

II. **Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Learning Outcomes review activities*.

a. Program Learning Outcomes:

The program learning outcomes for Liberal Arts and Sciences that are applicable to Geography are:

- Communicate the significance of facts, concepts, and ideas in spoken and written English which is clear, precise and logical.
- Demonstrate a problem-solving capability through analysis/synthesis.
- Recognize the ways in which a scientific approach can be used to formulate an understanding of the observable world.
- Demonstrate an academic proficiency comparable to students completing the second year of baccalaureate degree program.

b. End-of-sequence learning outcomes for Geography:

The geography program has four stand alone courses. As a result sequence embedded assessment is not applicable although the curriculum is being reviewed to determine future steps with regard to assessment. In two of the geography courses a departmentally developed entry-level assessment tool is used to determine student entry-level knowledge.

Learning outcomes for GEO 101, Physical Geography, are:

- Identify and explain the fundamental themes of geography.
- Demonstrate an understanding of the basic principles and concepts related to weather and climate.
- Demonstrate an understanding of the theory of plate tectonics and its relation to formation and distribution of landforms.
- Demonstrate an understanding of the gradational processes and agents of water, wind, and glaciers in reshaping landscape.
- Explain and analyze the environmental issues including global warming, greenhouse effect, ozone depletion, air and water pollution and the impact of humans on the environment.

Learning outcomes for GEO 102, Human Geography, are:

- Demonstrate an understanding of the four traditions of geography and its subfields.
- Develop an understanding of different cultures.
- Communicate with people from different cultures more sensitively and effectively.
- Use scientific data and methods through computers to create and analyze maps.
- Develop a sensitivity and interest toward current national and international affairs.
- Demonstrate an understanding of contemporary environmental issues and the relationship of humans with their natural and physical world.

III. **Assessment Method(s)**: A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. Formative Assessment Method(s) and Description: a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Not available at this time.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Not applicable to end-of-sequence assessment.

Refer to section on summative assessment of the program learning outcomes for Liberal Arts and Sciences.

IV. **Results**: A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Not available at this time.

V. **Analysis/Actions**: From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The Geography faculty have concluded that a sequence assessment is not applicable to the stand alone courses that currently exist. The review and potential redesign of the geography curriculum may result in a course sequence.

VI. **General Education**: A description of where and how the three primary general education outcomes* (communication, thinking, values/citizenship) are assessed.

- a. Where do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written communication activities are course-embedded. Writing skills are practiced in lab reports and essay questions on course exams. Some instructors require formal research papers.

- b. Where do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral communication activities are course-embedded. Oral skills are practiced through team activities.

- c. Where do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches,

demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking activities are course-embedded throughout the sequence. Geography courses emphasize problem solving and deriving creative solutions. Analytical thinking is developed through use of the scientific method.

- d. Where do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

No information given.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee were piloted by faculty during the 1998-99 academic year. A Student Honor Code will be piloted in Spring 2001.