Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

The changes made in the department in the last 3-5 years include the following:

(a) Department has initiated a strategic plan
(b) The guideline for Department’s Student Awards has been revised
(c) Curriculum has been revised and more courses are offered

For Administrative Support and Student Support Units

Informed by your assessment activities, what changes have you made in your unit in the last three to five years? Describe the changes, the general results that prompted the changes, and the impact on your unit’s clients/customers that you might attribute to these changes.

The department has improved physical facilities for both students and administration.

Mission / Purpose

As a unit of the College of Arts and Sciences, the Department of Geography is committed to fulfill the basic missions established for the college in terms of quality teaching, research and creative activities, and service to the state and country. The discipline of geography is concerned with the description, analysis and explanation of the variable character of the earth’s surface. Geography seeks to explain how the subsystems of the physical environment are organized, and how humans distribute themselves in relation to physical features and human activity. Thus, the science of geography is concerned with the development and testing of theories that explain and predict the location, distribution and interrelationships of the world’s human and environmental systems. As part of the College of Arts and Sciences, the Department of Geography makes an important contribution to the Liberal Arts Curriculum by providing students an understanding of the variety and complexity of the world’s cultural, economic, and environmental systems and their interactions. As part of the University and State of Alabama, the Department of Geography plays an important role in training professionals, conducting applied research, and pursuing scholarly endeavors pertinent to the specialties of the research faculty.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Map Interpretation and application
(Discipline Knowledge) Be able to interpret maps and use them to solve geographic problems.

Connected Documents
Curriculum Maps I-Geography B.S.
Curriculum Maps II-Geography B.S.

Relevant Associations:
Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Related Measures

M 1: Performance on the post-test in GY204
Percent of students who achieve at least 70% on the post-test in GY 204.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Target:
No target Considered.

M 2: Student Rate on GY102 lab
Percent of students rated satisfactory or exemplary on GY 102 lab activity rubric.
Source of Evidence: Student course evaluations on learning gains made

M 3: Self-eval on GY102
Percent of students reporting “some improvement” or “big improvement” in knowledge or skill on GY 102 self evaluation.
Source of Evidence: Student course evaluations on learning gains made

Target: No Target Established

SLO 2: Associate geographic patterns
(Discipline Methodological Skills) Be able to associate geographic patterns at various spatial scales.

Connected Documents
Curriculum Maps I-Geography B.S.
Curriculum Maps II-Geography B.S.

Relevant Associations:
Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Related Measures
M 4: Performance on post-test in GY105
Overall, 70.8 percent of all student responses on the pre-test denoted that students were unfamiliar with the item they scored; however, based on the post-test, 83.4 percent of all student responses denoted that the students had an understanding of the item they scored.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

M 5: Performance on post-test in GY110
Percent of students who achieve at least 70% on the post-test in GY 110.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target: No Target Established.

M 6: Self-eval on GY101
Percent of students reporting “some improvement” or “big improvement” in knowledge or skill on GY 101 self-evaluation.

Source of Evidence: Student course evaluations on learning gains made

Target: No Target Established.

SLO 3: Understanding the patterns of the physical world
Demonstrate an understanding of the processes and patterns of the physical world and how human actions impact and interact with natural systems

Connected Documents
Curriculum Maps I-Geography B.S.
Curriculum Maps II-Geography B.S.

Relevant Associations:
Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Related Measures
M 4: Performance on post-test in GY105
Overall, 70.8 percent of all student responses on the pre-test denoted that students were unfamiliar with the item they scored; however, based on the post-test, 83.4 percent of all student responses denoted that the students had an understanding of the item they scored.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

M 6: Self-eval on GY101
Percent of students reporting “some improvement” or “big improvement” in knowledge or skill on GY 101 self-evaluation.

Source of Evidence: Student course evaluations on learning gains made

Target: No Target Established.

M 7: Student Rate on GY102 concept test
97 percent of students on concept test rated satisfactory of exemplary.

Source of Evidence: Student course evaluations on learning gains made

SLO 4: Ability to address and solve spatial problems
Be able to address and solve spatial problems, and communicate spatial information using geographic techniques

Connected Documents
Curriculum Maps I-Geography B.S.
Relevant Associations:

Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Related Measures

M 8: Performance on post-test in GY204
Percent of students who achieve at least 70% on the post-test in GY 204.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Target:
No Target Established.

M 9: Performance on post-test in GY430
Percent of students who achieve at least 70% on the post-test in GY 430.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Target:
No Target Established.

M 10: Self-eval on GY430
Percent of students reporting “some improvement” or “big improvement” in knowledge or skill in GY 430.
Source of Evidence: Student course evaluations on learning gains made
Target:
No Target Established.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 5: Improve program quality
The program will improve and sustain a high level of recognized quality.

