

# Annual Executive Summary Report



BS 2019-20

## Program (CAS) - GEOG - Geography (BS) - 109

**Program Mission Statement:** 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 Department of Geography advances geography instruction, research and extension to promote and maintain a growing statewide workforce skilled in geographic research and applications. The Department of Geography will achieve national and international stature in scholarly and creative activities to enhance the visibility and desirability of the geography program at Oklahoma State University, and capitalize on new opportunities and respond to the changing needs of Oklahomans and society to provide Oklahoma schools, universities, industries and businesses, and those in the surrounding region, with the highest caliber professionals in the field of geography.

Departmental instructional goals are: to advance geographic education and cultivate in students an appreciation of the diversity and complexity of cultural and natural landscapes, to help students acquire substantive knowledge in geography, to become skilled in the use and application of geotechniques, and to develop sound critical thinking abilities and strong communication skills. Our program will prepare students to continue their studies at the graduate level, or to pursue careers in business, government, and education.

### 2019 - 2020

**Program Assessment Coordinator:** Donald E Colley

#### Plan Review and Approval

**Date Current Plan Was Reviewed and Approved:** 09/30/2020

**Date of Future Plan Review and Approval:** 09/10/2021

#### Summary of Assessment Findings

**Describe overall assessment findings and faculty members' interpretation of the assessment results:** Generally speaking, our BS majors for AY 2019-2020 performed proficiently, but there were a number of students who did not succeed at GEOG 4323 (Computer Cartography) and GEOG 4333 (Remote Sensing). Otherwise, the majority of students were successful at advancing or completing their degrees. Faculty were generally satisfied with the results.

#### Dissemination of Findings

**Describe the individual(s) or committee responsible for reviewing and interpreting assessment data:** Undergraduate Coordinator

**Describe the process for sharing and discussing assessment findings with program faculty:** Shared Dropbox folder, Faculty are free to discuss the results with the Coordinator as they see fit.

#### Program Improvements Based on Assessment

**Based on data collected this year, what changes are being considered or planned for the program?:** Generally speaking, the program continues to perform as expected with little to no loss of retention or change to number of majors. Therefore, at this time, we do not foresee making changes to the program.

**Based on this year's findings, what (if any) changes are planned for the assessment process?:** As with the Geography BA, we will conduct exit interviews with students mid-year rather than waiting until the end of the year. We feel this will give us more time to prepare for the following year to make changes to degree requirements or expectations.

**Describe the process for implementing these changes/planned program improvements:** The Undergraduate Coordinator will conduct exit interviews with professors at the end of each semester to evaluate their perception of students in the program and compare these to student's perceptions about their courses.

**Program Improvements Made in the Last Year:** Assessment Measure Improvements

**"Other" Improvements:** N/A

**Goals for the Coming Year:** Successfully graduate our majors and introduce the new evaluation process.

**Is this Summary Report Complete?:** Yes

**List all individuals associated with this report preparation:** Donald E Colley

# Assessment Impact Report: Plans and Findings



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### Outcome: Knowledge

Students will be able to think geographically. More specifically, program graduates will demonstrate an ability to identify, interpret, and reason analytically about spatial patterns and their possible causes and consequences.

**Outcome Status:** Active

**Planned Assessment Year:** 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

**Outcome Type:** Knowledge

### Assessment Methods

**Rating of Skills -** GEOG 3333 is taught once per year (currently in the fall) and the instructor will assess all GEOG majors enrolled in the course. No student action or active participation is necessary. Specific to learning (quantitative) analytical reasoning and pattern recognition skills, the department will assess the learning outcome with a rubric designed for a required course, GEOG 3333 (Spatial Analysis). Students will be assessed by the faculty member teaching this course with a rubric specific to the course subject to revision. The rubric for this outcome is included in the summary of outcome results section. (Active)

**Timeline for Assessment:** Yearly

### Findings

**Reporting Period:** 2019 - 2020

10/04/2020

**Conclusion:** 2 - Meets Minimum Program Expectations (Developing)

As suggested in the Annual Executive Summary, many students successfully completed the course outcomes at the proficient level. However, overall class averages were down from previous years. Specifically, students did not do well at LO 4 (Spatial analysis as it applies to geography) and LO 5 (pattern analysis). Overall the scores for these LOs averaged 2.5 and 2.36 respectively. Far below our expectations.

**Number of Students Assessed:** 12

**Number of Successful Students:** 8

**How were students selected to participate in the assessment of this outcome?:** Enrolled in the course

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**What do the findings suggest about student achievement of this learning outcome?:** As is indicated in the AES, I will meet with the instructor to discuss what preparation students could bring into the course to perform better. Additionally, I need to assess student's perceptions about the course to better understand why performance has fallen.

## Outcome: Research

Students will demonstrate the ability to set up and conduct a field-based research project.

