

ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS

Name Daniel Block Program / Department MA in Geography Summer/Fall 2016

PART 1: ASSESSMENT REPORT

Directions: All items should be addressed in a clear and concise narrative (one paragraph or more each) and uploaded into *LiveText* [www.livetext.com].

1. For clarity, please rename your document as: Assessment Report [Program, Level, Spring 20xx]
For example: Assessment Report Chemistry UG Spring 2017
2. Upload your document into your departmental/program/unit *LiveText* account. Please name the document shell.
For example: Assessment Report Chemistry UG Spring 2017
3. Share your document with the CSU Assessment Committee <csuac_admin> as an Editor.
Steps 8 and 9 in the Assessment Coordinators Live Text Resource Document.
5. Submit your document for Review to one of the following:
csuac_02 [Academic Undergraduate]
csuac_03 [Academic Graduate]
csuac_04 [Academic General Education]
Steps 10 and 11 in the Assessment Coordinators Live Text Resource Document.
Deadline for ALL reports is June 1.

1. Evidence to Support Achievement of Student Learning

MA in Geography options

This is an assessment report on three MA options in Geography in the Department of Geography, Sociology, History, African American Studies, and Anthropology: **MA in Geography without thesis**, **MA in Geography with thesis**, and **MA in Geography with GIS Concentration**. The MA without thesis is currently not available to students who matriculated in fall 2012 or later. This report should be based on one indirect assessment of learning, namely, *student self-assessment instrument* consisting of open-ended and closed-ended Likert-style student survey questions, and two direct assessment of learning. The student self-assessment instrument surveys student opinions about how much and what specific things students have learned in the past year.

The instruments for direct assessment of learning for the MA in Geography without thesis option include two *referred seminar/master's papers* and a *comprehensive exam*; successful completion of both the master's papers and the comprehensive exam are required for graduation. The instruments for direct assessment of learning for the MA in Geography with thesis option include writing a draft Master's thesis proposal embedded in *Geog 5860, Geographic Inquiry*, and a *thesis*.

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

1. Analyze the changing geography of the physical and human environments at local, regional, national, and global scales;
2. Evaluate urban spatial patterns and processes;
3. Demonstrate proficiency in the geography of a major region; a region of the student's choice;
4. Apply geographic information systems (GIS) and quantitative techniques for spatial analysis and modeling;
5. Write a master's paper/thesis to address a significant geographic research question(s);
6. Organize information into coherent written and oral presentations.

The instruments for direct assessment of learning for the MA in Geography with GIS Concentration

include *pretest/post-test* and a *thesis*. The *pretest/post-test* consists of open-ended questions on basic GIS concepts and skills that students are expected to bring to an advanced level course. The pretest/post-test assesses students' ability to:

1. Explain the geographic coordinate system in general and the concepts of latitude, parallel of latitude, longitude, meridian, and graticule in particular.
2. Explain map projection and distortions on map projections.
3. Explain the general classes of map projections with specific examples for each class of map projection.
4. Explain horizontal and vertical datum planes used for mapping in North America.
5. Explain the concept of map scale, calculate map scale, and convert between types of map scales.
6. Convert degrees, minutes, and seconds into decimal degrees, and vice versa.

Upon completion of the thesis and the MA in Geography with GIS concentration students should be able to:

1. Explain earth-map relationship and distortions on map projections;
2. Process analog and digital remote-sensing imagery to prepare imagery for analysis;
3. Analyze analog and digital remote-sensing imagery to extract/create new information;
4. Create spatial databases consisting of raster and/or vector data models for GIS analysis and modeling;
5. Use analytical capabilities of ArcGIS, ArcGIS Extensions, and ERDAS IMAGINE in spatial analysis and modeling;
6. Customize ArcGIS and ArcGIS extensions to add specialized functionalities and automate operations;
7. Design a Web map that allows viewers to display and query the layers on the map;
8. Write a master's thesis that integrates remote sensing and GIS to address significant human and/or environmental issues;
9. Organize information into a coherent written and oral presentations.

Methods of Assessment

The *student self-assessment* instrument is distributed to students and students are asked to complete and return them to their instructors. 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.

The *student self-assessment* instrument is distributed to students and students are asked to complete and return them to their instructors. 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.

For the **MA in Geography without thesis option**, the two referred/master's papers and the comprehensive examination are evaluated by the graduate committee and a grade of **“satisfactory”** or **“not satisfactory”**

is assigned by each faculty member to each of the student’s work. If there is no consensus among the committee members about the quality of the papers and the results of the comprehensive exam, the committee holds a meeting to reach a consensus; a consensus to assign a grade of “**Pass**” or to require the student to make improvements.

