M.S. in Geospatial Sciences

Annual Program Report Template

| Year: | Academic Year 2022-2023 | | | |
|---|---|--|--|--|
| Program: | Geospatial Sciences | | | |
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Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here: No assessment on this program was done last cycle since the program is too new. However, the two Non-Thesis program majors were assessed this cycle on Outcome-2 and Outcome-3 based on their final reports and oral presentations in the Geospatial Research Project course. Since the program failed to meet the target for Outcome-3 based on one student's poor oral presentation, an action plan was devised to help instruct students on the proper way to create and deliver an oral presentation, and to allow the students to critique each other's presentations in enough time to make changes before the final presentation.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here: An action plan for a minor course change in Geospatial Research Methods is planned for the next time the course is taught. The plan is to better prepare students for oral presentations by discussing proper planning procedures and oral presentation skills in class, then to ask the students in the class to give their presentations to each other before the final presentation to aid with critiques for classmates that should improve everyone's presentations.

Table 1. Assessment Results and Analyses for Current Cycle.

| STAGE 1: PLAN | | | STAGE 2: DO | | STAGE 3: STUDY | |
|-----------------------|------------------------------------|------------------|--------------------------|-------------------|----------------------------|---------------------------------|
| Departmental | Program Student | Assessment | Assessment | Benchmark | Data Results | Actions/Goals Based on Data |
| Student Learning | Learning Outcome | | Method/Locati | Expectations | | Results* What do the data tell |
| Goal | | | on | | | you? How will you use this |
| | | | | | | data? How were data from the |
| | | | | | | last cycle used to make changes |
| | | | | | | during this cycle, and What |
| | | | | | | were the results of those |
| | | | | | | changes? |
| Describe, | Outcome-1: | Graduate | Rubric: | The desired level | The written | No Data. Program too new. |
| distinguish, and | | students will | | of performance | exam question | |
| apply the | Graduate students in | take a | • Level # 4 - | will be a mean of | for Outcome-1 | |
| fundamental | the rapidly growing | comprehensive | Excellent: | 2.6 and above on | is designed for | |
| concepts, principles, | field of Geospatial | written exam in | Student can | a four-point | the student to | |
| and tools of GIS to | Sciences will exhibit in- | the graduate | write and | scale. This level | take in their last | |
| make informed use | depth mastery of | level course. | develop the | of performance | semester before | |
| of existing GIS | Geospatial Sciences | The examination | information in | was chosen | graduation. The | |
| applications and | key concepts taught in | question will be | a clear logical | because it | program's first | |
| gain skills needed to | graduate courses. A | written by a | fashion. | represents | students started | |
| construct new | crucial skill of a | committee of | Student | adequate level of | in the Fall of | |
| applications in the | geospatial analyst is | two instructors | answers the | training, based | 2021 and are | |
| physical, | the capacity to apply | of the graduate | question asked | on the rubrics, | taking an extra | |
| environmental, | acquired knowledge to | courses and the | and | for a person | long semester | |
| social and economic | new or novel | main advisor. A | incorporates | obtaining a | to complete | |
| realms. | situations. | rubric will be | relevant | master's degree | their classes or | |
| | Understanding the | used to assess | information. | in science. | thesis. Therefore there | |
| | basic concepts of | the embedded | Student | | has been no | |
| | Geospatial Sciences will allow our | question. Levels | integrates all pertinent | | | |
| | graduates to acquire | of proficiency: | material from | | exams given yet since no | |
| | geospatial intuition, | | lecture, | | students qualify | |
| | allowing them to use | | textbooks, and | | to take them. It | |
| | their knowledge and | | tutorials, and | | is expected that | |
| | insight to comprehend | | appropriately | | several students | |
| | and solve real-world | | applies learned | | will be | |
| | problems, as well as | | information | | graduating at | |
| | assist decision making. | | correctly. | | the end of the | |
| | assist accision making. | | • Level # 3 - | | Fall semester | |
| | | | Level # 3 - | | raii semestei | |

