Outcome Assessment Timeline

Academic Programs

(Geography)

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| **APR /SLO 3-Year Cycle** | **2021-2024** | | | | | |
| **Course ID** | **Course-Level Student Learning Outcome (CSLO)** | | **Measure/Collect Data** | | **Discuss and Plan** | |
| GEOG 100 | Student will identify and compare basic components of the physical environment. | | Fall 2021 | | Fall 2022 | |
|  | Student will describe and analyze tectonic processes. | | Fall 2021 | | Fall 2022 | |
|  | Student will describe and evaluate the basic physics of weather and climate. | | Fall 2021 | | Fall 2022 | |
|  | Student will identify, evaluate, and analyze anthropogenic influences to pollution, climate change, and changes to the landscape. | | Fall 2021 | | Fall 2022 | |
| GEOG 101 | Student will study and analyze how and why climate changes over long periods of time. | | Fall 2022 | | Fall 2023 | |
|  | Student will illustrate and compare the basic earth-sun relationship in terms of spatial character, motion, and insolation. | | Fall 2022 | | Fall 2023 | |
|  | Student will identify location using latitude and longitude coordinates and study the concept of time zones. | | Fall 2022 | | Fall 2023 | |
|  | Student will study and analyze how and why climate changes over long periods of time. | | Fall 2022 | | Fall 2023 | |
| GEOG 106 | Student will compare and contrast major political systems and their worldwide distribution. | | Fall 2022 | | Fall 2023 | |
|  | Student will compare and contrast the climate, physical landscape, and natural environment of selected world regions. | | Fall 2022 | | Fall 2023 | |
|  | Student will identify and compare unique cultures around the world. | | Fall 2022 | | Fall 2023 | |
|  | Student will identify and evaluate environmental issues prevalent in selected world regions such as air and water pollution. | | Fall 2022 | | Fall 2023 | |
| GEOG 110 | Student will identify and appraise major ecological problems associated with the sea. | | Fall 2021 | | Fall 2022 | |
|  | Student will identify the basic principles of physics and chemistry as they apply to ocean composition and behavior. | | Fall 2021 | | Fall 2022 | |
|  | Student will evaluate the impact of people on the fragil interfaces of the ocean environment. | | Fall 2021 | | Fall 2022 | |
| GEOG 120 | Student will compare and contrast major political systems and their worldwide distribution. | | Spring 2023 | | Spring 2021 | |
|  | Student will identify the fundamental elements of population growth and spatial requirements and make predictions based upon these elements. | | Spring 2023 | | Spring 2021 | |
|  | Student will differentiate and compare the principle aspects of culture and cultural differentiation. | | Spring 2023 | | Spring 2021 | |
|  | Student will trace and contrast the major historical movements of people and the spatial sequence. | | Spring 2023 | | Spring 2021 | |
| GEOG 145 | Student will create, manipulate, and query tables, charts, images, and maps using GIS software. | | Spring 2022 | | Spring 2023 | |
|  | Student will create models using GIS software to analyze spatial data. | | Spring 2022 | | Spring 2023 | |
|  | Student will analyze feature and spatial relationships using overlaying, buffering, and basic spatial statistics. | | Spring 2022 | | Spring 2023 | |
| GEOG 150 | Student will analyze and edit spatial data using GIS software. | | Fall 2021 | | Fall 2022 | |
|  | Student will describe and explain the historical development of GIS and how GIS helps to solve problems of a spatial context. | | Fall 2021 | | Fall 2022 | |
|  | Student will demonstrate proficiency in map reading, interpretation, and design principles, including map projections and the geographic grid. | | Fall 2021 | | Fall 2022 | |
| GEOG 152 | Student will organize and integrate concepts of GIS theory and methodology, including data models, data structures, topology, and spatial analysis. | | Fall 2021 | | Fall 2022 | |
|  | Student will construct a strategy to implement an effective GIS. | | Fall 2021 | | Fall 2022 | |
|  | Student will plan and execute a successful GIS project. | | Fall 2021 | | Fall 2022 | |
