Course Summary Report

Year 2019 - 2020 **Period** Annual

Division Science **Dept** GEOG **Course** GEOG-110

Tools

Course SLOs

Note: **Course SLO Summary Evaluation Form is available**.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will be able to use maps, graphs and/or Geographic Information Systems (GIS) to analyze and interpret data.	603	511	84.74%
2	Students will be able to describe Earth-Sun relations and resulting seasonal changes.	603	516	85.57%
3	Students will be able to discuss the formation of major landforms.	575	458	79.65%
4	Students will be able to analyze the distribution and classification of world climates and earth's biomes.	585	455	77.78%

16 Assessment Methods & Criteria

21 Reflection(s)

- The students who met all the required assignments did well on the exams. Students who did not attend class missed critical information. Especially in a short term class attendance and participation is critical for the successful completion of this course. A student easily falls behind. From day one students are encouraged o participate in tutoring if additional assistance is needed.
  (GEOG-110-08 for 2019FA)
- Seventy percent or more of the students met the "good enough" criterion for SLOs One, Two, Three, and Four. While examinations, pop quizzes, and assignments may be an accurate means to assess SLOs, they are highly imprecise. This may have produced different assessments in SLO outcome and the course used different teaching methods than previous semesters.
  (GEOG-110-06 for 2019FA)
- Seventy percent or more of the students met the "good enough" criterion for SLOs One, Two, Three, and Four. While examinations, discussion posts, and assignments may be an accurate means to assess SLOs, they are highly imprecise. This was a distant course and without face-to-face interactions, it is difficult to gauge their class comprehension and how well they retained the course materials.
  (GEOG-110-71 for 2019FA)
- Students met 70% or above goals for SLO 1(74%), SLO 2 (74%), and SLO 3 (78%). The goal was not met for SLO 4 (44%) reflecting the past trends. Students that took Geography lab concurrently were able to perform better. In addition, attrition is also a factor.
  (GEOG-110-03 for 2019FA)
- Students met all the 4 SLO goals by achieving over 85%. All the students were concurrently taking Geography Lab which has contributed to the better understanding of the subject matter.
  (GEOG-110-07 for 2019FA)
- Students who successfully completed the course were generally able to meet SLOs. Access to and use of appropriate technology (computers with good internet connections) continues to be an issue for our population. It would help to offer wifi hotspots students can check out and increase access to computers for our students.
  (GEOG-110-70 for 2019FA)
- Four students disappeared after the drop date and before the final. Most students in the class were highly engaged in lecture.
  (GEOG-110-04 for 2019FA)
- Most students in the class were highly engaged in lecture. This class was taught just like section 4 and had similar results.
  (GEOG-110-05 for 2019FA)
- Overall, student performance on SLOs exceeded the course success rate. Twenty-two out of 30 students earned a successful letter grade (e.g. "C" or better). Students generally faired worst on SLO 3, as landforms and geomorphology were reviewed towards the end of the semester. In future semesters, these topics should be covered in more depth earlier in the semester. Hope springs eternal, and all SLOs will be significantly revised by the fall 2020 semester. In addition, an SLO-specific survey instrument will be prepared - aligned with the revised SLOs - by the fall 2020 semester.
  (GEOG-110-01 for 2019FA)
- Overall, student performance on SLOs exceeded the course success rate. Thirty-two out of 37 students earned a successful letter grade (e.g. "C" or better). Students generally faired worse on SLOs 3 and 4, as climates, biomes, landforms, and geomorphology were reviewed in a more superficial manner. In future semesters, these topics should be covered in more depth earlier in the semester. Hope springs eternal, and all SLOs will be significantly revised by the fall 2020 semester. In addition, an SLO-specific survey instrument will be prepared - aligned with the revised SLOs - by the fall 2020 semester.
  (GEOG-110-02 for 2019FA)
- Overall, student performance on SLOs was lower than the course success rate. Thirty-five out of 38 students earned a successful letter grade (e.g. "C" or better). Students generally faired worse on SLOs 3 and 4, as climates, biomes, landforms, and geomorphology were reviewed towards the end of the semester. In future semesters, these topics should be covered in more depth earlier in the semester. Hope springs eternal, and all SLOs will be significantly revised by the fall 2020 semester. In addition, an SLO-specific survey instrument will be prepared - aligned with the revised SLOs - by the fall 2020 semester.
  (GEOG-110-72 for 2019FA)
- Additional strategies include providing videos for learning the class material.
  (GEOG-110-08 for 2020SP)
- Eighty percent or more of the students met the "good enough" criterion for SLOs One, Two, Three, and Four. While examinations, discussion posts, and assignments may be an accurate means to assess SLOs, they are highly imprecise. This was a distant course and without face-to-face interactions, it is difficult to gauge their class comprehension and how well they retained the course materials.

