

Course Assessment Report  
Washtenaw Community College

Discipline	Course Number	Title
Geography	101	GEO 101 06/18/2021- World Regional Geography
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Social Sciences
Faculty Preparer		John Kerr
Date of Last Filed Assessment Report		10/26/2016

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

Yes  July, 2016
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2. Briefly describe the results of previous assessment report(s).

Both outcomes met the standard of success.
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3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

No intended changes, however, I did reorder the regions discussed.
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**II. Assessment Results per Student Learning Outcome**

Outcome 1: Identify the basic principles and concepts of physical and cultural geography.

- Assessment Plan
  - Assessment Tool: Multiple-choice test, based upon National Council for Geographic Education guidelines
  - Assessment Date: Fall 2019
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Answer key

- Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
- Who will score and analyze the data: Course instructors

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2019		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
152	122

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

30 students either stopped attending or withdrew during the semester.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students in all sections who completed the activity.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Common departmental test questions were selected from semester exams.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

102 of 122 (83 percent) students correctly answered at least 3 of 4 outcome-related questions. This exceeds the established standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students have a well-developed understanding of the basic concepts of physical and cultural geography.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Relating steel production to areas where iron ore and coal are mined is a principle students could improve on.

Outcome 2: Recognize the specific geographic characteristics of each of the eight world regions (Western Europe, Eastern Europe, Middle East & North Africa, East & West Asia, Southeast Asia, Sub-Saharan Africa, South & Central America and North America).

- Assessment Plan
  - Assessment Tool: Multiple-choice test, based upon National Council for Geographic Education guidelines
  - Assessment Date: Fall 2019
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Answer key
  - Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
  - Who will score and analyze the data: Course instructors

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2019		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
152	120

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

32 students either stopped attending or withdrew during the semester.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students in all sections who completed the activity.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Common departmental test questions were selected from semester exams.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

81 of 120 (67 percent) students correctly answered at least 3 of 4 outcome-related questions. This fell short of the established standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed slightly better on questions relating to population densities and commercial crop production.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students performed less well on questions dealing with geothermal energy production and spatial population characteristics.

In examining the assessment data, it appears there is a marked difference in how well students performed in sections taught by full-time faculty and those taught by part-time faculty. This doesn't reflect upon the abilities of the part-time faculty, but instead in variances in instructional content and emphasis. Even though all instructors knew the assessment questions in advance, it seems as though they may not have been addressed to the same extent.

### III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

There were no proposed changes.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course continues to meet the needs of students, however, this assessment did raise some concerns about the eight world regions.

The difference in how students performed in classes taught by full-time instructors vs part-time instructors was enlightening. The full-time instructor needs to coordinate more closely with the part-time instructors to ensure uniformity of content.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Fall, 2021, In-service Departmental Meeting.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Increased coordination among instructors	Establish a greater standard of uniformity across all sections as far as course content is concerned.	Resolve the variance of student performance across all sections.	2021

5. Is there anything that you would like to mention that was not already captured?

6.

### III. Attached Files

[GEO 101 assessment data](#)

**Faculty/Preparer:** John Kerr **Date:** 06/18/2021  
**Department Chair:** Gregg Heidebrink **Date:** 06/30/2021  
**Dean:** Scott Britten **Date:** 07/06/2021  
**Assessment Committee Chair:** Shawn Deron **Date:** 08/04/2021

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Geography	101	GEO 101 07/13/2016- World Regional Geography
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Social Science	John Kerr
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Identify the basic principles and concepts of physical and cultural geography.

- Assessment Plan
  - Assessment Tool: Test based upon National Council for Geographic Education guidelines
  - Assessment Date: Winter 2012
  - Course section(s)/other population: Random sample of 50% of the sections
  - Number students to be assessed: All students in selected sections
  - How the assessment will be scored: Answer Key
  - Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
  - Who will score and analyze the data: Course Instructors

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2015		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
164	66

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

For this assessment, I selected the four sections which I taught. In the future, assessment will include sections taught by other instructors.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All sections were offered on campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

At the end of the semester, I gave a 10-question "extra credit" test, composed of questions addressing outcome #1. Test was scored using an answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

73 percent of the students (48/66) taking the test scored 70 (7 out of 10) percent or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

For the vast majority of the students, the basic principles and concepts are entirely new, and they tend to struggle with them. The 73 percent success rate reflects a marginal understanding early in the semester.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

My only plan is to continue to re-emphasize these concepts and principles during the remainder of the semester.

Outcome 2: Recognize the specific geographic characteristics of each of the eight world regions (Western Europe, Eastern Europe, Middle East & North Africa, East & West Asia, Southeast Asia, Sub-Saharan Africa, South & Central America and North America).