| Good: Student | 2023 so there |
|------------------|------------------|
| can write and | will be data for |
| develop the | the next cycle. |
| information in | |
| a clear logical | |
| fashion. | |
| Student | |
| answers | |
| question asked. | |
| Answer | |
| incorporates | |
| relevant | |
| information; | |
| however, one | |
| or more | |
| pertinent | |
| facts/observati | |
| ons/ideas are | |
| omitted. | |
| • Level # 2 - | |
| Marginal: | |
| Student does | |
| not write in a | |
| clear logical | |
| form. Ideas are | |
| present but not | |
| organized into | |
| a meaningful | |
| development of | |
| topic. Facts are | |
| incorporated in | |
| a disorganized | |
| fashion. | |
| Information is | |
| missing from | |
| the | |
| • discussion, | |
| and irrelevant | |
| information is | |
| | |
| included. Does | |

| Describe, distinguish, and papely the fundamental concepts, principles, and tools of GiS to make informed use of existing GIS applications and gain skills needed to construct new applications and gain skills needed to construct new applications in the other applications and gain skills needed to construct new applications in the other applications and gain skills needed to construct new applications in the other applications of the proper applications of the other applications of t | | | | | | | |
|--|-----------------------|-------------------------|------------------|------------------|---------------------|------------------|---------------------------------|
| Describe, distinguish, and apply the fundamental concepts, principles, and tools of Gis to make informed use of existing GIs applications and gain skills needed to exception generation and gain skills needed to applications in the matter stress of existing GIs applications in the matter stress for a matter of the size of existing GIs applications in the matter stress for a matter of the size of existing GIs and when writing a poplications in the matter stress for and is hoping it is relevant. • Level # 1 - Poor: Illogical assemblage of facts and misinformation . Student does not properly answer the questions and merely offers material that has limited applications and gain skills needed to construct new applications in the master's thesis for to the level of applications in the master's thesis for to the level of and scientific reconstruct new applications in the master's thesis for to the level of and scientific reconstruct new applications in the master's thesis for to the level of and scientific reconstruct new applications in the master's thesis for to the level of independently. Poor: Illogical assemblage of facts and misinformation . Student does not properly answer the questions and merely offers material that has limited applications and gain skills needed to concepts, principles, and the will be 3.0 or or thesis in scientific research paper or thesis in succepts. A courses. A sollowed all instructions. Sciudents selected because demonstrate to to 4) course. A limited and scientific reasoning while writing a course. A course. A limited and scientific reasoning while writing a course. A limited and scientific reasoning while writing a course. A limited and scientific reasoning while writing a course. A limited and scientific reasoning while writing a limited application in the matter of the fact of | | | | | | | |
| Describe, distinguish, and apply the Graduate students will sapply the concepts, principles, and tools of GiS to make informed use of existing GIS make information and is hopping to exist the existing assumed the existing and when writing a mak | | | | | | | |
| Describe, distinguish, and apply the Graduate students will fundamental concepts, principles, and tools of GIS to make informed use of existing GIS and tools of GIS to make informed use of existing GIS and tools of GIS to make informed use of existing GIS exercise papilications and gain skills needed to construct new applications in the since the circle information is from lecture and is hoping it is relevant. - Level # 1 - Poor: Illogical assemblage of facts and misinformation . Student does apstend the sintle is relevant. - Students will sintle the applications and misinformation . Students and misinformation is relevant. - Level # 4 - Evel # 4 | | | | l | | | |
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| Describe, distinguish, and apply the fundamental concepts, principles, and tools of GIS to make informed use of existing GIS and tools of GIS to make informed use of existing GIS and tools of GIS to make informed use of existing GIS applications and gain skills needed to construct new applications in the of the level of to the level of the program were evaluated in the writing and when writing a master's thesis for to the level of to the level of the program of the writing to the level of the program of the writing to the level of the program were evaluated in the writing and the writing of the program of the writing to the level of the program of the writing to the level of the program of the writing to the level of the program of the writing to the level of the program of the writing the program of the writing to the level of the program of the writing the program of the writing the project report. The p | | | | | | | |
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| Describe, distinguish, and apply the fundamental concepts, principles, and tondos of GIS to make informed use of existing GIS and formed use of existing GIS again skills needed to construct new applications in the master's theis for mather applications in the master's theis for mather applications in the master's theis for master's theis for master's theis sior assemblage of facts and misinformation misinformation misinformation misinformation misinformation misinformation misinformation show their ability to construct new applications in the master's theis for to the level of | | | | • Level # 1 - | | | |
| Describe, distinguish, and apply the fundamental concepts, principles, and tools of GIS to make informed use of existing GIS applications and gain skills needed to Construct new applications in the mater's thesis for facts and misinformation and merely offers and misinformation and merely offers and merely offers and requestions and merely offers and merely offers and merely offers and merely offers and requestions and gain skills needed to construct new applications in the mater's thesis for mater's thesis for facts and misinformation and schalific reasoning while writing applications in the mater's thesis for facts and misinformation and misinformation and merely offers and merely offers material that has limited applicability. The target level of performance of performance will be 3.0 or above on a four-tothed point scale. This selected point scale. This selected performance was selected because it indicates a using their work then for applications in the mater's thesis for to the level of to the level of independently. person pursuing The target level of the property answer the questions and merely offers applicability. The target level of Two students in the Non-Thesis program were evaluated in the Writing scores for their theses. The Non-Thesis program were evaluated in the writing a using their work withing a using their work with the final project report. The Mean score Two students in the writing a project course using their work with the invertions. The Mean score Two students in the writing a project course using their work with the invertion work The Non-Thesis program were evaluated in their dealors of their demonstrate it indicates a using their work written final project report. The Mean score The Non-Thesis program were evaluated in the writing a using their work with the writing a project report. The Mean score The Non-Thesis program were evaluated in the wri | | | | Poor: Illogical | | | |
| Describe, distinguish, and apply the Graduate students will sund tools of GIS to make informed use of existing GIS and tools of GiS to make informed use of existing GIS again skills needed to construct new applications in the Month of the label to construct new applications in the Month of the label to construct new applications in the Month of the label to construct new applications in the Month of the label to the level of Month of the label to the label | | | | assemblage of | | | |
| Describe, distinguish, and apply the fundamental concepts, principles, and tools of GIS to make informed use of existing GIS applications and gain skills needed to construct new applications in the selected applications and merely offers material that has limited applicability. Student does not properly answer the questions and merely offers material that has limited applicability. Rubric: The target level of performance will be 3.0 or with either a socientific applications. Students are doing well with their written reports. Next cycle should include the Thesis students and the writing a courses. A subdents are doing well with their written reports. Next cycle should include the Thesis students and the writing secret of politowed all performance was selected because applications in the master's thesis for work in dependently. Student of performance will be 3.0 or above on a four-point scale. This program were evaluated in the Won-Thesis program were bequived in instructions. Students are doing well with their written reports. Next cycle should include the Thesis students and the writing selected because using their writing a person pursuing to the level of training for a person pursuing to the level of independently. The Mean score | | | | facts and | | | |
| Describe, distinguish, and apply the fundamental concepts, principles, and tools of GIS to make informed use of existing GIS applications and gain skills needed to construct new applications in the master's thesis for simplications and selected sincepted answer the questions and equestions and equestion e | | | | misinformation | | | |
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| Describe, distinguish, and apply the fundamental concepts, principles, and tools of GIS to make informed use of existing GIS applications and gain skills needed to construct new applications in the Describe, distinguish, and again skills needed to construct new applications in the Describe, distinguish, and applications and gain skills needed to construct new applications in the Describe, distinguish, and applications and gain skills needed to construct new applications in the Describe, distinguish, and write either a scientific research paper or thesis in selected graduate courses, A numeric value (1) to the level of to the inability to work to preformance will be 3.0 or the target level of performance will be 3.0 or the Non-Thesis program were evaluated in the indicates a using their written final project report. The Mean score | | | | not properly | | | |
