Geography

Courses with CID Designation			
Course Name	CID #	CID Name	COR Effective Term
GEOG G100	GEOG 125	World Regional Geography	F2009
GEOG G180	GEOG 110	Introduction to Physical Geography	F2009
GEOG G180L	GEOG 111	Physical Geography, Laboratory	F2013
GEOG G185	GEOG 120	Introduction to Human Geography	S2010
GEOG G190	GEOG 155	Introduction to Geographic Information Systems and Techniques, with Lab	F2013
GEOG G100	GEOG 125	World Regional Geography	F2009

Dual Listed Courses	
Course Name	Dual Listed
N/A	

List of Active Courses offered or not offered in the last 3 years								
	2012-2013			2013-2014			2014-2015	
Course Name	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
GEOG G100		X	X		X	X		X	X
GEOG G180		X	X		X	X		X	X
GEOG G180L								X	X
GEOG G185			X		X	X		X	X
GEOG G190								X	

Geography

*Assessment status reflects assessments between Fall 2013 through Summer 2015

Assessment status for courses with active cSLOs			
Course Name	# of cSLOs	# of cSLOs Assessed	Status
GEOG G100	5	1	↔
GEOG G180	6	2	↔
GEOG G180L	3	1	↔
GEOG G185	5	1	↔
GEOG G190	4	1	↔

↑ Fully assessed
↔ Partially assessed
↓ No assessment

Courses with cSLOs that still need to be assessed		
Course Name	cSLO #	cSLO
GEOG G100	cSLO 1	Classify world regions, realms, and subregions according to levels of demographic, cultural, economic, political, and ecological development.
GEOG G100	cSLO 2	Identify and locate world regions, subregions, and physical and cultural features.
GEOG G100	cSLO 4	Analyze spatial and causal relationships between/among: physiography, population, resources, politics, language, religion, and levels of development.
GEOG G100	cSLO 5	Predict and project changes in demographic, economic, political, cultural, and ecological development.
GEOG G180	cSLO 1	Recognize, define, and/or locate geographic phenomena.
GEOG G180	cSLO 2	Classify and map bio-climatic data.
GEOG G180	cSLO 4	Synthesize global environmental regions from climatic, geomorphic, edaphic, botanic data.
GEOG G180	cSLO 5	Analyze physical landforms and landscapes in terms of causal factors, structure, process and stage.
GEOG G180L	cSLO 1	Students will be able to analyze weather patterns and world climates.
GEOG G180L	cSLO 3	Describe the process of Plate Tectonics and explain its correlation to the creation of landforms.
GEOG G185	cSLO 2	Recognize spatial associations of cultural traits.
GEOG G185	cSLO 3	Evaluate causal relationships between spatially associated phenomena.
GEOG G185	cSLO 4	Construct models of human behavior.
GEOG G185	cSLO 5	Predict human behavior from geographic models.
GEOG G190	cSLO 1	Basic cartographic knowledge of map projections, scale, coordinates and mapping accuracy.
GEOG G190	cSLO 2	Recognition and identification of geographic data's four components: position, attributes, spatial relationships, and chronology to aid in retrieving, manipulating, analyzing and displaying spatially-referenced data.
GEOG G190	cSLO 4	Specific technical training in the use of ArcGIS software and related modules and components as developed by Environmental Systems Research Institute (ESRI), Redlands, California.

Courses Assessed and their Action Plans			
Course Name	cSLO #	Semester Assessed	Action Plans
GEOG G100	cSLO 3	2014 - 2015 (Fall 2014)	I will not always do this particular group project, however I am doing a similar one this coming semester in this class and I have now included a more detailed description of what I want students to report on for the group projects in this class. I hope that this will create a higher percentage of students reporting on physical geographic features and events. I will also emphasize the importance of providing detailed information in their descriptions of geographic features.
GEOG G180	cSLO 3	2014 - 2015 (Spring 2015)	I will keep the activity using GIS to demonstrate the concept for the first question. I will have students label a diagram with the term "Subtropical High Pressure" and

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
			use this term more frequently in lecture since I believe the students who chose the answer that would cause the opposite effect (more precipitation) were simply more familiar with this other term (ITCZ) that we used frequently in lecture.
GEOG G180	cSLO 6	2013 - 2014 (Fall 2013)	Next semester there will be more emphasis in the lectures on making the necessary connections in both directions. For example, Increased rainfall in the savanna regions could cause the evolution of a woodland type of landscape. Approaching from the opposite direction, the presence of a woodland in a savanna region suggests causal process such as increased rainfall or decreased grazing by animals.
GEOG G180	cSLO 6	2014 - 2015 (Fall 2014)	I am not going to make any changes in the methods I use, but I plan to continue to research global warming and its impacts on Earth's environments in peer-review science based sources.
GEOG G180	cSLO 6	2013 - 2014 (Spring 2014)	This semester I placed more emphasis on connections between process and prediction of landscape changes. I plan to improve my presentation visually by including both process and predictable landscape changes on single PowerPoint slides. There has been a tendency to describe a process on one slide and the predictable changes in landscape on a subsequent slide. As often as possible I will ask them to make the appropriate predictions before revealing an appropriate landscape example placed side-by-side with a given process.
GEOG G180L	cSLO 2	2014 - 2015 (Fall 2014)	In an effort to gain an even higher successful student outcome on this SLO, better and more numerous visual, tactical, and other educational aides would be beneficial. Consequently, subject to budget constraints, I intend to find ways to broaden the depth of experience in sharing the intricacies of this subject with my students through the use of better and more sophisticated visual aids.
GEOG G185	cSLO 1	2014 - 2015 (Fall 2014)	I have already implemented some changes to the delivery of this material to the students such that I might more specifically identify and be able to analyze their understanding and retention. One way to further refine this is to identify select geographic phenomena that would be consistent among all students and evaluate accordingly.
GEOG G190	cSLO 3	2014 - 2015 (Fall 2014)	Because some of the interpretation of student practical problem-solving may considered slightly subjective (comparable to grading "art" in some respects), I would prefer to work toward assessment methods that remove any ambiguity or subjective interpretation, relying instead on clear definitive evaluations of knowledge of the subject matter.
GEOG G100	cSLO 3	2014 - 2015 (Fall 2014)	I will not always do this particular group project, however I am doing a similar one this coming semester in this class and I have now included a more detailed description of what I want students to report on for the group projects in this class. I hope that this will create a higher percentage of students reporting on physical geographic features and events. I will also emphasize the importance of providing detailed information in their descriptions of geographic features.
GEOG G180	cSLO 3	2014 - 2015 (Spring 2015)	I will keep the activity using GIS to demonstrate the concept for the first question. I will have students label a diagram with the term "Subtropical High Pressure" and use this term more frequently in lecture since I believe the students who chose the answer that would cause the opposite effect (more precipitation) were simply more familiar with this other term (ITCZ) that we used frequently in lecture.
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