



## Program Assessment Report (PAR)

Geography, BS (GEOG) Baccalaureate Degree

REPORT PREPARED by: Green, December

ACADEMIC YEAR COVERED BY THIS REPORT: [AcademicYear]

### I. PROGRAM LEARNING OUTCOMES

Graduates will be able to analyze and evaluate local, national, or global political, legal, or social issues (LO 2019-2020). The following learning outcomes have been or will be assessed other years apply analytical tools to analyze problems relevant to politics, geography, the public sector, or the nonprofit sector. communicate effectively in writing. demonstrate understanding of the value of diversity and multicultural competence in today's global environment.

### II. PROCEDURES USED FOR ASSESSMENT

#### A. Direct Assessment

For the learning outcome assessed in 2019-20, Graduates will be able to analyze and evaluate local, national, or global political, legal, or social issues. In GEO 2200, the instructor collected papers written by Geography majors at the end of the Fall 2019 semester and they were assessed against a rubric utilizing the following assessment strategies (drawn from the AAUC's Critical Thinking rubric\*). 1) "State an issue or problem clearly and describe it comprehensively, delivering relevant information necessary for understanding" (AS#1). 2) "Draw information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis" (AS#2). The course instructor collected the data and members of the SPIA Assessment Committee conducted the analysis. \*Rhodes, Terrel. "Assessing Outcomes and Improving Achievement Tips and Tools for Using Rubrics." Washington, DC Association of American Colleges and Universities, 2010.

#### B. Scoring of Student Work

Our rubric employed the following assessment strategies (drawn from the AAUC's Critical Thinking rubric\*) 1) "State an issue or problem clearly and describe it comprehensively, delivering relevant information necessary for understanding." (AS#1). 2) "Draw information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis." (AS#2). Members of the SPIA Assessment Committee did the scoring. \*Rhodes, Terrel. "Assessing Outcomes and Improving Achievement Tips and Tools for Using Rubrics." Washington, DC Association of American Colleges and Universities, 2010.

### **C. Indirect Assessment**

We asked the instructor to send students in GEO 2200 an anonymous, Qualtrics survey on the following statement "This course helped me think critically to analyze and evaluate political, legal, or social issues at the local, national, or global level" (AS#3). Please note that there was a design error in the survey which resulted in a combined result between GEO, PLS, and URS majors. We are unable to sort by major. We won't make that mistake again. The chair of SPIA sent out a general exit survey to graduating GEO seniors. The survey and results are attached to the last page of this report.

### **III. ASSESSMENT RESULTS/INFORMATION:**

Direct measure "State an issue or problem clearly and describe it comprehensively, delivering relevant information necessary for understanding" (AS#1). Direct measure "Draw information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis" (AS#2). Indirect measure "This course helped me think critically to analyze and evaluate political, legal, or social issues at the local, national, or global level" (AS#3).

93% of students achieved AS #1. 80% of students achieved AS #2. 100% agreed or strongly agreed with AS #3. The response rate was 100%.

Nearly all the GEO majors whose papers were assessed were able to state an issue or problem clearly and describe it comprehensively, delivering relevant information necessary for understanding (AS#1). Fewer of them, though still a clear majority (80%), showed that they could draw information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis (AS#2). Every respondent agreed or strongly agreed that the course helped them think critically to analyze and evaluate political, legal, or social issues at the local, national, or global level. Geography majors are utilizing critical thinking skills to analyze and evaluate local, national, or global

political, legal, or social issues. One area for improvement is to help students draw information from and interpret sources in order develop their analyses, but only a minority of students seem to be struggling with this.

#### **IV. ACTIONS TO IMPROVE STUDENT LEARNING**

The SPIA Assessment Committee will discuss the results of this year's report with Geography faculty. This was our first year assessing this LO, so it is impossible to compare to previous years.

#### **V. SUPPORTING DOCUMENTS**

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.