



SPRING 2015 ASSESSMENT EXIT REPORT

American Samoa Community College

Spring 2015
Academic Affairs Division

Mrs. Letupu Moananu, Dean of Academic Affairs

Mr. Sonny J. Leomiti, Director of Institutional Effectiveness

Mrs. Evelyn V. G-Fruean, Assessment Coordinator



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SPRING 2014 OVERVIEW

In the spring 2014, the curriculum committee completed a thorough review of the biennial catalog for 2014-2016. A review of program mission statements, program learning outcomes, and academic courses were identified and presented to the curriculum committee by each department and division (*Curriculum Committee meeting agenda, minutes and presentation schedule, spring 2014 or the ASCC 2014-2016 catalog*).

This Assessment Exit Report for fall 2014 compliments ASCC practices towards improving ASCC academic curricular and assessment affairs. This report assembles important assessment information through open dialogue and best practices. Information and processes of the General education Outcomes assessment and Program Curriculum framework is a continuation from previous semesters.

In spring 2013, the ASCC Assessment Report concludes with two recommendations:

- **GE Assessment Cycle:** it is important that a GE Assessment cycle be identifies that coincides with the review of the ASCC Biennial General Catalog. This will allow GE faculty a process schedule to review the effectiveness of ASCC's General Education Program. Provided is an example of an assessment grid (*Refer to diagram in the 2013 Report*). The discussion on when assessment data is collected for review and reporting may follow the above grid given that a definition is provided on the purpose and process. Further breakdown is necessary to reveal outcomes assessed for each of the GE courses identified above. It is also important that GE faculty continue to consensus on GE outcome commonalities shared in different courses as documented in Appendices I, J, K, L, and M. It is recommended that all GE faculties begin assessing all GE Outcomes and collect data on semester basis until the assessment cycle has been identified and approved.
- **Monitoring Program Assessment:** It is recommended that all academic programs continue to review program qualities and competencies in preparation for program SLO reporting. All academic programs are now fully responsible for reporting



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student achievement and program curriculum data. In the beginning of spring 2013 semester, Dean Helsham required that all academic programs submit an assessment cycle of PLO's and CLO's assessed within each semester. An extension of this recommendation will include the monitoring of courses taught within the current catalog and outcome specificities on student achievement.

Addressing Recommendations for Spring 2013:

- In the Fall 2014, the GEO faculty addressed recommendation 1 and 2 for Spring 2013.

Assessment 101 Workshop

The Office of Academic Affairs provided an Assessment 101 Workshop with a purpose to inform adjunct faculty on the process level of Outcome Assessment. A full presentation on Student Learning Outcomes (SLO) and how outcomes are assessed was thoroughly presented to the adjunct faculty by the Director of Institutional Effectiveness/Assessment Coordinator and Associate Dean of Academic Affairs (*Assessment 101 PowerPoint, pg. 1-35*). Assessment 101 resources and documentation are inserted into this report see appendices. Participants include 5 existing faculty members', 4 new faculty members and 2 adjunct faculties from different academic departments and programs.

On August 29, 2014 an Assessment 101 PowerPoint was presented by the Associate Dean of Academic Affairs Mrs. Evelyn Fruean and Director of Institutional Effectiveness/Assessment Coordinator Mr. Sonny Leomiti to the new, adjunct and existing faculties. The presentation consists of the process of written communication of outcomes and how outcomes are assessed. The presentation focused on 3 assessment outcomes: (1) participants will be able to define assessment in the context of higher education, (2) participants will be able to describe the assessment planning cycle used by the Academic Affairs Division at American Samoa Community College, and (3) Participants will be able to differentiate outcomes versus objectives.

The presenters emphasized and shared with the faculty on what is Assessment? Why do we assess? How do we assess? And when do we assess? Other areas that were discussed we do



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Assessment because of transferability, providing student with the highest quality of education that they may use in real life situations, and providing enough knowledge, skills, abilities, attitudes, and values in our student to succeed.

In conclusion to the Assessment 101 workshop, a form to evaluate the presentation and how productive or not the information that was provided. Here are the responses:

Faculty Workshop Assessment 101 Evaluation

| ASCC-Academic Affairs Division- Faculty Workshop Assessment 101 Evaluation | | | | | | | |
|--|----------------|------|--------------|--|--------------|-----|--------------|
| Date | 8/29/2014 | Time | 4:00-6:00 pm | Room | Lecture Hall | | |
| Session Title | Assessment 101 | | | Presenters Name: Evelyn Fruean/Sonny Leomiti/Sereima Asifoa | | | |
| Respond to the following statements (1= strongly disagree, 5= strongly agree): | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | N/A | Participants |
| This session enhanced my professional development | 1 | | | 2 | 8 | | 11 |
| Following this session, my knowledge of the subject matter was enhanced | 1 | | | 3 | 7 | | 11 |
| I can apply the knowledge/skill acquired to my department, courses... | 1 | | | 1 | 9 | | 11 |
| Presenter(s) had expertise in the content area | 1 | | | | 10 | | 11 |
| The presenter(s) effectively tailored the presentation to the audience | 1 | | | | 10 | | 11 |
| Overall, the presenter(s) was (were) effective | 1 | | | 1 | 9 | | 11 |
| There were adequate opportunities to address audience questions | 1 | | | 1 | 9 | | 11 |
| Visual PowerPoint and handouts supported the presentation | 1 | | | 2 | 8 | | 11 |
| Time frame for subject matter was appropriate | 1 | | | 2 | 8 | | 11 |
| Overall, this session met my professional expectations | 1 | | | 1 | 9 | | 11 |
| I would recommend this session to my colleagues at future faculty orientations | 1 | | | 1 | 9 | | 11 |
| The level of information provided at this session was | | | Too basic | 11 | Appropriate | | Too Complex |