Relevant Associations:

Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

Related Measures

M 11: review strengths
8-year program review strengths.
Source of Evidence: Academic indirect indicator of learning - other
Target:
No Target Established.

M 12: Review opportunities
8-year program review opportunities for improvement.
Source of Evidence: Academic indirect indicator of learning - other
Target:
No Target Established

M 13: List changes
List of changes made as a result of the program review (or since last year).
Source of Evidence: Academic indirect indicator of learning - other
Target:
No Target Established.

OthOtcn 6: Optimal Program Enrollments and Degree Completion
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Relevant Associations:

Standard Associations

SACS 3.3.1
3.3.1.2 Administrative support services
3.3.1.3 Educational support services

Related Measures

M 14: Credit hour production
Undergraduate semester credit hour production for the last three fall semesters.
Source of Evidence: Academic indirect indicator of learning - other
Target:
No Target Established.

**M 15: Number of Students in Undergraduate Major**
Number of students in the undergraduate majors for the last three fall semesters.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
The Department has established a goal of 200 undergraduate majors in Geography and Environmental Sciences.

**M 16: List of changes since last assessment**
List of changes made as a result of the last assessment.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established.

**OthOtm 7: Department Outcome: Teach students to understand the world system**
(teaching) The department seeks to teach students to understand the variety and complexity of the world's natural, cultural, economic, and environmental systems and their interactions.

**Relevant Associations:**

**Standard Associations**

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes

**Related Measures**

**M 17: Total credit hour production**
Total semester credit hour production for the last three fall semesters.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established

**M 18: Number of Courses and Sections**
Number of courses and sections offered for the last three fall semesters.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established

**M 19: Number of Degrees Awarded to ACHE**
Relation of number of degrees awarded to ACHE viability standards.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established

**OthOtm 8: Department Outcome: Develop and disseminate geographic research**
(research) Develop and disseminate geographic research pertaining to the physical and human environments, and the application of geographic information techniques by faculty.

**Relevant Associations:**

**Standard Associations**

**SACS 3.3.1**
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

**Related Measures**

**M 20: Number of scholarly publications**
At the end of the spring semester the assessment coordinator will count number of scholarly publications by faculty and students.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Faculty published 17 refereed articles and 12 were accepted for publication. Three book chapters/proceedings papers/encyclopedia entries were published and 7 forthcoming. Two books/edited books/journal editorships were published or forthcoming.

**M 21: Number of conference presentations**
At end of spring semester assessment coordinator will count total conference presentations by faculty and students.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established

**M 22: Number of grant proposals and contracts**
Number of grant proposals and contracts submitted, in force, and funded identified in Faculty Activity Reports.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established
OthOtm 9: Department Outcome: Provide services

(service) Provide services to profession, community, and institution.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.5 Community/public service within its educational mission

Related Measures

M 23: Faculty's service
Faculty's service to profession, community, and college and university identified in Faculty Activity Reports.
Source of Evidence: Academic indirect indicator of learning - other
Target: No Target Established

M 24: Department's service
Department's service to community identified in Faculty Activity Reports.
Source of Evidence: Academic indirect indicator of learning - other
Target: No Target Established

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Contact and Communication
Students reiterated the lack of contact and communication with faculty.
Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: Low
Implementation Description: The department will promote undergraduate research with faculty, mentor and sponsor open house for undergraduate majors and a weekly faculty/student coffee hour. In addition, the department will increase the attendance of majors at our monthly colloquium and will offer a team taught undergraduate seminar course. The Chair has discussed this issue with faculty and the curriculum committee.
Responsible Person/Group: Chair in consultation with faculty

Additional Departmental Collaborations
Additional departmental collaboration that include the Cartography Lab should be developed.
Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: Low
Implementation Description: Research-active faculty will include the Cartography Lab in research grant proposals whenever feasible.
Responsible Person/Group: Chair in consultation with faculty and the director of the Cartography Lab

Formal Mentoring System
The department should establish a formal mentoring system with research-active faculty serving as resources for junior faculty members.
Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: Low
Implementation Description: This item is incomplete. The chair has been meeting regularly with junior faculty members to mentor them on an ad hoc basis. With recent and anticipated increases in the number of senior, research-active faculty members, such a system may be practicable in the near future.
Responsible Person/Group: Chair in consultation with faculty

New System for Advising
The department should implement a new system for undergraduate advising that includes both the faculty and core advisor.
Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: Low
Implementation Description: The current advising structure seems reasonable according to reports from faculty and students. In the near future, absent any negative feedback or a substantial increase in faculty size, this will remain a relatively low priority action.
Responsible Person/Group: Chair in consultation with undergraduate student advisor

