

Weber State University  
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Department of Geography  
Academic Year of Report: 2016/17 (Summer 2016, Fall 2016, Spring 2017)  
Date Submitted: November 15, 2017  
Report author: Eric C. Ewert, Chair

Contact Information:  
Phone: 801.626.6197  
Email: [ewert@weber.edu](mailto:ewert@weber.edu)

**A. Brief Introductory Statement:**

Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

**Information is current; no changes required.**

**Information is not current; updates below.**

Update:

Eric C. Ewert, Chair  
[ewert@weber.edu](mailto:ewert@weber.edu)  
1210 University Circle  
Ogden, UT 84408-1210  
Science Lab. Bldg, Rm 507M  
(801) 626-6197

## **B. Mission Statement**

Please review the Mission Statement for your department or academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

**Information is current; no changes required.**

**Information is not current; updates below.**

Update:

Revised: The mission of the Geography Department is to offer students the highest quality geographic education through innovative teaching, interactive field experiences, and integrative research. We provide students with foundational geographical knowledge and skills that focus on the interconnection and interdependency of Earth’s complex natural systems and diverse human societies. These, combined with strategies of land use planning and expertise in geospatial technologies, prepare students to engage in the processes that create more sustainable environments and communities throughout the world.

### **C. Student Learning Outcomes**

Please review the Student Learning Outcomes for your academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

**Information is current; no changes required.**

**Information is not current; updates below.**

#### Updated Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:

- 1) ...
- 2) ...
- 3) ...
- 4) ...
- 5) ...
- 6) etc.

**D. Curriculum**

Please review the Curriculum Grid for your department or academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

**Information is current; no changes required.**

**Information is not current; updates below**

Curriculum Map Format

	Department/Program Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Etc...			
Core Courses in Department/Program								

*Note<sup>a</sup>*: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively; these are examples, departmental choice of letters/numbers may differ

*Note<sup>b</sup>*: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (if needed)

## E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a *minimum of three years* beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

*Please be sure to include your planned assessment of any general education courses taught within your department.* This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

### **Assessment Plan (5+ year) for Core Required Courses & General Education Courses**

**When core courses (including General Education courses with prefix) will be assessed:**

<b>Core required courses for majors (and Gen. Ed. Courses)</b>	Completed 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
GEOG 1000 PS Natural Environments of the Earth	X		X		X		X	
GEOG 1300 SS/DV Places and Peoples of the World		X		X		X		X
GEOG 1400 (now 1500) PS Science of Global Warming...			X		X		X	
GEOG 1520 SS/DV Geography of US & Canada		X		X		X		X
GEOG 3600 Quantitative Methods	X		X		X		X	
GEOG 4990 Research Seminar		X		X		X		X

**How core courses will be assessed:**

Core Geography courses offered (including Gen. Ed. courses)	Current number of sections offered/year	Number of sections to be assessed		Assessment approaches to be used*	Common assessment tool or will it vary from section to section?
		Fall	Spring		
PS1000 Natural Environments	16	4	4	Exams and assignments	Will vary among sections
SS1300 Places & Peoples	12	3	3	Exams and assignments, term papers	Will vary among sections
PS1400 (now 1500) Science of Global Warming	1		1	Exams and assignments	Only one section offered
SS1520 Geography of US & Canada	8	2	2	Exams and assignments, term papers	Will vary among sections
GEOG 3600 Quantitative Methods	1		1	Exams and assignments	Only one section offered
GEOG 4990 Research Seminar	1	1		Assignments, senior thesis research papers	Only one section offered

**\*Assessment approaches:**

Possible approaches include (but are not limited to)

- Exam or Quiz questions that assess general education and departmental learning outcomes (either exclusively or in conjunction with assessing course content). These will be agreed upon by faculty, delivered each semester, and tracked through Chi-tester.
- Homework assignments, Research papers, Journals or Reflection papers, Field work, Surveys, Data collection, Statistical and/or Spatial Analysis, Map Design and Creation, Presentations, Portfolios, Service Learning, and Graduate Exit Interviews.

