Student Outcomes Assessment and Success Report AY2018-19   *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

Unit/Program Name: __Earth and Environmental Systems;_Geography and Sustainability Program__   **Contact Name(s) and Email(s)** ___Jennifer Latimer (Jen.Latimer@indstate.edu) and Susan Berta (Susan.Berta@indstate.edu) _____

Part 1a: Summary of Student Learning Outcomes Assessment

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? *Can expand on this in Part 2.*
1. Understand geographic patterns and issues of our time across cultures & environments in order to understand how human behavior is, or is not, sustainable.	(1)Completion of core courses (as applicable to concentration). (2) ENVI211/ENVI110, ENVI130, ENVI272	Students will be assessed on a scale of 0 to 2 (0= not meeting; 1=meeting; 2=exceeding expectations). Target: 65% of students will receive a 1 or higher on this objective	ENVI 211 – not offered ENVI 110 – 100% of the 9 students exceeded expectations ENVI 130 – 100% of the 6 majors who have completed this course exceeded expectations (1 major is currently taking the course) ENVI 272 – 100% of the 1 student who has completed this course exceeded expectations (6 majors are currently taking for course)	Offer all core courses within a 2 year time frame (ENVI 211 and ENVI 272 on a rotating fall semester basis)
2. Effectively synthesize and communicate research findings both orally and in writing.	Student projects/final reports from the program's culminating experience options (ENVI 460, ENVI 492, or ENVI 496.	Students will be assessed on a scale of 0 to 2 (0= not meeting; 1=meeting; 2=exceeding expectations). Target: 65% of students will receive a 1 or higher on this objective	All 9 current majors are not far enough along in their program to have taken any of these courses: ENVI 460, 492 and 496. One major is currently taking ENVI 496.	So far our majors are exceeding expectations for the core courses. We look forward to these majors progressing further along so that we can make more substantial suggestions in the future.

3. Use critical thinking to approach geographic problems and to develop solutions to them	Evaluation of final projects/homework performance, as applicable (varies by instructor)	C+ or higher grade performance in six courses from Geography Directed Electives grouping.	Instructor/Supervisor of culminating experience assesses student projects for data collection, analysis, & interpretation. No students are that far along in our new major.	ENVI 272 was offered. Timely submission of assessment results to the undergraduate advisor for this degree program needs to improve.

Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

Helpful Hints for Completing this Table
   a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
   b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
   c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
   d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

Part 1b: Review of Student Success Data & Activities
Use Blue Reports to generate the following information (as well as any other information helpful to you):
   1) Cohort Sizes   2) Year-to-Year Retention   3) 5-Year Graduation Rate

What worked well in supporting student success this year?
Effective in Fall 2018, the geography degree program changed from Human and Environmental Systems – Geography concentration (B.S. degree) to Geography and Sustainability B.S. degree program

What are the most significant opportunities for improvement upon which to focus in the coming year?
Encouraging students to complete an Internship has helped students better prepare for employment possibilities in the future but to also become more focused in their degree pursuits. Stronger encouragement for internships/more information disseminated, is the plan.

Part 1c: Summary of Career Readiness Activities
Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: https://www.indstate.edu/assessment/plan-components

Part 2: Continuous Quality Improvement
Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)
2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
3) **what your assessment plan will focus on in the coming year**
4) **how this information will be shared with other stakeholders**

The results indicate that all 9 majors of this new major in Geography and Sustainability B.Sc. program are gaining a good basic understanding of geography and environmental systems. The data are sparse given our new major. The Geography and Sustainability faculty will discuss options to more frequently offer upper division courses with full-time faculty to potentially improve student learning.

It was not possible to assess student success data for this academic year because of the transition from the Human and Environmental Systems-Geography concentration BS to the new Geography and Sustainability BS. The HES-Geography and/or GISc concentrations data included both physical geography- and geoscience-based students in Fall 2018 that were rerouted into the Geology BS and Geography and sustainability BS programs by Spring semester. The Blue Report data appear to have been collected before students made the transfer into the new programs. We will more effectively assess these data in future academic years.

The outcomes of the assessment/student success/career readiness programs were discussed by the faculty at a Department meeting during the Spring 2019 semester. The results will be available and archived in the Department and communicated to the College of Arts and Sciences and the University.

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

Dear Jen and Susan,

Thank you so much for sharing your assessment process and findings for AY 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: B.S. Geography & Sustainability	Overall Rating: Developing (1.63/3.00)
Strengths	**Recommendations**
• Learning outcomes are well-written, clear, specific, and measureable. • Courses where assessments of learning outcomes will take place are defined, and assignment information is provided. Good use of directed electives that share the critical thinking learning outcome as a source of measurement. Sometimes faculty shy away from this, but it is a great way to collect data from students in the classes they've selected. • Expectations for student performance are stated. • Good information is provided about how faculty are involved in and informed of the assessment practice/process and how information will be shared with stakeholders. • Agree with the insight that once more students have moved through the program the assessment will be more robust and closer to the mature level .	• Overall course grades are rarely applicable for learning outcome assessment since they are usually a reflection of a composite score of performance on multiple outcomes. Unless an entire course and all its assignments are definitively linked to one learning outcome, this should be changed to use student performance on specific assignments in these courses that directly align to the learning outcome in question. • Good information provided about the scale used for evaluation, but include information about how that scale is applied to student work – is it a rubric that defines levels of performance? • 65% is a little on the low side for meeting expectations – is this due to there being no prior data?

Student Outcomes Assessment & Success Report Rubric   Unit/Program: BS Geography & Sustainability
Office of Assessment & Accreditation, Indiana State University   Evaluation Date: 12/10/19

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
Student Learning Outcomes	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.) Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcomes(s) is measurable.	No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.
Performance Goals & Measures	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal(s) is identified for each learning outcome. Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures. (in the case of outcome 1) Tools or processes for evaluating student performance on measures are not described.	No goals for student performance of learning outcomes is identified, and/or no measures are provided.

Analysis & Results	Data is collected using the measures and tools identified. Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals. Results are discussed in relation to college, institutional, and/or accreditor goals/standards.	Data is collected using the measures and tools identified. Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals.	Data is collected using the measures and tools identified. Results are reported with little description of analysis.	No data is being collected. No results are provided.
Sharing & Use of Results for Continuous Improvement	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice. A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.	Limited information is provided about sharing or using results to inform practice. Some discussion of what was learned from results is provided.	No information is provided about sharing or using results to inform practice. No evidence of reflection on results is provided (ex: discussion, conclusions drawn)
Overall Rating	□ **Exemplary**	□ **Mature**	□ **Developing**	□ **Undeveloped**