Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php

Basic Program Information

Department Name: Geography & GIS

Program Mission(s):

Geography provides an integrated perspective on social, political, economic, and physical phenomena occurring over space. Geography fulfills transfer requirements for four-year schools and emphasizes themes of the natural and built environment, human caused change to the natural world, and sustainability. Geography challenges students to grow into informed global citizens equipped with the tools to examine and assess the impacts of their actions.

Geospatial technology is the unifying tool with which spatial phenomena is explored. Geospatial technology consists of Geographic Information Systems (GIS), Global Positioning Systems (GPS) and Remote Sensing (RS). The Geographic Information Systems Certificate program provides opportunities for career preparation, lifelong learning and transfer by providing courses that lead to a set of scaled certificates that meet workforce needs and fulfill transfer requirements.

Program Review team members:

Name	Department	Position
K. Allison Lenkeit Meezan	GEOG/GIS	Faculty

Total number of Full Time Faculty:	1
Total number of Part Time Faculty:	7

Existing Classified positions: 0

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Geography & GIS	AA/ Certificate	Units required for Major: 33 Units required for Certificate: 28

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable)

Section 1. Data and Trend Analysis

1.1. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Programs	2010-2011	2011-2012	% Change
AS in Geography	1	1	**0**
Certificate of Achievement in GIS	3	11	**266%**

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Career Certificate	**No data available**	**No data available**	**No data available**

1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment	1123	1199	7%
Productivity (Goal: 546)	536	513	-4%
Success	78%	74%	-5%
Full-time FTEF	3.9	4.4	14%
Part-time FTEF	No data	No data	No Data

Department Course Data (Attach data provided by IR or manually complete chart below)

See attached

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

An examination of the Geography program numeric profile shows a pattern of growing enrollment, FTES and class size. In the last two years the enrollment has increased 7% (from 1123 to 1199), and WSCH increased over the same time period (from 6251 to 6808), and it has increased markedly (79%) from the 2001-2002 rate of 3271.

The Geographic Information Systems (GIS) certificate program was introduced in the 2001-2002 academic year, and has continued to grow and enhance the Geography program. GIS skills are widely sought by traditional employers of Geography majors, as well as by many nontraditional ones (e.g. business, journalism, social services etc.). Foothill College is the only community college in the region to offer a comprehensive GIS certificate program. The program has flourished, despite the recent economic downturn and the corresponding enrollment drop in other computer-related training programs. The Geography program is confident that its enrollment will continue to grow as societal awareness of the critical importance of geotechnology to a liberal education also grows.

The Geography program would like to expand to consistently offer sections of its core courses both on campus and online (currently, one of the four courses required for the major is only offered online). The faculty is also exploring new modes of hybrid course delivery to better meet student learning needs.

In addition, the GIS Certificate program has recently expanded the number of sections of the introductory course that it offers from one to two per year, allowing double the number of students to enter the pipeline to attain a certificate in GIS. The GIS program is exploring curriculum partnerships with the Environmental Sciences program at the De Anza Kirsch Center as an additional method to increase the student pipeline.

The enrollment and productivity of the GIS courses is hampered by their technical nature and the fact that the computer classrooms in which they are taught can accommodate no more than 29 students, leaving the class seat limit well below the division goal of 37 students per class.

2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends.
    a. AA, AS, AA-T, AS-T, Certificates of Achievement
    b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

The Geography Department is strongly committed to maintaining high academic standards, while offering high quality education that meets the diverse learning styles of our students. Our faculty employ many tools to continually improve student success. These include class websites, hands-on activities, small group discussions, research papers, videos, multi-media classroom presentations and guest speakers. In addition, our faculty has made frequent presentations to the counselors to communicate the expectations and benefits of a geography education.

While the student success rate in Geography classes remains below the college average, the faculty feel this is due to the rigorous nature of Geography education which demands strong written and analytical skills, along with computational and spatial skills.

Reported program completion data for the GIS certificate program are significantly lower than the unofficial numbers kept by the faculty program coordinator. Between 2008 and 2012, 15-22 students annually completed the requirements for the non-transcriptable certificate of completion. In addition 10-15 students completed the requirements for the transcriptable certificate of achievement. The fact that these numbers are not reflected in the college program completion data suggest that the additional steps that students must take to receive an official certificate are overly complicated and time consuming, resulting in numerous students not receiving the certificate that they have completed the coursework for. The counseling department could help the Geography & GIS program improve certificate numbers by streamlining the certificate application process.

The Geography department is examining using a new technology to reach diverse learning styles and help bolster student success, and will continue to work closely with the counselors to communicate the academic rigors of the discipline. The Geography department is committed to maintain the academic rigor and integrity of the coursework, while striving to achieve the highest possible level of student success.

Retention remains high (87%) and student success rates (74%) continue to increase. Much of the flux in numeric trends can be attributed to external factors relating to the sole full time faculty (PDL leave), and the associated lack of a full time presence on campus.

Of note, is the extremely high retention (98%) and success (86%) in the GIS program classes. While these classes have a relatively small enrollment base, they boast a higher than average success rate among minorities and females, groups that are traditionally underrepresented in the technical fields. The number of certificates awarded in the GIS program needs to be increased. This could be achieved by providing better student tracking and follow up for students completing the program.

3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.

Productivity for the Geography department has dropped slightly over the past three years, despite an increase in enrollment, due to the loss of the TBA student contact hour. Productivity varies greatly by course within Geography. The department averages a productivity of 513, but an examination of the different course offerings reveals a range from 627 in GEOG02 and 580 in GEOG01 to productivity of 273 in GEOG54.

The primary factor leading to the lower than division average productivity is the seat count in several courses. Geography 1 is a lab science course, so must be limited to 35 students per section to maintain instructor-student ratios and a high standard of pedagogy. Geography 1 is, however, the most frequently offered courses in Geography. It fills an important role as a GE laboratory science course, needed for graduation and transfer. Further, it is the only lab science course offered online, which makes it possible for the college to offer online degrees. The

department is experimenting with innovative hybrid delivery methods to increase retention in this course.

Similarly, the GIS courses (GEOG 12 and higher) have a seat limit of 29 due to the computer classroom (4008) that they are offered in. This puts their maximum possible productivity at 387.

Due to the technical nature of GIS, it is not practical to have a significantly higher seat count without the addition of laboratory technician support in the classroom. The productivity of the GIS program is further hampered by the 'pipeline' problem that not all students who take the first course in the GIS sequence are planning to continue on to earn a certificate. Therefore, the subsequent courses in the certificate program are under enrolled.

Class sizes in GEOG 2, 5, and 10 vary greatly. The traditional sections of the course generally do not reach maximum enrollment. This is because they are offered infrequently, and by part time faculty who do not have a significant presence on campus. The productivity of the Geography department could be greatly increased by offering more frequent sections of GEOG 2, 5, and 10 on campus to build up the visibility and reputation of these courses. These courses have a seat count of 50 and therefore have a potential to generate much higher productivity.

4. Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)
    a. Please comment on the data from any online course offerings.

Over half of the Geography class sections are offered online. This is primarily because of the difficulty in finding adjunct faculty who can teach traditional face to face sections.

The GIS courses are offered entirely in the evenings to meet the needs of the CWE students. Most GIS students work full time. Afternoon offerings of GIS classes have met with limited success. It is a long term goal of the GIS program to design a bridge to GIS course that will transfer as a GE to CSU and UC. The COR for this course has been written and approved by the curriculum committee. This course is being modeled on a course developed with funding from the National Science Foundation at San Diego Mesa College and CSU San Diego.
The Geography major courses do not follow a specific sequence.

The GIS certificate courses are offered in a pattern to allow students to complete the certificate in one academic year.

5. Curriculum and Student Learning Outcomes (SLOs)
    a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (CORs) reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

The Geography & GIS program curriculum is current with regards to Title 5.

b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

Geospatial technology curriculum is constantly changing. The faculty strive to maintain currency of the program curriculum both in the COR and by updating software used and examples in class.

c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.

The Geography & GIS program is well mapped and directly links to multiple elements of the college mission. The first program outcome for Geography, *Evaluate core concepts in cultural and physical geography and apply them to contemporary events and issues* maps to the **transfer** mission and directly supports the *communication, critical thinking, and community and global consciousness* institutional learning outcomes. The second program outcome for Geography, *Interpret spatially distributed data and draw valid conclusions by using maps, graphs and/or Geographic Information Systems (GIS)* , maps to the *computation* and *critical thinking* institutional learning outcomes and supports the college missions of **transfer** and **workforce**.

d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?

