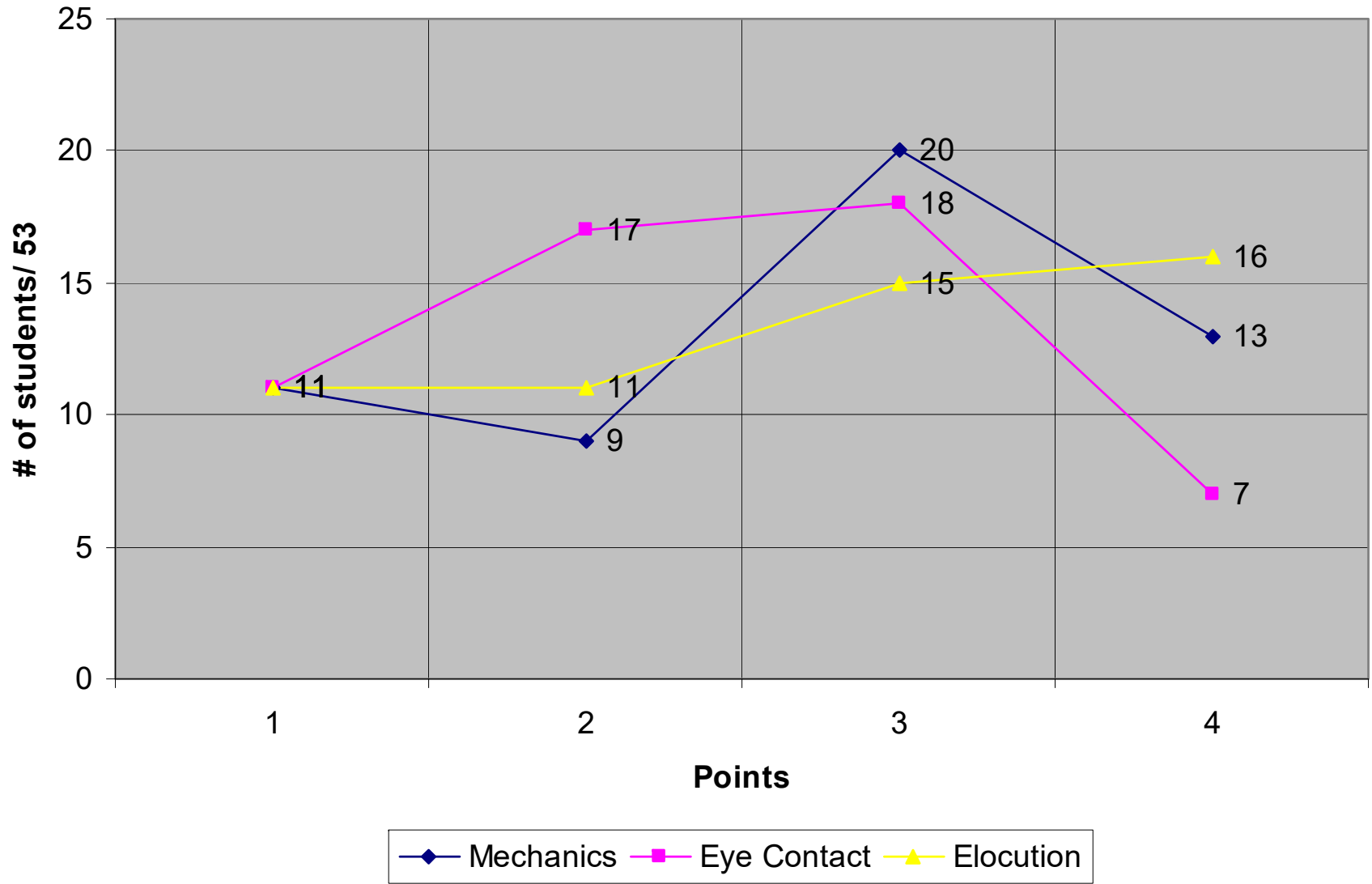
Individual Presentation SP 08



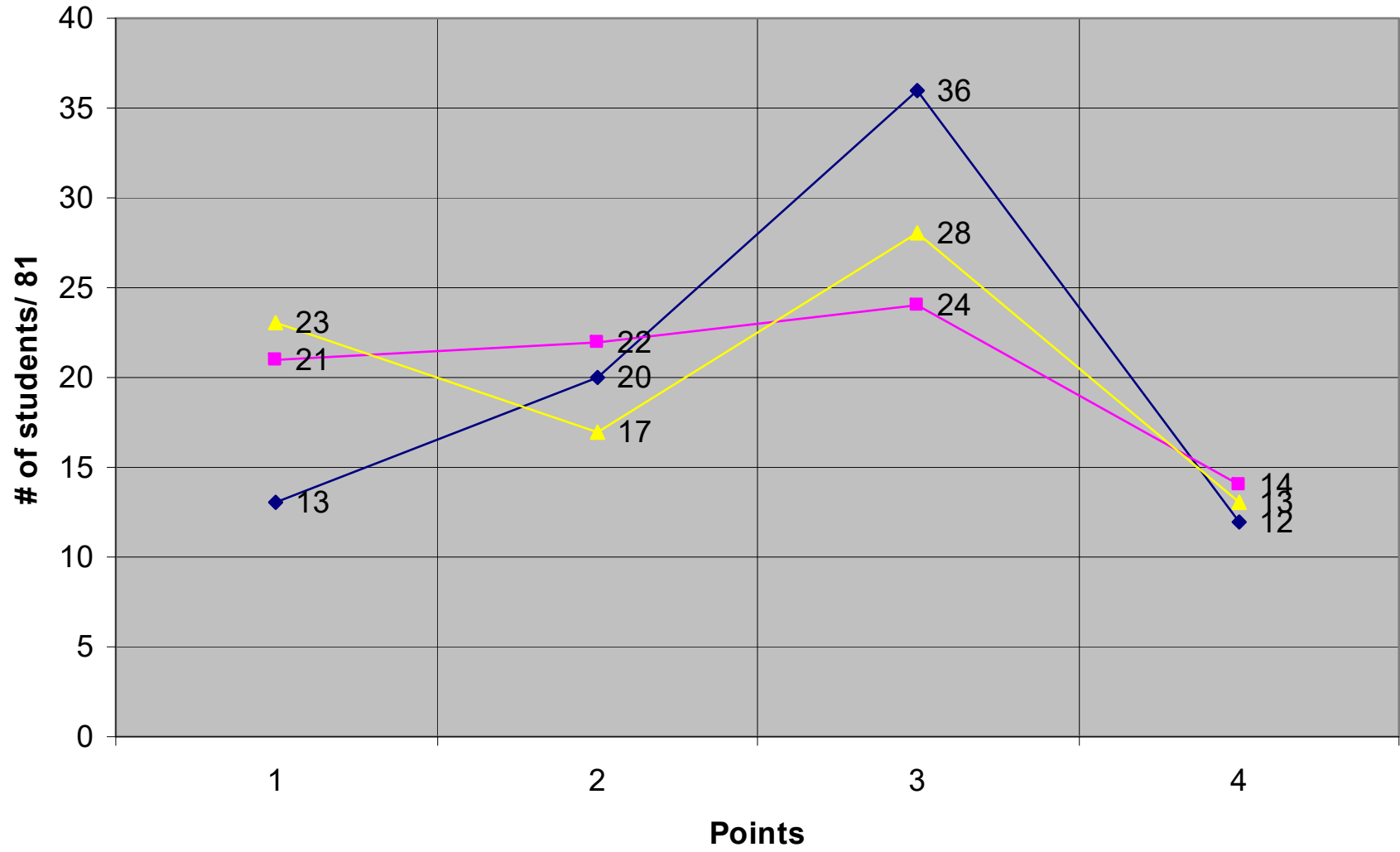
Eye contact



Individual Presentation SUM 08

