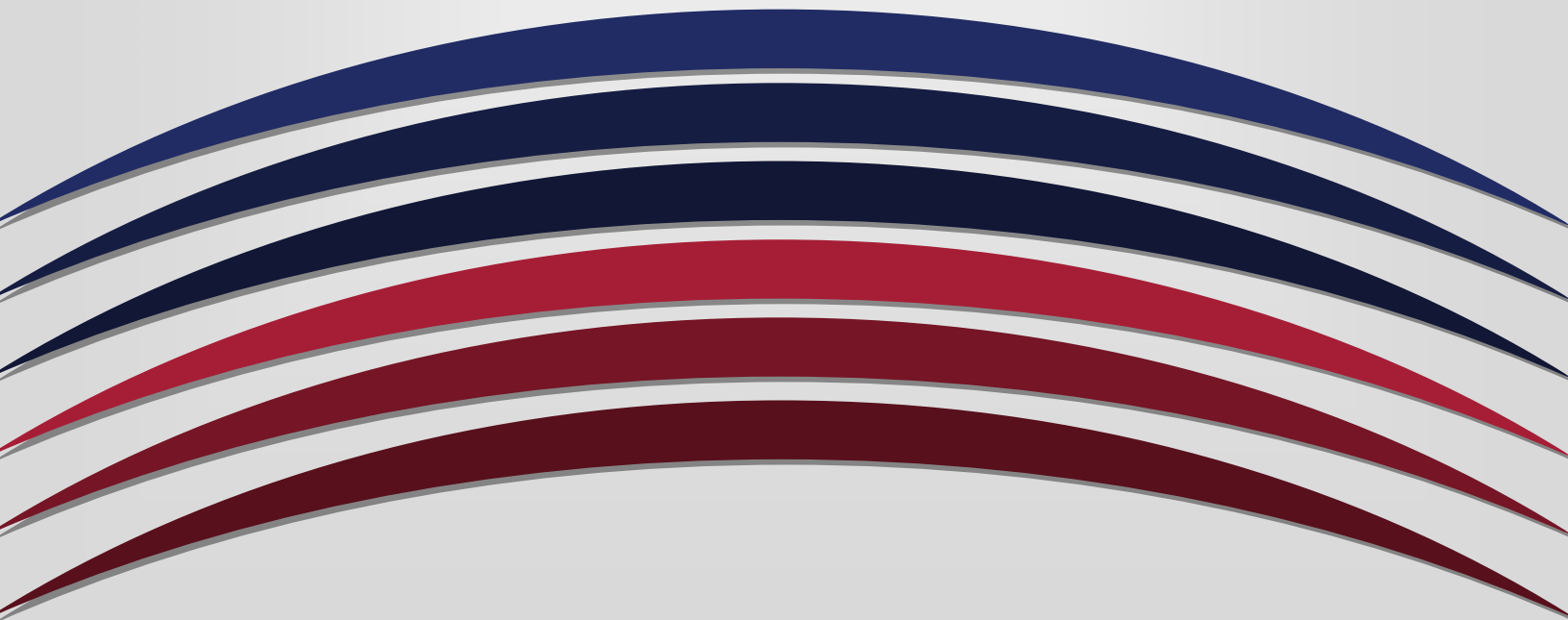


UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**GEOG 2301 Cultural Geography**  
**Academic year 22/23**



1. Name of course: Cultural Geography
2. Name of individual(s) compiling report: Mary Kate Terrell
3. Date of submission: Sept 20, 2023
4. Academic year: 22/23

## 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, environmental, 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.

### 4 Which CLOs were addressed for the academic year?

All

### 5 Which CLOs are being addressed in your assessment plan in the upcoming academic year?

### CLO2

### 6 How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: <https://uaptc.edu/college-academics/resources/student-learning-outcomes>

PLO list will vary depending on your Program.)

GELO 3 and ILO 3.

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p>A modified version of project 1 assesses parts of CLOs 1 and 3 with a video analysis of the Colorado River Basin. This is assigned to all students across modalities. I have eliminated the midterm and final test structure for the class and am focused more heavily on a portfolio style collection of assessment activities where students apply their knowledge to current or historical events and draw conclusions.</p> <p>Three other projects/tests assess other portions of the SMART outcomes combined in each activity.</p>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>	<p><i>No – students complete projects and follow rubric guidelines.</i></p>	
<p>How do you define success for an individual student on the CLO assessment assignment or measure?</p>	<p><i>Student scores 75% or above as their overall score on the assignments.</i></p>	
<p>How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?</p>	<p><i>The benchmark is 70% or better for the units focusing on each of the CLOs individually</i></p>	
<p>How many students completed the assessment, and how many were successful?</p>	<p><b>Fall</b> <i>32 students assessed 25 successful (78.1% success rate)</i></p>	<p><b>Spring</b> <i>48 students assessed 37 successful (77% success rate)</i></p>
<p>Academic Year Total (add the numbers from Fall and Spring)</p>	<p><i>80 students assessed 62 successful (77.5% success rate)</i></p>	

Was the benchmark/goal for this academic year met?	Yes	
Were standardized rubrics, tests, or checklists used?	Yes	

### 7 What is your analysis of the findings?

*For CLO 1, I find the using parts of this CLO that overlap with CLO 3 works well for a comprehensive activity that covers an entire unit's worth of material.*

*For CLO 2, I find that this CLO can stand alone with a unit on development and industrialization and overlaps slightly, but the activity focuses mainly on this outcome only.*

### 6. What is the action plan for the upcoming academic year?

#### Explain.

*For all CLOs I am revamping the activities that I use as summative assessments so that I can guard against AI invasion in my classes. I have turned to short video or article evaluations and analysis similar to case studies in a psychology course. In the future, I hope to have three or four versions of these activities that assess the same units so that I can assign a few students in each class each assessment in the hopes of cutting down on cheating and AI use.*