College of Social Sciences and Public Policy
Department of Geography
Table 3: Student Learning Outcomes

Environment and Society (Bachelors)

Mission: To produce well informed graduates with a firm understanding of the interplay of social and environmental issues. Graduates will have investigated how humans both affect and are affected by changes in the natural environment, including ecosystem management, resource conservation, land use planning, natural hazard mitigation, and environmental justice/policy.

Outcomes	*Assessment Process*	*Results*	*Improvement Plan*
PO - Student Satisfaction with Instruction - By the end of the year, the program will judge widespread undergraduate student satisfaction with the quality of instruction. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Program Outcome	**Florida State University -** This will result in 70% of students rating instructors (both faculty and graduate students) as "excellent" or "very good" in Question 8 of the SUSSAI evaluation forms. The courses used for this assessment are GEO1330 Environment Science, GEO2200c Physical Geography, and GIS3015 Map Analysis. The Undergraduate Program Director is responsible for verification. **Assessment Method:** Department Assessment, Survey Results	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, students rated instructors as either "excellent" or "very good" (from question 13 of the student evaluation forms) in the following courses: GIS3015 Map Analysis (92%), GEO2200c Physical Geography (90%), and GEO1330 Environmental Science (88%). (12/19/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** These are very high evaluation results, and comparable to previous years. The courses represent a wide range of the curriculum, ranging from human influence on the environment (GEO1330) to natural processes (GEO2200C), and incorporating spatial thinking (GIS3015). This was verified by the Undergraduate Program Director.	**Improvement Plan:** The "excellent" and "above satisfactory" indicators are derived exclusively from Question 13 (the overall evaluation of the instructor) from the student evaluation forms. All sections of GEO1330 Environmental Science, GIS3015 Map Analysis, and GEO2200c Physical Geography, taught by both faculty and graduate students are used for this purpose. In the academic year 2018-2019, more courses for the program will be offered, including Water Resources, Geography of Wine, and Sustainable Society--all will improve the depth of the curricula. This is in addition to the continued the monitoring of teaching (including classroom visits) will be maintained; both faculty and graduate students will be observed to provide constructive feedback and identify potentially inferior teaching skills.

Outcomes	Assessment Process	Results	Improvement Plan
			This is overseen by the Undergraduate Program Director. (12/19/2018)
SLO - Appreciation of Environmental Policy - Upon completion of the course of instruction, the student will be able to appraise alternate local and global policies that exploit and protect natural resources, with respect to peoples livelihoods, health and welfare. Students' knowledge and awareness of environmental solutions will be measured by assignments in GEO1330 Environmental Science. This will result in 80% receiving 70% (C-) or better using course reports, faculty designed comprehensive or capstone examinations and assignment and instructor constructed exams. **Outcome Status:** Active **Outcome Year(s):** 2017-2018, 2018-2019 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge and Skills	**Florida State University -** Students' knowledge and awareness of environmental solutions will be measured by assignments in GEO1331 Environmental Science. This will result in 80% receiving 70% (C-) or better. **Assessment Method:** Faculty Designed Comprehensive or Capstone Examination and Assignment, Course Report, Instructor Constructed Exam	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, 87% of Environment & Society majors in GEO1330 Environmental Science attained at least 70%. This is composed of 90% for the classroom sections, and 88% for the online sections. (12/19/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** Although slightly less than the previous year, it still exceeds our benchmark standards.	**Improvement Plan:** In the 2018-2019 academic year, the Department will continue to maintain the high level of majors scoring above 70% in GEO1330 Environmental Science. Further actions to improve will be sought in the following ways: 1) Scrutinizing GEO1330 syllabi across all sections (but especially across the large online sections) to fit within the interdisciplinary and STEM definitions of the Environment & Society degree; 2) Continuing to monitor GEO1330 syllabi and insisting on the inclusion of environmental policies that deal with critical topical global issues, such as climate change, resource exploitation, habitat destruction, deforestation, desertification, pollution, and ocean acidification. 3) Reviewing the adoption of high quality, student-oriented course textbooks (as well as new digital techniques for offering student-interactive software online); 4) Classroom visits by faculty to ensure teaching standards continue to be excellent by promoting the objective that no instructor was in the 30% category (below satisfactory and poor categories of Question 13 in the student evaluations assessing

Outcomes	Assessment Process	Results	Improvement Plan
			overall teaching). (12/19/2018)
SLO - Comprehension of Environmental Solutions - Upon completion of the course of instruction, the student will be able to appraise alternate means of natural resource exploitation, and investigate sustainable practices, including recycling, biodegradable materials, renewable energy, carbon sequestration, as well as environmental justice and policy implementation. Students' knowledge and awareness of environmental solutions will be measured by assignments in GEO1330 Environmental Science. This will result in 80% receiving 70% (C-) or better using course reports, faculty designed comprehensive or capstone examinations and assignment and instructor constructed exams. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Content/Discipline Knowledge and Skills, Critical Thinking Skills, Communication Skills	**Florida State University -** Students' knowledge and awareness of environmental solutions will be measured by assignments in GEO1331 Environmental Science. This will result in 80% receiving 70% (C-) or better. **Assessment Method:** Course Report, Instructor Constructed Exam, Faculty Designed Comprehensive or Capstone Examination and Assignment	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, 87% of Environment & Society majors in GEO1330 Environmental Science attained at least 70%. (12/19/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** Slightly lower than the previous year, but still in excess of our standards.	**Improvement Plan:** In the 2018-2019 academic year, the Department will continue to maintain the high level of majors scoring above 70% in GEO1330 Environmental Science. Further actions will be taken to improve standards in the following ways: 1) Scrutinizing GEO2200C syllabi across all sections (but especially across the large online sections) to fit within the interdisciplinary and STEM definitions of the Environment & Society degree; 2) Continuing to monitor GEO2200C syllabi and insisting on the inclusion of critical topical global issues, such as climate change, resource exploitation, habitat destruction, deforestation, desertification, pollution, and ocean acidification; 3) Reviewing the adoption of high quality, student-oriented course textbooks, new digital techniques online, and interactive exercises; 4) Classroom visits by faculty to ensure teaching standards continue to be excellent by promoting the objective that no instructor was in the 30% category (below satisfactory and poor categories of Question 13 in the student evaluations assessing overall teaching). (12/19/2018)
SLO - Comprehension of Environmental Problems - Upon completion of the course of	**Florida State University -** Students' knowledge and awareness of	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met	**Improvement Plan:** In the 2018-2019 academic year, the