**Plan Overview:**

As part of outcomes assessments for General Education courses in geography (GEOG 1000, GEOG 1300, GEOG 1400 [now GEOG 1500], and GEOG 1520), full time faculty have collectively crafted a standardized set of topics and skills that we expect all instructors (full-time and adjunct) to deliver whenever those courses are offered. For example, in GEOG 1000, students should always be exposed to Plate Tectonics, Biogeographic Processes, Weather and Atmospheric Dynamics, Geomorphology, the Hydrologic Cycle, Human-Induced Climate Change, Soils, Concepts of Sustainability, the Scientific Method, etc. This will insure that any student who takes a general education class in our department, will have been exposed to what the geographic community widely considers the standards of the discipline. What we expect students to know will be consistent with the General Education Course learning outcomes and objectives. Exam results, term papers, homework assignments, etc. will form the basis of our assessment, and will be tied to outcomes. Assessment methods will vary from course to course as noted in the Assessment Plan matrix above, but assessment of introductory level General Education Courses will be based primarily on analysis of individual test item results. Beginning in fall semester, 2012, we developed a test bank of questions for the various general education learning outcomes that will be used for GEOG 1000. We chose a minimum of 70% on scores for test items as the bottom threshold for demonstrating mastery since the lowest grade accepted for the geography major is C-, or 70%. Exam copies with assessment results will be kept by the department chair and/or with the instructor who taught the course along with other evidence of learning “artifacts” as part of program review documentation.

The department also began an assessment of our Social Science General Education courses (GEOG 1300 and 1520) with similarly crafted exam questions that test against our stated learning outcomes. These have been less consistently administered and assessed between classes and among full-time and adjunct instructors. We have the most consistent data from our GEOG 1520 (U.S. and Canada) courses. Beginning this academic year (2017-18), the department has committed to much better monitor our Social Science Gen. Ed. offerings, their content, assessment, and student outcomes.

The two required (core) upper division geography courses will be assessed as part of an ongoing process using similar methods (exams, research papers and projects, and homework assignments) by individual faculty who typically teach these courses (see Assessment Plan matrix above). Upper-division geography elective courses will also be assessed periodically, although the department’s focus at this time is on general education classes and our common core geography courses.



**F. Report of assessment results for the most previous academic year:**

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

**A. Evidence of Learning: Courses within the Major**

**(this is a sample page for purpose of illustration only; a blank template can be found on the next page)**

<b>Sample only - Evidence of Learning: Courses within the Major – Sample only</b>					
Measurable Learning Outcome: Students will...	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1:	Measure 1: A set of 10 multiple choice questions from Exam 1  Measure 2: Student presentations	Measure 1: 85% of students will score 80% or better on 10 questions  Measure 2: Using a rubric to assess the presentation, 90% of students will achieve a score of 75% or above.	Measure 1: 93% of students scored 80% or better on 10 questions  Measure 2: the threshold was met, but students performed poorly (avg. = 1.8) on one criterion.	Measure 1: Students successfully demonstrated interpretation skills  Measure 2: unclear where the issue is	Measure 1: No curricular or pedagogical changes needed at this time  Measure 2: provide better explanation of the expectations for this criterion and re-assess.
Learning Outcome 2:	Measure 1: Results of standardized test  Measure 2: Students are surveyed about their perceived competence of the outcome	Measure 1: 85% of students will score at or above the national average.  Measure 2: On a 5 point Likert scale, 90% of students will indicate 4 or 5	Measure 1: 90% of students scored above national average  Measure 2: Less than half of students felt competence with this outcome.	Measure 1: Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly.  Measure 2: Students tested well, but their perceived competence was lower than expected.	Measure 1: Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review  Measure 2: Students will be given more opportunity to practice this skill with immediate feedback.

\*Can be a mix of direct and indirect measures, but at least one measure must be direct

Evidence of Learning Worksheet: **Courses within the Major**  
**Course: Quantitative Methods in Geography (Spring 2017)**

Course [GEOG 3600]		Evidence of Learning: Courses within the Major			
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1:  Students will demonstrate understanding and use of: Basic descriptive statistics and application to solving a geographic research question.	Measure 1:  Homework problems & multiple choice questions from Exam 1	Measure 1:  Students will be able to identify appropriate descriptive statistical methods at a 70% mastery level.	Measure 1:  89 % of students scored 80% or better on Assignment 1 and 5 exam questions (Ave. from 2 sections)	Measure 1:  Students successfully applied descriptive statistics to solving a geographic question	No curricular or pedagogical changes needed at this time
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	
Learning Outcome 2:  Students will demonstrate understanding and use of: Statistical methods of testing a hypothesis in geographic research	Measure 1:  Homework problems & multiple choice questions from Exam 2	Measure 1:  Students will be able to use statistical methods to test a research hypothesis at a 70% mastery level.	Measure 1:  83 % of students scored 80% or better on Assignment 2 and 5 exam questions (Ave. from 2 sections)	Measure 1:  Students successfully demonstrated use of statistical methods of testing a hypothesis in geographic research.	No curricular or pedagogical changes needed at this time
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	

\*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed):

It should be noted that the department is reviewing and expanding this course to be more of a “Research Methods in Geography” that utilizes a variety of qualitative and quantitative research methodologies.

