

**CALIFORNIA STATE UNIVERSITY, CHICO**  
**ANNUAL PROGRAM ASSESSMENT REPORT 2013-14**

Date: 9/26/2014  
**Due: 10/3/2014**  
**Mail to tdelorenzo@csuchico**

**I. Assessment of Student Learning Outcomes**

**1. Name and Contact Information of Program Assessment Coordinator:**

LaDona Knigge, Associate Professor of Geography & Planning  
GEOP, Mail Zip 0425, Phone 530 898-5881, Email: [lknigge@csuchico.edu](mailto:lknigge@csuchico.edu)

**2. Student Learning Outcomes**

**Learning Goals**

**Goal 1: Demonstrate technological capabilities related to geographic data interpretation and their spatial representation.**

1. Students can formulate geographic research questions.
2. Students can collect, compile, and interpret geographic data.
3. Students can present geographic data in a map.

**Goal 2: Demonstrate an awareness and appreciation of global, regional, and local scales and the interdisciplinary nature of geography in the physical and social worlds.**

1. Students can recognize the presence and application of regional, local, and global dimensions of the social and physical worlds in data and the landscape.

**Goal 3: Demonstrate an awareness of environmental and social diversity, human-environmental interaction, and environmental values.**

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.
2. Students are cognizant of varying interpretations of diversity, causality, interaction, policy, and values in human-environmental relationships.
3. Student will understand ways in which they use the environment can affect future generations and other human and natural systems.

**Goal 4: Demonstrate commitment to experiential learning and service to the community and the environment.**

1. Students provide appropriate geographic skills to community-based organizations and associations.

## **Goal 5: Demonstrate proficiency in written and spoken communication.**

1. Students can write clearly in the discipline of geography and use and cite scholarly sources of information correctly.
2. Students can speak clearly in the discipline of geography.

NOTE: The Student Learning Goals and Outcomes were revised during faculty meetings during the 2013-14 academic year and approved at 9/26/2014 faculty meeting.

<http://www.csuchico.edu/geop/department/index.shtml>

### **3. Course Alignment Matrix:**

See attached Geography Curriculum Matrix

Note: The Geography Curriculum Matrix was revised to include current courses and revised Student Learning Goals and Outcomes during the 2013-14 academic year and approved at 9/26/2014 faculty meeting.

### **4. Learning Outcome(s) Assessed in AY 2013-2014:**

Which SLOs were assessed this past year?

- 1.2 Students can collect, compile, and interpret geographic data.

### **5. Assessment Methodology Used:**

*What kinds of assessment methods were used: embedded assessment of student work in a particular course? Type of assignment? Performance on standardized or other exams? Sample size? Sampling strategy? Who evaluated student performance? How was successful performance measured? Etc.*

A direct assessment of final groups projects for GEOG 419 Advanced GIS were used to measure this learning objective. GEOP faculty evaluated the digital representation (posters) for seven group projects and three individual projects. There was no sample; the entire collection of class projects was evaluated. The Assessment Rubric, developed by GEOP faculty, measured data collection, compilation and interpretation as assessment indicators. These criteria were collectively used to assess this student learning outcome. Each indicator was given a score of (4) Excellent, (3) Very good or above average, (2) Adequate or average, (1) Unacceptable or (0) Missing. GEOP Assessment strategy has a requirement that 75%-80% of students must score Excellent, Very Good, or Average on their final project. If more than 20-25% of students score fail, then GEOP will take appropriate action to rectify the low performance of students. This assessment evaluation was performed by Professors Knigge and Fairbanks.

### **6. Assessment Results:**

*Please describe outcomes of assessment. How well did students perform on the assessment task(s)? Feel free to use the table below to report results, adapting the table as necessary, and/or provide narrative describing the assessment results.*

Assessment indicator	4 excellent	3 very good or above average	2 adequate or average	1 unacceptable	Average score
<b>Data collection:</b>	20%	40%	40%	0%	2.9
<b>Data compilation:</b>	10%	70%	20%	0%	3
<b>Data interpretation:</b>	20%	30%	50%	0%	2.93

- 100% of student projects were rated as average or better for the data collection assessment indicator with an average score of 2.9.
- 100% of student projects were rated as average or better for data compilation assessment indicator with an average score of 3.
- 100% of student projects were rated as average or better for data interpretation assessment indicator with an average score of 2.93.

As can be seen in the data results, overall total student scores were well above the requirement that 75-80% of students score *Excellent, Very Good or Average* of the GEOP assessment strategy.

## 7. Analysis / Interpretation of Results

*What did the results tell you about how well students were achieving your Student Learning Outcome expectations?*

The data results for the assessment of SLO 1.2 indicate that students exceed the minimum requirements set by the Department of Geography and Planning faculty. The results of the assessment were shared with faculty members at the September 26, 2014 meeting.

## 8. Planned Program Improvement Actions Resulting from Outcomes (if applicable)

*How will the assessment data and their evaluation be used to improve the program? Possible actions might include revising pedagogy, courses, curricula, or other learning support mechanisms.*

GEOG 419 SLO assessment surveys indicate that the students were meeting learning objectives. While no actions are indicated as necessary by this assessment, the department has recently redesigned the GIS curriculum. The sequence of classes of GEOG 319 and 419 have been discontinued. GEOG 219 remains a requirement for all geography majors. GEOG 319 and 419 have been replaced with GEOG 211, 311 and 411.

