Assessment of Student Learning Plan (ASLP): <u>Geography/Anthropology</u>

<u>2018-19 Academic Year</u>

University of Southern Maine

A. College, Department, Date

College   <u>CMHS</u>
Department   <u>Geography-Anthropology</u>
Date   <u>May 31, 2019</u>

B. Contact Person for the Assessment Plan
Name and title: <u>Lydia Savage, Chair and Professor of Geography</u>

C. Degree Program
Name of Degree Program: <u>Geography-Anthropology</u>

D. <u>Assessment of Student Learning: Program Assessment</u>

<u>Step 1: Identify the Student Learning Outcomes (SLO's)</u>

a. *Are your student learning outcomes published on your department's website?* **Yes**
    i. *If yes, please provide the url:* https://usm.maine.edu/geography-anthropology/geography-anthropology-student-learning-outcomes

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

    Each of them is addressed specifically by a specific required course in the specialization chosen by the student so all are assessed.

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 provide the url or attach a copy of the curriculum map.*

Step 2: Assessment Methods Selected and Implemented

a. ***Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.*** *(NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)*

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.

Faculty maintain active memberships in local, regional, and national professional associations to ensure learning outcomes tally with current standards.

Student learning success is assessed through presentations at local, regional and national conferences and at Thinking Matters, USM's in-house student research conference.

b. *Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.*

Step 3: Using the Assessment results to Improve Student Learning

a. *Briefly describe your unit's process of reviewing the program assessment results (for example, annual discussion by faculty committee, etc.).*

Ongoing discussion by faculty in monthly program meetings, review of two required research products submitted by students as part of graduation requirements, discussion of research presentation projects by students at meetings.

b. *Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)*

We are working on capstone assessment and will have final assessment plan in Fall 2019.

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

AY 206-2017

E. <u>**Other Assessment Activities**</u>**:** *Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).*

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 annually.

Papers and/or research reports and posters submitted as part of graduation requirements are collected and assessed against stated requirements and discussed by faculty in monthly meetings.

New curriculum design is ongoing, and is based on feedback received and industry.

    a.   *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.*

We will be discussing this in Fall of 2019 and making decisions about how to move forward.

F. <u>Community Engagement Activities in your departmental curriculum</u>:

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

From our stated learning outcomes.
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

   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.*

   c.

Community Engagement Activity	Required/Optional	
Student Research (related to a community-based problem)	**R**	O
Student-Faculty Community Research Project	**R**	O
Internship, or a Field Experience	R	**O**
Independent Study (community-related project)	R	**O**
Capstone Course (community-related project)	**R**	O
Service-Learning (course-based)	R	**O**
Study Abroad, or an International Program	R	**O**
Interdisciplinary Collaborative Project (community related)	R	**O**
Student Leadership Activities (related to a team project)	R	**O**
Students/Faculty Community Leadership (e.g., advisory boards, committees, conference presentations)	R	**O**
Other activities (please list):	R	O

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

   Entry-level courses: GEO 101

   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: A required internship or field school was dropped from our curriculum when we lost so much teaching power and could no longer sustain them.