Outcomes	Assessment Process	Results	Improvement Plan
instruction, the student will be able to appraise the origins, nature, and significance of the world's major environmental problems, including soil erosion, deforestation, resource use, pollution, and global warming; and how they affect humans. Students' knowledge and awareness of environmental issues and concerns will be measured by assignments in GEO1330 Environmental Science. This will result in 80% receiving 70% (C-) or better using course reports, faculty designed comprehensive or capstone examinations and assignment and instructor constructed exams. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Content/Discipline Knowledge and Skills, Critical Thinking Skills, Communication Skills	environmental issues and concerns will be measured by assignments in GEO1331 Environmental Science. This will result in 80% receiving 70% (C-) or better. **Assessment Method:** Instructor Constructed Exam, Faculty Designed Comprehensive or Capstone Examination and Assignment, Course Report	In the 2017-2018 academic year, 87% of students attained the minimum 70% threshold across all sections of GEO1330 Environmental Science. (12/19/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** This is one percentage point lower than the previous year, but still well in excess of the 80% receiving 70% or higher. It is continued vindication of the high quality of teaching and acquired student skills.	Department will maintain (and improve on) the high level of majors scoring above 70% in the GEO1330 Environmental Science program by: 1) Continued monitoring of the syllabi (across all semesters) to ensure that GEO1330 includes topical and essential environmental issues, such as climate change, habitat destruction, plastic pollution, deforestation, and oceanic acidification; 2) Inspecting GEO1330 syllabi and insisting the following topics are covered in depth--climate change, sea-level rising, melting ice-caps, deforestation, desertification, air pollution, and urban health/over-crowding; 3) Reviewing the adoption of high quality, student-oriented course textbooks, as well as "digital books" that offer interactive exercises, and "filling in missing word" exercises; 4) Encourage faculty to teach sections of GEO1330, both classroom and online, as a means to raise the visibility of the course and promote the new Environmental & Society program. 5) Classroom visits to ensure teaching standards continue to be excellent by promoting the objective that no instructor was in the 30% category (below satisfactory and poor categories of Question 13 in student evaluations assessing overall teaching). (12/19/2018)

Outcomes	Assessment Process	Results	Improvement Plan
SLO - Competency in Physical Geography - Upon completion of the course of instruction, the student will be able to determine how natural agents (water, ice, wind, gases) scour, mold, build and circulate the landscape and atmosphere. This will result in 80% of students receiving 70% (C-) or better on normal course examinations and assignments in GEO2200C Physical Geography. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Content/Discipline Knowledge and Skills, Critical Thinking Skills, Communication Skills	**Florida State University -** This will result in 80% of students scoring 70% (C-) or better in GEO2200C Physical Geography. Especially assignments designed to assess student's ability to recognize the processes and identify the features resulting from the actions of natural agents. **Assessment Method:** Pre-Test/Post-Test Evaluation, Instructor Constructed Exam	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, 84% of students scored better than 70% across all sections of GEO2200C Physical Geography. (12/19/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** This is slightly less than academic year 2016-2017, but it is still in excess of our threshold across all sections-- online and classroom. GEO2200C Physical Geography provides a solid base for students to begin exploring and investigating how natural landscapes are shaped across many climatic regions not only for the Environment & Society major but for students from other majors across the University.	**Improvement Plan:** In the 2018-2019 academic year, the Department will continue to maintain the high level of majors scoring above 70% in GEO2200C Physical Geography. Further improvements will be sought in the following ways: 1) Scrutinizing GEO2200C syllabi across all sections (but especially across the large online section) to fit within the interdisciplinary and STEM definitions of the Environment & Society degree; 2) Continuing to monitor GEO2200C syllabi and insisting on the inclusion of critical topical global issues, such as climate change, resource exploitation, habitat destruction, deforestation, desertification, pollution, and ocean acidification; 3) Monitoring the adoption of high quality, student-oriented course textbooks, as well as self-study online exercises ("digital books," and "filling in missing word" exercises); 4) Continue classroom visits by program director to ensure teaching standards are maintained, and to ensure that no instructor is in the 30% category (below satisfactory and poor categories of Question 13 in the student evaluations assessing overall teaching). (12/19/2018)
SLO - Appreciation of Cartography Essentials - Upon completion of the course of instruction, the student will be able to distinguish a variety of	**Florida State University -** This will result in 80 percent receiving 70% (C-) or better on questions embedded in course examinations in	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, 92% of students exceeded the 70% (C-) benchmark in the classroom section of	**Improvement Plan:** In the 2018-2019 academic year, the Department will sustain and even