| GEOG 153 | Student will demonstrate skills in operating a broad range of GIS related hardware and software. | | Spring 2022 | | Spring 2023 | |
|  | Student will construct and analyze GIS projects in real-world situations. | | Spring 2022 | | Spring 2023 | |
| GEOG 154 | Interpret commonly used sensors and techniques of remote sensing. | | Spring 2022 | | Fall 2022 | |
| GEOG 155 | Analyze and evaluate concepts related to spatial filtering and band ratios. (GEOG 155, ISLO 5) | | Fall 2021 | | Spring 2022 | |
|  | Analyze principles of radiometric and geometric correction. (GEOG 155, ISLO 5) | | Fall 2021 | | Spring 2022 | |
|  | Compare and contrast the fundamental methods of image enhancement. (GEOG 155) | | Fall 2021 | | Spring 2022 | |
|  | Investigate and employ techniques of image classification. (GEOG155) | | Fall 2021 | | Spring 2022 | |
|  | Use image analysis skills to interpret geographic images. (GEOG 155) | | Fall 2021 | | Spring 2022 | |
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| **Program**  **2021 – 2025** | | **Program-Level Student Learning Outcome (PSLO)** | | **Measure/Collect Data** | | **Discuss & Plan** | |
| (Major Code: 01775) Associate in Arts Transfer | |  | | | | | |
|  | | Students will be able to communicate their understanding and analysis results by making maps, writing research papers and technical reports, giving oral presentations, and developing multimedia presentations. | | 2021-2025 | | Fall 2025 | |
|  | | Students will develop capabilities and technical skills to apply scientific research methods (in both natural and social sciences) to observe, collect, and process geographic data; to perform analysis based on the knowledge, theories and principles in geography; and to draw quantitative and qualitative conclusions. | |  | |  | |
|  | | Students will develop capabilities and technical skills to apply scientific research methods (in both natural and social sciences) to observe, collect, and process geographic data; to perform analysis based on the knowledge, theories and principles in geography; and to draw quantitative and qualitative conclusions. Specifically, they should be able to demonstrate: a) The capability to identify and define research problems in physical and/or hum an geography fields; b) The capability to draw conclusions and/or suggest solutions based on their analysis results. | |  | |  | |
| . | | Students will be able to use written text, speech, maps, graphics, equations, and other devices to identify and describe spatial characteristics, patterns and processes at a variety of scales in physical, human, and social economic environment, including themes in atmosphere, biosphere, lithosphere, hydrosphere, population, culture, economics, settlements, and policies. | |  | |  | |

**Directions & Helpful Hints**

In the spaces provided on the timeline, please list course-level and program-level student learning outcomes and when each will be assessed.

**APR/SLO 3-Year Cycle**: The APR/SLO cycle begins with a compressive program review and ends just before the next comprehensive is due.

**Course ID:** Insert course designator (e.g., ENGL 114, MATH 60, COMM 103)

**Course-Level Student Learning Outcome (CSLO):** Write in each CSLO listed on the course outline of record. This can be accessed in CurricUNET.

**Measure:** Insert the semester(s) each CSLO will be measured, and entered into eLumen.

**Discuss & Plan:** State the semester the faculty will meet to discuss assessment results and create action plans as needed.

**Program:** State the program being assessed.

**Program-Level Student Learning Outcome (PSLO):** State the PSLO(s) for each program listed.

Considerations for Completing the SLO Assessment Timeline:

As per the SCEA contract, “The timeline shall ensure that all SLOs in all sections for each course are to be assessed at least once during the 3-year cycle, with a maximum number of course SLOs per section collected by a Unit member at any one time being three (3)”.

According to the ACCJC Standard II.A.3, “The institution identifies and regularly assesses learning outcomes for courses, programs, certificates. And degrees using established institutional procedures.”