

Course and Program Assessment Summary

Division: **Social Sciences**

Program: **Geography**

Course(s): **GEOG 202 – Cultural Geography** Date: **9/5/14**

Program Core/Required Courses:

Program Faculty: No full time faculty members. CPAS completed by Jane Morgan

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input type="checkbox"/> Course	1. I can list and explain the basic concepts necessary to the understanding of Cultural Geography. 2. I can interpret my own culture region and explain the cultural diffusion, cultural ecology, and cultural integration that shaped that region. 3. I can identify livelihoods, economies, value systems, etc., as patterns that survive in cultural as well as physical environments. 4. I can explain how similarities of speech, religion, technology, and value systems bind people together in a culture. 5. I can assess the potential of individuals to modify their culture and identify change as an ever-present cultural phenomenon.
2	Assessment Methods Plan (attach any assessment instruments, scoring rubrics, SLO mapping diagrams)	Student self-assessment forms
3	Assessment Administration Plan (date(s), sample size and selection of course sections, scoring procedures, etc.)	Student self-assessment administered Spring 2011 and Spring 2013
4	Assessment Results	GEOGRAPHY 202: CULTURAL GEOGRAPHY ASSESSMENT RESULTS

Summary (attach any Data/Statistical Reports)

1. I can list and explain the basic concepts necessary to the understanding of Cultural Geography.

Answer	Frequency (2011/2014)	Percent (2011/2014)	Mean (2011/2014) 3.68/4.13
Not at all	1/0	3/0	
Slightly	4/0	12/0	
Somewhat	10/3	29/20	
Fairly Well	9/7	26/47	
Very Well	10/5	29/33	

2. I can interpret my own culture region and explain the cultural diffusion, cultural ecology, and cultural integration that shaped that region.

Answer	Frequency (2011/2014)	Percent (2011/2014)	Mean (2011/2014) 3.91/4.33
Not at all	0/0	0/0	
Slightly	1/0	3/0	
Somewhat	9/1	26/7	
Fairly Well	16/8	47/53	
Very Well	8/6	24/40	

3. I can identify livelihoods, economies, value systems, etc., as patterns that survive in cultural as well as physical environments.

Answer	Frequency (2011/2014)	Percent (2011/2014)	Mean (2011/2014) 3.71/4.27
Not at all	2/0	6/0	
Slightly	3/0	9/0	

		<table><tr><td>Somewhat</td><td>7/2</td><td>21/13</td><td></td></tr><tr><td>Fairly Well</td><td>13/7</td><td>38/47</td><td></td></tr><tr><td>Very Well</td><td>9/6</td><td>26/40</td><td></td></tr></table>	Somewhat	7/2	21/13		Fairly Well	13/7	38/47		Very Well	9/6	26/40													
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5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous	The results indicate that students vary in their understanding of both basic and more complex concepts. Student responses are better in 2014 when compared with 2011 and this may be explained in part by our hiring of a new part time faculty member who has broad experience in industry and teaching.																								

	Improvement Plans	
6	Recommended Changes & Plans for Implementation of Improvements	Instructors should review the outcomes for the course and modify their course lectures, materials, and assignments to better assist students in their understanding of the material.

Course and Program Assessment Summary

Division: **Social Sciences**

Program: **Geography**

Course(s): **GEOG 201 – Physical Geography** Date: **9/4/14**

Program Core/Required Courses:

Program Faculty: No full time instructors. CPAS completed by Jane Morgan

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input type="checkbox"/> Course	<div>1. Identify processes that cause change in the earth's physical environment</div> <div>2. Use the tools of geography, such as maps, globes, charts, diagrams</div> <div>3. Describe the relationships that exist between various aspects of the earth's physical environment</div> <div>4. Describe the spatial distribution of the world's major landforms, climates, water bodies, soils, vegetation, and mineral resources</div> <div>5. Analyze some of the major economic, political, and social implications of the word's physical environment</div>											
2	Assessment Methods Plan (attach any assessment instruments, scoring rubrics, SLO mapping diagrams)	Student self-assessment forms											
3	Assessment Administration Plan (date(s), sample size and selection of course sections, scoring procedures, etc.)	Student self-assessment administered Spring 2011 and Spring 2013											
4	Assessment Results Summary (attach any Data/Statistical Reports)	GEOGRAPHY 201: PHYSICAL GEOGRAPHY ASSESSMENT RESULTS 1. I can identify the processes that cause change in the Earth's physical environment. <table><tr><td>Answer</td><td>Frequency (2011/2014)</td><td>Percent (2011/2014)</td><td>Mean (2011/2014)</td></tr><tr><td></td><td></td><td></td><td>3.95/4.22</td></tr></table>				Answer	Frequency (2011/2014)	Percent (2011/2014)	Mean (2011/2014)				3.95/4.22
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Not at all	0/0	0/0	
Slightly	1/0	5/0	
Somewhat	4/5	21/16	
Fairly Well	9/15	47/47	
Very Well	5/12	26/38	

