



Program Assessment Report (PAR)

Geography, BS (GEOG) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

Graduates will be able to demonstrate understanding of the value of diversity and multicultural competence in today's global environment (LO 2021-2022) -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. -analyze and evaluate local, national, or global political, legal, or social issues. -communicate effectively in writing.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

For the learning outcomes assessed in 2021-2022, graduates will be able to demonstrate understanding of the value of diversity and multicultural competence in today's global environment. 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. -analyze and evaluate local, national, or global political, legal, or social issues. -communicate effectively in writing. In GEO 3300 (World Regional Geography) we collected the final course paper for the 38 students enrolled in the course at the end of the Spring 2022 semester. The papers were assessed against a rubric utilizing the following assessment strategies (drawn from the AAUC's Critical Thinking rubric*)

B. Scoring of Student Work

We used a rubric which employed the following assessment strategies (drawn from the AAUC's Critical Thinking rubric*) -Able to critically examine contemporary

issues of local, global, and intercultural significance -Able to consider multiple perspectives on events and issues. 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. In GEO 3300 (World Regional Geography) we collected the final course paper for the 38 students enrolled in the course at the end of the Spring 2022 semester. The papers were assessed against a rubric utilizing the following assessment strategies (drawn from the AAUC's Critical Thinking rubric*)

C. Indirect Assessment

We asked the graduates of the Geography program in Spring 2022 to complete a Qualtrics survey on the following statement "Graduates will be able to demonstrate understanding of the value of diversity and multicultural competence in today's global environment" (LO 2021-2022)

III. ASSESSMENT RESULTS/INFORMATION:

Direct Measure #1: "Able to critically examine contemporary issues of local, global, and intercultural significance" Direct Measure #2: "Able to consider multiple perspectives on events and issues" Indirect Measure: "Graduates will be able to demonstrate understanding of the value of diversity and multicultural competence in today's global environment"

87% of students achieved Direct Measure #1 79% of students achieved Direct Measure #2 The response rate for the Indirect Measure was 0% so we were unable to have any data.

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. Overall, the direct measurement metrics suggest that students are meeting the learning LOs, as they are 79% or higher. The indirect measurement needs to be reconceptualized since the response rate was so low.

V. SUPPORTING DOCUMENTS

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