The Business and Social Sciences Division takes academic integrity very seriously. Faculty are regularly evaluated based on the Faculty Association J1 evaluation form.

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
   a. Please discuss current outcomes or initiatives related to this core mission.
      N/A
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
   a. Please discuss current outcomes or initiatives related to this core mission.

Geography is a transfer level discipline. The department currently has articulation agreements with all UC and CSU schools. Geography spans the social and physical sciences. As such, the social science Geography courses (such as Human Geography, World Regional Geography and Economic Geography) are supporting courses for numerous social science majors. In addition, Geography is a required subject for pre-service K-12 teachers.

The physical science side of Geography (Physical Geography) is a laboratory science course that transfers to all CSU and UC schools. It is the only lab science at Foothill to be offered online. In addition, it provides an alternative lab science class to Chemistry or Physics. As such, Geography plays a critical role for transfer students. Therefore, while the number of majors in the discipline is small, the program enrollment is robust.

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://foothill.edu/president/workforce.php
   a. Please discuss current outcomes or initiatives related to this core mission.

Geographic Information Systems (GIS) is widely used both in 'industry' and as a research tool by nearly every academic discipline at the university level. GIS skills are highly desirable in

agriculture, cartography, city management, urban planning, law enforcement, real estate, archaeology and much, much more. GIS is a growing area of the employment sector (Geospatial technology was listed by the Department of Labor as one of the top three growing fields).

b. Please attach minutes from your advisory board meeting(s).
Attached

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: http://foothill.edu/staff/irs/ESMP/index.php
   a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

      At this time there are no initiatives related to increasing outreach, retention and student success to particular populations. The department was not aware that funding has been set aside for this particular purpose to develop initiatives related to this purpose.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO
1. What findings can be gathered from the Course Level Assessments?
The course level assessment data has provided support to the general assessment that department faculty are doing an outstanding job of maintaining high standards of pedagogy across section offerings. Students generally are highly successful based on the established department rubrics.

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?
The present curriculum appears to be relatively successful. No major curriculum changes are suggested.

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?
Student learning in the Geography and GIS program has been improved by course level assessment because the faculty have redirected their efforts from developing innovative and engaging pedagogy and working directly with students outside of class time to learning how to fill out complicated web forms, writing lengthy reports that are not read and badgering adjunct faculty to complete course level assessments.

5. If your program has other outcomes assessments at the course level, comment on the findings.

2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments? None. The institutional research support has not provided the program with requested data.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? The institutional research support has not provided the program with requested data.

3. If your program has other outcomes assessments at the program level, comment on the findings.

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1) The first goal is to increase outreach for the GIS program and align curriculum with workforce and job needs as well as to build up K-16 curricular partnerships and 4 year university articulation in GIS. The action plan to achieve this goal is to attain 10% release time for the Geography and GIS program chair.	**1 year**	No action taken as this goal was **not funded**	This continues to be the most important goal for the program to maintain currency and grow.
2) The second goal of the department is to convene a professional advisory board for the GIS program. To achieve this goal the department needs $200 to provide lunch to advisory board members. *If* the 10% release time for the program chair is not granted, the department needs $500 to organize and convene the GIS program advisory	Advisory board meeting in spring 2012	Advisory board meeting was held, but request was underfunded by $300	This continues to be a critical need of the GIS department to maintain currency.

board.			
3) Maintain GIS program currency. The action plan to achieve this goal is to acquire the requested funds to pay for the software licenses for ArcGIS and Idrisi software.	2011-12	$2,700 in one time funds awarded. Need funding for 2012-13	$2,700 in one time funds awarded. Need funding for 2012-13

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)
Because department goals were provided with a negligible amount of funding last year, 2013 goals remain the same.

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1) The first goal is to increase outreach for the GIS program and align curriculum with workforce and job needs as well as to build up K-16 curricular partnerships and 4 year university articulation in GIS. The action plan to achieve this goal is to attain 10% release time for the Geography and GIS program chair.	**1 year**	Continue to offer classes with innovative and engaging teaching methods reflecting high standards of pedagogy – Note that this is highly dependent on department faculty not being overly burdened with administrative tasks so that they can focus on teaching and students. Release time directly supports this Action.	The Geographic Information Systems certificate program needs 10% annual release time for a full-time faculty member to administer the GIS Career program. The only full time GEOG/GIS full time faculty member currently works 4 hours per week conducting GIS-program related outreach, program administration, student mentoring and internship acquisition. However, both the Geography and GIS programs could benefit from additional time and attention to advertising and curricular awareness. These significant

			demands are placed on the only full time Geography/GIS faculty member, and extend beyond the collegial duties expected of all full time faculty.
2) The second goal of the department is to convene a professional advisory board for the GIS program. To achieve this goal the department needs $200 to provide lunch to advisory board members. *If* the 10% release time for the program chair is not granted, the department needs $500 to organize and convene the GIS program advisory board.	Advisory board meeting in spring 2013	Continue to offer classes with innovative and engaging teaching methods reflecting high standards of pedagogy Note that a strong connection to employers and industry are critical to program success, and an advisory board is the most direct and cost effective method to achieve this goal.	This continues to be a critical need of the GIS department to maintain currency.
3) Maintain GIS program currency. The action plan to achieve this goal is to acquire the requested funds to pay for the software licenses for ArcGIS and Idrisi software.	2012-13	Continue to offer classes with innovative and engaging teaching methods reflecting high standards of pedagogy Note – Current software is necessary to maintain pedagogy standards in this program	$2,700 in one time funds awarded. Need funding for 2012-13

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	**$ Amount**	**Related Goal from Table in section 3.2 and/or rationale**

1 full time faculty member	To be completed by division dean	The program has 4.4 FTEF and was taught **14%** by full time faculty. It is a long-term goal of the Geography program to increase the number of sections offered in its GIS courses and to consistently offer its core transfer courses both in person and online. Currently, over half of the program offerings are online. It is a goal of the Geography department to increase its on campus presence. Because of the difficult nature of recruiting and retaining adjunct faculty, the Geography department would like to add an additional full time faculty member.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	**$ Amount**	**Related Goal from Table in section 3.2 and/or rationale**
Geog/GIS full time faculty 10% as department chair	To be completed by division dean	Goals 1-3

One-time B Budget Augmentation

Description	**$ Amount**	**Related Goal from Table in section 3.2 and/or rationale**

Ongoing B Budget Augmentation

B Budget FOAP	**$ Amount**	**Related Goal from Table in section 3.2 and/or rationale**
$ for Advisory Board meeting	$500	Goals 2 & 3
Writing tutor through the Foothill Tutorial center	$1200	Goal 6

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale
GeoSpatial software	$3500	Goal 3

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.

The Geography and GIS program remains robust and growing. Geography & GIS has completed program review each year as required. It has thus far been unclear whether the review has had any real impact on the program as resource requests have not been funded in any real connection to the material presented in the program review. It has been greatly detrimental to faculty morale as the program review form has changed completely nearly every year over the past decade requiring many hours of faculty time to fill out, only to have the material be summarily ignored by administrators.

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

The only major concerns raised by the program review team is the purpose of the program review itself as past program review requests and observations have been largely ignored by the administration and gone unfunded.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

- Enrollment has increased 7% in 2 years
- WSCH increased 9% over the same time period, and it has increased markedly (82%) from 2000 when a full time faculty member was last hired.
- The program has grown significantly over the past decade and continues to maintain very high levels of retention and success.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The Geography program continues to be a robust and flourishing academic discipline at Foothill College. With enrollment growing and productivity strong given class size limitations, the

program is serving students well and managing growing demand as best it can with only one full-time faculty member. The program has a strong transfer cohort, an AA degree a transcriptable Certificate of Achievement in GIS, and several non-transcriptable certficates. The program is commended for maintaining high academic rigor and high student success within the discipline.

6.2 Areas of concern, if any:
The program is serving students with only 14% of classes being taught by full-time faculty. Clearly there is a strong need for an additional full-time faculty member, which was requested in this program review. The program has expressed frustration with the program review process and the level of work involved in maintaining SLOs. This could be addressed by hiring another full-time faculty member and through working with the Dean to address concerns. The program needs to look at its non-transcriptable certificates to see about steps that can be taken to have them fully transcriptable, State approved certificates, particularly the GIS Systems Career Certificate, which is 23 units and very close to meeting state unit requirements.

