College of Arts and Sciences

BS in Geospatial Information Sciences

Assessment Plan Form

Date Plan was Approved by Department: 11/16/2016

Name of Person Submitting Plan: Emily Fekete

A. Program Information:

Assessment Coordinator's Name: Jon Comer

Assessment Coordinator's Email Address: jon.comer@okstate.edu

B. Program Mission Statement

In the box below, provide the mission statement for the program.

The mission statement, educational objectives, and goals for program should guide the assessment process. The mission statement should align with department, college, and institutional mission statements.

The Department of Geography advances geography instruction, research and extension to promote and maintain a growing statewide workforce skilled in geographic research and applications. The Department of Geography will achieve national and international stature in scholarly and creative activities to enhance the visibility and desirability of the geography program at Oklahoma State University, and capitalize on new opportunities and respond to the changing needs of Oklahomans and society to provide Oklahoma schools, universities, industries and businesses, and those in the surrounding region, with the highest caliber professionals in the field of geography.

In serving BS in GISci students, the Department of Geography will provide a broad-based education and focused learning experience emphasizing geographic information systems, the Global Positioning System and remote sensing technologies that will enable students to pursue careers in private industry, government or non-profit organizations or pursue graduate studies. In addition, since 2005, the U.S. Department of Labor has undertaken the development of competencies related to the use of geospatial technologies. Therefore, course and program learning outcomes integrate these competencies.

C. Student Learning Outcomes

On the pages that follow, list the Student Learning Outcomes associated with the program identified in this assessment form.

C1) Student Learning Outcome #1: Students will be able to think geographically. More specifically, program graduates will demonstrate an ability to identify, interpret, and reason analytically about spatial patterns and their possible causes and consequences.

Identify opportunities for students to learn this outcome during the academic program:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

Specific to learning (quantitative) analytical reasoning and pattern recognition skills, the department will assess this learning outcome with a rubric designed for a required course, GEOG 3333 (Spatial Analysis). With regards to interpretation of spatial patterns, GEOG 4323 (Computer Cartography) will be used to assess this learning outcome. Students will be assessed by the faculty member teaching this course with a rubric specific to the course, subject to revision (attached in Appendix I).

How will students be selected to participate in the assessment of this outcome?

GEOG 3333 and GEOG 4323 are required classes for all GISC majors. Therefore, all GISC majors enrolled in 3333 and 4323 in an academic year will be assessed.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☐Survey

☒Rating of skills (e.g., rubrics)

☐Analysis of written artifacts

☐Comprehensive, certification, or professional exam(s)

☐Oral presentation

☐Course project

☐Satisfaction Survey

☐Benchmarking

☐Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☐Capstone project

☐Internship

☐Interviews

☐Performance or jury

☐Visual collection (photos, videos, etc.)

☐Review of student research

☐Other (please specify):

Click here to specify.

Describe the how the assessment method will be implemented, administered, and/or conducted.

GEOG 3333 is taught once per year (currently in the fall) and the instructor will assess all GISC majors enrolled in the course. GEOG 4323 is taught once per year (currently in the spring) and the instructor will assess all GISC majors enrolled in the course.

Does your department/program faculty have a goal set for this learning outcome? ☐Yes ☒No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

Timeline for Planned Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☐Each Semester ☒Yearly ☐Every other year

☐Other (please specify): If the assessment of Learning Outcome 1 occurs on a cycle or rotation, click here to describe and provide the rationale.

C2) Student Learning Outcome #2: Demonstrate technical skills and an understanding of the basic concepts in: collection and analysis of spatial data, computer cartography geographic information systems (GIS), the Global Positioning System and remote sensing.

Identify opportunities for students to learn this outcome during the academic program:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

The department will assess this learning outcome with rubrics designed for required courses that touch on the skills outlined above. Students in GEOG 2344, 4203, 4343, and 4353 (GIS courses) and GEOG 4333 will be assessed by the faculty members teaching these courses with rubrics specific to the courses, subject to revision (attached in Appendix I).

How will students be selected to participate in the assessment of this outcome?

All GISC majors are required to take GEOG 2344, 4203, 4343, and 4353 (GIS courses) and GEOG 4333 (Remote Sensing) Therefore, all GISC majors enrolled in these courses will be assessed.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☐Survey

☒Rating of skills (e.g., rubrics)

☐Analysis of written artifacts

☐Comprehensive, certification, or professional exam(s)

☐Oral presentation

☒Course project

☐Satisfaction Survey

☐Benchmarking

☐Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☐Capstone project

☐Internship

☐Interviews

☐Performance or jury

☐Visual collection (photos, videos, etc.)

