



## Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

### Overview Information:

College College of Management and Human Services

Department **Geography-Anthropology**

Degree Program Geography-Anthropology

Contact Person for the Assessment Plan: Lydia Savage

Current Date: October 1, 2020

List the date of the most recent academic program review/self-study: Fall 2017

### Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan?  Yes  No

**If YES**, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: \_\_\_\_\_ . Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

**If NO**, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

\*(Please see assessment website for an example/template of a 3-year assessment plan)

### Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

The department fuses Geography's and Anthropology's common interests in both applied field work and in the relationship between human populations and their

environments, both natural and built. The combined program explores global issues through community engagement. Students learn the methodologies and “ways of knowing” of each discipline and integrate them in an interdisciplinary framework to foster their appreciation of their humanistic and scientific responsibilities as global citizens.

Our long history of and strong commitment to environmental and social knowledge, applied learning, and experiential education positions our students well for internships, graduate programs, and the workforce. Undergraduates are involved in our community-engaged teaching and research activities.

2. Briefly describe the ways in which your program’s mission statement is aligned with the USM mission.

Like USM, the combined program values exploring global issues through community engagement. Students learn the methodologies and “ways of knowing” of each discipline and integrate them in an interdisciplinary framework to foster their appreciation of their humanistic and scientific responsibilities as global citizens.

### **Diversity, Equity, and Inclusion**

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

Our first learning outcome is an appreciation of cultural or ethnic diversity and a knowledge of global geography; Courses are evaluated in how they contribute to this learning outcome when proposed and syllabi and assignments are evaluated when faculty are evaluated.

## **Assessment of Student Learning: Program Assessment Steps**

### **Step 1: Program-level Student Learning Outcomes (SLO's)**

- a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

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

As a department, we share the following broad academic values and goals for our students:

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 dialectical 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 knowledge and skills and geospatial technologies;
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.

- b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.

We do not as yet have an assessment map as this was out work for April and May of 2020.

- c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

Faculty discussed learning outcomes and decided to

**Step 2: Assessment Methods Selected and Implemented /Summary of Results**

- a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.**  
Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

<b><u>Check Assessment Methods Used this Academic Year</u></b>	<b><u>When Implemented</u></b>		
<input type="checkbox"/> Class assignments/Exams/Papers (completed in course)	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<input type="checkbox"/> Capstone Project (written project, non-thesis paper)	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<input type="checkbox"/> Internship/Fieldwork (evaluations of performance)	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<input type="checkbox"/> Oral Performance/conference presentation	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<input type="checkbox"/> Portfolio of student work	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>

- b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).

Students were assessed in each course for learning outcomes identified in the syllabus for each course. The faculty member then creates assignments and evaluation that asses those outcomes.

- c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

- d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

The intent was to have students presenting at Thinking Matters present o the department first and then have faculty discuss how posters and presentations met goals and learning outcomes—could not happen in Spring 2020 as planned.

### **Step 3: Using the Assessment results to Improve Student Learning**

- a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

Program instructors/faculty  
 Dept Chair/Program Director/Dean  
 Faculty advisor

- b. How did they evaluate, analyze, or interpret those results? (check all that apply)

Used a rubric or scoring guide(s) for an assignment, paper, etc.  
 Scored exams/tests/quizzes  
 Used professional judgments (no rubric or scoring guide)

- c. Indicate how the program will use (or has used) the results (check all that apply):

Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)  
 Course changes (course content, courses offered, new course, pre-requisites, course requirements, etc.)  
 Course pedagogy changes (teaching)  
 Personnel or resource allocation changes  
 Program policy changes (admission requirements, student probation policies, course feedback forms, etc.)

X Results indicated no action needed, students met expectations

- d. Briefly explain each of the program changes/improvements indicated above.

Again, work derailed by Covid-19 pandemic. Faculty were restricted to teaching online and working remotely as of Mid-March of 2020.

**Other Assessment Activities:** Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

**No assessment activities:** If your program did not engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.