## 9. Planned Revision of Measures or Metrics (if applicable)

*A possible revision of a measure might be to recommend a change in the assignments that are evaluated for program assessment, or the number of assignments examined, and by whom. A metric revision might be for program faculty to decide to change the "bar" for acceptable performance.*

No plans for revision of measures or metrics will be made as the assessment of this SLO indicated that the learning objectives were being met by students.

## 10. Planned Revisions to Program Objectives or Learning Outcomes (if applicable)

*After examining the assessment data it might be appropriate to revise one or more of the Program Objectives or Student Learning Outcomes.*

During discussions of the 2012-13 assessment cycle, faculty discussed the absence of a SLO pertaining to diversity as well as changes in the curriculum that were not reflected in the Geography Curriculum Matrix. The assessment coordinator lead a department revision of the student learning goals and outcomes during the 2013-14 academic year, with final approval of the changes at the September 26, 2014 faculty meeting. The revised goals and SLOs are included in this document. However, these revisions do not impact the SLO 2.1 assessed in this report which was not revised.

## 11. Changes to Assessment Schedule (if applicable)

*Do the results create a need for change in your assessment schedule? If so, please describe.*

No, the results do not create a need for change in the assessment schedule. However, the revision of the goals and SLOs warranted the development of a new five year assessment schedule which will be included in the Program Portfolio Update for Geography BA which is due in December 2014.

## 12. Information for Next Year

*What learning outcome(s) are you examining next year and who will be the contact person?*

SLO 3.2 Students are cognizant of varying interpretations of diversity, causality, interactions, policy and values in human-environmental relationships.

Contact person: Don Hankins Email: [dhankins@csuchico.edu](mailto:dhankins@csuchico.edu) Campus phone: 530 898-4104

## II. Appendices (please include any of the following that are applicable to your program)

### A. Assessment Data Summaries (Details that elaborate on item 6, above.)

See attached

### B. Measurement Standards (Rubrics, etc.)

See attached rubric

### C. Survey Instruments

None

**Please submit your completed report electronically to Eddie Vela by 10/1/13.**

**Appendix II B****2013-14 Matrix for SLO for Assessment:**

1.2 Students can collect, compile and interpret geographic data.

GEOP Assessment strategy has a requirement that 75%-80% of students must score Excellent, Very Good, or Average on their written activity. If more than 20-25% of students score Fail, then GEOP will take appropriate action to rectify the low performance of students.

<b>Assessment Indicators</b>	<b>4 Excellent</b>	<b>3 Very good or above average</b>	<b>2 Adequate or average</b>	<b>1 Unacceptable</b>	<b>0 Missing</b>
<b>Data collection:</b> Collection of either existing data (census, land use, elevation, remotely sensed, etc.) or primary data collection					
<b>Data compilation:</b> data in proper format for analysis and/or mapping					
<b>Data interpretation:</b> Analysis, classification, mapping, or graphical representation					
<b>AVERAGE = TOTAL/3</b>					

PROJECT TITLE:

NOTES:

**Appendix II.A**

**Assessment Data Summaries**

2013-14 SLO for Assessment:

GEOG 419 Advance GIS

Spring 2014

1.2 Students can collect, compile and interpret geographic data.

GEOG Assessment strategy has a requirement that 75%-80% of students must score Excellent, Very Good, or Average on their written activity. If more than 20-25% of students score Fail, then GEOG will take appropriate action to rectify the low performance of students.

Assessment Indicators	4 Excellent # of projects/total # = score	3 Very good or above average # of projects/score	2 Adequate or average # of projects/score	1 Unacceptable # of projects/score	Average score
<b>Data collection:</b> Collection of either existing data (census, land use, elevation, remotely sensed, etc.) or primary data collection	2/10 = 4	4/10 = 3	2/10 = 2 2/10 = 2.5	0/10 = 1	2.9
<b>Data compilation:</b> data in proper format for analysis and/or mapping	1/10 = 4	6/10 = 3 1/10 = 3.5	1/10 = 2 1/10 = 2.5	0/10 = 1	3
<b>Data interpretation:</b> Analysis, classification, mapping, or graphical representation	2/10 = 4	3/10 = 3 1/10 = 3.5	3/10 = 2 1/10 = 2.5	0/10 = 1	2.9
<b># of projects ranked at each score</b>	5	15	10	0	

Project #	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Average
<b>Data collection</b>	4	2	2.5	4	3	3	2	3	2.5	3	2.9
<b>Data Compilation</b>	3	2	3	3.5	4	3	3	3	2.5	3	3
<b>Date Interpretation</b>	4	2	2	3	4	3.5	3	3	2	2.5	2.9
<b>Project Average</b>	<b>3.67</b>	<b>2.00</b>	<b>2.50</b>	<b>3.50</b>	<b>3.67</b>	<b>3.17</b>	<b>2.67</b>	<b>3.00</b>	<b>2.33</b>	<b>2.83</b>	<b>2.93</b>