| Describe, distinguish, and apply the fundamental concepts, principles, and tools of GIS to make informed use of existing GIS applications and gain skills needed to construct new applications in the make informed use of excellent: Students **Level # 4 - will be 3.0 or Two students in the value of include the Thesis students and the writing applications. Two students in the value of the level of their above on a four-point scale. This program were evaluated in the Non-Thesis in the Non-Thesis p | | | | answer the | | | |
| Describe, distinguish, and apply the apply the concepts, principles, and tools of GIS to make informed use of existing GIS applications and gain skills needed to construct new applications in the material that has limited applicability. Students will puritie either a scientific or thesis in sale courses. A applications in the material that has limited applicability. Students will puritie either a scientific of performance of performance of performance will be 3.0 or the level of of performance will be 3.0 or above on a four-point scale. This followed all instructions. Student suit of performance was selected because it indicates a using their workten final project report. The Mean score it independently. The Non-Thesis students are doing well with their written reports. Next cycle should include the Thesis students and the writing scores for their theses. Two students in the Non-Thesis program were evaluated in their Geospatial of their ability to sufficient level of training for a project report. The Mean score | | | | questions and | | | |
| Describe, distinguish, and apply the distinguish, and apply the fundamental concepts, principles, and tools of GIS to make informed use of existing GIS applications and gain skills needed to construct new applications in the master's thesis for make informed use applications in the master's thesis for make informed use applications in the master's thesis for make informed use applications in the master's thesis for make informed use applications in the master's thesis for make informed use applications in the master's thesis for make informed use applications in the master's thesis for make informed use applications in the master's thesis for make informed use applications in the master's thesis for make informed use applications in the master's thesis for make informed use applications in the more applications in the master's thesis for make informed use applications in the master's thesis for make informed use applications in the master's thesis for make informed use applications in the more applications. Students applications in the more applications. Students and the target level of the target level of the target level of the target level of the boron and of the perior appl | | | | merely offers | | | |
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| Describe, distinguish, and apply the apply the fundamental concepts, principles, and tools of GIS to make informed use of existing GIS applications and gain skills needed to construct new applications in the master's thesis for the image in strict of t | | | | has limited | | | |
| distinguish, and apply the apply the fundamental concepts, principles, and tools of GIS to make informed use of existing GIS applications and gain skills needed to construct new applications in the master's thesis for will be 3.0 or scientific research paper scientific apply the fundamental scientific research paper scientific apply the fundamental scientific research paper ascientific or thesis in scientific research paper ascientific or thesis in scientific research paper ascientific point scale. This program were evaluated in the Non-Thesis program were evaluated in their Geospatial performance was selected because it indicates a sufficient level of their ability to work independently. The Mean score in the Non-Thesis program were evaluated in their Geospatial performance was selected because it indicates a sufficient level of training for a project report. The Mean score | | | | applicability. | | | |
| apply the fundamental show their ability to concepts, principles, and tools of GIS to make informed use of existing GIS applications and gain skills needed to construct new applications in the master's thesis for sine fundamental show their ability to scientific research paper or thesis in structions. Students selected because it indicates a sufficient level or training for a project report. Two students in the Non-Thesis program were evaluated in the writing a valuate in their Geospatial report of their ability to sufficient level or training for a project Course using their written final project report. The Mean score | Describe, | Outcome-2: | Students will | Rubric: | The target level | Target Met! | The Non-Thesis students are |
| fundamental concepts, principles, and tools of GIS to make informed use of existing GIS applications and gain skills needed to construct new applications in the research paper or thesis in use the scientific method and scientific reasoning while writing of existing GIS applications and gain skills needed to construct new applications in the research paper or thesis in selected followed all instructions. Students followed all instructions. Students selected because it indicates a sufficient level of training for a person pursuing include the Thesis students and the Writing scores for their theses. include the Thesis students and the Writing a the Writing scores for their theses. | distinguish, and | | write either a | | of performance | | doing well with their written |
| concepts, principles, and tools of GIS to method and scientific make informed use of existing GIS applications and gain skills needed to construct new applications in the and when writing a policitions and specifications in the and when writing a master's thesis for and tools of GIS to method and scientific selected followed all followed all instructions. Students followed all instructions. Students selected because it indicates a sufficient level of their ability to work independently. Students selected because it indicates a sufficient level of training for a person pursuing program were evaluated in their Geospatial Project Course using their written final project report. The Mean score | apply the | Graduate students will | scientific | • Level # 4 - | will be 3.0 or | Two students in | reports. Next cycle should |
| and tools of GIS to method and scientific reasoning while writing of existing GIS applications and gain skills needed to construct new applications in the method and scientific reasoning while writing applications in the method and scientific reasoning while writing and when writing a applications in the method and scientific selected graduate graduate instructions. Students selected because it indicates a sufficient level of their ability to work independently. The Mean score theses. Ithere of performance was selected because it indicates a sufficient level of training for a project report. The Mean score | fundamental | show their ability to | research paper | Excellent: | above on a four- | the Non-Thesis | include the Thesis students and |
| and tools of GIS to make informed use of existing GIS research papers in the applications and gain skills needed to construct new applications in the matter's thesis for selected graduate selected graduate (ourses. A numeric value (1) to the level of the independently. followed all instructions. Students of evaluated in their Geospatial performance was selected because it indicates a sufficient level of training for a person pursuing their person pursuing their person pursuing their person pursuing their person pursuing the independently. The Mean score theses. | concepts, principles, | use the scientific | or thesis in | Student | point scale. This | program were | the writing scores for their |
| of existing GIS research papers in the applications and gain skills needed to construct new applications in the applications i | and tools of GIS to | method and scientific | selected | followed all | level of | evaluated in | theses. |
| of existing GIS research papers in the applications and gain skills needed to construct new applications in the applications i | make informed use | reasoning while writing | graduate | instructions. | performance was | their Geospatial | |
| gain skills needed to construct new applications in the Research project class and when writing a master's thesis for to the level of applications in the Research project class to 4) their ability to work training for a person pursuing to the level of training for a person pursuing to the Mean score | of existing GIS | research papers in the | courses. A | Students | selected because | | |
| construct new and when writing a applications in the master's thesis for to the level of applications in the corresponding to the level of to the level of applications in the corresponding to the level of th | applications and | capstone Geospatial | numeric value (1 | demonstrate | it indicates a | using their | |
| construct new and when writing a applications in the master's thesis for to the level of applications in the corresponding to the level of to the level of applications in the corresponding to the level of th | • • | • | | their ability to | sufficient level of | _ | |
| applications in the master's thesis for to the level of independently. person pursuing The Mean score | J | | - | | training for a | project report. | |
| | | • | | | _ | | |
| physical, thesis-vased students. performance student a masters was 5.3 and the | physical, | thesis-based students. | performance | Student | a master's | was 3.5 and the | |
| environmental, In the contemporary will be assigned demonstrated degree in science Standard | | In the contemporary | · · | demonstrated | degree in science | Standard | |
| social and economic world, scientific to each question the ability to on the rubrics. Deviation was | | | _ | | _ | | |
| realms. techniques and on the scientific develop the 0.71. | | - | · · | • | | | |
| scientific reasoning research paper information in | | | | - | | | |
| serve as the basis for and thesis a clear logical | | _ | | | | | |

