Institutional Effectiveness Report

2018-19

Program: Geoscience BS

Unit: Geosciences

Contact: Mike Harrison

Mission

1.

PG 2: Donations and endowment growth

Modifications for Improvement

PG 1: Number of majors and graduates, reviewed annually.

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of these courses are general µ š] } v } µ Œ • • ~ ' K ' í í î ì U í í ï ì U v ' K > í ì ð ñ • X t }
aggressive recruitment and retention of geoscience majors.

PG 2: Donations and endowment growth

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ongoing work resulted in two new geoscience scholarships and the acquisition of an XRD instrument to
assist with faculty and undergraduate research. Faculty continue seeking more funding for senior-
research on and off campus (e.X U E ^ U E ^ & U d d h h Z v / ^ P Œ v š • •

SLO 1: Competency

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Development of the department exit exam in 2006 to assess content knowledge of graduating seniors.
The results of the exams have illuminated weaknesses in the curriculum, particularly with map reading,
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results from these assessments guided us in the major revision of our four Geoscience curricula from fall
2018-spring 2019.

SLO 2: Communication and Critical-thinking skills

Appendix 1: Curriculum Map

Alignment of required geoscience courses with student-learning outcomes. Core courses common to all concentrations are shaded in blue. Geology concentration courses (4/5 required) are shaded in red; GIS concentration in green; environmental geology in purple; and geography in orange. The courses at the bottom of the table (unshaded blocks) are regularly offered directive elective courses.

Course	Title	SLO 1: Communication and critical thinking	SLO 2: Geoscience knowledge	SLO 3: Undergraduate research
GEOL 1020	Field Experiences			

Appendix 2: Senior Thesis Rubric

Letter Grade	Communication Skills (Written and Oral)	Critical Thinking Skills	Thesis Assessment
A (90-100)	Graduate-school level of communication proficiency, strong technical writing skills, stron oral communication skills.	Student exhibited creativity and independent motivation to complete research.	Journal-quality research with minor revision by t advisor.
B (80-89)	Above-average ability, technical writing require editing, oral communication needed some improvement.	Student needed some guidance with research b generally worked independently.	Near journal-quality research with moderate revision by the advisor.
C (70-79)	Average ability, technical writing required significant editing, oral communication skills needed improvement.	Average research abilities.	t}Œl }µo }vo Ç }v•] Œ i}µ significant revision by the advisor.
D (60-69)	Below average ability, weak technical writing sk weak oral communication skills.	Student required significant guidance throughou the entire research project.	Not journal quality research.
F (<60)	Little to no ability, very weak technical writing skills, very weak oral communication skills.	Abilities below that of a D.	Abilities below that of a D.