

MAJOR PROGRAM ASSESSMENT PLAN
Geography BA (BA-NS GEG)
Geography and Planning Department

Assessment Plan

Student Learning Goals/Objectives	Courses* Resulting in Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures/Criteria/Rubrics of Student Achievement of Goals/Objectives	Timetable
<p>1) Students will demonstrate the ability to answer questions by synthesizing geographic knowledge.*</p> <p>*Six Elements of Geography: A spatial world view; place and regions; physical systems; human systems; environment and society; and the uses of geography</p>	<p>GEG 101, 102, 325, 390, 396, 430, regional GEG elective, plus concentration electives</p>	<p>Written tests, assignments, projects (individual and group), papers, participation in class discussions</p>	<p>Students demonstrate subject area mastery in their regional geography course. Measured based on score (out of 100) on one objective item exam (e.g., multiple choice, true-false, completion) that covers the physical and human geography of a world region as follows: Outstanding 93-100; Exceeding 83-92; Meeting 73-82, Approaching 60-72; Does Not Meet <60.</p>	<p>Spring 2017</p>
<p>2) Students will be able to acquire geographic information by knowing how to obtain data and interpret spatial information.</p>	<p>GEG 101, 102, 325, 390, 396, 430, regional GEG elective, plus concentration electives</p>	<p>Written tests, assignments, projects (individual and group), papers, participation in class discussions, thesis research</p>	<p>Students demonstrate subject area mastery in GEG 430 Senior Thesis and the Literature Review and Methodology sections of thesis will be evaluated using a common rubric (see attached).</p>	<p>Spring 2016</p>

3) Students will be able to organize geographic information into maps, graphs, and other visual representations and analyze geographic information to seek patterns, relationships, and connections.	GEG 101, 102, 325, 390, 396, 430, regional GEG elective, plus concentration electives	Written tests, assignments, projects (individual and group), papers, participation in class discussions, thesis research	Students demonstrate subject area mastery in GEG 430 Senior Thesis and the Results, Discussion, and Conclusion sections of the thesis will be evaluated using a common rubric (see attached).	Spring 2016
4) Students will be able to prepare and deliver clear and cogent written and oral presentations.	GEG 101, 102, 325, 390, 396, 430, regional GEG elective, plus concentration electives	Oral presentations in classes, thesis proposal presentation, thesis research presentation, papers, thesis research	Students demonstrate subject area mastery in GEG 430 Senior Thesis. The written component of the thesis and the thesis research presentation will be evaluated using common rubrics (see attached).	Spring 2016

*Course titles: GEG 101 World Natural Environments; GEG 102 Human Geography; GEG 325 Maps and Mapmaking Using GIS; GEG 390 Quantitative Methods in Geography and Planning; GEG 396 Research Methods; GEG 430 Senior Thesis

Process/procedures for making changes if suggested by assessment results:

The Geography & Planning Department will meet as a group during the semester following assessment to discuss the summary of major program assessment. Based on results of student performance with regard to each goal/objective, the Department will identify strengths and weaknesses in the curriculum. Courses and/or curriculum will be revised if necessary; or, the goals/objectives might be modified.

Curriculum Map

SLO								Concentration Electives				Assessment
	GEG 101	GEG 102	GEG 325	GEG 390	GEG 396	GEG 430	Regional GEG elective	MTC	WTC	EGD	GIS	
Students will demonstrate the ability to answer questions by synthesizing geographic knowledge*	I	I	R	R	R	R	R, M	R	R	R	R	Score on one objective item exam (e.g., multiple choice, true-false, completion) that covers the physical and human geography of a world region
Students will be able to acquire geographic information by knowing how to obtain data and interpret spatial information	I	I	R	R	R	M	R	R	R	R	R	Score on literature review and methodology sections of thesis
Students will be able to organize geographic information into maps, graphs, and other visual representations and analyze geographic information to seek patterns, relationships, and connections	I	I	R	R	R	M	R	R	R	R	R	Score on results, discussion, and conclusion sections of thesis
Students will be able to prepare and deliver clear and cogent written and oral presentations	I	I	R	R	R	M	R	R	R	R	R	Score on written component and oral presentation of thesis

*Six Elements of Geography: A spatial world view; place and regions; physical systems; human systems; environment and society; and the uses of geography.

Rubrics

Students will be able to acquire geographic information by knowing how to obtain data and interpret spatial information

Assessment measure: Score on literature review and methodology sections of thesis

Outstanding: 93-100 points out of 100 total points

The senior thesis addresses an appropriate, clearly stated central topic and it explicitly addresses a relevant research objective/question/hypothesis. The literature review provides a thorough and up-to-date review of the topic. The experimental methods used to address the research question are entirely appropriate.