Periodic Meeting of Participating Faculty
Environmental Science program director should schedule periodic meeting of the participating faculty from all departments included in the program.
Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: Low
Implementation Description: The geography department will enhance the interdisciplinary aspect of the program by scheduling semi-annual meetings of participating faculty from Biological Sciences, Geological Sciences, and Geography for the first couple of years.
Responsible Person/Group: Director of the Environmental Science Program in consultation with participating departments

Share advising
The department should explore sharing the ES advising load with faculty in other participating departments. The department will strive to distribute the advising responsibility among participating departments.
**Established in Cycle:** 2012-2013  
**Implementation Status:** Finished  
**Priority:** High  
**Implementation Description:** The participating departments were approached but declined to participate in a co-advising role.  
**Responsible Person/Group:** Chair, and Environmental Science Director  
**Additional Resources:** None

**Undergraduate Core Advisors**

- The department would utilize a single undergraduate core advisor for the first 1-2 years of education before assigning faculty advisors with related interest to each student.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** Low  
**Implementation Description:** Incomplete -- the current advising structure seems adequate.  
**Responsible Person/Group:** Chair in consultation with faculty.
Mission / Purpose

As a unit of the College of Arts and Sciences, the Department of Geography is committed to fulfill the basic missions established for the college in terms of quality teaching, research and creative activities, and service to the state and country. The discipline of geography is concerned with the description, analysis and explanation of the variable character of the earth’s surface. Geography seeks to explain how the subsystems of the physical environment are organized, and how humans distribute themselves in relation to physical features and human activity. Thus, the science of geography is concerned with the development and testing of theories that explain and predict the location, distribution and interrelationships of the world’s human and environmental systems. As part of the College of Arts and Sciences, the Department of Geography makes an important contribution to the Liberal Arts Curriculum by providing students an understanding of the variety and complexity of the world’s cultural, economic, and environmental systems and their interactions. As part of the University and State of Alabama, the Department of Geography plays an important role in training professionals, conducting applied research, and pursuing scholarly endeavors pertinent to the specialties of the research faculty.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Map Interpretation and application
(Discipline Knowledge) Be able to interpret maps and use them to solve geographic problems.

Connected Documents
Curriculum Maps I-Geography B.S.
Curriculum Maps II-Geography B.S.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Related Measures

M 1: Performance on the post-test in GY204
Percent of students who achieve at least 70% on the post-test in GY 204.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
No target Considered.

Finding (2012-2013) - Target: Met
In a pretest, 4 percent of questions answered correctly. In a posttest, 85 percent of questions answered correctly.

M 2: Student Rate on GY102 lab
Percent of students rated satisfactory or exemplary on GY 102 lab activity rubric.

Source of Evidence: Student course evaluations on learning gains made

M 3: Self-eval on GY102
Percent of students reporting “some improvement” or “big improvement” in knowledge or skill on GY 102 self evaluation.

Source of Evidence: Student course evaluations on learning gains made

Target:
No Target Established

Finding (2012-2013) - Target: Met
95 percent of students rated satisfactory or exemplary.

SLO 2: Associate geographic patterns
(Discipline Methodological Skills) Be able to associate geographic patterns at various spatial scales.

Connected Documents
Curriculum Maps I-Geography B.S.
Curriculum Maps II-Geography B.S.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Related Measures

M 4: Performance on post-test in GY105
Overall, 70.8 percent of all student responses on the pre-test denoted that students were unfamiliar with the item they scored; however, based on the post-test, 83.4 percent of all student responses denoted that the students had an understanding of the item they scored.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**M 5: Performance on post-test in GY110**
Percent of students who achieve at least 70% on the post-test in GY 110.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
Overall, 57.4 percent of all student responses on the pre-test denoted that students were unfamiliar with the item they scored; however, based on the post-test, 81.0 percent of all student responses denoted that the students had an understanding of the item they scored.

**M 6: Self-eval on GY101**
Percent of students reporting “some improvement” or “big improvement” in knowledge or skill on GY 101 self-evaluation.
Source of Evidence: Student course evaluations on learning gains made

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
97 percent of students performed satisfactory or exemplary, a highly satisfactory score.