3 Section(s)

- Students met the goal of achieving over 70% for all the 4 SLOs.
  (GEOG-110-01 for 2020SP)
- Students met the goal of achieving over 70% for SLOs 1, 2, and 3. For SLO 4 (68%) given as part of exam 2, the transition to Online from face to face may have impacted from achieving over 70%.
  (GEOG-110-04 for 2020SP)
- Existing assignments and exams were utilized to assess the four SLOs for the GEOG 110-03 section. Compared to previous semesters, the assignments and exams were better aligned to each SLO. Nonetheless, the four GEOG 110 SLOs will be revised during the fall 2020 semester to reflect more action-oriented, higher-level, and more easily measurable outcomes. For example, future SLOs could take the following form: SLO 1: Analyze and interpret spatial data, including maps, graphs, and/or Geographic Information Systems (GIS). SLO 2: Comprehend and interpret Earth-Sun relations and resulting seasonal changes. SLO 3: Assess the formation of major landforms. SLO 4: Analyze and the distribution and classification of world climates and Earth's biomes. In future semesters, the augmented reality **sand**box will be more fully incorporated into classroom activities. The **sand**box allows hands-on interaction with abstract concepts like topography, topographic maps, influences of endogenic and exogenic processes on topography, and the interface among atmosphere, hydrosphere, and geosphere. This will improve student comprehension of these concepts, and students will be able to better apply these previously abstract, theoretical concepts to their everyday lives. This directly applies to SLOs 1 and 2 within the GEOG 110 lecture class. It also integrates with the course outline of record. The augmented reality **sand**box is amenable to face-to-face and distance education classroom activities.
  (GEOG-110-03 for 2020SP)
- Existing assignments and exams were utilized to assess the four SLOs for the GEOG 110-06 section. Compared to previous semesters, the assignments and exams were better aligned to each SLO. Nonetheless, the four GEOG 110 SLOs will be revised during the fall 2020 semester to reflect more action-oriented, higher-level, and more easily measurable outcomes. For example, future SLOs could take the following form: SLO 1: Analyze and interpret spatial data, including maps, graphs, and/or Geographic Information Systems (GIS). SLO 2: Comprehend and interpret Earth-Sun relations and resulting seasonal changes. SLO 3: Assess the formation of major landforms. SLO 4: Analyze and the distribution and classification of world climates and Earth's biomes. In future semesters, the augmented reality **sand**box will be more fully incorporated into classroom activities. The **sand**box allows hands-on interaction with abstract concepts like topography, topographic maps, influences of endogenic and exogenic processes on topography, and the interface among atmosphere, hydrosphere, and geosphere. This will improve student comprehension of these concepts, and students will be able to better apply these previously abstract, theoretical concepts to their everyday lives. This directly applies to SLOs 1 and 2 within the GEOG 110 lecture class. It also integrates with the course outline of record. The augmented reality **sand**box is amenable to face-to-face and distance education classroom activities.
  (GEOG-110-06 for 2020SP)
