# Assessment Overview

**Discipline/Program Name - Geography**  
**Assessment Year - Spring 2011**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Outcome Type</th>
<th>Methodology</th>
<th>n</th>
<th>History</th>
<th>Benchmark</th>
<th>Results</th>
<th>Strength of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrated proficiency in recognizing spatial relationships, understanding geographical concepts and terms, and identifying the world’s countries</td>
<td></td>
<td>Pre-Post Test</td>
<td>32</td>
<td>Seven Years</td>
<td>75%</td>
<td>73.7%</td>
<td>Weak (but nearly Neutral)</td>
</tr>
<tr>
<td>2. Subjective assessment of one’s understanding of spatial relationships, geographical knowledge, and ability to identify countries on a map</td>
<td></td>
<td>Post Test</td>
<td>32</td>
<td>Seven Years</td>
<td>80%</td>
<td>74.6%</td>
<td>Weak – Misses Benchmark (but a slight improvement over last year’s 73%)</td>
</tr>
</tbody>
</table>

Describe the Learning Outcome That You Have Measured  
SLO/GE, Discipline or Other  
Pre-Post Test, Judged Competition, Embedded Questions, Rubric Graded Essay  
Number of Students Assessed  
# of Years This Outcome Has Been Assessed  
Measurement Standard  
Report the Results of Your Data Analysis

Recommendation: Complete this Assessment Overview Table after you have completed your Assessment Summary in the following template.
Program / Discipline Assessment Report

Program/Discipline: Geography Department  
Responsibility: Rosann Poltrone  
Author: Mary Carr  
Reviewed by: Rosann Poltrone

Program/Discipline's Mission Statement:
Geography is a multi-faceted discipline which introduces students to the spatial relationships between the natural environment and human societies. Students will learn to compare and contrast these relationships utilizing critical thinking, writing, oral, analytical, and map reading skills.

In order to improve student learning, all geography students will be exposed to spatial thinking skills.

Program/Discipline's Assessment History:
By using the assessment process as an evaluative technique, how has it previously affected your program's curricula and/or teaching strategies?

Previous assessment cycles have indicated a need for increased higher level thinking skills. All World Regional Geography (GEO 105) tests were modified to utilize fewer multiple-choice questions and emphasize writing and short-answer questions.

By using the assessment process as an evaluative technique, what changes to student learning have been noted?

Given the continued small annual sample, it is difficult to draw significant conclusions. This year in particular it is nearly impossible given an abnormally low participation rate (32 students compared with 73 last year).

What unintended consequences, if any, have occurred because of the assessment process?

Students continually demonstrate weak map identification skills on the pre-test. Many students are still struggling with this section on the post-test. Several approaches to remedy this deficiency have been discussed and remedial actions have been undertaken by all geography faculty/instructors.

Who receives information about your department's assessment and why? (Please note if you plan on altering either of these items for the coming year.)

Our results are included in the strategic plan. They are also shared with GEO adjunct faculty so they may align their course assessment with the department assessment. Semester end meetings of the Coordinator and all faculty address positive/negative trends. Finally, students may access the assessment results on the College’s web site.

Part 1: Previous Academic Year Assessment Summary

Previous Academic Year: <replace this text with the academic year being summarized, i.e.: 2009-10>

Please duplicate or remove the tables on the following pages for each outcome you have assessed. If there are five outcomes in the last year, use/create five tables. (For your convenience, four tables have been generated, two Discipline/Program related and two Student Learning/General Education related.)

