



Department of Geography/College of Arts & Sciences
MS in Geography
Graduate Assessment Plan

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.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input checked="" type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Course project | | <input type="checkbox"/> 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.

- | | | |
|---|---------------------------------|---|
| <input checked="" type="checkbox"/> Each Semester | <input type="checkbox"/> Yearly | <input type="checkbox"/> Every other year |
| <input type="checkbox"/> 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.

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

[Click here to specify.](#)

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.

- | | | |
|---|---------------------------------|---|
| <input checked="" type="checkbox"/> Each Semester | <input type="checkbox"/> Yearly | <input type="checkbox"/> Every other year |
| <input type="checkbox"/> 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.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Course project | | <input type="checkbox"/> Other (please specify): |
- [Click here to specify.](#)

Describe the 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.

- | | | |
|---|---------------------------------|---|
| <input checked="" type="checkbox"/> Each Semester | <input type="checkbox"/> Yearly | <input type="checkbox"/> 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.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Course project | | <input type="checkbox"/> 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.

- | | | |
|---|---------------------------------|---|
| <input checked="" type="checkbox"/> Each Semester | <input type="checkbox"/> Yearly | <input type="checkbox"/> Every other year |
| <input type="checkbox"/> Other (please specify): | | |

Department of Geography
Graduate Program Curriculum Map ([Core Courses](#))

Course #	Course name	Instructor	Learning Outcome									
			1		2		3		4		5	
			T/A	L	T/A	L	T/A	L	T/A	L	T/A	L
5023	Arid Lands	Cordova	A	I	T/A	I					A	I
5063	Geoarchaeology	Cordova	A	I	T/A	I					A	I
5073	Climate Change	Cordova	T/A	I	T/A	I					T/A	I
5123	Intl. Resource Management	Lightfoot	A	I	T/A	I						
5140	Cultural/Historical Seminar	Greiner	T/A	I	T/A	I	T/A	I	T/A	I		
5163	Resource mgmt./Nat. Parks	Wikle	T/A	I	T/A	I						
5183	Transportation Geography	Yu	A	I			T/A	I	T/A	I	T/A	I
5203	Writing Across Discipline	Sheehan	T/A	I-A					T/A	I		
5223	Human Dim. Global Env. Chg.	Vadjunec	T/A	I	T/A	I						
5243	World's Indigenous Peoples	Bays		B		B						
5273	Land Use Science	Frazier	A	B	T/A	B	T/A	B	T/A	B		
5303	Geographical Analysis I	Comer	A	I			T/A	I	T/A	I		
5323	GIS: Nat. Res. Mgmt.	Miller	A	B			T/A	B	A	I		
5333	Remote Sensing	Frazier	A	B			T/A	I	T/A	I		
5343	Advanced GIS: Nat. Res.	Frazier	A	I			T/A	I	T/A	I		
5353	Advanced GIS: Socioeconomic	Yu					T/A	A	T/A	I		
5393	RS/Water Resources	Frazier	A	I			T/A	A	T/A	I		
5403	Current Geographic Research	Sheehan	T/A	I	T/A	B-I	T/A	B				
5413	History and Philosophy	Greiner	T/A	I	T/A	I	T/A	I				
5423	Qualitative Methods	Sheehan	T/A	I			T/A	I	T	I		
5940	Internship	Comer	A	I			A	I				

Course #	Course name	Instructor	Learning Outcome									
			1		2		3		4		5	
			T/A	L	T/A	L	T/A	L	T/A	L	T/A	L
6013	Quaternary Paleoecology	Cordova	A	I	A	I						
6110	CAPE	Vadjunec	T/A	I	T/A	A						
6120	Urban Seminar	Finchum	A	I					T/A	I/A	A	A
6130	Political Seminar	Hanks										
6180	Transportation Seminar	Yu	A	I					T/A	I	T/A	A
6210	Historical Seminar	Bays	T/A	I		B						B
6303	Geographical Analysis II	Comer	A	I			T/A	A	T/A	I		
6313	Mixed Methods/Field Res.	Vadjunec	T/A	I	T/A	I	T/A	A				

Instruction Codes (T/A)

Level Codes (L)

T = Taught

A = Assessed

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.