

2013-2014 GEOGRAPHY ANNUAL ASSESSMENT REPORT

Part 1: Background Information

B1. Program name: Geography

B2. Report author(s): Robin Dattel, Professor and Chair, with the assistance of Tom Krabacher, Professor, Department of Geography

B3. Fall 2012 enrollment: 103

Use the *Department Fact Book 2013* by OIR (Office of Institutional Research) to get the fall 2012 enrollment: (<http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html>).

B4. Program type: [SELECT ONLY ONE]

X	1. Undergraduate baccalaureate major
	2. Credential
	3. Master's degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

Part 2: Six Questions for the 2013-2014 Annual Assessment

Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.

Q1.1. Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess in 2013-2014? (See 2013-2014 Annual Assessment Report Guidelines for more details). **[CHECK ALL THAT APPLY]**

	1. Critical thinking (WASC 1)*
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were assessed in 2013-2014 but not included above:

X	a. GEOG PLO #1
X	b. GEOG PLO #4
	c.

* One of the WASC's new requirements is that colleges and universities report on the level of student performance **at graduation** in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

Q1.1.1. Please provide more detailed information about the PLO(s) you checked above:

GEOG PLO #1. Geography majors will be able to identify and describe basic concepts and patterns in physical and human geography.

GEOG PLO #4. Geography majors will be able to demonstrate graphic literacy in the use and analysis of maps, graphs, and spatial data sets.

Q1.2. Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

Q1.3. Is your program externally accredited (except for WASC)?

	1. Yes
X	2. No (If no, go to Q1.4)
	3. Don't know (Go to Q1.4)

Q1.3.1. If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

	1. Yes
	2. No
	3. Don't know

Q1.4. Have you used the *Degree Qualification Profile (DQP)** to develop your PLO(s)?

	1. Yes
X	2. No, but I know what DQP is.
	3. No. I don't know what DQP is.
	4. Don't know

* **Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details:

http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf and
<http://www.learningoutcomeassessment.org/DQPNew.html>.

Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.

Q2.1. Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed in **2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

X	1. Yes, we have developed standards/expectations for ALL PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for SOME PLOs assessed in 2013-14.
	3. No (If no, go to Q2.2)
	4. Don't know (Go to Q2.2)
	5. Not Applicable (Go to Q2.2)

Q2.1.1. If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for **EACH PLO** assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

GEOG PLO #1. Geography majors will be able to identify and describe basic concepts and patterns in physical and human geography.

NOTE: 1a relates to all geography majors, while 1b, 1c, 1d, and 1e relate one each to the major's four concentrations.

- a. We expect 70% of all geography majors to achieve at least 70% on the Geography Baseline Knowledge Quiz when they take it as seniors in GEOG 190, our capstone Senior Research Seminar in Geography.
- b. We expect 70% of majors concentrating in physical geography to achieve at least 75% on the physical geography portion of the Geography Baseline Knowledge Quiz when they take it as seniors in GEOG 190.
- c. We expect 70% of majors concentrating in human geography to achieve at least 70% on the human geography portion of the Geography Baseline Knowledge Quiz when they take it as seniors in GEOG 190.
- d. We expect 70% of majors concentrating in GIS (Geographic Information Systems) & Analysis to achieve at least 75% on the techniques/mapping portion of the Geography Baseline Knowledge Quiz when they take it as seniors in GEOG 190.
- e. We expect 70% of majors concentrating in Metropolitan Area Planning to achieve at least 70% on the human geography part of the quiz and 75% on the techniques/mapping part of the quiz. (Metropolitan Area Planning students take a mix of human geography and techniques classes for their concentration.)

NOTES: (1) The Geography Baseline Knowledge Quiz consists of 54 questions, 19 on physical geography (basic geographical dimensions, climatology and meteorology, geomorphology, biogeography, water resources), 20 on human geography (cultural, economic, population, transportation, urban, and regional), and 15 on geographical techniques and maps. Normally, students take the quiz first in GEOG 102, Ideas and Skills in Geography (a junior-level class), and

then again in GEOG 190, our capstone Senior Research Seminar in Geography. The quiz is administered on-line; students have one chance to complete it in an hour's time. (2) The slightly lower performance expectation for the human geography section of the quiz is tied to the fact that the human geography curriculum is more diffuse than that in physical geography and techniques, making it harder to create a set of questions covering material that all students have studied.