6.3 Recommendations for improvement:
Hire new full-time faculty.
Work with Dean to address concerns regarding program review and SLO process.
Work with Dean to find funding for advisory board meetings.
Evaluate fully transcriptable certificate for GIS Systems.

6.4 Recommended next steps:
__X_ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Unit Course Assessment Report - Four Column

Foothill College

Mission Statement: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 1 - Drawing conclusions - Use maps, graphs and/or Geographic Information Systems (GIS) to analyze and interpret data and draw valid conclusions (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are presented with a choropleth map relevant to the course material and asked to interpret it using the map key. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map. Competent (3) Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted. Adequate (2) Student accurately applies the map key to identify the relevant location(s), conclusions are drawn that are inaccurate. Poor (1) Student does not accurately apply the map key to identify the relevant locations(s), and conclusions are drawn that are inaccurate. Not Acceptable (0) Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn, or answer is missing or irrelevant.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 2 - Seasons - Explain the causes of seasons (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to describe the causes of seasons **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student states that the primary cause of seasons on earth is the 23.5* tilt of the earth off of the plane of the ecliptic. Student elaborates to discuss axial parallelism and the shift in the subsolar point and the circle of illumination throughout the year. Competent (3) Student states that the primary cause of seasons on earth is the tilt of the earth off of the plane of the ecliptic. Student partially elaborates using some but not all of the elements listed above. Adequate (2) Student states that the primary cause of seasons on earth is the tilt of the earth, but does not discuss the plane of the ecliptic; AND Student partially elaborates using some elements listed above. Poor (1) Student states that the primary cause of seasons on earth is the tilt of the earth, but does not discuss the plane of the ecliptic; AND Student does not elaborates using some elements listed above. Not Acceptable (0) Student does not state that the primary cause of seasons on earth is the tilt of the earth OR Answer is missing or irrelevant.		
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 3 - Global climate patterns - Analyze the factors that contribute to global climate patterns. (Created By Department - Geography	**Assessment Method:** Student is asked a critical thinking question that requires them to discuss the factors that contribute to global climate patterns using specific examples.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(GEOG)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student presents an answer that illustrates an understanding of the major climate types, and relates them to such factors as latitude, oceanlity, altitude and orographic effects. Competent (3) Student presents an answer that describes the major climate types but may be lacking full understanding; AND student relates them to such factors as latitude, oceanlity, altitude and orographic effects but one or more factors is missing or the discussion is incomplete. Adequate (2) Student presents an answer that describes the major climate types but may be lacking full understanding; AND student relates them to such factors as latitude, oceanlity, altitude and orographic effects but only one factor is discussed. Poor (1) Student presents an answer that lists the major climate types without a full description; AND student relates them to only one or two such factors as latitude, oceanlity, altitude and orographic effects or the discussion is incomplete. Not Acceptable (0) Student does not list major climate types or present specific examples; OR Answer is missing or irrelevant.		
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 4 - Landform formation - Discuss the formation of major landforms. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to discuss the formation of a major landform on earth **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student presents an answer that illustrates an understanding of the factors	01/07/2013 - Students in Cram's sections of GEOG01 Rating Excellent Competent Adequate Poor Not Acceptable # of Students 18 13 6 1 2 Percentage 45% 33% 15% 3% 5% These are the ratings for the students who took	01/07/2013 - Teach, analyze, repeat

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	behind the formation of the landform. The answer includes a discussion of the hydrologic, tectonic and/or weathering processes that affected the formation of that landform. Competent (3) Student presents an answer that illustrates an understanding of the factors behind the formation of the landform. The answer includes a discussion of the hydrologic, tectonic and/or weathering processes that affected the formation of that landform but is lacking in a full description of the processes. Adequate (2) Student presents an answer that illustrates the factors behind the formation of the landform, but partially discusses the of the hydrologic, tectonic and/or weathering processes that affected the formation of that landform but is lacking in a full description of the processes. Poor (1) Student presents an answer that defines the landform and may outline some steps in the formation, but significant material is missing from the discussion. Not Acceptable (0) Student does not accurately define or discuss the landform or present specific examples; OR Answer is missing or irrelevant.	the exam. There were also 12 students who did not take the final exam—I did not include those students in this evaluation. **Result:** Target Met **Reporting Year:** 2012-2013 03/29/2012 - Students in Meezan's three sections of GEOG01 were assessed on this SLO. The findings were that 27 students were assessed at an 'Excellent' level, 27 were assessed at a 'Competent' level, 16 were assessed at an 'Adequate' level and 8 were assessed at a Poor or Not Acceptable level. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Funds for writing tutors for social science classes as well as funds for tutors for the tutorial center **GE/IL-SLO Reflection:** The department feels that the target was met because most of the students in the class assessed at Competent or above level. Those that did not were unable to complete the critical thinking assessment to a satisfactory level because of a lack of preparatory analytical writing skills, basic English skills or both. Because students enter the Geography program with no prerequisites, the department feels that students who did not pass at an acceptable level were not entering the class with the college level reading, writing and English language skills to be successful in the class.	03/29/2012 - The department feels that the target was met because most of the students in the class assessed at Competent or above level. Those that did not were unable to complete the critical thinking assessment to a satisfactory level because of a lack of preparatory analytical writing skills, basic English skills or both. Because students enter the Geography program with no prerequisites, the department feels that students who did not pass at an acceptable level were not entering the class with the college level reading, writing and English language skills to be successful in the class.
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 5 -	**Assessment Method:** Student is asked a critical thinking question	01/07/2013 - Students in three sections of Meezan's GEOG01 class were assessed.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Atmosphere - Discuss the function, temperature profile and composition of the atmosphere. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	that requires them to describe the function, temperature profile and composition of the atmosphere. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student presents an answer that illustrates an understanding of the composition, temperature and function profiles of the modern atmosphere. Student defines the major gasses found in the homosphere and their relative ratios, describes the temperature profile of the troposphere, stratosphere, mesosphere and thermosphere, and discusses the function of the ozonosphere. Competent (3) Student presents an answer that illustrates an understanding of the composition, temperature and function profiles of the modern atmosphere, but one or more elements of the above answer is lacking. Adequate (2) Student presents an answer that describes the composition, temperature and function profiles of the modern atmosphere, but two or more elements of the above answer is lacking. Poor (1) Student presents an answer that describes the atmosphere by composition, temperature or function, but one or more descriptors is missing or inaccurate. Not Acceptable (0) Student does not accurately describe the composition, temperature or function of the atmosphere; OR Answer is missing or irrelevant.	Excellent: 12 Competent: 24 Adequate: 21 Poor: 3 Not Acceptable: 6 **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Funding for writing tutoring & tutorial center Geography tutors **GE/IL-SLO Reflection:** Students are understanding the basic concepts but failing to meet the critical thinking target because of (1) poor English language skills and (2) poor critical thinking skills.	01/07/2013 - Teach, analyze, repeat
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 6 - Water - Discuss the hydrologic cycle, and the distribution and allocation of water resources	**Assessment Method:** Student is asked a critical thinking question that requires them to discuss the hydrologic cycle, and the distribution and allocation of		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
for humans. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	fresh water resources for humans **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student presents an answer that illustrates an understanding of the elements of the hydrologic cycle and presents a discussion of the distribution and allocation of fresh water resources for humans. Competent (3) Student presents an answer that illustrates an understanding of the elements of the hydrologic cycle. One or more elements of the hydrologic cycle may be missing, AND the student presents a discussion of the distribution and allocation of fresh water resources for humans. OR Student presents an answer that illustrates an understanding of the elements of the hydrologic cycle AND the student presents a discussion of the distribution and allocation of fresh water resources for humans that has significant elements missing or inaccurate. Adequate (2) Student presents an answer that illustrates an understanding of the elements of the hydrologic cycle. Two or more elements of the hydrologic cycle may be missing, AND the student presents a discussion of the distribution and allocation of fresh water resources for humans that has elements that are missing or inaccurate. Poor (1) Student presents an answer that illustrates an understanding of the elements of the hydrologic cycle. Three or more elements of the hydrologic cycle may be missing, AND the discussion of the distribution and allocation of fresh water resources for humans is incomplete or missing. Not Acceptable (0) Student does not accurately describe the hydrologic cycle; OR Answer is missing or ir		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 7 - Human-environment interaction - Analyze patterns and consequences of human environment interaction. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to analyze patterns and consequences of human environment interaction **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student presents an answer that illustrates an understanding of the biotic and abiotic elements that are affected by human action. Student provides specific examples and accurately integrates elements from the atmosphere, hydrosphere and or lithosphere where relevant. Competent (3) Student presents an answer that illustrates an understanding of the biotic and abiotic elements that are affected by human action, but one or more elements are not discussed. Student provides specific examples but may not accurately integrate them with the atmosphere, hydrosphere and or lithosphere. Adequate (2) Student presents an answer that illustrates the biotic and abiotic elements that are affected by human action, but one or more elements are not discussed. Specific examples are mentioned but not connected to the discussion. Poor (1) Student presents an answer that notes the biotic and abiotic elements that are affected by human action, but one or more elements are not discussed. Specific examples are not mentioned. Not Acceptable (0) Student does not present an answer that notes the biotic and abiotic elements that are affected by human action; OR Answer is missing or irrelevant.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG) - GEOG 10 - WORLD REGIONAL GEOGRAPHY - SLO 1 - Drawing conclusions - Use maps, graphs and/or Geographic Information Systems (GIS) to analyze and interpret data and draw valid conclusions (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are presented with a choropleth map relevant to the course material and asked to interpret it using the map key. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map. Competent (3) Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted. Adequate (2) Student accurately applies the map key to identify the relevant location(s), conclusions are drawn that are inaccurate. Poor (1) Student does not accurately apply the map key to identify the relevant locations(s), and conclusions are drawn that are inaccurate. Not Acceptable (0) Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn, or answer is missing or irrelevant.	01/07/2013 - Use maps, graphs and/or Geographic Information Systems (GIS) to analyze and interpret data and draw valid conclusions. This SLO was evaluated using an essay question on a midterm exam. Students were given a population distribution map and asked to analyze similarities and differences over two different regions based solely on the information in the map. Students were also asked to analyze population characteristics based on population pyramid graphs. Essays were graded according to the following rubric: • Excellent (4): Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map. • Competent (3): Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted. • Adequate (2): Student accurately applies the map key to identify the relevant location(s), conclusions are drawn that are inaccurate. . • Poor (1): Student does not accurately apply the map key to identify the relevant location(s), and conclusions are drawn that are inaccurate. • Not Acceptable (0): Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn, or answer is missing or irrelevant. 23 students completed the exam with the following results: • Excellent (4): 8 • Competent (3): 12 • Adequate (2): 2	01/07/2013 - Teach, analyze, repeat

