Basic Program Information

Department Name:

Geography

Division Name:

Business & Social Sciences

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.

Please list all Program Review team members who participated in this Program Review:

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

Total number of Full Time Faculty:	*1*
Total number of Part Time Faculty:	5

Please list all existing Classified positions:
None.

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Geography	**Yes***	Yes	Yes

*The CA in Geography currently applies to Geospatial Technology which is an emerging program. The current CA for GIST is in Geography. The AA and CA in GIST have been written and submitted to the college as of Spring 2013 but have not yet been submitted to the state.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Geography AA	1	0	**1**	**0%**
Geography CA (GIS)	3	9	**9**	**300%**

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate				

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	924	1013	1073	5.9%
Productivity (College Goal 2013-14: 535)	536	513	506	-1.4%
Success	78%	74%	75%	
Full-time FTEF	1	1	1	0%
Part-time FTEF	2.9	3.4	3.6	4.7%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there Is a Transfer Model Curriculum (TMC) available in your program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
X	**~~Submitted to CCCC~~ Submitted to the Board of Trustees**
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

The ADT in Geography has been approved by the CCC and has been submitted to the Board of Trustees. From there it will be submitted to the State.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. Enrollment trends: Over the last three 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 6.7% (from 1199 to 1279), and WSCH increased over the same time period (from 6808 to 7024), and it has increased markedly from the 2001-2002 rate of 3271.

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.

e. Student Demographics: Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

The Geography program data largely mirrors the college demographics as a whole. The notable differences include a somewhat younger demographic (47% in the 20-24 year old age group as compared to 39% for the college). This may partly explain the slightly lower success rates for Geography students compared with the college as a whole, as many of the students are less mature learners.

f. Productivity: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

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 and an emphasis on maximizing WSCH capture, leading to more sections with lower average enrollment. Productivity varies greatly by course within Geography. The department averages a productivity of 506, but an examination of the different course offerings reveals a range from 602 in GEOG02 and 548 in GEOG01 to productivity of 357 in GEOG12.

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.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Course completion rates (as measured by success+non-success) remain high (88%) and student success rates (75%) continue to increase. The success and completion rates for targeted groups is similar to the college as a whole. The completion rates of 82% for targeted groups is similar to the college's 85%, but the success rate for targeted groups is lower (58% for Geography vs. 68% for the college). This may be in part due to the high percentage of athletes enrolled in Geography classes. Many student athletes come to college underprepared to focus on the quantity of work associated with completing transfer level college courses. The full time geography department instructors keep an open dialog with the athletic coaches and counselor

and success rates for athletes in this instructor's classes is much higher. It is the hope of the department that by hiring an additional full time faculty member, the department will be able to further increase success rates with these special populations.

b. Institutional Standard for Degree Completion Number: 450
Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The number of degrees completed has held steady over the past three years. The department hopes that by passing the ADT in Geography the number of degrees will increase.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325
Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The number of CA has increased. However anecdotal evidence suggests that the number of students receiving CAs would be much higher if the process for awarding the CA once the required coursework was completed was streamlined by Admissions and Records and Counsling.

d. Institutional Standard for Transfer to four-year colleges/universities: 775
Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

No data was provided.

Section 3: Core Mission and Support

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

The Geography program is a transfer program. It supports the college's mission of basic skills by consistently upholding high academic standards and expecting all students enrolled in Geography courses to have college level reading, writing and math skills.

b. Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

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.

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

c. Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php
If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

Geospatial technology is a workforce program and is addressed in the GIST program review

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students.

The Geography program provides general education courses that are required for students seeking AA degrees in workforce programs.

Section 4: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. Attach 2012-2013 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.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

The student learning outcome assessments provide an opportunity for discipline faculty to reflect on the learning and assessment process. The faculty who choose to participate in the process have found the assessment and reflection process to be an opportunity to view teaching in the gestalt. However, the majority of adjunct faculty do not choose to participate, and given the overwhelming part time to full time ratio in this department, there has not been a critical mass of faculty participating in the review and discussion process to implement pedagogical changes.

b. How do the objectives and outcomes in your courses relate to the program-level student 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**.

c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

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.

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

The primary outcome of the SLO/PLO assessment process has been to observe the disconnect between the administrators who dictate the process and the faculty who must implement it. Administrators have not provided any mandate or incentive for adjunct faculty to participate in the process. The assessment organizing, assessing, gathering the assessed data, and entering it into the computer system is left to the full time faculty and represents uncompensated workload creep.

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

The full time faculty member contacts each group of faculty teaching each course and encourages a dialog to take place regarding SLO assessment by trying to create consensus on the SLO to be assessed for each course, then to build dialog surrounding the results of the assessment. However, the vast majority of adjunct faculty choose to not participate.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1) The first goal is to increase outreach for the GIS program and	**No**	No action taken as this goal was **not funded**	This continues to be the most important goal for the program

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.			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 board.	Not yet	Annual advisory board meeting in Spring 2014	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.	Yes	$2,700 in one time funds awarded.	