Comments

- 1 Very informative and aligned with our line of work.
need copy, pls...less than 2 hrs (5:23 pm)...fa'afetai-really needed the SLO
- 2 ???Comment ???



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Fall 2014 Scheduled GEO Faculty Meetings

An assessment analysis of General Education (GE) courses has been discussed and shared with the General Education faculty. Each GEO faculty member submitted all General Education Outcome (GEO) data sheets that were compiled by the Associate Dean of Academic Affairs for further review. In the process of sharing the GEO data each GEO faculty member identified areas of concern that were in the piloted data. In lieu of discussion the GEO faculty took back the information to their individuals department to discuss the piloted data that was compiled for 2012-2014 (*Reference GEO and AD Meeting Notes Sept 2014*).

- GEO Analysis Review of Data compiled from fall 2012 to summer 2014 with the GEO faculty.

✚ MEETING DATES

- September 2, 2014 with the Language & Literature Department
- September 9, 2014 with the Social Science Department
- September 14, 2014 with the Health and Human Services and Science Department
- September 30, 2014 with the Trades & Technology Division
- October 2, 2014 with the Math and Fine Arts Department

Meeting Notes for GEO faculty and Associate Dean of Academic Affairs: Evelyn V. Fruean

FIRST MEETING

September 2, 2014, 12:30-1:25 pm; VP's Lounge

Meeting with Language & Literature Department

GEO Domain 1: Communication

1-A Listening & Speaking

1-B Reading

1-C Writing

**Courses assessed under this domain are ENG 150 and ENG 151.*

Ms. Matai, opened with a prayer, before we began the meeting. AD thanked each and everyone that made an effort to attend this important meeting. AD shared with the Language & Literature faculty the question that was left with each department/division chairperson during curriculum committee on Sept 28, 2014, which was **“How would you interpret your General Education**



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Outcome (GEO) data”? AD Fruean also shared a PowerPoint for the two GEO courses that are housed with the Language & Literature department, which are ENG 150 Introduction to Literature and ENG 151 Freshman Composition.

In spring 2014, 140 students were enrolled and 122 were assessed, in summer 2014, thirty-three students were enrolled and 31 were assessed; totaling to 153 students that were assessed in spring and summer 2014. GEO Instructors are S. Matai, B. Goodwin, M. Taamu, and V. Matuu. Each dimension shows the piloted results of the GEO data in three levels of competencies that students have attained before exiting the course. The three levels of competencies are B- beginning, D-developing and P-proficient. The first **GEO 1-B (CLO 1)** Dimension 1; identified 14 students in the beginning, 56 in the developing and 83 in the proficient, totaling to 153 students. **GEO 1-B (CLO 4)** has three dimensions. Dimension 1 identified 30 students in the beginning, 66 in the developing and 57 in the proficient. Dimension 2 identified 33 students in the beginning, 61 in the developing and 60 in the proficient which totaled to 154 students (data that was collected was off by one student). This was also mentioned to the Language & Literature department (GEO faculty) that it is noted on the GEO Analysis 2012-2014, that the number discrepancy was from one of the instructors. H/She would be able to justify the change of numbers, (*Referencing GEO Analysis 2012-2014, pg. 10*). Dimension 3, shares the same number discrepancy as dimension 2, which identified 23 students in the beginning, 57 in the developing and 75 in the proficient. **GEO 1-B (CLO 5)** identifies 5 dimensions. Dimension 1, identifies 30 students in the beginning, 66 in the developing, and 57 in the proficient. Dimension 2, shows 30 students in the beginning, 62 in the developing, and 61 in the proficient. Dimension 3, shows 31 in the beginning, 67 in the developing and 56 in the proficiency. Dimension 4, shows 35 in the beginning, 67 in the developing and 51 in the proficient. Dimension 5, shows 19 in the beginning, 38 in the developing, and 96 in the proficient.

Recommendation

The Language & Literature GEO faculty shared some of their concerns regarding the types of rubrics that were used and how it was implemented in the course. Continuation of the Language



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& Literature department discussion was noted in the Language & Literature department meeting minutes in September 2014 (*Referencing LL Department Meeting Minutes, September 2014*).

