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| [Geography Department] | | | | |
| **(1)**  **Where are the learning outcomes for this level/program published? (please specify)**  **Include URLs where appropriate.** | **(2)**  **Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)** | **(3)**  **Who interprets the evidence? What is the process?**  **(e.g. annually by the curriculum committee)** | **(4)**  **What changes have been made as a result of using the data/evidence?** | **(5)**  **Date of most recent program review (for general education and each degree program)** |
| The expected learning outcomes described below are published in the Department’s website:  <https://geography.dartmouth.edu/undergraduate/major-minor-and-modifications>  Learning outcomes are specific types of knowledge and skills that students are expected to obtain through majoring in the Geography Department. The Department expects that our Majors will be proficient in the theories, methodologies, and topics that define the discipline. These are the expectations that shape our Learning Outcomes.  By the time of graduation, Dartmouth Geography Majors should be able to:  ● Understand and articulate the core themes and processes of geography, including space, place, location, and scale.  ● Apply geographic methods of data collection and analysis.  ● Understand the breadth of the field of geography in terms of its cultural-social, physical, nature-society, and geospatial approaches.  ● Gain in-depth knowledge in one of the discipline’s major sub-fields through coursework, independent study, or Honors thesis research.  ● Effectively communicate geographical knowledge through a variety of formats (e.g., written, oral, and geo-visualization).  ● Critically assess how geographical theories, methodologies, and analysis are applied to specific social and/or biophysical phenomena.  ● Apply their learning in ways attentive to social justice and environmental flourishing, and have a sense of their own individual and collective abilities to work towards positive social and environmental wellbeing. | We employ metrics besides GPA to assess whether or not our graduates are meeting the stated learning objectives. Specifically, we collect and analyze the student performance on Senior Honors Theses, independent studies, and assignments for our Culminating Experience course (GEOG 90, required for all senior Majors).  The specific data we collect and analyze include:   * Breadth of topics students choose to work on in Honor theses, independent studies, and presentations in GEOG 90. * Depth of knowledge of geographic concepts, theories, and methodologies demonstrated in the above works. * Proficiency of using geographic methodologies and technologies demonstrated in the above works. * Effectiveness of presenting the outcomes from geographic studies.   We use qualitative and quantitative metrics to conduct evidence-based evaluation to determine if our graduates have achieved the state outcomes for the degree. | This evaluation process will occur annually and be overseen by the Department’s Curriculum Committee, with input from all faculty. | Based on the data and feedback from faculty members and students, we proactively adjust our curriculum, course requirements for major, course design, and departmental committee organization to improve our performance in achieving the stated outcomes. Specifically,   * We proactively review and adjust our course requirements for Geography major, reflecting the new development of geography as an academic field and accommodating the individual need of students, e.g., specializing in a sub-field of geography or exploring an interdisciplinary direction. * We proactively review and adjust the content and schedule of our Culminating Experience course, GEOG 90, to better meet the needs of students. * We proactively review and adjust the content and policy of our thesis-oriented course, GEOG 12. Now this course is required for all thesis writers. The course is designed to help senior students form the research topic, craft research design, and write thesis proposal. * We formed a Thesis Committee to effectively handle issues related to Honor theses. This Thesis Committee works closely with the Curriculum Committee. | November 2, 2023. |