☒Review of student research

☐Other (please specify):

Click here to specify.

Describe the how the assessment method will be implemented, administered, and/or conducted.

Both GEOG 2344 and GEOG 4203 are taught twice per year, once in the fall and once in the spring. GEOG 4343 and 4353 are taught once per year (currently in the fall) and GEOG 4333 is taught once per year (currently in the spring). The instructor will assess all GISC majors enrolled in each section of these courses.

Does your department/program faculty have a goal set for this learning outcome? ☐Yes ☒No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

Timeline for Planned Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☒Each Semester ☒Yearly ☐Every other year

☐Other (please specify): If the assessment of Learning Outcome 2 occurs on a cycle or rotation, click here to describe and provide the rationale.

C3) Student Learning Outcome #3: Apply geospatial knowledge and skills to a range of problems faced by industry and the government.

Identify opportunities for students to learn this outcome during the academic program:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

Each GISC undergraduate must complete GEOG 4943 (Geospatial Information Science Internship/Research Capstone). The purpose of this course is to give students hands on experience by either completing an internship in the field of Geospatial Information Science or by working closely with a faculty member on an independent research project related to Geospatial Information Science. The choice of completing an internship or a faculty led research project will be up to the student, however it will be recommended that students who plan to seek employment participate in an internship and students who plan to seek graduate study participate in research. At the end of the semester students will submit a portfolio which includes projects completed during their internship/research as well as a self-evaluation essay of the gained knowledges and experiences received in the internship/research experience. This outcome will be measured by evaluation of student portfolios using university guidelines for evaluation of effective writing and communication skills (Appendix II).

How will students be selected to participate in the assessment of this outcome?

All GISC majors are required to take GEOG 4943. Each semester, the students enrolled in this class will submit a final portfolio evaluation which will be evaluated by the faculty member responsible for overseeing GEOG 4943. Therefore, those students who have completed GEOG 4943 in the given calendar year will be assessed.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☐Survey

☐Rating of skills (e.g., rubrics)

☒Analysis of written artifacts

☐Comprehensive, certification, or professional exam(s)

☐Oral presentation

☒Course project

☐Satisfaction Survey

☐Benchmarking

☒Measuring effectiveness relative to professional standards

☐Review of thesis/dissertation/ creative component

☒Capstone project

☒Internship

☐Interviews

☐Performance or jury

☐Visual collection (photos, videos, etc.)

☒Review of student research

☐Other (please specify):

Click here to specify.

Describe the how the assessment method will be implemented, administered, and/or conducted.

Each semester as needed. The faculty member responsible for overseeing GEOG 4943 will evaluate portfolios on a semester basis, depending on when the student completes their internship or research project.

Does your department/program faculty have a goal set for this learning outcome? ☐Yes ☒No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

Timeline for Planned Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☒Each Semester ☐Yearly ☐Every other year

☐Other (please specify): If the assessment of Learning Outcome 3 occurs on a cycle or rotation, click here to describe and provide the rationale.

C4) Student Learning Outcome #4: Express positive feedback on their experience as a Geography undergraduate major and their preparedness for post-graduate employment.

Identify opportunities for students to learn this outcome during the academic program:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

Method 4A: An Exit Survey administered online to all graduating seniors will be used. This survey (attached in Appendix III) can be a very effective, if indirect, method of gauging student satisfaction and can identify structural, procedural, and facilities problems in the department (lab access, club participation, course offerings) that are difficult to learn about elsewhere.

Method 4B: Every other year, the Office of University Assessment and Testing conducts a telephone or e-mail survey of undergraduate alumni 1 and 5 years after graduation. This survey consists of both university-wide items and department-specific questions (attached in Appendix III).

How will students be selected to participate in the assessment of this outcome?

For Method 4A, GEOG students will be emailed an exit survey during their last semester of the degree program and encouraged to fill out the survey. For Method 4B, results of alumni surveys will be obtained every other year from the Office of University Assessment and Testing.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒Survey	☒Satisfaction Survey	☐Internship
☐Rating of skills (e.g., rubrics)	☐Benchmarking	☐Interviews
☐Analysis of written artifacts	☐Measuring effectiveness relative to professional standards	☐Performance or jury
☐Comprehensive, certification, or professional exam(s)	☐Review of thesis/dissertation/ creative component	☐Visual collection (photos, videos, etc.)
☐Oral presentation	☐Capstone project	☐Review of student research
☐Course project		☐Other (please specify): Click here to specify.