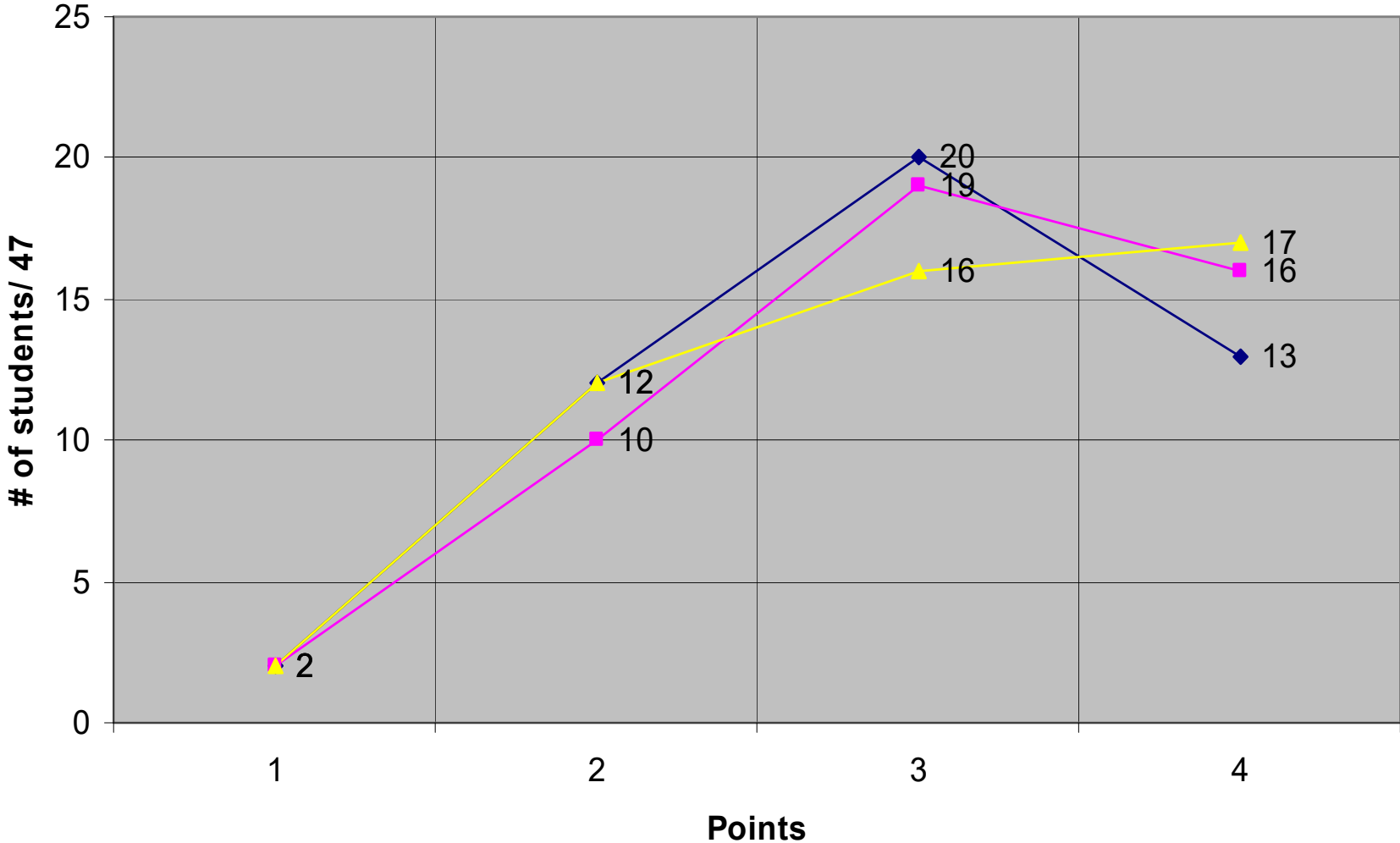


Research Paper SUM 08



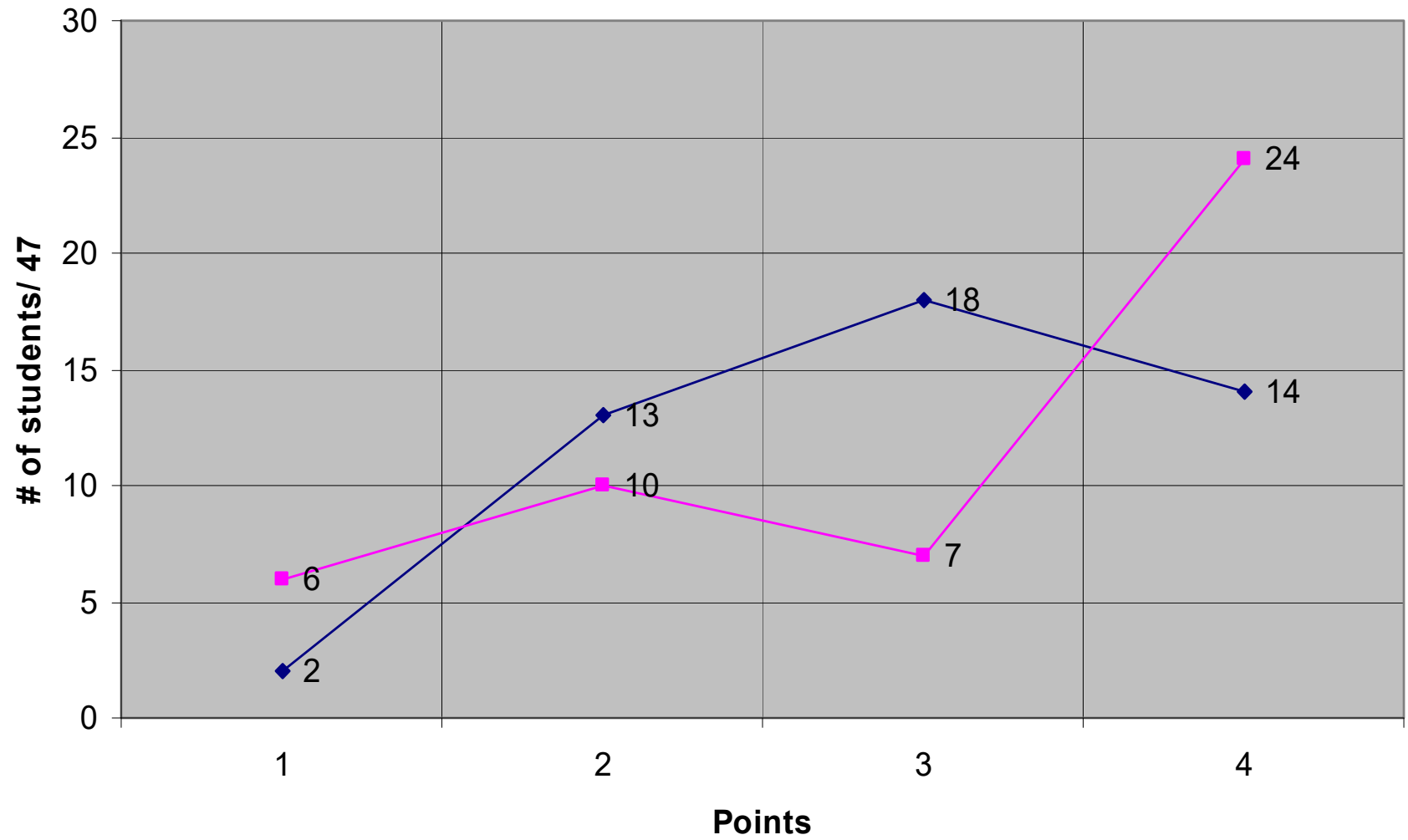
◆ Language Structure ■ Resources ▲ Writing Format

