

**CALIFORNIA STATE UNIVERSITY, CHICO**  
**ANNUAL PROGRAM ASSESSMENT STATUS UPDATE**  
**PROGRAM: BA in Geography & Planning**

Academic Year	Student Learning Outcomes	Describe assessment activity done this year for this SLO	Findings	Based on results or evidence, what action was taken regarding program improvement?
2018-2019	4. 1.Students provide appropriate geographic skills to community-based organizations and associations.	Analysis of syllabus with learning objectives and assessment methods, data collection instrument and final presentation for TBD service learning project conducted in GEOG 506S (F18) course.	TBD	TBD
2017-2018	5.2 Students can speak clearly in the discipline of geography.	Evaluation of oral presentations in GEOG 390 (F17), GEOG 407 (S18) and GEOG 444 (S18)	TBD	TBD
2016-2017	SLO 5.1 Students can write clearly in the discipline of geography and use and cite scholarly sources of information correctly.	Evaluation of final writing assignment in GEOG 390 (F15 and F16)	Content: 66.7% met or exceeded expectations	Within this random sample, nearly 1/3 of the student papers in all categories were evaluated as <i>needs</i> improvement. At the time of assessment, GEOP did not have any required capstone courses with mastery proficiency level. The curriculum committee is revising curriculum to add W prerequisites to UD W courses and have three W courses, one of which is a proposed GVAR course to comply with EM 17-009.
			Organization : 66.7% met or exceeded expectations	
			Sources & Evidence: 73.4% met or exceeded expectations	
			Grammar & Style: 63.3% met or exceeded expectations	
2015-2016	SLO 1.1 Students can formulate geographic research questions.	Evaluation of signature assignments for GEOG 211, GEOG 390 and GEOG 411.	94.6% of assignments indicated mastery at level of average or adequate or better.	No changes to the curriculum are proposed at this time
	SLO 1.2 Students can collect, compile, and interpret geographic data.	Evaluation of signature assignments for GEOG 211, GEOG 390 and GEOG 411.	94.6 % of assignments indicated mastery at a level of average or adequate or better.	While no actions are indicated as necessary, the sequence of GEOG 319 and 4119 have been discontinued and replaced with through courses: GEOG 211, 311 and 411 Results indicated that program redesign has not negatively impacted students.
	SLO 1.3 Students can present geographic data in a map.	Evaluation of signature assignments for GEOG 211, GEOG 390 and GEOG 411.	93.3 % of assignments indicated mastery at a level of average or adequate or better.	No changes to the curriculum are proposed at this time

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2014-2015	SLO 1: CJ majors critically evaluate theories, policies, and CJ professionals' actions based on empirical evidence.	Pre- and post-test embedded in the SOCI 384 (1) midterm and final exams	89% of students passed the pre-test. 100% of the students passed the post-test (passing equals 60% success rate on individual questions)	The program needs to have further dialogue with the SOCI faculty to ensure our students' theory needs are met and consider cross-listing or designing a new course
	GOAL 3: Demonstrate an awareness of environmental and social diversity, human-environmental interaction, and environmental values.	Evaluation of embedded exercises in both lower division (GEOG 102, 105, and 106) and upper division (GEOG 445) courses:	Over 88% of students were above the threshold for achievement for the questions analyzed in this assessment. 95% of students in upper division courses evaluated recognize habitat or biological diversity and have a broad understanding of ways to interpret diversity.	No specific changes to the program were proposed at this time.
	SLO 1. Students can explain interactions between the size and distribution of human and non-human populations, resources, and the natural environment in historic and contemporary perspectives.			
	SLO 2. Students are cognizant of varying interpretations of diversity, causality, interaction, policy, and values in human-environmental relationships.			
SLO 3. Student will understand ways in which they use the environment can affect future generations and other human and natural systems.				
2013-2014	SLO 1.2 Students can collect, compile, and interpret geographic data.	Evaluation of final individual (3) and group (7) projects for GEOG 419	Data collection - 100% of student projects were rated as average or better (AVG 2.9)	Data indicates that students exceed the minimum requirements. However no actions were indicated by assessment, the sequence of GIS classes of GEOG 319 and 419 have been replaced with GEOG 211, 311 and 411.  Absence of diversity SLO was noted and updated of student learning goals and outcomes were revided during AY 2013-14 and approved 926/2014.
			Data compilation – 100% of student projects rated as average or better (AVG 3)	
			Data interpretation – 100% of student projects rated as average or better (AVG 2.93)	

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2012-2013	SLO 5.1 Students provide appropriate geographic skills to community-based organizations and associations.	Analysis of 16 Student service Learning/internship Plans in GEOG 389/489	<p>The evaluation of the internship plans indicated that GEOP students provide a wide variety of geographic-related skills and services to community organizations and associations within the University, City, County and State Government and non-profits. These services were highly valued by government agencies, non-profits and CSU Chico Centers at a time of tight budgets.</p> <p>The assessment revealed a mismatch between roster of students enrolled in GEOG 389/489 classes (48) and Student Service Learning/Internship Plans (11) maintained in the department</p>	The data indicated a need to formalize department internship program to archive all department internships. Appropriate changes should be made to the program to comply with the CSU, Chico campus charge to create an off-campus internship policy that reflects EO 1064 guidelines. .
		Analysis of Ecological Reserve Internship Program and analysis of five sample student field journals for student interns.	The field journals from students who participated in the Ecological Reserves internship program were useful in determining the kinds geographic services provided to the BCCER and BCEP. The Ecological Reserves Internship Program clearing sets out the course format and description, learning objectives and outcomes, and assignment and grading for evaluation	The Ecological Reserves Internship Program provides an excellent model for setting out the goals, expected outcomes and method of evaluation for providing service to a community organization.
		Analysis of syllabus with learning objectives and assessment methods, data collection instrument and final presentation for bus stop survey service learning project conducted in GEOG 498 (S13) course.	The analysis of course materials indicated that GEOG 498 provides an opportunity for faculty to develop a service learning project to provide appropriate geographic skills to a community-based organization or association. Its intent is well aligned with SLO 5.1. The project conducted by the students in spring 2013 involved developing a methodology, conducting research into the background, collection, analysis and communication of the results of the study. The results were presented at the BSS Symposium.	It is recommended that evidence that results of GEOG 498 be communicated to the appropriate community partner be archived in department.