**San Francisco State University**
**Inventory of Program Assessment Activities, 2009-2011**

**Program/Degree: Geography & Human Environmental Studies: B.A. College: BSS Date: June 10, 2011**

**Program Mission**: Each graduate of the B.A. in Geography will develop a depth of understanding in the concepts, theories and skills within the discipline of Geography and will have been afforded the opportunity to prepare for a career or profession following graduation.

| Measurable Student learning outcomes (SLOs) *(Include all SLOs)* | Place in curriculum where each outcome is addressed *(Indicate level of instruction)* | Academic year outcome was/will be assessed *(provide for each outcome*) | Assessment/procedures Methods/strategies *(Provide for each SLO*) | Summary of findings (*What students do well and Where improvements are needed)* | Use of findings for program improvement |
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| **1A. Demonstrate knowledge of core concepts and theories in physical geography:** | **GEOG 101**<br>**GEOG 300 series** | **2006-07** | **Core faculty imbedded questions in introductory and upper division courses.** | **Some improvement seen from lower division to upper division classes, but not uniformly** | **Worked with a new Lecturer to improve coverage of concepts, esp. in Geog 316** |
| **Relate global circulation patterns to spatial climate variability** | **GEOG 101, 313/314** | **2007-09** | | **Some continued improvement in Landforms but increased enrollment from ENVS students** | **Increased enforcement of lower division prerequisites for upper division electives** |
| **Relate biomes with climate, geologic events & evolutionary history** | **GEOG 101, 316** | **2011** | **Revision of Geog 314 as *Bioclimatology* to reflect the critical impact of boundary layer climates on biogeographic and agricultural activities.** | **who took Geol, not Geog 101, poses some problems in continuity of learning, especially for biogeography.** | **Instituted team teaching of a large section of Geog 101 to increase students' exposure to different expertise.** |
| **Interpret landscapes (identify landforms on maps/imagery.)** | **GEOG 101, 312** | | | **Geog 314 *Bioclimatology* first offering in Spring 2011 was a great success, with apparent cross-fertilization among climate and biogeography interests.** | **Developed online quizzes to reinforce key concepts in Geog 312 and 313.** |

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| **1B. Demonstrate knowledge of core concepts and theories in human geography:**<br><br>**Understand spatial dependency between humans & the envt**<br><br>**Use *site* and *situation* to analyze emergence & growth of a city**<br><br>**Critically evaluate how local processes relate to global processes** | GEOG 102<br><br>GEOG 102, 423, 600<br><br>GEOG 102, 432, 433<br><br>GEOG 102, 434, 455, 500 series | **Specific outcomes articulated 2005-06; assessment delayed by major personnel changes.**<br><br>**2007-09** | **Core faculty met to develop assessment activities with embedded assessment in Geog 102 and upper-level courses.**<br><br>**SLO concepts were stressed in additional courses (423, 433, 443, 455.)**<br>**Student learning assessed via poster presentations and essay exams.** | **No findings initially.**<br><br>**Students learn concepts more thoroughly when addressed in classes relating to different themes. Geog 107 World Regions & Interrelations course especially effective in teaching SLO concepts. Upper-division regional courses also highly effective, probably due to comparative content.** | **n/a**<br><br>**Added Geog 107 as an alternative to Geog 102 in major core requirements.**<br><br>**Increased international content of upper division electives when staffing of 500-level offerings became problematic due to budget cuts.** |

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| **2. Students will be able to identify and investigate a significant geographic question and present findings in a coherent and well-developed project.** | **GEOG 103 (Level 1), 690 (Capstone course)** | **Ongoing since 2003-04**<br><br>**2009-11** | **Graded assignments in GEOG 103 and 690; Rubric being developed.**<br><br>**GEOG 690 final presentations required; quality of work assessed by faculty.** | **With the increasing sizes of classes, there are fewer upper-division writing assignments. We are looking at ways of improving writing earlier in the curriculum.** | **Faculty encouraged to assign more term papers and other analytical work in upper division classes.**<br><br>**GWAR course developed to address writing across a variety of genres in our field.** |
| **3. Students will be able to critically evaluate the interactions of human activities with a given resource across time and space, at variable scales** | **Geog 101, 102, 107 Geog 300, 400, 500, Geog 600-650 Geog 690** | **2005-06 2007-08**<br><br>**2007-09** | **Faculty sought to develop an essay question for use at intro, intermediate and capstone levels.**<br><br>**Renewed effort to address this objective within individual courses.** | **Learning outcome too global, hard to measure.**<br><br>**500- and 600-level courses more effective in achieving objective, esp. with international case study examples.** | **---**<br><br>**Increase use of inter-national case studies in upper-level courses, e.g. 429 Transportation, 434 Health/Health Care** |
| **4. Students will be able to apply quantitative and technical skills to the analysis of a geographic problem or question.** | **Geog 103 (intro) Geog 603, 606, 610, 611, 620, 621, 690** | **2002-05 2006-07 2007-09**<br><br>**2009-11** | **Informal student feedback, evaluation of term projects**<br><br>**Continues; also, sample projects now posted on classroom walls for peer review & discussion.**<br><br>**Diagnostic exam administered at start of each advanced class (620, 621) that requires 603 as a prerequisite.** | **Discontinuities in skill level; problems with course articulation.**<br><br>**Overall improvement apparent. Use of GIS technologies in other courses (e.g. 642) supports learning. Increased offerings of GIS courses due to MS.** | **Techniques Committee meets to articulate curricula; poster presentations assigned in all techniques classes to reinforce this SLO.**<br><br>**Ongoing articulation. More faculty use of GIS/remote sensing products in non-technical courses.**<br><br>**Geog 603 instructors devote more** |

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| **4 a) Students should be able to demonstrate an understanding of how spatial data are handled in GIS and familiarity with basic functions in GIS.** | | **2005-06**<br>**2006-07**<br><br><br><br><br>**2007-09**<br><br><br><br>**2009-11** | **Pre-tests administered in upper level GIS courses (620 & 621.)**<br><br><br><br><br><br><br><br><br>**Evaluation and redesign of introductory GIS courses, from 103 to 603 (continuing in 2011-2013)** | **All students understand basic data models and most are familiar with major functions; Certain functions (choropleth mapping, e.g. ) are not consistently learned.**<br><br>**Pre-test in 621 abandoned due to unneeded stress.**<br><br>**Late-declaring majors (e.g. ENVS transfers) sometimes lack core concepts from Geog 103.** | **instructional time to map-making and how to choose the correct map type for data portrayal.**<br><br>**Lab exercises modified to require maps as part of presentation.**<br><br>**Techniques committee developing a self-study option for students who need to remedy 103 deficiencies.** |