PROGRAM REVIEW – CURRICULUM PACKET
2018-2019
GEOGRAPHY

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19
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COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
GEOG G100	x	x	x	x
GEOG G180	x	x	x	x
GEOG G180L	x	x	x	x
GEOG G185	x	x	x	x
GEOG G190			x	

COURSE ASSESSMENT STATUS

Fully Assessed	Partially Assessed	No Assessment
↑	↔	↓

Table 2. Course Assessment Status between 2015-16 and 2017-18
*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status		Last Term Offered
GEOG G100	5	2 out of 5	Partially Assessed	↔	Spring 2019
GEOG G180	6	3 out of 6	Partially Assessed	↔	Spring 2019
GEOG G180L	3	2 out of 3	Partially Assessed	↔	Spring 2019
GEOG G185	5	2 out of 5	Partially Assessed	↔	Spring 2019
GEOG G190	4	0 out of 4	No Assessment	↓	Fall 2014

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
GEOG G100	cSLO 2	Identify and locate world regions, subregions, and physical and cultural features.
GEOG G100	cSLO 3	Describe and explain major geographic features, both physical and cultural.
GEOG G100	cSLO 5	Predict and project changes in demographic, economic, political, cultural, and ecological development.
GEOG G180	cSLO 3	Synthesize meteorological phenomena to form climatic types.
GEOG G180	cSLO 4	Synthesize global environmental regions from climatic, geomorphic, edaphic, botanic data.
GEOG G180	cSLO 6	Predict the results of both real and hypothetical changes in landscape processes.
GEOG G180L	cSLO 1	Students will be able to analyze weather patterns and world climates.
GEOG G185	cSLO 1	Locate and identify the distributions of geographic phenomena.
GEOG G185	cSLO 4	Construct models of human behavior.
GEOG G185	cSLO 5	Predict human behavior from geographic models.
GEOG G190	cSLO 1	Basic cartographic knowledge of map projections, scale, coordinates and mapping accuracy.

Course Name	cSLO Name	cSLO to Assessed
GEOG G190	cSLO 2	Recognition and identification of geographic data's four components: position, attributes, spatial relationships, and chronology to aid in retrieving, manipulating, analyzing and displaying spatially-referenced data.
GEOG G190	cSLO 3	A practical working knowledge of GIS software and associated hardware to effect appropriate use of the technology.
GEOG G190	cSLO 4	Specific technical training in the use of ArcGIS software and related modules and components as developed by Environmental Systems Research Institute (ESRI), Redlands, California.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.
*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
GEOG G100	cSLO 1	Spring 2017	85.0% of the students assessed for this object we able to satisfactorily classify geographic regions and subregions in accordance with thematic criteria relative to cultural, sociological, or natural/environmental criteria.This specific SLO has seen rising numbers inrecent years (my own assessment only), indicating improving results among the student body.
GEOG G100	cSLO 4	Fall 2015	Most students (90% or higher) did well on questions about causal factors for the spatial distribution of climate or causal factors for the spatial distribution of people (e.g. population distribution).However only ½ of students did well on the question relating to physiography and politics.
GEOG G100	cSLO 4	Fall 2016	Students who earned a C or better on their final project, satisfactorily completed the assessment. This mean that they were able to analyze spatial and causal relationships between a variety of issues that intersect in each region.This assignment was at the end of the semester which gave students plenty of time to learn and practice this outcome.The students who were not successful were the ones who failed to complete the assignment.
GEOG G180	cSLO 1	Spring 2017	79.2% evaluated for this SLO were able to adequately locate and describe natural (physical) phenomenon from a spatial (geographic context). Students acquire and demonstrate location-identification skills and are achieving this objective at an adequate level.Student results are influenced by having limited geographic preparation in primary and secondary school.
GEOG G180	cSLO 1	Fall 2017	Students who got at least 4 out of the 5 questions correct satisfactorily completed this assessment. The data shows that 89% of the class was successful. 11% of the class was unsuccessful at completing this assessment.
GEOG G180	cSLO 2	Spring 2018	45 of 59 (76.2%) of students evaluated for this SLO were able to adequately classify and map bio-climatic data. Students acquire bio-climatic mapping and classification skills and are achieving this objective at an adequate level. Student results are influenced by having limited geographic preparation in primary and secondary school.
GEOG G180	cSLO 5	Fall 2016	61 of 74 students (82.43%) evaluated for this SLO were able to adequately analyze and interpret natural causal factors and consequences of physical landform development and change according to the objective criteria.
GEOG G180	cSLO 5	Fall 2016	Students who got at least 4 out of the 5 questions correct satisfactorily completed this assessment. The data shows that 86% of the class was successful. 14% of the class was unsuccessful at completing this assessment.
GEOG G180L	cSLO 2	Fall 2016	Students who earned seven out of ten points satisfactorily completed the assessment. The data shows that 81% of the class was successful, while 19% of the class was not.
GEOG G180L	cSLO 2	Spring 2017	The data presented above demonstrates that the learning material utilized during the initial weeks of the course was highly effective at achieving student

