



*Saili le Olamai*

**AMERICAN SAMOA COMMUNITY COLLEGE**

Academic and Student Affairs Division

Academic Affairs Office

# General Education Outcome Analysis

2012-2014

Prepared by

Office of Academic Affairs Division

American Samoa Community College  
P.O. Box 2609  
Pago Pago, AS 96799  
Main: (684) 699-9155  
Website: [www.amsamoa.edu](http://www.amsamoa.edu)

**Assessment Semesters**

Fall 2012 to Summer 2014

English Language Institute (ELI-CAPP)

Fine Arts

Health and Human Services

Language & Literature

Mathematics

Science

Social Science

Trades & Technology Division

## General Education Outcome (GEO) Analysis

ASCC's General Education Outcomes align with the statement of the Association of American Colleges and Universities Essential Learning Outcomes at the appropriate degree level, with the following, as stated by the Association:

- Knowledge of Human Cultures and the Physical and Natural World through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts;
- Intellectual and Personal Skills, including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving;
- Personal and Social Responsibility, including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning; and
- Integrative Learning, including synthesis and advanced accomplishment across general and specialized studies.

The College has identified and standardized its general education outcomes (GEO for all AA/AS/COP/COC degree/certificate programs. These outcomes and areas are comparable to those offered at other accredited institutions. GEO requirements have been identified to assess GEO outcomes for all degree/certificate programs to ensure students are well rounded in the general education area upon completion of the freshmen level. All Certificates of Proficiency require completion of General Education Math and English requirements. (*Adapted ASCC Self Study Report pg. 83*).

**ASCC's General Education outcomes are as follows:**

- **GEO 1: Communication** – Foster the ability to receive and express information through various mediums
  - *GEO 1-A Listening and Speaking* – Listen actively and speak effectively in many different situations
  - *GEO 1-B Reading* – Read effectively to comprehend, interpret and evaluate information
  - *GEO 1-C Writing* – Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences
- **GEO 2: Information Technology Literacy** – Demonstrates the ability to utilize technology to evaluate present and apply information
  - *GEO 2-A Evaluate Information* – Demonstrates the ability to access, locate, manage and evaluate information from multiple sources
  - *GEO 2-B:1 Present and Apply Information/Technology* – Utilizes technological tools to perform basic functions appropriate to job and life;
  - *GEO 2-B:2 Apply Information-* Applies research skills in multiple formats
- **GEO 3: Critical Thinking** – Demonstrates the ability to think critically in applying quantitative and scientific concepts and methods to effectively problem-solve in a variety of contexts
  - *GEO 3-A Quantitative* – Apply quantitative skills to personal, academic and career related activities
  - *GEO 3-B Scientific* – Apply scientific concepts and models to analyze complex problems in academic and real life situations

## General Education Outcome (GEO) Analysis

- *GEO 3-C Problem Solving* – Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts
- **GEO 4: Global Awareness and Cultural Competence** – Understands and appreciates the historical and cultural context regionally and globally
  - *GEO 4-A Social, Economic & Political System*- Identifies social, economic and political systems and issues
  - *GEO 4-B Perspectives of Others, Diversity*- Recognizes and respects the perspectives of others (locally and globally) and develop an awareness of diverse attitudes, values and beliefs
  - *GEO 4-C Samoa and the Pacific*- Demonstrates an appreciation of Samoan culture and other Pacific cultures
- **GEO 5: Personal Development and Responsibility** – Enhance personal growth and wellness leading to responsible decision-making
  - *GEO 5-A Ethical Decision Making* -Demonstrates and applies ethical decision making in real life situations
  - *GEO 5-B Choices and Practices*- Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness
  - *GEO 5-C Community & Family Participation* - Identify and recognize the relevance of being responsible and participate actively in family and community
  - *GEO 5-D Career, Personal, & Professional Growth* - Develop career goals and plans, and apply lifelong learning skills for personal and professional growth  
*(Adapted ASCC Self Evaluation Report 2014, pg.142-143)*

## General Education Outcome (GEO) Analysis

General Education assessment cycle of all outcomes is conducted by all general education faculties. Each general education course(s) are assessed on a semester based. The assessment instruments are specific content rubrics that are defined by each Program/Department. The Curriculum Committee ensures the alignment of its offerings and mission through an ongoing review and assessment of General Education Outcomes. Being an outcome driven Institution, ASCC's hierarchy of Student Learning Outcomes identifies the scope, assessment instruments, and cycles for all levels of student learning outcomes. (*ASCC Self Study Report pg. 54-55*).

## Assessing General Education Outcomes (GEO)

### Scope: Academic Programs and Departments

- Course: Semester based assessment using rubrics defined by Program/Department
- General Education Outcomes: Semester based assessment using content rubrics defined by General Education Faculty. In addition, course evaluations are disseminated on a semester based with Student Achievement report submitted biennially (*ASCC Self Study Report pg. 66-67*).

Delivery of instruction is reviewed and evaluated within each program or department.

Chairpersons conduct observations and provide feedback to instructors regarding delivery of instruction. Program and Departments' internal review of courses through learning outcomes were presented to Curriculum committee for review. Dialogue is continued within each department focusing on the effectiveness of instructions and making recommendations as to what needs to be changed or strengthened. Faculty orientations allow faculty with opportunities to share strategies and methodologies for delivery through workshops. Course evaluation results as well as course passing rates document the effectiveness of instruction delivered. A separate

## General Education Outcome (GEO) Analysis

survey for General Education Outcomes asks instructors to evaluate their own performance each semester. (*Adapted ASCC Self Study Report pg. 73*)

General Education Outcomes are currently being assessed with various departments offering GEO requirements. Decision-making is now based on achieving student-learning outcomes. Any recommendation in revising SLOs has to be communicated at all levels. This is an indication of collaborative effort and teamwork. A thorough curriculum review resulted in the articulation of General Education Outcomes and the separation of General Education courses, core foundational courses, and co-foundational (program) courses. The 2014-2016 Catalog reflects these changes. (*Adapted ASCC Self Study Report pg. 76-78*)

Assessment general education is an ongoing process to ensure competencies and qualities are achieved by students. Course evaluations are disseminated by IE to evaluate General Education Outcomes. Faculty members, in collaboration with academic chairpersons, program directors and appropriate Deans, are responsible for identifying appropriate student learning outcomes prior to submission for further review to Assessment and Curriculum committees (*Adapted ASCC Self Study Report pg. 76-78*)

ASCC Curriculum Committee Chairperson and faculty have a central role in determining and developing qualities and competencies of general education outcomes at all levels. There is ongoing dialogue and discussion within academic departments, curriculum committee and assessment committee to ensure program offerings are meeting the Mission of the College. Rigorous review of course curricular programs occurs to ensure alignment with General Education outcomes, course outcomes, and program outcomes as well as WASC standards. In addition, the ASCC General Catalogue 2014-2016 identifies General Education Outcomes (GEO's) for degrees, programs and certificates (*Adapted ASCC Self Study Report pg.91*).