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		• Poor (1): 0 • Not Acceptable (0): 1 **Result:** Target Met **Reporting Year:** 2012-2013 **GE/IL-SLO Reflection:** Reflection on Assessment Results 1. What were the most important findings from your data? Students, for the most part, did a good job of analyzing population distribution and characteristics using the maps and charts. The students whose analysis was adequate seemed to struggle with understanding the population pyramids rather than the maps. It could be because of lack of attendance at lectures since I went over maps and pyramids in detail over two different class periods. 2. Given the results of this assessment, describe what changes will be made, if any to the following: Based on these results, I don't feel any changes are necessary at this point.	
		01/18/2012 - A: 10 students included maps and excellent analysis with minor or no omissions B: 4 students included maps but the analysis was not comprehensive - limited analysis C: 3 students included maps but did not refer to the map in the narrative F: 9 students did not include maps or refer to them in the narrative **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** none **GE/IL-SLO Reflection:**	01/18/2012 - I need to spend more time in class discussion the importance of maps as more than just maps. I am developing a lecture on reading maps as text and using them in our analysis of social and cultural structures/events/ideas.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		SLO maps to ILO's in trac dat	
Department - Geography (GEOG) - GEOG 10 - WORLD REGIONAL GEOGRAPHY - SLO 2 - Geographic themes and concepts - Apply major geographic themes and concepts to explain the origins and development of major nations and regions. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that asks them to apply major geographic themes and concepts to explain the origins and development of major nations and regions using specific examples. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student accurately analyzes how geographic themes and concepts explain regional and national development. Student includes a discussion and accurate examples of sequent occupance, population growth and movement, political and economic development. A minimum of three specific examples are used. Competent (3) Student accurately analyzes how geographic themes and concepts explain regional and national development. Student includes a discussion and accurate examples of most but not all of the following: sequent occupance, population growth and movement, political and economic development. A minimum of two specific examples are used. Adequate (2) Student accurately analyzes how geographic themes and concepts explain regional and national development. Student includes a discussion and accurate examples of some but not all of the following: sequent occupance, population growth and movement, political and economic development. A minimum of one specific example is used. Poor (1) Student accurately analyzes how geographic themes and concepts explain regional and national development. Student includes a discussion and accurate		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	examples of at least two of the following: sequent occupance, population growth and movement, political and economic development. No specific examples are used. Not Acceptable (0) Answer is missing or irrelevant.		
Department - Geography (GEOG) - GEOG 10 - WORLD REGIONAL GEOGRAPHY - SLO 3 - Major world regions - Compare and contrast major regions of the world with regard to their natural environments, peoples, natural resources, economies and contemporary problems. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question to compare and contrast a minimum of two regions of the world with regard to their natural environments, peoples, natural resources, economies and contemporary problems. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student accurately compares and contrasts two regions of the world in terms of their natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples for each element are discussed. Competent (3) Student accurately compares and contrasts two regions of the world in terms of most but not all of the following: natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples for each element are discussed. Adequate (2) Student accurately compares and contrasts two regions of the world in terms of some but not all of the following: natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples for most elements are discussed.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Poor (1) Student accurately compares and contrasts two regions of the world in terms of at least one the following: natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples are not discussed. Not Acceptable (0) Answer is missing or irrelevant.		
Department - Geography (GEOG) - GEOG 100A - INTRODUCTION TO ARC VIEW GIS - SLO 1 - GIS project - create a GIS project from a set of given files (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** project in which student creates a GIS project from a set of given files. **Assessment Method Type:** Class/Lab Project **Target:** student successfully creates a GIS project.		
Department - Geography (GEOG) - GEOG 100A - INTRODUCTION TO ARC VIEW GIS - SLO 2 - Map creation - manipulate GIS data to create a printed map (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** project in which student is asked to manipulate GIS data to create a printed map **Assessment Method Type:** Class/Lab Project **Target:** Student is able to manipulate GIS data to create a printed map		
Department - Geography (GEOG) - GEOG 100B - INTRODUCTION TO GEO MEDIA & GEO MEDIA PRO - SLO 1 - GeoWorkspace - create and manipulate data displays within the GeoWorkspace (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to manipulate data displays within the GeoWorkspace **Assessment Method Type:** Class/Lab Project **Target:** Student is able to successfully manipulate data displays within the GeoWorkspace		
Department - Geography (GEOG) - GEOG 100B - INTRODUCTION TO GEO MEDIA &	**Assessment Method:** Student is asked to connect to, and		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
GEO MEDIA PRO - SLO 2 - Data Warehouse - connect to, and manipulate data within the Data Warehouse (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	manipulate data within the Data Warehouse **Assessment Method Type:** Class/Lab Project **Target:** Student is able to connect to, and manipulate data within the Data Warehouse		
Department - Geography (GEOG) - GEOG 101 - A PREFACE TO GIS: AN INTRODUCTION TO COMPUTER-BASED MAPPING & GIS - Describe a GIS - Describe what a Geographic Information System (GIS) is and how it works (Created By Department - Geography (GEOG)) **Start Date:** 02/01/2010 **Course-Level SLO Status:** Active	**Assessment Method:** Exam question that asks student to describe what a GIS is and how it works **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Student is able to describe what a GIS is and how it works		
Department - Geography (GEOG) - GEOG 101 - A PREFACE TO GIS: AN INTRODUCTION TO COMPUTER-BASED MAPPING & GIS - Identify examples of GIS and GIS software - Identify examples of GIS and GIS software (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam question that asks student to identify examples of GIS and GIS software **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Student is able to identify examples of GIS and GIS software		
Department - Geography (GEOG) - GEOG 101A - INTRODUCTION TO MAPPING & COMPUTERIZED CARTOGRAPHY - Interpret and use maps in the field - Interpret and use maps in the field (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is given a map of their region and asked to use it to navigate and find information in the field **Assessment Method Type:** Class/Lab Project **Target:** Student is able to navigate and find information in the field		
Department - Geography (GEOG) - GEOG 101A - INTRODUCTION TO MAPPING &	**Assessment Method:** Student is asked to discuss computerized		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
COMPUTERIZED CARTOGRAPHY - Discuss computerized maps - Discuss computerized maps (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	maps in an exam question **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Student is able to successfully discuss computerized maps		
Department - Geography (GEOG) - GEOG 101B - A PREFACE TO GIS: COMPUTER-BASED MAPPING & GIS - Identify and describe a Geographic Information System - Identify and describe a Geographic Information System (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to identify and describe a GIS **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Student is able to identify and describe a GIS		
Department - Geography (GEOG) - GEOG 101B - A PREFACE TO GIS: COMPUTER-BASED MAPPING & GIS - Discuss how GIS are used - Discuss how GIS are used (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked an exam question about how GIS are used **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Student is able to successfully describe how GIS are used.		
Department - Geography (GEOG) - GEOG 101C - GLOBAL POSITIONING SYSTEMS (GPS) FUNDAMENTALS - Demonstrate the ability to use a GPS - Demonstrate the ability to use a GPS in the field to collect data and integrate it into a digital mapping project (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to use a GPS in the field to collect data and integrate it into a digital mapping project **Assessment Method Type:** Class/Lab Project **Target:** Student is able to use a GPS in the field to collect data and integrate it into a digital mapping project		
Department - Geography (GEOG) - GEOG 101D - TECHNOLOGY CAREERS & WORKFORCE PREPARATION - Identify job	**Assessment Method:** Portfolio of job openings identified by the student are reviewed		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
openings - Identify job openings that meet student?s career goals (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Portfolio Review **Target:** Students successfully identifies job openings that meet their KSA		
Department - Geography (GEOG) - GEOG 101D - TECHNOLOGY CAREERS & WORKFORCE PREPARATION - Write a resume - Demonstrate the ability to write a resume that meets current industry standards in the applicant?s field (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** A portfolio review of student's resume(s) **Assessment Method Type:** Portfolio Review **Target:** Student successfully applies current industry standards to their resume(s)		
Department - Geography (GEOG) - GEOG 101D - TECHNOLOGY CAREERS & WORKFORCE PREPARATION - Demonstrate job interview skills - Demonstrate job interview skills (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student sits for a mock job interview **Assessment Method Type:** Observation/Critique **Target:** Student demonstrates job interview skills introduced in the course		
Department - Geography (GEOG) - GEOG 11 - INTRODUCTION TO MAPPING & SPATIAL REASONING - Describe how paper maps and Geospatial Technology can be used for geographic inquiry. - Describe how paper maps and Geospatial Technology can be used for geographic inquiry. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 11 - INTRODUCTION TO MAPPING & SPATIAL REASONING - Describe the historical development of GIS&T - Describe the historical development of GIS&T (Created By Department - Geography			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(GEOG))			
Department - Geography (GEOG) - GEOG 11 - INTRODUCTION TO MAPPING & SPATIAL REASONING - Describe how GIS&T helps to solve problems of a spatial context. - Describe how GIS&T helps to solve problems of a spatial context. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 11 - INTRODUCTION TO MAPPING & SPATIAL REASONING - Interpret maps and mapped data. - Interpret maps and mapped data. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 11 - INTRODUCTION TO MAPPING & SPATIAL REASONING - Evaluate cartographic products in terms of their aesthetic design and ability to communicate information. - Evaluate cartographic products in terms of their aesthetic design and ability to communicate information. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 11 - INTRODUCTION TO MAPPING & SPATIAL REASONING - Demonstrate the use of geographic technologies to analyze real world problems and make informed, data driven decisions. - Demonstrate the use of geographic technologies to analyze real world problems and make informed, data driven decisions. (Created By Department -			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 11 - INTRODUCTION TO MAPPING & SPATIAL REASONING - Describe how to access different sources of data, describe the process of creating data with different geographic technologies, and discuss the fundamental concepts of data quality - Describe how to access different sources of data, describe the process of creating data with different geographic technologies, and discuss the fundamental concepts of data quality (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 11 - INTRODUCTION TO MAPPING & SPATIAL REASONING - Identify, explain, and interpret spatial patterns and relationships, such as how places are similar and different, the nature of transitions between places, and how places are linked at local, regional, and/or global scales. - Identify, explain, and interpret spatial patterns and relationships, such as how places are similar and different, the nature of transitions between places, and how places are linked at local, regional, and/or global scales. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 12 - INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) - SLO 1 - Definition - Define a Geographic Information System. (Created By Department -	**Assessment Method:** Exam question in which a student is asked to define a GIS **Assessment Method Type:** Exam - Course Test/Quiz	03/22/2012 - Two sections of this course were offered in Fall 2011 (the only quarter each year this class is offered). The only full time faculty member in the department was on PDL that	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Geography (GEOG)) **Course-Level SLO Status:** Active	**Target:** Student is able to define a GIS	quarter, so no assessment was organized or reported. The Geography department currently has one full time faculty member, and seven adjuncts. There is no support provided for organizing the department wide SLO assessment, or gathering the data from adjuncts who have various schedules and in some cases do not teach on campus at all, or in compiling, analyzing and reporting on the data. Once the college has prioritized program assessment to be an integrated element of department duties, with adequate compensation for the administrative duties as well as the authority to require participation and compliance from all adjunct faculty, perhaps this will become a meaningful and useful process. As it is, the faculty feel it highly unlikely that this report is being read at all, and if it is, the faculty encourages the relevant member of the administrative team to contact the Geography department to acknowledge that this Student Learning Outcome Assessment has been reviewed. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** greater funding and administrative support to organize SLO assessment among adjuncts **GE/IL-SLO Reflection:** Two sections of this course were offered in Fall 2011 (the only quarter each year this class is offered). The only full time faculty member in the department was on PDL that quarter, so no assessment was organized or reported. The Geography department currently has one full time faculty member, and seven adjuncts. There is no support provided for organizing the department wide SLO assessment, or gathering the data from adjuncts who have various schedules and in	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		some cases do not teach on campus at all, or in compiling, analyzing and reporting on the data. Once the college has prioritized program assessment to be an integrated element of department duties, with adequate compensation for the administrative duties as well as the authority to require participation and compliance from all adjunct faculty, perhaps this will become a meaningful and useful process. As it is, the faculty feel it highly unlikely that this report is being read at all, and if it is, the faculty encourages the relevant member of the administrative team to contact the Geography department to acknowledge that this Student Learning Outcome Assessment has been reviewed.	
Department - Geography (GEOG) - GEOG 12 - INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) - SLO 2 - Vector and raster GIS - Identify, compare and Contrast vector and raster GIS. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** A critical thinking question in which as student is asked to compare and contrast vector and raster GIS **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Student is able to successfully compare and contrast vector and raster GIS		
Department - Geography (GEOG) - GEOG 12 - INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) - SLO 3 - Cartographic principles - Apply cartographic principles of scale, resolution, projection, data management and spatial analysis to a geographic nature using a GIS. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student undertakes a GIS project in which they are asked to apply cartographic principles of scale, resolution, projections, data management and spatial analysis **Assessment Method Type:** Class/Lab Project **Target:** Student successfully applies cartographic principles of scale, resolution, projections, data management and spatial analysis using a GIS	01/07/2013 - Two sections of GEOG12 were assessed. The results were as follows: A- 14 B - 10 C- 3 D- 0 F-2 **Result:** Target Met **Reporting Year:** 2012-2013 **GE/IL-SLO Reflection:**	01/07/2013 - Teach, analyze, repeat