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			understanding of basic three-dimensional Earth-Sun relationships, and that this understanding was retained in approximately 79 percent of the students at the conclusion of the semester.This is considered by this instructor to be well within acceptable limits for this level of study.
GEOG G180L	cSLO 2	Spring 2018	22 of 27 (81.5%) of students evaluated for this SLO were able to adequately describe and explain earth-sun relationships and their resultant phenomena. Students acquired and are achieving this objective at an adequate level. Student results are influenced to large by having limited geographic preparation (esp. physical geography) in primary and secondary school.
GEOG G180L	cSLO 3	Fall 2016	21 of 26 students (80.77%) evaluated for this SLO were able to adequately identify and explain spatial correlations that interrelate plate tectonic dynamics with landform creation processes.
GEOG G180L	cSLO 3	Fall 2017	Students who earned at least 80% on the lab satisfactorily completed the assessment. The data shows that 100% of the class was successful.
GEOG G185	cSLO 2	Fall 2016	Students who earned a C or better on the final essay satisfactorily completed this assessment.All students in this class were successful.
GEOG G185	cSLO 3	Fall 2017	Students who earned a C on this assignment successfully completed this assessment.All students in this class were successful.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.
*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
GEOG G100	cSLO 1	Spring 2017	It would be helpful to know the results of colleagues within the discipline and also if there is any standard by which this (and other SLO assessments) are consistent with respect to methodology, inquiry, reporting, etc.
GEOG G100	cSLO 4	Fall 2015	The question that only ½ of students got correct was from the textbook (i.e. it was not covered in lecture). I may need to incorporate "reading quizzes" to ensure students are reading the chapters assigned. This has worked well for other classes, however I had many map quizzes and other projects in this class so I did not include reading quizzes this semester. I may do reading quizzes or possibly offer extra credit points for pop quizzes in class that are based off the reading.
GEOG G100	cSLO 4	Fall 2016	This assessment has proven successful, so I will continue using this tool, with no changes in the future.
GEOG G180	cSLO 1	Spring 2017	Recommend inter- and intra-department collaboration on establishing data-acquisition standards and other assessing/reporting metrics. Students are likely not being evaluated consistently from one semester to the next. Accuracy and higher-value data will ultimately better serve the students.
GEOG G180	cSLO 1	Fall 2017	To improve student learning, I will spend more time helping students recognize, identify and locate geographic phenomena during class by offering more guidance in interpreting tables and graphs of geographic data. I will also consider doing an in-class activity related to this topic which may reach more students.
GEOG G180	cSLO 2	Spring 2018	Department resources applied to standardizing student assessment and reporting is recommended. Improvements in efficiency, accuracy, and viability of collection metrics may be realized by coordinating efforts in collection, review, and reporting of SLO data collection and analysis.
GEOG G180	cSLO 5	Fall 2016	The increasing us and dependence upon mobile devices introduces opportunities for educators to communicate abstract concepts and larger-than-life processes and systems though visualization and other virtual reality techniques. This SLO in particular is well suited to such technological (and pedagogical) development and implementation.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
GEOG G180	cSLO 5	Fall 2016	To improve student learning, I will spend more time on landforms and landscapes. I had not previously quizzed students on this specific concept, so next time I will do that in the hopes that students will be incentivized to study this concept more than once before the final exam. I will also consider doing an in-class activity related to this topic which may reach more students.
GEOG G180L	cSLO 2	Fall 2016	In the future, I intend on using a different rendering for students to use for the diagram. The rendering I provided is not in line with the one in the textbook, so I think this is causing some confusion for students. I will know if this is the case when I use it in a lab assignment. If students are still having difficulties, I will reassess my teaching methods of the concept.
GEOG G180L	cSLO 2	Spring 2017	In the upcoming fall semester, I will expand my assessment to include both of the remaining published SLOs. I also intend to add a third assessment period at mid-semester in order to better define the subject matter retention curve through course of the semester
GEOG G180L	cSLO 2	Spring 2018	Department resources applied to standardizing student assessment and reporting is recommended. Improvements in efficiency, accuracy, and viability of collection metrics may be realized by coordinating efforts in collection, review, and reporting of SLO data collection and analysis.
GEOG G180L	cSLO 3	Fall 2016	Continued and increased use of tools and technology such as GIS, on-line mapping programs, cartography, and geography apps on mobile devices, a greater appreciation and understanding of this material may be obtained. Continued use of such technologies is recommended.
GEOG G180L	cSLO 3	Fall 2017	This semester, I spend a longer time going over this topic before students started the lab. We also did several practice exercises that allowed students to make mistakes and learn from them prior to completing the actual lab. I will continue doing this in future labs.
GEOG G185	cSLO 2	Fall 2016	This assessment tool has proven to be very successful so I will continue to use it without any changes.
GEOG G185	cSLO 3	Fall 2017	This assessment tool has proven to be very successful so I will continue to use it without any changes.