Group Presentation SUM 08



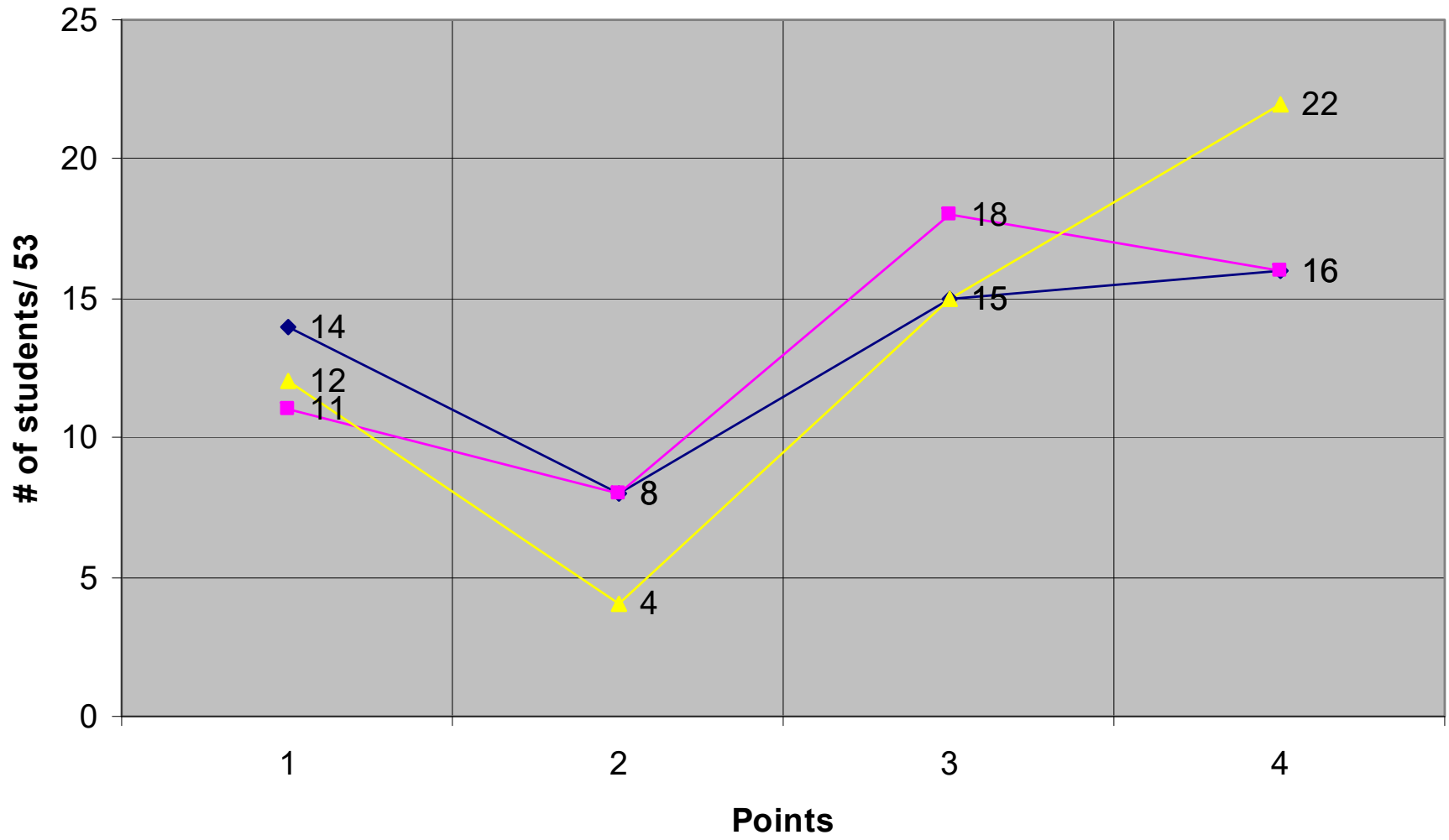
◆ Content ■ Subject Knowledge ▲ Group Work