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
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 meeting in spring 2014	Continue to offer classes with innovative and engaging teaching	This continues to be a critical need of the GIS department to maintain currency.

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.		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.	
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.	2013-14	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	If the software is funded.

Section 7: Program Resources and Support

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 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

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

Has the program received college funding for reassign time in the last three years? (y/n) No, due to historical inequity in college CTE program administration.	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) no.	

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
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.		Goal #1	16 hours – 10%	

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Upgrade IDRISI software required for GIST 58 – Remote Sensing, a required course in the GIS Certificate program.	$5500	#3	No. This software needs to be upgraded every 3 to 5 years.

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
ESRI GIS software site license through the CCC Consortium	$2700	#3	Yes.
GIS advisory board meeting. Funding to organize the meeting ($500 if release time is not granted) and $200 to provide lunch to board members	$700	#2	No.

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1.	

a. After reviewing the data, what would you like to highlight about your program?

The Geography and GIS program remains robust and growing.

- Enrollment has increased 6.7% in 3 years
- Online enrollment has increased 15% in 3 years
- Online WSCH has increased 14% in 3 years

- WSCH continues to increase, and has increased markedly (83%) 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 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

The Geography program at Foothill College is strong and health and in a position to grow with the addition of a new full time faculty members in Fall 2014. The curriculum, SLOs and degrees are up to date and enrollment is strong. With a new full time position, the program can grow and serve the needs of students at Foothill in new ways. Department faculty have been active in the planning for the new FHDA Educational Center and the new instructional space for Geography/GIS.

b. Areas of concern, if any:

No major areas of concern. The Dean will work with department faculty to support the establishment of the Geography/GIS advisory board. Outreach and marketing for the Geography and GIS program is a critical need that will be addressed in 2014.

c. Recommendations for improvement:

No major recommendations. The addition of a new faculty member will enhance the program significantly and allow for growth and program support in new areas. The transition to the new Education Center is under way and planning for the new instructional spaces is close to complete. The new facility has the potential to improve instruction and allow for program growth and new populations of students.

d. Recommended next steps:

___ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College

Department - Geography (GEOG)

Mission Statement: 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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geographic Information Systems Technology (GIST) - GIST 12 - INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) - SLO 1 - Definition - Define a Geographic Information System. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam question in which a student is asked to define a GIS **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student is able to define a GIS		
Department - Geographic Information Systems Technology (GIST) - GIST 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 for Success:** Student is able to successfully compare and contrast vector and raster GIS		
Department - Geographic Information Systems Technology (GIST) - GIST 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 for Success:** 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 **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:**	01/07/2013 - Teach, analyze, repeat

Course-Level SLOs	Means of Assessment & Targets for Success / 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 - Geographic Information Systems Technology (GIST) - GIST 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)) **Course-Level SLO Status:** Active	**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 for Success:** Student successfully converts analogue data to digital data using a GIS	11/21/2013 - This class was taught by an adjunct instructor and no SLO assessment was conducted. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional institutional support for requiring adjuncts to conduct SLO assessments	11/21/2013 - Continue to encourage adjunct instructors to participate in SLO process.
Department - Geographic Information Systems Technology (GIST) - GIST 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 for Success:** Student demonstrates awareness of the diverse applications of GIS		
Department - Geographic Information Systems Technology (GIST) - GIST 58 - REMOTE SENSING & DIGITAL IMAGE PROCESSING - SLO 1 - Definition - Define remote sensing. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:**	**Assessment Method:** Student is asked to define remote sensing **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Student successfully defines remote sensing	11/21/2013 - This class was taught by an adjunct instructor and no SLO assessment was conducted. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	11/21/2013 - Continue to encourage adjunct faculty to participate in SLO process

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		**Resource Request:** Additional institutional support for requiring adjuncts to conduct SLO assessments	
Department - Geographic Information Systems Technology (GIST) - GIST 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 for Success:** 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	11/21/2013 - This class was taught by an adjunct instructor and no SLO assessment was conducted. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional institutional support for requiring adjuncts to conduct SLO assessments	11/21/2013 - Continue to encourage adjunct instructors to participate in SLO assessment process
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 for Success:** Excellent (4) 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. 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	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 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 **Year This Assessment Occurred:** 2012-2013	01/07/2013 - Teach, analyze, repeat