For the **MA in Geography with thesis option**, a student has to achieve a grade of “**B**” or better for the assessment instrument embedded in Geog 5860 and the thesis must be accepted as a **pass** by a unanimous decision of the thesis committee members.

For the **MA in Geography with GIS concentration**, the pretest is administered in the first week of an advanced level course and the post test is administered in the last two weeks of the course. An average score of 80% or better is considered a **pass** in both the pretest and the post-test. The **thesis** must be accepted as a **pass** by a unanimous decision of the thesis committee members.

During summer and fall 2016, the self-assessment was not given. This report is therefore based the assessment instrument embedded into Geog 5860 (for the MA in Geography), the pre and post test given in Geog 5830, and the thesis for both programs. One student graduated from the MA in Geography and one student graduated from the MA in Geography with GIS Concentration during the period.

Assessment Findings

For the MA in Geography program, eleven students took Geography 5860, of whom six were in the MA in Geography program and five were in the MA in Geography with GIS Concentration program. Of those in the MA in Geography program, one turned in a thesis proposal that was judged unacceptable. Of the MA in Geography with GIS Concentration (for which this is not an official assessment tool), one student turned in a proposal that was borderline acceptable. The issue for both of these students, as well as some others, is writing ability as well as the ability to complete an independently designed project.

One student graduated from the MA in Geography program during the period. Her thesis, on the geography of policing policies, was judged as Excellent by her committee. She hopes to turn the thesis into a publishable article.

For the MA in Geography with GIS Concentration, the pre- and post- test was performed in GEOG 5830 as part of that class during the fall 2016 semester. The results are shown below. Of the students who took both tests, all had a sharp increase in their abilities.

GEOG 4830/5840 Results – Fall 2016

| | Grade | | Pretest | Post-test |
|----------|----------|-----------------|----------|-----------|
| A | 4 | 90 - 100 | 0 | 2 |
| B | 3 | 75 - 89 | 0 | 2 |
| C | 2 | 60 - 74 | 3 | 0 |
| D | 1 | 45 - 59 | 2 | 0 |
| F | 0 | < 40 | 1 | 0 |

The MA in Geography with GIS Concentration student who completed their thesis also did a very good job. She completed a project on health issues in sub-Saharan African. A peer reviewed article based on

this thesis is currently in press.

One of the two students (the MA in Geography student) who graduated during this period completed the alumni survey. They were positive about the experience, saying that they would recommend the program and that it has helped them advance in their career.

Analysis and Program Change

Based upon the evidence, what are the strengths and weaknesses of the program in terms of accomplishing student learning? What specific actions have been identified for discussion to make needed improvements? What change/s will be implemented to make improvements?

In the absence of 100% fulfillment of all criteria, all programs must identify concrete improvements and implement within an assessment cycle.

The MA program is strong, but issues have arisen in terms of students who have an exceedingly difficult time designing and writing a master's thesis. Students in general learn a great deal from writing a thesis, but we are considering other possible options to completing an MA. Also, while the MA thesis adds what is learned by our students, it also adds a large amount of time to the MA program. Many MA in Geography programs have a thesis and a non-thesis option. Currently, all new CSU Geography students must complete a thesis. We are considering whether to offer another option. We are also considering raising out admissions standards somewhat to focus somewhat more on writing skills. Secondly, we are also considering offering a Community Development option in addition to the GIS option, so the Geography MA program would be more directed. Finally, we are considering possible changes to the GIS program based on evolving technology.

Assessment as a Departmental Priority

Identify and explain accomplishments for this assessment cycle by stating how your department evaluates the assessment process in order to continuously improve assessment and student learning.

Assessment and program development are frequent discussions within the Geography program, particularly in Geography program meetings, as well as in e-mail correspondence. An example of an e-mail discussion in the period summer to fall 2016 is included in the appendix.

Publicizing Student Learning

What are the current mechanisms for publicizing assessment? **Note:** all programs must provide assessment information on their department/program webpage. In addition, all programs must identify at least one other systematic publication venue.

Include the hyperlink to your program assessment page here to allow quick access for review.

Link to Geography assessment page: <http://www.csu.edu/gshaa/geography/assessment.htm>

One of the two geography graduate students who graduated during the period has an accepted article in a peer reviewed publication, co-written with a geography faculty member.

This publications is:

Kunene N., & Gala TS (2017, Accepted) Scaling up Spatiotemporal dynamics of HIV/AIDS Prevalence rates in sub-Saharan Africa, Journal of Medical Engineering and Informatics.

PART 2: ASSESSMENT PLAN

Department/Program Mission Statement

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 Objectives

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.