As noted in the schedule above, **GEOG 4990, Research Seminar in Geography**, is only offered in the fall, and was not assessed in 2016. It will be assessed this semester, fall 2017.

b. Evidence of Learning: High Impact Practices (HIPs)

List the activities you have within your academic program that you consider to be high impact. For key elements of high impact practices, see: [Key Elements of High-Impact Practices](#).

If you cannot identify any HIPs occurring within your academic program, please indicate that. Are you planning to incorporate HIPs in the near future?

[List and/or narrative]

Geography engages in a great number of very successful High Impact Teaching and Learning Practices. Yearly, the department offers **Study Abroad Service Trips**. Most recently we sent students to Peru, Mozambique, Rwanda, Thailand, Turkey, and others. Similarly, we guide students on regional **Field Trips**. Travel and exploration have included Death Valley NP, City of Rocks NR, Goblin Valley SP, Antelope Island SP, Dead Horse Point SP, Goosenecks of the San Juan SP, Canyonlands NP, Arches NP, Grand Teton NP, as well as local trips to Great Salt Lake, Salt Lake City, and the streets of Ogden.

Geography students benefit from **Faculty Research** and successful **Grant Winning** (NSF, iUtah, ESRI, Office of Undergraduate Research, etc.). The department deems these projects, where students and faculty work closely together, as **Directed Research/Study Projects**. These projects have allowed students to engage in field and laboratory work, administer surveys, gather data, acquire software and gear, take online classes and tutorials, write papers, make maps and posters, attend conferences, and present their findings. Additionally, our students benefit greatly from **Internship Opportunities**. Over the years, we've had dozens of students gain invaluable experience, earn college credit, and often get paid in a great variety of internships. A specific and fuller list appears on our department website, but in short, our students have filled internships in city, county, state, and federal governmental agencies, private business, non-profit organizations, local school districts, and with other institutions of higher education. Titled **Cooperative Work Experience** by the department, these internships often blossom into employment after graduation.

**Service Learning** opportunities abound for students in the Geography Department. Examples include: Global Community Engaged Learning (GCEL) program; Green Mapping project; Global Education Opportunity (GEO) program; and Community Engaged Learning (CEL) curriculum. Although in need of an update, a comprehensive list of partners and projects can be found on our departmental website: <https://www.weber.edu/geography/internships.html>

c. Evidence of Learning: General Education Courses

(Area-specific EOL grids can be found at [http://weber.edu/oie/Complete Rubrics.html](http://weber.edu/oie/Complete_Rubrics.html); they can replace this page.)

**General Education Physical Science Core Course: GEOG 1000 PS Natural Environments of the Earth**

<b>Gen Ed Learning Goal</b> Students will demonstrate understanding of:	<b>Measurable Learning Outcome &amp; Threshold</b> Students will demonstrate their understanding by:	<b>Method of Measurement</b> Direct and Indirect Measures	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Nature of Science.</b> Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information.	Students will be able to identify explanations that are scientific and differentiate from those that are not scientific at a minimum 70% mastery level.	A set of 5 multiple choice questions from Exam 1	93 % of students scored 70% or better on 5 questions (Average from 5 sections)	Students successfully demonstrated understanding of the nature of science objective	No curricular or pedagogical changes needed at this time

<b>GE Learning Goal</b>	<b>Meas. Learn. Outcome &amp; Threshold</b>	<b>Method of Measure</b>	<b>Findings</b>	<b>Interpretation</b>	<b>Action Plan</b>
<b>Integration of Science</b> All natural phenomena are interrelated and share basic	Students will be able to identify how scientific explanations are cohesive &	A set of 3 multiple choice questions from Exams 1, 2 or 3	94 % of students scored 70% or better on 3 questions	Students successfully demonstrated understanding of the integration of	No curricular or pedagogical changes

organizational principles. Scientific explanations obtained from different disciplines should be cohesive & integrated.	integrated at a minimum 70% mastery level.		(Average from 5 sections)	science objective	needed at this time
---	--	--	---------------------------	-------------------	---------------------

