

Department of Geosciences
Core Class Assessment 2017-2018
Part 3: World Regional Geography

There are two core classes in the Geography division of Geosciences. Both fulfill social science core requirements in Fulbright College. Both classes are assessed using a pre/post test format and one section per semester is selected for assessment.

The class goals are laid out in the syllabus and learning outcomes are assessed through a pre-test, post-test assessment system. Students are not required to put their identification on the tests and once they are graded on the aggregate statistics are used in the assessment. In addition, these tests are administered separately from any grade-related assessment.

GEOS 2003: World Regional Geography

World Regional Geography is a 2000-level survey course that is designed to familiarize students with the physical, demographic, cultural and socio-political geography of the principal regions of the world. It fulfills college curriculum goals relating to globalization, multiculturalism, diversity and critical thinking in the context of contemporary global problems.

Course Description and Goals: This course is designed to familiarize students with the geography of the principal regions of the world, including demography, culture, environment, political economy, and global integration. By the end of the course, students should be able to do the following:

- Understand basic geographic concepts such as diffusion, region, density, time-space compression etc.
- Should be able to think critically (that is; evaluate both sides of an issue and formulate a position based on reason, logic and factual evidence) about global and local issues.
- Should understand the basics facts of demographic change and migration.
- Should understand and be able to discuss the advantages and disadvantages of globalization.

- Should be able to think and write critically about political and economic change in different regions of the world, and understand that change within the specific regional historical and cultural contexts.

Assessment results 2017-2018

The questions are appended to the end of this report.

Fall 2017 Geography Core Assessment					
Pre-test: 73 Students			post-test-69 Students		
Part	Number of students correct	Percent correct	Number of students correct	Percent correct	Difference
1	6/73	8.2	62/69	89.8	81.6
2	21/73	29	63/69	91.3	62.3
3	2/73	2.7	42/69	60.9	58.2
Part 2					0
4	9/73	12.3	48/69	69.6	57.3
5	32/73	43.8	63/69	91.3	47.5
6	21/73	28.7	65/69	94.2	65.5
Part 3					0
7	13/73	17.8	55/69	79.7	61.9
8	48/73	65.7	66/69	95.6	29.9
9	11/73	15.1	48/69	69.6	54.5
Part 4					0
10	70/73	95.8	65/69	94.2	-1.6
11	50/73	68.4	64/69	92.7	24.3
12	16/73	21.9	60/69	86.9	65
Part 5					0
13	21/73	28.7	51/69	73.9	45.2
14	40/73	54.7	61/69	88.4	33.7
15	19/73	26	53/69	76.8	50.8

It is clear from the changes in the results from the pre-test to the post-test that the students demonstrated clear knowledge increases on almost every question. For a few questions the increase in student knowledge is limited, because the students already

knew the material. And in Question 10, this resulted in a smaller percentage of students identifying the correct answer in the post-test, however, the difference of 1.6% is in no way significant. In all other cases however, it appears that the material is being taught effectively and students are leaving the class with a substantially greater knowledge of the world than when they entered it.

On the basis of these results we are satisfied that the class is currently being taught in a way that maximizes student learning.

GEOS1123: Human Geography

Course Description and Goals: The purpose of this class is to provide students with an introduction to the concepts of human geography and to familiarize students with the global dimensions of demography, culture, economics and politics. The class covers the study of population trends and migration patterns; cultural, and ethnic differences; economic activity and settlement patterns; and global political trends and interactions. By the end of the course students should be able to do the following:

- Understand the causes and consequences of globalization at the global and local levels.
- Understand and be able to use basic geographic concepts such as spatial relations, distribution, scale and diffusion.
- Understand the range of human social and cultural diversity.
- Be able to think critically about current global problems including, but not limited to, climate change, demographic expansion, migration and conflict.
- Be able to understand the ways in which technology is impacting human society through global interconnectedness and globalization of cultures and economies.
- Become familiar with the diversity of human social and ethical behavior, the roots of that diversity and should come understand how technology

is impacting human society and increasing the global interconnectedness of people and places.

- Be able to link global patterns of change to local problems such as unemployment, pollution, urban decline and political unrest.

Assessment results 2017-2018

For the 2017-2018 assessment period, the questions were rewritten to more closely reflect the broader goals of the social sciences core in Fulbright College, changes that were recommended in the 2016 Social Sciences Core Course Assessment report for Geography. Assessment was conducted on the largest of the Fall 2017 sections of Human Geography and the results are in the following table.

Human Assessment Fall 2017 Pre 132 Students/Post 103 students

	Correct Pre Test	% Correct	Correct Post Test	% Correct	Difference
Question 1	26	19.6	14	13.2	-6.4
Question 2	16	12.1	26	25.70	13.6
Question 3	4	3	100	97.10	94.1
Question 1	16	12.1	18	17.50	5.4
Question 2	30	22.7	88	85.40	62.7
Question 3	42	31.8	80	77.60	45.8
Question 1	18	13.6	28	27.20	13.6
Question 2	42	31.8	96	93.20	61.4
Question 3	20	15.1	92	89.30	74.2
Question 1	80	60.6	96	93.20	32.6
Question 2	56	42.4	90	87.30	44.9
Question 3	34	25.7	52	50.40	24.7
Question 1	10	7.5	76	73.80	66.3
Question 2	30	22.7	94	91.20	68.5
Question 3	38	28.7	64	62.10	33.4

The student learning gains are substantially improved over previous years, especially in the questions relating to human organization and behavior (4-6) and challenges associated with diversity (7-9). Responses also improved in some of the Section 1

questions on Geographic concepts (the first set of 3 questions) although in others, particularly question 1, we still have to look at modifying and/or increasing the emphasis on the material to ensure that these critical concepts are sticking with the students through the end of the class.