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Students are not being as successful as the instructors would like. We believe that this is the result of many students being underprepared for the work we are asking them to do. The action plan for this is to revise the GIS curriculum and spread out the scaffolding activities for this SLO among three classes.	
Department - Geography (GEOG) - GEOG 2 - HUMAN GEOGRAPHY - SLO 1 - Drawing conclusions - Use maps, graphs and/or Geographic Information Systems (GIS) to analyze and interpret data and draw valid conclusions (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are presented with a choropleth map relevant to the course material and asked to interpret it using the map key. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map. Competent (3) Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted. Adequate (2) Student accurately applies the map key to identify the relevant location(s), conclusions are drawn that are inaccurate. Poor (1) Student does not accurately apply the map key to identify the relevant locations(s), and conclusions are drawn that are inaccurate. Not Acceptable (0) Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn, or answer is missing or irrelevant.	01/07/2013 - Embedded exam questions required students to analyze and interpret data and draw conclusions based on maps. Students were evaluated according to the following criteria: • Excellent (4): Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map. • Competent (3): Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted. • Adequate (2): Student accurately applies the map key to identify the relevant location(s), conclusions are drawn that are inaccurate. • Poor (1): Student does not accurately apply the map key to identify the relevant locations(s), and conclusions are drawn that are inaccurate. • Not Acceptable (0): Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn, or answer is missing or irrelevant. 41 Students completed the assignment with the following results: • Excellent (4): 35 • Competent (3): 3 • Adequate (2): 3 • Not Acceptable: 0	01/07/2013 - Teach, analyze, repeat