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|-----------------------|--------------------|------------------|------------------|----------|
| the quest of | rubric. Scientific | fashion. | No students in | |
| knowledge. A | paper in the | Students were | the Thesis | |
| geospatial analyst | Geospatial | able to draw | program wrote | |
| must be able to use | Research | conclusions | their thesis yet | |
| scientific approaches | Project course | from the data | so were not | |
| to address | and the master | and tie those | evaluated. | |
| geographical | thesis will be | conclusions to | | |
| challenges. The study | used in the | ideas presented | | |
| should be presented | assessment. | in the | | |
| both in written and | Mean and | literature. | | |
| spoken form. | standard | • Level # 3 - | | |
| | deviations for | Good: Student | | |
| | each rubric | followed most | | |
| | metric will be | instructions. | | |
| | calculated, as | Student | | |
| | will the mean | demonstrated | | |
| | and standard | and | | |
| | deviation of | inconsistent | | |
| | each section in | ability to | | |
| | the research | develop the | | |
| | paper/thesis | information in | | |
| | and overall | a clear logical | | |
| | scores. | fashion. | | |
| | | Student was | | |
| | | able to draw | | |
| | | conclusions | | |
| | | from the data | | |
| | | and tie those | | |
| | | conclusions to | | |
| | | ideas presented | | |
| | | in the | | |
| | | literature. | | |
| | | • Level # 2 - | | |
| | | Marginal: | | |
| | | Student was | | |
| | | inconsistent in | | |
| | | their ability to | | |
| | | follow | | |
| | | instructions. | | |
| | | Student | | |
| <u> </u> | | Stauciit | l | <u> </u> |