**SLO 3: Understanding the patterns of the physical world**
Demonstrate an understanding of the processes and patterns of the physical world and how human actions impact and interact with natural systems

**Connected Documents**
Curriculum Maps I-Geography B.S.
Curriculum Maps II-Geography B.S.

**Relevant Associations:**

**Standard Associations**
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

**Related Measures**

**M 4: Performance on post-test in GY105**
Overall, 70.8 percent of all student responses on the pre-test denoted that students were unfamiliar with the item they scored; however, based on the post-test, 83.4 percent of all student responses denoted that the students had an understanding of the item they scored.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**M 6: Self-eval on GY101**
Percent of students reporting “some improvement” or “big improvement” in knowledge or skill on GY 101 self-evaluation.
Source of Evidence: Student course evaluations on learning gains made

**Target:**
No Target Established.

**M 7: Student Rate on GY102 concept test**
97 percent of students on concept test rated satisfactory of exemplary.
Source of Evidence: Student course evaluations on learning gains made

**SLO 4: Ability to address and solve spatial problems**
Be able to address and solve spatial problems, and communicate spatial information using geographic techniques

**Connected Documents**
Curriculum Maps I-Geography B.S.
Curriculum Maps II-Geography B.S.

**Relevant Associations:**

**Standard Associations**
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

**Related Measures**

**M 8: Performance on post-test in GY204**
Percent of students who achieve at least 70% on the post-test in GY 204.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
In a pre-test, 4 percent of questions answered correctly compared to a post-test in which 86 percent answered correctly.

**M 9: Performance on post-test in GY430**
Percent of students who achieve at least 70% on the post-test in GY 430.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
Of the GY 430 students, 86.7 percent scored 70 percent or more on the post-test.

**M 10: Self-eval on GY430**
Percent of students reporting “some improvement” or “big improvement” in knowledge or skill in GY 430.
Source of Evidence: Student course evaluations on learning gains made

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
86.7 percent of students obtained the goal of 70 percent on the post-test.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 5: Improve program quality**
The program will improve and sustain a high level of recognized quality.

**Relevant Associations:**
**Standard Associations**
SACS 3.3.1
- 3.3.1.1 Educational programs, to include student learning outcomes
- 3.3.1.2 Administrative support services
- 3.3.1.3 Educational support services
- 3.3.1.4 Research within its educational mission
- 3.3.1.5 Community/public service within its educational mission

**Related Measures**

**M 11: review strengths**
8-year program review strengths.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
Healthy number of majors.
Provides considerable service teaching in support of the core curriculum.
A cohort of junior faculty that should serve as the nucleus for future growth.
Collegial group of faculty members.
Department's breadth of undergraduate programs.
The PlaceName Research Center
Significant improvements in Farrah Hall since the last program review.
Cartography Lab's service.

**M 12: Review opportunities**
8-year program review opportunities for improvement.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established

**Finding (2012-2013) - Target: Partially Met**
Hiring of new chair.
Addition of new faculty members
Increased number of proposal submissions.
Lack of doctoral program
Few students conducting research on funded projects.

**M 13: List changes**
List of changes made as a result of the program review (or since last year).
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Partially Met**
Changes in P&T guidelines
Strive for a greater number of research grant proposals, this action is ongoing and has been successful to date.
Environmental Science program director now schedules periodic meeting with the participating faculty from all departments included in the program.
OthOtcm 6: Optimal Program Enrollments and Degree Completion

The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Relevant Associations:**

Standard Associations
- SACS 3.3.1
  - 3.3.1.2 Administrative support services
  - 3.3.1.3 Educational support services

**Related Measures**

**M 14: Credit hour production**
Undergraduate semester credit hour production for the last three fall semesters.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
Undergraduate credit hour production increased from 6,411 in 2010 to 7,235 in 2012.

**M 15: Number of Students in Undergraduate Major**
Number of students in the undergraduate majors for the last three fall semesters.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
The Department has established a goal of 200 undergraduate majors in Geography and Environmental Sciences.

**Finding (2012-2013) - Target: Not Met**
There are, at last count, 82 undergraduate Geography majors.

**M 16: List of changes since last assessment**
List of changes made as a result of the last assessment.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
Search for new Physical Geographer was completed.
Innovations of the departmental office were completed, renovation and repurposing of Farrah 224 completed.
Guidelines for Departmental Student Awards revised.
Revised guidelines for tenure and promotion.
Position of Clinical/Lecture Track Faculty created.

OthOtcm 7: Department Outcome: Teach students to understand the world system

(teaching) The department seeks to teach students to understand the variety and complexity of the world's natural, cultural, economic, and environmental systems and their interactions.

**Relevant Associations:**

Standard Associations
- SACS 3.3.1
  - 3.3.1.1 Educational programs, to include student learning outcomes

**Related Measures**

**M 17: Total credit hour production**
Total semester credit hour production for the last three fall semesters.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established

**Finding (2012-2013) - Target: Not Reported This Cycle**
Total undergraduate credit hours production for Fall 2012 was 7,235.

**M 18: Number of Courses and Sections**
Number of courses and sections offered for the last three fall semesters.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established

**Finding (2012-2013) - Target: Not Reported This Cycle**
During the Spring 2013 term the department offered 32 formal courses, including six that were 'slashed' with graduate and undergraduate student enrollment, and one that was a graduate only.