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Reporting Year:** 2012-2013 **GE/IL-SLO Reflection:** Reflection on Assessment Results 1. What were the most important findings from your data? Students did very well with the exam questions, with most of them completing the task at the highest level. The six students who rated competent or adequate may have been responding to the question without looking closely at the map image. 2. Given the results of this assessment, describe what changes will be made, if any to the following: Embedding map questions in the exam is a follow-up to changes I decided to make after evaluating this SLO through an essay assignment. I may incorporate both essay assignments and embedded exam questions the next time.	
Department - Geography (GEOG) - GEOG 2 - HUMAN GEOGRAPHY - SLO 2 - Context - Place contemporary developments in cultural, historical, environmental and spatial context. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to place contemporary developments in cultural, historical, environmental, and spatial context **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student correctly identifies the cultural, environmental, historical and spatial context of the contemporary world. Student?s answer demonstrates critical thinking and relates culture to specific		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	course. Competent (3) Adequate (2) Poor (1) Not Acceptable (0) Student does not accurately define culture OR Answer is missing or irrelevant.		
Department - Geography (GEOG) - GEOG 2 - HUMAN GEOGRAPHY - SLO 3 - Human relationship with the natural world - Analyze relationships between humans and the natural world in which they live. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to analyze relationships between humans and the natural world in which they live using specific examples. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student accurately analyzes these relationships in the context of the specific examples used in class. Answer accurately utilizes geography terminology introduced in the course. A minimum of three accurate examples are used. Competent (3) Adequate (2) Poor (1) Not Acceptable (0) Student does not accurately define culture OR Answer is missing or irrelevant.	01/18/2012 - A: 24 students wrote a very thorough analysis with only minor omissions B: 12 students wrote a good analysis in which they omitted one major component. C: 5 students wrote an essay that included little analysis and was missing more than 2 components (for example, a student did not trace the plant from its origin through history of its domestication and migration) D: 2 students wrote very general essays with little direct reference to specifics F: 4 students did not do the assignment Students did pretty well overall, but in the future I will expand my lecture on how domestication is an important point of analysis for understanding human-ecological relationships. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** none **GE/IL-SLO Reflection:** SLO is mapped to ILO in trac dat.	01/18/2012 - Students did pretty well overall, but in the future I will expand my lecture on how domestication is an important point of analysis for understanding human -ecological relationships.
Department - Geography (GEOG) - GEOG 2 - HUMAN GEOGRAPHY - SLO 4 - Population growth and change - Discuss patterns of population growth and change	**Assessment Method:** Student is asked a critical thinking question that requires them to discuss patterns of population growth and change around the	01/07/2013 - GEOG02 Hansell Excellent: 16 students (17 points) Competant: 5 students (14 - 16 pts) Adequate: 5 students (11 - 13 pts)	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
around the world. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	world **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student illustrates an understanding of the historic patterns of population growth and movement in different parts of the world and the major population growth stages defined by the agricultural revolution, industrial revolution and medical/high tech revolution. Answer includes specific examples that accurately relate history and current events to two or more regions in the world. Competent (3) Student presents an answer that illustrates an understanding of the historic patterns of population growth in different parts of the world and the major population growth stages defined by the agricultural revolution, industrial revolution and medical revolution. Answer includes examples that accurately relate history and current events to two or more regions in the world. Adequate (2) Student presents an answer that illustrates the factors behind the formation of the landform, but partially discusses the of the hydrologic, tectonic and/or weathering processes that affected the formation of that landform but is lacking in a full description of the processes. Poor (1) Student presents an answer that defines the landform and may outline some steps in the formation, but significant material is missing from the discussion.	Poor: 2 students (10 or fewer points) **Result:** Target Met **Reporting Year:** 2012-2013 **GE/IL-SLO Reflection:** Overall, they did very well on this question, and provided evidence from class and history to justify their opinions. I noticed that the rubric you passed out is for a different SLO with the Adequate and Poor explinations, so I am giving the data to you in this format. 12/04/2012 - Question used on Midterm Exam: Do you think having a large population is a problem? Why? Use evidence from the class, and/or your own research to discuss your answer. (worth 17 points) Results: Excellent: 16 students (17 points) Competant: 5 students (14 - 16 pts) Adequate: 5 students (11 - 13 pts) Poor: 2 students (10 or fewer points) Overall, they did very well on this question, and provided evidence from class and history to justify their opinions. **Result:** Target Met **Reporting Year:** 2012-2013	
Department - Geography (GEOG) - GEOG 34H - HONORS INSTITUTE SEMINAR IN GEOGRAPHY - Discuss and analyze	**Assessment Method:** A discussion involving selected topics in Geography		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
selected topics in Geography - Discuss and analyze selected topics in Geography (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Discussion/Participation **Target:** Student is able to apply major principles of Geographic thought and theory to selected problems		
Department - Geography (GEOG) - GEOG 36 - SPECIAL PROJECTS IN GEOGRAPHY - SLO 1 - Assessment using geographical perspective - assess complexities and patterns of issue/project covered using a geographic perspective (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** A portfolio review of student project that examines the complexities and patterns of an issue using the geographic perspective **Assessment Method Type:** Portfolio Review **Target:** Student examines the complexities and patterns of an issue using the geographic perspective		
Department - Geography (GEOG) - GEOG 36X - SPECIAL PROJECTS IN GEOGRAPHY - SLO 1 - Assessment using geographical perspective - assess complexities and patterns of issue/project covered using a geographic perspective (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** A portfolio review of student project that examines the complexities and patterns of an issue using the geographic perspective **Assessment Method Type:** Portfolio Review **Target:** Student examines the complexities and patterns of an issue using the geographic perspective		
Department - Geography (GEOG) - GEOG 36Y - INDEPENDENT STUDY IN GEOGRAPHY - SLO 1 - Assessment using geographical perspective - assess complexities and patterns of issue/project covered using a geographic perspective (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** A portfolio review of student project that examines the complexities and patterns of an issue using the geographic perspective **Assessment Method Type:** Portfolio Review **Target:** Student examines the complexities and patterns of an issue using the geographic perspective	08/24/2012 - Students who completed the internship and portfolio were found to have mastered the material. **Result:** Target Met **Reporting Year:** 2011-2012	08/24/2012 - Upon reflecting on this assessment, the instructor believes that the targets were met

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG) - GEOG 36Z - SPECIAL PROJECTS IN GEOGRAPHY - SLO 1 - Assessment using geographical perspective - assess complexities and patterns of issue/project covered using a geographic perspective (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** A portfolio review of student project that examines the complexities and patterns of an issue using the geographic perspective **Assessment Method Type:** Portfolio Review **Target:** Student examines the complexities and patterns of an issue using the geographic perspective		
Department - Geography (GEOG) - GEOG 5 - INTRODUCTION TO ECONOMIC GEOGRAPHY - SLO 1 - Drawing conclusions - Use maps, graphs and/or Geographic Information Systems (GIS) to analyze and interpret data and draw valid conclusions (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** : Students are presented with a choropleth map relevant to the course material and asked to interpret it using the map key. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map. Competent (3) Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted. Adequate (2) Student accurately applies the map key to identify the relevant location(s), conclusions are drawn that are inaccurate. Poor (1) Student does not accurately apply the map key to identify the relevant locations(s), and conclusions are drawn that are inaccurate. Not Acceptable (0) Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn, or answer is missing or irrelevant.	01/07/2013 - SLO: Use maps, graphs and/or Geographic Information Systems (GIS) to analyze and interpret data and draw valid conclusions. Assessment: Students were assigned to write a commodity chain analysis of a product or natural resource. They were to include maps as well as analysis of the commodity chain as illustrated by the maps used. • Excellent (4): Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map. • Competent (3): Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted. • Adequate (2): Student accurately applies the map key to identify the relevant location(s), and conclusions are drawn that are inaccurate. • Poor (1): Student does not accurately apply the map key to identify the relevant location(s), and conclusions are drawn that are inaccurate. • Not Acceptable (0): Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn, or answer is missing or irrelevant.	01/07/2013 - Teach, analyze, repeat