| | | | demonstrated | | | |
|------------------|------------|--------------|------------------|-------------------|-----------------|--------------------------------|
| | | | | | | |
| | | | major | | | |
| | | | deficiencies in | | | |
| | | | their ability to | | | |
| | | | develop the | | | |
| | | | information in | | | |
| | | | a clear logical | | | |
| | | | fashion. | | | |
| | | | Student was | | | |
| | | | unable to draw | | | |
| | | | conclusions | | | |
| | | | from the data | | | |
| | | | and tie those | | | |
| | | | conclusions to | | | |
| | | | ideas presented | | | |
| | | | in the | | | |
| | | | literature. | | | |
| | | | • Level #1 - | | | |
| | | | Poor: Failure to | | | |
| | | | comply with | | | |
| | | | instructions. | | | |
| | | | Student | | | |
| | | | demonstrated | | | |
| | | | an inability to | | | |
| | | | develop the | | | |
| | | | information in | | | |
| | | | a clear logical | | | |
| | | | fashion. | | | |
| | | | Student did not | | | |
| | | | draw | | | |
| | | | conclusions | | | |
| | | | from the data | | | |
| | | | | | | |
| | | | and tie those | | | |
| | | | conclusions to | | | |
| | | | ideas presented | | | |
| | | | in the | | | |
| | | | literature. | 000/ 5 | | |
| Describe, | Outcome-3: | The oral | Rubric: | 80% of students | Target Not Met! | There were no data last cycle |
| distinguish, and | | presentation | | will score an | | so there is nothing to compare |
| apply the | | skills of | | average of 3.0 on | | to the results in this cycle. |