(To select an entire table, hover over part of the table; an icon should appear with four arrows in the table's upper-left corner ... click on it. You can also drag over all the cells of the table to select it.) Once selected, choose Edit>Copy, click in the space immediately following the table, and choose Edit>Paste.
<table>
<thead>
<tr>
<th>Outcome #: 1</th>
<th>Outcome Title: Knowledge of Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type</strong> (choose one): Discipline/ Program</td>
<td><strong>Outcome Description:</strong> Ability to demonstrate proficiency in recognizing spatial relationships, understanding geographical concepts and terms, and identifying the world’s countries.</td>
</tr>
<tr>
<td><strong>Benchmark for success</strong>&lt;br&gt;1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.&lt;br&gt;2) What is the rationale for choosing this measure?</td>
<td>Seventy-five percent of the sample size was expected to demonstrate proficiency on the items above.&lt;br&gt;This percentage was used for consistency as it has been used in prior years.</td>
</tr>
<tr>
<td><strong>Description of assessment process:</strong>&lt;br&gt;1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?&lt;br&gt;2) How do these methods show students are learning?&lt;br&gt;3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?&lt;br&gt;4) How many students made up the sample size?</td>
<td>Pre/post testing was the method utilized to assess above.&lt;br&gt;This testing enables evaluation of student proficiency at semester’s end compared with that on day one.&lt;br&gt;This outcome has been measured annually for several years.</td>
</tr>
<tr>
<td><strong>Results</strong>&lt;br&gt;What were the results of the assessment process? (List results for each method, if more than one were used.)</td>
<td>For the four class sections assessed, the results were as follow:&lt;br&gt;</td>
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<td></td>
<td><strong>Section</strong></td>
</tr>
<tr>
<td></td>
<td>101</td>
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<tr>
<td></td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>166</td>
</tr>
<tr>
<td><strong>What did the department learn?</strong>&lt;br&gt;1) How did group performance compare to the benchmark?&lt;br&gt;2) How does the data compare to the previous year, if applicable?&lt;br&gt;3) If multiple measures were used, how do they compare to each other?</td>
<td>Of the four class sections assessed, two groups exceeded the benchmark, and two others failed to meet it.&lt;br&gt;An overall proficiency of 73.7% misses the benchmark by barely 1.3%. This is a significant drop from last year’s proficiency rate of 83.9% but nearly 10% better than that of 2008-2009 (64%).</td>
</tr>
<tr>
<td><strong>Student performance summary</strong>&lt;br&gt;1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?&lt;br&gt;2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?</td>
<td>Nearly neutral&lt;br&gt;Given the significantly reduced participation rate, it has been decided not to make changes but rather to continue with the increased emphasis placed the past few years on spatial analysis/syntheses (higher level Bloom’s taxonomy) and map identification. This emphasis was instituted based on several years’ assessment results. Also, students themselves continue to report weakness, particularly in map identification (as indicated on Question 3 in Outcome 2 below).</td>
</tr>
<tr>
<td><strong>Outcome #: 2</strong></td>
<td><strong>Outcome Title:</strong> Subjective Proficiency Assessment</td>
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<tr>
<td>------------------</td>
<td>-----------------------------------------------------</td>
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<tr>
<td><strong>Outcome Type (choose one):</strong>&lt;br&gt;D<strong>iscipline/Program</strong>&lt;br&gt; <strong>If Student Learning Outcome/General Education (choose one):</strong> Personal Development and Responsibility</td>
<td><strong>Outcome Description:</strong>&lt;br&gt;Student’s subjective assessment of his/her understanding of spatial relationships, geographical knowledge, and ability to identify countries on a map.</td>
</tr>
<tr>
<td><strong>Benchmark for success</strong>&lt;br&gt;1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.&lt;br&gt;2) What is the rationale for choosing this measure?</td>
<td>Eighty percent of the sample size was anticipated to meet or exceed our benchmark. This percentage was used for consistency as it has been used in prior years.</td>
</tr>
<tr>
<td><strong>Description of assessment process:</strong>&lt;br&gt;1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review)?&lt;br&gt;2) How do these methods show students are learning?&lt;br&gt;3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?&lt;br&gt;4) How many students made up the sample size?</td>
<td>Post testing was the method utilized to evaluate this capability. This method demonstrates students’ perceptions of their capabilities. Such perceptions are accurate to varying degree. Most often students’ impressions of their capabilities are inflated compared to their performance on the assessment device. This outcome has been measured annually. The current student sample was 32, of whom 25 responded to this section of the assessment. Last year the student sample was 62, of whom 56 completed this section.</td>
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<tr>
<td><strong>Results</strong>&lt;br&gt;What were the results of the assessment process? (List results for each method, if more than one were used.)</td>
<td>Three quarters of students (74.6%) reported agreeing, or strongly agreeing, that they had attained an overall level of proficiency on the factors measured in Outcome 1 above.</td>
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<tr>
<td><strong>What did the department learn?</strong>&lt;br&gt;1) How did group performance compare to the benchmark?&lt;br&gt;2) How does the data compare to the previous year, if applicable?&lt;br&gt;3) If multiple measures were used, how do they compare to each other?</td>
<td>Weak performance compared to the benchmark but in line with student reporting of the last two years (78% and 73% respectively). Last year 78% of students reported proficiency.</td>
</tr>
<tr>
<td><strong>Student performance summary</strong>&lt;br&gt;1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?&lt;br&gt;2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?</td>
<td>Weak. Again, given the abnormally low participation rate this year, it has been decided to continue the efforts of the past few years which emphasize spatial analysis/synthesis and map identification.</td>
</tr>
<tr>
<td><strong>Outcome #: 3</strong></td>
<td><strong>Outcome Title:</strong> &lt;replace this text with the title of the outcome&gt;</td>
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<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| **Outcome Type** (choose one):  
☐ Discipline/Program  ☐ SLO/GE  ☐ Other  
If Student Learning Outcome/General Education (choose one):  
☐ Communication  
☐ Society and Culture/Diversity and Global Awareness  
☐ Problem Solving/Critical Thinking  
☐ Quantitative Reasoning  
☐ Technology  
☐ Interpersonal Skills/Leadership and Teamwork  
☐ Aesthetics  
☐ Values and Ethics  
☐ Information Management  
☐ Personal Development and Responsibility |
| **Outcome Title:** <replace this text with the title of the outcome> |
| **Outcome Description:**  
<replace this text with a one or two sentence describing the outcome; if you chose 'Other', please explain; for Student Learning Outcome/General Education definitions and other information regarding good outcome construction, please see Appendix A> |
| **Benchmark for success**  
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2) What is the rationale for choosing this measure?  
<replace this text with a benchmark and rationale; for more information about benchmarks, please see Appendix C> |
| **Description of assessment process:**  
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review)?  
2) How do these methods show students are learning?  
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?  
4) How many students made up the sample size?  
<replace this text with answers to the questions to the left; for more information about assessment methods, please see Appendix B> |
| **Results**  
What were the results of the assessment process?  
(List results for each method, if more than one were used.)  
<replace this text with the raw findings for this outcome in narrative, table, and/or graph form> |
| **What did the department learn?**  
1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other?  
<replace this text with answers to the question to the left> |
| **Student performance summary**  
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?  
<replace this text with answers to the question to the left> |
**Outcome #: 4**