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		• Excellent: 10 • Competent: 15 • Adequate: 0 • Poor: 0 • Not Acceptable: 3 **Result:** Target Met **Reporting Year:** 2012-2013 **GE/IL-SLO Reflection:** Findings: Most students achieved this SLO at an excellent or competent level. The three students whose analysis was unacceptable did not include maps or analysis of maps in their paper. The last time I included this assignment in the course I did not require maps or map analysis. Including this requirement was helpful to the students who could “see” the commodity chain and this improved their analysis of the way a commodity or natural resource moves around the globe from extraction to consumption. In particular, students were able to analyze transportation networks at a rather high level. Given the results of this assessment, describe what changes will be made, if any: The only change I plan to make is the use of a different textbook next time. I’ve been using a non-traditional economic geography text for economic reasons. Now that more texts are available online I plan to return to a more traditional text that provides deeper analysis of the importance of visual data.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- INTRODUCTION TO ECONOMIC GEOGRAPHY - SLO 2 - Economic activities - Examine how society organizes its economic activities over space at both a local, regional and global scale. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to examine how society organizes its economic activities over space at a local, regional and global scale using specific examples. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student accurately analyzes how society organizes its economic activity over space. Students discuss industrial location, transportation networks, and natural resource activity at all three scales. A minimum of three specific examples are accurately discussed. Competent (3) Student accurately analyzes how society organizes its economic activity over space. Students discuss industrial location, transportation networks, and natural resource activity at some but not all of the above scales. A minimum of two specific examples are accurately discussed. Adequate (2) Student analyzes how society organizes its economic activity over space. Students discuss industrial location, transportation networks, and natural resource activity at some but not all of the above scales. A minimum of one specific examples are accurately discussed. Poor (1) Student analyzes how society organizes its economic activity over space. Students discuss industrial location, transportation networks, and natural resource activity at some but not all of the above scales. No specific examples are accurately discussed. Not Acceptable (0) Answer is missing or irrelevant.	01/18/2012 - The students wrote great essays no matter which question they chose: A: 28 students wrote excellent essays with a very thorough analysis at all three scales. B: 4 students wrote very good essays, but didn't include as thorough analysis or their analysis was not even across all three scales, or omitted one scale C: 1 student provided basic information, but omitted at least two of the scales of analysis F: 2 students failed this exam, but neither of them answered the essay question. I really don't think I would do anything different with this SLO. The students responded well and for the most part covered local, regional, and global in their analysis. I was really impressed. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** none **GE/IL-SLO Reflection:** This SLO has been linked to the ILOs and continues to meet them	01/18/2012 - I need to spend more time in class discussion the importance of maps as more than just maps. I am developing a lecture on reading maps as text and using them in our analysis of social and cultural structures/events/ideas.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG) - GEOG 5 - INTRODUCTION TO ECONOMIC GEOGRAPHY - SLO 3 - Economic development and prosperity - Compare and contrast economic development and prosperity as they relate to human geography and the distribution of natural resources. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to compare and contrast economic development and prosperity as they relate to human geography and distribution of natural resources using specific examples. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Excellent (4) Student accurately both compares and contrasts global economic relationships between more and lesser developed regions using a minimum of three specific examples. Competent (3) Student accurately both compares and contrasts global economic relationships between more and lesser developed regions using a minimum of two specific examples. Adequate (2) Student compares or contrasts global economic relationships between more and lesser developed regions using a minimum of one specific examples. Poor (1) Student compares or contrasts global economic relationships between more and lesser developed regions. Specific examples are not used. Not Acceptable (0) Answer is missing or irrelevant.		
Department - Geography (GEOG) - GEOG 52 - ADVANCED GEOGRAPHIC INFORMATION SYSTEMS (GIS) - SLO 1 - Data conversion - Demonstrate the process of converting analogue data to digital data for us in GIS. (Created By Department - Geography (GEOG))	**Assessment Method:** Student is asked to demonstrate how to convert analogue data to digital data using a GIS **Assessment Method Type:** Class/Lab Project **Target:** Student successfully converts analogue data	08/24/2012 - This course was taught by an adjunct instructor. No assessment findings or reflections were reported. At the present time, the college does not provide the resources to enforce the reporting of assessments or enforce reflecting on their outcomes. **Result:** Target Not Met	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	to digital data using a GIS	**Reporting Year:** 2011-2012 **Resource Request:** Provide for a system that requires the instructor of each course to fill out this form, rather than the only full time instructor in the department. **GE/IL-SLO Reflection:** This is a 'make work' system. The faculty member who is required to fill out this form is not the one who teaches the class and does not know what was or was not achieved with the assessment. The college currently does not have a system in place to require instructors to participate in this time consuming enterprise.	
Department - Geography (GEOG) - GEOG 52 - ADVANCED GEOGRAPHIC INFORMATION SYSTEMS (GIS) - SLO 2 - Data sources - Identify and discuss GIS data sources. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to complete a GIS project **Assessment Method Type:** Class/Lab Project **Target:** Student identifies and uses GIS data in an appropriate manner from a variety of sources.		
Department - Geography (GEOG) - GEOG 52 - ADVANCED GEOGRAPHIC INFORMATION SYSTEMS (GIS) - SLO 3 - GIS databases - Create new GIS databases. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to create a new GIS database **Assessment Method Type:** Class/Lab Project **Target:** Student creates a new GIS database that functions correctly		
Department - Geography (GEOG) - GEOG 52 - ADVANCED GEOGRAPHIC INFORMATION SYSTEMS (GIS) - SLO 4 - GIS project - Plan, evaluate and execute an original GIS project. (Created By Department	**Assessment Method:** Student is asked to plan, evaluate and execute an original GIS project **Assessment Method Type:** Class/Lab Project		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- Geography (GEOG))	**Target:** Student is able to successfully plan, evaluate and execute an original GIS project		
Department - Geography (GEOG) - GEOG 53 - ADVANCED GEOSPATIAL TECHNOLOGY & SPATIAL ANALYSIS - Data preparation - Prepare data for use in analysis and determine an appropriate approach to solving a problem using geospatial tools and methods. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 53 - ADVANCED GEOSPATIAL TECHNOLOGY & SPATIAL ANALYSIS - Analyze the results - Run geoprocessing tools individually and implement a model to run several tools in sequence. Organize the data sets resulting from analysis. Present the results of a geospatial analysis using appropriate terminology and visualizations. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 54A - SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS I - SLO 1 - GIS applications - Discuss the diverse applications of Geographic Information Systems. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student summarizes the diverse applications of GIS in multiple reaction papers **Assessment Method Type:** Essay/Journal **Target:** Student demonstrates awareness of the diverse applications of GIS	08/24/2012 - This course was taught by an adjunct instructor. No assessment findings or reflections were reported. At the present time, the college does not provide the resources to enforce the reporting of assessments or enforce reflecting on their outcomes. **Result:** Target Not Met **Reporting Year:** 2011-2012	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Provide for a system that requires the instructor of each course to fill out this form, rather than the only full time instructor in the department. **GE/IL-SLO Reflection:** This is a 'make work' system. The faculty member who is required to fill out this form is not the one who teaches the class and does not know what was or was not achieved with the assessment. The college currently does not have a system in place to require instructors to participate in this time consuming enterprise.	
Department - Geography (GEOG) - GEOG 54A - SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS I - Explain how Geospatial Technology can be used to solve a problem of a geographic nature - Explain how Geospatial Technology can be used to solve a problem of a geographic nature (Created By Department - Geography (GEOG)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 54B - SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS II - SLO 1 - GIS project - Create and present a GIS project. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to create and present a GIS project **Assessment Method Type:** Class/Lab Project **Target:** Student successfully creates and presents a GIS project	08/24/2012 - This course was taught by an adjunct instructor. No assessment findings or reflections were reported. At the present time, the college does not provide the resources to enforce the reporting of assessments or enforce reflecting on their outcomes. **Result:** Target Not Met **Reporting Year:** 2011-2012 **Resource Request:**	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Provide for a system that requires the instructor of each course to fill out this form, rather than the only full time instructor in the department. **GE/IL-SLO Reflection:** This is a 'make work' system. The faculty member who is required to fill out this form is not the one who teaches the class and does not know what was or was not achieved with the assessment. The college currently does not have a system in place to require instructors to participate in this time consuming enterprise.	