Exceeding: 86-92 points out of 100 total points

The paper responds appropriately if not always directly to the specific assignment. The paper topic is appropriate and the research objective/question/hypothesis is reasonably clear and well-stated. A few relevant research sources may be missing from the literature review, but this section demonstrates a thorough command of the topic. The experimental methods used are appropriately selected.

Meeting: 76-85 points out of 100 total points

The paper is organized around a central idea and addresses the specific assignment. Its central topic and the research objective/question/hypothesis; however, may be less clearly defined. The literature review provides a basic rationale for the current study, but major issues related to the paper's topic may be overlooked or under-explained. The experimental methods used may not have been appropriately selected.

Approaching: 60-75 points out of 100 total points

The paper may not address a central topic or may have one that is too obvious or general to sustain the paper's development. A research objective/question/hypothesis may not be explicitly stated in the paper. Major issues related to the paper's topic are not addressed in the literature review. The experimental methods used may not have been appropriately selected.

Does Not Meet: <60 points out of 100 total points

The paper lacks a central topic and a research objective/question/hypothesis may not be explicitly stated. The literature review shows little development, as support of ideas is missing and references provided may be off the topic or be unduly brief. The experimental methods used may not have been appropriately selected.

Students will be able to organize geographic information into maps, graphs, and other visual representations and analyze geographic information to seek patterns, relationships, and connections

Assessment measure: Score on results, discussion, and conclusion sections of thesis

Outstanding: 93-100 points out of 100 total points

Use of raw data, collected first hand or from other sources, is synthesized and visually represented in an effective and creative manner as to address the research question. Data, tables, and figures are appropriately formatted. Results are expressed within the context of the current literature available on the paper's topic and conclusions are appropriate given the data and analytical results.

Exceeding: 86-92 points out of 100 total points

Use of raw data, collected first hand or from other sources, is synthesized and visually represented in a way that supports the research question; but contains a few noteworthy flaws in either its collection or presentation. Data, tables, and figures are mostly clear and correct. Results are expressed considering the major issues addressed in the current literature and conclusions are appropriate given the data and analytical results.

Meeting: 76-85 points out of 100 total points

Use of either raw data, collected first hand or from other sources, is incorporated in a way that supports the research question; but either contains numerous noteworthy flaws in either its collection or presentation, or relies somewhat on the interpretation of others. Data, tables, and figures are mostly clear and correct. Results may be loosely related to the current literature and conclusions are based on the data and analytical results.

Approaching: 60-75 points out of 100 total points

Use of either raw data, collected first hand or from other sources, is incorporated in a way that provides weak support for the research question; and either contains numerous noteworthy flaws in either its collection or presentation, or relies heavily on the interpretation made by others. Data, tables, and figures are incomplete or incorrectly done. Results may not be related to the current literature and conclusions are drawn that may not be related to the data and analytical results.

Does Not Meet: <60 points out of 100 total points

The absence of data or the use of either raw data, collected first hand or from other sources, is incorporated in a way that does not support the research question; and contains numerous noteworthy flaws in either its collection or presentation, or relies solely on the interpretation made by others. There are no supporting data, tables, and figures. Results are not related to the current literature. Conclusions are missing or they are not related to the data and analytical results.

Students will be able to prepare and deliver clear and cogent written and oral presentations

Assessment measure: Score on written component and oral presentation of thesis

A: Written component of thesis

Outstanding: 93-100 points out of 100 total points

Content: The paper demonstrates a comprehensive and sophisticated understanding of the topic.

Organization and development: The main point of each section is clear. Each section leads clearly to the next and sustains the paper's topic and direction.

Communication: The writer is obviously aware of and committed to communicating with an appropriate, identifiable audience.

Mechanics: The paper is clear, concise, and creative. Mechanical and grammatical errors are few. The thesis shows competent editing and careful proofreading. The formatting guidelines outlined in the "Guidelines for Thesis Preparation" are clearly followed. Data, tables, and figures are appropriately formatted. References are appropriate and accurately cited throughout the paper and on the reference page.

Exceeding: 86-92 points out of 100 total points

Content: The paper demonstrates a good understanding of the topic at hand.

Organization and development: Overall organization is clear and logical; however, some individual sentences, even an occasional paragraph, may require reworking or relocation.

Communication: The writer's language may be less specific or appropriate. Vocabulary usage suggests some thought in choice and sensitivity to audience.