Group Presentation SUM 08



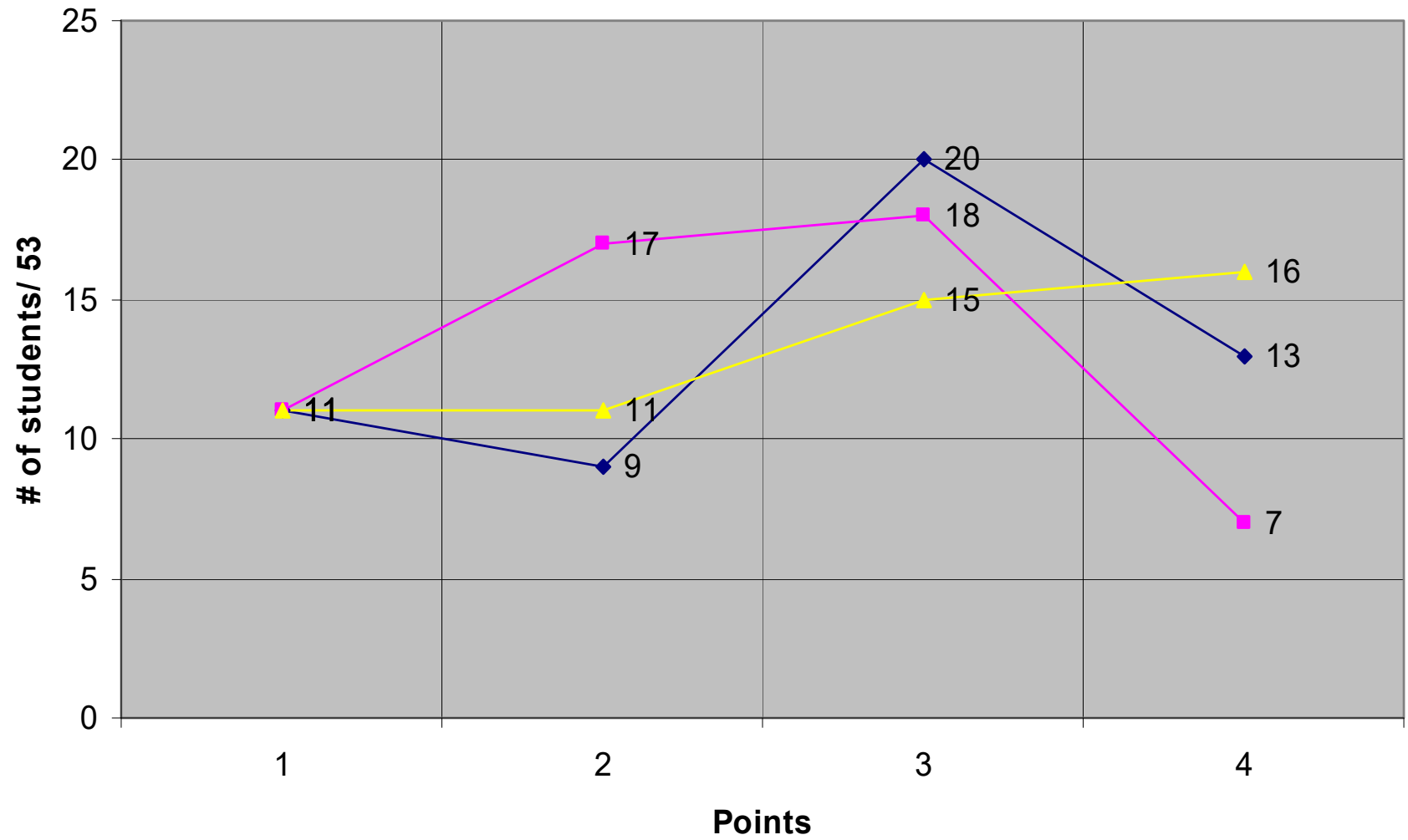
—◆— Time Management —■— Appearance —▲—

Individual Presentation SUM 08



—◆— Organization —■— Subject Knowledge —▲— Graphics

Individual Presentation SUM 08



◆ Mechanics ■ Eye Contact ▲ Elocution

Analysis of 2008 Assessment Results

Oral Presentations
– **Low usage** of media aid in presentations

Oral Presentations
– **Outstanding** and appropriate dress codes for presentations

Writing – Overall students have **good writing** skills, accomplishing content knowledge of the courses,

Presentation
11 students failed. It was noted **8** students were **absent** on the days of presentations.

HOW THE ASSESSMENT RESULTS OF 2008 ARE USED FOR 2009

FOLLOW ASSESSMENT PLAN



UTILIZE WRITING SKILLS FOR A PUBLICATION



LE MANU E-PATHWAY MINI COMPUTER LAB OPENED UP FOR STUDENTS TAKING SAMOAN COURSES



CHANGE OBJECTIVE OF SAMOAN DAY FROM CULTURAL PERFORMANCE TO LITERARY WORK.



STANDARDIZE ASSESSMENT RUBRIC – SAMOANIZED, ADAPTED TO FIT COURSE CONTENT

SLO –Speaking (2009 Assessment Plan)

COURSES	ASSIGNMENTS	ASSESSMENT TOOL	ASSESSMENT OTHER
SAM 101	Recite and memorize Pi Faitau		Recitation and Memorization rubric
SAM 111	Identifying rules of Samoan grammar	Group presentation	
SAM 151	Final Paper Presentation	Individual Presentation	
SAM 152	Describe 3 'saofa'iga 'ese'ese	Group Presentation	
SAM 154	Compare and contrast the different types of Samoan literature	Individual Presentation	
SAM 204	Individual Myth presentation	Individual Presentation	
SAM 251	Final Research Presentation	Individual Presentation	
SAM 261	Differences of alagaupu, muagagana	Individual Presentation	

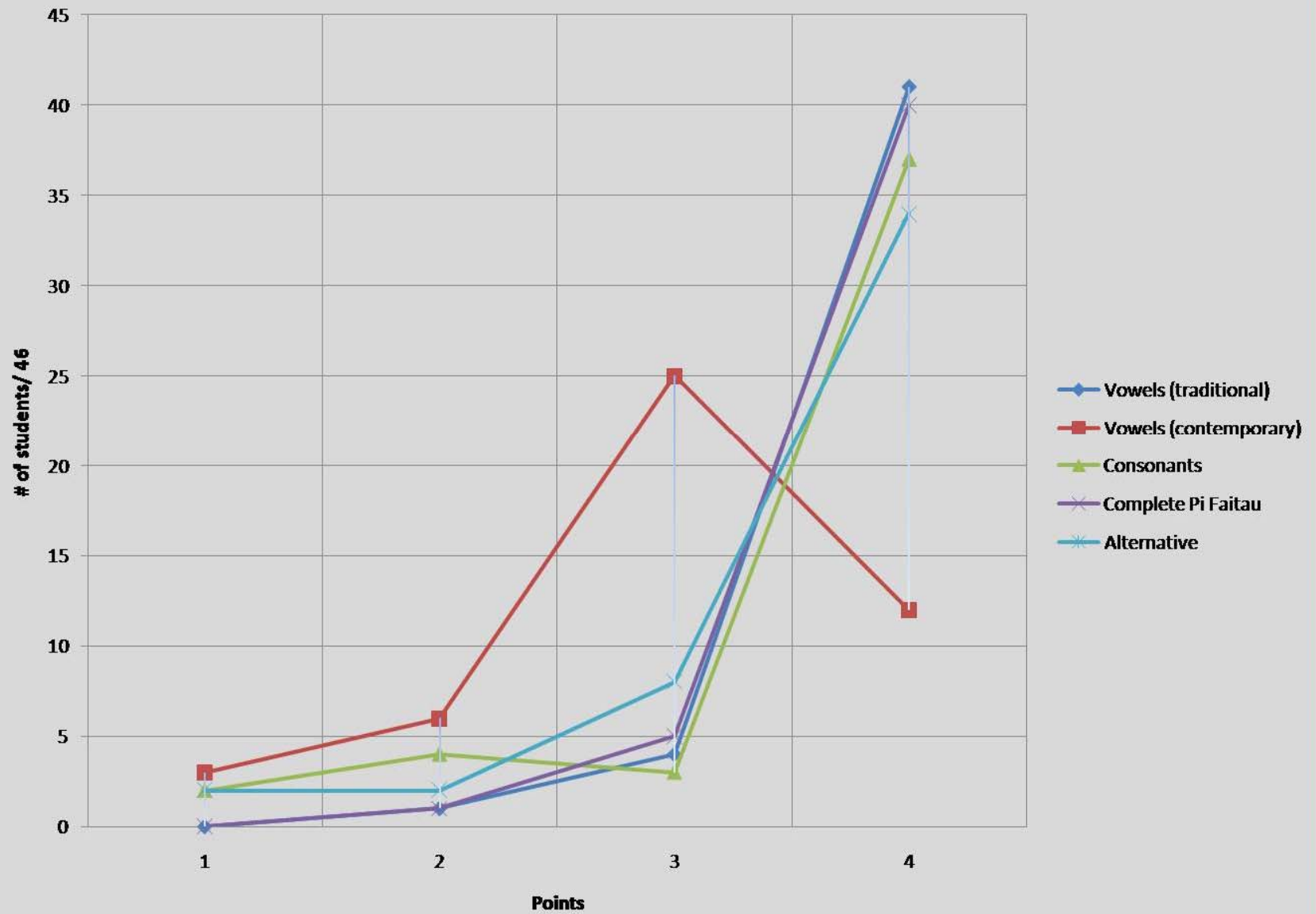
SLO –Writing (2009 Assessment Plan)

COURSES	ASSIGNMENTS	ASSESSMENT
SAM 101	Research Beliefs of Samoan Language Origin	Research Paper Rubric
SAM 111	Paragraph	Paragraph Rubric
SAM 151	Final Paper	Research Paper Rubric
SAM 152	Write up of lauga	Research Paper Rubric
SAM 154		
SAM 204	Interview and write up for Uta a le taulasea	Research Paper Rubric
SAM 251	Final Research Paper Interview and write up for <i>Uta a le taulasea</i>	Research Paper Rubric
SAM 261	Final Research paper	Research Paper Rubric