Attendance:

Mele Fiaui (LL Chairperson)
Solipo Matai
Vesi Matuu
Ben Goodwin
Jocelyn Siologa (new)
Evelyn Fruean (AD)

SECOND MEETING

September 9, 2014, 12:30-1:45 pm; VP's Lounge

Meeting with Social Science Department

GEO Domain 4: Global Awareness & Cultural Competence

- 4-A Social, Economic & Political Systems
- 4-B Perspectives of Others, Diversity
- 4-C Samoa & the Pacific

**Courses assessed under this domain are HIS 150, HIS 151, HIS 170, HIS 171, and HIS 162.*

GEO Domain 5: Personal Responsibility & Development

- 5-A Ethical Decision Making
- 5-B Health Choices and Practices
- 5-C Community & Family Participation

**Courses assessed under this domain is PSY 150 and HEA 150*

AD Fruean welcomed everyone to the meeting. Also to thank all of the GEO data that has been submitted. AD Fruean also express that collecting data is not an easy task, so I briefly expressed my appreciation for a job well done. Before we officially open the meeting to share the GEO results and data, AD asked Mrs. Temese to open with a small prayer.

AD Fruean shared with the Soc. Science department the GEO data that was collected and compiled for review. HIS 150 American History I enrollment in fall 2013, spring 2014 and summer 2014 totaled to 108 students and only 99 students were assessed. **GEO 4-A (CLO4)**

Research Paper Rubric- Dimension 1 shows 17 students in beginning, 32 in developing and 49 were proficient. **GEO 4-A (CLO 4) Reflective Analysis Rubric- Dimension 4** shows 15



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students in beginning, 49 were in developing, and 44 in proficient. **GEO 4-B (CLO 4) Research Paper Rubric-Dimension 2** shows 12 students in beginning, 25 are in developing, and 38 in proficient. HIS 151 American History II enrollment in fall 2012 and summer 2014 totaled to 55 students. **GEO 4-A (CLO 4)** dimension 1 identifies 2 in the beginning, 28 in the developing, and 13 in the proficient. **GEO 4-A (CLO 4)** dimension 4 shows 6 students in the beginning, 23 in the developing, and 14 in the proficient. **GEO 4-B (CLO 4)** dimension 2 shows 0 students in the beginning, 4 in the developing, and 18 in the proficient (*Referencing General Education Outcome Analysis Report, 2012-2014, pg. 14-16, 12-13*).

In review of the data that was collected in 2012-2014, the social science faculty identified some concerns regarding of the usage of the rubrics. Rubrics were used in each course needs to be reviewed for consistency and content. Ongoing discussion and review of the data will be taken back to the department for further review and discussion among the Social Science faculty. Other concerns that was shared by the Social Science faculty, is that they spend 30 to 40 % of their instructional time teaching APA and MLA format. They have requested if this can be discussed with the LL department for further review.

Attendance

To'aiva Tago (Social Science department chairperson)

Randy Baker

Lilian Temese

Rosie AhChee (new)

Derrick Helsham

AD Evelyn Fruean

THIRD MEETING

September 16, 2014, 12:30-1:30 pm; VP's Lounge

Meeting with Health and Human Services and Science Department

GEO Domain 3: Critical Thinking

3-A Quantitative

3-B Scientific



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3-C Problem Solving

GEO Domain 5: Personal Responsibility & Development

5-A Ethical Decision Making

5-B Health Choices & Practices

5-C Community & Family Participation

AD Fruean welcomed the Science and HHS department to the meeting, and especially Mrs. Ipu for taking time out of her job to attend the GEO meeting. AD Fruean also shares the PowerPoint presentation on the GEO data for PHSCI 150 Physical Science and HEA 150 Introduction to Health that was compiled. A thorough review on the enrollment of students beginning from fall 2012 to summer 2014.

Concerns from one of the Science faculty members stated that the biggest problem that they have are students do not read. It is probably the reason why they do not pass the course. AD Fruean asked so what types of teaching methodology or pedagogy that can be implemented to get students to read, especially for Science courses. Also rubrics for labs and assignments that are currently used in the course were discussed.

Attendance

Randal DeWees (Science department chairperson)

Dr. Kenneth Belle

Murali Gopalan

Dr. Daniel Chang (Health & Human Services department chairperson)

Ipu Lefiti (adjunct faculty)

FOURTH MEETING

September 30, 2014, 12:30-1:30 pm; VP's Lounge

Meeting with Trades & Technology Division

GEO Domain 2: Information & Technology Literacy

2-A Evaluate Information

2-B Present Information Using Technology

1-C Apply Information

Dean Leau opened the meeting with a prayer. AD Fruean shared the ICT 150 Introduction to Computers GEO data results for 2012-2014.



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TTD's GEO faculty noticed a high percentage of students leaving the course in the developing and proficient level. It was discussed that the specific rubrics that are used to collect data for ICT 150 were not consistently used all across the board with the GEO faculty members. This was probably the reason why the data seemed inconsistent with the outcomes, as per say TTD faculty.

GEO 2-A (CLO 1) Dimension 1, shows 87 students in the beginning level, 127 in developing and 373 students in proficient. (*Referencing General Education Outcomes Analysis Report 2012-2014, pg. 19*). Please refer to the rest of the data for ICT 150.