Outcomes	Assessment Process	Results	Improvement Plan
essential cartographic skills and map interpretations, including the scale, projections, symbolization and generalization, and the topographic and societal implications of maps. This will result in 80 percent receiving 70% (C-) or better on questions embedded in course examinations in GIS3015 Map Analysis or GIS4043 Introductory GIS. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Content/Discipline Knowledge and Skills, Critical Thinking Skills, Communication Skills	GIS3015 Map Analysis or GEO4043 Introductory GIS. **Assessment Method:** Project Evaluation, Instructor Constructed Exam, Capstone Course Evaluation, Pre-Test/Post-Test Evaluation	GIS3015 Map Analysis. The on-line section produced 87%. (12/19/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** Both are well in excess of the 80% target. For GIS4043 Introductory GIS, 94% exceeded the 70% threshold. Students are continually attracted to both courses, which acts as gateways to the Masters in GIScience.	push for a higher level of majors scoring above 70% in GIS3015 Map Analysis and GIS4043 Introductory GIS by: 1) Continued monitoring of the syllabi (across all semesters) to ensure that GIS3015/GIS4043 include topical cartography issues, such as the latest on 3-D mapping, Google Map, drone mapping, virtual/mental map representations; 2) Reviewing student-oriented course textbooks and online resources, including interactive exercises, self-study computer exercises (new generation of "digital books" that offer interactive and self-updating reading passages, "filling in missing word" exercises, and continually updated progress reports); 3) Classroom visits by faculty to ensure teaching standards continue to be excellent by ensuring instructors are not evaluated in the 30% category (below satisfactory and poor categories of Question 13 in the student evaluations assessing overall teaching); and 4) Offering a Environment & Society-to-GIScience pathway to students who show strong aptitude in both GIS3015 and GIS4043. (12/19/2018)
SLO - Describe Fundamentals of Global Climate System - Upon completion of the course of instruction, the student will be able to evaluate a basic understanding of	**Florida State University -** This will result in 80% of students receiving 70% (C-) or better on normal course examinations and assignments in GEO1330 Environmental Science and	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, 84% of students exceeded the 70% benchmark in GEO2200C Physical Geography. The class is required for the	**Improvement Plan:** In the 2018-2019 academic year, the Department will implement the following series of actions to raise the percentage of students who

Outcomes	Assessment Process	Results	Improvement Plan
how the world's climate systems operate and are interlinked, as well as how the planet's climate is being modified by human beings. This will result in 80% of students receiving 70% (C-) or better on normal course examinations and assignments in GEO1330 Environmental Science and GEO2200c Physical Geography. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Content/Discipline Knowledge and Skills, Critical Thinking Skills	GEO2200C Physical Geography. **Assessment Method:** Project Evaluation, Pre-Test/Post-Test Evaluation, Instructor Constructed Exam	Environment & Society majors. (12/19/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** Less than the previous year (88%) but still well in excess of the 80% threshold.	exceed our 70% minimum threshold: 1) Standardizing and ensuring that all sections of GEO2200C Physical Geography syllabi include essential topical global issues, such as warming, ozone depletion, deforestation, and extreme weather phenomena. 2) Continuing to adopt high quality, student-oriented course textbooks, new digital techniques, "digital books," interactive/self-updating exercises, and "filling in missing word" exercises. 3) Expanding the number of seats for the on-line section of GEO2200C Physical Geography (and making sure the online section is offered every semester, including summer). 4) Classroom visits from faculty to ensure teaching standards continue to be excellent by promoting the objective that no instructor was in the 30% category (below satisfactory and poor categories of Question 13 in the student evaluations assessing overall teaching). (12/19/2018)
SLO - Mastery of Essential Technical Skills - Upon completion of the course of instruction, the student will be able to operate a thorough understanding of appropriate statistical methods as well as geographic information systems (GIS) to analyze environmental data. This will result in 80% of students receiving 70% (C-) or better on normal course examinations and assignments in	**Florida State University -** This will result in 100% of students majoring in Geography taking geographic information systems (GIS) and 80% will achieve at least 70% (C-) competency as measured by exams in GIS4043 Introductory GIS. **Assessment Method:** Instructor Constructed Exam, Pre-Test/Post-Test Evaluation	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, instructors teaching GIS4043 Introductory GIS reported 94% of students achieving the 70% competency threshold. (12/19/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** This is well above our threshold, and even higher than the previous year (92%). Instructors (and lab assistants) are working hard to raise the technical GIS	**Improvement Plan:** In the 2018-2019 academic year, the Department will continue its drive to ensure all students master essential geographic technical skills, especially skills for operationalizing geographic information systems (GIS) by: 1) Continuing to offer GIS4043 Introductory GIS every semester (including summer semester) in

Outcomes	Assessment Process	Results	Improvement Plan
GIS4043 Introductory GIS. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Content/Discipline Knowledge and Skills, Critical Thinking Skills		skills even higher.	rooms large enough to accommodate the high demand; 2) Updating equipment and software licenses to ensure the most current versions (this is currently every three years); 3) Making sure the lab assistants have a solid grounding in GIS by ensuring that they have taken GIS classes, if possible at the doctoral level; 4) Maintaining state-of-the art computer support and facilitates; 5) Continuing with classroom visits by faculty to ensure teaching standards are high and ensure that no instructor is in the 30% category (below satisfactory and poor categories of Question 13 in the student evaluations assessing overall teaching). (12/19/2018)

College of Social Sciences and Public Policy
Department of Geography
Table 3: Student Learning Outcomes

Geographic Information Science (Masters)

Mission: The mission of the program is to provide students education, training, and vocational work experience in the field of geographic information science, including a comprehensive understanding of digital geospatial theory, demonstration of major spatial software, an appreciation of spatial model-building, major methodological approaches and their applications, as well as valuable work experience with employers involved with geospatial projects.

