



AMERICAN SAMOA COMMUNITY COLLEGE

College Accelerated Preparatory Program (CAPP) English

Action Plan 2015-2016

DIVISION OF ACADEMIC AFFAIRS

CAPP ENGLISH DEPARTMENT

SLO Assessment 2014-2016

Comprehensive Report

November 24, 2015

Overview:

The College Accelerated Preparatory Program (CAPP) English department had a meeting on October 29, 2015 and on its agenda included a report from Academic Assessment Committee (AAC) member Sa'ofetai Faulkner. The department needs to prepare a comprehensive report based on an analysis of the program, find results and then create an action plan to resolve weaknesses.

CAPP English conducts two-sessions within one academic semester. At the end of each session, a department meeting is held to discuss important topics and issues pertinent to the department. On every agenda, CAPP English reviews the data reports collected by the department. Jean Mareko gathers the approved assessment rubrics for the session from each instructor and compiles a report that identifies strengths and weaknesses.

Assessment Tools:

Reading

Fall 1 st Session	Assessment Tool	Fall 2 nd Session	Assessment Tool
Eng. 70	Group Presentation Rubric	Eng. 70	Novel Book Report Rubric
Eng. 80		Eng. 80	
Eng. 90		Eng. 90	

Writing

Fall 1 st Session	Assessment Tool	Fall 2 nd Session	Assessment Tool
Eng. 71	Paragraph Rubric	Eng. 71	Paragraph Rubric
Eng. 81	Essay Rubric	Eng. 81	Essay Rubric
Eng. 91		Eng. 91	

Reading

Spring 1 st Session	Assessment Tool	Spring 2 nd Session	Assessment Tool
Eng. 70	Novel Book Report Rubric	Eng. 70	Individual Presentation Rubric
Eng. 80		Eng. 80	
Eng. 90		Eng. 90	

Writing

Spring 1 st Session	Assessment Tool	Spring 2 nd Session	Assessment Tool
Eng. 71	Paragraph Rubric	Eng. 71	Paragraph Rubric
Eng. 81	Essay Rubric	Eng. 81	Essay Rubric
Eng. 91		Eng. 91	

Reading

Summer	Assessment Tool	Summer	Assessment Tool
Eng. 70	Service Learning PowerPoint	Eng. 71	Paragraph Rubric
Eng. 80		Eng. 81	Essay Rubric
Eng. 90		Eng. 91	Essay Rubric

Analysis:

The analysis was conducted on October 8, 2015 during CAPP English department meeting at the end of Fall 1st Session. The analysis started from Fall 2013 to Fall 2015. Each instructor submitted a report of the rubric breakdown for each domain

based on the designated session assessment tool for reading and writing. The data was then compiled into a spreadsheet for each English level and course. Then, the data was used to identify areas of weakness and strengths. Data analysis was based on Eng. 70 Beginning Reading; Eng. 80 Intermediate Reading; Eng. 90 Advanced Reading Eng. 71 Beginning Writing; Eng. 81 Intermediate Writing and Eng. 91 Advanced Writing.

Findings:

Dates: Spring 2014 1st Session & Spring 2015 1st Session

Course	Assessment Tool	Weakness	Strengths
Eng. 70 Beginning Reading	Book Report	Spelling & Grammar	Title Page
Eng. 80 Intermediate Reading	Book Report	Resolution	Presentation
Eng. 90 Advanced Reading	Book Report	Originality	Main Characters

Dates: Fall 2013-2015

Course	Assessment Tool	Weakness	Strengths
Eng. 71 Beginning Writing	Paragraph Rubric	Spelling & Grammar	Presentation
Eng. 81 Intermediate Writing	Essay Rubric	Spelling & Grammar	Presentation
Eng. 91 Advanced Writing	Essay Rubric	Spelling & Grammar	Presentation

Summer 2014 & Summer 2015

Course	Assessment Tool	Weakness	Strengths
Eng. 70, 80 & 90	PowerPoint Presentations	Screen Design	Organization

Fall 2014 1st Session & Fall 2015 1st Session

Course	Assessment Tool	Weakness	Strengths
Eng. 70, 80 & 90	Group Presentation	Subject Knowledge	Appearance

Spring 2015 2nd Session

Course	Assessment Tool	Weakness	Strengths
Eng. 70, 80 & 90	Individual Presentation	Subject Knowledge & Mechanics	Elocution

Action Plan:

Based on department findings, the following action plan was devised. To address writing weaknesses with Grammar & Spelling, a search for online programs to help reteach grammar skills while students work in the lab is needed. Also, teachers are encouraged to refer their students to use SLAC tutoring services. Other suggestions were to reteach Topic Sentences and to have writing samples shared of good content for Eng. 71. Eng. 81 and 91 will focus on demonstrating how to write a proper Thesis Statement in addition to addressing spelling grammar and referring students to SLAC. For reading, the Book Report rubric needed to be revised and approved for the whole department. The book report rubric had too many domains and needed to be adjusted to be able to fit Eng. 70 thru Eng. 90 and align Eng 70-90. In addition, writing samples of a proficient book report needs to be made available so that all teachers are measuring the same way. Ethel Sokimi revised the Book Report Rubric based on the recommendations from our meeting and it was used in Fall 2015 2nd session. To

address PowerPoint weaknesses, teacher training is required to have teachers knowledgeable on how to create and teach PowerPoint to students. In the summer, Sa'o Faulkner will conduct this training and will hold workshops for students in the computer lab. Overall, the department has agreed that revisions need to be done on all department rubrics for the upcoming New Year. We have already inserted some of these changes like in the book report rubric.

Furthermore, the department conducts two surveys to gather students' input in regards to the CAPP Computer LAB as well as No Pass (NP). The survey results are used to drive our instructions and activities. For example, degree programs are posted in the hallways as surveys suggest many students are not aware of their majors. According to survey, 79% of students do not use the tutoring services at ASCC. This is also evident in writing in which Spelling and Grammar is the weakness. English 90 and 91 teachers have been referring their students to SLAC as part of the process. CAPP instructors are asked to use the SLAC tutoring services. The CAPP LAB Survey identified that 93% of students use the online reading program and it helps them pass their reading class. Therefore, all reading classes are scheduled to use the lab.

The No Pass Survey has also undergone revisions to collect additional data. In Spring 2015, the survey added questions about the "Withdraw" process because numerous students say they have dropped the class, however they did not complete the withdrawal process. This is another reason why NP rates were so high. In part, the NP can be contributed to students not attending class thinking they are automatically dropped for not showing up. CAPP teachers needed to address the process during class orientation and then remind students prior to the withdrawal deadline. This Fall, a new question will be included in the survey to "identify your high school in American Samoa or other." This addition will be used in Spring 2016.