Attendance

Fred Suisala (TTD Chairperson)
Michael Leau (Dean of TTD)
Robert Moore
Ernie Seiuli
Letupu Moananu (Dean of Academic Affairs)
Evelyn Fruean (Associate Dean of Academic Affairs)

FIFTH MEETING

October 2, 2014, 12:30-1:30 pm; VP's Lounge

Meeting with Fine Arts and Math Department

GEO Domain 1: Communication

1-A Listening & Speaking

1-B Reading

1-C Writing

GEO Domain 3 Critical Thinking

3-A Quantitative

3-B Scientific

3-C problem Solving

AD Fruean apologized to the Math and Fine Arts Department Chairperson (via email) and faculty for cancelling the meeting, due to the scheduling of WASC visitation. It was discussed with Chairperson Leiato and Tuiasosopo that GEO data will be sent via email for department



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review. AD Fruean asked when it is shared and discussed in their department meetings that they will submit an copy of their meeting minutes. (*Reference Math department meeting minutes October 2014 and Fine Arts email correspondence with AD Fruean*).

Kuki Tuiasosopo (Fine Arts Department Chairperson)

Tunufa'i Leiato (Math Department Chairperson)

Evelyn Fruean (AD of AAO)

Assessment Coordinator

The Assessment Planning Core Committee met on Oct 16, 2014. Assessment Coordinator Mr. Sonny Leomiti officially announced the title of Assessment Coordinator will be transferred to Associate Dean of Academic Affairs Evelyn V. Fruean housed in the Academic Affairs Office. A thorough discussion of the historical background of the assessment processes that clearly filters through ASCC academic courses and programs was discussed. Also with the continuation of all General Education review of domains and outcomes and Program Review of PLO's and CLO's processes will be reviewed by the new Assessment Coordinator, APCC, APGC, and Curriculum Committee and shared with the ASCC faculty. The APCC and APGC will begin the discussion and review of all Co and Core Foundational courses. Associate Dean (AD) of Academic Affairs/Assessment Coordinator will be heading these two committees with assistance of those members.

FALL 2014 ASSESSMENT EXIT SUMMARY REPORT

RECOMMENDATIONS-FALL 2014

All GEO faculties submitted fall 2014 matrices in December 2014. The Associate Dean of Academic Affairs compiles all the information and then shares and disseminates the information back to the faculty. In addition, to completing the GEO matrices, the faculty are advised to leave comments and recommendation for further review in the following semester. Listed below are the recommendation s and comments of the GEO faculty for fall 2014.

Questions in (*red*) are guidelines to address the recommendations in Spring 2015.

1. GEO faculty will need to review rubrics/rubric summaries that are implemented in the course.
 - o *Has this been addressed by all GEO faculty?*



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- What are some of the changes that have been done this semester that may change the way your department has assessed the course?
2. Review syllabus and to make sure everyone is teaching from the same syllabus. Teaching methodology is at the instructor's discretion.
- After the review of the course syllabus, were there any changes within your department/division? Please explain.
3. Assessment instruments for course graded assignments need to be reviewed and revised.
- What assessment instruments have been changed or not?
4. GEO faculty identified errors in the data due to many factors, such as: students absent on the day of assessment, students do not submit course assignments,
- What is the most common reason of why data is not accurate? Please explain
 - What errors have you identified in your assessment instrument? Please explain
5. 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.
- What are the teaching pedagogies that have changed in your teaching style? After reviewing the 2012-2014 GEO Analysis data?
 - What are some of the major changes that may impact the outcomes of the course?
6. Students are doing very well on literary terms. They are able to memorize definition to each term well, but using them in critical participation and in analytical writing, it seems to be a problem. As an instruction, the teaching, especially of English 150 classes should be uniformed across the board. It should be mandatory for all students to write longer analytical essay at least 500 words or longer to develop and instill in them the habit of writing with a purpose to meet a particular objective.



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- Is professional development conducted within your department/division in regards to teaching pedagogy, methodologies, and assessments are discussed? Please explain.
7. One to the short tie for summer for recommends service-learning hours; need to find alternative for this GEO. Some presented in groups mostly in partners. No more than two per group. Partners turned in on research paper per group. Refer to GEO 5-B (CLO 2) Research Rubric.
- Has this been addressed?
8. Students are exiting 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.
9. It's evident from the rubrics that students are exiting at a proficiency level when considering presentations. Which is a final project at the end of the course, whereas Tests students are exiting at a beginning and a developing level. (*Comments*)
10. 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; Meeting and revising D-4 assessment coordinator; (*Comments*)

ASSESSMENT COMMITTEE'S STRATEGIC FOCUS

The two assessment committees are the APCC and APGC. The APCC and APGC strategic focus for spring 2015 are to review all Co and Core Foundational courses offered at ASCC.

- Reference the SP 2010 Guidelines for Closing the Assessment Loops information....
- Co and Core Foundational Courses
- Program Review
- Course Review



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Assessment Planning Core Committee (APCC)

The Assessment Planning Core Committee (APCC) members serve as Curriculum Committee members and chairmen of their respected academic departments or programs (*Assessment Exit Report Spring 2013*). Other APCC members consist of Director of Institutional Effectiveness, Dean of Academic Affairs, and the Assessment Coordinator.

The APCC consists of members who served on the Assessment Committee for more than 5 years. Each representative which includes academic chairmen-Dr. Fa'atoafe Faofua, Dr. Daniel Chang, Mr. Sal Poloai, Mrs. Letupu Moananu, Mr. Christian Ausage, Dean of Academic Affairs-Dr. Irene Helsham, Director of Institutional Effectiveness Mrs. Rosevonne Pato, and the Vice President of Administration and Finances- Mr. Mikaele Etuale as an advisory council for the Assessment Committee Chairman.