GEOG PLO #4. Geography majors will be able to demonstrate graphic literacy in the use and analysis of maps, graphs, and spatial data sets.

- a. We expect 70% of all geography majors to achieve at least 70% on the techniques/mapping portion of the Geography Baseline Knowledge Quiz when they take it as seniors in GEOG 190.
- b. We expect 70% of all geography majors to achieve a score of 4 or 5 on the Graphics element of the Rubric for Evaluating Senior Research Projects. Points on the Graphics element are assigned as follows:
 - 5 = Graphics (maps, charts, graphs, photos, and other images) have a high degree of relevance, completeness, and quality.
 - 4 = Graphics are generally relevant, fairly complete, and of acceptable quality.
 - 3 = Graphics are inappropriate, missing, and/or of poor quality.

Q2.2. Have you published the **PLO(s)/expectations/rubric(s)** you assessed in 2013-2014?

X ¹	1. Yes
X ²	2. No (If no, go to Q3.1)

¹Rubric for Evaluating Senior Research Projects.

²Expected levels of performance.

Q2.2.1. If yes, where were the **PLOs/expectations/rubrics** published? **[CHECK ALL THAT APPLY]**

	1. In SOME course syllabi/assignments in the program that claim to introduce/develop/master the PLO(s)
	2. In ALL course syllabi/assignments in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook
	4. In the university catalogue
	5. On the academic unit website or in the newsletters
X ¹	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
	8. In the department/college/university's strategic plans and other planning documents
	9. In the department/college/university's budget plans and other resource allocation documents
	10. In other places, specify:

¹Rubric for Evaluating Senior Research Projects.

Question 3 (Q3): Data, Results, and Conclusions for EACH PLO

Q3.1. Was assessment data/evidence collected for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

Q3.2. If yes, was the data scored/evaluated for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

Q3.3. If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for EACH PLO assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including **tables and graphs** if applicable for EACH PLO one at a time. [WORD LIMIT: 600 WORDS FOR EACH PLO]

First we present tables displaying this year's summary results on the Geography Baseline Knowledge Quiz. While 38 students took GEOG 190 in Spring 2014, only 20 of them had taken the same quiz when they were enrolled in GEOG 102 in Fall 2012. The data are based on those 20 students.

Total Raw Scores (out of 54 possible points) and Percentages Correct

	GEOG 102 (Fall 2012)	GEOG 190 (all sections)	Change
Average Score	32.1 (59.4%)	38.5 (71.3%)	+6.4 (+19.9%)

n = 20

Total Raw Scores and Percentages – By Question Category

Question Category	GEOG 102 (Fall 2012)	GEOG 190 (all sections)	Change
Physical	11.7 (61.6%)	13.7 (72%)	2.0 (17%)
Techniques	11 (73.3%)	13 (87%)	2.0 (18.2%)
Human	9.4 (47%)	11.5 (57.5%)	2.1 (22.3 %)

n = 20

GEOG 190 – Percent Correct by Concentration and Question Category

Concentration/Question Category	Physical	Techniques	Human	Total
Physical Geography	76.3%	89%	60.5%	73.9%
GIS & Analysis	68.9	87.3	59.5	71.5
Metropolitan Area Planning	75.2	82.0	59.0	70.9
Human Geography	65.8	86.7	60.0	70.4
TOTAL	72.0	87.0	57.5	71.3

Physical Geography Concentration: n = 10; GIS & Analysis Concentration: n = 8; Metropolitan Area Planning Concentration: n = 4; Human Geography Concentration: n = 2; the total is 24, not 20, because 4 students completed two concentrations, and their scores were included in the data for both.

