

ILO 1: Well-prepared with communication, numeracy and critical thinking skills to successfully join the workforce of California and the world or to pursue advanced study;

ILO 2: Critically and ethically engaged in global and local issues;

ILO 3: Knowledgeable and respectful of the diversity of individuals, groups, and cultures;

ILO 4: Accomplished at integrating the skills of a liberal education with disciplinary or professional competency;

ILO 5: Skilled in collaborative problem-solving, research, and creative activity.

PLO 1: Compare and contrast the theories, philosophies, and concepts in the discipline of geography, including unifying themes of spatial patterns and structures, the interrelationship between people and places, and the interactions between nature and society.

PLO 2: Demonstrate an advanced understanding of and ability to differentiate among the various methodologies used in geographic research.

PLO 3: Acquire, analyze, evaluate, interpret and critique geographic data and/or research.

PLO 4: Communicate mastery of geographic data, theories, philosophies, and concepts in oral, written, and visual forms, with ethical engagement and respect for diversity of individuals, groups, and cultures.

PLO 5: Identify and assess how geographic concepts apply in the workplace and in everyday life to solve real-world problems.

Compare and contrast the theories, philosophies, and concepts in the discipline of geography, including unifying themes of spatial patterns and structures, the interrelationship between people and places, and the interactions between nature and society.

- a. Curriculum map:
 - Completion of GEOG 596
 - Completion of two topical (600 series) seminars
- b. Measures of individual student achievement of outcome:
 - Grades of B or better in GEOG 596 and two seminars (GEOG 600, 640, 650, 666, and/or 680)
 - Satisfactory completion of a thesis
- c. Assessment of programmatic achievement of outcomes:
 - Evaluation of a sampling of seminar discussion papers
 - Evaluation of the literature review/theoretical framework of a thesis
- d. Findings and use of findings:
 - Findings will be used to identify needed revisions in curriculum

Demonstrate an advanced understanding of and ability to distinguish differences between the various methodologies used in geography

- a. Curriculum map:
 - Completion of GEOG 696
- b. Measures of individual student achievement of outcome:
 - Grade of B or better in GEOG 696
 - Successful completion of thesis proposal and Advancement to Candidacy
 - Satisfactory completion of the methodology section of a thesis
- c. Assessment of programmatic achievement of outcomes:
 - Evaluation of a sampling of thesis proposals and/or methods sections of theses.
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California State University, Long Beach
 Comprehensive Assessment Plan (7-year cycle for traditional programs or accreditation cycle)
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a	b	c	d	e	f	g	h	i	j	k
ILOs	PLOs	SLOs	Course where each SLO is assessed	Assessment activity/ assignment used to measure each SLO	Assessment tool used to measure outcome success	Assessment schedule± how often SLOs will be assessed	How data/ findings will be quantitatively or qualitatively reported	Designated personnel to collect, analyze, and interpret student learning outcome data	Program data/ findings dissemination schedule	Closing the loop strategies
1, 2, 5	1	Evaluate geographic theories, philosophies, and concepts in oral, written, and visual forms.	Geog 596	Critical review papers	Rubric to assess critical thinking and written expression	Minimally, once every seven years, beginning in 2021-22	Assessment report, % of students with ratings of 3-4 on 0-4 scale.	Graduate committee coordinates with faculty of course(s) assessed.	Annually at faculty meeting	Identify where and/or what form of revision is needed in graduate program/ curriculum
1, 2, 5	1	Analyze complex socioenvironmental problems and compare and contrast alternative viewpoints and their implications.								

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1, 2, 3	4	N/A	Geog 698	Completed Thesis, presentation at conferences, research events	Rubric to assess quality of scholarly contribution	Minimally, once every seven years	Assessment report, # of students considered for best thesis, # conference presentations	Graduate committee coordinates with thesis advisors and committee members	Annually at faculty meeting	Identify where and/or what form of revision is needed in graduate program/ curriculum
		Demonstrate ability to conduct in-depth research and present results in written and oral formats	Geog 582 or 587A, or 587B or 588	Evaluation of projects/ maps, final presentation in Methods courses	Rubric to assess written and oral communication skills	Minimally, once every seven years	Assessment report, % of students with ratings of 3-4 on 0-4 scale.	Graduate committee coordinates with faculty of course(s) and assignments assessed.	Annually at faculty meeting	Identify where and/or what form of revision is needed in graduate program/ curriculum
1, 2, 4	5	Identify and analyze urban sustainability issues facing the LA region	Geog 564	Group service learning project	Rubric to assess critical and applied thinking	Minimally, once every seven years	Assessment report, % of students with ratings of 3-4 on 0-4 scale.	Graduate committee coordinates with faculty of course(s) and assignments assessed.	Annually at faculty meeting	Identify where and/or what form of revision is needed in graduate program/ curriculum
		Critically evaluate the role of institutions, ideas, and people in generating, sustaining, and altering difference, inequality and justice.	Geog 565							

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Key:

A. Institutional Learning Outcomes <http://www.csulb.edu/academicaffairs/programreviewandassessment/studentaccessinstitutionallearningoutcomes>

