

Geography Assessment Plan

Program Student Learning Outcomes:

1. Each student will demonstrate, the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion.
2. Each student will acquire an understanding of and appreciation for the relationship between geography and culture.
3. Each student will read, interpret, and generate maps and other geographic representations as well as extract, analyze, and present information from a spatial perspective.
4. Each student will demonstrate an understanding the interconnection between people and places and show a general comprehension of how variations in culture and personal experiences may affect our perception and management of places and regions.
5. Each student will demonstrate a general understanding of cultural geographic processes, the global distribution of cultural mosaics.
6. Each student will show an understanding of global human population patterns, factors influencing the distribution and mobility of human populations including settlement and economic activities and networks, and human impacts on the physical environment.
7. Each student will be able to think in spatial terms to explain what has occurred in the past as well as using geographic principles to understand the present and plan for the future.

Institutional Learning Outcomes:

A CCD graduate is a **Complex Thinker**. Students will explore and evaluate multiple sources of information, which they will synthesize to solve problems; they will extract meaning from texts, instruction, experience, and other relevant sources to construct new problem-solving approaches based on their insights. Students will make relevant connections between classroom and out-of-classroom learning. PSLO: 1, 3 4, 5, 6, 7

A CCD graduate is an **Effective Communicator**. Students will convey meaning by writing and speaking coherently and effectively in a way that others understand; students will write and speak after reflection; students will influence others through writing, speaking, or artistic expression that is appropriate for the context and audience; students will use appropriate syntax and grammar; students will listen attentively to others and respond appropriately. Students will understand and apply conventions of effective writing and oral communication in academic, public, and professional discourse. PSLO: 1

A CCD graduate is **Globally Aware**. Students will consider the interconnectedness of our community and world; they will understand how cultural differences (such as beliefs, traditions, religion, ethnicity, sexuality, and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environmental, technological, and economic impacts of their actions. PSLO: 2, 3, 4, 5, 6, 7

Curriculum Map

Course	PSLO	ISLO	Assessment
GEO 105	ALL	ALL	ALL
GEO 106	ALL	ALL	ALL

Schedule for Assessment:

During weeks 13-15 Fall, Spring, and Summer semesters

Methods of Assessment for Each Outcome

GEORGRAPHY DEPARTMENT –WRITNG ASSESSMENT

In an in-class essay format, compare and contrast how a person living in an urban area of North America would be impacted by Globalization with a person living in a rural area of Southeast Asia”

Prompt & Grading Rubric for GEO Assessment

Student Prompt

In an in-class essay format, compare and contrast how a person living in an urban area of North America would be impacted by Globalization with a person living in a rural area of Southeast Asia”

Excellent Response –9, 8, 7

Score Range: Excellent—all criteria must be true

Accuracy: The student consistently integrates the cultural and social context accurately.

Broader Significance: The student consistently and thoughtfully indicates the broader cultural and social significance by explaining its causes, effects, or other broader implications.

Competent Response—6, 5, 4

Score Range: Moderate--most criteria must be true

Accuracy: The student often but not consistently integrates the cultural and social context accurately.

Broader Significance: The student often attempts to indicate the broader cultural significance of by explaining its causes, effects, or other broader implications. The work does, however, imply an adequate mastery of the material.

Unsuccessful Response 3, 2, 1

Score Range: Unsuccessful —most criteria must be true

Accuracy: The student often does not identify the social and cultural context accurately.

Broader Significance: The student either does not attempt to indicate the broader cultural significance or, what he or she does attempt is fragmented, illogical or inaccurate. Overall, the work does not imply an adequate mastery of the material.

Timeline for Assessing Each Outcome:

We assess the outcomes in each history course sometime during weeks 13-15 of the semester. We do this to ensure that the data gleaned will be meaningful for future course-wide discussions and decisions. This also allows the instructors some flexibility in administering, including giving them the option of using it as their final (either all or part). We offer the students some form of points so that the students will take the assessment seriously (again so that the data will be meaningful). We allow the students the same amount of time for the exercise (45 minutes) again for the same reason. Variance of times would not provide usable data. The artifacts are collected by the instructors, and forwarded to the department chair for storage.

Benchmarks for the outcomes to be assessed:

There are three levels of performance in our assessment, excellent, competent, and unsuccessful. While our goal is that each student is able to perform at least at the competent level, experience has taught that there will be some for a variety of reasons (tired, don't care, won't pass, test anxiety, learning disabilities, ill, apathy, lack of previous academic experience / success, etc.), that 20-25% at "unsuccessful" 35-40% "competent," 30-35% "excellent."

Description of How Data Will Be Used:

We meet as a department within the first week following the conclusion of the semester being assessed. We divide the artifacts amongst the faculty (full-time and part-time) no faculty is allowed to review artifacts from their own courses --- student information is redacted to allow for a blind reading of the artifacts. Each artifact is assigned a rating by the rating faculty member. If there is doubt as to the placement of the artifact amongst the three categories, a second faculty member blindly reads and places their rating; If need be, a third member reads and rates the category determined by two of the rating members reveals where the artifact will be placed.

Once the artifacts have been rated, we as a department discuss what we have learned, what our students need (based on the findings) and what strategies, to meet those needs we may wish to implement, or whether or not we wish to gather more data (the following semester) to see whether or not a given semester is an outlier, or if it is a trend that we need to address.

Description of Continuous Process Improvement:

We meet together often, and assessment is always a topic of conversation and consideration. We care deeply about what our students are learning and how they are learning it. We assess regularly throughout the academic year and use the data to make informed, data-driven decisions about strategies to strengthen areas of instruction