Students Meeting Expectations (Targets = 70%) on GEOG PLO#1 and GEOG PLO#4

	Raw Count	Percentage
GEOG PLO#1a	12/20	60
GEOG PLO#1b	6/10	60
GEOG PLO#1c	1/2	50
GEOG PLO#1d	7/8	88
GEOG PLO#1e	2/4	50
GEOG PLO#4a	20/20	100
GEOG PLO#4b	36/38	95

GEOG PLO #1. Geography majors will be able to identify and describe basic concepts and patterns in physical and human geography.

- a. We expect 70% of all geography majors to achieve at least 70% on the Geography Baseline Knowledge Quiz when they take it as seniors in GEOG 190, our capstone Senior Research

Seminar in Geography. **This expectation was not met. 60% of students (12 out of 20) had a score of 70% or better.**

- b. We expect 70% of majors concentrating in physical geography to achieve at least 75% on the physical geography portion of the Geography Baseline Knowledge Quiz when they take it as seniors in GEOG 190. **This expectation was not met. 60% of students (6 out of 10) had a score of 75% or better.**
- c. We expect 70% of majors concentrating in human geography to achieve at least 70% on the human geography portion of the Geography Baseline Knowledge Quiz when they take it as seniors in GEOG 190. **This expectation was not met. 50% of students (1 out of 2) had a score of 70% or better.**
- d. We expect 70% of majors concentrating in GIS & Analysis to achieve at least 75% on the techniques/mapping portion of the Geography Baseline Knowledge Quiz when they take it as seniors in GEOG 190. **This expectation was exceeded. 88% of students (7 out of 8) had a score of 75% or better.**
- e. We expect 70% of majors concentrating in Metropolitan Area Planning to achieve at least 70% on the human geography part of the quiz and 75% on the techniques/mapping part of the quiz. (Metropolitan Area Planning students take a mix of human geography and techniques classes for their concentration.) **The first part of this expectation was not met. 50% of students (2 out of 4) had a score of 70% or better on the human geography portion and 75% (3 out of 4) had a score of 75% or better on the techniques/mapping portion.**

Discussion: The senior geography majors tested came close to meeting expectations regarding “basic concepts and patterns.” Due to the small sample sizes, all it would take to meet expectations would be one or two students slightly improving their performances. The data tables reveal that the lowest levels of performance are in human geography both for majors as a whole and for those concentrating in that subfield (although the especially small sample size for the latter must be kept in mind). As we have pointed out in previous assessment reports, our students have a diverse set of human geography courses to choose from, and we have found it challenging to craft a set of questions that are broad enough to capture shared material beyond the introductory level. We may determine that the quiz is not a very good assessment tool in this case. Overall, across all three categories of question, there was significant *improvement* in student performance between their taking of the quiz as juniors (Fall 2012) and as (mostly graduating) seniors (Spring 2014).

GEOG PLO #4. Geography majors will be able to demonstrate graphic literacy in the use and analysis of maps, graphs, and spatial data sets.

- a. We expect 70% of all geography majors to achieve at least 70% on the techniques/mapping portion of the Geography Baseline Knowledge Quiz when they take it as seniors in GEOG 190. **This expectation was exceeded. 100% of students (20 out of 20) had a score of 70% or better.**

- b. We expect 70% of all geography majors to achieve a score of 4 or 5 on the “Graphics” element of the Rubric for Evaluating Senior Research Projects. **This expectation was exceeded. 95% of students (36 out of 38 enrolled in GEOG 190 in Spring 2014) had a score of 4 or 5.**

Discussion: Senior geography majors significantly exceeded expectations with respect to “graphic literacy,” as measured by their performance on the knowledge quiz and their senior research projects. This is consistent with the fact that students in every concentration take one lower division and at least two upper division techniques courses. Thus, even those concentrating in physical or human geography have “extra” training in this area.

Q3.4. Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

Q3.4.1. First PLO: GEOG PLO#1. Geographical concepts and patterns.

	1. Exceed expectation/standard
	2. Meet expectation/standard
X	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

Q3.4.2. Second PLO: GEOG PLO#4. Graphic literacy.

X	1. Exceed expectation/standard
	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.