**M 19: Number of Degrees Awarded to ACHE**
Relation of number of degrees awarded to ACHE viability standards.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established

**Finding (2012-2013) - Target: Met**
Nine Degrees were awarded Fall 2012; 16 Degrees were awarded Spring 2013; and 5 Degrees were awarded Summer 2013.
OthOtcn 8: Department Outcome: Develop and disseminate geographic research
(research) Develop and disseminate geographic research pertaining to the physical and human environments, and the application of geographic information techniques by faculty.

Relevant Associations:
Standard Associations
SACS 3.3.1
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

Related Measures

M 20: Number of scholarly publications
At the end of the spring semester the assessment coordinator will count number of scholarly publications by faculty and students.
Source of Evidence: Academic indirect indicator of learning - other
Target:
Faculty published 17 refereed articles and 12 were accepted for publication. Three book chapters/proceedings papers/encyclopedia entries were published and 7 forthcoming. Two books/edited books/journal editorships were published or forthcoming.
Finding (2012-2013) - Target: Not Met
The Geography faculty published 16 refereed journal articles, compared to 17 last year. Nine book chapters or proceedings papers were published and three edited volumes. The per capita publication ratio for the year was 1.45.

M 21: Number of conference presentations
At end of spring semester assessment coordinator will count total conference presentations by faculty and students.
Source of Evidence: Academic indirect indicator of learning - other
Target:
No Target Established
Finding (2012-2013) - Target: Not Reported This Cycle
There were 36 papers or poster presentations at professional meetings.

M 22: Number of grant proposals and contracts
Number of grant proposals and contracts submitted, in force, and funded identified in Faculty Activity Reports.
Source of Evidence: Academic indirect indicator of learning - other
Target:
No Target Established
Finding (2012-2013) - Target: Not Met
The Geography faculty reported 29 proposals (internal and external) during the review year for a total reported funding of $194,735.

OthOtcn 9: Department Outcome: Provide services
(service) Provide services to profession, community, and institution.

Relevant Associations:
Standard Associations
SACS 3.3.1
3.3.1.5 Community/public service within its educational mission

Related Measures

M 23: Faculty's service
Faculty's service to profession, community, and college and university identified in Faculty Activity Reports.
Source of Evidence: Academic indirect indicator of learning - other
Target:
No Target Established
Finding (2012-2013) - Target: Not Reported This Cycle
The focus is on service external to the department, college and university. Of the 12 faculty members, 8 serve on external committees or boards

M 24: Department's service
Department's service to community identified in Faculty Activity Reports.
Source of Evidence: Academic indirect indicator of learning - other
Target:
No Target Established
Finding (2012-2013) - Target: Not Reported This Cycle
The department selected to focus only on those services external to the department, college and university.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Contact and Communication
Students reiterated the lack of contact and communication with faculty.
Established in Cycle: 2012-2013
Implementation Status: In-Progress
**Priority:** Low

**Implementation Description:** The department will promote undergraduate research with faculty, mentor and sponsor open house for undergraduate majors and a weekly faculty/student coffee hour. In addition, the department will increase the attendance of majors at our monthly colloquium and will offer a team taught undergraduate seminar course. The Chair has discussed this issue with faculty and the curriculum committee.

**Responsible Person/Group:** Chair in consultation with faculty

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**Additional Departmental Collaborations**

Additional departmental collaboration that include the Cartography Lab should be developed.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** Low

**Implementation Description:** Research-active faculty will include the Cartography Lab in research grant proposals whenever feasible.

**Responsible Person/Group:** Chair in consultation with faculty and the director of the Cartography Lab

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**Formal Mentoring System**

The department should establish a formal mentoring system with research-active faculty serving as resources for junior faculty members.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** Low

**Implementation Description:** This item is incomplete. The chair has been meeting regularly with junior faculty members to mentor them on an ad hoc basis. With recent and anticipated increases in the number of senior, research-active faculty members, such a system may be practicable in the near future.

**Responsible Person/Group:** Chair in consultation with faculty

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**New System for Advising**

The department should implement a new system for undergraduate advising that includes both the faculty and core advisor.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** Low

**Implementation Description:** The current advising structure seems reasonable according to reports from faculty and students. In the near future, absent any negative feedback or a substantial increase in faculty size, this will remain a relatively low priority action.

**Responsible Person/Group:** Chair in consultation with undergraduate student advisor

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**Periodic Meeting of Participating Faculty**

Environmental Science program director should schedule periodic meeting of the participating faculty from all departments included in the program.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** Low

**Implementation Description:** The geography department will enhance the interdisciplinary aspect of the program by scheduling semi-annual meetings of participating faculty from Biological Sciences, Geological Sciences, and Geography for the first couple of years.

