III. Assessment of Student Learning Outcomes

A. Direct Evidence.

With no Geography majors or minors, there are no Geography “program completers” (i.e., majors or minors), and thus no formal assessment of student learning.

B. Indirect Evidence.

There is not applicable indirect evidence of student learning outcomes in Geography, as HERI and other data are not broken out by service courses such as Geography provides.

C. Program improvement efforts based upon assessment.

Geography has, of course, participated in the General Education Assessment effort for Area 3 (World Regional Geography and Social Geography, 2003-04) and Area 11 (Global Urbanization, 2004-05). The assessment process—working with peers to construct rubrics, designing an assessment activity for each course, and then considering the data—has been used since in efforts to improve the teaching of these courses. For instance, it was learned that a map-making/interpretation skills assessment designed for World Regional suited a geographic perspective/content/skills assessment better than more theoretical/conceptual essay exam questions used in Social Geography and Global Urbanization. This result was used in Social Geography and World Regional Geography to help refine construction of exercises, in-class activities, and test-questions.