Q4.1. How many PLOs **in total** did your program **assess in the 2013-2014 academic year?** [2]

Q4.2. Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO **in 2013-14**, YOU CAN SKIP this question. If you assessed MORE THAN ONE PLO, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014.**

	1. Critical thinking (WASC 1) ¹
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking

	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
X	19. Other PLO. Specify: GEOG PLO #4 . Geography majors will be able to demonstrate graphic literacy in the use and analysis of maps, graphs, and spatial data sets.

Direct Measures

Q4.3. Were direct measures used to assess this PLO?

X	1. Yes
	2. No (If no, go to Q4.4)
	3. Don't know (Go to Q4.4)

Q4.3.1. Which of the following **DIRECT** measures were used? [Check all that apply]

X	1. Capstone projects (including theses, senior theses), courses, or experiences
	2. Key assignments from other CORE classes
	3. Key assignments from other classes
	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
	7. Other portfolios
X	8. Other measure. Specify: Geography Baseline Knowledge Quiz

Q4.3.2. Please provide the direct measure(s) **[key assignment(s)/project(s)/portfolio(s)]** that you used to collect the data. [WORD LIMIT: 300 WORDS]

Direct Measure #1. This measure consisted of the section of the Geography Baseline Knowledge Quiz (15 questions out of 54) focusing on geographic techniques and maps. The questions address aspects of map projection, map scale, map symbols, map patterns, aspects of GIS (Geographic Information Systems), interpretation of graphs, and basic statistics. All questions except one are multiple choice.

Direct Measure #2. Students must include maps, graphs, and photos in their senior research projects. They are required to submit drafts of these items at various points during the semester. The final versions are incorporated in the paper and poster that are turned in at the end of the semester. The rubric used to grade the final project includes a graphics element, as reported in our response to Q.2.1.1. This rubric, while simple, gets at both the quality of the graphic and its relevance to the student's project.

Q4.3.2.1. Was the direct measure(s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the rubric/criterion?

X	1. Yes
	2. No
	3. Don't know

Q4.3.3. Was the direct measure (s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.4. How was the evidence scored/evaluated? [Select one only]

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
	2. Use rubric developed/modified by the faculty who teaches the class
X	3. Use rubric developed/modified by a group of faculty
	4. Use rubric pilot-tested and refined by a group of faculty
	5. Use other means. Specify:

Q4.3.5. What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? [Select one only]

	1. The VALUE rubric(s)
	2. Modified VALUE rubric(s)
X	3. A rubric that is totally developed by local faculty
	4. Use other means. Specify:

Q4.3.6. Was the rubric/criterion aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.7. Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

	1. Yes
X	2. No
	3. Don't know

Q4.3.8. Were there checks for inter-rater reliability?

	1. Yes
X	2. No
	3. Don't know

Q4.3.9. Were the sample sizes for the direct measure adequate?

X	1. Yes
	2. No
	3. Don't know.

Q4.3.10. How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

We used a 100% sample (all students who took the Geography Baseline Knowledge Quiz in both Fall 2012 and Spring 2014; n = 20) for Direct Measure #1 and a 100% sample (all 2014 senior research projects; n = 38) for Direct Measure #2.

Indirect Measures

Q4.4. Were indirect measures used to assess the PLO?

X	1. Yes
	2. No (If no, go to Q4.5)

Q4.4.1. Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
	2. University conducted student surveys (OIR surveys)
X	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
	7. Others, specify:

Q4.4.2. If surveys were used, were the sample sizes adequate?

X	1. Yes
	2. No
	3. Don't know.

Q4.4.3. If surveys were used, please briefly specify how you select your sample? What is the response rate?

The survey was administered to all students taking GEOG 190, Senior Research Seminar in Geography, in Spring 2014 (GEOG 190 is taught only in the Spring). Results from two of the three sections were reported in a consistent manner and are used here. 11 of 11 students in one section and 12 of 13 students in the other section responded, a response rate of 95.8%. All responses were included in the results discussed below.