## General Education Outcome (GEO) Analysis

The institution's goals and values are stated in the Governance Manual 3001.2 and in major publications of the College. The institutional core values have been articulated throughout the College in the development of General Education Outcomes, in the revision of the Institutional Learning Outcomes to reflect core values, and in the alignment of program and divisional outcomes. The goals and values are clearly articulated through institutional reports and documents, and in the Institutional Strategic Plan. Through their daily operations and in carrying out their responsibilities outlined in divisional SOPs staff practice the core values of student centeredness, collaboration and teamwork, respect for diversity, respect for tradition and culture, and lifelong learning (*Adapted ASCC Self Study Report pg.218*).



General Education Outcome (GEO) Analysis

GE DOMAINS	GE SUB DOMAINS		GE OUTCOMES	COURSES
COMMUNICATION	LISTENING & SPEAKING	1-A	Listen actively and speak effectively in many different situations.	SPH 153
	READING	1-B	Read effectively to comprehend, interpret and evaluate information.	ENG 150
	WRITING	1-C	Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.	ENG 151
INFORMATION & TECHNOLOGY LITERACY	EVALUATE INFORMATION	2-A	Demonstrates the ability to access, locate, manage and evaluate information from multiple sources.	ICT 150
	PRESENT INFORMATION USING TECHNOLOGY	2-B:1	Utilizes technological tools to perform basic functions appropriate to job and life.	ICT 150
	APPLY INFORMATION	2-B:2	Applies research skills and presents knowledge in multiple formats.	ICT 150
CRITICAL THINKING	QUANTITATIVE	3-A	Apply quantitative skills to personal, academic and career related activities.	MAT 151 or PHSCI 150
	SCIENTIFIC	3-B	Apply scientific concepts and models to analyze complex problems in academic and real life situations.	PHYS 150
	PROBLEM SOLVING	3-C	Apply critical thinking skills to synthesize information and evaluate the credibility of sources/contexts.	MAT 151 or PHSCI 150
GLOBAL AWARENESS & CULTURAL COMPETENCE	SOCIAL, ECONOMIC & POLITICAL SYSTEMS	4-A	Identifies social, economic and political systems and issues.	HIS 170/171 or HIS 150/151
	PERSPECTIVES OF OTHERS, DIVERSITY	4-B	Recognizes and respect the perspectives of others (locally & globally) and develop an awareness of diverse attitudes, values and beliefs.	HIS 170/171 or HIS 150/151 or HIS 162
	SAMOA & THE PACIFIC	4-C	Demonstrates an appreciation of Samoan Culture and other Pacific cultures.	HIS 162
PERSONAL RESPONSIBILITY & DEVELOPMENT	ETHICAL DECISION MAKING	5-A	Demonstrates and applies ethical decision making in real life situations.	HEA 150 or PSY 150
	HEALTH CHOICES AND PRACTICES	5-B	Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness.	HEA 150 or PSY 150
	COMMUNITY & FAMILY PARTICIPATION	5-C	Identify and recognize the relevance of being responsible and participate actively in family and community.	HEA 150 or PSY 150
	CAREER, PERSONAL, & PROFESSIONAL GROWTH	5-D	Develop career goals and plans, and apply lifelong learning skills for personal and professional growth.	

General Education Outcome (GEO) Analysis

**General Education Outcomes Results 2012-2014 by each program.**

<b>Student enrollment and student assessed in each course.</b>												
	FA 2012		SP 2013		SU 2013		FA 2013		SP 2014		SU 2014	
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed
<b>ENG 150</b>									24	23	14	12
									10	9	19	19
									23	17		
									21	16		
									25	25		
									15	12		
									22	20		
									<b>140</b>	<b>122</b>	<b>33</b>	<b>31</b>

	FA 2012		SP 2013		SU 2013		FA 2013		SP 2014		SU 2014	
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed
<b>ENG 151</b>									22	22	19	19
									24	24	14	14
									16	16		
									21	21		
									18	12		
									24	20		
									20	17		
									<b>145</b>	<b>132</b>	<b>33</b>	<b>33</b>

	FA 2012		SP 2013		SU 2013		FA 2013		SP 2014		SU 2014	
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed
<b>MAT 151</b>							27	22	24	24		
									26	24		
									22	22		
									23	22		
									18	17		
								<b>27</b>	<b>22</b>	<b>113</b>	<b>109</b>	

General Education Outcome (GEO) Analysis

	FA 2012		SP 2013		SU 2013		FA 2013		SP 2014		SU 2014	
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed
<b>PSY 150</b>							25	23	26	26	52	52
							24	24	27	27		
							<b>49</b>	<b>47</b>	<b>53</b>	<b>53</b>	<b>52</b>	<b>52</b>

	FA 2012		SP 2013		SU 2013		FA 2013		SP 2014		SU 2014	
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed
<b>SPH 153</b>									29	26	21	21
									26	26	26	26
									27	27	4	4
											23	23
									<b>82</b>	<b>79</b>	<b>74</b>	<b>74</b>

	FA 2012		SP 2013		SU 2013		FA 2013		SP 2014		SU 2014	
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed
<b>HEA 150</b>			17	17			24	21	25	22		
			23	22					22	18		
			<b>40</b>	<b>39</b>			<b>24</b>	<b>21</b>	<b>47</b>	<b>40</b>		

	FA 2012		SP 2013		SU 2013		FA 2013		SP 2014		SU 2014	
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed
<b>HIS 150</b>							27	26	30	28	12	12
							25	22				
							<b>52</b>	<b>48</b>	<b>30</b>	<b>28</b>	<b>12</b>	<b>12</b>

General Education Outcome (GEO) Analysis

	FA 2012		SP 2013		SU 2013		FA 2013		SP 2014		SU 2014	
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed
HIS 151	23	23									20	20
	<b>23</b>	<b>23</b>									<b>20</b>	<b>20</b>

	FA 2012		SP 2013		SU 2013		FA 2013		SP 2014		SU 2014	
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed
HIS 170							28	27	27	26	16	16
							25	23	20	17		
							20	18	26	24		
							20	18				
						<b>93</b>	<b>86</b>	<b>73</b>	<b>67</b>	<b>16</b>	<b>16</b>	

	FA 2012		SP 2013		SU 2013		FA 2013		SP 2014		SU 2014	
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed
HIS 171							28	27	25	24		
									27	26		
						<b>28</b>	<b>27</b>	<b>52</b>	<b>50</b>			

	FA 2012		SP 2013		SU 2013		FA 2013		SP 2014		SU 2014	
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed
PHSCI 150	20	20	25	25	17	17	27	27	25	25	25	25
	29	29	24	24					27	27	25	25
	22	22	21	21					14	14	20	20
									26	26		
									25	25		
									25	25		
	<b>71</b>	<b>71</b>	<b>70</b>	<b>70</b>	<b>17</b>	<b>17</b>	<b>27</b>	<b>27</b>	<b>142</b>	<b>142</b>	<b>70</b>	<b>70</b>