Describe the how the assessment method will be implemented, administered, and/or conducted.

Timeline 4A: Exit Surveys will be administered approximately one month before students graduate each term (Fall, Spring, and Summer) and results will be aggregated. There are items that can be rated on a 0-4 scale and averaged, as well as open-ended items that cover a variety of topics of interest to the faculty.

Timeline 4B: The Survey of Alumni from Undergraduate Programs is administered in the spring of each even-numbered year, and results will thus be incorporated into the annual assessment report every other year as available.

Does your department/program faculty have a goal set for this learning outcome? ☐Yes ☒No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

Timeline for Planned Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☒Each Semester ☐Yearly ☒Every other year

☐Other (please specify): If the assessment of Learning Outcome 4 occurs on a cycle or rotation, click here to describe and provide the rationale.

Appendix I – Rubrics for Required Courses

All Geospatial Information Science majors are required to take GEOG 2344 (Digital Tools for Environmental Exploration), GEOG 4203 (Introduction to GIS), GEOG 3333 (Spatial Analysis), GEOG 4333 (Remote Sensing), GEOG 4343 (GIS: Resource Management Applications), GEOG 4353 (GIS: Socioeconomic Applications) and GEOG 4323 (Computer Cartography). All Geospatial Information Science majors enrolled in these courses are assessed using the rubrics on the following pages by the instructors of those courses.

GEOGRAPHY CONTENT KNOWLEDGE RUBRIC

Course: 2344

Term:

Please indicate what assessment tools are used to evaluate each course learning outcome:

Rubric scoring:	0	1	2	3	4
Achievement:	Inadequate	Minimal	Essential	Proficient	Advanced

Student:		Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	

Course Outcomes:

1 Gain a basic theoretical background in GIS, GPS, and remote sensing.

Tools: **Exams**

2 Learn about a variety of environmental problems and application areas for geospatial technologies.

Tools: **Discussion, in-class activities, and lab reports**

3 Understand scientific research, specifically in a geographic and environmental context with of geospatial tools and techniques.

Tools: **Homework and in-class activities**

4 Develop a short paper/proposal based on an environmental topic of interest and propose use of learned geospatial tools.

Tools: **Final paper**

5 Acquisition of hands-on experience with a variety of geospatial software packages.

Tools: **Lab reports**

GEOGRAPHY CONTENT KNOWLEDGE RUBRIC

Course: 3333

Term: Fall 20

Rubric scoring:		0	1	2	3	4
Achievement:		Inadequate	Minimal	Essential	Proficient	Advanced
Student:		Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5

Please indicate what assessment tools are used to evaluate each course learning outcome:

Course Outcomes:

1 Familiarity with basic concepts and methods of spatial analysis.

Tools: Exam V

2 Appreciate role of statistics and quant. methods in geography.

Tools: HW average

3 Understand the characteristics of geographic data.

Tools: HW 2

4 Be able to apply and interpret statistics to geographic problems.

Tools: HW 5-14

5 Understand and apply pattern analysis techniques.

Tools: HW 12

GEOGRAPHY CONTENT KNOWLEDGE RUBRIC

Course: 4203

Term:

Please indicate what assessment tools are used to evaluate each course learning outcome:

Rubric scoring:	0	1	2	3	4
Achievement:	Inadequate	Minimal	Essential	Proficient	Advanced

Student:		Outcome 1	Outcome 2	Outcome 3	Outcome 4		

Course Outcomes:

1 Learn GIS Vocaulary.

Tools: **Lab report & Exam**

2 Understand basic concepts of databases.

Tools: **Lab report**

3 Understand role of spatial analysis.

Tools: **Homework & Exam**

4 Master a GIS software package to advanced beginner level.

Tools: **Lab exercise & Homework**

GEOGRAPHY CONTENT KNOWLEDGE RUBRIC

Course: 4323

Term: Spring 20

Rubric scoring:	0	1	2	3	4
Achievement:	Inadequate	Minimal	Essential	Proficient	Advanced

Student:	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6

Please indicate what assessment tools are used to evaluate each course learning outcome:

Course Outcomes:

1 Familiarity with use of computers in the design and generation of cartographic products.

Tools: class discussion, labs, exams and final project

2 Understand map projections.

Tools: class discussion, labs, homeworks, exams

3 Able to represent different features on maps.

Tools: class discussion, labs, exams and final project

4 Learn elements of map design and generalization.

Tools: class discussion, labs, exams and final project

5 Understand and input spatial data.

Tools: class discussion, labs, exams and final project

6 Able to interpret and critique other cartographic work.

Tools: class discussion and homeworks

GEOGRAPHY CONTENT KNOWLEDGE RUBRIC

Course: 4333

Term: Spring 20

Please indicate what assessment tools are used to evaluate each course learning outcome:

Rubric scoring:		0	1	2	3	4		Course Outcomes:	
Achievement:		Inadequate	Minimal	Essential	Proficient	Advanced		Tools:	labs, class discussion, exams, quiz
								1	Understand the nature of electro-magnetic radiation and the uses of radiation in remote sensing.
Student:		Outcome 1	Outcome 2	Outcome 3					
								Tools:	labs, class discussion, exams, quiz
								2	Understand usefulness and limitations of aerial photographs, multi-spectral scanners, and microwave systems.
								Tools:	labs, home work
								3	Learn image interpretation and digital image processing techniques.

GEOGRAPHY CONTENT KNOWLEDGE RUBRIC

Course: 4343

Term: Fall 20

Rubric scoring: Achievement:		0 Inadequate	1 Minimal	2 Essential	3 Proficient	4 Advanced	
Student:		Outcome 1	Outcome 2	Outcome 3			

Please indicate what assessment tools are used to evaluate each course learning outcome:

Course Outcomes:

Tools: labs, exams, class discussion

1 Have a theoretical and practical understanding of GIS and its applications in natural resource management.

Tools: exams class discussion

2 Familiarity with specific conditions, requirements and processing considerations that allow spatial and attribute data to be manipulated for problem solving.

Tools: labs, homeworks

3 Acquisition of hands-on experience using some of the popular GIS software packages.

GEOGRAPHY CONTENT KNOWLEDGE RUBRIC

Course:	4353
Term:	Fall 20

Rubric scoring:		0	1	2	3	4
Achievement:		Inadequate	Minimal	Essential	Proficient	Advanced
Student:		Outcome 1	Outcome 2			

Please indicate what assessment tools are used to evaluate each course learning outcome:

Course Outcomes:

1 Have a theoretical and practical understanding of GIS and its applications in economic, urban, transportation, and other human problems.

Tools: Tests and assignments

2 Have a basic knowledge and understanding into how GIS technologies can be applied in these areas.

Tools: Tests, assignments, and classroom discussions

Appendix II – Rubrics for Writing and Oral Presentations

Existing university general education rubrics for evaluating written and oral communication will be used to assess student performance in the capstone course.

These are provided on the following pages for reference.

Learning Outcome: Graduates will be able to communicate effectively in writing.

Skill		Level of Achievement 1	2*	3	4**	5
A	Content	Topic is poorly developed; support is only vague or general; ideas are trite; wording is unclear, simplistic; reflects lack of understanding of topic and audience; minimally accomplishes goals of the assignment.		Topic is evident; some supporting detail; wording is generally clear; reflects understanding of topic and audience; generally accomplishes goals of the assignment.		Topic/thesis is clearly stated and well developed; details/wording is accurate, specific, appropriate for the topic & audience, with no digressions; evidence of effective, clear thinking; completely accomplishes the goals of the assignment.
B	Organization	Most paragraphs are rambling and unfocused; no clear beginning or ending paragraphs; inappropriate or missing sequence markers. No clear over-all organization		Most paragraphs are focused; discernible beginning and ending paragraphs; some appropriate sequence markers. Overall organization can be inferred and is appropriate for the assignment		Paragraphs are clearly focused and organized around a central theme; clear beginnings and ending paragraphs; appropriate, coherent sequences and sequence markers. Overall organization is clearly marked and is appropriate for the assignment
C	Style and mechanics	Inappropriate or inaccurate word choice; repetitive words and sentence types; inappropriate or inconsistent point of view and tone. Frequent non-standard grammar, spelling, punctuation interferes with comprehension and writer's credibility.		Generally appropriate word choice; variety in vocabulary and sentence types; appropriate point of view and tone. Some non-standard grammar, spelling, and punctuation; errors do not generally interfere with comprehension or writer's credibility.		Word choice appropriate for the task; precise, vivid vocabulary; variety of sentence types; consistent and appropriate point of view and tone. Standard grammar, spelling, punctuation; no interference with comprehension or writer's credibility.
D	Documentation	In-text and ending documentation are generally inconsistent and incomplete; cited information is not incorporated into the document; content is not supported by sources.		In-text and ending documentation are generally clear, consistent, and complete; cited information is somewhat incorporated into the document; content is somewhat supported with sources.		In-text and ending documentation are clear, consistent, and complete; cited information is incorporated effectively into the document; content is well-supported with sources.

