

**2011-12 Program Assessment Update**

Department & Program: Geography

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As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2011-12, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2012. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2011-12.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
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1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
<p>Students will demonstrate proficiency in interpreting existing and creating new maps, in both paper and digital forms.</p>	<p>Entry and Exit Portfolio assessment (using GEOG328 and GEOG 493 as the entry and exit pillars). Students were required to produce a portfolio of maps, each accompanied with an interpretation, at two points during the academic year. The first portfolio was collected at the end of Fall quarter (GEOG328), and the second portfolio was collected at the end of spring quarter (GEOG493). These two classes were paired together to ensure continuity of the cohort; GEOG328 is a pre-requisite for GEOG493. Instructors from both courses then evaluated the data collected according to a rubric (see attached).</p>	<p>Frankly, we were horrified. Over 60% of students could not meet basic requirements at the end of GEOG 328, and by the end of GEOG 493 (and several classes in between), nearly 40% of them still could not meet basic levels of proficiency in the creation of digital maps. Only 17% exceeded the requirements.</p> <p>Further analysis of the data suggests a disconnect between the process of data creation (part I and III of the rubric) and successful presentation (part II and IV of the rubric). Whereas 40% of students in their final quarter could not pass all required elements of the rubric, 50% of them met or exceeded expectations in Parts I and III but failed to meet Parts II and IV. This is a key finding because it helps us understand how to address the problem.</p>	<p>We conclude that students get so overwhelmed with successful completion of the data creation phase that they do not adequately address cartographic presentation.</p> <p>We recommend incorporating more laboratory exercises that focus student attention ONLY on cartographic presentation.</p> <p>We recommend requiring rough drafts of all cartographic presentation and metadata and, where appropriate, peer review of the rough drafts.</p>	<p>These changes will affect curriculum in several courses. We recommend instructors in GEOG321, GEOG328, GEOG428, and GEOG429 all make efforts to modify existing labs, create new assignments, and require students to submit rough drafts before accepting final assignments.</p>	<p>Progress will be evaluated against the attached rubric at the end of each section that has been modified to address these observations.</p>

## Geography Student Learning Objective #1 Rubric

<b>Task</b>	<b>Does Not Meet Basic Requirements</b>	<b>Meets Basic Requirements</b>	<b>Exceeds Basic Requirements</b>
<i>Student can correctly identify geographic patterns in cartographic form</i>	Student cannot express basic mathematical relationships of a single theme as it is distributed across space.	Student can express basic mathematical relationships (less than, greater than) of a single theme in two-dimensional cartographic space.	Student can express basic mathematical relationships of single themes as depicted on the map and also demonstrate understanding of patterns created by the simultaneous interaction of multiple layers in three-dimensional cartographic space.
<i>Student can clearly express in writing the nature of, and processes implicated by, the geographic patterns identified</i>	Written statements are non-sensical, or draw on unrelated and irrelevant information. The most basic patterns are not clearly conveyed, and no attempt is made to link them to geographic process.	Written statements clearly express the most basic level of geographic pattern, but attempts to describe the basic patterns in the context of interacting patterns or relevant geographic process are not comprehensible.	Written statements clearly express multiple layers of spatial pattern, and link discussion of the patterns to relevant geographic processes.
<i>Student can construct a map that accurately depicts geographic data using appropriate cartographic techniques (both statistical and thematic)</i>	Student did not select statistical or thematic mapping techniques appropriate for the data being mapped.	Student selected a technique that is adequate, but not the best fit, for the data. Student apparently did not put in extra effort needed to derive the most appropriate technique.	Student has selected and customized as necessary the most appropriate statistical or thematic technique for the data.
<i>Student can appropriately design the map using standard cartographic symbolism to clearly convey the data</i>	Student has violated multiple basic standards of cartographic design	Student achieves most standards of cartographic design, but map includes a few obvious cartographic errors and is not at production-level quality.	Student uses all standards of cartographic design properly, and clearly has proofed the map to bring it to production-level quality.