- Assessment Plan

- Assessment Tool: Test based upon National Council for Geographic Education guidelines
- Assessment Date: Winter 2012
- Course section(s)/other population: Random sample of 50% of the sections
- Number students to be assessed: All students in selected sections
- How the assessment will be scored: Answer Key
- Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
- Who will score and analyze the data: Course Instructors

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2015		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
164	66

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

For this assessment, I selected the four sections which I taught. In the future, assessment will include sections taught by other instructors.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All sections were offered on campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

At the end of the semester, I gave a 10-question "extra credit" test, composed of questions addressing outcome #2. Test was scored using an answer key.

- Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
86 percent of the students (57/66) taking the test scored 70 (7 out of 10) percent or higher.

- Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Most students were able to identify the major characteristics of the eight regions, with the exception of Africa. The result of the assessment (86 percent) is considered more than acceptable.
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- Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Africa has traditionally been the most difficult region for students to master, largely as the result of its diversity, and the fact that most students have little--if any--knowledge of the region coming into the course. I will continue to experiment with different approaches to this region.
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## II. Course Summary and Action Plans Based on Assessment Results

- Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

If students have taken this class to fulfill a general education requirement, the course meets their needs. Nothing new was brought to light.
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- Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

At a departmental faculty meeting.
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- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

4. Is there anything that you would like to mention that was not already captured?

5.

### III. Attached Files

[GEO 101 data](#)

<b>Faculty/Preparer:</b>	John Kerr	<b>Date:</b> 07/13/2016
<b>Department Chair:</b>	Gregg Heidebrink	<b>Date:</b> 08/02/2016
<b>Dean:</b>	Bill Abernethy	<b>Date:</b> 08/03/2016
<b>Assessment Committee Chair:</b>	Michelle Garey	<b>Date:</b> 10/25/2016

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: GEO101  
 Course Title: World Regional Geography  
 Division/Department Codes: H/SS
  
2. Semester assessment was conducted (check one):  
 Fall 2006  
 Winter 20\_\_  
 Spring/Summer 20\_\_
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify):
  
4. Have these tools been used before?  
 Yes  
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.  
 21/130
  
6. Describe how students were selected for the assessment.  
 Only T-Th section (02) was selected.

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 None. This was the first official assessment.
  
2. State each outcome (verbatim) from the master syllabus for the course that was assessed.  
 Both outcomes were assessed.
  
3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected.***  
 Students were given identical pre- and post-tests, consisting of 70 multiple choice questions, and based upon National Council for Geographic Education guidelines. The results showed that 15 of the 21 students taking both tests demonstrated "significant improvement."
  
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment.***  
 For both outcomes assessed, the standard of success was whether or not a majority of the students demonstrated "significant improvement" from the pre-test to the post test. Since 15 of the 21 students demonstrated a significant improvement, this figure (71%) well exceeds the established benchmark.
  
5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

**COURSE ASSESSMENT REPORT**

Strengths: Students did very well articulating the geographic characteristics of Europe (both east and west), South and Central America and North America, and moderately well with the Middle East and North Africa..

Weaknesses: Students did not fare nearly as well articulating the geographic characteristics of Asia and Africa.

**III. Changes influenced by assessment results**

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

More time will be spent on Asia and Africa.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a.  Outcomes/Assessments on the Master Syllabus

Change/rationale:

b.  Objectives/Evaluation on the Master Syllabus

Change/rationale:

c.  Course pre-requisites on the Master Syllabus

Change/rationale:

d.  1<sup>st</sup> Day Handouts

Change/rationale:

e.  Course assignments

Change/rationale:

f.  Course materials (check all that apply)

Textbook

Handouts

Other:

g.  Instructional methods

Change/rationale: More class time will be spend on Asia and Africa, per III/1 above.

h.  Individual lessons & activities

Change/rationale:

3. What is the timeline for implementing these actions? Fall, 2007

**IV. Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

The pre-/post-test approach worked very well, allowing not only for measuring overall student achievement, but for identifying specific subject areas where weakness were present.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?

All XX Selected \_\_\_\_\_

If "All", provide the report date for the next full review: Fall, 2008

If "Selected", provide the report date for remaining outcomes: \_\_\_\_\_

Submitted by:

**COURSE ASSESSMENT REPORT**

Name: John Kerr *John Kerr* Date: 3/31/07  
Print/Signature

Department Chair: Randy LaHote *Randy LaHote* Date: 3/31/07  
Print/Signature

Dean: Bill Abernethy *Bill Abernethy* Date: APR 04 2007  
Print/Signature