Student Outcomes

Upon completion of the Geography MA program, students should be able to:

1. Analyze the changing geography of the physical and human environments at local, regional, national, and global scales;
2. Evaluate urban spatial patterns and processes;
3. Demonstrate proficiency in the geography of a major region; a region of the student's choice;
4. Apply geographic information systems (GIS) and quantitative techniques for spatial analysis and modeling;
5. Write a master's paper/thesis to address a significant geographic research question(s);
6. Organize information into coherent written and oral presentations.

Upon completion of the thesis and the MA in Geography with GIS concentration students should be able to:

1. Explain earth-map relationship and distortions on map projections;
2. Process analog and digital remote-sensing imagery to prepare imagery for analysis;

3. Analyze analog and digital remote-sensing imagery to extract/create new information;
4. Create spatial databases consisting of raster and/or vector data models for GIS analysis and modeling;
5. Use analytical capabilities of ArcGIS, ArcGIS Extensions, and ERDAS IMAGINE in spatial analysis and modeling;
6. Customize ArcGIS and ArcGIS extensions to add specialized functionalities and automate operations;
7. Design a Web map that allows viewers to display and query the layers on the map;
8. Write a master's thesis that integrates remote sensing and GIS to address significant human and/or environmental issues;
9. Organize information into a coherent written and oral presentations.

Curriculum Map

*Cells should be populated with K (Knowledge), A (Analyze), or S (Synthesize) to indicate the level of learning that will be achieved in the course.

Chicago State University
MA in Geography Curriculum Map
 May 2012

| Program Level Student Learning Outcomes | Geog 5010/5219/5220 | Geog 5250/5270 | Geog 5280/5290 | Geog 5300/5330 | Geog 5310/5320/5340 | Geog 5420/5430/5460 | Geog 5500/5510 | Geog 5520/5580/5590 | Geog 5860/5880/5890 | Geog 5900/5905 | Geog 5991/5992 |
|---|----------------------------|-----------------------|-----------------------|-----------------------|----------------------------|----------------------------|-----------------------|----------------------------|----------------------------|-----------------------|-----------------------|
| Analyze the changing geography of the physical and human environments at local, regional, national, and global scales | A | A | | A | | A | | S | S | S | S |
| Evaluate urban spatial patterns and processes | | | K | | A | A | | S | S | S | S |
| Demonstrate proficiency in the geography of a major region; a region of the student's choice | | | A | | A | | | S | S | | S |
| Apply geographic information systems (GIS) and quantitative techniques for spatial analysis and modeling | K | K | K | A | A | S | | S | | S | S |
| Write a master's thesis to address a significant geographic research question(s) | | K | | K | | | A | A | | | S |
| Organize information into a coherent written and oral presentation | A | A | | A | A | | | S | | S | S |

Chicago State University

M.A. in Geography with GIS Concentration Curriculum Map
May 2012

| Program Level Student Learning Outcomes | Geog 5800 | Geog 5810 | Geog 5820 | Geog 5830 | Geog 5840 | Geog 5841 | Geog 5842 | Geog 5850 | Geog 5860 | Geog 5880 | Geog 5991/5992 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------|
| Explain earth-map relationship and distortions on map projections | K | A | | A | | A | | S | | S | S |
| Process analog and digital remote-sensing imagery to prepare imagery for analysis | | | K | | A | | | S | | | S |
| Analyze analog and digital remote-sensing imagery to extract/create new information | | | K | | A | | | S | | | S |
| Create spatial databases consisting of raster and/or vector data models for GIS analysis and modeling | K | K | K | A | A | S | | S | | | S |
| Use analytical capabilities of ArcGIS, ArcGIS Extensions, and ERDAS IMAGINE in spatial analysis and modeling | K | A | A | A | A | | | S | | S | S |
| Customize ArcGIS and ArcGIS extensions to add specialized functionalities and automate operations | K | K | K | A | | | S | | | | S |
| Design a Web map that allows viewers to display and query the layers on the map | | K | | K | | | A | A | | | S |
| Write a master's thesis that integrates remote sensing and GIS to address significant human and/or environmental issues | | | | K | K | | | | A | S | S |
| Organize information into a coherent written and oral presentation | K | A | | A | A | | | S | | | S |

Assessment Plan Detail

- * Program objectives related to learning must be assessed. Link program objectives to appropriate outcomes and assessments.
- ** Attach definitions of specific criteria for satisfactory performance. Assessment cannot be based on course grades. Consider the distinction between student performance criteria and program effectiveness criteria.