APCC Roles and Responsibilities

Assessment Planning General Committee (APGC)

The APGC consists of faculty representative from each academic department. The roles and responsibilities of the Assessment Planning General Committee are to:

- a) Initiate, direct, document, and strengthen the discussion on assessment as an ongoing process within the individuals department;
- b) Assist faculty and the department to develop assessment instruments; rubrics, checklist, portfolio, etc.;
- c) Work collaboratively with faculty and departments to define measurable CLO's and PLO's; that align to the ILO's
- d) Assist faculty and departments with identifying levels of performances/competencies for CLO's
- e) Maintain up-to-date records for all approved and proposed course CLO's and PLO's
- f) Complete assigned tasks and report all required information to the Assessment Planning General Committee;

Attend and participate in all meetings, workshops, and disseminate the information to their department in a timely manner.



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SPRING 2015 DATA ANALYSIS RESULTS

SPH 153-Introduction to Speech

GENERAL EDUCATION OUTCOME-1 ANALYSIS

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

| | |
|---|-----|
| B | 13% |
| D | 22% |
| P | 65% |

- **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 | 14 % |
| D | 28 % |
| P | 58 % |

- **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 | 5 % |
| D | 23 % |
| P | 72 % |

- **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)



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ENG 150- Introduction to Literature

GENERAL EDUCATION OUTCOME-1 ANALYSIS

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

| | |
|---|------|
| B | 26 % |
| D | 44 % |
| P | 40 % |

- **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 | 13 % |
| D | 46 % |
| 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 | 15 % |
| D | 39 % |
| P | 46 % |

- **Cultural/Historical Response Rubric (Dimensions 1, 2, 3, 4, 5) Analytical Rubric**
 - 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 | 8 % |
| D | 39 % |
| P | 51 % |

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

| | |
|---|------|
| B | 21 % |
| D | 51 % |
| P | 28 % |

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

| | |
|---|-----|
| B | 7 % |
|---|-----|



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D 50%

P 39% (4310 mistake by the dept. so this # was not calculated with the rest)

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

B 14%

D 45%

P 41%

- **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 11%

D 32%

P 56%

- **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 4%

D 34%

P 62%

- **Windows 7 OS Systems Rubric**



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- 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.
 - 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 | 11% |
| D | 21% |
| P | 68% |

- **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.



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- 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
 - Utilize the navigation pane via moodle, login username and password...

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

| | |
|---|-----|
| B | 14% |
| D | 24% |
| P | 62% |

– 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 | 24% |
| D | 34% |
| P | 42% |

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

| | |
|---|-----|
| B | 17% |
| D | 27% |
| P | 56% |

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

| | |
|---|-----|
| B | 19% |
| D | 31% |



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- P 50%
- 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:
 - **(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 | 32% |
| D | 42% |
| P | 26% |

- 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-B (CLO 2) (UNIVERSAL STATEMENT)

LAB REPORT RUBRIC

| | |
|---|-----|
| B | 21% |
| D | 42% |
| P | 37% |

GEO 3-B (CLO 5) (UNIVERSAL STATEMENT)

LAB REPORT RUBRIC

| | |
|---|-----|
| B | 29% |
| D | 42% |
| P | 29% |

GEO 3-C (CLO 2, 3, 5) UNIVERSAL STATEMENT LAB REPORT RUBRIC

| | |
|---|-----|
| B | 41% |
| D | 33% |
| P | 26% |

- **Universal Statement: (O-1): Evaluate methods to correctly solve various problems.**
 - **Problem Solving:**



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- (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*)
- (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 | 26% |
| D | 21% |
| P | 53% |

GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC

| | |
|---|-----|
| B | 32% |
| D | 16% |
| P | 52% |

- **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 | 21% |
| D | 44% |
| P | 35% |

- **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 | 29% |
| D | 54% |



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P 17%

GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC

B 12%

D 18%

P 70%

GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC

B 29%

D 42%

P 29%

- **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 0%

D 38%

P 62%

- **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 31%

D 29%

P 40%

GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC

B 0%

D 42%

P 58%

- **Research Paper**
 - Dimension 1: Statement of the Topic and Thesis: Thesis is clear and explicitly stated. The reader can underline the thesis.



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- **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 | 2% |
| D | 50% |
| P | 48% |

GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC

| | |
|---|-----|
| B | 33% |
| D | 29% |
| P | 38% |

GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC

| | |
|---|-----|
| B | 24% |
| D | 37% |
| P | 39% |

- **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 | 27% |
| D | 41% |
| P | 32% |

GEO 4-C (CLO 4) COMPREHENSIVE EXAM

| | |
|---|-----|
| B | 16% |
| D | 33% |
| P | 52% |

- **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.



