

**Program:** Geography 2002-03

<b>Outcome 1</b>	<b>Measurable Criteria</b>	<b>Measurement Tool</b>	<b>Data Source</b>	<b>Time Frame</b>
1. Develop an understanding of the patterns of cultural diversity in the world and how these patterns are changing.	A. Students will be required to read and understand textbook material as well as added lecture issues. Patterns of diversity and dynamic patterns will be emphasized.	70% of students will average a "C" (70% or higher) on the quizzes through the quarter.	Quizzes will track progress.	Assessment time frame: 2002-2003
	B. Exams will be used to measure the student's depth and breadth of understanding diverse cultures and dynamic changes	80% of the students will score "C" (70% or higher) on the exams.	Exams	2002-2003
	Two papers in the quarter will be used to indicate the student's ability to apply the cultural geographic patterns and changes in selected issues.	90% of students will demonstrate an understanding of the dynamic patterns of cultural geographic issues.	Project papers	2002-2003

**Results:**

- A. This objective was just achieved. 70% of the students had an average of "C" or better and the class average was a "C-".
- B. This objective was achieved. The class average for the two exams was a "B-", and 85% of the students achieved a grade of "C" or better.
- A. This objective was achieved. 93% of the students achieved a satisfactory understanding of spatial patterns of cultural geographic issues.

**Analysis and Action:** In general the class achievement tends to be satisfactory on those items requiring a longer term effort...exams and the two larger projects. Work that is more directly tied to daily preparation and attendance is less either unsatisfactory or just barely meeting objectives. In Part this results from inconsistent class attendance on the part of many students. (82% of the quizzes for the class as a whole)were completed, but failure to attend class on the preceding days limits the ability of students to do well on the quizzes.

More emphasis is needed on daily class attendance, preparation and participation. Current levels of attendance appear to be sufficient for some of the longer term products and objectives but insufficient for skills and objectives requiring a consistent level of class attendance and attendance on specific days Increasing the points tied to quizzes will help. A clearer understanding by the students of the necessity to consistently attend class up-front would also help.

<b>Outcome 2</b>	<b>Measurable Criteria</b>	<b>Measurement Tool</b>	<b>Data Source</b>	<b>Time Frame</b>
2. Develop an understanding of the concept of place and an ability to think spatially.	The ability to display cultural geographic concepts and patterns on maps will be developed and	80% of the map exercises will be completed with a grade of "C" or better.	6 map exercises	2002-2003

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	measured by a set of 6 map exercises.			
	The 2 required papers will show the student's ability to relate spatial information from a variety of sources to cultural geographic issues and concepts	70% of the papers will be graded "B" or better. Documentation of sources and appropriate displays will be grading indicators	Two project papers	2002-2003
<p><b>Results:</b>  A. This objective was not achieved. Only 37% of the students had a combined grade of "C" or better for the map exercises.  B. 82% of the students averaged a "B" or better on the two papers. This objective was achieved.</p>				
<p><b>Analysis and Action:</b> Consistent attendance is a problem here too. Only 69% of the map exercises for the class were even completed and failure to achieve the objective (B) was ensured even before grading. Performance and achievement was better on the major long-term projects. Tying more points to the map exercises and a continual effort to stress daily attendance can help,</p>				