**Responsible Person/Group:** Director of the Environmental Science Program in consultation with participating departments

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**Share advising**

The department should explore sharing the ES advising load with faculty in other participating departments. The department will strive to distribute the advising responsibility among participating departments.

**Established in Cycle:** 2012-2013

**Implementation Status:** Finished

**Priority:** High

**Implementation Description:** The participating departments were approached but declined to participate in a co-advising role.

**Responsible Person/Group:** Chair, and Environmental Science Director

**Additional Resources:** None

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**Undergraduate Core Advisors**

The department would utilize a single undergraduate core advisor for the first 1-2 years of education before assigning faculty advisors with related interest to each student.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** Low

**Implementation Description:** Incomplete -- the current advising structure seems adequate.

**Responsible Person/Group:** Chair in consultation with faculty.
Mission / Purpose
As a unit of the College of Arts and Sciences, the Department of Geography is committed to fulfill the basic missions established for the college in terms of quality teaching, research and creative activities, and service to the state and country. The discipline of geography is concerned with the description, analysis and explanation of the variable character of the earth’s surface. Geography seeks to explain how the subsystems of the physical environment are organized, and how humans distribute themselves in relation to physical features and human activity. Thus, the science of geography is concerned with the development and testing of theories that explain and predict the location, distribution and interrelationships of the world’s human and environmental systems. As part of the College of Arts and Sciences, the Department of Geography makes an important contribution to the Liberal Arts Curriculum by providing students an understanding of the variety and complexity of the world’s cultural, economic, and environmental systems and their interactions. As part of the University and State of Alabama, the Department of Geography plays an important role in training professionals, conducting applied research, and pursuing scholarly endeavors pertinent to the specialties of the research faculty.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Map Interpretation and application
(Discipline Knowledge) Be able to interpret maps and use them to solve geographic problems.

Connected Documents
Curriculum Maps I-Geography B.S.
Curriculum Maps II-Geography B.S.

Relevant Associations:
Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Related Measures
M 1: Performance on the post-test in GY204
Percent of students who achieve at least 70% on the post-test in GY 204
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
No target Considered.

Finding (2011-2012) - Target: Not Reported This Cycle
Pre-test for fall 2011 resulted in 4% of the questions answered correctly. Examinations for fall 2011 resulted in 85% of the same questions answered correctly.

Pre-test for spring 2012 resulted in 6% of the question answered correctly. Examination resulted in 87% of the same questions answered correctly.

M 2: Student Rate on GY102 lab
Percent of students rated satisfactory or exemplary on GY 102 lab activity rubric
Source of Evidence: Student course evaluations on learning gains made

M 3: Self-eval on GY102
Percent of students reporting “some improvement” or “big improvement” in knowledge or skill on GY102 self evaluation
Source of Evidence: Student course evaluations on learning gains made

Target:
No Target Established

Finding (2011-2012) - Target: Not Reported This Cycle
In Fall 2011, 70 percent of students had big improvement in map interpretation and application; 27 percent had some improvement; and only 3 percent had no improvement.

In Spring 2012, 63 percent of students had big improvement in map interpretation and application; 34 percent had some improvement; and 3 percent had no improvement.

SLO 2: Associate geographic patterns
(Discipline Methodological Skills) Be able to associate geographic patterns at various spatial scales

Connected Documents
Curriculum Maps I-Geography B.S.
Curriculum Maps II-Geography B.S.

Relevant Associations:
Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Related Measures

M 4: Performance on post-test in GY105
Percent of students who achieve at least 70% on the post-test in GY 105
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

M 5: Performance on post-test in GY110
Percent of students who achieve at least 70% on the post-test in GY 110
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
In terms of the level of knowledge, students had a clear idea of what the concepts means and could explain them in 25 percent of the 30 Human Geographical concepts examined in Fall 2011.
Overall, 60.2 percent of all students responses on a pre-test denoted that students were unfamiliar with the item they scored; however, based on the post-test, over 83 percent of all students denoted that they had an understanding of the items.

M 6: Self-eval on GY101
Percent of students reporting “some improvement” or “big improvement” in knowledge or skill on GY 101 self-evaluation
Source of Evidence: Student course evaluations on learning gains made

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
In Fall 2011, 54 percent of students’ performance was exemplary; 28 percent was satisfactory; and 18 percent considered as developing an understanding of the topics.
In Spring 2012, 17 percent of students’ performance was exemplary; 12 percent was satisfactory; and 71 percent developing an understanding of the topics.