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HEA 150 INTRODUCTION TO HEALTH SCIENCE

GEO 5: OUTCOME ANALYSIS

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

| | |
|---|-----|
| B | 0% |
| D | 3% |
| P | 97% |

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: HEALTH JOURNAL

| | |
|---|-----|
| B | 0% |
| D | 3% |
| P | 97% |

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: PRESENTATION RUBRIC

| | |
|---|-----|
| B | 0% |
| D | 11% |
| P | 89% |

GEO 5-C (CLO 3) UNIVERSAL STATEMENT

ORAL PRESENTATION RUBRIC

| | |
|---|-----|
| B | 27% |
| D | 4% |
| P | 69% |

- **HEA 150: Instrument: (Making Good Decisions Essay) Rubric-**
 - Dimension 3: Express critical thinking skills in making a well-considered decision.
- **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 INTRODUCTION TO PSYCHOLOGY

GEO 5: OUTCOME ANALYSIS

GEO 5-A (CLO 4) (UNIVERSAL STATEMENT) COMPREHENSIVE EXAM

| | |
|---|-----|
| B | 33% |
| D | 54% |
| P | 13% |

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: INDIVIDUAL PRESENTATION

| | |
|---|-----|
| B | 15% |
|---|-----|



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D 51%

P 54%

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: RESEARCH PAPER

B 28%

D 40%

P 32%

GEO 5-C (CLO 3) UNIVERSAL STATEMENT: USD COMMUNITY SERVICE-LEARNING (PRESENTATION RUBRIC)

B 18%

D 49%

P 33%

- **PSY 150: Instrument: (Comprehensive Exam)**
 - Dimension 5: (Application) Expresses, critical, significant, and detailed application of basic psychological principles dealing with real life issues.
- **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.
- **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**
 - 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.)



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GEO ANALYSIS DIALOGUE CONTINUES ON THESE SPECIFIC DATES:

Associate Dean of Academic Affairs conducted individual meetings with each Academic Department/Programs to discuss all GEO outcomes and results of Fall 2014.

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)

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



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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



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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
- Meeting and revising D-4 assessment coordinator



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DATA COMPARISON 2012-2014, FALL 2014, SPRING 2015

The chart shown below shows the GEO results in 2012-2014, Fall 2014 and Spring 2015. Each GEO course is identified by the different level of competencies that students are exiting the course.

For example: SPH 153 shows that in 2012-2014, that 9% of the students enrolled in SPH 153 exited the course at the beginning level of competency on these certain areas listed below. However the data also shown that in Fall 2014 that 21% of the students exiting the course at the beginning level of competency. Questions: What has changed in the teaching of this course? What are the reasons why there is higher percentage in the Fall 2014 than the last 2 years (2012-2014).

- **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)
- **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)
- **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)

SPH 153-INTRODUCTION TO SPEECH

GENERAL EDUCATION OUTCOME-1 ANALYSIS

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

| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 | 2014-2016 |
|---|------------------|----------------|----------------|----------------|----------------|----------------|------------------|
| B | 9% | 21% | 13% | | | | |
| D | 43% | 25% | 22% | | | | |
| P | 48% | 54% | 65% | | | | |

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

| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 | 2014-2016 |
|---|------------------|----------------|----------------|----------------|----------------|----------------|------------------|
| B | 9% | 20% | 14% | | | | |
| D | 40% | 28% | 28% | | | | |



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| | | | |
|---|-----|-----|-----|
| P | 51% | 52% | 58% |
|---|-----|-----|-----|

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

| | | | |
|---|-----|-----|-----|
| B | 7% | 22% | 5% |
| D | 40% | 24% | 23% |
| P | 53% | 54% | 72% |

ENG 150- INTRODUCTION TO LITERATURE

GENERAL EDUCATION OUTCOME-1 ANALYSIS

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

| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 | 2014-2016 |
|---|-----------|---------|---------|---------|---------|---------|-----------|
| B | 10% | 14% | 26% | | | | |
| D | 36% | 28% | 44% | | | | |
| P | 54% | 58% | 40% | | | | |

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

| | | | |
|---|-----|-----|-----|
| B | 19% | 18% | 13% |
| D | 40% | 24% | 46% |
| P | 41% | 58% | 41% |

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

| | | | |
|---|-----|-----|-----|
| B | 19% | 16% | 15% |
| D | 39% | 22% | 39% |
| P | 42% | 62% | 46% |

ENG 151 FRESHMAN COMPOSITION

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

| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 | 2014-2016 |
|---|-----------|---------|---------|---------|---------|---------|-----------|
| B | 12% | 10% | 8% | | | | |
| D | 32% | 40% | 39% | | | | |
| P | 56% | 50% | 51% | | | | |

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

| | | | |
|---|-----|-----|-----|
| B | 15% | 14% | 21% |
| D | 50% | 44% | 51% |
| P | 35% | 42% | 28% |

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

| | | | |
|---|-----|-----|-----|
| B | 15% | 5% | 7% |
| D | 50% | 35% | 50% |



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| | | | |
|--|-----|-----|-----|
| P | 35% | 60% | 39% |
| GEO 1-C (CLO 4) RESEARCH RUBRIC (ALANLYTICAL RUBRIC) | | | |
| B | 20% | 17% | 14% |
| D | 32% | 32% | 45% |
| P | 48% | 51% | 41% |

ICT 150 INTRODUCTION TO COMPUTERS

GEO 2: OUTCOME ANALYSIS

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

| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 | 2014-2016 |
|---|-----------|---------|---------|---------|---------|---------|-----------|
| B | 13% | 10% | 11% | | | | |
| D | 21% | 18% | 32% | | | | |
| P | 66% | 72% | 56% | | | | |

