

**Trend Data for Assessment Findings, Geography Undergraduate Program  
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Instrument	2012/2013 Results	Actions Taken	2013/2014 Results	Actions Taken	2014/2015 Results	Actions Taken	Summary
Graduation Rates	No Data		No Data				
1 <sup>st</sup> Year Retention Rates	No Data		No Data				
<b>Student Self Assessment (Indirect or Reflective Assessment Instrument)</b>	Responses to questions indicate students are making satisfactory progress toward completing their studies; overall responses by students were judged to express <b>satisfaction</b> with the program.	Faculty revised the curriculum during the spring 2013 semester to improve student learning and attempting to attract quality students and increase enrollment	Responses to questions indicate students are making satisfactory progress toward completing their studies; overall responses by students were judged to express <b>satisfaction</b>	Curriculum revised during 2013/2014 AY to improve student learning & increase enrollment; marketing brochure in preparation for distribution on campus, at professional meetings, & at local high schools and community colleges.			
<b>Geography Proficiency Test I</b>	(a) 1 geog major and 1 minor took test; none met the criterion ( $\geq 70\%$ ) set for satisfactory performance and (b) the results showed student learning should be enhanced in all areas of geography	Faculty revised the curriculum during the spring 2013 semester to improve student learning and attempting to attract quality students and increase enrollment	Two geog minors took test; they scored 50% and 47% & both scores are lower than 70% (threshold set for a satisfactory performance); results showed student learning should be enhanced in all areas of geography	Curriculum revised during 2013/2014 AY to improve student learning & increase enrollment; marketing brochure in preparation for distribution on campus, at professional meetings, & at local high schools and community colleges.			.
<b>Geography Proficiency Test II</b>	a) 1 major and 3 minors took test; none met criterion ( $\geq 70$ ) set for satisfactory	Faculty revised the curriculum during the spring 2013 semester to improve student learning and	Three geog minors took test; they scored 63%, 65%, & 78%. Only one student met or exceeded the	Curriculum revised during 2013/2014 AY to improve student learning & increase enrollment;			.

	performance (b) results showed student learning should be enhanced in all areas of geography	attempting to attract quality students and increase enrollment	criterion ( $\geq 70\%$ ) set for satisfactory performance; the other two students were not far from achieving 70%; results better than previous year results.	marketing brochure in preparation for distribution on campus, at professional meetings, & at local high schools and community colleges.			
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**Addendum**

**Geog 4950: Capstone Project (a new 3-credit hour course)**

**Course description:** Completion of a senior paper incorporating original research in student's area of concentration (Geographic Information Systems, Urban and Community studies, Social and Environmental Justice, or Urban Agriculture).

Students in junior standing are advised to talk to instructor(s) with expertise in their respective area of concentration about possible research topics for the capstone project. By the time students finish their junior year, they should have identified a research topic in consultation with a major advisor and two other faculty who would serve on the student's capstone-project committee; students would be encouraged to work on their research project in the summer preceding their final year. Students would be advised to register for the course in the first semester of their final year and are expected to complete the research project in the semester they register for the course. The research project is evaluated using the following criteria\*:

1. **Grade of A:** 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.
2. **Grade of B:** 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.
3. **Grade of C:** 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.
4. **Grade of D:** 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.
5. **Grade of F:** 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.

**\*C or better is considered satisfactory**