Date Plan was Approved by Department: 8/14/2018
Name of Person Submitting Plan: Jon Comer

A. Program Information:
Assessment Coordinator’s Name: Jon Comer
Assessment Coordinator’s Email Address: jon.comer@okstate.edu

B. Program Mission Statement
In the box below, provide the mission statement for the program.
The mission statement, educational objectives, and goals for program should guide the assessment process. The mission statement should align with department, college, and institutional mission statements.

The Masters program in Geography specializes in three broad areas including cultural/historical geography, resource management, and transportation/urban geography. This degree program is designed for students to master the theoretical knowledge and skills to design, implement, and present through oral and written form original geographic research. Therefore, masters students study geographic research methods and analysis, the history and philosophies of geography, and knowledge of current geographic research.

Graduates may seek professional employment in, for example, locational analysis, regional planning, resource management, remote sensing, geographic information systems (GIS), computer cartography, historic preservation, and culturally-focused agencies and organizations. Students completing a masters degree are well-prepared to continue in doctoral programs, which place a greater emphasis on theoretical facets of geography.

C. Student Learning Outcomes
On the pages that follow, list the Student Learning Outcomes associated with the program identified in this assessment form.
C1) Student Learning Outcome #1: Masters students will develop the ability to communicate geographic information effectively orally and in writing.

Identify opportunities for students to learn this outcome during the academic program:
Please refer to curriculum map included at the end of this plan.

How will students be selected to participate in the assessment of this outcome?
All papers submitted by GEOG graduate students in GEOG graduate courses will be obtained from instructors for evaluation on departmental rubric E, which is based on OSU’s general education writing competency rubric.

Also, all students who undertake defenses (creative component or thesis proposals and final defenses) will be evaluated by the students’ research committees on departmental rubrics E (written communication) and J (oral communication).

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.
☐ Survey
☒ Rating of skills (e.g., rubrics)
☒ Analysis of written artifacts
☐ Comprehensive, certification, or professional exam(s)
☒ Oral presentation
☐ Course project
☐ Satisfaction Survey
☐ Benchmarking
☐ Measuring effectiveness relative to professional standards
☒ Review of thesis/dissertation/ creative component
☐ Capstone project
☐ Internship
☐ Interviews
☐ Performance or jury
☐ Visual collection (photos, videos, etc.)
☐ Review of student research
☐ Other (please specify):
Click here to specify.

Describe the how the assessment method will be implemented, administered, and/or conducted.
Samples of student writing will be collected from papers submitted by Geography graduate students in GEOG courses as appropriate as well as creative component, thesis, and dissertation proposals. Papers will be evaluated by members of the department’s Graduate Committee based on a rubric (see attached). The Graduate Committee will report on rubric scores. Writing samples will have identifying information removed before faculty review. Creative component, thesis, and dissertation proposals will be evaluated for writing communication skills using the same rubric but evaluated individually by faculty members on student’s committee. No identifying student information will be indicated on the writing communication skills rubric and the rubric will be sent to the Graduate Committee. Based on the appropriate rubric, oral communication skills will be evaluated by faculty committee members at a student’s creative component, thesis, or dissertation proposal and final defense presentations. No identifying student information will be indicated on the oral communication skills rubric and the rubric will be sent to the Graduate Committee.

Does your department/program faculty have a goal set for this learning outcome? ☐ Yes ☒ No
For example, “80% of students included in the assessment will receive a 4 on the rubric” or “80% of students included in the assessment will achieve a passing score on the certification exam.” If yes, please describe the goal below.
If yes, click here to describe the goal set for this learning outcome.

Timeline for Planned Assessment
Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.
☒ Each Semester
☐ Yearly
☐ Every other year
☐ Other (please specify):
C2) Student Learning Outcome #2: Masters students will develop apposite knowledge in geographic literature and research.

Identify opportunities for students to learn this outcome during the academic program:
Please refer to curriculum map included at the end of this plan.

How will students be selected to participate in the assessment of this outcome?
GEOG graduate students enrolled in GEOG 5403 and 5413 are assessed by the instructors of those courses.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☐ Survey  ☑ Rating of skills (e.g., rubrics)  ☐ Satisfaction Survey  ☐ Internship
☐ Analysis of written artifacts  ☐ Measuring effectiveness relative to professional standards  ☐ Benchmarking  ☐ Interviews
☐ Comprehensive, certification, or professional exam(s)  ☐ Review of thesis/dissertation/ creative component  ☐ Oral presentation  ☑ Performance or jury
☒ Oral presentation  ☐ Course project  ☐ Capstone project  ☐ Review of student research
☐ Course project  ☐ Satisfactory Survey  ☐ Benchmarking  ☐ Review of thesis/dissertation/ creative component
☐ Satisfactory Survey  ☐ Benchmarking  ☑ Comprehensive, certification, or professional exam(s)  ☐ Internship
☐ Comprehensive, certification, or professional exam(s)  ☐ Review of thesis/dissertation/ creative component  ☐ Oral presentation  ☐ Performance or jury
☐ Review of thesis/dissertation/ creative component  ☐ Capstone project  ☐ Internship  ☐ Oral presentation
☐ Capstone project  ☐ Internship  ☐ Oral presentation  ☐ Review of thesis/dissertation/ creative component

Describe the how the assessment method will be implemented, administered, and/or conducted.
Rubrics for Geography 5403 (departmental rubric B) and 5413 (rubric C) will provide data to assess this knowledge (see attached). The faculty member responsible for each course will rate each student independently. Identifying individual student information will be removed from rubrics before they are sent to the Graduate Committee. Assessment will not be tied to course grades.

