

Assessment of Student Learning Plan (ASLP): GYA Program

2016-17 Academic Year

A. College, Department, Date

College CMHS
Department Geography-Anthropology
Date 5/24/17

B. Contact Person for the Assessment Plan

Name and title: Matthew Bampton, Chair

C. Degree Program

Name of Degree Program: Geography-Anthropology

Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

- a. *Do you have your student learning outcomes published on your department's website?*
1. An appreciation of cultural or ethnic diversity and a knowledge of global geography,
 2. An understanding of the relationship between people and the environment, today and in the past, and the relationship between society and nature,
 3. An understanding of human evolution as both a biological and cultural process,
 4. A knowledge and appreciation of the connections between Maine, New England and the World,
 5. A responsiveness to local and regional concerns including heritage, present issues and future prospects for the region,
 6. An ability to use research methods to solve complex questions
 7. A knowledge of the theory and practice of qualitative research techniques
 8. Cartographic skills
 9. An ability to formulate good research questions and to think critically, and
 10. An ability to apply the skills of our training to real-world problem solving.

Shortly to be uploaded to:

<https://usm.maine.edu/geography-anthropology/undergraduate-program-student-learning-outcomes>

- b. Please identify **which of your student learning outcome(s) were assessed this past academic year.**

GYA is currently in the midst of preparing a program review. The entire list of outcomes has been overhauled and updated by the faculty, and will be reviewed by our external evaluators in the Fall of 2017.

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes/No

- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

Learning Outcome Matrix Appended

Shortly to be uploaded to

<https://usm.maine.edu/geography-anthropology/undergraduate-program-learning-outcomes-matrix>

Step 2: Assessment Methods Selected and Implemented

- d. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

1. Papers and/or research reports and posters submitted as part of graduation requirements are collected and assessed against stated requirements.
2. Alumni and industry surveys are used to solicit feedback on the program.
3. Faculty maintain active memberships in local, regional, and national professional associations to ensure learning outcomes tally with current standards.
4. Student learning success is assessed through presentations at local, regional and national conferences and at Thinking Matters, USM's in-house student research conference.

- e. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).

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

Step 3: Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*
 1. We continue to use data from alumni and industry partners to help us with reconfiguring our curriculum
 2. We continually use information collected through student submissions to clarify our learning outcomes and goals.
- b. *What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?*

We are currently preparing a program review

- c. *Date of most recent program review/self-study?*

We are currently preparing a program review

E.Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

Given the diverse range of topics covered by the department's courses there are many different rubrics and assessment methods used. Those of our courses that use BlackBoard's online quizzes, tests and exams have rubrics available to students. Other grading schemes are typically included on individual course syllabi.

F. Community Engagement Activities in your departmental curriculum:

- a. *Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.*

In its teaching and training of students, Geography-Anthropology has long espoused the tenets of a community-engaged program that seeks to enrich student experiences through work on projects that align with community needs, develop applied and practical skills that can be useful to community partners, and engage students on grant funded opportunities. Students also have opportunities to participate in internships, summer programs and field schools. These opportunities enhance our recruitment and retention efforts. Our efforts closely align with USM's aspirations of achieving the Carnegie Foundation's classification for Community Engagement and the University's pursuit in providing "meaningful, experiential learning for its students, and to better serve the needs of its communities". Geography-Anthropology has been engaged in such work for several decades now and is well poised to contribute to USM's goal of achieving the Carnegie classification by 2020. Below are several examples of high impact classroom, laboratory, field teaching, research, internship and community engagement activities:

1. Faculty and students are engaged in long-term archaeological field work on several important sites across New England and elsewhere. This work includes the excavation, laboratory analysis, cataloging and curation of artifacts found at several sites including, the Rebecca Nurse Homestead, Malaga Island, the Isles of Shoals.
2. Students working on research papers in upper division classes routinely work with community partners to address relevant issues such as the impact of invasive species on local protected wetlands, the impact of wind turbines on migratory species of birds and bats, and the location and nature of urban and rural food deserts in Maine.
3. Faculty and students work in close partnership with the Osher Map Library to update, catalog and document its collections. Students have worked as interns at Osher Map Library or have conducted independent study projects, such as those focused on digitizing and analyzing Sanborn-Perris Insurance Maps of Portland.
4. Students employ their geospatial GIS and remote sensing skills to applied problem solving. In advanced classes, students partnering with faculty from across the university contribute GIS components to on-going faculty research projects or they work with community organizations who may not themselves have GIS capabilities. Through grant funded opportunities, students work with partner organizations such as the Portland Water District, Lakes Environmental Association, and others to apply remote sensing and GIS skills to explore environmental conditions across Maine regions. Students provide valuable finished products to community partners and engage in presenting their work at conferences.
5. In the past, NSF supported REU programs allowed for intensive summer training of students in field based geospatial and mapping skills. The same model is now used in the department's two digital field mapping courses. These courses now focus on combining technical education with completion of a map and brochure for one of Maine's many state and town parks.
6. Internship opportunities across the southern Maine region provide students with real world skills. Some organizations that have hosted our students as interns include: City of Portland Planning Department, City of Portland Public Works Department, City of South Portland, DeLorme Mapping Co., GoodWill, Gorham Trails/Land Trust, Greater Portland Council of Governments, Maine Historical Preservation Commission, Museums (Maine State, Children's Museum, Strawberry Banke), Osher Map Library, Portland Water District, and more. The Geography-Anthropology program has also successfully placed students at NASA Space Centers

on competitive summer internship programs which have directly resulted in employment and advanced academic opportunities for them.

7. GYA students routinely present their research at USM's Thinking Matters conference as well as other regional conferences like NESTVAL, New England Archaeology, and the Maine Water Conference in collaboration with faculty.
8. The GIS Laboratory which is a university-wide resource is housed in the Geography-Anthropology program. The GIS Lab supports student learning and success through providing internships and work-study opportunities and connects students to GIS related internship opportunities with community partners.

b. Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

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

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: None

Mid-level courses: ANT 233 Food & Culture; ANT 241 Tourism & Community Development

Upper-level courses: ANT 360/560 Public Archaeology; Digital Mapping GEO 340; GEO 448/548/648 GIS Internship; GEO 308/508/608 GIS Applications I; GEO 408/518/618 GIS Applications II; GEO 438/538/638 Independent Study in GIS; GEO 448/648 GIS Internship; GYA 300 Archaeology Field School; GYA 350 Internship in Applied Geography-Anthropology

G. Additional Comments (Optional): *Please feel free to give suggestions or feedback on what would help you with the program assessment process.*

We have a diverse set of courses in our department, and consequently evaluation methods are very varied. We have teach both qualitative and quantitative methods. We also teach instrument operation, archaeological, anthropological, and earth-science methods. We use a significant number of digital instruments and software platforms. Some of our courses also require substantial amounts of writing, cartographic work, or graphical representation of data. This broad spectrum of skills is one of the great strengths of our program, but it also presents one of the great challenges of standardized evaluation. Many parts of our curriculum have a large amount of applied, service, field, or practical work. In these cases the work is often evaluated on the strength of a substantial project, a publication, or a contribution to a larger research effort undertaken by a faculty person or community member.

The general strategy of evaluation can best be understood using the GYA ASLP Course Matrix sent as an accompanying attachment with this document.