



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020
GEOG 2310: Cultural Geography



1. Name of individual compiling report: Mary Kate Terrell

2. Date of submission: August 24th, 2020

3. Is the assessment plan (*Check or highlight one*)

☒ an initial plan for the
COURSE

☐ a revision of an old plan

☐ unaltered from
previous year

Course-Level Learning Outcomes-

1. What are the Course-Level Outcomes (CLOs)?

1. Students will demonstrate their abilities to identify and explain the relationship between countries and regions of the globe based on issues such as social, political, cultural, and economic trends.
2. Student will apply cultural and geographical knowledge regarding the ways in which societies acquire and use natural and social resources in their locations.
3. Students will analyze the causes of cultural patterns such as population shifts, levels of development, religious behaviors, human development indices, and health/wellness vectors that shape our world.

2. Which CLOs were addressed for this academic year? (2019-2020)

CLO3

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

Based on the observed relationship between formative and authentic assessment results from the Spring 2020 term, I modified the CLOs slightly over the summer.

They are now:

1. Students will demonstrate their abilities to identify and explain the relationship between five themes of geography as they relate to social, political, cultural, and economic trends.
2. Student will apply cultural and geographical knowledge regarding the ways in which societies acquire, allocate, and use natural and social resources in their locations.
3. Students will analyze the geographic causes of cultural patterns such as population shifts, levels of development, religious behaviors, the human development index, and health/wellness vectors that shape our world.

Specifically, CLO 1 will be assessed this year.

4. Explain the assessment cycle.

The cycle for this course is brand new. I reached out to part-timers Dora Bradley and Daniel Hoskins to help me develop the cycle, but did not hear from them.

I will focus heavily on reinforcing and assessing CLO 1 in 2020/2021.

Next, CLO 1 will remain a focus and CLO 3 will be added in 2021/2022.

Finally, CLOs 1-3 will be reinforced and assessed in 2022/2023.

The following cycle will refocus on the weakest link. Improving instruments and potentially changing one of them entirely along with honing the formative processes used will provide students with the tools they need for mastery.

5. What are the assessment methods? Are they direct or indirect?

Direct

6. What are the assessment goal(s)?

Students will demonstrate that they can evaluate world issues and events from the lens of a cultural geographer, rather than from an historical viewpoint that so many other disciplines use.

7. What were the findings for this academic year? (2019-2020)

The results were divided sharply with some excelling, no one to speak of with Cs, and then many with very low Fs.

8. What is your analysis of the findings?

I found that I did not prepare my students effectively for the analysis assignment I used as my summative assessment tool for CLO 3. I determined that I was to blame for not providing a more detailed model of what I expected the students to produce with the CLO 3 project.

9. What is the action plan for the next academic year? (2020-2021) Explain.

I have modified my formative processes and alerted the instrument for the coming year. Additionally, I will assign the project later in the semester so that students have more of the general course content behind them so they can reference it all.