<b>GE Learning Goal</b>	<b>Meas. Learn. Outcome &amp; Threshold</b>	<b>Method of Measure</b>	<b>Findings</b>	<b>Interpretation</b>	<b>Action Plan</b>
<b>Science and Society</b> The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment.	Students will be able to identify how scientific explanations have an impact on society at a minimum 70% mastery level.	A set of 5 multiple choice questions from Exam 2 or 3	92 % of students scored 70% or better on 5 questions (Average from 5 sections)	Students successfully demonstrated understanding of the science and society objective	No curricular or pedagogical changes needed at this time

<p><b>Problem Solving &amp; Data Analysis</b> Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.</p>	<p>Students will be able to analyze, and interpret data in order to identify generalizations at a minimum 70% mastery level.</p>	<p>A set of 3 multiple choice questions from Exams 2 or 3</p>	<p>87 % of students scored 70% or better on 3 questions (Average from 5 sections)</p>	<p>Students successfully demonstrated understanding of the problem solving &amp; data analysis objective</p>	<p>No curricular or pedagogical changes needed at this time, however, students are encouraged to take a statistics course (required for geography majors)</p>
--	--	---	---	--	---

**General Education Physical Science Core Course: GEOG 1400 (1500) PS The Science of Global Warming**

<p><b>Gen Ed Learning Goal</b> Students will demonstrate understanding of:</p>	<p><b>Measurable Learning Outcome &amp; Threshold</b> Students will demonstrate their understanding by:</p>	<p><b>Method of Measurement</b> Direct and Indirect Measures</p>		<p><b>Findings Linked to Learning Outcomes</b></p>	<p><b>Interpretation of Findings</b></p>	<p><b>Action Plan/Use of Results</b></p>
<p><b>Nature of Science.</b> Scientific knowledge is based on evidence</p>	<p>Students will be able to identify explanations that are</p>	<p>A set of 3 multiple choice questions</p>	<p>80 % of students scored 70% or better on 5 questions</p>	<p>Students successfully demonstrated understanding of the nature of</p>	<p>No curricular or pedagogical changes</p>	

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome &amp; Threshold</b>	<b>Method of Measurement</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
Students will demonstrate understanding of:	Students will demonstrate their understanding by:	Direct and Indirect Measures			
that is repeatedly examined, and can change with new information.	scientific and differentiate from those that are not scientific at a minimum 70% mastery level.	from Exam 1		science objective	needed at this time

<b>GE Learning Goal</b>	<b>Meas. Learn. Outcome &amp; Threshold</b>	<b>Method of Measure</b>	<b>Findings</b>	<b>Interpretation</b>	<b>Action Plan</b>
<b>Integration of Science</b> All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive & integrated.	Students will be able to identify how scientific explanations are cohesive & integrated at a minimum 70% mastery level.	A set of 3 multiple choice questions from Exams 1, 2 or 3	79 % of students scored 70% or better on 3 questions (Average from 5 sections)	Students successfully demonstrated understanding of the integration of science objective	No curricular or pedagogical changes needed at this time

<p><b>Science and Society</b> The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment.</p>	<p>Students will be able to identify how scientific explanations have an impact on society at a minimum 70% mastery level.</p>	<p>A set of 3 multiple choice questions from Exam 2 or 3</p>	<p>80 % of students scored 70% or better on 5 questions</p>	<p>Students successfully demonstrated understanding of the science and society objective</p>	<p>No curricular or pedagogical changes needed at this time</p>
---	--	--	---	--	---

<p><b>Problem Solving &amp; Data Analysis</b> Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.</p>	<p>Students will be able to analyze, and interpret data in order to identify generalizations at a minimum 70% mastery level.</p>	<p>A set of 3 multiple choice questions from Exams 2 or 3</p>	<p>84 % of students scored 70% or better on 3 questions</p>	<p>Students successfully demonstrated understanding of the problem solving &amp; data analysis objective</p>	<p>No curricular or pedagogical changes needed at this time, however, students are encouraged to take a statistics course (required for geography majors)</p>
--	--	---	---	--	---



