BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name: Geography

Division Name: Business and Social Sciences

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

Name	Department	Position
K. Allison Lenkeit Meezan	Geograhy/GIS	Faculty
Michelle Palma	Geography/GIS	Faculty

Number of Full Time Faculty: 2 **Number of Part Time Faculty:** 5

Please list all existing Classified positions: *Example: Administrative Assistant I*

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review data, please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The Geography department has greatly increased its on campus presence with the addition of a second full time faculty member in 2014-15 and is continuing to build the face to face and hybrid offerings on campus. This increase in faculty presence and offerings of face to face and hybrid courses may have contributed to the marked improvement in success rates among targeted groups observed in the 2014-15 academic year

The program has a consistent rate of student success (77%). While this is slightly lower than success rates in the college as a whole, it is indicative of the rigorous material in these transfer classes that emphasize writing and computation. Of note within the department is the increase in success among targeted groups (59% in 2012-13 to 65% in 2014-15), while non-targeted groups remain steady at an 82% success rate.

The Geography department has placed a major emphasis on course quality and pedagogy in online classes because such a significant portion of their courses (77%) are offered online. The online classes have seen an increase in success among targeted groups from 56% (2012-13) to 64% (2014-15), while holding steady (81%) for non targeted groups.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

The Geography program remains highly engaged with the academic community statewide to best serve

students who will transfer to a four year school. The program is placing a major emphasis on reviewing Student Learning Outcomes and maintaining currency of program curriculum. Faculty have been active in the C-ID course descriptor creation process and serve as faculty reviewers for the C-ID program. In addition, the faculty is spearheading the creation of the Global Studies ADT and will be central partners in teaching the new interdisciplinary core courses for this degree.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

The student success rates are the primary metric used to measure program success. The success rates have shown a steady increase from 2012-2015, with a notable increase in the success of targeted populations (8% increase).
The Student Learning Outcome data has not provided a consistent or especially meaningful pattern of assessment, primarily because prior to hiring a second full time faculty member for 2014-15, the department was primarily adjunct (89% of course offerings) and adjunct faculty were not active in participating in the SLO process, thus the data collected was not fully representative of department outcomes. With the addition of a second full time faculty member to share department duties and increase the fraction of classes taught by full time faculty, it is the hope of this department to evolve the SLO process into a more meaningful reflection and assessment of teaching and learning.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review data, tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

The Geography program promotes a culture of equity and inclusion through the core nature of its discipline. The faculty are keenly aware of student learning differences and barriers to success that reach beyond the classroom and strive to build a classroom environment that emphasizes inclusion, as well as reaching out to all students to make them aware of college support services that can provide them with the foundation tools necessary for success.
The program has a record of increased success among both targeted (by 8%) and non-targeted groups (by 2%). This is a reflection of the institution wide effort to increase support services such as the Teaching and Learning Center and the Foothill Online Learning help desk.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
(1) Provide current video materials to reflect global events	Purchase captioned media in conjunction with the Library media staff	200 per quarter (GEOG01, GEOG02, GEOG10)

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information.

Resource Request	$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Purchase 5 new videos	$800	1	☐	☒	☐	☐
			☐	☐	☐	☐

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

$4200 for duties associated with department chair. These include hiring and mentoring adjunct faculty (2 hours per month), curriculum development and revision (1 hours per month), department scheduling (2 hours per month), coordinating department SLOs (1 hour per month) and writing the department program review (1 hour per month). This is approximately 80 hours annually, or based on Appendix G of the Agreement $4200.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2014-2015 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

4A. Strengths and successes of the program as evidenced by the data and analysis:

The Geography program at Foothill continues to be a strong viable program helmed by two full time instructors. I anticipate greater enrollment with the launch of the new Education Center in Sunnyvale as well as the offering of the new AD-T in Global Studies. The department has up-to-date SLOs and PLOs. I commend the faculty in this department for all the work they completed as C-ID reviewers, participating in the OEI pilot program and for taking the lead in the creation of the AD-T in Global Studies. The program is healthy, strong and continues to offer quality instruction to Foothil Students.

4B. Areas of concern, if any:

The program saw a 13% dip in enrollment in 14/15 although it is not clear why.

4C. Recommendations for improvement:

* Meeting with both counseling and marketing departments to help students develop an understanding for this major.