General Education Outcome (GEO) Analysis

	FA 2012		SP 2013		SU 2013		FA 2013		SP 2014		SU 2014	
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed
<b>ICT 150</b>	16	16	15	15			15	15	16	16	23	21
	19	19	19	19			20	19	12	12	20	20
	19	19	17	17			10	9	11	11		
	15	15	15	15			18	18	7	6		
	17	17	12	12			23	22	19	19		
	20	20	15	15			19	19	15	14		
	19	19	16	16			20	20	21	20		
	18	18	16	16			20	20	17	16		
	13	13	11	11			21	21	15	15		
	21	21	25	21			10	10	15	15		
	20	20										
19	19											
	<b>216</b>	<b>216</b>	<b>161</b>	<b>157</b>			<b>176</b>	<b>173</b>	<b>148</b>	<b>144</b>	<b>43</b>	<b>41</b>

	FA 2012		SP 2013		SU 2013		FA 2013		SP 2014		SU 2014	
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed
<b>HIS 162</b>	44	40	36	34	18	18	29	28	28	28		
			5	5			29	27	29	29		
									29	25		
	<b>44</b>	<b>40</b>	<b>41</b>	<b>39</b>	<b>18</b>	<b>18</b>	<b>58</b>	<b>55</b>	<b>86</b>	<b>82</b>		

<b>ENG 150 FRESHMAN READING</b>												
<b>GEO 1-B (CLO 1)</b>												
<b>LITERARY TERMINOLOGIES (HOLISTIC RUBRIC)</b>												
	D-1											
<b>B</b>	14											
<b>D</b>	56											
<b>P</b>	83											
	<b>153</b>											
<b>ENG 150</b>												
<b>GEO 1-B (CLO 4)</b>												
<b>LITERARY ANALYSIS/INTERPRETATION (ANALYTICAL RUBRIC)</b>												
	D-1	D-2	D-3									
<b>B</b>	30	33	23									
<b>D</b>	66	61	57									

General Education Outcome (GEO) Analysis

<b>P</b>	57	60	75								
	<b>153</b>	<b>154</b>	<b>155</b>								
<b>ENG 150</b>											
<b>GEO 1-B (CLO 5)</b>											
<b>CULTURAL/HISTORICAL RESPONSE RUBRIC (ANALYTICAL RUBRIC)</b>											
	D-1	D-2	D-3	D-4	D-5						
<b>B</b>	30	30	31	35	19						
<b>D</b>	66	62	67	67	38						
<b>P</b>	57	61	56	51	96						
	<b>153</b>	<b>153</b>	<b>154</b>	<b>153</b>	<b>153</b>						

<b>ENG 151</b>											
<b>GEO 1-C (CLO 1)</b>											
<b>EXPOSITORY RUBRIC (ANALYTICAL RUBRIC)</b>											
	D-1	D-3									
<b>B</b>	19	17									
<b>D</b>	52	46									
<b>P</b>	80	89									
	<b>151</b>	<b>152</b>									

<b>ENG 151</b>											
<b>GEO 1-C (CLO 2)</b>											
<b>PERSUASIVE RUBRIC (ANALYTICAL RUBRIC)</b>											
	D-3	D-4	D-9								
<b>B</b>	16	20	31								
<b>D</b>	79	84	64								
<b>P</b>	55	47	55								
	<b>150</b>	<b>151</b>	<b>150</b>								
<b>ENG 151</b>											
<b>GEO 1-C (CLO 3)</b>											
<b>RESUME &amp; COVER LETTER RUBRIC (ANALYTICAL RUBRIC)</b>											

General Education Outcome (GEO) Analysis

	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8			
<b>B</b>	19	16	12	12	9	14	6	10			
<b>D</b>	43	46	45	48	40	34	36	38			
<b>P</b>	56	56	62	58	66	68	74	79			
	<b>118</b>	<b>118</b>	<b>119</b>	<b>118</b>	<b>115</b>	<b>116</b>	<b>116</b>	<b>127</b>			
<b>ENG 151</b>											
<b>GEO 1-C (CLO 4)</b>											
<b>RESEARCH RUBRIC (ANALYTICAL RUBRIC)</b>											
	D-1	D-2	D-3	D-4	D-9	D-11					
<b>B</b>	7	19	32	29	37	42					
<b>D</b>	23	32	47	43	66	55					
<b>P</b>	106	84	57	70	33	39					
	<b>136</b>	<b>135</b>	<b>136</b>	<b>142</b>	<b>136</b>	<b>136</b>					

<b>MAT 151</b>											
<b>GEO 3-A (CLO 1, 2, 3) (UNIVERSAL STATEMENT)</b>											
<b>3-A:1-A: CALCULATIONS (MULTIPLE RUBRICS)</b>											
	PR:D-4	HR:D-2	TR:D-2								
<b>B</b>	14	28	51								
<b>D</b>	25	66	56								
<b>P</b>	92	37	27								
	<b>131</b>	<b>131</b>	<b>134</b>								
<b>MAT 151</b>											
<b>GEO 3-A (CLO 1, 2, 3) (UNIVERSAL STATEMENT)</b>											
<b>3-A:2-A: ANALYSIS (PRESENTATION RUBRIC)</b>											
	D-5										
<b>B</b>	8										
<b>D</b>	35										
<b>P</b>	88										
	<b>131</b>										
<b>MAT 151</b>											
<b>GEO 3-C (CLO 1, 2, 3)</b>											
<b>PRESENTATION RUBRIC (ANALYTICAL RUBRIC)</b>											
	D-1	D-2	D-3								

General Education Outcome (GEO) Analysis

<b>B</b>	7	9	11								
<b>D</b>	22	35	44								
<b>P</b>	102	87	76								
	<b>131</b>	<b>131</b>	<b>131</b>								

	<b>PSY 150</b>										
	<b>GEO 5-A (CLO 4) (UNIVERSAL STATEMENT)</b>										
	<b>COMPREHENSIVE EXAM</b>										
	D-5										
<b>B</b>	62										
<b>D</b>	51										
<b>P</b>	39										
	<b>152</b>										
	<b>PSY 150</b>										
	<b>GEO 5-B (CLO 2) (UNIVERSAL STATEMENT)</b>										
	<b>INDIVIDUAL PRESENTATION</b>										
	D-1										
<b>B</b>	13										
<b>D</b>	75										
<b>P</b>	64										
	<b>152</b>										
	<b>PSY 150</b>										
	<b>GEO 5-B (CLO 2) (UNIVERSAL STATEMENT)</b>										
	<b>RESEARCH PAPER</b>										
	D-1										
<b>B</b>	42										
<b>D</b>	49										
<b>P</b>	61										
	<b>152</b>										
	<b>PSY 150</b>										
	<b>GEO 5-C (CLO 3) (UNIVERSAL STATEMENT)</b>										
	<b>USD COMMUNITY SERVICE-LEARNING (PRESENTATION RUBRIC)</b>										
	D-2										
<b>B</b>	24										
<b>D</b>	15										
<b>P</b>	14										
	<b>53</b>										



General Education Outcome (GEO) Analysis

<b>SPEECH 153</b>												
<b>GEO 1-A (CLO 1)</b>												
<b>HOLISTIC RUBRIC FOR ORAL PRESENTATION (ANALYTICAL RUBRIC)</b>												
	D-1	D-2	D-3	D-4	D-5	D-6						
<b>B</b>	8	18	14	12	16	18						
<b>D</b>	83	60	58	55	71	64						
<b>P</b>	61	75	81	86	66	71						
	<b>152</b>	<b>153</b>	<b>153</b>	<b>153</b>	<b>153</b>	<b>153</b>						

