

FORM 201B: ASSESSMENT PLAN (Updated June 2016)

Program/Department: GEOG-BA / GSHAA

Program Mission

Each program in CSU's Department of Geography, Sociology, History, African American Studies, and Anthropology serves the State of Illinois and metropolitan Chicago through accessible, quality instruction employing pertinent scholarly and technological methods; and through scholarship and practice in the interacting arenas of the environment, the economy, and the community. The primary objective of the program is to prepare its majors for the job market and for graduate studies through quality teaching and mentoring. The Department serves other programs in the University through quality teaching and through provision of GIS facilities and regional information. The Department serves the community through the Fredrick Blum Neighborhood Assistance Center and its Calumet Environmental Resource Center. The Department strives to be a national leader in the training of minority and women scholars in each of its constituent disciplines.

Program Effectiveness Objectives (PEOs)

1. Prepare students for professional careers and graduate and further graduate studies.
2. Provide quality general education instruction in Geography/Geographic Information Science, Sociology, History, African American Studies, and Anthropology.
3. Support other programs in the University through program minors in Geography, Sociology, African American Studies, Anthropology, and Environmental Studies.
4. Provide state-of-the-art technology and service in the CSU Geographic Information Systems laboratory.
5. Provide exemplary community outreach through the Fredrick Blum Neighborhood Assistance Center and the Calumet Environmental Resource Center.
6. Continue to position the Department as a nationally recognized center for providing training in Geography, Geographic Information Science, Sociology, History, African American Studies, and Anthropology, especially for women and minorities.
7. Provide a firm, collegial and supportive base in which faculty can continue their excellent teaching, research, and practice.

BA in Geography Student Learning Outcomes (SLOs)

Upon completion of the BA in Geography students should be able to:

- a. Explain physical and human characteristics of places;
- b. Evaluate human-environment interaction and spatial interaction;
- c. Apply geographic information systems (GIS) and quantitative techniques in geographic analysis;
- d. Demonstrate familiarity with the professional literature in geography, cartography, remote sensing, and geographic information systems;
- e. Write a senior paper to address a significant geographic research question(s);
- f. Organize information into a coherent written and oral presentation.

Assessment of BA in Geography Student Learning Outcomes:

PEOs	SLOs	Assessment Instruments	Criteria*
1, 2, 3 & 6	a. a through c	a. Geography Proficiency Test I	a. ≥ 70
2, 1 & 6	b. a through c	b. Geography Proficiency Test II	b. ≥ 70
3, 1 & 6	c. a through f	c. Senior Paper	c. C or better

4. 1 & 6	d. a through f	d. Student Self-Assessment	d. Satisfactory
5. 1 & 6	e. a through f	e. Employer Survey	e. Satisfactory
6. 1 & 6	f. a through f	f. Alumni Survey	f. Satisfactory

*See the following pages for description of assessment instruments and criteria/grading rubrics.

**GEOGRAPHY UNDEGRADUATE PROGRAM
DESCRIPTION OF ASSESSMENT INSTRUMENTS
AND
CRITERIA FOR SATISFACTORY PERFORMANCE**

Student Self-Assessment: The assessment instrument is administered annually to students in their sophomore, junior, or senior year. The instrument consists of open-ended questions and closed-ended Likert-style student survey questions adapted from *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*. Boston: Allyn & Bacon, 2002. In the open-ended questions, students are asked to state what they have learned in the last one year and their opinion about their program and the progress they are making toward the completion of their program. In the closed-ended Likert-style questions, students are asked to evaluate their level of agreement about their educational experience at Chicago State University on a three ordered response levels (**Some, Much, Most**). Although some of the questions in this test instrument are open-ended, a judgment is made by the assessment coordinator whether responses by a particular student would indicate *satisfaction* or *dissatisfaction*. If responses to the questions by the majority of the self-assessing students indicate *satisfaction*, the program gets a *satisfactory* grade. If responses to the questions by the majority of the self-assessing students indicate *dissatisfaction*, the program gets *unsatisfactory* grade.

Geography Proficiency Test I: The instrument is administered annually to assess skills and concepts in geography that students would learn upon completion of 2000-level courses in their major. A grade of **70%** or better is considered a **PASS**.

Geography Proficiency Test II: The instrument is administered annually to assess geographic skills and concepts that students would learn and critical thinking skills that they would develop upon completion of 3000- and a number of 4000-level courses in their major. A grade of **70%** or better is considered a **PASS**.

Senior Paper (Geog 4950: Capstone Project): A grade of **C or better** is considered satisfactory. A student at an **A** level develops and implements a research project that addresses a significant research question(s) in the student's area of concentration. The research project and the presentation are considered to be of **superior** or **excellent** quality in terms of content/thoroughness, methods, organization, fluency/style, illustrations, and references. A student at a **B** level develops and implements a research project that addresses a significant research question(s) in the student's area of concentration. The research project is considered to be of **very good** quality in terms of content/thoroughness, methods, organization, fluency/style, illustrations, and references. A student at a **C** level develops and implements a research project that addresses a significant research question(s) in the student's area of concentration. The research project is considered to be of **good** quality in terms of content/thoroughness, methods, organization, fluency/style, illustrations, and references. A student at a **D** level attempts a research project that potentially addresses a significant research question(s) in the student's area of concentration. The research project is considered to be of **poor** quality in one or more of the following: content/thoroughness, methods, organization, fluency/style, illustrations, and references. A student at an **F** level identifies a research project that potentially addresses a significant research question(s) in the student's area of concentration, but fails to show any progress.

Intern-Employer Survey, Alumni Survey, and Alumni-Employer Survey for all three MA options: One or more of these surveys are conducted occasionally. Intern supervisors, alumni, and alumni-employers are asked a series of questions to rate performance of interns, the CSU geography program, and performance of alumni respectively on a scale of 5 to 1 (5 = Excellent, 3 = Satisfactory, and 1 = Unsatisfactory). An average score of 3 or better on each survey is considered **Satisfactory**. Question-by-question analysis of survey responses are used to identify areas of strengths and weaknesses to improve curriculum.