

**DEPARTMENT REPORT
OF
PROGRAM LEARNING OUTCOMES ASSESSMENT**

Department: Chemistry/Geography/Geology

Program (Degree): Sequence Assessment in Geography

Type of Degree: AAS X AA AS ATS AI
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Chairperson: Dona Fletcher

Date: 3/2/05

Person(s) Interviewed: Dona Fletcher and Mo Khani

- I. **Program Curriculum:** A description of the basis for the program curriculum (i.e., how it is derived and validated). Include accreditation organizations, advisory committees or external groups that influence curriculum. Describe curriculum review activities including the review of course master syllabi*.

The outcomes in Geography core courses are aligned with the curriculum recommendations outlined by the Association of American Geographers and the National Council of Geographic Education. The core courses are a part of the Ohio Transfer module.

In 2003 department underwent an external review. An internal review will be conducted in 2005-2006 to make sure that the all course outcomes align with the new Transfer Assurance Guidelines for geography courses. The TAGS are expected to be released in June 2005.

* Note: Every department is required to review Master Syllabi and Program Learning Outcomes a minimum of every two years.

- 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 currently has six 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. Pre and Post assessment testing is not being used currently, but plans are being made to reintroduce such tools.

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 sub fields.
- 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, but a pre/post tests are being developed for all the transfer courses by spring 2006.

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

There are no course outcomes at this time and no consistent course assessment tools being used at this time. Plans have been made to revise the course outcomes and develop assessment tools by spring 2006.

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 has 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. Article summaries are used on a consistent basis.

The department has plans to use both the writing checklist and the communications checklist.

- 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 and in-class discussions.

The department plans to use both the writing checklist and the communications checklist.

- 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.

The department has plans to use the thinking checklist as well.

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

The department is involved in the Geography Awareness Week, International Education Week, and the Global Awareness Week events. Following participation in these events, students are asked to write a paper dealing with issues of citizenship. This type of activity reinforces responsibility for and knowledge of global citizenship.

The department co-facilitates a student trip across the Nogales Mexican border. Students prepare for this weekend trip by reading various materials prior to leaving. Then, while there, students observe the culture and finish the project by giving oral

presentations as well as agreeing to educate others on what they experienced and learned about borders and immigration.

Students may also participate in a similar project to Canada.