Outcomes	*Assessment Process*	*Results*	*Improvement Plan*
PO - Place in GIScience Employment - By the end of the year, the program will generate highly proficient graduates for the GIS profession that are accomplished in handling geo-spatial data and models, operating market-leading proprietary GIS software, able to program customized GIS software, aware of the pitfalls of digital spatial representation, and enthusiastic of advancements in GIS such as distributed computing, portable GIS, and institutionalized operations. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Program Outcome	**Florida State University -** Graduation rate of 90% of students enrolled on the program, and placement rate of 90% of students in employment that utilize some element of GIS operations **Assessment Method:** Survey Results	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the academic year 2017-2018, 18 students graduated from the GIScience master's program. Of those, 17 were placed in employment (most in state and federal agencies: DEP, FDOT, EPA, FWC). (12/20/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** 17 of 18 is 94% and well above our criteria of 90%.	**Improvement Plan:** For the 2018-2019 academic year, actions taken to sustain this high level of job placement are as follows: 1) Review syllabi for all GIS courses to assure they are current and include topics that are relevant for employment; 2) Maintain updates to software (especially ESRI's ArcGIS) that are currently used in business, industry, and government; 3) Review lab exercises to assure they mirror tasks and applications that students may use in employment. (12/20/2018)
SLO - Provide advanced technical skills - Upon completion of the course of instruction, the student will be able to demonstrate Mastery of advanced computer, statistical and technical skills in Geographic Information Science (GISci). **Outcome Status:** Active **Outcome Year(s):** 2017-2018	**Florida State University -** Advanced technical skills are taught and assessed in two required classes, GIS5101 Introductory GIS and GIS5106 Advanced GIScience. In both, an overall grade of at least 83% is expected, but students must also attain or exceed 83% for the computer-based project in GIS5101	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met All students (100%) in the GIScience program attained at least 83% in both GIS5101 Introductory GIS and in GIS5106 Advanced GIScience. In addition, all students (100%) attain or exceeded 83% for the term paper in GIS5106. (12/20/2018) **Location:** Main Campus **Budget Impact:** No	**Improvement Plan:** For the 2018-2019 academic year, the following actions will be taken to assure the same high levels are achieved: 1) Review of syllabi for GIS5101 and GIS5106 to assure both contain tuition of advanced technical skills that are both relevant in the GIS industry and relevant/attainable

Outcomes	Assessment Process	Results	Improvement Plan
Start Date: 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Content/Discipline Knowledge and Skills	and the term paper examining advanced statistical techniques or advanced practical GIS applications for GIS5106. **Assessment Method:** Class Performance or Presentation, Problem-Solving Exercise, Project Evaluation	**Analysis of Results:** All students (100%) met the SLO in advanced technical skills. This is similar to previous years, and demonstrates quality in teaching and dedication from students.	to students; 2) Assessment of lab exercises in GIS5101L that mirror the theory discussed in GIS5101, and review of the term paper in GIS5106 that mirrors the theory discussed in class; 3) Continue classroom visits by program director to ensure teaching standards are maintained, and to ensure that no instructor is in the 30% category (fair and poor categories of Question 13 in the student evaluations assessing overall teaching). (12/20/2018)
SLO - Provide GIS skills - Upon completion of the course of instruction, the student will be able to demonstrate the many computer-based geo-spatial techniques using a variety of environmental and urban applications; an appreciation of the institutional and commercial implementation of GIS; the intrinsic limitations of data models; and new advances in distributed computing, storage and public-participation. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Critical Thinking Skills	**Florida State University -** 100% of students on the masters program are expected to maintain an 83% minimum for all courses. Assessment of learning outcomes is specifically monitored in GIS5106 Advanced GIScience (where computer-based exercises and individual projects demonstrate the scope of the program), and GIS5950 GIS Capstone (where vocational experience is evaluated). **Assessment Method:** Capstone Course Evaluation, Instructor Constructed Exam, Problem-Solving Exercise, Project Evaluation	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met All 18 students (100%) maintained an 83% minimum for all courses. (12/20/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** The criteria of a B (83%) was attained by all students in GIScience program. This includes the critical advanced courses GIS5106 and GIS5950.	**Improvement Plan:** For academic year 2018-2019, actions to assure this full level of adherence to the 83% minimum is again attained include the following: 1) Review of all syllabi to assure they contain relevant and topical issues (especially important in GIS5106 and GIS5950); 2) Software licenses and hardware is kept up to date; 3) Lab exercises and homework is pitched at the correct level; 4) Continue classroom visits by program director to ensure teaching standards are maintained, and to ensure that no instructor is in the 30% category (fair and poor categories of Question 13 in the student evaluations assessing overall teaching). (12/20/2018)

College of Social Sciences and Public Policy
Department of Geography
Table 3: Student Learning Outcomes

Geography (Bachelors)

Mission: To produce well informed graduates with a firm understanding of global social and environmental issues. Graduates should have mastered the essentials of the discipline as well as a variety of methodological skills, including statistics and Geographical Information Systems.

Outcomes	*Assessment Process*	*Results*	*Improvement Plan*
PO - Student Satisfaction with Instruction - By the end of the year, the program will judge widespread undergraduate student satisfaction with the quality of instruction. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Program Outcome	**Florida State University -** This will result in 70% of students rating instructors (both faculty and graduate students) as "excellent" or "very good" in Question 8 of the SUSSAI evaluation forms. The courses used for this assessment are GEO2200c Physical Geography, GEO1400 Human Geography, and GIS3015 Map Analysis. The departmental Chair is responsible for verification. **Assessment Method:** Survey Results, Department Assessment	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, students rated instructors as either "excellent" or "very good" (from question 13 of the student evaluation forms) in the following courses: GEA1000 World Geography (86%), GIS3015 Map Analysis (89%), GEO2200c Physical Geography (85%), and GEO1400 Human Geography (89%). (12/19/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** These courses represent the entire breadth of the undergraduate Geography program, ranging from human behavior (GEO1400 Human Geography) to environmental processes (GEO2200C Physical Geography) and incorporating spatial thinking (GIS3015 Map Analysis). This was verified by the Undergraduate Program Director.	**Improvement Plan:** The "excellent" and "very good" indicators are derived exclusively from Question 13 (the overall evaluation of the instructor) from the student evaluation form. All sections of GEA1000 World Geography, GIS3015 Map Analysis, GEO2200c Physical Geography and GEO1400 Human Geography, taught by both faculty and graduate students are used for this purpose. In the 2018-2019 academic year the monitoring of teaching (including classroom visits) will be maintained; both faculty and graduate students will be observed to provide constructive feedback and identify potentially inferior teaching skills. This is overseen by the Undergraduate Program Director. (12/19/2018)
SLO - Competency in World Geography - Upon completion of the course of instruction in GEA1000, the student will be able to differentiate	**Florida State University -** This will result in 80% of students scoring 70% (C-) or better in GEA1000 World Geography. Especially assignments	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, 87% of students scored better than 70% across all sections of GEA1000 World	**Improvement Plan:** In the 2018-2019 academic year, the Department will continue to maintain the high level of majors