fundamental concepts, principles, and tools of GIS to make informed use of existing GIS applications and gain skills needed to construct new applications in the physical, environmental, social and economic realms.

The oral presentation skills of graduate students will be assessed during a presentation of their research project for non-thesis-based and thesis for thesis-based by external committee of two professors and the main advisor. The assessment rubric includes a numeric value (1 to 4) corresponding to the level of performance on preparedness, comprehension, ability to answer questions, verbal delivery, and quality of the PowerPoint and presented materials. Mean and standard deviations for each rubric metric will be calculated and overall scores.

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• Level #4 – Excellent: Student completely prepared; complete comprehension of the presented materials was shown; mostly uses scientific vocabulary correctly; clearly answer questions; and very good use of graphics made. • Level #3-

Good: Student mostly prepared; strong comprehension of the presented materials was shown; mostly uses scientific vocabulary correctly; demonstrated ability to answer questions; and very good use of graphics made. • Level # 2 -

the rubric. This level of performance was selected because it indicates a sufficient level of training for a person pursuing a master's degree in science on the rubrics.

Two students in the Non-Thesis program were evaluated in their Geospatial **Project Course** using the final oral presentations of their projects. One student received a Level 1 score and the other a level 3 score. This meant that only 50% of the students scored at a 3.0 or better which is below the 80% target.

No students in the Thesis program wrote their thesis yet so were not evaluated. Since there were no thesis students evaluated this cycle, their oral communication skills could not be assessed. Also, there were only two students assessed so the statistics of the results are not robust. However, with that in mind, one student performed poorly in all aspects of the oral presentation. The question is why?

Outcome-3 Action Plan:

The student that scored a 1 on their final project oral presentation did not plan the talk well or practice it. The talk was too long and had too much introductory material. To help remedy it, the plan is to not assume students know how to put an oral presentation together, even as masters students. There will be some class instruction on how to deliver a proper scientific oral presentation in the Geospatial Project class prior to the oral presentation. Students will also be asked to critique each other's practice presentation in enough time prior to the final presentation to give each student enough time to improve their presentation as needed. These two changes will be evaluated next cycle to see if there was improvement.

| Marginal: |
|-----------------|
| |
| Student |
| somewhat |
| prepared; fair |
| comprehension |
| of the |
| presented |
| materials was |
| shown; |
| sometimes |
| uses scientific |
| vocabulary |
| correctly; |
| confused and |
| not clearly |
| answer |
| questions; and |
| marginal use of |
| graphics made. |
| • Level #1 - |
| Poor: Student |
| not prepared; |
| no |
| comprehension |
| of presented |
| materials; |
| inability to |
| clearly answer |
| |
| questions; |
| never uses |
| scientific |
| vocabulary |
| correctly; and |
| use of graphics |
| was |
| inappropriate. |

Table 2. Continuous Improvement Results Since Last Report

| Stage 4: ACT | | |
|--|--|--|
| Actions/Goals Based on Data Results | Status | Discussion of Status |
| *Copy last cycle's actions/goals and report on progress toward continuous improvement on those here. | C=Complete P=Progressing N=No Action Taken | If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment. |
| No action goals last cycle because no assessment last cycle since program is too new. | | be initiated toward decomplishment. |