  

<b>SPEECH 153</b>												
<b>GEO 1-A (CLO 2)</b>												
<b>RUBRIC FOR INFORMATIVE SPEECH (ANALYTICAL RUBRIC)</b>												
	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9	D-10	D-11	
<b>B</b>	20	20	10	21	4	17	18	9	16	7	19	
<b>D</b>	76	80	61	69	65	58	46	50	65	55	57	
<b>P</b>	57	53	82	63	84	78	89	84	72	91	77	
	<b>153</b>	<b>153</b>	<b>153</b>	<b>153</b>	<b>153</b>	<b>153</b>	<b>153</b>	<b>143</b>	<b>153</b>	<b>153</b>	<b>153</b>	

<b>SPEECH 153</b>												
<b>GEO 1-A (CLO 2)</b>												
<b>RUBRIC FOR PERSUASIVE SPEECH (ANALYTICAL RUBRIC)</b>												
	D-1	D-2	D-3	D-4	D-5							
<b>B</b>	9	12	14	8	10							
<b>D</b>	61	59	59	68	61							
<b>P</b>	83	82	80	77	82							
	<b>153</b>	<b>153</b>	<b>153</b>	<b>153</b>	<b>153</b>							

<b>HIS 151</b>												
<b>GEO 4-A (CLO 4)</b>												
<b>RESEARCH PAPER RUBRIC</b>												
	D-1											
<b>B</b>	2											
<b>D</b>	28											
<b>P</b>	13											
	<b>43</b>											

General Education Outcome (GEO) Analysis

	<b>HIS 151</b>										
	<b>GEO 4-A (CLO 4)</b>										
	<b>REFLECTIVE ANALYSIS RUBRIC</b>										
	D-4										
<b>B</b>	6										
<b>D</b>	23										
<b>P</b>	14										
	<b>43</b>										

	<b>HIS 151</b>										
	<b>GEO 4-B (CLO 4)</b>										
	<b>RESEARCH PAPER RUBRIC</b>										
	D-2										
<b>B</b>	0										
<b>D</b>	4										
<b>P</b>	18										
	<b>22</b>										

	<b>HIS 150</b>										
	<b>GEO 4-A (CLO 4)</b>										
	<b>RESEARCH PAPER RUBRIC</b>										
	D-1										
<b>B</b>	17										
<b>D</b>	32										
<b>P</b>	49										
	<b>98</b>										

	<b>HIS 150</b>										
	<b>GEO 4-A (CLO 4)</b>										
	<b>REFLECTIVE ANALYSIS RUBRIC</b>										
	D-4										
<b>B</b>	15										
<b>D</b>	49										
<b>P</b>	44										
	<b>108</b>										

General Education Outcome (GEO) Analysis

	<b>HIS 150</b>										
	<b>GEO 4-B (CLO 4)</b>										
	<b>RESEARCH PAPER RUBRIC</b>										
	D-2										
<b>B</b>	12										
<b>D</b>	25										
<b>P</b>	38										

	<b>HIS 162</b>										
	<b>GEO 4-B (CLO 3)</b>										
	<b>COMPREHENSIVE EXAM</b>										
	D-1										
<b>B</b>	10										
<b>D</b>	159										
<b>P</b>	65										
	<b>234</b>										

	<b>HIS 162</b>										
	<b>GEO 4-C (CLO 4)</b>										
	<b>COMPREHENSIVE EXAM</b>										
	D-5										
<b>B</b>	10										
<b>D</b>	159										
<b>P</b>	65										
	<b>234</b>										

	<b>HIS 170</b>										
	<b>GEO 4-A (CLO 4)</b>										
	<b>RESEARCH PAPER RUBRIC</b>										
	D-1										
<b>B</b>	22										
<b>D</b>	33										
<b>P</b>	70										
	<b>125</b>										

General Education Outcome (GEO) Analysis

	<b>HIS 170</b>										
	<b>GEO 4-A (CLO 4)</b>										
	<b>REFLECTIVE ANALYSIS RUBRIC</b>										
	D-4										
<b>B</b>	25										
<b>D</b>	46										
<b>P</b>	64										
	<b>135</b>										

	<b>HIS 170</b>										
	<b>GEO 4-B (CLO 4)</b>										
	<b>RESEARCH PAPER RUBRIC</b>										
	D-2										
<b>B</b>	21										
<b>D</b>	38										
<b>P</b>	76										
	<b>135</b>										

	<b>HIS 171</b>										
	<b>GEO 4-A (CLO 4)</b>										
	<b>RESEARCH PAPER RUBRIC</b>										
	D-1										
<b>B</b>	7										
<b>D</b>	22										
<b>P</b>	48										
	<b>77</b>										

	<b>HIS 171</b>										
	<b>GEO 4-A (CLO 4)</b>										
	<b>REFLECTIVE ANALYSIS RUBRIC</b>										
	D-4										
<b>B</b>	12										
<b>D</b>	11										
<b>P</b>	54										
	<b>77</b>										

General Education Outcome (GEO) Analysis

	<b>HIS 171</b>										
	<b>GEO 4-B (CLO 4)</b>										
	<b>RESEARCH PAPER RUBRIC</b>										
	D-2										
<b>B</b>	8										
<b>D</b>	15										
<b>P</b>	54										
	<b>77</b>										

	<b>PHSCI 150</b>										
	<b>GEO 3-A (CLO 5) (UNIVERSAL STATEMENT)</b>										
	<b>3-A:1-A: CALCULATIONS &amp; ANALYSIS (LAB REPORT RUBRIC)</b>										
	D-5	D-8									
<b>B</b>	108	133									
<b>D</b>	94	116									
<b>P</b>	188	148									
	<b>390</b>	<b>397</b>									
	<b>PHSCI 150</b>										
	<b>GEO 3-B (CLO 2) (UNIVERSAL STATEMENT)</b>										
	<b>LAB REPORT RUBRIC</b>										
	D-2										
<b>B</b>	99										
<b>D</b>	117										
<b>P</b>	179										
	<b>395</b>										
	<b>PHSCI 150</b>										
	<b>GEO 3-B (CLO 5) (UNIVERSAL STATEMENT)</b>										
	<b>LAB REPORT RUBRIC</b>										
	D-12										
<b>B</b>	107										
<b>D</b>	114										
<b>P</b>	184										
	<b>405</b>										

General Education Outcome (GEO) Analysis

<b>PHSCI 150</b>											
<b>GEO 3-C (CLO 2, 3, 5) (UNIVERSAL STATEMENT)</b>											
<b>LAB REPORT RUBRIC</b>											
	D-7										
<b>B</b>	137										
<b>D</b>	118										
<b>P</b>	140										

