



## **Program Assessment Report (PAR)**

**Geography, BS (GEOG) Baccalaureate Degree**

**REPORT PREPARED by: Green, December**

**ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021**

### **I. PROGRAM LEARNING OUTCOMES**

Graduates will be able to communicate effectively in writing (LO 2020-2021). 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. -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 2020-21, graduates will be able to communicate effectively in writing. In GEO 4990 (Applied Research Project) we collected the final course paper for all GEO majors (6) taking the course at the end of the Spring 2021 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\*) 1) "Use appropriate and relevant content to develop and explore ideas." (AS#1). 2) "Uses language that conveys meaning to readers with clarity" (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.

### **C. Indirect Assessment**

We asked the instructor to send students in GEO 3100 an anonymous, Qualtrics survey on the following statement "This course helped me to more effectively convey written information or ideas."

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

Direct measure "Use appropriate and relevant content to develop and explore ideas" (AS#1). Direct measure "Uses language that conveys meaning to readers with clarity" (AS#2). Indirect measure "This course helped me to more effectively convey written information or ideas" (AS#3).

83% of students achieved AS #1. 66% 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.