Assessment of MA in Geography Student Learning Outcomes:

| PEOs | SLOs | Assessment Instruments | Criteria* |
|----------|----------------|------------------------------------|-----------------|
| 1. 1 & 6 | a. a through d | a. Geog 5860, Geographic Inquiry | a. \geq B |
| 2. 1 & 6 | b. a through f | b. Two Master's Papers or a Thesis | b. Pass |
| 3. 1 & 6 | c. a through f | c. Comprehensive Exam | c. Pass |
| 4. 1 & 6 | d. a through f | d. Student Self-Assessment | d. Satisfactory |
| 5. 1 & 6 | e. a through f | e. Alumni Survey | e. Satisfactory |
| 6. 1 & 6 | f. a through f | f. Employer Survey | f. Satisfactory |
| | | | |

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

MA in Geography with GIS Concentration Student Learning Outcomes (SLOs)

Upon completion of the MA in Geography with GIS concentration students should be able to:

- a. Explain earth-map relationship and distortions on map projections;
- b. Process analog and digital remote-sensing imagery to prepare imagery for analysis;
- c. Analyze analog and digital remote-sensing imagery to extract/create new information;
- d. Create spatial databases consisting of raster and/or vector data models for GIS analysis and modeling;
- e. Use analytical capabilities of ArcGIS, ArcGIS Extensions, and ERDAS IMAGINE in spatial analysis and modeling;
- f. Customize ArcGIS and ArcGIS extensions to add specialized functionalities and automate operations;
- g. Design a Web map that allows viewers to display and query the layers on the map;
- h. Write a master's thesis that integrates remote sensing and GIS to address significant human and/or environmental issues;
- i. Organize information into a coherent written and oral presentation.

Assessment for MA in Geography with GIS Concentration Student Learning Outcomes:

| PEOs | SLOs | Assessment Instruments | Criteria* |
|----------|----------------|----------------------------------|-----------------|
| 1. 1 & 6 | a. a | a. Pretest/Post-test | a. \geq 80% |
| 2. 1 & 6 | b. h & i | b. Geog 5860, Geographic Inquiry | b. \geq B |
| 3. 1 & 6 | c. a through i | c. Thesis | c. Pass |
| 4. 1 & 6 | d. a through i | d. Student Self-Assessment | d. Satisfactory |
| 5. 1 & 6 | e. a through i | e. Intern-Employer Survey | e. Satisfactory |
| 6. 1 & 6 | f. a through i | f. Alumni Survey | f. Satisfactory |
| 7. 1 & 6 | g. a through i | g. Employer Survey | g. Satisfactory |
| | | | |

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

**DESCRIPTION OF ASSESSMENT INSTRUMENTS AND
GRADING RUBRICS
FOR
MA in GEOGRAPHY AND MA IN GEOGRAPHY WITH GIS CONCENTRATION**

1. Student Self-Assessment Instrument:

The student self-assessment instrument, an instrument for indirect assessment of learning, is the same for both options. The instrument is administered annually to students who are in the program for at least one 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. (See below for the **Student Learning Audit/Self-Assessment Instrument**.)

2. Instruments for Direct Assessment of Learning for the MA in Geography:

Students in the MA in Geography have the non-thesis or the thesis option of completing the MA. The non-thesis option requires successful completion of two referred seminar papers (now renamed master's papers) in two required seminar courses and a comprehensive examination. The referred seminar papers and the comprehensive are used for direct assessment of learning. The comprehensive exam questions are written by the student's a graduate committee consisting of three professors. The papers and the comprehensive examination are evaluated by the graduate committee and a grade of "**Satisfactory**" or "**Not Satisfactory**" is assigned by each faculty member to each of the student's work. If there is no consensus among the committee members about the quality of the papers and the result of the comprehensive exam, the committee holds a meeting to reach a consensus; a consensus to assign a grade of "**Pass**" or to require the student to make improvements.

Students in the thesis option have to complete **Geog 5860, Geographic Inquiry**, with a grade of "B" or better and the MA thesis (see the last two pages of this assessment plan for assessment criteria for the MA thesis). Geog 5860 and the thesis are the two instruments for direct assessment of learning for students of MA in Geography with thesis option.