**General Education Social Science Core Course: GEOG 1520, Geography of the United State and Canada**

<b>Outcome</b>	<b>Measurable Learning Outcome</b> Students will demonstrate their mastery of the skill by:	<b>Method of Measurement</b> Direct and Indirect Measures*	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Gen ED SS Outcome 1:</b> “Interactions between individuals and society” Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	Students will strongly understand the connections between societal institutions, their natural environments, and their actions as individuals and members of larger groups.	Measured through responses to exam questions in Chi Tester.	Students need to score better than 70% on average on the sample questions over the three semesters surveyed.	80.8% of the students chose the correct multiple choice answer from a possible 5 responses over three semesters.	Students successfully demonstrated understanding of the connection between humans and their environment objective.	No curricular or pedagogical changes needed at this time.
<b>Gen ED SS Outcome 2:</b> “Application of concepts, theories, and methods”. Students will apply basic social science	Faculty will expose students to the most common Social Science concepts and methods through	Measured through responses to exam questions in Chi Tester.	Students need to score better than 70% on average on the sample questions over	64.3% of the students chose the correct multiple choice answer from a possible 5	Students somewhat successfully demonstrated understanding of the theory and methods objective.	Some curricular or pedagogical changes needed at this time, and we hope to improve this %.

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
concepts, theories, and/or methods to a particular issue and identify factors that influence change.	case studies or examples.		the three semesters surveyed.	responses over three semesters.		
<b>Gen ED SS Outcome 3:</b> “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.	Students will experience “diverse perspectives” though immigration, politics, cultural variety, and change.	Measured through responses to exam questions in Chi Tester.	Students need to score better than 70% on average on the sample questions over the three semesters surveyed.	70.5% of the students chose the correct multiple choice answer from a possible 5 responses over three semesters.	Students somewhat successfully demonstrated understanding of the diversity objective.	No curricular or pedagogical changes needed at this time, but we hope to improve this %.

## G. Summary of Artifact Collection Procedure

Artifact	When/How Collected?	Where Stored?
(i.e. Final Project Rubric)  GEOG 1000 Chi Tester Exam Results	(i.e. end of semester)  See table in Assessment Plan Results submitted each Semester	(i.e. electronic copies)  Chi Tester electronic files
(i.e. Chi Tester Outcome Report)  GEOG 1400 (1500) Chi Tester Exam Results	(i.e. 2-3 times per semester)  See table in Assessment Plan Results submitted each Semester	(i.e. electronic format, chi tester warehouse)  Chi Tester electronic files
GEOG 1520 Chi Tester Exam Results	See table in Assessment Plan Results submitted each Semester	Chi Tester electronic files
GEOG 3600 Hard Copy Exam Results and Assignments	See table in Assessment Plan Results submitted each Semester	Hard copies of exams and assignments maintained by the Instructor
GEOG 4990 Hard Copy Exam Results and Assignments	See table in Assessment Plan Results submitted each Semester	Hard copies of exams and assignments maintained by the Instructor

Summary Information (as needed)

## Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: 2016-17	Recommendation	Progress Description
Recommendation 1	Text of recommendation	#### +1 progress
Better Advising	Carefully consider practices around advising, with special attention to the needs of students who are close to graduation.	#### +2 progress
		#### +3 progress
		#### +4 progress
Recommendation 2	Text of recommendation	#### +1 progress
Better Scheduling	Assure that courses are available for students to graduate in a timely manner.	#### +2 progress
		#### +3 progress
		#### +4 progress
Recommendation 3	Text of recommendation	#### +1 progress
Better Planning	Attempt to develop a course rotation schedule that will aid students in planning their long-term schedules.	#### +2 progress
		#### +3 progress
Recommendation 4	Text of recommendation	#### +1 progress
Better Assessment	Include elective courses in your assessment processes.	

Additional narrative:

The Geography Department completed its 5-year Review in 2016-17, and the Program Review by the Office of Institutional Effectiveness was delivered September 29, 2017. Thus, we are only just beginning to implement these recommendations.

## Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty 2016-17	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	7
Full-time Tenured	5
Full-time Non-Tenured (includes tenure-track)	2
Part-time and adjunct	
With Master's Degrees	
Full-time Tenured	
Full-time Non-Tenured	
Part-time and adjunct	6
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time and adjunct	0
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	0
<b>Total Headcount Faculty</b>	<b>13</b>
Full-time Tenured	5
Full-time Non-tenured	2
Part-time	6

**Please respond to the following questions.**

- 1) Based on your program's assessment findings, what subsequent action will your program take?

As noted above, the Geography Department completed its 5-year Review in 2016-17, and the Program Review by the Office of Institutional Effectiveness was delivered September 29, 2017. Thus, we are only just beginning to implement these recommendations. We are also engaged in a top-to-bottom evaluation of the department. With a new department Chair, Office Administrator, and a new home in an old building, this seemed like a logical time to look at everything we're doing as a department. Already, we've written a new mission statement, sharpened our departmental objectives, and begun the process of looking at course titles and content, curriculum, major emphases or tracks, and our bachelor's, teaching, and minor degrees. This process, we hope, will come together in a department retreat scheduled for finals week at the end of this semester.

