

Assessment of Student Learning Plan (ASLP): Geography-Anthropology

2014-15 Academic Year

University of Southern Maine

A. College, Department, Date:

CMHS, Muskie School, Geography-Anthropology Program

B. Contact Person for the Assessment Plan:

Firooza Pavri

C. Degree Program:

Geography-Anthropology

D. Assessment of Student Learning...Process

Step 1: Identify Student Learning Outcomes (For example, what are the most important things for students to know and be able to do when they have completed the degree?)

Emphasize the integration of the two disciplines – Geography and Anthropology - and the common interests in the relationship between human populations and their natural and built environment

Be well versed in topical areas of concentration – Sustainable Communities & Cultures; Cultural & Natural Heritage Management; GIS and Geospatial Technologies

Be well versed in at least one or more methods of analysis: archaeological techniques, geospatial (GIS & RS) techniques, qualitative methods, quantitative methods

Be able to design, complete background research, collect data, analyze and synthesize information in the form of a research paper and/or research report or professional poster.

Step 2: How and When will the Learning Outcomes be assessed?

a. *How will your department assess the outcome for this year? Briefly describe the assessment measures that will be utilized to demonstrate students' achievement of that learning outcome. See the examples below.*

Papers and/or research reports and posters submitted as part of graduation requirements are collected and assessed against stated requirements

Alumni and industry surveys are used to solicit feedback on the program

Student learning success is also assessed through presentations at local and regional conferences as well as at Thinking Matters

- b. *When will your department implement the assessment activity for this year? See the example below of how one program organized their assessment activities during the academic year -- using a course-embedded assessment approach.*

Assessment is completed on an on-going basis dependent on the class for which the research paper or final project/product is being produced.

Survey data have been reviewed by faculty and the input received has already been used to modify our curriculum for 2015 onward.

New curriculum designed based on feedback received and industry needs

Step 3: Using the Assessment results to Improve Student Learning

Briefly describe your department/program's plan for reviewing the assessment results and using them to improve teaching and learning. See the examples below.

We have used data from alumni and industry partner surveys to help us with reconfiguring our curriculum

We continually use information collected through student submissions to clarify our learning outcomes and goals.

E. Other Course Assessment Activities:

If your department/program is unable to complete any of the above steps, are you able to report any assessment-related activities at the Course-Level; for example: created grading rubrics to use in required courses, examined student progress in an entry-level course, developed a new course, redesigned a course to include community-based learning, etc.

Briefly explain.

F. Are there “community engagement” activities integrated in your departmental curriculum?

a. Please indicate which of the components, listed below, are included in your program’s curriculum, and then indicate if the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	<u> </u> <u> </u> <u> </u> <input type="radio"/>	<input type="radio"/> R <input type="radio"/> O
Student-Faculty Community Research Project	<u> </u> <u> </u> <u> </u> <input type="radio"/>	<input type="radio"/> R <input type="radio"/> O
Internship, or a Field Experience	<u> </u> <u> </u> <u> </u> <input type="radio"/>	<input type="radio"/> R <input type="radio"/> O
Independent Study (community-related project)	<u> </u> <u> </u> <u> </u> <input type="radio"/>	<input type="radio"/> R <input type="radio"/> O
Capstone Course (community-related project)	<u> </u> <u> </u> <u> </u> <input type="radio"/>	<input type="radio"/> R <input type="radio"/> O
Service-Learning (a component of a course)	<u> </u> <u> </u> <u> </u> <input type="radio"/>	<input type="radio"/> R <input type="radio"/> O
Study Abroad, or an International Program	<u> </u> <u> </u> <u> </u> <input type="radio"/>	<input type="radio"/> R <input type="radio"/> O
Interdisciplinary Collaborative Project (community related)	<u> </u> <u> </u> <u> </u> <input type="radio"/>	<input type="radio"/> R <input type="radio"/> O
Student Leadership Activities (related to a team project)	<u> </u> <u> </u> <u> </u> <input type="radio"/>	<input type="radio"/> R <input type="radio"/> O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<u> </u> <u> </u> <u> </u> <input type="radio"/>	<input type="radio"/> R <input type="radio"/> O
Other Activities (not mentioned above):		

b. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

Entry-level courses: EYE 102

Mid-level courses: ANT 233, ANT 241

Upper-level courses: ANT 315, ANT 360, GEO 308, GEO 408, GEO 438, GEO 448, GYA 350, GYA 400

Additional Comments:

Thanks for your cooperation!