Students were asked which of 15 tasks required for the senior project they wished they had more experience with before undertaking their project (i.e., before taking GEOG 190). Three of the tasks are relevant to GEOG PLO#4: gathering data and presenting it in table or chart form, making maps, and taking photographs. The 23 students altogether selected 65 tasks, so each task was chosen on average by 4.3 students. The three tasks pertinent to this PLO were chosen by 6 students (gathering and presenting data), 4 students (mapmaking), and 0 students (taking photographs). The higher-than-average response for gathering and presenting data, plus informal comments heard by the faculty, suggest that this task warrants additional practice by students before they reach GEOG 190. This can occur in GEOG 3 (Introduction to Maps and Geographic Technologies) and other places in our curriculum.

Other Measures

Q4.5. Were external benchmarking data used to assess the PLO?

	1. Yes
X	2. No (If no, go to Q4.6)

Q4.5.1. Which of the following measures was used?

	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

Q4.6. Were other measures used to assess the PLO?

	1. Yes
X	2. No (Go to Q4.7)
	3. Don't know (Go to Q4.7)

Q4.6.1. If yes, please specify: [_____]

Alignment and Quality

Q4.7. Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]

Direct measure #1. The Geography Baseline Knowledge Quiz (which has been reviewed and modified by our entire faculty several times) is administered on-line to students in GEOG 102 and then again in GEOG 190. All students who take this pair of courses are geography majors. Most take GEOG 102 at the beginning of their junior year, having had some or all of the 10 units of lower division geography required by the major. A few take it later, which may influence their scores on the quiz when they take it in GEOG 102, but which would have little or no effect on their scores when they take it in GEOG 190. The scores of all students who took the quiz in Fall 2012 (in GEOG 102) and retook it in Spring 2014 (in GEOG 190) were included in the data reported this year.

Direct measure #2. The scores on the graphics element of the senior project rubric are assigned by the three professors who every Spring teach the three sections of GEOG 190, Senior Research Seminar in Geography. To date, there has not been an effort to check inter-scorer consistency, although no notable inconsistencies have been noticed. This year’s average scores on the graphics element of the rubric in the three sections were 4.2, 4.5, and 4.6 (the range being 3 to 5). The graphics element scores of all 38 students who took GEOG 190 in Spring 2014 were included in the data reported this year.

Indirect measure. All students taking GEOG 190 are given a reflective survey. The results reported here, which are limited to responses to one question, are from two of the three sections. Results from the third section were reported in a different way and were not directly comparable.

Q4.8. How many assessment tools/methods/measures **in total** did you use to assess this PLO? [3]

NOTE: IF IT IS ONLY ONE, GO TO Q5.1.

Q4.8.1. Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.8.2. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

X	1. Yes
	2. No
	3. Don't know

Question 5 (Q5): Use of Assessment Data.

Q5.1. To what extent have the assessment results **from 2012-2013** been used for? [CHECK ALL THAT APPLY]

	Very	Quite a	Some	Not at	Not
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	Much (1)	Bit (2)	(3)	all (4)	Applicable (9)
1. Improving specific courses			X		
2. Modifying curriculum			X		
3. Improving advising and mentoring			X		
4. Revising learning outcomes/goals				X	
5. Revising rubrics and/or expectations		X			
6. Developing/updating assessment plan			X		
7. Annual assessment reports		X			
8. Program review			X		
9. Prospective student and family information				X	
10. Alumni communication				X	
11. WASC accreditation (regional accreditation)					X
12. Program accreditation					X
13. External accountability reporting requirement					X
14. Trustee/Governing Board deliberations					X
15. Strategic planning				X	
16. Institutional benchmarking				X	
17. Academic policy development or modification				X	
18. Institutional Improvement			X		
19. Resource allocation and budgeting				X	
20. New faculty hiring					X
21. Professional development for faculty and staff				X	
22. Other Specify:					

Q5.1.1. Please provide one or two best examples to show how you have used the assessment data above.

1. The feedback on last year’s assessment report led to our development of expectations for GEOG PLO#1 and GEOG PLO#4 for use in this year’s assessment effort.
2. We changed 5 questions on the human geography portion of our baseline knowledge quiz in an attempt to better target concepts that more students have been exposed to in their upper division human geography classes. These new questions appeared in the version of the quiz administered to students in GEOG 102 in Fall 2013.