As far as this particular annual assessment is concerned, the department feels like it is doing a good job of measuring and evaluating our general education physical science courses, but that we could greatly improve our social science general education and core major class assessment. We plan to begin those improvements this term.

Our overall assessment allows us to endorse this statement from our last full assessment report: "Overall, the assessment results give the faculty confidence that we are preparing our students for careers in geography and related fields. Furthermore, high impact, service learning course projects are assisting both students and community organizations with research that can be applied in a 'real world' setting."

- 2) We are interested in better understanding how departments/programs assess their graduating seniors or graduate students. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed. Finally, what were your findings from this past year's graduates?

The Department of Geography believes that it is doing a good job of preparing our students for employment and graduate school opportunities. We'd like to be doing a great job though, and that is why we've undertaken the thorough departmental evaluation as detailed above. Word-of-mouth evidence suggests that our students are finding jobs and graduate appointments, but we have not been forthright in tracking students after graduation. We do survey our graduates (see below), and on our website, there is a place for graduates to check-in and update us on their doings, but they haven't been very informative. Additionally, we invite graduates

back to campus to talk to our majors, but not in a systematic way. So, like in several areas listed earlier in this document, we endeavor to do better.

To reach that goal, one of our first tasks is to set up a Geography Advisory Board to help guide us toward preparing students for the marketplace. Staffed with leaders in business, industry, non-profits, and government, we hope that the board will steer us in a way that helps our graduates succeed. Likewise, I've joined a nationwide group of geography department chairs who are also working to improve their departments by sharing their successes, shortcomings, and experiences. I expect this to be a great resource as we move forward. We also plan to engage our adjuncts more formally as we retain and advise students, as well as help our graduates prepare for life after graduation. And finally, I can say unequivocally, I have the department faculty's full support for strengthening our program. We've already had more department meetings this semester than we've had in the last several years. Their commitment to our students and our department is tremendously encouraging and presages a bright future our program.

### Geography Graduate Survey

Your participation in this survey will help us to assess how well the Geography Department is meeting its mission. Please rank the following items based on your experiences from **only Geography** courses or internships at Weber State University.

1. Geography courses provided me with a firm understanding of the earth's natural environment and its relationship to society.  
A. Strongly agree      B. Agree      C. Disagree      D. Strongly disagree
2. Geography courses provided me with a firm understanding of the world's peoples, nations, cultural environments, and spatial organization.  
A. Strongly agree      B. Agree      C. Disagree      D. Strongly disagree
3. Geography **courses** provided me with a grounding in the modern technical skills of the discipline (including computer cartography and geographic information systems).  
A. Strongly agree      B. Agree      C. Disagree      D. Strongly disagree  
E. I did not take courses in cartography or GIS.
4. Geography **internship(s)** provided me with a grounding in the modern technical skills of the discipline (including computer cartography and geographic information systems).  
A. Strongly agree      B. Agree      C. Disagree      D. Strongly disagree  
E. I did not have an internship (or cooperative work experience) involving these skills.
5. Geography **courses** provided me with a firm understanding of the planning industry and issues related to that field.

A. Strongly agree      B. Agree      C. Disagree      D. Strongly disagree

E. I did not take courses in land use planning.

6. Geography **internships** provided me with a firm understanding of the land use planning industry and issues related to that field.

A. Strongly agree      B. Agree      C. Disagree      D. Strongly disagree

E. I did not have an internship (or cooperative work experience) involving planning.

7. Geography courses provided me with an appreciation for the great variety of cultural forms and ways of thinking throughout the world, and to help me formulate a world view that uses this appreciation to become a responsible citizen in America during the 21st century.

A. Strongly agree      B. Agree      C. Disagree      D. Strongly disagree

8. Are you involved with any local community organizations? If so, which organizations?

9. Briefly describe your career goals. How has the Geography Dept. assisted you in meeting those goals?

If you have been accepted into a graduate program or attained employment, please provide us with the name of the institution or employer:

10. How might the Geography Dept. improve its courses or internship programs to meet the objectives spelled out in items 1-7? Please specify the survey item number in your response. Also, please feel free to comment on the Department's strengths – what did you enjoy most about being a geography major?

Thank you - we appreciate your feedback and hope you will keep in touch. Best of luck with your future endeavors.