2. I can explain the tools of geography, such as maps, globes, charts, diagrams.

Answer	Frequency (2011/2014)	Percent (2011/2014)	Mean (2011/2014) 4.00/4.19
Not at all	0/0	0/0	
Slightly	1/0	5/0	
Somewhat	5/9	26/28	
Fairly Well	6/8	32/25	
Very Well	7/15	37/47	

3. I can show the relationships that exist between various aspects of the Earth's physical environment.

Answer	Frequency (2011/2014)	Percent (2011/2014)	Mean (2011/2014) 3.74/4.06
Not at all	1/0	5/0	
Slightly	2/0	11/0	
Somewhat	3/9	16/28	
Fairly Well	8/12	42/38	
Very Well	5/11	26/34	

4. I can analyze the spatial distribution of the world's major landforms, climates, water bodies, soils, vegetations, and mineral resources.

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5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The results indicate that students vary in their understanding of both basic and more complex concepts. Student responses are better in 2014 when compared with 2011 and this may be explained in part by our hiring of a new part time faculty member who has broad experience in industry and teaching.																																																
6	Recommended Changes & Plans for Implementation of Improvements	Instructors should review the outcomes for the course and modify their course lectures, materials, and assignments to better assist students in their understanding of the material.																																																

Course or Program Assessment Summary

http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Social Sciences

Program: Geography

Date: August 2, 2012 (minor update)

v. 3 2012

Courses in program, or course: Geog 201; Geog 202

Faculty involved with the assessment and analysis: Jane Morgan, Lise Mifsud

Course-to-program outcome mapping document** is completed Yes _____ No _____

1	<p>Student Learning Outcome Statements</p> <p><input checked="" type="checkbox"/> Program</p> <p><input type="checkbox"/> Course</p>	<p>1. Students will identify, explain, and assess the issues of human and physical geography</p> <p>2. Students will define, explain, and analyze patterns and structures, the interrelationship between people and places and the interaction between the environment and society</p> <p>3. Students will recognize applications of geography in everyday life</p> <p>4. Students will apply the tools, analytical concepts and skills of geography to gather, store, interpret and report information about people, places, and environments on the earth's surface.</p>
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>The Geography Program has adopted a survey-based assessment for student learning outcomes (SLOs) for all Program and course SLOs that uses an instrument (on file in MyCuesta Group/Geography) that is administered at the end of the course.</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>Assessments occurred in sections of Geog 201 Introduction to Physical Geography and Geog 202 Introduction to Cultural Geography at the San Luis Obispo campus with 19 and 34 students completing the assessment respectively in the Spring 2012.</p>
4	<p>Assessment Results Summary (summarize Data)</p>	<p>Statistical summaries for each section are on file in MyCuesta Group/Geography. The course SLO assessments showed generally acceptable levels of student achievement across all SLOs, but none were stellar.</p> <p>1. 62% achieved this SLO responding fairly well or very well.</p> <p>2. 70% achieved this SLO responding fairly well or very well.</p> <p>3. 65% achieved this SLO responding fairly well or very well.</p> <p>4. 51% achieved this SLO responding fairly well or very well. Students in the Physical Geography course did not believe that they could do this as well as student in the Cultural Geography course.</p>
5	<p>Discussion of Assessment Procedure and Results, and Effectiveness of Previous</p>	<p>The acceptable levels of student achievement across all SLOs indicate that the courses prepare students for advanced coursework in geography, however the lack of any full time permanent Geography faculty negatively impacts students and the program, and this assessment indicates this. Additionally, the Program SLO's assume students have completed both courses offered at Cuesta College, but it is difficult to truly assess the success of the</p>

	Improvement Plans	program given the small number of students who take either class, let alone complete both classes. Finally, while Jane Morgan completed this CPAS, discipline specific faculty developed the SLO's and while analyzing the results, Dr. Morgan noted that many of the SLO's are poorly worded and difficult to decipher.
6	Recommended Changes & Plans for Implementation of Improvements	Faculty should continue to list SLOs on the syllabi and discuss them with their students. Additional consideration of the Program and course SLOs should be made when creating new assignments, exams and other course materials in order to focus student learning on the various SLOs that have been identified for the course and Program. If student surveys are to be used to assess these program SLOs in the future, it is recommended that the questions to the students be more direct, such as "I can explain how the development of a society is effected by the features of its geographical environment." Faculty in the Geography courses should discuss how to improve student learning in SLO#5.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	Geography is a two course program without any full time faculty members and the one part time faculty member is no longer teaching at Cuesta College. There are no program level faculty members at this time, however, the assessment plan and results were discussed by a sociologist and anthropologist. When Social Sciences hires a Geography instructor, s/he will be involved in assessment at all levels.

****Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>**