Outcomes	Assessment Process	Results	Improvement Plan
between regions of the world in terms of their particular blend of physical, cultural, social, political, and economic characteristics. The student should appreciate how countries and regions evolve and how they communicate with each other. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Content/Discipline Knowledge and Skills, Communication Skills	designed to assess student's ability to identify global regions in terms of culture, societal goals, economic aspirations, and environmental sustainability. **Assessment Method:** Instructor Constructed Exam, Pre-Test/Post-Test Evaluation	Geography. (12/19/2018) **Location:** Main Campus **Budget Impact:** Yes **Analysis of Results:** This is similar to previous years, and remains well in excess of our threshold. GEA1000 is now established as a strong platform for students to begin exploring, investigation and comparing global regions, especially in terms of environment, politics and culture not only for Geography majors but for all students from majors across the University.	scoring above 70% in GEA1000 World Geography. Actions to further improve will be sought in the following ways: 1) Scrutinizing GEA1000 syllabi across all sections (but especially across the large online sections) to fit social science competencies and cross-cultural (X) requirements; both as part of the Liberal Studies curricular; 2) Continuing to monitor GEA1000 syllabi and insisting on the inclusion of crucial topical global issues, such as cultural differentiation, resource exploitation and conservation, access and distribution of food, and sustainability and overpopulation; 3) Monitoring the adoption of high quality, student-oriented course textbooks, new digital techniques, "digital books," and interactive "filling in missing word" exercises; 4) Continue classroom visits by program director to ensure teaching standards are maintained, and to ensure that no instructor is in the 30% category (fair and poor categories of Question 13 in the student evaluations assessing overall teaching). (12/19/2018)
SLO - Mastery of Essential Technical Skills - Upon completion of the course of instruction, students will be able to operate a thorough understanding of appropriate statistical methods as well as Geographic Information Systems (GIS). **Outcome Status:** Active	**Florida State University -** This will result in 100% of students majoring in Geography taking geographic information systems (GIS) and 80% will achieve at least 70% (C-) competency as measured by exams in GIS4043 Introductory GIS. **Assessment Method:** Instructor	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, instructors teaching GIS4043 Introductory GIS reported 88% of students achieving the 70% competency threshold. (12/19/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** This is very similar to previous years,	**Improvement Plan:** In the 2018-2019 academic year, the Department will continue its drive to ensure all students master essential geographic technical skills, especially skills for operationalizing geographic information systems (GIS), by: 1)

Outcomes	Assessment Process	Results	Improvement Plan
Outcome Year(s): 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Content/Discipline Knowledge and Skills, Critical Thinking Skills	Constructed Exam, Pre-Test/Post-Test Evaluation	and remains well in excess of our 80% target. The continued high level is a reflection of the dedication of students to GIS classes, which may be enhanced further once the Geography-to-GIS pathway is implemented in 2018-2019.	Continuing to offer GIS4043 Introductory GIS every semester (including summer semester) in rooms large enough to accommodate the high demand; 2) Updating equipment and software licenses to ensure the most current versions (this is every three years); 3) Making sure the lab assistants have a solid grounding in GIS by ensuring that they have taken GIS classes, and if possible at the doctoral level; 4) Maintaining state of-the-art computer support and facilitates; 5) Continued promotion of the online GIS class for non-majors (GIS2040 Essentials of GIS)--it has proven popular with students, and successful in attracting students into GIS from outside of the Geography; 6) Continuing with classroom visits by faculty to ensure teaching standards are high and ensure that no instructor is in the 30% category (fair and poor categories of Question 13 in the student evaluations assessing overall teaching). (12/19/2018)
SLO - Understand Geography of World Social Problems - Upon completion of the course of instruction, the student will be able to appraise the geographic nature of major world social predicaments, such as the distribution and major causes of war, poverty, and hunger. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017	**Florida State University -** Students' knowledge of these topics will be measured by course examinations in GEO1400 Human Geography and GEA1000 World Geography. This will result in 80% receiving 70% (C-) or higher. **Assessment Method:** Course Report, Instructor Constructed Exam, Pre-Test/Post-Test Evaluation	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, 88% of Geography majors in GEO1400 Human Geography, and 87% of Geography majors in GEA1000 World Geography attained at least 70%. (12/19/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** This is very similar to previous years, and remains in excess of our standards.	**Improvement Plan:** In the 2018-2019 academic year, the Department will continue to maintain the high level of majors scoring above 70% in GEO1400 Human Geography and GEA1000 World Geography. Further improvements will be sought in the following ways: 1) Standardizing the GEO1400 and GEA1000 syllabi across all sections

