Assessment Date: ___Spring 2013________________________

Faculty Name(s): ___Dr. Paul Belasky____________________________________________

1. Course Name and Number:

GEOGRAPHY 104: World Regional Geography

2. All Course SLOs from the Course Outline of Record:
The student will:
SLO1: Demonstrate geographic literacy by identifying major geographic features on the world map, both physical and political.
SLO2: List and explain the nature of current and historical territorial and cultural issues between various nations of the world.
SLO3: Compare and contrast the major regions of the world with respect to their natural environments, development, resources, ethnic make-up, languages, historical influences, and economies using major geographic concepts.

3. Specific Course SLO(s) assessed as part of this project:

SLO1

4. Will this SLO assessment count toward GE Plan A?    __v__Yes   ____ No

If Yes, identify what area:  ___Area I Natural Sciences  _v__Area II Social and Behavioral Sciences  ___Area III Fine Arts/Humanities  ___Area IV Language and Rationality  ___Area V Physical Education/Wellness  ___Area VI Intercultural/International Studies

Identify GE SLO(s) assessed as part of this project (see Catalog pages 49-51):

GE SLO2 for Area II

5. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.)

A blank map (representing the National Geographic Society’s International Geography Poll) was given twice - in the first week and the last week of class - to all students. They had to place 11 major political and physical geographic features on the map in order to test their geographic literacy.
NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

6. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above):

All 11 pre- and post-questionnaire questions link up with SLO1

7. Results and analysis of the data. (Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data, at the end of this document.)

- The average score of the 32 students that took the initial quiz was 6.4 out of 11 possible points. The average score of students that took the final quiz was 9.7 out of 11 points.
- Out of 23 students participating in the after quiz, 18 out of 23 have improved their scores.
- The overall results indicate a 50% improvement by students who took the course in reaching SLO1, representing a significant shift in geographic literacy.
- If we correct for sample size (32 vs. 23 then the students who took the second quiz increased their average score from 6.9 to 9.7 out of 11, which is also a significant 40.5% improvement.
- They outperformed high school graduates of US (at 4/11 score) and those of all other countries (including the top scorer – Germany at 8 out of 11) in geographic literacy, as revealed by this standardized quiz.

8. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

I am the only full-time faculty member of the department. I have discussed these results with my dean and member of the SLOA committee.

9. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

- Some students do not complete the high amount of required homework for this course. Though I do not plan to reduce the importance of map exercises, I plan to improve them by putting them online and making them more user-friendly with available open-access digital tools and software, such as the GoogleEarth.
- They will also include virtual field trips and country tours, where students can actually visit some of the places that they are putting on the map. This will make the exercises easier to complete, more relevant and interesting, result in better-quality maps
that students can easily review, and increase assignment completion and retention rates in GEOG 104. It involves a lot of work and is part of my current sabbatical leave proposal.

10. Results of implemented changes, if available at this time:

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

yyyysemester-sloa-courseid.doc
example: 2013fall-sloa-engl101c.doc