SLO 3: Understanding the patterns of the physical world
Demonstrate an understanding of the processes and patterns of the physical world and how human actions impact and interact with natural systems

Connected Documents
Curriculum Maps I-Geography B.S.
Curriculum Maps II-Geography B.S.

Relevant Associations:

Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Related Measures

M 4: Performance on post-test in GY105
Percent of students who achieve at least 70% on the post-test in GY 105
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

M 6: Self-eval on GY101
Percent of students reporting “some improvement” or “big improvement” in knowledge or skill on GY 101 self-evaluation
Source of Evidence: Student course evaluations on learning gains made

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
In Fall 2011, 31 percent of the students' performance was described as exemplary; 48 percent was satisfactory; and 21 percent was developing an understanding of the topics.
In Spring 2012, 12 percent of the students’ performance was described as exemplary; 27 percent was satisfactory; and 61 percent was developing an understanding of the topics.

M 7: Student Rate on GY102 concept test
Percent of students rated satisfactory or exemplary on GY 102 concept test
Source of Evidence: Student course evaluations on learning gains made

SLO 4: Ability to address and solve spatial problems
Be able to address and solve spatial problems, and communicate spatial information using geographic techniques

Connected Documents
Curriculum Maps I-Geography B.S.
Curriculum Maps II-Geography B.S.

Relevant Associations:
Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Related Measures

M 8: Performance on post-test in GY204
Percent of students who achieve at least 70% on the post-test in GY 204
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
Pre-test for Fall 2011 resulted in 4 percent of the questions answered correctly. However, the final exam for Fall 2011 resulted in 83 percent of the same questions answered correctly.

Pre-test for Spring 2011 resulted in 6 percent of the questions answered correctly. However, the final exam for Spring 2012 resulted in 87 percent of the same questions answered correctly.

M 9: Performance on post-test in GY430
Percent of students who achieve at least 70% on the post-test in GY 430
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
58 percent of the students responded on a post-test that they "have a clear idea of what the concept means and can explain it."

M 10: Self-eval on GY430
Percent of students reporting “some improvement” or "big improvement" in knowledge or skill in GY 430
Source of Evidence: Student course evaluations on learning gains made

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
Of the GY 430 students, 58 percent responded on a post-test that they have a clear idea of what the concepts’ meaning and can explain them.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtm 5: Improve program quality
The program will improve and sustain a high level of recognized quality.

Relevant Associations:

Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.2 Administrative support services
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

Related Measures

M 11: review strengths
8-year program review strengths
Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
- Department has a healthy number of majors.
- Breadth of undergraduate programs is admirable.
- Undergraduate students are served by two dedicated academic advisors, one for geography and another for environmental science.

M 12: Review opportunities
8-year program review opportunities for improvement
Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established

Finding (2011-2012) - Target: Not Reported This Cycle
- Institutional support
- University-federal links
- Unique in terms of focus (physical and human/environment/planning)
- Collaborative research among faculty
- Develop GIScience and Technology.
- Strengthen planning program
- Improve intellectual climate
- Good lab support

M 13: List changes
List of changes made as a result of the program review (or since last year)
Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
- New Chair joins the Department
- Allotted new faculty position
- Department initiates strategic plan development
- New Mission Statement
- Search for new physical geographer completed
- Space rennovation projects initiated.

OthOtcm 6: Optimal Program Enrollments and Degree Completion
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Relevant Associations:
- Standard Associations
  - SACS 3.3.1
  - 3.3.1.2 Administrative support services
  - 3.3.1.3 Educational support services

Related Measures

M 14: Credit hour production
Undergraduate semester credit hour production for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
- Total undergraduate credit hour production for: Fall 2009, 6,226; Fall 2010, 6,411; Fall 2011, 6,419.

M 15: Number of Students in Undergraduate Major
Number of students in the undergraduate majors for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
- The number of undergraduate majors for: Fall 2009, 71; Fall 2010, 79; and Fall 2011, 76.

M 16: List of changes since last assessment
List of changes made as a result of the last assessment
Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
- new chair joins the Department
- allotted new faculty position
- Department initiates strategic plan
- reduce tracks in the Bachelor's degree program.
- new Mission Statement
- completed search for new Physical Geographer.
- space rennovation

OthOtcm 7: Department Outcome: Teach students to understand the world system
(teaching) The department seeks to teach students to understand the variety and complexity of the world's natural, cultural, economic, and environmental systems and their interactions.

Relevant Associations:
- Standard Associations
  - SACS 3.3.1
  - 3.3.1.1 Educational programs, to include student learning outcomes

Related Measures

M 17: Total credit hour production
Total semester credit hour production for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other
Target:
No Target Established

Finding (2011-2012) - Target: Not Reported This Cycle
Total departmental credit hour production: Fall 2009, 6,451; Fall 2010, 6,692; Fall 2011, 6,733.