Outcomes	Assessment Process	Results	Improvement Plan
Outcome Type: Student Learning Outcome **SLO Outcome Category:** Content/Discipline Knowledge and Skills, Critical Thinking Skills, Communication Skills			to fit social science competencies and Cross-Cultural (X) requirements; both as part of the Liberal Studies curricular; 2) Making sure that GEO1400 and GEA1000 syllabi include topical global issues, such as cultural differentiation, political upheaval, social unrest, economic disparities, religious tensions, and the impacts of overpopulation; 3) Reviewing the adoption of high quality, student-oriented course textbooks, new digital techniques using interactive exercises, etc.; 4) Insist that at least one section of GEO1400 is taught by a faculty member; 5) Classroom visits by faculty to ensure teaching standards continue to be excellent by promoting the objective that no instructor was in the 30% category (fair and poor categories of Question 13 in the student evaluations assessing overall teaching). (12/19/2018)
SLO - Comprehension of Environmental Problems - Upon completion of the course of instruction, the student will be able to appraise the origins, nature, and significance of the world's major environmental problems, including soil erosion, deforestation, resource use, pollution, and global warming. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome	**Florida State University -** Students' knowledge and awareness of environmental issues and concerns will be measured by assignments in GEO1331 Environmental Science. This will result in 80% receiving 70% (C-) or better. **Assessment Method:** Faculty Designed Comprehensive or Capstone Examination and Assignment, Instructor Constructed Exam, Course Report	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, 87% of students attained the minimum 70% threshold across all sections of GEO1330 Environmental Science. (12/19/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** This is a slight increase on last year's, but is nevertheless well above the 80% threshold.	**Improvement Plan:** In the 2017-2018 academic year, the Department will maintain (and improve on) the high level of majors scoring above 70% in GEO1330 Environmental Science by: 1) Inspecting GEO1330 syllabi and insisting instructors cover topics in depth, such as such as climate change, sea-level rising, melting ice-caps, deforestation, desertification, air pollution, and urban health and overcrowding; 2) Reviewing the adoption of high

Outcomes	Assessment Process	Results	Improvement Plan
SLO Outcome Category: Content/Discipline Knowledge and Skills, Critical Thinking Skills, Communication Skills			quality, student-oriented course textbooks, new digital techniques, "digital books," and interactive online "filling in missing word" exercises; 3) Encourage faculty to teach sections of GEO1330 Environmental Science, both classroom and online, as a means to raise the visibility of the course; 6) Classroom visits to ensure teaching standards continue to be excellent by promoting the objective that no instructor was in the 30% category (fair and poor categories of Question 13 in student evaluations assessing overall teaching). (12/19/2018)
SLO - Appreciation of Cartography Essentials - Upon completion of the course of instruction, the student will be able to distinguish a variety of essential cartographic skills and map interpretations, including the scale, projections, symbolization and generalization, and the topographic and societal implications of maps. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Content/Discipline Knowledge and Skills, Critical Thinking Skills, Communication Skills	**Florida State University -** This will result in 80 percent receiving 70% (C-) or better on questions embedded in course examinations in GIS3015 Map Analysis. **Assessment Method:** Pre-Test/Post-Test Evaluation, Project Evaluation, Capstone Course Evaluation, Instructor Constructed Exam	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, 90% of students exceeded the 70% benchmark in the course GIS3015 Map Analysis. The on-line section produced 89%. (12/19/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** Both report very similar results to last year (and very similar results to the previous year), and both are still well in excess of the 80% target. Students are continually attracted to GIS3015, which acts as a springboard to the Masters in GIScience.	**Improvement Plan:** In the 2018-2019 academic year, the Department will push for a higher level of majors scoring above 70% in GIS3015 Map Analysis by: 1) Continued monitoring of the syllabi (across all semesters) to ensure that GIS3015 includes topical and essential cartography issues, such as the latest on map projections, Google Map, three-dimensional maps, and virtual/mental map representations; 2) Reviewing the adoption of high quality, student-oriented course textbooks, drone mapping, new digital techniques, interactive online exercises, and "digital books;" 3) Continue to offer GIS3015 Map Analysis as an on-line option. 4) Classroom visits by faculty to ensure teaching standards continue to be excellent

Outcomes	Assessment Process	Results	Improvement Plan
			by promoting the objective that no instructor was in the 30% category (fair and poor categories of Question 13 in the student evaluations assessing overall teaching). (12/19/2018)
SLO - Appreciate Major Global Cultural Differences - Upon completion of the course of instruction, the student will be able to distinguish major geographical differences among the world's cultural systems, including the spatial distribution of major religions. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Content/Discipline Knowledge and Skills, Critical Thinking Skills, Communication Skills	**Florida State University -** Students' knowledge of these topics will be measured by course examinations in GEO1400 Human Geography and GEA1000 World Geography. This will result in 80% receiving 70% (C-) or higher. **Assessment Method:** Course Report, Instructor Constructed Exam, Pre-Test/Post-Test Evaluation	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, sections of GEO1400 Human Geography had reported 88%, and GEA1000 World Geography reported 87% of students had attained the critical 70% benchmark. (12/19/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** This is slightly lower than last year for GEO1400 and GEA1000, but both exceed our benchmark.	**Improvement Plan:** In the 2018-2019 academic year, the Department will continue to maintain the high level of majors scoring above 70% in GEO1400 Human Geography and GEA1000 World Geography. Actions to further improve will be sought in the following ways: 1) Standardizing the GEO1400 and GEA1000 syllabi across all sections to fit social science competencies and Cross-Cultural (X) requirements; both as part of the Liberal Studies curricular; 2) Making sure that GEO1400 and GEA1000 syllabi include topical global issues, such as cultural differentiation, political upheaval, social unrest, economic disparities, religious tensions, and the impacts of overpopulation; 3) Reviewing the adoption of high quality, student-oriented course textbooks, as well as new digital techniques for interactive exercises, and self-study online; 4) Classroom visits by faculty to ensure teaching standards continue to be excellent by promoting the objective that no instructor was in the 30% category (fair and poor categories of Question 13 in the student