**Outcome Title:** <replace this text with the title of the outcome>

**Outcome Type** (choose one):
- [ ] Discipline/Program
- [ ] SLO/GE
- [ ] Other

If **Student Learning Outcome/General Education** (choose one):
- [ ] Communication
- [ ] Society and Culture/Diversity and Global Awareness
- [ ] Problem Solving/Critical Thinking
- [ ] Quantitative Reasoning
- [ ] Technology
- [ ] Interpersonal Skills/Leadership and Teamwork
- [ ] Aesthetics
- [ ] Values and Ethics
- [ ] Information Management
- [ ] Personal Development and Responsibility

**Outcome Description:**
<replace this text with a one or two sentence describing the outcome; if you chose 'Other', please explain; for Student Learning Outcome/General Education definitions and other information regarding good outcome construction, please see Appendix A>

**Benchmark for success**
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

<replace this text with a benchmark and rationale; for more information about benchmarks, please see Appendix C>

**Description of assessment process:**
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

<replace this text with answers to the questions to the left; for more information about assessment methods, please see Appendix B>

**Results**
What were the results of the assessment process? (List results for each method, if more than one were used.)

<replace this text with the raw findings for this outcome in narrative, table, and/or graph form>

**What did the department learn?**
1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

<replace this text with answers to the question to the left>

**Student performance summary**
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

<replace this text with answers to the question to the left>
Part 2: Current Academic Year Assessment Plan

- Your program may wish to examine how retention differs among sections of an important course or you may choose to do an analysis of grade inflation across courses within your program/discipline. Such items aren’t truly student outcomes, but they certainly affect learning. As such, these outcomes will be classified as "Other" in the summary you create next year. (Measuring such outcomes is purely optional.)
- Two or more instruments of measuring an objective may provide greater clarity and validity, but only one is required. The department or program makes the decision. The Program Assessment committee and deans are available for consultation.
- In the past, some programs have been identified purely by prefix or in some cases by the type of section offered. Sometimes, a very limited pool of students have been available for such a program to assess, or the program lacks full-time faculty to plan, assess, and report outcomes. If your program has such difficulties, please contact either the Program Assessment committee’s chair or your School's Program Assessment committee representative. We will work with you to find a solution.
- CTE programs with external accreditation may use the accreditation report to in addition or in lieu of these forms, please contact the Program Assessment committee representative if this format is desired. In absence of this contact, these forms are expected.
- Outcomes are to be measured annually. Exceptions are made with VPI approval for outcomes that clearly need a less (or more) frequent review.

Outcome minimums

- At least two outcomes are to be program/discipline-related.
- At least two outcomes are to be General Education in nature. One General Education outcome must be continued from the prior year to develop a historical trend. General Education outcomes need to be assessed and reported annually, regardless of the frequency of reporting for other outcomes.
- Both outcomes above are classified as "student learning" outcomes, requiring benchmarks and analysis. It is strongly recommended that you use the table provided in Part 1 of this report for this function. Definitions and examples of these outcomes are provided in Appendix A at the end of this document. Your Program Assessment committee is available to assist.
- An assessment report is requested annually. Such a report may only consist of a report on General Education outcomes and a plan summarizing where your program is in an assessment with multi-year frequency.
Current Academic Year: 2011-2012

Intended Learning Outcomes (only include if they differ from those noted in Part 1)
Given the abnormally low participation rate this year, any change to the Department’s current emphasis would seem imprudent. However, a revised instrument is being developed for use in 2012. This will first be administered in the fall 2012 semester.

Assessment Method(s) (only include if they differ from those noted in Part 1)
As above.

Benchmarks (only include if they differ from those noted in Part 1)
Under the revised instrument, 70% of students (rather than the current 80%) will be anticipated to score “Agree” or “Strongly Agree” on the subjective component of the assessment. This change will bring the instrument in line with the percentage used in other disciplines within the Department.

Have you submitted a separate budget worksheet? (Choose by bolding; for information about this worksheet, please refer to the specific budgeting e-mail sent by the committee chairperson.)
No

Please submit this report (including both last year's summary and this year's plan) in a Word document to the Program Assessment committee chairperson (Cheyne Bamford: cheyne.bamford@arapahoe.edu). If you have any questions about the process, please contact the chairperson.