Does your department/program faculty have a goal set for this learning outcome?  ☑ Yes  ☐ No
For example, “80% of students included in the assessment will receive a 4 on the rubric” or “80% of students included in the assessment will achieve a passing score on the certification exam.” If yes, please describe the goal below.
If yes, click here to describe the goal set for this learning outcome.

Timeline for Planned Assessment
Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☑ Each Semester  ☐ Yearly  ☐ Every other year
☐ Other (please specify):
C3) Student Learning Outcome #3: Masters students will develop skills in tools for geographic data collection and methods of analysis.

Identify opportunities for students to learn this outcome during the academic program:
Please refer to curriculum map included at the end of this plan.

How will students be selected to participate in the assessment of this outcome?
GEOG graduate students enrolled in GEOG 5303 and 6313 are assessed by the instructors of those courses.

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☐ Survey
☒ Rating of skills (e.g., rubrics)
☐ Analysis of written artifacts
☐ Comprehensive, certification, or professional exam(s)
☒ Oral presentation
☒ Course project
☐ Satisfaction Survey
☐ Benchmarking
☐ Measuring effectiveness relative to professional standards
☐ Review of thesis/dissertation/creative component
☐ Capstone project
☐ Internship
☐ Interviews
☐ Performance or jury
☐ Visual collection (photos, videos, etc.)
☐ Review of student research
☐ Other (please specify):

Describe how the assessment method will be implemented, administered, and/or conducted.
Rubrics for Geography 5303 (departmental rubric A) and 6313 (rubric D) will provide data to assess this knowledge (see attached). The faculty member responsible for each course will rate each student independently. Identifying individual student information will be removed from rubrics before they are sent to the Graduate Committee. Assessment will not be tied to course grades.

Does your department/program faculty have a goal set for this learning outcome? ☒ Yes  ☐ No
For example, “80% of students included in the assessment will receive a 4 on the rubric” or “80% of students included in the assessment will achieve a passing score on the certification exam.” If yes, please describe the goal below.
If yes, click here to describe the goal set for this learning outcome.

Timeline for Planned Assessment
Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☒ Each Semester  ☐ Yearly  ☐ Every other year
☐ Other (please specify):
C4) Student Learning Outcome #4: Masters students will be able to develop geographic creative components or theses that marshal evidence, analyze data, and synthesize meaningful conclusions.

Identify opportunities for students to learn this outcome during the academic program:
Please refer to curriculum map included at the end of this plan.

How will students be selected to participate in the assessment of this outcome?
All GEOG graduate students who undertake final research defenses will be evaluated by their research committees on departmental rubrics specific to the skills needed to complete a creative component (departmental rubric F), thesis (G), or dissertation (I).

Assessment Methods
Identify the method(s) used to assess this learning outcome. Check all that apply.

☐ Survey  ☑ Rating of skills (e.g., rubrics)  ☑ Analysis of written artifacts
☐ Comprehensive, certification, or professional exam(s)  ☐ Oral presentation  ☐ Course project
☐ Satisfaction Survey  ☐ Benchmarking  ☐ Measuring effectiveness relative to professional standards
☐ Review of thesis/dissertation/ creative component  ☐ Capstone project  ☐ Internship
☐ Interviews  ☐ Performance or jury  ☐ Review of student research
☐ Visual collection (photos, videos, etc.)
☐ Other (please specify):
Click here to specify.

Describe the how the assessment method will be implemented, administered, and/or conducted.
Creative components and theses will provide data to assess these abilities. Individually, faculty members on creative component or thesis committees will rate students based on the appropriate departmental rubric (F or G). Identifying individual student information will be removed from rubrics before they are sent to the Graduate Committee.

Does your department/program faculty have a goal set for this learning outcome?  ☑ Yes  ☐ No
For example, “80% of students included in the assessment will receive a 4 on the rubric” or “80% of students included in the assessment will achieve a passing score on the certification exam.” If yes, please describe the goal below.
If yes, click here to describe the goal set for this learning outcome.

Timeline for Planned Assessment
Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☑ Each Semester  ☐ Yearly  ☐ Every other year
☐ Other (please specify):
### Department of Geography

#### Graduate Program Curriculum Map (Core Courses)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course name</th>
<th>Instructor</th>
<th>Learning Outcome</th>
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<tbody>
<tr>
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<tr>
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<td>Intl. Resource Management</td>
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<td>Resource mgmt./Nat. Parks</td>
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<td>Writing Across Discipline</td>
<td>Sheehan</td>
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<td>Bays</td>
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<td>Land Use Science</td>
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<td>6313</td>
<td>Mixed Methods/Field Res.</td>
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<td>T/A</td>
</tr>
</tbody>
</table>

Instruction Codes (T/A)  
T = Taught  
A = Assessed

Level Codes (L)  
B = Beginner  
I = Intermediate  
A = Advanced

Departmental Learning Outcomes:

1. Graduate students will develop the ability to communicate geographic information effectively orally and in writing at the appropriate level.
2. Graduate students will develop apposite knowledge in geographic literature and research at the appropriate level.
3. Graduate students will develop skills in tools for geographic data collection and methods of analysis at the appropriate level.
4. Graduate students will be able to develop geographic creative components, theses, or dissertations that marshal evidence, analyze data, and synthesize meaningful conclusions.
5. Doctoral students will be able to identify and discuss significant geographic trends within their (three) chosen specialty areas of geography.