Outcomes	Assessment Process	Results	Improvement Plan
			evaluations assessing overall teaching). (12/19/2018)
SLO - Describe fundamentals of global climate system - Upon completion of the course of instruction, the student will be able to evaluate a basic understanding of how the world's climate systems operate and are interlinked, as well as how the planet's climate is being modified by human beings. **Outcome Status:** Active **Outcome Year(s):** 2017-2018 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Content/Discipline Knowledge and Skills, Critical Thinking Skills	**Florida State University -** This will result in 80% of students receiving 70% (C-) or better on normal course examinations and assignments in GEO2200c Physical Geography. **Assessment Method:** Instructor Constructed Exam, Pre-Test/Post-Test Evaluation, Project Evaluation	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, 88% of students exceeded the 70% benchmark in GEO2200C Physical Geography. (12/19/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** This is very similar to previous years, and continues to represent the high quality of students taking the class. Even more satisfying given the class is required for the Geography program. Needless to say, it is well in excess of the 80%.	**Improvement Plan:** In the 2018-2019 academic year, the Department will consolidate this high level of majors scoring above 70% in GEO2200C Physical Geography by: 1) Standardizing and ensuring that all sections of GEO2200C Physical Geography syllabi include essential topical global issues, such as warming, ozone depletion, deforestation, and extreme weather phenomena; 2) Continuing to adopt high quality, student-oriented course textbooks, new digital techniques, "digital books," and online interactive "filling in missing word" exercises; 3) Expanding the number of seats for the on-line section of GEO2200C Physical Geography (and making sure the online section is offered every semester, including summer); 4) Classroom visits from faculty to ensure teaching standards continue to be excellent by promoting the objective that no instructor was in the 30% category (fair and poor categories of Question 13 in the student evaluations assessing overall teaching). (12/19/2018)

College of Social Sciences and Public Policy
Department of Geography
Table 3: Student Learning Outcomes

Geography (Doctorate)

Mission: To train Ph.D. students in state-of-the-art skills that will enable them to investigate critical issues in human society and the physical environment, including the linkages between global and local process, and conduct original research for industry, government, and business.

Outcomes	*Assessment Process*	*Results*	*Improvement Plan*
PO - Enhance quality of doctoral students - By the end of the year, the program will rate an improvement in the quality of current students on the PhD program and new students admitted to the PhD program. **Outcome Status:** Active **Outcome Year(s):** 2017-2018, 2018-2019, 2019-2020 **Start Date:** 07/01/2017 **Outcome Type:** Program Outcome	**Florida State University -** Quality is a difficult attribute to measure. Doctoral students are continually assessed by the Graduate Director and annual evaluations are conducted by the student's main supervisor. Particular assessment criterion include the number of ISI-approved journal articles published, attendance and participation at regional and national colloquia, meetings and conferences, application and securing of research grants(including the NSF's doctoral dissertation improvement grant), excellent teaching evaluations (as determined by SUSSAI forms--with emphasis on Question 8), 3.0 or above GPA, and completion (graduation within four years of matriculation) and placement rates (full-time employment). The quality of new doctoral students is measured using the average GRE score of students admitted to the doctoral program and research areas (the department is strong on quantitative geography, GIS and environmental hazards). The	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met For academic year 2017-2018, eight (of 27) doctoral students had papers accepted for publication in peer-reviewed journals, 20 (of 27) attended conference meetings ($250 per student Department support), 0 students secured the NSF doctoral improvement grant, 6 (of 27) was supported by faculty research grants, and 3 (of 27) graduated. (12/20/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** The level of conference attendance is high (20 of 27 students) which supports the premise that doctoral students are networking with peers and faculty, but with only 8 of 27 publishing this is lower than expected. Faculty have faith in doctoral students, as evidenced by 6 of 27 being supported by faculty grants.	**Improvement Plan:** For the 2018-2019 academic year, the following action plans will be implemented: 1) students will be encourage to submit research papers for publication (with a monetary incentive of $1,000 stipend increase if they do); 2) Review of the syllabi for GEO6093 Professional Development to assure it covers research grant writing, interview practice, and networking at conferences; 3) Monitor doctoral classes by program director to ensure teaching standards are maintained, and to ensure that no instructor is in the 30% category (fair and poor categories of Question 13 in the student evaluations assessing overall teaching). (12/20/2018)

Outcomes	Assessment Process	Results	Improvement Plan
	departmental chair is responsible for verification. **Assessment Method:** Behavioral Observation, Department Assessment, Enrollment Statistics, Judged Performance, Participant Evaluation, Performance on Licensing or other External Examination, Professional Judged Performance or Demonstration of Ability in Context		
SLO - Capacity to conduct original research - Upon completion of the course of instruction, the student will be able to produce at least one paper in a ISI-listed peer-refereed journal by the end of the fourth year of doctoral studies. **Outcome Status:** Active **Outcome Year(s):** 2017-2018, 2018-2019, 2019-2020 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge and Skills	**Florida State University -** Doctoral students are encouraged to conduct original research, compile findings and produce quality output. The assessment for the capacity to conduct original research is the publication of at least one ISI-listed peer-reviewed journal article, with the doctoral student as the lead author. The student's main supervisor is responsible for informing the Departmental Chair of when the student's work is accepted for publication in the appropriate journal. **Assessment Method:** Written Report or Essay	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met For the 2017-2018 academic year, ten (of 27) doctoral students had at least one ISI-listed peer-reviewed paper either accepted or published. (12/20/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** 10 of 27 (37%) is still a moderate rate of evidence for original research. Greater emphasis should be given to producing original research.	**Improvement Plan:** For academic year 2018-2019, the following actions will be taken to improve evidence for original research; 1) Greater emphasis and time in the syllabi for GEO5118C Research Design Methods and GEO6093 Professional Development will be given to producing and disseminating original research; 2) Invitation to renowned professors and researchers to visit FSU and deliver colloquia that all doctoral students must attend; 3) Greater emphasis on students to work closer with supervising professors and dissertation committees. (12/20/2018)
SLO - Experience in Teaching - Upon completion of their degree, the doctoral student will be able to prepare a variety of undergraduate courses effectively at a high quality. **Outcome Status:** Active **Outcome Year(s):** 2017-2018, 2018-2019, 2019-2020 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome	**Florida State University -** The Department Chair and Graduate Director will collect data on the performance of doctoral students employed as teaching assistants; these are mostly the SUSSAI evaluations with focus on Question 8 (the overall assessment of the instructor---performance is deemed unsatisfactory if 30% of responses are listed as "fair" or "poor"). In	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met For academic year 2017-2018, all doctoral students (100%) performed very well in teaching evaluations (i.e. no instructor in the 30% fair and poor categories of Question 13 in the student evaluations assessing overall teaching). In addition, all doctoral students were observed in the classroom and all passed our minimum quality of teaching. (12/20/2018) **Location:** Main Campus **Budget Impact:** No	**Improvement Plan:** For academic year 2018-2019, the actions taken to guarantee the very high level of teaching is as follows: 1) Review of evaluations that no instructor is in the 30% category of fair and poor of Question 13 in the student evaluations assessing overall teaching; 2) Continue classroom visits by faculty to assess minimum standards and to

