

**San Francisco State University
Inventory of Program Assessment Activities, 2009-2011**

Program/Degree: Master of Arts in Geography: Conc in Resource Mgmt & Env Planning **College:** BSS **Date:** June 10, 2011

Program Mission: Each graduate of the MA Program in Geography will develop a depth of understanding in the concepts and theories, and the skills within the discipline of Geography and will have been afforded the opportunity to prepare for a career or further academic work following graduation.

Measurable Student learning outcomes (SLOs) <i>(Include all SLOs)</i>	Place in curriculum where each outcome is addressed <i>(Indicate level of instruction)</i>	Academic year outcome was/will be assessed <i>(provide for each outcome)</i>	Assessment/procedures Methods/strategies <i>(Provide for each SLO)</i>	Summary of findings <i>(What students do well and Where improvements are needed)</i>	Use of findings for program improvement
Demonstrate writing skills appropriate to Masters level work in Geography	Admissions review. Upon completion of a graduate seminar.	Annually 2006-07 2005-06	Analytical Writing score on the GRE must be 4.5 or better or remediation is required. Faculty rate a randomly-selected set of papers using a department-approved matrix. (see MA in Geography assessment matrix)	Most applicants whose gpas meet department standards do achieve an AW score of 4.5/better. 70 - 75% grammatical, succinct and well-punctuated; 15-20% included poorly-written discussions of methods and theoretical frameworks.	Minimum GRE AW score 4.5; those below redirected to writing courses. Earlier interventions with weak writers; students are directed to take a second writing class or work with a writing tutor.

<p>Demonstrate understanding and use of appropriate methods of inquiry in geographic research</p>	GEOG 801	2004-05	Faculty attended thesis defenses for which they were not committee members to review student preparation	Students' ability to explain and justify chosen research methods was inconsistent;	Implement methods of inquiry requirement in the curriculum for all Masters candidates.
	<p>Thesis proposal presentations Geog 895/898</p>	2006-07	Faculty attended thesis proposal presentations by students who had recently submitted PCEs.	Students understanding of methods seems to be improving	Require Thesis Proposal Presentation for all students entering after F'06.
		2007-09	Developed a scoring rubric for thesis proposal presentations for use beginning Fall 2007.		Continue to encourage faculty & student attendance & participation at presentations.
		2009-11	<p>Revised the scoring rubric. Integrated thesis proposal presentations, defenses, workshops and colloquia into Geog 897. Considerable work involving all faculty went into the 897 revision.</p> <p>Focus meeting on Geog 897 at the end of the Spring 2011 semester used to identify changes that may be needed.</p>	<p>First offering of Geog 897 was largely a success, though we found that some students signed up before they were ready, and some assignments were less useful than others. Research project (895) students should not be required to give oral proposal presentations.</p>	<p>Department retreat in August 2011 will finalize revisions for Geog 897 to be offered every semester.</p>

Demonstrate mastery in qualitative or quantitative analysis of geographic research question	Techniques and Methods courses: Geog 103 (Lvl I) Geog 603, 620,621,652 657, 705, 815, (Lvl II) Geog 895/898 (Mastery)	03-ongoing	Experience at Geog 103/or equivalent level required for classification Evaluation of coursework at Level II	Inconsistency in content of technical or analytical courses. Students could graduate with few if any Level II courses.	Techniques faculty reviewed/revised curriculum. Field methods (601/602) or quantitative methods (705) now required.
		2007-09	Evaluation and acceptance of thesis at Mastery level Informal student surveys	Lack of mastery evident at some thesis defenses; quality improved w/ methods classes. Better career opportunities for students with adequate methods preparation.	More aggressive advising re: methods courses. Development of separate grad-level assignments & assessments for Geog 701/702.
		2009-11	Use of Geog 897 for research question development.	Geog 897 is not the place to develop the question, but is the time to develop the proposal.	Better advising for grad students, and use of faculty signup of 897 students to make sure they have a question and a committee.