

**College of Letters and Science
Annual Survey and Report of Departmental Assessment Practices**

Please return to: Associate Dean Herbert Wang by May 25, 2001
c/o Associate Academic Planner Elaine Klein
307 E. South Hall, 1055 Bascom Mall, Madison WI 53706

Department Name: Geography - Undergraduate Program

I. Assessment Plan

- Q1. The department has an assessment plan for the undergraduate program. (Y) N
 Q2. The department has an assessment plan for the graduate program. N.A. Y N
 Q3. The assessment plan/s is/are linked to the departmental mission. (Y) N

Please identify the types of tools in the assessment plan(s); if possible, indicate the academic years in which they have been or are intended to be employed:

Tools used to directly assess student learning:	Undergraduate Program	Graduate Program
National Exams		
Local Exams		
Capstone Courses	✓	
Embedded Testing		
Student Portfolios		
Theses, Dissertations		
Performance Evaluations		
Pre & Post Testing		
Tools used to indirectly assess student learning:	Undergraduate Program	Graduate Program
Student Surveys (exit)	✓	
Exit Interviews		
Alumni Surveys (planned)		
Employer Surveys		
External Reviews		

Q5. Of the tools used to directly assess student learning, which provide the most useful information?

Capstone course

Q6. Of the tools used to directly assess student learning, which provide the least useful information?

Q7. Of the tools used to indirectly assess student learning, which provide the most useful information?

Student survey (exit)

Q8. Of the tools used to indirectly assess student learning, which provide the least useful information?

Q9. Please elaborate on any of the responses given above (please attach additional pages as needed).

There see Attached

II. Assessment Processes

Q10. Responsibility for assessment has been assumed by _____ an individual
 a committee

If responsibility is delegated to an individual, this person is:

the chair / tenured faculty / untenured faculty / academic staff / short term staff / other: _____

If responsibility is delegated to a committee, this group is:

Specially constituted to address assessment of student learning	Y	N
Part of the Curriculum Committee	Y	N
Part of the Executive Committee	Y	N
Part of the Undergraduate/ Graduate Education Committee	<input checked="" type="radio"/>	N
Other: _____		

Q11. The department has requested funds from the University Assessment Council (UAC) to help the department assess student learning. Y N

If "yes", did the UAC award the department funds? Y N

Were those funds useful? Y N

Q12. The department has sought professional assistance to conduct assessment. Y

If "yes", from whom has the department has sought professional assistance? (For example, the LEAD Center, the Office of Quality Improvement, the UW Survey Center, etc.)

III. Additional Information

Please attach any assessment reports you may have submitted to the University Assessment Council in compliance with the UAC's funding support requests.

In the interest of streamlining our requests for assessment information, please identify an assessment contact person: Tris Olds

Do you have any suggestions for workshops or learning opportunities in the area of student outcomes assessment?

Thank you for taking time to complete this report.

Please return this form to the Associate Dean's Office by May 25, 2001.

Addendum 1
Evaluating the Learning Experience of Geography Majors

Geography 565: Undergraduate Colloquium in Geography

Geography 565 (Undergraduate Colloquium in Geography) is a capstone course for geography and cartography majors. The geography major, with its five concentrations, provides a wide range of training to our majors. The colloquium is designed to provide majors, no matter their area of concentration, with the opportunity to utilize their training in independent or group research. The course is usually taken by majors during their senior year. Research projects are developed by students, guided by the instructor, to provide a research experience that connects their geography training to a specific career area of interest. The course is therefore seen as way in which majors can seriously consider and have hands-on experience applying their geographical training to their post-graduate careers.

The course is a Communications B course, requiring a number of written papers and oral presentations during the course of the semester. Since these activities all involve the application by the student of his or her geographical training, they provide a very useful opportunity for the instructor and the Geography Department as a whole, to evaluate the learning experience of individual students; specific concentrations in Geography, and the undergraduate program in general. Although 565 instructors have noted the usefulness of this information and have changed the material in their other courses to address "learning gaps", a formal evaluation procedure that utilizes this information has yet to be developed.