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

| | | | |
|---|-----|-----|-----|
| B | 13% | 9% | 4% |
| D | 20% | 18% | 34% |
| P | 67% | 72% | 62% |

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

| | | | |
|---|-----|-----|-----|
| B | 13% | 39% | 11% |
| D | 21% | 64% | 21% |
| P | 66% | 72% | 68% |

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

| | | | |
|---|-----|-----|-----|
| B | 13% | 10% | 14% |
| D | 21% | 18% | 24% |
| P | 66% | 72% | 62% |

MAT 151 INTERMEDIATE ALGEBRA

GEO 3: OUTCOME ANALYSIS

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

| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 | 2014-2016 |
|---|-----------|---------|---------|---------|---------|---------|-----------|
| B | 23% | 9% | 24% | | | | |
| D | 38% | 21% | 34% | | | | |
| P | 39% | 70% | 42% | | | | |

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

| | | | |
|---|-----|-----|-----|
| B | 6% | 12% | 17% |
| D | 27% | 21% | 27% |



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| | | | |
|---|-----|-----|-----|
| P | 67% | 53% | 56% |
| GEO 3-C (CLO 1, 2, 3) PRESENTATION RUBRIC (ANALYTICAL RUBRIC) | | | |
| B | 7% | 4% | 19% |
| D | 26% | 29% | 31% |
| P | 67% | 67% | 50% |

PHSCI 150 PHYSICAL SCIENCE

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

| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 | 2014-2016 |
|---|-----------|---------|---------|---------|---------|---------|-----------|
| B | 30% | 20% | 32% | | | | |
| D | 27% | 28% | 42% | | | | |
| P | 43% | 52% | 26% | | | | |

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

| | | | |
|---|-----|-----|-----|
| B | 25% | 18% | 21% |
| D | 30% | 31% | 42% |
| P | 45% | 51% | 37% |

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

| | | | |
|---|-----|-----|-----|
| B | 27% | 24% | 29% |
| D | 28% | 34% | 42% |
| P | 45% | 42% | 29% |

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

| | | | |
|---|-----|-----|-----|
| B | 35% | 36% | 41% |
| D | 30% | 36% | 33% |
| P | 35% | 28% | 26% |

HIS 150 AMERICAN HISTORY I

GEO 4: OUTCOME ANALYSIS

GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC

| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 | 2014-2016 |
|---|-----------|---------|---------|---------|---------|---------|-----------|
| B | 17% | 24% | 26% | | | | |
| D | 33% | 44% | 21% | | | | |
| P | 50% | 32% | 53% | | | | |

GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC

| | | | |
|---|-----|-----|-----|
| B | 14% | 18% | 32% |
| D | 45% | 25% | 16% |
| P | 41% | 57% | 52% |



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GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC

| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 | 2014-2016 |
|---|-----------|---------|---------|---------|---------|---------|-----------|
| B | 14% | 19% | 21% | | | | |
| D | 35% | 50% | 44% | | | | |
| P | 51% | 31% | 35% | | | | |

HIS 151 AMERICAN HISTORY II

GEO 4: OUTCOME ANALYSIS

GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC

| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 | 2014-2016 |
|---|-----------|---------|---------|---------|---------|---------|-----------|
| B | 5% | 24% | 29% | | | | |
| D | 65% | 48% | 54% | | | | |
| P | 30% | 28% | 17% | | | | |

GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC

| | | | |
|---|-----|-----|-----|
| B | 14% | 24% | 12% |
| D | 53% | 34% | 18% |
| P | 33% | 42% | 70% |

GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC

| | | | |
|---|-----|-----|-----|
| B | 16% | 18% | 29% |
| D | 33% | 51% | 42% |
| P | 51% | 31% | 29% |

HIS 170 WORLD CIVILIZATION I

GEO 4: OUTCOME ANALYSIS:

GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC

| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 | 2014-2016 |
|---|-----------|---------|---------|---------|---------|---------|-----------|
| B | 18% | 17% | 0% | | | | |
| D | 26% | 26% | 38% | | | | |
| P | 56% | 57% | 62% | | | | |

GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC

| | | | |
|---|-----|-----|-----|
| B | 19% | 18% | 31% |
| D | 34% | 34% | 29% |
| P | 47% | 48% | 40% |

GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC

| | | | |
|---|-----|-----|-----|
| B | 16% | 15% | 0% |
| D | 28% | 28% | 42% |
| P | 56% | 57% | 58% |



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HIS 171 WORLD CIVILIZATION II

GEO 4: OUTCOME ANALYSIS: GEO 4-A (CLO 4) RESEARCH PAPER RUBRIC

| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 | 2014-2016 |
|---|------------------|----------------|----------------|----------------|----------------|----------------|------------------|
| B | 9% | 40% | 2% | | | | |
| D | 29% | 26% | 50% | | | | |
| P | 62% | 33% | 48% | | | | |