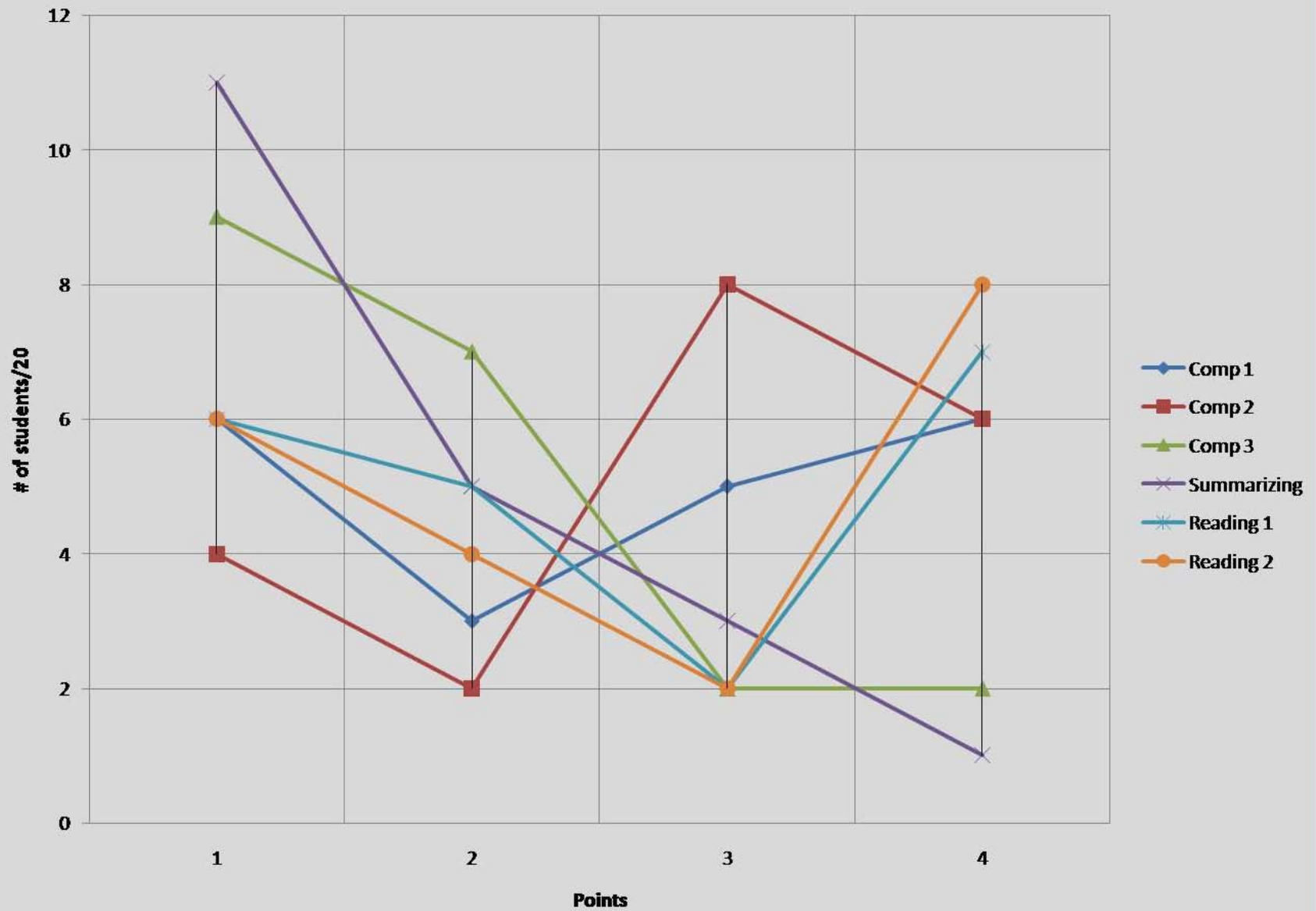
Summer 09/SLO –Reading (2009 Assessment Plan)

COURSES	ASSIGNMENTS	ASSESSMENT	ASSESSMENT <i>OTHER</i>
SAM 111	Reading comp activity : Literature circle		Reading Rubric
SAM 151	Reading comp activity : Literature circle		Reading Rubric
SAM 152	Present read texts on selected topics		Individual Presentation