4D. Recommended Next Steps:

☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

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 - 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 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.	10/29/2015 - k **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / 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 for Success:** 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.	01/13/2015 - 67 students were administered a critical thinking question "Look at the surface temperature by hemisphere graph in Worksheet 3. Why does the Northern hemisphere have a hotter summer and a colder winter than the Southern Hemisphere? Write at least two paragraphs justifying your answer citing evidence from the worksheets and graphics." Of the 67 students 36 received a 5, 20 received a 4, 7 received a 3, 2 received a 2 and 2 received a 1. The reflection for this assessment is that the goal was met. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 4 - Landform formation - Discuss the formation of major landforms. (Created By Department	**Assessment Method:** Student is asked a critical thinking question that requires them to discuss the formation of a major landform on earth		

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

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	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		
Department - Geography (GEOG) - GEOG 1 - PHYSICAL GEOGRAPHY - SLO 7 - Human-environment interaction - Analyze	**Assessment Method:** Student is asked a critical thinking question that requires them to analyze patterns and		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
patterns and consequences of human environment interaction. (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	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 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	**Assessment Method:** Students are presented with a choropleth map relevant to the course material and asked to interpret it using the map key.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Systems (GIS) to analyze and interpret data and draw valid conclusions (Created By Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**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.		
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	07/14/2015 - The assessment was conducted Spring quarter, 2015 in a class of 16 students. Students responded to this assessment through an essay question on an exam. The question asked students to discuss how major geographic concepts influenced the development of one of the major regions discussed in class. They were asked to draw on at least three major geographic themes including: economic, political, environment, culture, and population. They were also asked to provide specific examples of these themes in that region. Fifteen students received an excellent score (4). One student did not provide an answer which earned Not Acceptable (0). **Result:**	07/14/2015 - This assessment demonstrates that the students and instructor are meeting the SLO for this course. Instructor will continue to emphasize the interconnectedness of major geographic concepts and apply them to regions and nations. The instructor will give students plenty of practice and feedback on this SLO to continue meeting target success.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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 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.	Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** This outcome is related to the Four Cs in the following ways (summarized): Communication: Essay allows students to demonstrate analytical reading and writing skills Computational: Students must organize information to find desired result Creative, Critical, and Analytic Thinking: Synthesize and evaluate information Community/Global Consciousness and Responsibility: Cultural awareness, and awareness of global interconnectedness	
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))	**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:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	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.		
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:** 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	07/14/2015 - 23 students were assessed through an essay question on an exam, as indicated above by assessment method. Excellent:19 students Competent: 4 students **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** SLO is mapped to ILO in trac dat.	07/14/2015 - Teach, analyze, repeat.

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	steps in the formation, but significant material is missing from the discussion.		
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), 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.		
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	**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.	01/13/2015 - Assessment: Students were assigned to write a commodity chain analysis of a product that included harvesting, use, and disposal of natural resources. We read Travels of a T-shirt and Where am I Wearing: A Global Tour to the Countries, Factories, and People that Make	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Geography (GEOG)) **Course-Level SLO Status:** Active	**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. 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.	Our Clothes, so students had a very good example of commodity chain analysis of a natural resource. Findings: All students achieved this SLO at a competent level. One of the changes made to this assignment since Fall 2012 was to include maps and visual analysis of the commodity chain. This change helped students better understand the concept of commodity chains as well as the impact in different regions on natural resources. It also aided students with achievement of competency (and in a few cases excellence) in this SLO. This research paper assignment is an effective tool to help students understand economic activities across all scales. Commodity chain analysis in which students begin at the beginning of the production process helps them understand organization of those economic activities as well as relationships across spatial boundaries. The assignment helps them to understand those activities and organization in greater depth. Given the results of this assessment, describe what changes will be made, if any: Next time I plan to replace the books above with a more traditional text that will provide in-depth context for understanding the spatial aspects of economic activity across the globe. I will include a paper that provides a clear example of a commodity chain analysis. I'll be interested to see if this aids students in moving from competent to excellent. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / 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 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. 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.		

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. **Year PL-SLO implemented:** End of Academic Year **SLO Status:** Active	**Assessment Method:** The Geography department has determined that the program outcomes should be reflected in every core class. Any student who takes any geography class should be acquiring the same program-wide knowledge regardless of how many geography courses they have taken. Therefore, the same outcomes will be assessed in all core classes to determine if the program is achieving this goal. The department sampled one section of each of the core geography courses throughout the year to determine if students were successful at acquiring the intended outcomes of the program. For this specific assessment. Students were asked to write a 3-5 page paper connecting what they learned in class to a current event. **Assessment Method Type:** Essay/Journal **Target:** At least 80% of students should be successful. Successful (equivalent to an A, B, or C score) = adequate understanding of the geographic concept and how it relates to contemporary events. Unsuccessful (equivalent to a D or F) = inadequate knowledge of the geographic concept and/or connected it to an irrelevant or unrelated current event.	12/02/2015 - Successful: 39 students (91%). Unsuccessful: 4 students (9%)Note: these students did not complete the assessment. Total sample size: 43 students. Further Breakdown: (Geog 2, Winter 2015, A=6 students; B =4 students; C= 2 students.) (Geog 1, Spring 2015, A = 14 students; B = 3 students; F = 2 students.) (Geog 10, Fall 2014, A = 10; F = 2 students) **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** In order to maintain the high quality of this program, the department requests $800 to purchase current video materials to reflect global events.	12/02/2015 - Continue with this assignment since it seems to be a successful tool to demonstrate students' knowledge.

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