* Exhibits most characteristics of '1' and some of '3'
** Exhibits most characteristics of '3' and some of '5'

Revised 6/09/10

OSU General Education Oral Communication Rubric

		LEVEL OF ACHIEVEMENT				
	SKILL	**0**	**1**	**2**	**3**	**4**
A	**Content/language**	• Content generally does not address the topic or is not appropriate for the audience. • Major ideas not developed. • Vague language, inappropriate use of colloquialisms. • Inconsistencies in point of view and tone. • Information is inadequately documented. • Minimally accomplishes the goals of the assignment.	Exhibits most characteristics of "0" and some characteristics of "2".	• Content is generally appropriate. • Some supporting detail. • Language/word choice generally reflects understanding of topic and audience. • Some inappropriate colloquialisms. • "Audience" is not consistent. • Some inconsistencies in point of view and tone. • Some ineffective documentation. • Generally accomplishes the goal of the assignment.	Exhibits most characteristics of "2" and some characteristics of "4".	• Content is well developed and appropriate for the topic and audience. • Language/word choice is accurate, specific, and appropriate. • Little or limited use of colloquialisms. • Clearly defined audience. • Consistent point of view and tone. • Sources of information are well documented. • Completely accomplishes the goal of the assignment.
B	**Organization**	• Topic is unclear or poorly identified to the audience. • Little evidence of sequence or sequence markers.		• Topic is evident, though not clearly stated. • Argument proceeds in a discernible manner with some sequence markers.		• Topic/thesis is clearly stated. • Argument proceeds in an orderly and identifiable manner with appropriate sequences and sequence markers.
C	**Presentation skills**	• Much of the presentation is hard to hear. • Much excess verbiage ("you know," "um"). • Lack of appropriate eye contact. • Makes little effort to establish rapport with audience. • Inappropriate dress or physical movements. • Incorporation of visual aids detracts from rather than adds to the presentation.		• Presentation generally audible. • Some excess verbiage. • Uneven eye contact. • Establishes some rapport with the audience. • Gestures and physical movements somewhat "wooden". • Dress is generally appropriate. • Visual aids not smoothly incorporated into presentation.		• Presentation audible to all members of the audience. • No excess verbiage. • Eye contact with all parts of the audience. • Establishes rapport with audience. • Physical move-ments, gestures, enunciation compatible with audience and setting. • Dress is appropriate for the setting. • Effective use of visual aids.

		LEVEL OF ACHIEVEMENT				
	SKILL	**0**	**1**	**2**	**3**	**4**
D	**Visual aids**	• Lacks visual aids or aids are inappropriate for audience, purpose, and setting. • Difficult to see or interpret. • Contain inappropriate information. • Distracting design, movement.	Exhibits most characteristics of "0" and some characteristics of "2".	• Generally appropriate for the audience, purpose, and setting. • Some parts difficult to see or interpret. • Complement the presentation. • Most information is appropriate. • Little distracting "eye candy" (movement, graphics).	Exhibits most characteristics of "2" and some characteristics of "4".	• Appropriate for the audience, purpose, and setting. • Easy to see. • Effectively incorporated into the presentation. • Appropriate information. • No distracting "eye candy".
E	**Questions from the Audience**	• Does not ask audience for questions. • Shows poor listening skills (misinterprets questions, interrupts). • Does not repeat questions for the audience or address the response to the audience. • Some answers are incomplete, wordy, or off the topic of the question. • Does not check adequacy of answer.		• "Assumes" a question period rather than announcing one. • Listens to the question, but may interrupt before the questioner finishes. • Sometimes responds only to the questioner instead of involving the audience. • Answers are generally satisfactory but may be long-winded or only address part of the question. • Does not always check to be sure answer was adequate.		• Announces when questions will be taken. • Listens to questions carefully without interrupting. • Involves the audience by repeating the question as necessary and addressing the answer to the audience. • Answers completely and concisely. • When appropriate, checks to be sure question has been addressed satisfactorily.