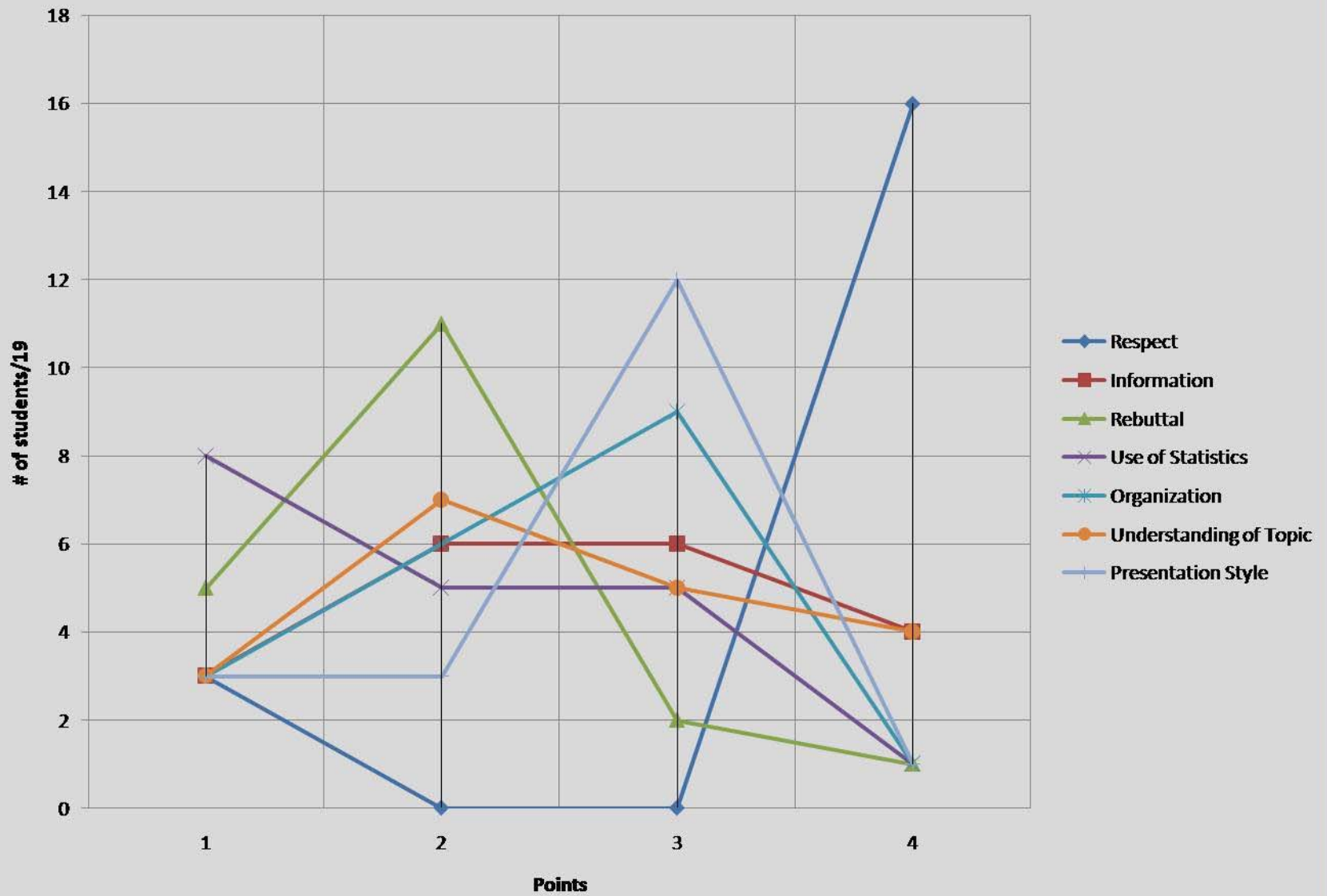
Reciting & Memorizing SUM 09



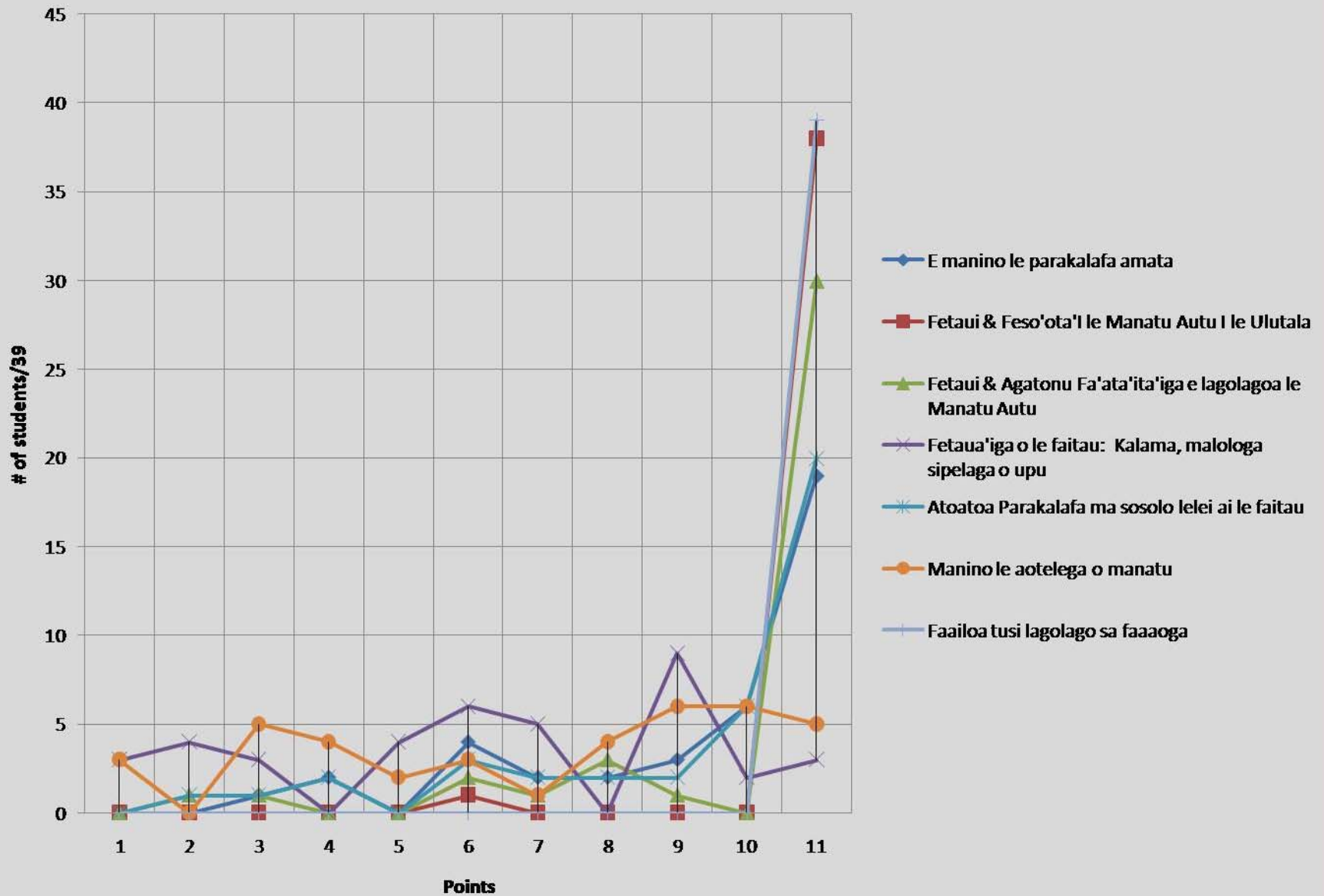
Reading SUM 09



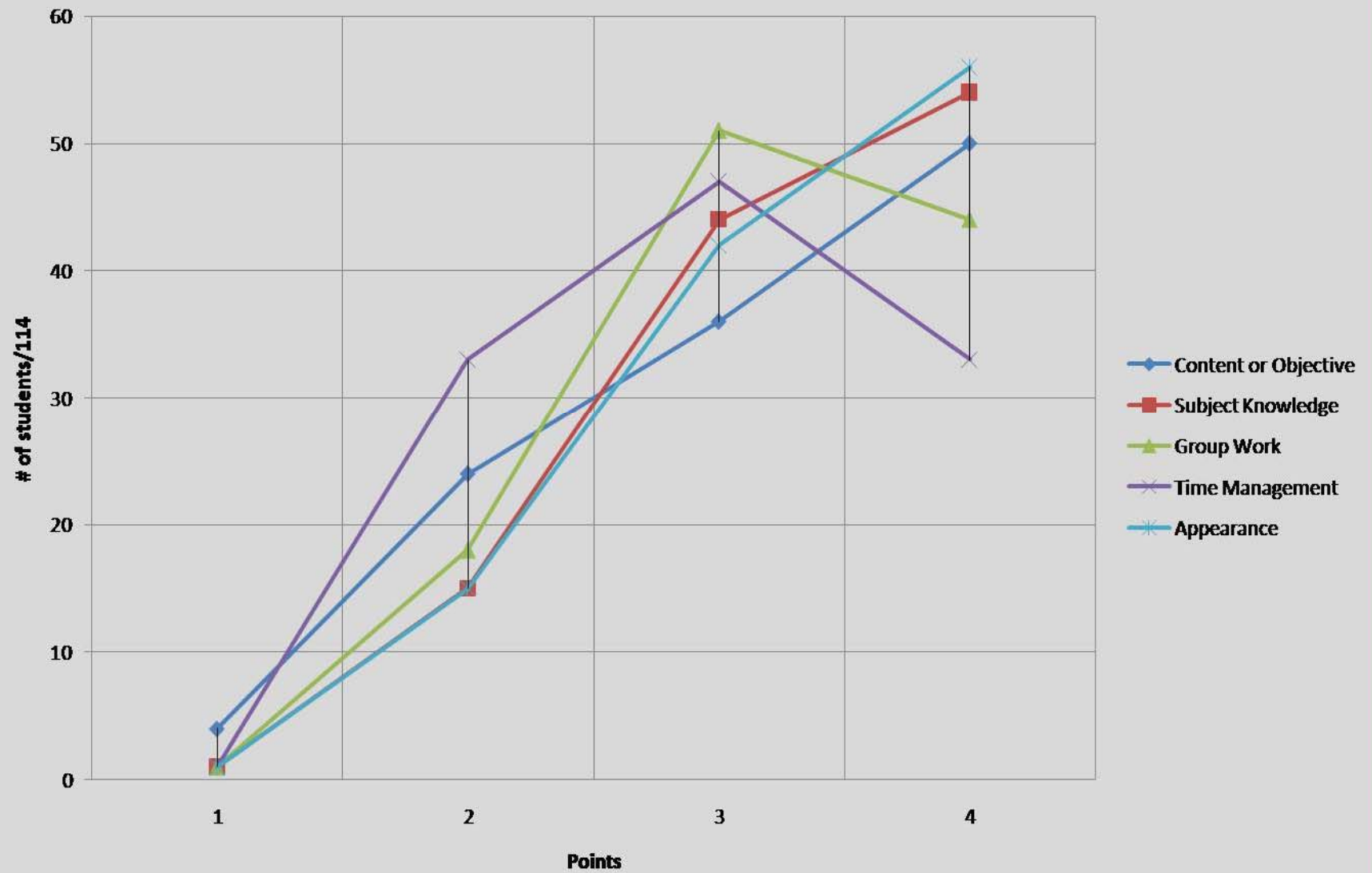
Debate SUM 09



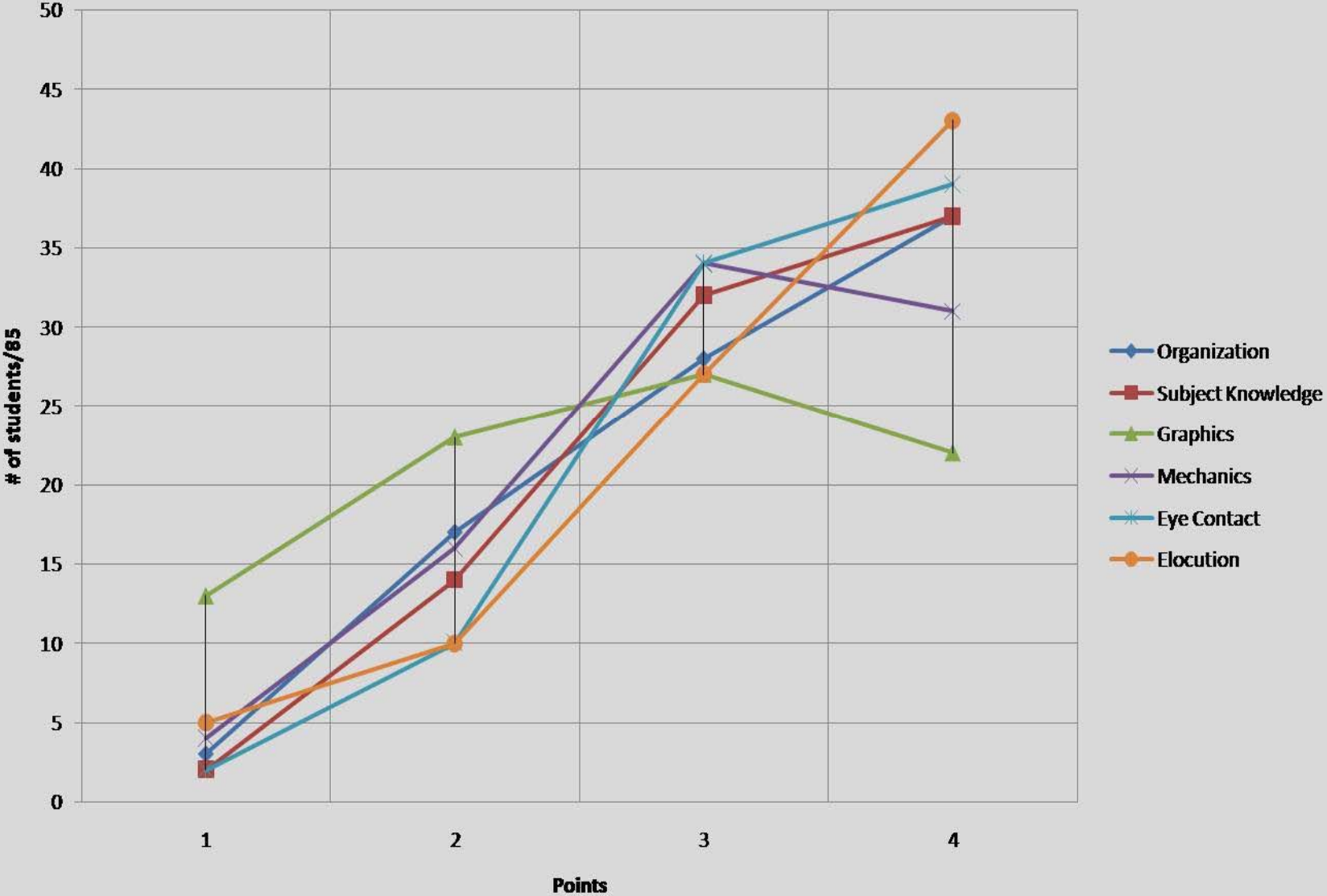
Essay Writing SUM 09



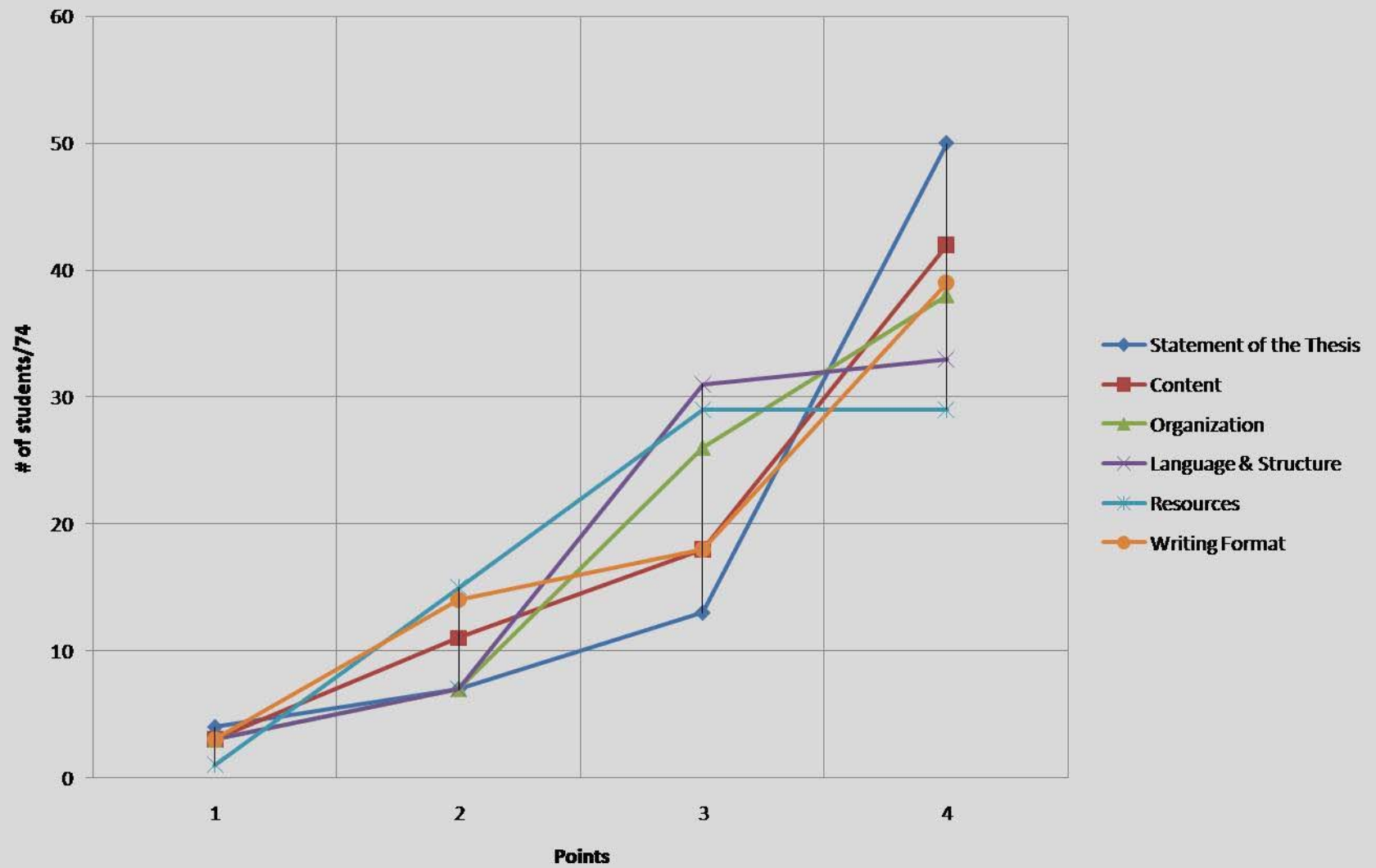
Group Presentation SUM 09



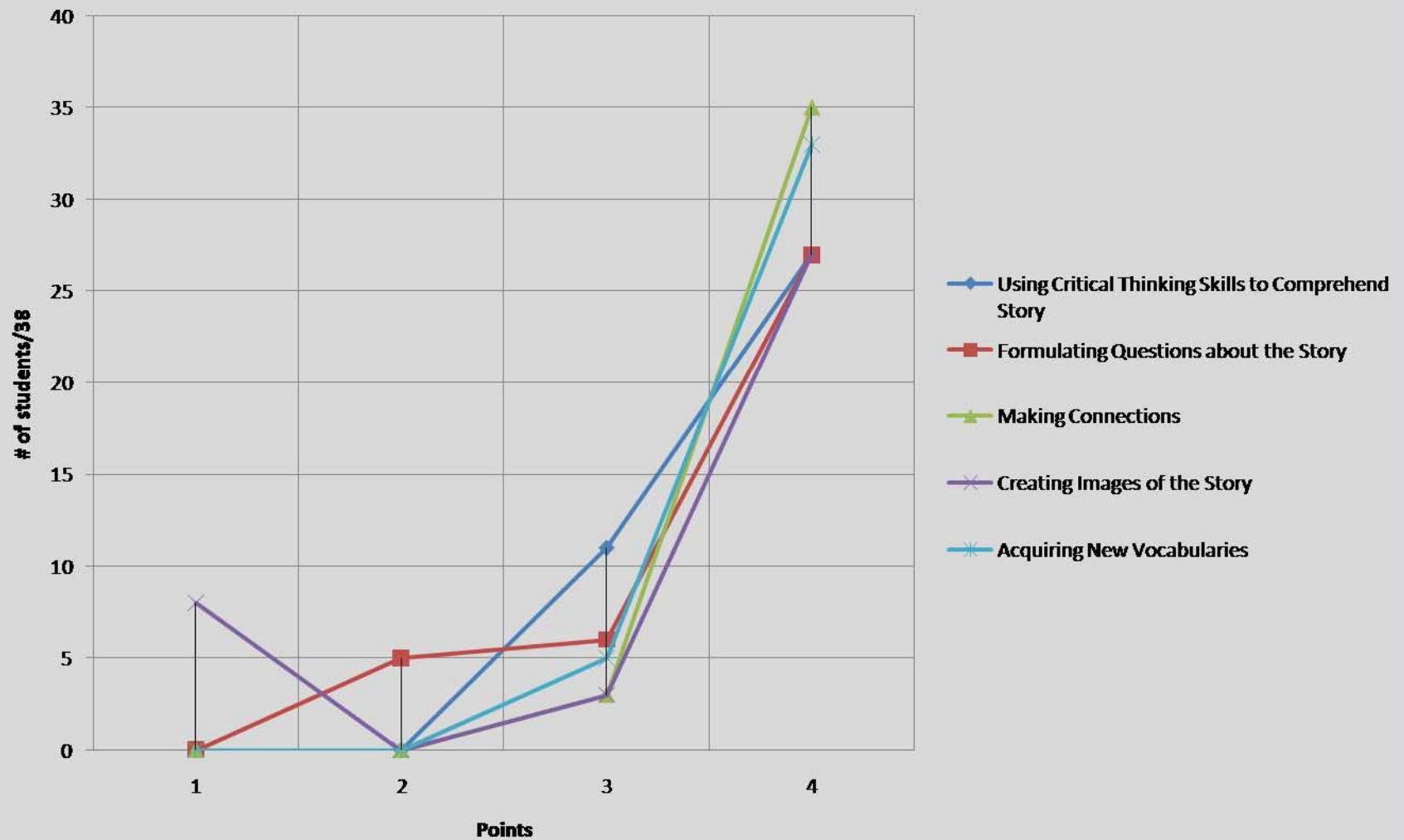
Individual Presentation SUM 09



Research Paper SUM 09



Group Presentation (Literature Circle: Reading Comprehension) SUM 09



Analysis of 2009 Assessment Results

Resources–

More than 50% of students achieved **Outstanding** marks for research resources -an improvement from SUM 2008.

