**Major Assessment Report Template**

Please download this document and provide a response to each question in the appropriate section. Send your assessment reports to Dr. Angel Sanchez ([aansanchez@csufresno.edu](mailto:aansanchez@csufresno.edu)) in the Office of Institutional Effectiveness and copy Dr. Melissa Jordine ([mjordine@csufresno.edu](mailto:mjordine@csufresno.edu)). Please complete a separate report for each Bachelors and Master’s program offered by the department.

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| 1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate and explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. The G.E. Committee will issue a separate call for G.E. assessment reports.   SLO: Students will explain and interpret the distribution, processes and linkages between culture, economy, urbanization, agriculture, politics, and language. |
| 1. **What instruments (assignment) did you use to assess them?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the instrument (assignment) is able to measure the outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark.   A paper in Geography 167 was used to assess the student learning outcome. Students were required to interview someone who was born and raised in another country and is currently living in the United States and write an essay explaining and interpreting the culture and beliefs that are dominant in the individual’s native country. Many students interviewed an international student attending Fresno State but the interviewee did not have to be a student. Students were required to include questions relating to issues such as the language, customs, traditions, food, the economy, holidays, politics, and societal rules of the individual’s native country. The students were required to type up a transcript of the interview and to identify and review at least three additional sources that were focused on the country and culture of the individual they had interviewed. After students completed both the interview and additional research on the country and culture, they had to write and submit a 1000-1500 word paper. This assignment was given in a G.E. course and used for the G.E. assessment but also addressed one of the major learning outcomes and thus is also being used for the major assessment report. For this report, all student papers reviewed were by students majoring in Geography. Two criteria from the rubric used for the G.E. assessment were used for this assessment. The third criteria used for G.E. assessment did not apply to the major student learning outcomes. The benchmark for geography was a score of 4 out of 4 and not 3 (which is proficient) since majors were expected to be able to do more advanced work on this assignment which is designed for a G.E. and not a major course. It should be noted, however, that geography majors might take Geography 167 as soon as they declare their major and before they have had other upper-division Geography courses. |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   From the two sections of Geography 167 that were selected it was only possible to review seven papers by geography majors and so it is a relatively small sample size. Of the seven students majoring in geography who had their papers evaluated for this assessment, six of the seven scored a 4 out of 4 on both criteria and one scored a 3 out of 4 on both criteria. The benchmark was not met since only six of the seven or 86% achieved the highest score for both criteria and the expectation was that seven out of seven or 100% would achieve it. However, one weak paper out of seven is not unexpected and the one exception scored a 3 in both areas and was deemed minimally proficient in both explaining and interpreting processes and linkages between culture and other aspects of a specific society. The students were able to identify and interpret crucial aspects of a foreign culture and key points and analysis were stated clearly enough. There were some weaknesses   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Geography 167  Interview Rubric | 1-Insufficient | 2-Partially Proficient | 3-Proficient | 4-Advanced | | Content/Explanation of Issue | Student has not fully completed assignment or does NOT clearly identify and discuss a specific culture. | Student clearly identifies a specific culture but does not explain or give specific examples focused on aspects of race, gender, or culture in that country. | Student clearly identifies a specific culture and gives specific examples of aspects of race, gender, and culture that are significant in that country. | Student identifies a specific culture, gives specific examples of aspects of race, gender and culture that are significant and explains in-depth why these aspects are important to that culture. | | Interpretation | No interpretation or analysis is included. | Student makes an attempt to analyze and draw conclusions based on information provided but analysis is insufficient, unclear, or not entirely valid. | The student is able to analyze and make appropriate inferences based on the information provided by both the individual interviewed and the additional sources. | The student is able to analyze and make sophisticated inferences based on the information provided by both the individual interviewed and the additional sources. Connections are made between information from different sources. | |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   Given six out of seven students received perfect scores in the criteria that were measured, no immediate changes were implemented. However, the goal was to have seven out of seven or 100% would achieve four out of four on both criteria evaluated. Perhaps, a larger sample size of Geography majors assessed in a major course instead of a sample of major from a G.E. course would yield better results. |
| 1. **What assessment activities will you be conducting in the 2016-2017 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   2016-2017 --  Outcome – Students construct and analyze maps.  Measure -- Alumni Survey |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”   Action #1: SOAP  We have greatly improved our SOAP each year since the last program review. In fact, at one point our SOAP was the most complete in the college. We have done an alumni survey every three years.  Action #2: Curriculum Review  The Review Team recommended to the department to modify its curriculum by eliminating the “Major Areas of Concentration” and replacing them with a set of required Upper Division Core courses. We have created Upper Division Core courses for our new City & Regional Planning option. While we do not have an Upper Division Core for our Geography major, we have simplified the curriculum such that students now take one course from each area of concentration.  Action #3:  Increase the number of majors  The Review Team recommended that the department find creative ways for maintaining the FTES at the same time that it increases the number of majors. The Team also stated that “a structural shift away from spending high quality and scarce resources on G.E. courses than spending them on majors is needed to  improve and grow the undergraduate program, and ultimately reinstate a master’s program. Increasing majors has still been a struggle, however we hope our increased efforts in the area of planning will bring new interest to the department. In the meantime, we continue to:  • Participate in university outreach events  • Renew contacts with the local community colleges  • Organize our Geography Forum Lecture Series  • Explore the possibility of making a recruitment video  • Complete the ongoing modernization of the department website  • Organize community events for Geography Awareness Week  • Enforce all university and department mandatory advising schedules to keep students on track 4  • Serve as the home base for the National Geographic Bee  Action #4: Strengthen Research  The faculty is very active in many research areas including air quality, recreational planning, archaeological explorations, waste management, water quality, health and diseases, mosquito abatement, and international business. Much of the research addresses concerns in Fresno, as well as other cities in the San Joaquin Valley. The faculty plans to continue to engage in research that will benefit the community in many ways.  Action #5:  Expand Program by adding more Minors. In addition to our minor in Geography and our minor in Urban Studies, we now also have a minor in Meteorology, a certificate in Geographic Information Systems, and an option in City & Regional Planning.  Action #6:  Master’s in City and Regional Planning. Although our efforts to develop a master’s degree in City and Regional Planning did not come to fruition, we now have an option in City & Regional Planning, and  are developing a B.S. in City & Regional Planning. Our department name has also changed to Department of Geography and City & Regional Planning to better reflect our curriculum changes  **Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) then please attach a copy of the rubric. If you administered a survey please attach a copy of the survey so that the Learning Assessment Team (LAT) can review the questions. |