

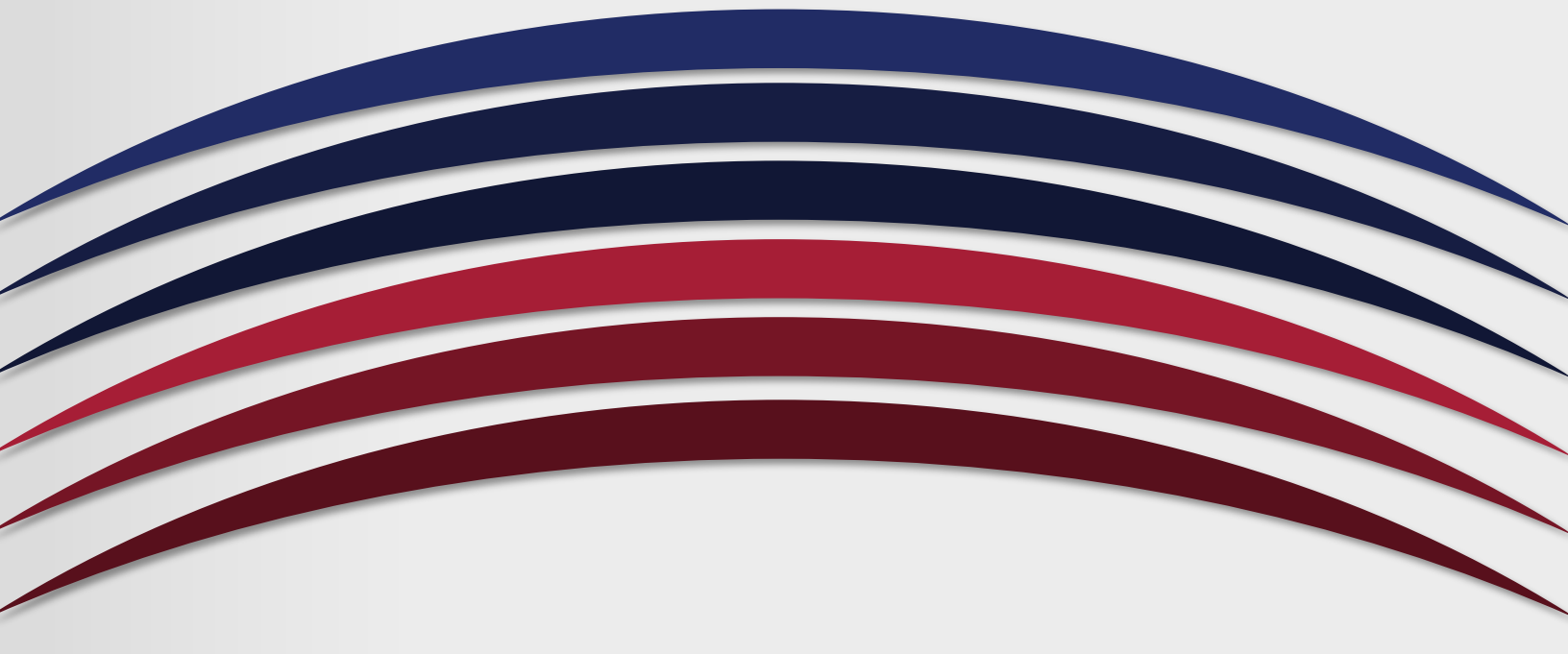
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: GEOG 2310

Cultural Geography

Academic Year: 20/21



1. Name of course: GEOG2310 Cultural Geography
2. Name of individual(s) compiling report: Mary Kate Terrell
3. Date of submission: Sept 2021
4. Academic year: 20/21

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 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.

2. Which CLOs were addressed for the academic year?

CLO 1

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

CLOs 1 and 3

4. Explain the assessment cycle.

In 20/21, CLO 1 was the focus.

In 21/22, CLO 3 was also collected and analyzed.

In 22/23, CLO 2 will be the focus.

After each year, changes to the assessments, pedagogy, and lesson plans result in an effort to improve student outcomes. The majority of the efforts focus on the CLO that was slated for that year.

The three year cycle provides comprehensive data about student learning in GEOG2310.

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

Direct.

6. What are the assessment goal(s), including benchmarks?

Students who perform at the satisfactory level are the focus of improvement efforts. Satisfactory corresponds to C and B level students (indirect). The goal is to move more students from satisfactory to excelling. The result will be that failing student numbers will also decline.

7. What were the findings for the academic year?

There were barriers to student mastery that a poorly designed assessment instrument created. Redesign necessary.

More than 60% of students performed at the satisfactory level or above.

8. What is your analysis of the findings?

Assessment results help the instructor improve quality of lesson plans, class materials, and pedagogy. When continuous quality improvement of those things is the goal, student performance outcomes increase.

9. What is the action plan for the upcoming academic year?

Explain.

The rubrics that accompany the authentic assessment tools are too vague and must be improved while redesigning the assignments themselves.