Outcomes	Assessment Process	Results	Improvement Plan
SLO Outcome Category: Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge and Skills	addition, it is Departmental policy to conduct unannounced visits to classes taught by doctorate students. The aim in both assessment exercises is to identify those doctoral students who perform at a sub-par level, and to provide individual counseling as necessary, including recommendation for professional training from relevant units on campus. **Assessment Method:** Behavioral Observation, Department Assessment, Class Performance or Presentation	**Analysis of Results:** Teaching levels are, as previous levels, at very high levels. Doctoral students take time to prepare notes, and pride in delivering lectures.	provide feedback for improvement to doctoral student; 3) Continue high standards in faculty teaching as role models. (12/20/2018)

College of Social Sciences and Public Policy
Department of Geography
Table 3: Student Learning Outcomes

Geography (Masters)

Mission: The mission of the program is to train and educate MA students thoroughly in the discipline, including a rigorous introduction to the field's history, major theoretical approaches, varieties of subjects encountered, and research methodologies.

Outcomes	*Assessment Process*	*Results*	*Improvement Plan*
PO - Increased MA and MS student enrollments - Each academic year, the program will enroll more M.S. students than the year before, up to a program cap of 50 students. **Outcome Status:** Active **Outcome Year(s):** 2017-2018, 2018-2019, 2019-2020 **Start Date:** 07/01/2017 **Outcome Type:** Program Outcome	**Florida State University -** The department chair and graduate program director will track enrollment statistics each Fall, with a goal of a net increase in master's program headcounts each year. **Assessment Method:** Enrollment Statistics	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met In the 2017-2018 academic year, the number of Geography master's increased from 7 to 10 (43%) over the previous year. (12/20/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** This criterion was met, as and there was a higher increase in Geography master's students from the previous year that reflects growing interest in the program.	**Improvement Plan:** The program continues to seek ways to market the program more widely and is working with the Dean's office, college advising staff, and marketing staff at The Graduate School to identify best practices in recruitment., The unit also (1) promotes the reputation of faculty research at conferences, academic papers, and the unit website; 2) maintains quality classes through classroom evaluations and peer assessments, and 3) committee assessment to ensure deep and equitable assessment of applications. (12/20/2018)
SLO - Provide research skills - Upon completion of the required theory and methods course sequence, students will be able to appraise the nature and importance of research, including a mastery of the discipline's major theoretical approaches, bodies of literature, modes of data collection, and varieties of analysis.	**Florida State University -** Research skills are taught and assessed in two required class, GEO5058 Geographic Thought and GEO5118 Research Methods. For both classes, the unit seeks a 90% or better passage rate for term papers in each course, with B representing a passing grade. The GEO5058 term paper requires	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met For academic year 2017-2018, 90% of students attained at least a B on the required assignment in GEO5058, and 96% attained at least a B in the required assignment in GEO5118. (12/20/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** The criterion was met for both	**Improvement Plan:** The department continues to monitor student and instructor performance in these classes, in part through: 1) annual review of the syllabi for GEO5058 and GEO5118 to assure topics and theory are current; 2) classroom visits by Department Chair or

Outcomes	Assessment Process	Results	Improvement Plan
Outcome Status: Active **Outcome Year(s):** 2017-2018, 2018-2019, 2019-2020 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome	students to present a comprehensive review of geographic philosophy, while the GEO5118 term paper requires students to demonstrate an understanding of research methodologies. **Assessment Method:** Course Report, Written Report or Essay	GEO5058 and GEO5118, at rates very similar to previous years.	Program Director to ensure teaching standards continue to be excellent; 3) review of student evaluations to ensure students perceive that instructors are delivering quality courses. (12/20/2018)
SLO - Provide advanced technical skills - Upon completion of the required quantitative methods course, students will be able to demonstrate mastery of advanced statistical and Geographic Information Systems (GIS) methodologies. **Outcome Status:** Active **Outcome Year(s):** 2017-2018, 2018-2019, 2019-2020 **Start Date:** 07/01/2017 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge and Skills	**Florida State University -** Advanced technical skills are taught and assessed in the required class, GEO5165c Quantitative Geography. At least 90% of students are expected to receive an overall grade of at least a B, which is achieved through a battery of assignments and a summary term paper. **Assessment Method:** Capstone Course Evaluation, Problem-Solving Exercise, Project Evaluation, Written Report or Essay	**Reporting Period:** 2017 - 2018 **Conclusion:** Criteria Met For academic year 2017-2018, 100% of students in GEO5165C attained at least a B in the course. (12/20/2018) **Location:** Main Campus **Budget Impact:** No **Analysis of Results:** This criterion is met and which continues the trend of previous years.	**Improvement Plan:** Actions needed to continue to help meet this criterion are: 1) annual review syllabus for GEO5165c to assure topics and methods are current and relevant; 2) faculty can recommend new advanced topics to the course; 3) classroom visits by Department Chair or Program Director to ensure teaching standards continue to be excellent; and 4) review of teaching evaluations ensure that students perceive the instructor is delivering a useful and quality course. (12/20/2018)