**Outcome Status:** Active

**Planned Assessment Year:** 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

**Outcome Type:** Knowledge

### Assessment Methods

GEOG 4313 is taught once per year (currently in the fall) and the instructor will assess all GEOG majors enrolled in the course. (Active)

**Timeline for Assessment:** Yearly

### Findings

**Reporting Period:** 2019 - 2020

10/04/2020

**Conclusion:** 2 - Meets Minimum Program Expectations (Developing)

No data reported. VAP did not respond to results.

**Number of Students Assessed:** 2

**Number of Successful Students:** 2

**How were students selected to participate in the assessment of this outcome?:** Enrolled in the course.

**What do the findings suggest about student achievement of this learning outcome?:** Based on course grades, students met minimum program expectations.

## Outcome: Research Design

Students will understand and apply the principles of (a) geographic information system design and management and (b) effective map design and interpretation.

**Outcome Status:** Active

**Planned Assessment Year:** 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

**Outcome Type:** Knowledge

### Assessment Methods

Most courses are taught once per year, though GEOG 4203 (Introduction to GIS) is currently taught every fall and spring semester, and the instructors will assess all GEOG majors enrolled in the courses.

Evaluation rubrics are distributed to each instructor of a required (core) course near the end of each semester, with the students' names and each course's stated student learning outcomes listed. Instructors rate each student on a 0-4 scale for each outcome (0 for minimal to no mastery of the outcome, 4 for maximal mastery), as described in the department Undergraduate Assessment Plan and as assessed by the instructors of each core course. Average scores for each course and learning outcome are determined each year. Rubric items are assessed independently on the 0-4 scale separately from specific grades earned in the class. Instructors primarily base their evaluations on individual assignments and term projects in the pertinent courses, identifying specific 9 assignments or components that meet the major course learning goals, and they are encouraged to rate students on the individual learning outcomes prior to determining final course grades. (Active)

**Timeline for Assessment:** Each Semester

### Findings

**Reporting Period:** 2019 - 2020

10/04/2020

**Conclusion:** 4 - Exceeds Program Expectations (Advanced)

One student was enrolled and performed exceptionally.

# Program (CAS) - GEOG - Geography (BS) - 109

**Number of Students Assessed:** 1

**Number of Successful Students:** 1

**How were students selected to participate in the assessment of this outcome?:** Enrolled in the course.

**What do the findings suggest about student achievement of this learning outcome?:** Exceeded expectations.

## Outcome: Survey

Express positive feedback on their experience as a Geography undergraduate major and their preparedness for post-graduate employment.

**Outcome Status:** Active

**Planned Assessment Year:** 2016 - 2017, 2018 - 2019, 2019 - 2020, 2020 - 2021

**Outcome Type:** Knowledge

### Assessment Methods

Timeline 4A: Exit Surveys will be administered approximately one month before students graduate each term (Fall, Spring, and Summer) and results will be aggregated. There are items that can be rated on a 0-4 scale and averaged, as well as open-ended items that cover a variety of topics of interest to the faculty.

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Timeline 4B: The Survey of Alumni from Undergraduate Programs is administered in the spring of each even-numbered year, and results will thus be incorporated into the annual assessment report every other year as available. (Active)

**Timeline for Assessment:** Each Semester

### Findings

**Reporting Period:** 2019 - 2020

10/04/2020

**Conclusion:** 1 - Does Not Meet Program Expectations (Unacceptable)

No data reported. Tracking down student feedback during the transition to online was very difficult and students did not respond to request for feedback.

**Number of Students Assessed:** 0

**Number of Successful Students:** 0

**How were students selected to participate in the assessment of this outcome?:** Graduating seniors were sent a request for general feedback.

**What do the findings suggest about student achievement of this learning outcome?:** A better method of assessment is necessary to achieve any meaningful results.

## Outcome: Communication

Students will demonstrate effective written and oral presentation skills.

**Outcome Status:** Active

**Planned Assessment Year:** 2016 - 2017, 2018 - 2019, 2019 - 2020

**Outcome Type:** Skills

### Assessment Methods

The assessment will be based on a representative written assignment and an oral presentation from GEOG 4313 (the acting Geography capstone course). The course will be taught once per year in the fall, as noted in Timeline 2A. The representative written assignment will be given to the Assessment committee for evaluation. The oral presentation will be assessed by the 4313 instructor. The evaluators will be responsible for assessing the projects based on university rubrics (Appendix II) (Active)

**Timeline for Assessment:** Yearly

### Findings

**Reporting Period:** 2019 - 2020

10/05/2020

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**Conclusion:** 2 - Meets Minimum Program Expectations (Developing)

No data reported.

**Number of Students Assessed:** 2

**Number of Successful Students:** 2

**How were students selected to participate in the assessment of this outcome?:** Enrolled in the course.

**What do the findings suggest about student achievement of this learning outcome?:** Based on overall grade, students met minimum program expectations.