<b>ICT 150</b>											
<b>GEO 2-A (CLO 1)</b>											
<b>MICROSOFT OFFICE SUITE 2010 RUBRIC</b>											
	D-1	D-2	D-3	D-4	D-5	D-6					
<b>B</b>	87	83	68	72	72	74					
<b>D</b>	127	122	122	142	133	105					
<b>P</b>	373	382	397	373	382	408					
	<b>587</b>	<b>587</b>	<b>587</b>	<b>587</b>	<b>587</b>	<b>587</b>					
<b>ICT 150</b>											
<b>GEO 2-B:1 (CLO 2)</b>											
<b>WINDOWS 7 OS SYSTEM RUBRIC</b>											
	D-1	D-2	D-3								
<b>B</b>	72	73	78								
<b>D</b>	120	121	120								
<b>P</b>	395	393	389								
	<b>587</b>	<b>587</b>	<b>587</b>								
<b>ICT 150</b>											
<b>GEO 2-B:2 (CLO 3)</b>											
<b>INTERNET &amp; WORLD WIDE WEB RUBRIC</b>											
	D-1	D-2	D-3	D-4							
<b>B</b>	82	75	70	77							
<b>D</b>	116	117	124	121							
<b>P</b>	389	395	392	399							
	<b>587</b>	<b>587</b>	<b>586</b>	<b>597</b>							

General Education Outcome (GEO) Analysis

<b>ICT 150</b>										
<b>GEO 2-B:2 (CLO 4)</b>										
<b>QUIZES/MIDTERM/FINAL</b>										
	<b>D-1</b>	<b>D-2</b>	<b>D-3</b>	<b>D-4</b>	<b>D-5</b>					
<b>B</b>	82	77	70							
<b>D</b>	126	117	126							
<b>P</b>	391	394	391							
	<b>599</b>	<b>588</b>	<b>587</b>							

<b>HEA 150</b>										
<b>GEO 5-B (CLO 2) (UNIVERSAL STATEMENT)</b>										
<b>HEALTH JOURNAL</b>										
	<b>D-3</b>									
<b>B</b>	8									
<b>D</b>	15									
<b>P</b>	57									
	<b>80</b>									
<b>HEA 150</b>										
<b>GEO 5-B (CLO 2) (UNIVERSAL STATEMENT)</b>										
<b>PRESENTATION RUBRIC</b>										
	<b>D-4</b>									
<b>B</b>	3									
<b>D</b>	30									
<b>P</b>	30									
	<b>63</b>									
<b>HEA 150</b>										
<b>GEO 5-C (CLO 3) (UNIVERSAL STATEMENT)</b>										
<b>ORAL PRESENTATION RUBRIC</b>										
	<b>D-4</b>									
<b>B</b>	14									
<b>D</b>	10									
<b>P</b>	24									
	<b>48</b>									

## Analysis

General Education outcomes results identified the three levels of competencies which are beginning, developing and proficient. Each level of competencies differentiates the knowledge, skills and abilities that each student has acquired at the end of the course or identifies the level of understanding that the student has acquired. Data was collected in Fall 2012 to Summer 2014 from each Academic department/program at the end of Summer 2014. Data was compiled and shared with each and every Academic department/program in the Fall 2014.

Recommendations and comments from Academic departments/program are listed below. Also shown is the analysis of the data that was collected.

## **Fall 2012-Summer 2014**

### **SPH 153-Introduction to Speech**

#### **GENERAL EDUCATION OUTCOME-1 ANALYSIS**

##### **GEO 1:A (CLO 1) HOLISTIC FOR ORAL PRESENTATION (ANALYTICAL RUBRIC)**

B	9%
D	43%
P	48%

- **Holistic Rubric for Oral Presentations**
  - Demonstrate a well employed and organized oral speech. (Dimension 3)
  - Demonstrate confidence in using body movement and facial expression to get the message across.(Dimension 1 & 2)
  - Apply and adjust tone, volume, and pace of the speech in order to communicate clearly. (Dimension 4, 5, 6)

##### **GEO 1-A (CLO 2) RUBRIC FOR INFORMATIVE SPEECH (ANALYTICAL RUBRIC)**

B	9%
D	40%
P	51%

- **Informative Speech Rubric and Persuasive Speech**
  - Demonstrate knowledge of topic and purpose of the speech (Informative Rubric- Dimension 2, 3, 9, 10, 11) (Persuasive Rubric- Dimension 1, 2, 4)
  - Demonstrate effective choice of words appropriate to the occasion and audience. (Informative Rubric- Dimension 1, 8) (Persuasive Rubric- Dimension 3 & 5)
  - Demonstrate adequate enthusiasm in the delivery of the topic from the beginning to the conclusion. (Informative Rubric- Dimension 4, 5, 6, 7)



**GEO 1-A (CLO 2) RUBRIC FOR PERSUASIVE SPEECH (ANALYTICAL RUBRIC)**

B	7%
D	40%
P	53%

- **Informative Speech Rubric and Persuasive Speech**
  - Demonstrate knowledge of topic and purpose of the speech (Informative Rubric- Dimension 2, 3, 9, 10, 11) (Persuasive Rubric- Dimension 1, 2, 4)
  - Demonstrate effective choice of words appropriate to the occasion and audience. (Informative Rubric- Dimension 1, 8) (Persuasive Rubric- Dimension 3 & 5)
  - Demonstrate adequate enthusiasm in the delivery of the topic from the beginning to the conclusion. (Informative Rubric- Dimension 4, 5, 6, 7)

**ENG 150- Introduction to Literature**

**GENERAL EDUCATION OUTCOME-1 ANALYSIS**

**GEO 1-B (CLO 1) LITERARY TERMINOLOGY (HOLISTIC RUBRIC)**

B	10%
D	36%
P	54%

- **Literary Terminologies (Dimension 1: Holistic Rubric)**
  - Literary Terms: identify tone, theme, conflict, character, setting, plot, irony, figurative language, situation in college level texts.
  - Literary Terms: interpret tone, theme, conflict, character, setting, plot, irony, figurative language, situation and point of view in different literary genres.
  - Analysis: demonstrate the application of literary terms in each respective genre.
  - Synthesis: Apply critical thinking throughout literary texts.

**GEO 1-B (CLO 4) LITERARY ANALYSIS/INTERPRETATION (ANALYTICAL RUBRIC)**

B	19%
D	40%
P	41%

- **Literary Analysis/Interpretation (Dimensions 1, 2, 3) Analytical Rubric**
  - Analyze authors perspective and use of literary devices through literary criticism.

**GEO 1-B (CLO 5) CULTURAL/HISTORICAL RESPONSE RUBRIC (ANALYTICAL RUBRIC)**

B	19%
D	39%
P	42%

- **Cultural/Historical Response Rubric (Dimensions 1, 2, 3, 4, 5) Analytical Rubric**

## General Education Outcome (GEO) Analysis

- Demonstrate comprehension of text through application of literary terms to illuminate different cultural & historical perceptions in major genres.