3. Instruments for Direct Assessment of Learning for the MA in Geography with GIS Concentration:

Pretest/post-test for MA in Geography with GIS concentration is one of the instruments for direct assessment of learning. Geog 5800 (Introduction to GIS) or an equivalent course or background is a prerequisite for admission into the GIS Certificate program and for Geog 5830, Advanced GIS. The **pretest/post-test** is administered annually to students taking Geog 5830. Students are given a pretest in the first week of the course to assess some basic GIS concepts and skills and their preparedness for the advanced level course. The same test is administered as a post-test toward the end of the semester to assess mastery of the same basic concepts and skills by students as a result of revisiting the concepts and skills in the advanced level course. An average score of 80% or better (i.e. B or better) in the post-test is considered a satisfactory performance, and the average score in the post-test is expected to be significantly higher than the average for the pretest. The second instrument for direct assessment of learning for students in the MA in Geography with GIS concentration is the MA thesis (see the last two pages of this

assessment plan for the assessment criteria for the MA thesis).

4. 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/GIS 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.

PART 3: APPENDIX

The primary purpose of this section is to streamline the main report with summary information and have a place where valuable evidence and raw data can be archived for viewing. Use this section for your evidence of departmental involvement, raw data used to create summaries, completed surveys, and anything relevant to your assessment activities that you do not want to store locally in your department. This way evidence is still accessible, but does not hamper the reading and evaluation of the report.

Gebeyehu Mulugeta <gmuluget@csu.edu> 6/13/16

to me, Tekleab, Janet

Hi Colleagues,

As you know, Janet Halpin has been doing assessment for the last two years and somebody has to take over assessment activities for the coming academic year. The assessment activities involve attending assessment meetings, administering assessment tests, analyzing test results, presenting analysis results to Geog faculty meeting for recommendations, and submitting reports on the activities, findings and recommendations for changes or changes that have been made already based on faculty recommendations. Faculty doing assessment for undergraduate and graduate programs and Geog general education receives 3 CUEs per academic year.

Please share your thoughts as to what we should do. Whoever will take over might need to meet with Janet to get a pretty good idea about assessment the assessment activities and assessment in general if Janet could find time to help with the transition.

Thank you

Gebeyehu Mulugeta, Ph.D.
Professor of Geography (GIS & Remote Sensing)
Chair, Department of Geog/Soc/Hist/AfAm/Anth
Chicago State University
Chicago, IL 60628
Tel: [773-995-2362](tel:773-995-2362)
Fax: [773-995-2030](tel:773-995-2030)
E-mail: gmuluget@csu.edu



Daniel Block <dblock@csu.edu> 6/13/16

to Gebeyehu, Tekleab, Janet

Dear All:

I have been thinking about this as well. First of all, I reminded that I still owe you some assessment material for last year, Janet, if you are willing to still work on it.

Tek, are you interested in taking this on? Or, should we perhaps split it into undergrad and grad (there are also the certificates to assess). And GenEd. For such a small program in terms of faculty, we have quite a bit of assessment to do.

I also don't know what my specific position might be next year...whether I will still be an administrator or will be faculty, which would affect CUEs, etc.

It seems like a meeting is necessary, but we also need more information about my position and our programs future before we make a definite decision. When do you need the decision by, Geb?

-Danny



Tekleab Gala <tgala@csu.edu> 6/13/16

to me, Gebeyehu, Janet

Danny,

I think we should wait on the fate of your position, if the matter is not urgent. That will determine, which way we should go.

Tek

Tekleab S. Gala (Ph.D.)

Assistant Professor - Geomatics
Department of GSHAA
College of Arts & Sciences
Chicago State University
9501 S King Dr, Chicago, IL 60628
Phone: (574) 3671737

Gebeyehu Mulugeta <gmuluget@csu.edu> 6/13/16

to me, Tekleab, Janet

Hi Danny,

Thank you very much for your prompt response; you are absolutely right about everything you stated. We can wait until the beginning of the semester; I just wanted you guys to think about it.

Thanks
Geb

Gebeyehu Mulugeta <gmuluget@csu.edu> 8/4/16

to me, Tekleab

Hi,

At this point, I really don't know which courses will make the cut and whether you guys will have the 24 CUEs load required of all full time faculty. However, I was asked to submit a name or names of assessment coordinator/coordinators. Please discuss this matter among the two of you and let me know who should be doing assessment



Tekleab Gala <tgala@csu.edu> 8/4/16

to Gebeyehu, me

Danny I can be one if you would agree but let us talk.

Tekleab S. Gala (Ph.D.)

Assistant Professor - Geomatics
Department of GSHAA
College of Arts & Sciences
Chicago State University
9501 S King Dr, Chicago, IL 60628
Phone: (574) 3671737



Daniel Block <dblock@csu.edu> 8/5/16

to Tekleab, Gebeyehu

I think it might make sense if I do the graduate program assessment and you do GenEd and the undergrad program.

Does that make sense to you?

-Danny

Gebeyehu Mulugeta <gmuluget@csu.edu> 8/6/16

to me, Tekleab

Danny's suggestion sounds good