Mechanics: Though the paper may contain minor grammatical and mechanical errors, these do not detract substantially from a good paper. The formatting guidelines outlined in the "Guidelines for Thesis Preparation" are generally followed. Data, tables, and figures are mostly clear and correct. References are appropriate and accurately cited.

Meeting: 76-85 points out of 100 total points

Content: The paper demonstrates a basic understanding of topic.

Organization and development: The paper's organization is generally apparent, but transitions may be weak and lapses in paragraph/section unity may lessen the paper's effectiveness and weaken its clarity.

Communication: Awareness of audience is less evident. The writer's choice of voice and vocabulary indicates a limited understanding of the intended audience.

Mechanics: Most sentences are correct, but some may contain errors in grammar, punctuation, or sentence structure. Errors are distinct and noticeable, but not so severe as to impede understanding. The formatting guidelines outlined in the "Guidelines for Thesis Preparation" are somewhat followed. Data, tables, and figures are mostly clear and correct. Some references may not be appropriate or accurately cited.

Approaching: 60-75 points out of 100 total points

Content: The paper demonstrates a limited understanding of the topic.

Organization and development: The writing is disorganized, making the paper hard to follow.

Communication: The writer's choice of voice and vocabulary indicates a lack of understanding of the intended audience. The writer does not exhibit sufficient control over the clear, effective expression of ideas.

Mechanics: Spelling and grammar mistakes are numerous and distracting. Mechanical problems impede understanding. The reader is often forced to pause or backtrack to follow discussion. The writer needs to revise extensively for clarity, focus, and correctness. The formatting guidelines outlined in the “Guidelines for Thesis Preparation” are not followed. Data, tables, and figures are incomplete or incorrectly done and references are inappropriate and not acknowledged.

Does Not Meet: <60 points out of 100 total points

Content: The paper demonstrates a poor/absent understanding of the topic.

Organization and development: The paper’s organization may be random or the paper may lack focus.

Communication: The writer’s choice of voice and vocabulary is inappropriate for the specific assignment.

Mechanics: Mechanical errors are frequent and serious; they stall the paper and undermine its intelligibility. There are no supporting data, tables, and figures. There are no citations or references and evidence of plagiarism is apparent.

B: Oral presentation of thesis

1. Exceeding (86-100)

- a. Well organized presentation with clear integration of content.
- b. Displayed deep insight into the topic being investigated.
- c. Explained and expanded on information in slides during the presentation. Oriented audience to tables, figures and graphs and explicitly led them through the analysis.
- d. Visual aids (e.g., tables, figures, graphs, photos) were well designed, of high quality, and communicated material effectively.
- e. Appeared relaxed, confident, and professional. Spoke clearly, established eye contact with audience throughout the presentation.
- f. Answered questions clearly and demonstrated mastery of the subject matter.

2. Meeting (76-85)

- a. An organized presentation with a clear delineation of research objective/question, methodology, and significance of results.
- b. Displayed a good understanding of the topic being investigated.
- c. Oriented audience to slides and explicitly led them through the analysis.
- d. Visual aids communicated material effectively and were of good quality.
- e. Spoke clearly and extemporaneous with few references to notes. Appeared confident and established eye contact with audience throughout the presentation, although may have displayed some evidence of nervousness.
- f. Answered questions clearly and demonstrated strong knowledge of the subject matter.

3. Approaching (60-75)

- a. Presentation included a description of the research objective/question, methodology, and significance of results.
- b. Demonstrated a basic understanding of the topic being investigated.
- c. Slides included research objective/question, methods, data, and significance, but presenter failed to actively refer to slides during much of the presentation.
- d. Visual aids were appropriate; however, the design was such that they were difficult to read and understand.

- e. Spoke audibly, but read much of the presentation verbatim from notes or off slides, used distracting speech pattern (“like, you know, uh”, etc.) numerous times, and/or failed to make eye contact with audience.
- f. Answered questions reasonably well, although knowledge of the topic beyond the immediate project was not demonstrated.

4. Does Not Meet Standard (<60)

- a. Failed to describe the research objective/question, methodology, or the significance of the results.
- b. Demonstrated insufficient knowledge of the topic being investigated. Numerous errors in usage of terminology or errors of fact which reflect a lack of understanding of the research project and results.
- c. Slides failed to summarize research objective/question, methods, or data.
- d. Visual aids were not designed to communicate material effectively.
- e. Spoke quietly or mumbled such that much of the presentation was inaudible.
- f. Answers to questions demonstrated insufficient knowledge of topic.