### ENG 151 FRESHMAN COMPOSITION

#### GEO 1-C (CLO 1) EXPOSITORY RUBRIC (ANALYTICAL RUBRIC)

B	12%
D	32%
P	56%

#### GEO 1-C (CLO 2) PERSUASIVE RUBRIC (ANALYTICAL RUBRIC)

B	15%
D	50%
P	35%

#### GEO 1-C (CLO 3) RESUME & COVER LETTER RUBRIC (ANALYTICAL RUBRIC)

B	15%
D	50%
P	35%

#### GEO 1-C (CLO 4) RESEARCH RUBRIC (ALANLYTICAL RUBRIC)

B	20%
D	32%
P	48%

- **Expository Rubric (Dimensions 1 & 3)**
  - Demonstrate the ability to write orderly and coherent paragraphs based on content and organization
  - Demonstrate the ability to research and integrate outside sources with APA documentation
  - Organize and develop multiple paragraphs into an essay that sufficiently supports a thesis.
- **Persuasive Rubric (Dimensions- 3, 4, & 9)**
  - Demonstrate the ability to use critical thinking by reading, analyzing, and evaluating outside sources.
  - Demonstrate the ability to write formal, analytical essays that are unified and coherent.
  - Revise their writing for errors in grammar and punctuation
  - Incorporate source material into at least one research-based essay and apply APA guidelines for documentation.
- **Resume & Cover Letter Rubric (All Dimensions)**
  - Effectively prepare and write a resume and a cover letter to accompany the resume.
  - Effectively prepare and write business and personal letters.
- **Research Paper Rubric (Dimensions 1, 2, 3, 4, 9, & 11)**
  - Adhere to the rules of Standard American English, including grammar, punctuation, and capitalization

### ICT 150 INTRODUCTION TO COMPUTERS

#### GEO 2: OUTCOME ANALYSIS

#### GEO 2- A (CLO 1) MICROSOFT OFFICE SUITE 2010 RUBRIC

B	13%
D	21%
P	66%

## General Education Outcome (GEO) Analysis

- **Individual Projects: Microsoft Office Suite 2010 Rubric**
  - Ingenuity: Create original works as a means of personal growth.
  - Communication: Interact with peers and instructor through email, instant messaging, chat discussion forums and social networking.
  - Collaboration: Collaborate with peers/instructor with intended purposes.
  - Research and Information Fluency: Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media with extensive purpose.
  - Technology Operations and Concepts: Uses application software tutorials, demos, and practices exercises to complete their projects.
  - Illustrations and Graphics: Use (4) of (5) illustrations and/or graphics (clip art, picture, shapes, smart art, and chart).

### GEO 2-B:1 (CLO 2) WINDOWS 7 OS SYSTEM RUBRIC

B	13%
D	20%
P	67%

- **Windows 7 OS Systems Rubric**
  - Manage Computer Operations and Concepts:
    - Uses file management including delete, copy, paste, insert, rename, create.
    - Use start, shutdown, and restart.
    - Desktop and window manipulation (minimize, maximize, and close window.
    - Insert and remove disks correctly (CD-ROM's and DVD's)
    - Printer: Add, remove and select the appropriate desktop or network printer.
  - Manage Computer Hardware and Software:
    - Browsing storage devices and files in a computer window
    - Changing folder and viewing options
    - Connect ports of the computer to peripherals
    - Moving folders and files
    - Deleting folders and files to the recycle bin
    - Selecting and copying folders and files
    - Customizing/Personalize the desktop
    - Open and save attachments to the intended location.
  - Manage Windows OS Features
    - Sequence of basic laboratory exercises utilizing both operating system and software default setting.
    - Manipulate drop down menus and submenus, scroll and tool bars, and dialogue boxes.

## General Education Outcome (GEO) Analysis

- Select and utilize Windows start menu, control panel, computer, desktop, taskbar etc.
- Backup data periodically to Skydrive, gmail-drive, moodle...
- Configure desktop environment and applications for efficient operation, such as aero snap, aero shake, aero 3D screen, and aero screen.

### GEO 2-B:2 (CLO 3) INTERNET WORLD WIDE WEB RUBRIC

B 13%

D 21%

P 66%

- **Internet, World Wide Web Rubric:**
  - Access and navigate the Internet:
    - Access a web site using an Internet browser with no assistance.
    - Access and use multiple browser windows
    - Navigate within multiple web sites using basic browser software functions (e.g., back, forward, file save image as, copy image...)
    - Identify secure and non-secure web sites.
    - Use additional browser functions (e.g., refresh, history, bookmarks).
    - Downloads/Uploads a file from a web site to the desired location.(with no assistance; Complete and submit assignments via moodle. ...
  - Research and Information Fluency:
    - Use directory services (e.g., Yahoo, MSN, Hotmail, Google, Skydrive directory).
    - Utilizes search function within a website.
    - Conduct simple keyword search in multiple browsers/search engines.
    - Identify and articulate any information search and translate the information.
  - Use email to communicate, share files, send and receive:
    - Create and navigate an e-mail account, create entry in address book.
    - Access e-mail system using login and password.
    - Send, receive, and reply to an e-mail, use address book to send e-mail.
    - Exhibit knowledge E-mail etiquette
    - Forward and redirect an e-mail.
    - Save, delete, and print e-mail.
    - Open attachments for available applications
  - Technology Operations and Concepts:
    - Use search function in moodle- [www.amsamoa.edu](http://www.amsamoa.edu)
    - Utilize the navigation pane via moodle, login username and password...

## General Education Outcome (GEO) Analysis

### GEO 2-B:2 (CLO 4) QUIZZES/MIDTERM/FINAL

B	13%
D	21%
P	66%

#### – Quiz, Midterm, Examinations (oral, hard or soft copy)

- » Computer Technology:
  - Demonstrates full knowledge by answering all questions correctly related to Computer Technology.
- » Computer Processing
  - Demonstrates full knowledge by answering all questions correctly related to Computer Processing.
- » Computer Functions
  - Demonstrates full knowledge by answering all questions correctly related to Computer Functions.
- » Computer Components
  - Demonstrates full knowledge by answering all questions correctly related to Computer Components.
- » Computer Software:
  - Demonstrates full knowledge by answering all questions correctly related to Computer Software.

## MAT 151 INTERMEDIATE ALGEBRA

### GEO 3: OUTCOME ANALYSIS

#### GEO 3-A (CLO 1, 2, 3) UNIVERSAL STATEMENT) 3-A:1-A CALCULATIONS (MULTIPLE RUBRICS)

B	23%
D	38%
P	39%

#### GEO 3-A(CLO 1, 2, 3) (UNIVERSAL STATEMENT) 3-A:2-A: ANALYSIS (PRESENTATION RUBRIC)

B	6%
D	27%
P	67%

#### GEO 3-C (CLO 1, 2, 3) PRESENTATION RUBRIC (ANALYTICAL RUBRIC)

B	7%
D	26%
P	67%

- Calculations:
  - **(3.A:1a)** Check and verify that the final answer makes mathematical sense, makes common sense, employs technology to validate answers as appropriate. (*MAT 151*) (*Presentation Rubric: Dimension 4*); (*Homework Rubric: Dimension 2*); (*Test Rubric: Dimension 2*)
  - **(3.A:1b)** All calculations are shown and the results are correct and labeled appropriately. (*PHSCI- 150*) (*Rubric: Lab Report Rubric: Dimension 5*)
- Analysis:

## General Education Outcome (GEO) Analysis

- **(3.A:2a)** Present and articulate a variety of complex concepts and results thoroughly and accurately in a logical and comprehensive manner. (*MAT 151- Presentation Rubric: Dimension 5*)
- **(3.A:2b)** Trends/patterns are logically analyzed. Questions are answered thoroughly and in complete sentences. Uses data powerfully as evidence to support statements. Analysis is insightful. (*PHSCI 150-Lab Report Rubric: Dimension 8*)

