

CALIFORNIA STATE UNIVERSITY, CHICO
ANNUAL PROGRAM ASSESSMENT REPORT

Date: _____

Due: 10/2/2015

Mail to _____

I. Assessment of Student Learning Outcomes

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

3. Course Alignment Matrix:

The course alignment matrix can be found at: <http://www.csuchico.edu/geop/department/2014%20Matrix>

4. Learning Outcome(s) Assessed in AY 2014-2015:

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.

5. Assessment Methodology Used:

Assessment was conducted as embedded exercises in both lower- and upper-division courses.

The lower division courses were assessed via an online questionnaire administered for general education courses fulfilling the diversity requirement in general education. These courses included GEOG 102 (Human Geography), 105 (California Cultural Landscapes), and 106 (American West). While a variety of both qualitative and quantitative questions were asked of students, not all questions were pertinent to the department's goals. Thus, a subset of the questions were utilized for this assessment report; specifically we used the quantitative data for four questions. These questions provided in the results below all were evaluated on a ranking from 1-5. A value of 3 or higher (60%) was used to determine satisfactory understanding of diversity at this level. A total of 69 students participated in this survey instrument.

The upper-division course selected for assessment of the diversity SLO was GEOG 445 (Pyrogeography). Here assessment was administered via a single assessment event embedded in two exam questions with an essay response, which were evaluated by the course instructor (Don Hankins). Twenty-one students participated in the exam. Successful performance for the first question was evaluated as mentioning either habitat heterogeneity or biological diversity in their response. A satisfactory score of 75% or better on the second question was used to determine successful performance.

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.

| Diversity Question | Sample Size | Mean and Standard Deviation | Percent of Students Achieving |
|---|-------------|-----------------------------|-------------------------------|
| I am aware of my own cultural values and biases and how they affect my thinking. | 69 | 3.43 ± 0.78 | 88 |
| I can explain the basic process which diverse life forms evolve. | 69 | 3.94 ± 1.02 | 88 |
| I can explain in some detail at least one historical or contemporary movement to reform society toward greater justice and inclusion (relating to race/ethnicity, gender, disability, sexuality, etc.). | 69 | 3.82 ± 0.97 | 91 |

| | | | |
|--|----|--------------|-----|
| My learning about diversity in one course has led me think differently about diversity issues in another class and/or in a real world situation. | 69 | 3.63 ± 1.02 | 89 |
| Humans are a key contributor to global fire dynamics. Based on what we have observed and discussed about indigenous fire use provide the following information: a. two examples of specific uses of fire; b. an example of the landscape scale (spatial/temporal) patterning or products of such burning; and, c. how these 'regimes' compare to a landscape absent of such fires. | 21 | N/A | 95 |
| Pyrodiversity begets biodiversity is a theme that has been discussed at multiple points thus far. Briefly explain this concept and how it could be achieved at multiple scales. If you were a land manager tasked with managing a fire sensitive and a fire dependent organism, what are some approaches you might take to implement a fire management strategy to ensure population viability of those organism and their habitat to optimize richness? Be sure to justify your answer. (For reference to this concept see Gammage 2011; Parr and Anderson 2007; and Martin and Sapsis 1992). | 21 | 10.48 ± 1.18 | 100 |

7. Analysis / Interpretation of Results

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

Lower-division courses: results demonstrate that the introduction of diversity in these courses enables most students to understand the concepts of diversity as intended with the department goals and sub-goals. While this report does not include the subset of qualitative responses, it is clear from reading those responses that students are able to relate their own experiences to things taught in the classroom. Above 88 percent of the students were above the threshold for achievement for the questions analyzed.

Upper-division course: results demonstrate a clear mastery of the breadth of diversity as intended in the department's goal and sub-goals. With 95 percent of students recognizing habitat or biological diversity in the first question, it is apparent that students have a broad understanding of ways to interpret diversity. Further, more than half of the students achieved greater than 90 percent level of understanding for the second question, and no students achieved less than the 75 percent threshold for achievement.

How were the results shared with faculty, students, and/or other stakeholders?

Individual faculty contributing to the assessment were provided results from the assessment. In the case of the upper-division course, the faculty and students discussed the results following the assessment.

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

As stated above, developing course-specific assessment questions for lower-division courses should be done. No specific plans exist for implementing this at this point, but should be considered for the next time this goal is evaluated.

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

See previous.

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

N/A

11. Changes to Assessment Schedule (if applicable)

N/A

12. Information for Next Year

What learning outcome(s) are you examining next year and who will be the contact person?
LaDona Knigge will be the contact person for 2015-2016

The following will be assessed in this academic year:

| | | | |
|---------|--|---|--|
| 2015-16 | 1.1 Students can formulate geographic research questions | Foundations of Geographical Analysis & Writing (GEOG 390) | Faculty review of student work: final research papers. |
|---------|--|---|--|

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

Summary data are appended.

Please submit your completed report electronically to _____ By Friday October 2, 2015.