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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.		
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 5 - Atmosphere - Discuss the function, temperature profile and composition of the atmosphere. (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 function, temperature profile and composition of the atmosphere. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 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	01/07/2013 - Students in three sections of Meezan's GEOG01 class were assessed. Excellent: 12 Competent: 24 Adequate: 21 Poor: 3 Not Acceptable: 6 **Result:** Target Met **Year This Assessment Occurred:** 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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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.		
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 6 - Water - Discuss the hydrologic cycle, and the distribution and allocation of water resources for humans. (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 hydrologic cycle, and the distribution and allocation of fresh water resources for humans **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 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		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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		
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 for Success:** 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		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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.		
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 for Success:** 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	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	01/07/2013 - Teach, analyze, repeat

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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.	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 • Poor (1): 0 • Not Acceptable (0): 1 **Result:** Target Met **Year This Assessment Occurred:** 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:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Based on these results, I don't feel any changes are necessary at this point.	
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 for Success:** 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		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	geographic themes and concepts explain regional and national development. Student includes a discussion and accurate 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 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 for Success:** 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:	01/07/2013 - Teach, analyze, repeat

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		• Excellent (4): 35 • Competent (3): 3 • Adequate (2): 3 • Not Acceptable: 0 **Result:** Target Met **Year This Assessment Occurred:** 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 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 for Success:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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.		
Department - Geography (GEOG) - GEOG 2 - HUMAN GEOGRAPHY - SLO 4 - Population growth and change - Discuss patterns of population growth and change around the world. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**Assessment Method:** Student is asked a critical thinking question that requires them to discuss patterns of population growth and change around the world **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 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	01/07/2013 - GEOG02 Hansell Excellent: 16 students (17 points) Competant: 5 students (14 - 16 pts) Adequate: 5 students (11 - 13 pts) Poor: 2 students (10 or fewer points) **Result:** Target Met **Year This Assessment Occurred:** 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)	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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.	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 **Year This Assessment Occurred:** 2012-2013	
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 for Success:** Student examines the complexities and patterns of an issue using the geographic perspective	11/21/2013 - Students who completed their internships met the goal of the assessment **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	11/21/2013 - Continue the cycle of assessments
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 for Success:** 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),	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.	01/07/2013 - Teach, analyze, repeat

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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.	• 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. • Excellent: 10 • Competent: 15 • Adequate: 0 • Poor: 0 • Not Acceptable: 3 **Result:** Target Met **Year This Assessment Occurred:** 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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
Department - Geography (GEOG) - GEOG 5 - 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 for Success:** 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.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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.		
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 for Success:** 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.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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 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 for Success:** Student successfully creates and presents a GIS project		

Unit Assessment Report - Four Column

Foothill College

Program (BSS-GEOG) - Geography AA/CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BSS-GEOG) - Geography AA/CA - 2 - Evaluate core concepts in cultural and physical geography and apply them to contemporary events and issues. **SLO Status:** Active	**Assessment Method:** Upon completing first GEOG course, Indirect assessment of student knowledge based on final grade in first GEOG course taken. Data categorized by course (eg. Number of students with A?s B?s C?s etc in GEOG1 as first GEOG course; Number of students with A?s B?s C?s etc in GEOG2 as first GEOG course?) Upon completing second GEOG course, Indirect assessment of student knowledge based on final grade in second GEOG course taken. Data categorized by course (eg. Number of students with A?s B?s C?s etc in GEOG1 having completed GEOG2; Number of students with A?s B?s C?s etc in GEOG1 having completed GEOG5; Number of students with A?s B?s C?s in GEOG01 having completed GEOG10; Number of students with A?s B?s C?s in GEOG2 having completed GEOG1 etc). Upon graduating/transferring with AA in GEOG, number of successful graduation/transfer with AA in GEOG **Assessment Method Type:** Portfolio Review **Target:** Students enrolled in GEOG courses	11/25/2013 - The data for this assessment was not made available by institutional research for this time period. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional institutional support for institutional research to support data requests **GE/IL-SLO Reflection:** Because this is the first two years of a four year transfer program and the courses in the Geography major are not sequential, the model of assessing the program learning outcomes does not work given the resources provided this department. In order to fully assess the learning outcomes, the college will need to significantly invest in additional resources to support data driven research.	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Geography courses do not need to be taken in order. Therefore, students in a core Geography class may be in their first, second, third or fourth Geography class. The assessment method therefore takes this into account. Students in each Geography class will be given an assessment that addresses one of the PLOs and asked how many Geography classes they have previously completed. The assessments are as follows and can be customized for each course material. The student will be given a critical thinking question that asks them to evaluate core concepts in cultural and physical geography and apply them to contemporary events and issues. Data will then be evaluated based on whether the student indicates that they have completed one, two, three, or four Geography courses with the goal that students who have completed three or more Geography courses will be more successful at reaching the goal. **Assessment Method Type:** Departmental Questions **Target:** All GEOG classes		