- Existing assignments and exams were utilized to assess the four SLOs for the GEOG 110-07 section. Compared to previous semesters, the assignments and exams were better aligned to each SLO. Nonetheless, the four GEOG 110 SLOs will be revised during the fall 2020 semester to reflect more action-oriented, higher-level, and more easily measurable outcomes. For example, future SLOs could take the following form: SLO 1: Analyze and interpret spatial data, including maps, graphs, and/or Geographic Information Systems (GIS). SLO 2: Comprehend and interpret Earth-Sun relations and resulting seasonal changes. SLO 3: Assess the formation of major landforms. SLO 4: Analyze and the distribution and classification of world climates and Earth's biomes. In future semesters, the augmented reality **sand**box will be more fully incorporated into classroom activities. The **sand**box allows hands-on interaction with abstract concepts like topography, topographic maps, influences of endogenic and exogenic processes on topography, and the interface among atmosphere, hydrosphere, and geosphere. This will improve student comprehension of these concepts, and students will be able to better apply these previously abstract, theoretical concepts to their everyday lives. This directly applies to SLOs 1 and 2 within the GEOG 110 lecture class. It also integrates with the course outline of record. The augmented reality **sand**box is amenable to face-to-face and distance education classroom activities.
  (GEOG-110-07 for 2020SP)
- Existing assignments and exams were utilized to assess the four SLOs for the GEOG 110-72 section. Compared to previous semesters, the assignments and exams were better aligned to each SLO. Nonetheless, the four GEOG 110 SLOs will be revised during the fall 2020 semester to reflect more action-oriented, higher-level, and more easily measurable outcomes. For example, future SLOs could take the following form: SLO 1: Analyze and interpret spatial data, including maps, graphs, and/or Geographic Information Systems (GIS). SLO 2: Comprehend and interpret Earth-Sun relations and resulting seasonal changes. SLO 3: Assess the formation of major landforms. SLO 4: Analyze and the distribution and classification of world climates and Earth's biomes. In future semesters, the augmented reality **sand**box will be more fully incorporated into classroom activities. The **sand**box allows hands-on interaction with abstract concepts like topography, topographic maps, influences of endogenic and exogenic processes on topography, and the interface among atmosphere, hydrosphere, and geosphere. This will improve student comprehension of these concepts, and students will be able to better apply these previously abstract, theoretical concepts to their everyday lives. This directly applies to SLOs 1 and 2 within the GEOG 110 lecture class. It also integrates with the course outline of record. The augmented reality **sand**box is amenable to face-to-face and distance education classroom activities.
  (GEOG-110-72 for 2020SP)
- Existing assignments were utilized to assess the four SLOs for the summer 2020 GEOG 110-10 section. Compared to previous semesters, the assignments were better aligned to each SLO. Nonetheless, the four GEOG 110 SLOs will be revised within the curriculum process to reflect more action-oriented, higher-level, and more easily measurable outcomes. For example, future SLOs could take the following form: SLO 1: Analyze and interpret spatial data, including maps, graphs, and/or Geographic Information Systems (GIS). SLO 2: Comprehend and interpret Earth-Sun relations and resulting seasonal changes. SLO 3: Assess the formation of major landforms. SLO 4: Analyze and the distribution and classification of world climates and Earth's biomes. While the results for SLOs 1 and 2 generally aligned with the overall course success rate, the results for SLOs 3 and 4 were less satisfactory. This could be the result of several factors, including the abbreviated nature of the summer semester, fully online course delivery, and conceptually complex course material. Nonetheless, redesigned GEOG 110 SLOs, as well as more comprehensive academic and tutorial support, may assist with overall course and SLO success rates.
  (GEOG-110-10 for 2020SM)
- Students met the goal of achieving 70% for all the four SLOs.
  (GEOG-110-30 for 2020SM)

24 Section(s) Reporting

1 Section(s) Not Reporting