(Developed by the OSU General Education Assessment Committee- Revised 06-2008)

Appendix III – Departmental Surveys

2010 OSU Alumni Survey Undergraduate Programs

College: CAS Department: Geography

Number of Questions: 14 items Question Code: GEOG

Which of the following kinds of geographic technologies or techniques do you use in your current position?

1 = do not use them

2 = use them occasionally

3 = use them regularly

GEOG1. Geographic Information Systems (GIS) and Database Management

GEOG2. Global Positioning Systems (GPS)

GEOG3. Remote Sensing

GEOG4. Computer Mapping (separate from GIS)

GEOG5. Qualitative Methods of Analysis

GEOG6. Quantitative and/or Statistical Analysis

GEOG7. Conducting Surveys and/or Field Work

Given your current responsibilities, how important have you found the following skills that you gained while studying at OSU? Would you say they were:

1 = not important at all

2 = not very important

3 = somewhat important

4 = very important

5 = did not obtain this skill at OSU

GEOG8. Writing skills

GEOG9. Analysis and critical thinking skills

GEOG10. Communication and/or discussion skills

GEOG11. Computer skills

GEOG12. Given your current responsibilities, what additional skills/subjects would have been helpful to you in your undergraduate program? (open ended)

GEOG13. What would you say were the primary weaknesses of your OSU degree program? (open ended)

GEOG14. What would you say were the primary strengths of your OSU degree program? (open ended)

EXIT SURVEY

DEPARTMENT OF GEOGRAPHY OKLAHOMA STATE UNIVERSITY

A. Student Survey of Satisfaction

Please rate your satisfaction level for the following items with this scale:

Very Satisfied: 4 Satisfied: 3 Neutral: 2 Dissatisfied: 1 Very Dissatisfied: 0

Item	Aspect of your educational experience	Rating
1	Overall rating of your degree program	4 3 2 1 0
2	Effectiveness of preparation for employment or graduate school	4 3 2 1 0
3	Up-to-date proficiency in technical skills	4 3 2 1 0
4	Marketability of skills for the workplace	4 3 2 1 0
5	Quality of instruction	4 3 2 1 0
6	Quality of advising	4 3 2 1 0
7	Quality of departmental facilities (primarily labs)	4 3 2 1 0
8	Quality and relevance of texts and instructional materials (lab manuals)	4 3 2 1 0
9	Quality of graduate teaching associates (courses or labs)	4 3 2 1 0
10	Departmental responses to student concerns	4 3 2 1 0
11	Availability of faculty to students	4 3 2 1 0
12	Availability of departmental resources to students (primarily labs)	4 3 2 1 0
13	Usefulness of degree requirements and electives	4 3 2 1 0
14	Flexibility of degree programs	4 3 2 1 0
15	Academic standards of the department	4 3 2 1 0
16	Availability/access to clubs and other extracurricular activities	4 3 2 1 0

B. Student Feedback and Suggestions

1. How did you decide to become a geography major at OSU?

2. What did you most like about geography at OSU? Least like?

3. What could be done to improve students' experiences in the Geography Department (departmental labs and otherwise)?

4. Are you completing the GIS Certificate with your degree? Yes / No If yes, do you have any comments about the Certificate?

5. Have you been involved in an internship, research assistantship, or independent study with a faculty member? Yes / No

   If yes, how would you rate your experience on the 0-4 scale from Part A, and what impact has this experience had on your degree program and post-graduation plans?

6. Do you have any other suggestions or concerns that are not addressed on this survey?

7. What areas of the country are you willing to move to for employment?

C. Student Information and Contacts:

1. What are your immediate plans?
   a. Company, agency, or school:
   b. Job title and/or duties:
   c. Location (city/state):
   d. Geographic skills to be used:

2. Contact information (please provide permanent, long-term information if possible):

   a. Name:
   b. Street: _____
   c. City/State/Zip:
      Phone: _____
   e. Off-campus e-mail:

Thank you for your time and thoughtful responses. If you have any questions about this interview, please feel free to contact the department with your concerns.