M 18: Number of Courses and Sections
Number of courses and sections offered for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established

Finding (2011-2012) - Target: Not Reported This Cycle
During the Fall 2011 term the department offered 23 formal undergraduate courses plus 10 courses that were 'slashed' with a graduate and undergraduate student enrollment, and one that was graduate student only.

During the Spring 2012 term the department offered 25 formal undergraduate courses plus 8 that were 'slashed' with a graduate and undergraduate student enrollment, and one that was graduate student only.

M 19: Number of Degrees Awarded to ACHE
Relation of number of degrees awarded to ACHE viability standards
Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established

Finding (2011-2012) - Target: Not Reported This Cycle
Five undergraduate degrees were awarded in Fall 2011; and 10 degrees were awarded in Spring 2012.

OthOtm8: Department Outcome: Develop and disseminate geographic research
(research) Develop and disseminate geographic research pertaining to the physical and human environments, and the application of geographic information techniques by faculty.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

Related Measures

M 20: Number of scholarly publications
At the end of the spring semester the assessment coordinator will count number of scholarly publications by faculty and students.
Source of Evidence: Academic indirect indicator of learning - other

Target:
Faculty published 17 refereed articles and 12 were accepted for publication. Three book chapters/proceedings papers/encyclopedia entries were published and 7 forthcoming. Two books/edited books/journal editorships were published or forthcoming.

M 21: Number of conference presentations
At end of spring semester assessment coordinator will count total conference presentations by faculty and students.
Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established

Finding (2011-2012) - Target: Not Reported This Cycle
Faculty made a total of 41 presentations at conferences.

M 22: Number of grant proposals and contracts
Number of grant proposals and contracts submitted, in force, and funded identified in Faculty Activity Reports
Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established

Finding (2011-2012) - Target: Not Reported This Cycle
Five faculty members were successful in winning external funding (either new or continuing) for a total of $231,149. A total of 14 proposals were submitted during the academic year 2011-2012.

OthOtm9: Department Outcome: Provide services
(service) Provide services to profession, community, and institution.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.5 Community/public service within its educational mission

Related Measures

M 23: Faculty's service
Faculty’s service to profession, community, and college and university identified in Faculty Activity Reports
Source of Evidence: Academic indirect indicator of learning - other
<table>
<thead>
<tr>
<th><strong>Target:</strong></th>
<th>No Target Established</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Finding (2011-2012)</strong> - Target: <em>Not Reported This Cycle</em></td>
<td>Overall faculty service load is appropriate to a research department of this size.</td>
</tr>
</tbody>
</table>

**M 24: Department's service**

Department's service to community identified in Faculty Activity Reports

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

No Target Established

**Finding (2011-2012)** - Target: *Not Reported This Cycle*

The department selected to focus on service external to the Department.
Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)
Use “Introduce” when outcome is first address; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered.

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
<th>Student Learning Outcome n</th>
</tr>
</thead>
<tbody>
<tr>
<td>GY 101</td>
<td>Introduce</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Master</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>GY 102</td>
<td>Introduce</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Master</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>GY 105</td>
<td>Introduce</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Master</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>GY 110</td>
<td>Introduce</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Master</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>GY 204</td>
<td>Introduce</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Master</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>GY 430</td>
<td>Introduce</td>
<td>Introduce</td>
<td>Reinforce</td>
<td>Master</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Maps #2 (What assessment measures will be employed in which courses for each SLO)

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2-year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).

<table>
<thead>
<tr>
<th>X = Covered in this class</th>
<th>A = Assessed in this class</th>
<th>Apply earth systems knowledge to solve real life environmental problems</th>
<th>Be able to associate environmental patterns at various spatial scales</th>
<th>Understand the processes and patterns of the physical world and how human actions impact and interact with natural systems</th>
<th>Be able to address and solve spatial problems, and communicate spatial information using geographic, statistical, or ecological techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>GY 101</td>
<td></td>
<td>Lab activity, student self-assessment</td>
<td>Rubric, lab activity, student self evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GY 204</td>
<td></td>
<td>Pre and post test</td>
<td></td>
<td>Pre and post test</td>
<td></td>
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<tr>
<td>GY 339, 452, 453, 460, 461</td>
<td>Pre and post test</td>
<td>Pre and post test</td>
<td></td>
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<tr>
<td>GY 420, 430</td>
<td></td>
<td></td>
<td>Pre and post test</td>
<td></td>
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<tr>
<td>GEO 101</td>
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</tr>
<tr>
<td>GEO 105</td>
<td>Rubric</td>
<td>Rubric</td>
<td>Rubric</td>
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<tr>
<td>BSC 385</td>
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<tr>
<td>ST 260 or PY 211</td>
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