General Education SLOA Summary

General Education Category: GEO-105 (World Regional Geography) Diversity   Semester: Spring 2018

Data Summary: (link to excel spread sheet or cut and paste a chart of summary data)

General Education Diversity Outcome1: Analyze how varying conditions of the physical and/or cultural environment contribute to human diversity.	Assessment: Essay with Rubric	82.2% (n = 192) of students scored above 80% on the associated assessment.
General Education Diversity Outcome 2: Reflect on their developing self-awareness of diverse populations and viewpoints as well as how this self-awareness impacts the way they interact with the changing world	Assessment: Essay with Rubric	78.1% of students demonstrated mastery of this outcome.

Discussion of Analysis Results: (narrative in Word format of who, what, where, when, what was discussed and what was determined)

World Regional Geography is a General Education course under the Diversity category. The seven member General Education Diversity Team collaborated in the development of the General Education Outcomes and assessment criteria. The General Education Diversity Outcomes state that students will be able to 1. Analyze how varying conditions of the physical and/or cultural environment contribute to human diversity. 2. Reflect on their developing self-awareness of diverse populations and viewpoints as well as how it impacts the way they interact with a changing world. World Regional Geography students, as well as students in other General Education Diversity courses, are assessed on these outcomes using written essay responses.

Plan of Action: (closing the loop)

A greater effort has been made by the instructor to reach out to students who are not submitting work or not submitting work in a timely manner. In some cases, the instructor has worked closely with students to identify barriers to success and develop strategies to overcome them. Obviously students have to be receptive to this form on engagement and some are not, never returning correspondence from the instructor or coming in for a conference when asked to.

Additional online resources have been uploaded or linked on Moodle to allow students easier access to a variety of useful, relevant resources. A free OER was piloted in Fall 2017 in lieu of a traditional textbook. The intent was to make course material more affordable and therefore more accessible for all students. Unfortunately, the OER did not prove to be acceptable due to numerous errors and lack of current updates. In the spring, we returned to a traditional textbook, feeling strongly that accurate, current information is necessary. The instructor will continue to hunt for an acceptable OER but will stick to a traditional textbook until one is found.