Of the two Reading Assessment tools used, **the Literature circle was more successful** as shown by the SUM 09 results while more than 50% of selected students found the set **comprehensions difficult**.

Writing, Graphics –

Overall students continue to **improve in language and structure**. However use of statistics, graphics need to be worked on, requiring frequent computer access.

Group work

showed better results while in **Individual Presentations**, an increase was shown in the number of students achieving the lowest score (1) in the different criteria assessed.

Fall 2009 Listening

COURSES	ASSIGNMENTS	ASSESSMENT TOOL	ASSESSMENT <i>OTHER</i>
SAM 101	Listening Comp		Listening Rubric
SAM 111	Dictations 1-5, Listening Comp		Listening Rubric
SAM 151	Dictation 1-5, Listening Comp, peer assessment		Listening Rubric
SAM 152			
SAM 154			
SAM 204	Peer assessment of individual presentation		Listening Rubric
SAM 251			
SAM 261			

5. Planning & Implementing Changes

2007 –started assessment using 2 courses –SAM 111, SAM 151.



2009 -10 courses now assessed –SAM101A, 101B, 111, 151, 152, 154, 172(ASTEP), 204, 251, 261



Rubrics adapted to suit SSI SLOs –



Introduced to suit SSI SLOs -



Rubrics translated into Samoan



Bilingual Course syllabi

Where are we???

1.
Has SSD
defined
Expected
SLO?

YES

2.
Has SSI
defined
Assessm
ent of
expecte
d SLO?

YES

3.
Is SSD
assessing
SLOs?

YES

4.
Is SSD
analyzing
results of
Assessme
nts?

YES

5.
Is SSD
planning
and
implemen
ting
changes to
pedagogy,
facilities,
etc. to
improve
learning?

YES