### PHSCI 150 PHYSICAL SCIENCE

#### GEO 3-A (CLO 5) UNIVERSAL STATEMENT) 3-A:1-A: CALCULATIONS & ANALYSIS (LAB REPORT RUBRIC)

B	30%
D	27%
P	43%

#### GEO 3-B (CLO 2) UNIVERSAL STATEMENT) LAB REPORT RUBRIC

B	25%
D	30%
P	45%

#### GEO 3-B (CLO 5) UNIVERSAL STATEMENT LAB REPORT RUBRIC

B	27%
D	28%
P	45%

- CLO (2): Identify the atomic structure of various elements.
  - Clear, accurate diagrams are included and make the experiment easier to understand. Diagrams are labeled neatly and accurately. (*PHSCI 150- Lab Report Rubric- Dimension 2*)
- CLO (5): Identify practical applications and solve problems using given formulas.
  - Report illustrates an accurate and thorough understanding of scientific concepts underlying the lab. (*PHSCI 150- Lab Report Rubric- Dimension 12*)

#### GEO 3-C (CLO 5) UNIVERSAL STATEMENT LAB REPORT RUBRIC

B	35%
D	30%
P	35%

- **Universal Statement: (O-1): Evaluate methods to correctly solve various problems.**
  - **Problem Solving:**
    - **(3.C:1)-** Demonstrate understanding of what is being asked and required; Extract relevant information needed to solve a problem; Recognize and interpret mathematical symbols. (*MAT 151- Presentation Rubric: Dimension 1*)
    - **(3.C-2)-** Identify key topics and types of problems; Interpret relevant information from symbols, definition, theorems and laws, Demonstrate understanding of mathematical vocabulary; Follow directions to construct graphs, charts, and tables to represent relevant mathematical information. (*MAT 151- Presentation Rubric: Dimension 2*)
    - **(3.C-3)-** Follow and articulate an extended line of formal reasoning; Apply definitions, theorems, laws and formulas appropriately; Employ technology to complement by hand calculations; Present an answer in an understandable form. (*MAT 151- Presentation Rubric: Dimension 3*)

## General Education Outcome (GEO) Analysis

- **(3.C:4)- Error Analysis:** Experimental errors, their possible effects, and ways to reduce errors are discussed. *(PHSCI 150- Lab Report Rubric: Dimension 7)*

### **HIS 150 AMERICAN HISTORY I**

#### GEO 4: OUTCOME ANALYSIS

##### GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC

B 17%

D 33%

P 50%

##### GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC

B 14%

D 45%

P 41%

- **Research Paper**
  - Dimension 1: Statement of the Topic and Thesis: Thesis is clear and explicitly stated. The reader can underline the thesis.
- **Reflective Analysis**
  - Dimension 4: Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.

##### GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC

B 16%

D 33%

P 51%

- **Rubric: Research Paper**
  - Dimension 2: The content is related to and supports the topic or thesis. Content is sufficient to support the topic.

### **HIS 151 AMERICAN HISTORY II**

#### GEO 4: OUTCOME ANALYSIS

##### GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC

B 5%

D 65%

P 30%

##### GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC

B 14%

D 53%

P 33%

## General Education Outcome (GEO) Analysis

### GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC

B	0%
D	18%
P	82%

- **Rubric: Comprehensive Exam**
  - Dimension 1: Reflect on common human values about ancient Pacific or Samoan people through stories and oral traditions. Explains the benefits for using oral traditions (stories, chants, genealogies in learning Samoan or Pacific History?)
- **Rubric: Research Paper**
  - Dimension 2: The content is related to and supports the topic or thesis. Content is sufficient to support the topic.

## HIS 170 WORLD CIVILIZATION 1

### GEO 4: OUTCOME ANALYSIS

#### GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC

B	18%
D	26%
P	56%

- **Rubric: Comprehensive Exam**
  - Dimension 1: Reflect on common human values about ancient Pacific or Samoan people through stories and oral traditions. Explains the benefits for using oral traditions (stories, chants, genealogies in learning Samoan or Pacific History?)
- **Rubric: Research Paper**
  - Dimension 2: The content is related to and supports the topic or thesis. Content is sufficient to support the topic.

#### GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC

B	19%
D	34%
P	47%

#### GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC

B	16%
D	28%
P	56%

- **Research Paper**
  - Dimension 1: Statement of the Topic and Thesis: Thesis is clear and explicitly stated. The reader can underline the thesis.
- **Reflective Analysis**
  - Dimension 4: Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.



## **HIS 171 WORLD CIVILIZATION II**

### **GEO 4: OUTCOME ANALYSIS**

#### **GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC**

B	9%
D	29%
P	62%

#### **GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC**

B	16%
D	14%
P	70%

#### **GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC**

B	10%
D	19%
P	70%

- **Research Paper**
  - Dimension 1: Statement of the Topic and Thesis: Thesis is clear and explicitly stated. The reader can underline the thesis.
- **Reflective Analysis**
  - Dimension 4: Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.

## **HIS 162 PACIFIC HISTORY**

### **GEO 4: OUTCOME ANALYSIS**

#### **GEO 4-B (CLO 3) COMPREHENSIVE EXAM**

B	4%
D	68%
P	28%

#### **GEO 4-C (CLO 4) COMPREHENSIVE EXAM**

B	4%
D	68%
P	28%

- **Comprehensive Final:**
  - Dimension 5: Analyzes commonalities among the Samoan Culture and other Pacific cultures and western influences that impact education, government or political systems, modernized traditions/customs, religion, etc

## **HEA 150 INTRODUCTION TO HEALTH SCIENCE**

### **GEO 5: OUTCOME ANALYSIS**

#### **GEO 5-A (CLO 4) (UNIVERSAL STATEMENT) MAKING GOOD DECISIONS ESSAY RUBRIC**

B	40%
D	30%

General Education Outcome (GEO) Analysis

P 30%

GEO 5-B (CLO 2) UNIVERSAL STATEMENT

HEALTH JOURNAL

B 10%

D 19%

P 71%

GEO 5-B (CLO 2) UNIVERSAL STATEMENT

PRESENTATION RUBRIC

B 4%

D 48%

P 48%

GEO 5-C (CLO 3) UNIVERSAL STATEMENT

ORAL PRESENTATION RUBRIC

B 29%

D 21%

P 50%

- **PSY 150: Instrument: (Comprehensive Exam)**
  - Dimension 5: (Application) Expresses, critical, significant, and detailed application of basic psychological principles dealing with real life issues.
- **HEA 150: Instrument: (Making Good Decisions Essay) Rubric-**
  - Dimension 3: Express critical thinking skills in making a well-considered decision.
- **PSY 150: Instrument: (Individual Presentation)**
  - Dimension 1: Content is related and supports the topic or topics. (*Provide more focus to the Universal Statement*)
  - **(Research Paper)** Dimension 1: Provides accurate and complete explanations of the concepts and useful information drawn upon relevant findings and application of theories are included to illuminate issues.
- **HEA 150: Instrument: (Health Journal)**
  - Dimension 3: Shows evidence of lifestyles changes to improve health and wellness.
  - **(Presentation Rubric)** Dimension 4: Healthy lifestyles is strongly advocated to prevent a specific disease.
- **HEA 150:**
- CLO-3: Present a non-communicable disease to a group of family or community group.
  - **Instrument 1: Oral Presentation Rubric**
    - Dimension 4: Health lifestyle is strongly advocated to prevent a specific disease. (Students Presentation is based on information collected from the community or different social/religious groups).
- **PSY 150:**
  - CLO- 3: Identify life enhancing insights through lecture and interactive activities that focus on application of psychology to everyday life.
  - **Instrument: USD Community Service-Learning Rubric**

## General Education Outcome (GEO) Analysis

- Dimension 2: Students acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solutions. In addition, student gets others involved.
- **(Presentation Rubric:** Video Clips, Quantitative/Qualitative Data presented on distribution.)