GEO 4-A (CLO 4) REFLECTIVE ANALYSIS RUBRIC

| | | | |
|---|-----|-----|-----|
| B | 16% | 18% | 33% |
| D | 14% | 13% | 29% |
| P | 70% | 68% | 38% |

GEO 4-B (CLO 4) RESEARCH PAPER RUBRIC

| | | | |
|---|-----|-----|-----|
| B | 10% | 38% | 24% |
| D | 19% | 38% | 37% |
| P | 70% | 23% | 39% |

HIS 162 PACIFIC HISTORY

GEO 4: OUTCOME ANALYSIS

GEO 4-B (CLO 3) COMPREHENSIVE EXAM

| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 | 2014-2016 |
|---|------------------|----------------|----------------|----------------|----------------|----------------|------------------|
| B | 4% | 4% | 27% | | | | |
| D | 68% | 42% | 41% | | | | |
| P | 28% | 52% | 32% | | | | |

GEO 4-C (CLO 4) COMPREHENSIVE EXAM

| | | | |
|---|-----|-----|-----|
| B | 4% | 4% | 16% |
| D | 68% | 42% | 33% |
| P | 28% | 52% | 52% |

HEA 150 INTRODUCTION TO HEALTH SCIENCE

GEO 5: OUTCOME ANALYSIS

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

| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 | 2014-2016 |
|---|------------------|----------------|----------------|----------------|----------------|----------------|------------------|
| B | 40% | 21% | 0% | | | | |
| D | 30% | 56% | 3% | | | | |
| P | 30% | 21% | 97% | | | | |



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GEO 5-B (CLO 2) UNIVERSAL STATEMENT: HEALTH JOURNAL

| | | | |
|---|-----|-----|-----|
| B | 10% | 0% | 0% |
| D | 19% | 28% | 3% |
| P | 71% | 72% | 97% |

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: PRESENTATION RUBRIC

| | | | |
|---|-----|-----|-----|
| B | 4% | 4% | 0% |
| D | 48% | 24% | 11% |
| P | 48% | 72% | 89% |

GEO 5-C (CLO 3) UNIVERSAL STATEMENT
ORAL PRESENTATION RUBRIC

| | | | |
|---|-----|-----|-----|
| B | 29% | 20% | 27% |
| D | 21% | 0% | 4% |
| P | 50% | 80% | 69% |

PSY 150 INTRODUCTION TO PSYCHOLOGY

GEO 5: OUTCOME ANALYSIS

GEO 5-A (CLO 4) (UNIVERSAL STATEMENT) COMPREHENSIVE EXAM

| | 2012-2014 | FA 2014 | SP 2015 | SU 2015 | FA 2015 | SP 2016 | 2014-2016 |
|---|-----------|---------|---------|---------|---------|---------|-----------|
| B | 35% | 19% | 33% | | | | |
| D | 40% | 56% | 54% | | | | |
| P | 25% | 25% | 13% | | | | |

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: INDIVIDUAL PRESENTATION

| | | | |
|---|-----|-----|-----|
| B | 9% | 9% | 15% |
| D | 50% | 51% | 51% |
| P | 41% | 40% | 54% |

GEO 5-B (CLO 2) UNIVERSAL STATEMENT: RESEARCH PAPER

| | | | |
|---|-----|-----|-----|
| B | 27% | 21% | 28% |
| D | 36% | 49% | 40% |
| P | 37 | 30% | 32% |

GEO 5-C (CLO 3) UNIVERSAL STATEMENT: USD COMMUNITY SERVICE-LEARNING (PRESENTATION RUBRIC)

| | | | |
|---|-----|-----|-----|
| B | 29% | 14% | 18% |
| D | 40% | 51% | 49% |
| P | 31% | 35% | 33% |

Notes & Recommendations for Spring 2016: Data comparison needs to be analyzed, by the faculty in Fall 2015. GEO Faculty and adjunct will review data Results, Analyzed the data and create an Action plan to improve or strengthen GEN Ed outcomes, competencies, assessment instruments, scheduling, etc... for the biannual catalog.



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Appendix

1. Breakdown for Catalog Review 2014-2016
2. Presenters for Faculty Orientation Fall 2014
3. 2014 ASCC Academic Division Faculty Workshop Evaluation template (signed and approved)
4. Faculty Evaluation Summary 08-11-2014
5. Assessment 101 Advertisement
6. Assessment 101 Official Letter to the Dean of AA
7. Assessment 101 Evaluation Form (template)
8. Assessment 101 Official letter to the VP of Academic/Student Affairs and Services
9. Assessment 101 sign in sheet
10. Assessment 101 PPT
11. Language & Literature Department Meeting Minutes Sept 2014
12. GEO and PLO Workshop sign in sheet for Faculty Orientation
13. Faculty Evaluation Summary for Assessment 101
14. GEO Analysis 09-06-2014
15. APCC Agenda 10-16-2014
16. Faculty Orientation Fall 2014 Agenda
17. Spring 2015 Assessment Exit Report
 - a. Evidence
 - i. Language & Lit PPT (Sept 2, 2014)
 - ii. Social Science PPT (Sept 9, 2014)
 - iii. Health & Human Services Science PPT (Sept 14, 2014)
 - iv. Trades & Technology Division PPT (Sept 30, 2014)
 - v. Math & Fine Arts Department PPT (Oct 02, 2014)