NOTE: We have used past annual reports to make significant curriculum changes, such as developing a new course or modifying an existing one; this need did not arise out of last year’s findings.

Q5.2. As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

X	1. Yes
	2. No (If no, go to Q5.3)
	3. Don’t know (Go to Q5.3)

Q5.2.1. What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]

We plan to . . .

- review our eight existing learning goals and PLOs and their relationships to curriculum.

- review our capstone senior project rubric and possibly incorporate one of the VALUE rubrics.
- review the baseline knowledge quiz again and further modify it and/or decide to re-emphasize some problematic material in selected courses.

Some of this will take place at our August faculty retreat, with further work to be done before GEOG 190, the senior research seminar (capstone course) is taught again in the Spring. Changes will be implemented by the faculty responsible for GEOG 102, Ideas and Skills in Geography, GEOG 190, and other courses. Subsequent annual assessments will address impacts.

Q5.2.2. Is there a follow-up assessment on these areas that need improvement?

X	1. Yes
	2. No
	3. Don't know

The baseline knowledge quiz and senior projects are assessment tools we use every year. So every year new data are available for possible analysis, including comparison to earlier years. Follow-up assessment appears to be as inevitable as sunrise and sunset.

Q5.3. Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

Question 6 (Q6). Which program learning outcome(s) do you plan to assess next year?

Don't know – to be determined at faculty retreat in August, as is our established procedure.

	1. Critical thinking (WASC 1) ¹
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to assess but not included above:
	a.
	b.
	c.

Part 3: Additional Information

A1. In which academic year did you **develop** the current assessment plan?

	1. Before 2007-2008
X	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet developed a formal assessment plan

A2. In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
X	6. 2011-2012 First effort to correlate university's BLGs with Geography's PLOs
X	7. 2012-2013 Change in methodology of evaluating performance on our baseline knowledge quiz
	8. 2013-2014
	9. Have not yet updated the assessment plan

A3. Have you developed a curriculum map for this program?

	1. Yes
X	2. No
	3. Don't know

A4. Has the program indicated explicitly where the assessment of **student learning** occurs in the curriculum?

X	1. Yes
	2. No
	3. Don't know

A5. Does the program have any capstone class?

X	1. Yes
	2. No
	3. Don't know

A5.1. If yes, please list the course number for each capstone class: GEOG 190

A6. Does the program have ANY capstone project?

X	1. Yes - in the capstone class
	2. No
	3. Don't know

A7. Name of the academic unit: Department of Geography

A8. Department in which the academic unit is located: Department of Geography

A9. Department Chair's Name: Robin Datel (will be Michael Schmandt as of August 27, 2014)

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014:

[__1__]

A11. College in which the academic unit is located:

	1. Arts and Letters
	2. Business Administration
	3. Education
	4. Engineering and Computer Science
	5. Health and Human Services
X	6. Natural Science and Mathematics
	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

Undergraduate Degree Program(s):

A12. Number of undergraduate degree programs the academic unit has: 4, assuming that concentrations are considered programs (which they are, at least according to the Chancellor's Office)

A12.1. List all the name(s): B. A. Geography, Physical Geography Concentration; B. A. Geography, Geographical Information Systems & Analysis Concentration; B. A. Geography, Metropolitan Area Planning Concentration; B. A. Geography, Human Geography Concentration

A12.2. How many concentrations appear on the diploma for this undergraduate program? [__4__]

Master Degree Program(s):

A13. Number of Master's degree programs the academic unit has: [__0__]

A13.1. List all the name(s): [_____]

A13.2. How many concentrations appear on the diploma for this master program? [__0__]

Credential Program(s):

A14. Number of credential degree programs the academic unit has: [__0__]

A14.1. List all the names: [_____]

Doctorate Program(s)

A15. Number of doctorate degree programs the academic unit has: [__0__]

A15.1. List the name(s): [_____]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit*?

X	1. Yes
	2. No

*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report. **Thank you!**

16.1. If yes, please specify the name of each program: It applies to all concentrations in the major.

16.2. If yes, please specify the name of each diploma concentration: Physical Geography, Geographic Information Systems & Analysis, Metropolitan Area Planning, and Human Geography.