Department - Geography (GEOG) - GEOG 54B - SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS II - SLO 1 - GIS applications - Discuss the diverse applications of Geographic Information Systems. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student summarizes the diverse applications of GIS in multiple reaction papers **Assessment Method Type:** Essay/Journal **Target:** Student demonstrates awareness of the diverse applications of GIS		
Department - Geography (GEOG) - GEOG 55 - DEPARTMENT HONORS PROJECTS IN GEOGRAPHY - Discuss selected topics in Geography - Discuss selected topics in Geography (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is able to apply major principles of Geographic thought and theory to selected problems **Assessment Method Type:** Portfolio Review **Target:** Student is able to apply major principles of Geographic thought and theory to selected problems		
Department - Geography (GEOG) - GEOG 55 - DEPARTMENT HONORS PROJECTS IN GEOGRAPHY - Analyze selected topics in Geography_1 - Analyze selected topics in Geography (Created By Department -	**Assessment Method:** Student is able to apply major principles of Geographic thought and theory to selected problems		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Portfolio Review **Target:** Student is able to apply major principles of Geographic thought and theory to selected problems		
Department - Geography (GEOG) - GEOG 58 - REMOTE SENSING & DIGITAL IMAGE PROCESSING - SLO 1 - Definition - Define remote sensing. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to define remote sensing **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Student successfully defines remote sensing	08/24/2012 - This course was taught by an adjunct instructor. No assessment findings or reflections were reported. At the present time, the college does not provide the resources to enforce the reporting of assessments or enforce reflecting on their outcomes. **Result:** Target Not Met **Reporting Year:** 2011-2012 **Resource Request:** Provide for a system that requires the instructor of each course to fill out this form, rather than the only full time instructor in the department. **GE/IL-SLO Reflection:** This is a 'make work' system. The faculty member who is required to fill out this form is not the one who teaches the class and does not know what was or was not achieved with the assessment. The college currently does not have a system in place to require instructors to participate in this time consuming enterprise.	
Department - Geography (GEOG) - GEOG 58 - REMOTE SENSING & DIGITAL IMAGE PROCESSING - SLO 2 - Remote sensing applications - Discuss the applications of remote sensing with Geographic Information Systems (GIS) (Created By Department - Geography (GEOG)) **Course-Level SLO Status:**	**Assessment Method:** Student is asked to discuss how remote sensing is used in the context of GIS **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Student is able to successfully discuss how remote sensing is used in the context of a		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	GIS		
Department - Geography (GEOG) - GEOG 58 - REMOTE SENSING & DIGITAL IMAGE PROCESSING - SLO 3 - Electromagnetic spectrum and remote sensing - Discuss the physical basis for remote sensing in terms of the electromagnetic spectrum. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to discuss the physical basis for remote sensing in terms of the electromagnetic spectrum **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Student is able to discuss the physical basis for remote sensing in terms of the electromagnetic spectrum		
Department - Geography (GEOG) - GEOG 59 - CARTOGRAPHY, MAP PRESENTATION & DESIGN - SLO 1 - Map creation - Create maps that demonstrate an understanding of the fundamentals of composition, color, and symbol selection at different scales. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to create a map that applies the fundamentals of composition, color, and symbol selection at different scales, as discussed in the class **Assessment Method Type:** Class/Lab Project **Target:** Student is able to successfully create a map that applies the fundamentals of composition, color, and symbol selection at different scales, as discussed in the class	08/24/2012 - This course was taught by an adjunct instructor. No assessment findings or reflections were reported. At the present time, the college does not provide the resources to enforce the reporting of assessments or enforce reflecting on their outcomes. **Result:** Target Not Met **Reporting Year:** 2011-2012 **Resource Request:** Provide for a system that requires the instructor of each course to fill out this form, rather than the only full time instructor in the department. **GE/IL-SLO Reflection:** This is a 'make work' system. The faculty member who is required to fill out this form is not the one who teaches the class and does not know what was or was not achieved with the assessment. The college currently does not have a system in place to require instructors to participate in this time consuming enterprise.	
Department - Geography (GEOG) - GEOG			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
73 - DYNAMIC & INTERACTIVE MAPPING - SLO 1 - User interfaces and animations - Critically evaluate cartographic user interfaces and animations (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are presented with various cartographic user interfaces and asked to evaluate them **Assessment Method Type:** Discussion/Participation **Target:** Students apply principles introduced in class to evaluate the user interface and animations		
Department - Geography (GEOG) - GEOG 73 - DYNAMIC & INTERACTIVE MAPPING - SLO 2 - Interface design and creation - Design and create interfaces for interactive mapping systems (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are asked to design and create a user interface for an interactive mapping system **Assessment Method Type:** Class/Lab Project **Target:** Student successfully designs and creates a user interface for an interactive mapping system that applies the principles of design discussed in class		
Department - Geography (GEOG) - GEOG 73 - DYNAMIC & INTERACTIVE MAPPING - SLO 3 - Animation design and creation - Design and create animations for dynamic cartographic presentations (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to create an animation for a dynamic cartographic presentation **Assessment Method Type:** Class/Lab Project **Target:** Student successfully creates an animation for a dynamic cartographic presentation		
Department - Geography (GEOG) - GEOG 78 - GEOGRAPHIC INFORMATION SCIENCE PROJECTS - SLO 1 - Interfaces - Design, create, test, and document interfaces for interactive mapping systems (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to design, create, test and document an interface for an interactive mapping project **Assessment Method Type:** Class/Lab Project **Target:** Student is able to successfully design, create, test and document an interface for an		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	interactive mapping project		
Department - Geography (GEOG) - GEOG 78 - GEOGRAPHIC INFORMATION SCIENCE PROJECTS - SLO 2 - Dynamic Cartographic Presentations - Design, create, test, and document animations for dynamic cartographic presentations (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked to design, create, test and document animations for dynamic cartographic presentations **Assessment Method Type:** Class/Lab Project **Target:** Student is able to successfully design, create, test and document animations for dynamic cartographic presentations		
Department - Geography (GEOG) - GEOG 9 - CALIFORNIA GEOGRAPHY - SLO 1 - Identification - Identify California's physical and cultural regions and characteristics. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question in which they must identify California's physical and cultural regions and characteristics **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Student successfully identifies California's physical and cultural regions and characteristics		
Department - Geography (GEOG) - GEOG 9 - CALIFORNIA GEOGRAPHY - SLO 2 - Activities and historical processes - Examine activities and historic processes which modified California's natural and cultural aspects. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is presented with a critical thinking question in which they are asked to examine activities and historical processes which modified California's natural and cultural aspects. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Student successfully examines activities and historical processes which modified California's natural and cultural aspects.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG) - GEOG 90A - INTRODUCTION TO GIS FOR K-12 TEACHERS I: FUNDAMENTALS OF GEOGRAPHIC INFORMATION SYSTEMS SCIENCE - SLO 1 - Spatial problems - apply GIS to problems of a spatial nature (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 90A - INTRODUCTION TO GIS FOR K-12 TEACHERS I: FUNDAMENTALS OF GEOGRAPHIC INFORMATION SYSTEMS SCIENCE - SLO 2 - GIS applications - discuss the value and applications of GIS in student's major or area of interest (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 90B - INTRODUCTION TO GIS FOR K-12 TEACHERS II: UTILIZING SPATIAL DATA & DATA ANALYSIS IN THE CLASSROOM - SLO 1 - Geospatial problems - Apply spatial analysis functions on a GIS to a Geospatial problem. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 90B - INTRODUCTION TO GIS FOR K-12 TEACHERS II: UTILIZING SPATIAL DATA & DATA ANALYSIS IN THE CLASSROOM - SLO 2 - Curriculum applications - Discuss applications of GIS to standard curriculum. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG) - GEOG 90C - INTRODUCTION TO GIS FOR K-12 TEACHERS III: DESIGNING & IMPLEMENTING A GIS - SLO 1 - GIS databases - Create new GIS databases through scanning and heads-up digitizing. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			
Department - Geography (GEOG) - GEOG 90C - INTRODUCTION TO GIS FOR K-12 TEACHERS III: DESIGNING & IMPLEMENTING A GIS - SLO 2 - Inquiry activity - Design a project based inquiry activity around a GIS. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active			