### **GEO ANALYSIS DIALOGUE CONTINUES ON THESE SPECIFIC DATES:**

#### **Fine Arts Department** (October 14, 2014)

##### Participants

- Chairperson Kuki Tuiasosopo, Poe Mageo , and Reggie Meredith

#### **GEO DOMAIN 1**

##### **Course: SPH 153 Introduction to Speech**

GEO 1-A Listening and Speaking (SPH 153)

GEO 1-B Reading (ENG 150)

GEO 1-B Writing (ENG 151)

#### **Outcomes Identified and Areas of Assessment:**

- *GEO 1-A: Listen actively and speak effectively in many different situations.*
- GEO 1.A – CLO 1 – Apply competent English speaking and listening skills as a helping skill.
  - **Holistic Rubric for Oral Presentations**
    - Demonstrate a well employed and organized oral speech. (Dimension 3)
    - Demonstrate confidence in using body movement and facial expression to get the message across.(Dimension 1 & 2)
    - Apply and adjust tone, volume, and pace of the speech in order to communicate clearly. (Dimension 4, 5, 6)
- GEO 1.A – CLO 2 –Demonstrate public speaking techniques orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience.
  - **Informative Speech Rubric and Persuasive Speech**
    - Demonstrate knowledge of topic and purpose of the speech (Informative Rubric- Dimension 2, 3, 9, 10, 11) (Persuasive Rubric- Dimension 1, 2, 4)
    - Demonstrate effective choice of words appropriate to the occasion and audience. (Informative Rubric- Dimension 1, 8) (Persuasive Rubric- Dimension 3 & 5)
    - Demonstrate adequate enthusiasm in the delivery of the topic from the beginning to the conclusion. (Informative Rubric- Dimension 4, 5, 6, 7)

#### **Language & Literature Department** (September 2, 2014)

## General Education Outcome (GEO) Analysis

Participants: Chairperson Mele Fiaui, Vesi Matuu, Ben Goodwin, Solipo Matai, and Marisa Taamu

### Comments:

- **CLO1:** Of the 16 students assessed, 5 students did not turn-in an Expository Essay, so they were not assessed for this particular CLO 1: D1 & D3
- **CLO2:** Of the 16 students assessed, 1 student did not turn-in a Persuasive essay, so the individual was not assessed for this particular CLO 2: D3, D4, D9
- **CLO3:** Of the 16 students assessed, 3 students did not turn-in a Resume, so they were not assessed for this particular CLO 3: D1, D2, D3, D4
- **CLO3:** Of the 16 students assessed, 3 students did not turn-in a Cover Letter, so they were not assessed for this particular CLO3: D5, D6, D7, D8
- **CLO4:** Of the 16 students assessed, 2 students did not turn-in a Research Paper, so they were not assessed for this particular CLO4: D1, D2, D3, D4, D9, D11

### Recommendations:

- When students present their original pieces (poems), they need to include samples of published work where historical and cultural influences have impacted the developments of their chosen poet. Include this discussion in their PPT presentations.
- Need to provide in-class written exercises of analysis instead of take home assignments. Encourage students to bring resources of various analyses, but they need to generate their own analysis in class before they can type and publish them for assessment purposes.
- Need to do more group discussions of literary terms and let them utilize corporate group tasks for practice.

**\*note:** *Resume and Cover letter are worth 10 points each.*

### Trades & Technology Division (September 30, 2014)

Participants: Chairperson Fred Suisala, Dean of TTD Michael Leau, Robert Moore, and Ernie Seiuli

## **GEO DOMAIN 2: INFORMATION & TECHNOLOGY LITERACY**

### **Course: ICT 150 Introduction to Computers**

GEO 2-A Evaluate Information

GEO 2-B: 1: Present Information Using Technology

GEO 2-B: 2 Apply Information

### Science Department (September 16, 2014)

Participants: Chairperson Dr. Randall DeWees, Dr. Kenneth Belle, and Murali Gopalan

## **GEO DOMAIN 3: COMMUNICATIONS**

### **Course: PHSCI 150 Physical Science**

GEO 3-A Quantitative

GEO 3-B Scientific

GEO 3-C Problem Solving

**Math Department** (October 14, 2014)

Participants: Chairperson Tunufa'i Leiato, Amete Moefiainu, Laau Liufau, Morston Porter, and Judy Mose

**GEO DOMAIN 3: COMMUNICATIONS**

**Course: MAT 151 Intermediate Algebra**

GEO 3-A Quantitative

GEO 3-B Scientific

GEO 3-C Problem Solving

Recommendations/Comments:

- Highly recommend to attend tutorial session.
- Students are exciting at a proficiency level in all dimensions of Presentation, because it's a semester project with lots of assistance provided to students. Whereas tests is mainly in class with no assistance.
- It's evident from the rubrics that students are exciting at a proficiency level when considering presentations. Which is a final project at the end of the course, whereas Tests students are exciting at a beginning and a developing level.

**Social Science Department** (September 9, 2014)

Participants: Chairperson To'aiva Tago, Randy Baker, Rosie AhChee, Derrick Helsham, and Lilian Temese

**GEO DOMAIN 4: GLOBAL AWARENESS & CULTURAL COMPETENCE**

**Course: HIS 150, HIS 151, HIS 170, HIS 171, and HIS 162**

GEO 4-A: Social Economic & Political Systems

GEO 4-B: Perspectives of Others, Diversity

GEO 4-C: Samoa & The Pacific

**Health & Human Services Department** (September 16, 2014)

Participants: Chairperson Dr. Daniel Chang and Ipu (adjunct faculty)

**GEO DOMAIN 5: PERSONAL RESPONSIBILITY & DEVELOPMENT**

**Course: HEA 150 Introduction to Health Science**

GEO 5-A Ethical Decision Making

GEO 5-B Health Choices and Practices

GEO 5-C Community & Family Participation

GEO 5-D Career Personal & Professional Growth

Recommendations/Comments:

- Meeting and Developing of the rubric for this Dimension with Assessment Coordinator
- Meeting and revision of dimension 4 with assessment coordinator
- Meeting and revising GEO 5C with assessment coordinator
- GEO 5B CLO 2 Health Journal D-3 were assessed, but not recorded
- Meeting and revising with assessment coordinator

## General Education Outcome (GEO) Analysis

- Meeting and revising D-4 assessment coordinator