Tests

World Regional Geography Core Assessment Test 2017-2018

Circle the correct answer:

1. Which of the following rivers is NOT located in Asia:
 - a. Yangtze
 - b. Thames
 - c. Ganges
 - d. Euphrates
2. Which Middle Eastern country contains most of the world's natural gas reserves?
 - a. Bahrain
 - b. Saudi Arabia
 - c. Yemen
 - d. Oman
3. What language has the most native speakers worldwide?
 - a. English
 - b. Spanish
 - c. Hindi
 - d. Mandarin Chinese
4. Which of the following countries is NOT an island:
 - a. Australia
 - b. Greenland
 - c. Korea
 - d. Grenada
5. What is the most densely populated city in the world?
 - a. Tokyo, Japan
 - b. Shanghai, China
 - c. Manila, Singapore
 - d. Dehli, India
6. Which of the following countries is NOT part of the British Commonwealth:
 - a. Canada
 - b. South Africa
 - c. Pakistan
 - d. Jordan
7. What is the largest desert in the world?
 - a. Sahara
 - b. Antarctica
 - c. Gobi
 - d. Atacama
8. What is currently the most widely traded currency?
 - a. US dollar
 - b. EU euro
 - c. Japanese Yen
 - d. UK pound

9. What is the longest mountain range in the Americas?
- a. Rockies
 - b. Appalachians
 - c. Andes
 - d. Ozark
10. What is the most widely practiced religion in the world?
- a. Buddhism
 - b. Christianity
 - c. Islam
 - d. Hinduism
11. Which of the following countries has the largest landmass?
- a. Canada
 - b. Greenland
 - c. China
 - d. Russia
12. Which country exports the most wheat worldwide?
- a. USA
 - b. Russia
 - c. Australia
 - d. Canada
13. Which of the following countries is NOT considered a constitutional monarchy:
- a. United Kingdom
 - b. Hashemite Kingdom of Jordan
 - c. Kingdom of Saudi Arabia
 - d. Grand Duchy of Luxemburg
14. Which of the following South American countries is landlocked (i.e. no coast):
- a. Chile
 - b. Bolivia
 - c. Brazil
 - d. Venezuela
15. What country has the highest electricity consumption (MW*h/yr)?
- a. China
 - b. USA
 - c. India
 - d. Japan

Human Geography Core Assessment Tests 2017-2018

SSLO1 – Identify and/or explain a method of inquiry in geography

- 1) Which of these topics best represents the concept of hierarchical diffusion?
 - a) the spread of AIDS
 - b) merchandiser efforts to get college students to adopt their products
 - c) spread of swine flu
 - d) the expansion of Wal-Mart.
- 2) Data regarding percent of high school graduates in each US state would be best represented on what kind of map?
 - a) dot density map
 - b) choropleth map
 - c) topographic map
 - d) graduated circles map
- 3) Which of the following statistics best measures the state of economic development in a country?
 - a) GNP/capita
 - b) Percent of high school graduates
 - c) Infant Mortality Rate
 - d) Crude Death Rate

SSLO2 – Identify and/or explain human organization and behavior

- 1) The major cause of recent world population increase has been
 - a) increasing birth rates
 - b) decreasing death rates
 - c) increasing in-migration
 - d) all of the above
- 2) The main cause of global contemporary urban growth is:
 - a) natural increase
 - b) rural to urban migration
 - c) international migration
 - d) rapid industrialization
- 3) For the UN to formally recognize a new country it must meet which of the following conditions?
 - a) Have an independent political system
 - b) Have a flag and other iconography
 - c) Have its own currency
 - d) Be recognized by all five permanent members of the UN security council

SSLO3 - Identify and/or explain challenges associated with the diversity encountered by individuals, organizations, and/or societies

- 1) The protection of minority groups in multiparty democracies is generally secured by what institution?
 - a) the Constitution
 - b) popular referendums
 - c) the legislature
 - d) an independent judiciary
- 2) Which of the following countries transitioned to a multi-party democracy in 1994 after fifty years of minority-rule?
 - a) Canada
 - b) South Africa
 - c) Brazil
 - d) India
- 3) Which of the following statistical measures is most closely correlated to birth rate in a country?
 - a) GDP
 - b) Infant Mortality Rate

c) Female literacy rate

d) Number of doctors/capita

SSLO4 - Identify and/or explain how technology affects individuals, groups, and/or social institutions

- 1) The technological treadmill affects agriculture by;
a) forcing farmers to produce more crops
b) forcing farmers to invest in more technology
c) forcing farmers to use more water and fertilizer
d) a, b and c
- 2) Space-time compression occurs when new technology makes it easier to do what?
a) grow food
b) produce industrial goods
c) communicate over distance
d) produce visual images of the earth
- 3) International trade agreements became common in the 20th century as a response to what global event?
a) WWII
b) WWI
c) The Great Depression
d) The independence of European colonies.

SSLO5 - Identify and/or explain the changes caused by the increasing interconnectedness of today's world

- 1) Which of the following countries represents the largest (by population) Muslim country in the world?
a) Indonesia
b) India
c) Pakistan
d) Egypt
- 2) Which of the following is the best example of a super-state?
a) The USA
b) The European Union
c) NATO
d) The Geneva Conventions
- 3) What is the new name that is being used to discuss the most recent era of earth history; the era that has been affected by humans.
a) the Holocene
b) the Eocene
c) the Anthropocene
d) the Neolithic